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GCSE

**HISTORY**

**8145/1A/B**

Paper 1A/B: Germany, 1890–1945: Democracy and dictatorship

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**Mark scheme**

Specimen Material

Version E1

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

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## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

0	1
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How does **Interpretation B** differ from **Interpretation A** about Hitler’s appeal to the people of Germany?

Explain your answer using **Interpretations A** and **B**.

**[4 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

<b>Target</b>	<b>Analyse individual interpretations (AO4a)</b> <b>Analyse how interpretations of a key feature of a period differ (AO4b)</b>	
<b>Level 2:</b>	<b>Developed analysis of interpretations to explain differences based on their content</b>	<b>3–4</b>
	<p>Students may progress from a simple analysis of interpretations with extended reasoning to explain the differences, for example, how Interpretation B emphasises the breakdown of the capitalist system. Schiff highlights the despair of various different groups affected by the Depression. By comparison Interpretation A focuses on Hitler’s emotional appeal where his oratory moved the spirit, and how he represented hope for the future and protection from communism.</p>	
<b>Level 1:</b>	<b>Simple analysis of interpretation(s) to identify differences based on their content</b>	<b>1–2</b>
	<p>Students are likely to identify relevant features in each interpretation(s), for example, Hitler’s appeal, according to Schiff (Interpretation B), was based on the desperate plight of people facing financial ruin whereas Speer (Interpretation A) claims that it was Hitler’s oratory.</p>	
	<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>

**0 2**

Why might the authors of **Interpretations A** and **B** have a different interpretation about Hitler’s appeal to the people of Germany?

Explain your answer using **Interpretations A** and **B** and your contextual knowledge.

**[4 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**Target**      **Analyse individual interpretations (AO4a)**  
**Analyse why interpretations differ (AO4c)**

**Level 2:**      **Developed answer analyses provenance of interpretation to explain reasons for differences**      **3–4**

Students may progress from identification to explanation of the reasons for the differences in the interpretations supported by factual knowledge and understanding related to, for example, differences in provenance, context of their time of writing, place, previous experience, knowledge, beliefs, circumstances, and access to information, purpose and audience.

For example, candidates may argue that the interpretations of Speer and Schiff were based on different circumstances, beliefs and purposes. Speer had been in jail for war crimes and sought to justify his own actions/support for the Nazis. Schiff blames Hitler’s rise on the Depression; by explaining his socialist distaste for the Nazis which meant he couldn’t understand Hitler’s appeal.

**Level 1:**      **Simple answer analyses provenance to identify reasons for difference(s)**      **1–2**

Students are likely to identify relevant reasons for the differences in each interpretation(s). Related to, for example, differences in provenance, context of their time of writing, place, previous experience, knowledge, beliefs, circumstances, access to information, purpose and audience.

For example, Interpretation A was by Speer who became Nazi Armaments Minister, so was on Hitler’s side. Interpretation B was by Schiff who was a socialist and they hated the Nazis.

**Students either submit no evidence or fail to address the question**      **0**

**0 3**

Which interpretation do you find more convincing about Hitler’s appeal to the people of Germany?

Explain your answer using **Interpretations A** and **B** and your contextual knowledge.

**[8 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**Target**

**Analyse individual interpretations (AO4a)  
Evaluate interpretations and make substantiated judgements in the context of historical events studied (AO4d)**

**Level 4:**

**Complex evaluation of interpretations with sustained judgement based on contextual knowledge/understanding**

**7–8**

Extends Level 3.

Students may progress from a developed evaluation of interpretations by analysis of the relationship between the interpretations supported by factual knowledge and understanding.

For example, the judgement that Interpretation B is more convincing, as Interpretation B explains the economic and resulting social conditions which were needed before Hitler’s oratory could have had an impact; analysis of what Speer has written highlights the despair he and others felt and it was the Depression that was the root cause of this.

**Level 3:**

**Developed evaluation of both interpretations based on contextual knowledge/understanding**

**5–6**

Extends Level 2.

Answers may assert one interpretation is more/less convincing.

Students may progress from a simple evaluation of the interpretations by extended reasoning supported by factual knowledge and understanding.

For example, supporting Interpretation A by reference to Hitler’s oratory/use of propaganda/rallies and/or his stormtroopers’ direct actions against the Communists may be referenced.

**Level 2: Simple evaluation of one interpretation based on contextual knowledge/understanding** **3–4**

There may be undeveloped comment about the other interpretation.

Students may progress from a basic analysis of interpretations to simple evaluation, supported with factual knowledge and understanding.

For example, Interpretation B by reference to growth in Nazi electoral support as Depression worsened and/or Hitler's support from key groups such as the unemployed attracted by Nazi promises of 'bread and work'.

**Level 1: Basic analysis of interpretation(s) based on contextual knowledge/understanding** **1–2**

Answers show understanding/support for one/both interpretation(s), but the case is made by assertion/recognition of agreement.

For example, answers stating that Interpretation A is convincing as Hitler was famous for being a great speaker and/or that Interpretation B is convincing as people were known to be desperately poor because of the Depression.

**Students either submit no evidence or fail to address the question** **0**

0	4
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Describe two problems faced by Kaiser Wilhelm II's governments in ruling Germany up to 1914.

**[4 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**Target**      **Demonstrate knowledge of the key features and characteristics of the periods studied (AO1a)**  
**Demonstrate understanding of the key features and characteristics of the periods studied. (AO1b)**

**Level 2:**      **Answers demonstrate knowledge and understanding**      **3–4**

Students may progress from a simple demonstration of knowledge about the issues identified with extended reasoning supported by understanding of, for example, the ways in which events were problematic.

These might include: One problem was that ruling Germany was difficult because rapid industrial expansion created social problems in the towns and opposition from the growth of militant Trade Unions and extremist groups. Another problem was that the growing power of the socialists made it difficult to secure a majority for the government in the Reichstag.

**Level 1:**      **Answers demonstrate knowledge**      **1–2**

Students demonstrate relevant knowledge about the issue(s) identified which might be related, for example, Germany was industrialising very quickly and that the socialists were becoming more numerous and were demanding reforms.

**Students either submit no evidence or fail to address the question**      **0**



0	5
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In what ways were the lives of women in Germany affected by Nazi social policies?

Explain your answer.

**[8 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**Target**      **Explain and analyse historical events and periods studied using second-order concepts (AO2:4)**  
**Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)**

**Level 4:**      **Complex explanation of changes**      **7–8**  
**Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question**

Extends Level 3.

Students may progress from a developed explanation of changes by explanation of the complexities of change arising from differences such as time, group, social and/or economic impact, supported by knowledge and understanding.

For example, some Nazi policies changed over time, such as the insistence that women accept a more domestic role and boost the birth rate was linked to military, racial and employment policies, but such policies had to be reversed when there were labour shortages during the war.

**Level 3:**      **Developed explanation of changes**      **5–6**  
**Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question**

Extends Level 2.

Students may progress from a simple explanation by developed reasoning considering **two or more** of the identified consequences, supporting them by factual knowledge and understanding.

In addition to a Level 2 response, students make additional developed point(s).

For example, women were also made to give up their jobs because the Nazis believed women should be at home which meant they had reduced employment opportunities.

For example, women were also expected to emulate traditional German peasant fashions. They could no longer wear make-up or trousers. This reflected the expectation that they became the model homemaker.

**Level 2: Simple explanation of change** **3–4**  
**Answer demonstrates specific knowledge and understanding that is relevant to the question**

Students may progress from a basic explanation of change by using simple reasoning and supporting it with factual knowledge and understanding which might be related, for example, to **one** of the identified changes.

For example, women in Nazi Germany were expected to have more babies to increase the birth rate to make a large Aryan race.

**Level 1: Basic explanation of change(s)** **1–2**  
**Answer demonstrates basic knowledge and understanding that is relevant to the question**

Students identify change(s), which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.

For example, under the Nazis women were made to have more babies.

**Students either submit no evidence or fail to address the question** **0**

**0 6**

Which of the following was the more important reason why the Weimar Republic was in danger in the years 1919–1923:

- Economic problems
- Political unrest?

Explain your answer with reference to **both** reasons.

**[12 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**Target**      **Explain and analyse historical events and periods studied using second-order concepts (AO2:6)**  
**Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:6)**

Examiners are reminded that AO1 and AO2 are regarded as interdependent and when deciding on a level should be considered together. When establishing a mark within a level, examiners should reward three marks for strong performance in both assessment objectives; two marks may be achieved by strong performance in either AO1 or AO2 and one mark should be rewarded for weak performance within the level in both assessment objectives.

**Level 4:**      **Complex explanation of both bullets leading to a sustained judgement**      **10–12**  
**Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question**

Extends Level 3

Students may progress from a developed explanation of causation by complex explanation of the relationship between causes supported by factual knowledge and understanding and arriving at a sustained judgement.

For example, candidates will explain both the part played by economic and political unrest in making Weimar unstable and may conclude that economic problems fed political instability through poverty which short-lived governments could not address. Or there were so many examples of political groups which had broader aims (eg right wing groups who wanted a return of the Kaiser, Spartacists who wanted to copy the Bolshevik regime in the USSR) that the state of the economy was secondary to the political tensions.

<b>Level 3:</b>	<p><b>Developed explanation of both bullets</b>  <b>Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question</b></p> <p>Extends Level 2.</p> <p>Students may progress from a simple explanation of causation with extended reasoning supported by developed factual knowledge and understanding.</p> <p>For example, candidates may explain how Germany had emerged from the war with enormous debts and the reparations burden which, combined with the government’s refusal to pay, caused the invasion of the Ruhr and the resultant hyperinflation made people very poor, desperate and angry towards the government. Also, political opposition in the form of left wing political groups such as the Spartacists and right wing extremists such as Kapp and Hitler tried to overthrow the Republic.</p>	<b>7–9</b>
<b>Level 2:</b>	<p><b>Simple explanation of bullet(s)</b>  <b>Answer demonstrates specific knowledge and understanding that is relevant to the question</b></p> <p>Students may progress from a basic explanation of causation by using simple reasoning and supporting it with factual knowledge and understanding.</p> <p>For example economic problems caused danger and were important because the failure to pay reparations and resulting invasion of the Ruhr led to hyperinflation. Political uprisings such as the Spartacists threatened the political stability of Germany.</p>	<b>4–6</b>
<b>Level 1:</b>	<p><b>Basic explanation of bullet(s)</b>  <b>Answer demonstrates basic knowledge and understanding that is relevant to the question</b></p> <p>Students recognise and provide a basic explanation of one/both bullet points.</p> <p>For example, Germany was in danger because the war had made it very poor; it was in danger because there was political extremism and violence.</p>	<b>1–3</b>
	<p><b>Students either submit no evidence or fail to address the question</b></p>	<b>0</b>