
GCSE

History A

91402D Germany, 1919–1945

Mark scheme

9140

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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

- 1 (a) What do **Sources A** and **B** suggest about Nazi attitudes to workers? [4 marks]
- Target: Comprehension and inference from historical sources (AO3: 4 marks)**
- Students either submit no evidence or fail to address the question. 0
- Level 1: Answers that select details from the sources** 1
Eg the photograph (Source B) shows the workers having their dinner.
- Level 2: Answers that draw a simple inference from the sources** 2-3
Eg in Source B the workers look to be having a good meal and in good conditions. The Nazis promise to look after the workers.
- Level 3: Answers that develop a complex inference from the sources** 4
Eg the Nazis have said they will respect the workers and their institutions such as the Unions. The workers will be supported in order that they can be more productive. The cooperation of the workers is very important to the Nazis.
- 1 (b) What different view of Nazi attitudes to workers is suggested by **Sources C** and **D**? Explain your answer using **Sources A, B, C** and **D**. [6 marks]
- Target: Comprehension and inference from historical sources (AO2: 2 marks and AO3: 4 marks)**
- Students either submit no evidence or fail to address the question. 0
- Level 1: Answers that select details from Sources C and/or D** 1-2
Eg Source D shows the workers being guarded with guns.
- Level 2: Answers based on a comparison of details in Source(s) C/D and Source(s) A/B** 3-4
Eg Source B shows them having a nice lunch whereas Source D shows them being watched by the SS.
- OR**
- Answers based on simple inference(s) from Source(s) C/D and Source(s) A/B**
- Eg the workers in Source B are having lunch but in Source D they are being threatened and bullied.
- Level 3: Answers based on complex inferences in Sources C/D and Source(s) A/B** 5-6
Eg in Source A and B the impression is one of respect for the workers and good conditions whereas in Sources C and D the impression is one of exploitation and intimidation of the workers and no respect at all.

1 (c)	Why do you think Sources A and B give a different view to Sources C and D ? Explain your answer using Sources A, B, C and D and your knowledge .	[8 marks]
Target:	Deduction and understanding of the different ideas and attitudes and how they might be related to different circumstances (AO1: 2 marks, AO2: 2 marks, AO3: 4 marks)	0
	Students either submit no evidence or fail to address the question.	
Level 1:	Answers that select details from sources OR answers that say how the sources are different Eg they are different because Source A says they will respect the workers unions and in Sources C and D they have no one to protect them from forced labour.	1-2
	The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
Level 2:	Answers that show simple reasoning based on the differences in place, or author, or time, or audience. Eg they are different because Source A is from 1933 when the Nazis started and they do not want to upset the workers early on and Source D is from 1939 when they were building up for war and wanted the weapons.	3-4
	The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.	
Level 3:	Answers that show developed reasoning based on the differences in ONE of the following – place, author, time, or audience. Answers will probably be based on how the authors acquired information or their intentions in writing. Eg the sources are by different people . Source C shows how the Nazis fulfilled their promise of reducing unemployment. Unlike the propaganda of Source A, it is by a sworn enemy of the Nazis, a Communist, who would put a different slant on things. Similarly the evidence in Source D is by another opponent of the Nazis, a Social Democrat, and shows the same oppressive conditions of the workers. The Nazis are not fulfilling their promises in Source A.	5-6
	The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.	
Level 4:	Answers that develop out of level 3 and provide some explanation of the links between reasons for the sources differences.	7-8

Eg Source B is a propaganda picture **meant** to show how well the workers are being treated with lots of food. Source A is in 1933 when the Nazis are trying to get the support of the workers. Sources C and D are meant to reveal the real methods and costs of Nazi rule for the workers by left-wingers.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

- 1 (d) How useful is **Source E** for understanding how Christians in Germany reacted to the Nazis?

[8 marks]

Target: An evaluation of utility (AO1: 2 marks, AO2: 2 marks and AO3: 4 marks)

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

Level 1: Answers that assert a source(s) are useful or not because they tell us something about the reactions of Christians in Germany to the Nazis. 1-2

Answers may select details from the sources to support the answer
Eg Source E is useful because it shows an old priest praying to Hitler.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Answers that explain that one source is useful or not because of its provenance in relation to the reactions of Christians in Germany to the Nazis 3-4

Eg Source E is useful because it shows the views of someone outside Germany not under Nazi control about what was happening inside Germany.

OR answers that explain that Source E is useful or not through an understanding of its content in relation to the reactions of Christians in Germany to the Nazis

Eg Source E is useful because it reveals that the Pope agreed a Concordat with the Nazis in 1933. He is blessing the priest and the picture of Hitler.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Answers that appreciate and explain the value of the source because of its provenance and an understanding of its content in relation to the reactions of Christians in Germany to the Nazis 5-6

Eg Source E is useful because it was published outside Germany but informed by people inside Germany. The Pope signed a Concordat in June 1933 which meant that the Roman Catholic Church would stay out of politics. Not all Christians, particularly some Protestants, were so happy about the Nazis.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: **Answers that explain the usefulness of the source by commenting in detail on both its provenance and of its content in relation to understanding the reactions of Christians in Germany to the Nazis.** **7-8**

Eg the French think that the German Catholics have given in to Hitler with the Pope's blessing. The picture suggests that there is a hint of violence to the priest with the stick shown in the cartoon. The priest looks to the pope for permission to kiss the photograph and gets it. However this only tells us about Catholics, some of the Protestants in the Confessing Church thought differently about the Nazis.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

1 (e) How did the Nazis try to rebuild the German economy after 1933?

[10 marks]

Target: **An understanding and evaluation of causation (AO1 & AO2 5+5 marks)**

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

Level 1: **Answers that provide general statements, describe single factors or factual details of the Nazis efforts to rebuild the German economy.** **1-2**

Eg the Nazis had a new Plan which limited imports.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: **Answers that comment briefly on several factors, to do with the Nazis efforts to rebuild the German economy** **3-5**

Eg women were removed from their jobs. The Jews were excluded from the unemployment figures. Labour Service put people back to work building autobahns. Imports were limited. Under the Four Year plan raw material production was increased. Wages were controlled.

OR answers that identify and explain one factor, in depth to do

with the Nazis efforts to rebuild the German economy.

Eg the Nazis had promised to create more jobs so women were forced to give up their jobs as doctors, civil servants and in factories. The 6m unemployment rate fell and the Nazis were seen to be keeping their election promise. Many women got Marriage Loans to give up paid work. The Jews were removed from the unemployment figures. Laws were passed to make all work manually on 1 June 1933. From 1934 employers were encouraged to take on workers.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Answers that recognise and explain several factors to do with the Nazis efforts to rebuild the German economy in specific detail **6-8**

Eg the Nazis had some success at getting Germany ready for war. They did not satisfy all the German workers with better wages or a higher standard of living. Some industrial workers in defence industries did see wages improve. For the majority of Germans they were pleased to see unemployment fall. But this was achieved through work programmes and manipulating the figures. The Four-year Plan was not successful in supplying sufficient oil but in steel and explosives it met its targets. It tended to be the larger businesses that did well under the Nazis. Smaller middle class businesses had hard times. It was a compromise between consumer goods and war production; pointing out this problem ultimately lost Schacht his job.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Answers that develop out of level 3 and evaluate the relative importance of individual factors or come to a summary assessment about the factors involved or provide details of the links between factors **9-10**

Eg initially the Nazis tried to supply both consumer goods and war material. But Hitler's plans for rearmament soon took precedence. The Four Plan was meant to make Germany self-sufficient in raw materials – coal, iron, oil, metal and explosives. By 1939 Germany still depended on imports for one third of its raw materials. It was Goering's slogan 'arms not butter' that summed up the drive for weapons but the only way to achieve the raw materials was through conquest.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

2 (a) Why was the Munich Putsch important?

[4 marks]

Target: Understanding of the key features of the period (AO1 & 2: 2+2 marks)

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

Level 1: Explanation shows recognition and simple understanding of the key feature mentioned in the question **1-2**

Answers will show simple recognition of the Munich Putsch.

Eg the Munich Putsch was when Hitler tried to take over the government in Southern Germany in 1923. Some Nazis were shot by the police.

Level 2: Explanation shows understanding in a broader context of the period. Answers will show knowledge of some distinctive aspects of the role of the Munich Putsch. **3-4**

Eg Hitler's sentence to prison in 1923 was light. He served 9 months for the Putsch. He had comfortable conditions and he was able to dictate to Hess his political testimony which became 'Mein Kampf' published after his release in 1925. For the Nazi party the failure of the Putsch triggered a review of their approach to gaining power. After 1923 they would pursue democratic means and use the advantages that ordinary political parties had under the Weimar system of PR.

2 (b) Study **Source F** in the Sources Booklet.

Using **Source F** and **your knowledge**, explain why the Weimar governments became so unpopular before 1924.

[8 marks]

Target: Understanding of the key features of the period (AO1: 3 marks, AO2: 3 marks and AO2: 2 marks)

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

Level 1: Discusses the source only **1-2**
OR
Describes Weimar Germany

Eg Germany lost the First World War and they had to sign the Versailles Treaty.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Considers a singular aspect (probably based upon the source offered) and/or mentions other aspects related to the **3-5**

unpopularity of Weimar governments before 1924.

Eg the end of the war was important for Germany because Germany lost. The Germans had to pay large amount of money to the allies to compensate them and they could not afford it. Source G suggests that this was a burden to the ordinary Germans. They resented it and the government.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Explains more than one aspect related to the unpopularity of Weimar governments before 1924. 6-8

At this level responses will explain more than one or two aspects apart from those suggested in the source

Eg Germany was defeated in the First World War. She had £600 million to find for **reparations** dictated by the humiliating peace treaty at Versailles in 1919. Troops returning home felt that they had been betrayed by the politicians. The Kaiser had gone and the Republic led by Social Democrats had signed the Treaty and were hated for doing so. Consequently the end of the First World War posed a political problem of Germany. How the country was to be run was a question left and right wingers were keen to answer often by force in the early 1920s. So the War left a **political vacuum** and Weimar government seemed weak and ineffectual at keeping law and order.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

- 2 (c) 'The main reason Germans voted for the Nazis was because of the economic Depression.'

How far do you agree with this interpretation of why so many Germans voted for the Nazi party in the years 1930 to 1932? Explain your answer.

**[12 marks]
[SPaG 4 marks]**

Target: Understanding, analysis and evaluation of an interpretation (AO1: 2 marks, AO2: 2 marks and AO3: 8 marks)

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

Level 1: Simple descriptive comment or comments about the interpretation. 1-2

Eg I agree with the interpretation because in the Depression over 6 million people were out of work in Germany.

The answer demonstrates simple understanding of the rules of

spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Identifies or describes briefly different ways in which the issue has been interpreted **3-6**

Eg I disagree with the interpretation because the Nazi propaganda was very good. The SA threatened people and created an impressive show. Hitler's ideas were simple and everyone understood them. Hitler made promises. The Communists seemed too extreme and dangerous.

OR

Answers that explain one interpretation demonstrating some depth of knowledge and understanding and /or explain how the interpretation came about

May explain the interpretation on the basis of an analysis in depth of eg one of the following:

eg economic effects of Depression / unemployment / living standards / trade

effects of Depression on international support

political divisions / Germany's electoral system / constitution of Weimar

fear of communism / Nazi appeal and ideas

attitude of elites / backstairs intrigues

May explain how interpretation came about on basis of:

Eg Hitler's opponents keen to shift responsibility for his rise
much contemporary opinion / propaganda stressed economic problems

the Hitler myth

The impact / experience of Depression in other countries etc.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Answers that explain more than one interpretation in depth. Answers will provide some evaluation of the history on which the interpretations are based and may assess the validity of the interpretations and / or explain how the interpretation came about **7-10**

Will explain **more than one** interpretation as specified in L2 above

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Analyses how and why different interpretations have come **11-12**

about.

An analytical answer which clearly links interpretations and/or reaches a supported judgement about the validity of the interpretations through the use of historical evidence and/or context. Answers will emerge out of level 3.

Eg the interpretation is valid up to a point. Hitler's supporters liked to present him as the man who rescued Germany in its hour of need. Hitler was thereby able to exploit the effects of the Depression and his popularity soared as a consequence. From this viewpoint, the problems of the Depression and Hitler's solutions to them were critical. However, although conservatives were reluctant to acknowledge it in the light of subsequent events, it was the intrigues of President Hindenburg and Von Papen and their advisers that directly led to Hitler's appointment. They needed his popular support to break the constitutional deadlock and thought they could control him. While the Depression created the ideal climate for Hitler and the Nazis to grow in popularity, the weakness of the Weimar system of government and the actions of key individuals, particularly President Hindenburg and Von Papen, were the deciding factors behind Hitler's eventual victory.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

SPaG	<p>Threshold performance</p> <p>Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</p>	1
	<p>Intermediate performance</p> <p>Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</p>	2-3
	<p>High performance</p> <p>Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</p>	4

3 (a) Why was Weimar culture important? [4 marks]

Target: Understanding of the key features of the period (AO1 & AO2 2+2 marks)

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

Level 1: Explanation shows recognition and simple understanding of the key feature mentioned in the question 1-2

Answers will show simple recognition of Weimar Culture

Eg some of the art of Weimar was of everyday scenes but it was abstract. It made people think and made social comments.

Level 2: Explanation shows understanding in a broader context of the period 3-4

Answers will show knowledge of some distinctive features of Weimar Culture

Eg the culture of Weimar was different from the pre-war culture. Art was commenting on society in the 'new objectivity' of Grosz and Dix. New films like the 'Metropolis' by Fritz Lang were very advanced. Some people considered Berlin nightlife to be very decadent. The Bauhaus style was a simple approach to design that put art and craft together.

3 (b) Study **Source G** in the Sources Booklet.

Using **Source G** and **your knowledge**, explain the cult of the Führer.

[8 marks]

Target: Understanding of the key features of the period (AO1:3 marks, AO2: 3 marks and AO3: 2 marks)

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

Level 1: Discusses the source only 1-2

OR
Describes Adolf Hitler and propaganda

Eg Adolf Hitler was shown as king to children, a kind man, a popular man, a worker.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Considers a singular aspect, probably based upon the source offered, and/or mentions other aspects related to how Adolf Hitler was portrayed as the Führer. 3-5

Eg the image of Hitler in Source F shows him as a great leader and as strong as his fist is clenched. He is shown as popular because he

has so many supporters. And he looks like he is inspired and a god to be looked up to.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Explains more than one aspect related to how Adolf Hitler was portrayed as the Führer. At this level responses will explain more than one or two aspects apart from those suggested in the source provided. **6-8**

Eg the image and character of Hitler was carefully managed by Goebbels and it was always very simple and distinctive. In elections Nazi posters stood out and were in strong contrast to the other parties. In power he was presented as having many facets to his character. He was a worker at some times to workers doing manual work. He was a visionary as in Source F and he was always shown as having many followers. There is a god-like quality about him here with strange, staring eyes. They made sure that any of his deficiencies or imperfections like needing glasses were never shown in the press.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

3 (c) 'Nazi propaganda was most successful in entertainment and the arts.'

How far do you agree with this interpretation of the success of Nazi propaganda in the culture of Germany after 1933? Explain your answer.

[12 marks]
[SPaG 4 marks]

Target: Understanding, analysis and evaluation of an interpretation (AO1: 2 marks, AO2: 2 marks and AO3: 8 marks)

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

Level 1: Simple descriptive comment or comments about the interpretation. **1-2**

Eg I agree because the art could not be abstract and surreal.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Identifies or describes briefly different ways in which the issue has been interpreted **3-6**

Eg there were many aspects of German culture which changed. It was not just Art and Music. The theatre had to show traditional

Plays. There was a strict censorship in Literature. Sport became more important in German culture especially the competitive element and the team sports. Some types of music were banned if they were jazz or Jewish.

OR

Answers that explain one interpretation demonstrating some depth of knowledge and understanding and /or explain how the interpretation came about

May explain interpretation on basis of an analysis in depth of e.g. one of the following:

Eg Art, Music, Cinema, Architecture, theatre, cabaret, Literature, Music, Sport

Aryan racial ideas

The Volk

Plans for Population increase, lebensraum

May explain how interpretation came about on basis of:

Eg Burning of books, paintings

Control of Press during Nazi regime.

Views of visitors to Germany

Comments by artists/writers who were prominent before Nazis came to power, etc.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Answers that explain more than one interpretation in depth. Answers will provide some evaluation of the history on which the interpretations are based and may assess the validity of the interpretations and / or explain how the interpretation came about **7-10**

Will explain **more than one** interpretation as specified in L2 above

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Analyses how and why different interpretations have come about. An analytical answer which clearly links interpretations and/or reaches a supported judgement about the validity of the interpretations through the use of historical evidence and/or context. Answers will emerge out of level 3 **11-12**

Eg all aspects of culture changed and Hitler as an artist had a say in this. He believed that Culture should speak to the ordinary person and not be highbrow. This explains his dislike of intellectual, abstract art. The other key theme was that art should embody Nazi values. In buildings this meant they had to be monumental, echo great Greek facades and place the individual as less significant in the greatness

of the whole scheme of things. This encouraged sacrifice. The Nazis laid stress on the racial 'Volk' so connections with the countryside and peasant life, 'blut und boden', were powerful.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

SPaG**Threshold performance****1**

Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

Intermediate performance**2-3**

Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

High performance**4**

Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.