



GCSE

HISTORY

8145/1A/B

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

Mark scheme

Additional 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.

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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 |
|---|---|

How does **Interpretation B** differ from **Interpretation A** about life for young people in Nazi 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.

| | | |
|-----------------|--|------------|
| Target | Analyse individual interpretations (AO4a) Analyse how interpretations of a key feature of a period differ (AO4b) | |
| Level 2: | Developed analysis of interpretations to explain differences based on their content | 3–4 |
| | Students may progress from a simple analysis of interpretations with extended reasoning to explain the differences, for example, how Interpretation B emphasises disillusionment with Nazi Germany. Scholl highlights the fear of arrest, lack of free speech and racial hate. By comparison Interpretation A focuses on practical benefits such as clothes and holidays as well as him feeling important when he had to be saluted when out marching. | |
| Level 1: | Simple analysis of interpretation(s) to identify differences based on their content | 1–2 |
| | Students are likely to identify relevant features in each interpretation(s), for example, Scholl feared to act and speak as she wished (Interpretation B) whereas Metelmann (Interpretation A) claims that the Hitler Youth made him feel pride and enthusiasm. | |
| | Students either submit no evidence or fail to address the question | 0 |

| | |
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| 0 | 2 |
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Why might the authors of **Interpretations A** and **B** have a different interpretation about life for young people in Nazi 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, Metelmann sought to justify his own actions/enthusiastic support for the Nazis, as it allowed him to not only escape poverty, but also gave him a sense of pride. Scholl felt the opposite as her family circumstances took her into a world of opposition and fear of betrayal and arrest. The murder of Hans and Sophie would have shaped her views later.

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 Metelmann, a committed member of the Hitler Youth and someone who had found Nazi rallies had a powerful effect on him, so was on Hitler's side.

Interpretation B was by Scholl who was influenced by her brother and sister; as members of the White Rose group they were opposed to Nazism and suffered as a result.

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

0 3

Which interpretation do you find more convincing about life for young people in Nazi 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 A is more convincing, as it explains the economic and social benefits of membership of Hitler Youth, as well as the effect of brainwashing which tended to be more widespread; analysis of Scholl's view highlights the active opposition of some young people within the Nazi state but this tended to be on a much smaller scale than the mass membership of the Hitler Youth. Hence Interpretation A better reflects the mainstream experiences of young people in Germany at the time.

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/benefits enjoyed by members of the Hitler Youth etc.

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 of opposition youth groups such as the Edelweiss Pirates and Swing Group, as well as White Rose. So everyone was not enthusiastic about the Nazi state.

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 Nazi propaganda focused on brainwashing young people and did so effectively; and/or that Interpretation B is convincing as some young people were known to be members of opposition groups.

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

0 4 Describe two problems faced by the German government in dealing with hyperinflation. **[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 of social problems; answers might include poverty, starvation, wages which fell behind inflation, and the problem of restoring the currency and confidence.

Another problem was the danger of political protest such as the Beer Hall Putsch, which posed a threat to the Republic.

Level 1: Answers demonstrate knowledge 1–2

Students demonstrate relevant knowledge about the issue(s) identified which might be related, for example, restoring the currency, persuading the French and Belgians to leave the Ruhr etc.

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

| | |
|---|---|
| 0 | 5 |
|---|---|

In what ways did the lives of people in Germany change during the First World War?

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, changed happened gradually over time. The war was greeted with great enthusiasm at first. Rationing had started as early as 1915; war weariness but discontent did not make an impact till 1917. By then changes in attitudes were more obvious because of the lasting effects of the Blockade, lack of military success eg the Turnip winter and the corrosive effects of events in Russia, which fuelled working class talk of revolution.

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, war weariness was apparent by 1917. The loyalty of people was tested and because news of military failures filtered through, discontent rose. Support for socialism increased, especially because of news of the Bolshevik Revolution in Russia. By 1918 the German people had to face political upheaval.

For example, for most of the war the German people believed that victory was

assured, but then there was the shock of unexpected defeat and the terms of the Armistice. The German people became less confident and national pride diminished.

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, the British blockade reduced imports and food shortages were a problem; because of this, prices rose and therefore changes had to take place, and in 1915 bread rationing started, soon followed by all foodstuffs. To make matters worse, the failure of the potato harvest 1916–17 created the ‘Turnip winter’, during which turnips became the staple diet. By 1918 food shortages were severe.

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, during the war food shortages were quickly apparent and rationing was introduced.

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

| | |
|---|---|
| 0 | 6 |
|---|---|

Which of the following was the more important reason why Hitler was appointed Chancellor of Germany in 1933

- the economic weakness of the Weimar Republic
- the political weakness of the Weimar Republic?

Explain your answer with reference to **both** bullet points.

[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, students might explain both the part played by economic and political factors which interlinked to cause an increase in Nazi electoral support, to the point where Hitler had significant seats in the Reichstag and was invited to be Chancellor. The interplay of economic depression with the inability of Weimar governments to deal with unemployment, led to the sudden appeal of extremists to electors. Hitler's effective propaganda exploited political weakness and the inability of Weimar to carry out effective government. In these circumstances Papen, in collusion with Hindenburg, hatched the plot to allow Nazis into government in a bid to keep him under control and use Hitler's support in the Reichstag as the route to power.

Level 3: Developed explanation of both bullets **7–9**
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 of causation with extended reasoning supported by developed factual knowledge and understanding.

For example, students may explain why the Wall Street Crash led to mass unemployment and people looked to extremists to deal with poverty. References could include Hitler’s effective propaganda as ‘Germany’s last hope’ which brought electoral success.

Students could explain Weimar’s political paralysis; weak coalitions which failed to deal with unemployment; key individuals such as Papen who plotted to have Hitler appointed Chancellor in a bid for control.

Level 2: Simple explanation of bullet(s) **4–6**
Answer demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic explanation of causation by using simple reasoning and supporting it with factual knowledge and understanding.

For example economic problems caused despair amongst the mass of unemployed – they turned to Hitler who offered bread and jobs. The political weakness of Weimar led to short term governments which failed to deal with the Depression and political plotting through which Hitler was invited to form a government.

Level 1: Basic explanation of bullet(s) **1–3**
Answer demonstrates basic knowledge and understanding that is relevant to the question

Students recognise and provide a basic explanation of one/both bullet points.

For example, Hitler was popular because there were so many people unemployed; Hitler became Chancellor because of the weakness of Weimar politicians.

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