
AS-LEVEL HISTORY

Unit HIS1N: Totalitarian Ideology in Theory and in Practice, c1848–1941
Mark scheme

1041
June 2015

Version V1: Final Mark Scheme

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

Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level students. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Students who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which students meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a student performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:**AS EXAMINATION PAPERS****General Guidance for Examiners (to accompany Level Descriptors)**

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that students might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other students' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Students should never be doubly penalised. If a student with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a student with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

June 2015

GCE AS History Unit 1: Change and Consolidation

HIS1N: Totalitarian Ideology in Theory and in Practice, c1848–c1941

Question 1

- 01** Explain why Stalin was able to defeat Trotsky in the power struggle following Lenin's death. **[12 marks]**

Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why Stalin was the victor in the power struggle by 1929.

Students might include some of the following factors:

- despite the assumption that Trotsky would replace Lenin after his role in the October Revolution, Stalin was able to make himself appear to be Lenin's natural successor through

actions such as his funeral speech and he took advantage of the Decree against Factionalism to accuse Trotsky of being disloyal to Lenin's legacy, especially after he failed to attend Lenin's funeral

- Stalin's was able to win allies against Trotsky as he had been feared by many as a 'Red Napoleon' due to his role as Commissar for War. This led to a Troika between Stalin, Kamenev and Zinoviev, who helped to portray Trotsky as unpatriotic which led to his condemnation in Jan 1925
- Stalin used ideological differences to defeat Trotsky by challenging his backing of 'Worldwide Revolution' through support of the more patriotic and realistic concept of 'Socialism in One Country'
- Stalin's role as General Secretary meant that he had succeeded in filling the party with his supporters, this gave him the power to promote and demote the top 5500 officials and thus ensure their loyalty over Trotsky.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might suggest that Stalin was able to use his position as the 'Grey Blur' to build up a support base and use this against Trotsky's reputation and ideological position.

Question 1

02 How successful was Stalin in eliminating diversity from the Soviet Union in the 1930s?

[24 marks]

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

Nothing written worthy of credit.

0

L1: Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**

L2: Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**

L3: Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**

L4: Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**

L5: Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful' questions, the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting Stalin eliminated diversity might include:

- political opposition was crushed; Ryutin was expelled in 1932, Kirov was assassinated in 1934, the 1934 Congress which supported Kirov was purged. Trotsky was assassinated in 1940. By 1940 only Stalin remained from Lenin's original government
- the 1936 Constitution increased the powers of central government, cementing the fact that the party's interests came before any personal or group interests. Stalin's continued use of the Decree Against Factionalism helped him shape the official party line
- religion offered an alternative to communism and was crushed; buildings were demolished or converted, priests were arrested and executed, anti-religious museums were opened
- economic diversity was destroyed when NEP was ended. A fierce labour discipline, such as theft being punishable by death, ensured loyalty to the State as employer
- radio, film, newspapers and the arts were all brought under State control. The Union of Russian Writers, the imposition of Socialist Realism and the banning of foreign films all removed cultural and artistic diversity
- ethnic diversity was removed through the purge of non-Russian Bolsheviks in the republics, excessive grain collection from the Ukraine to crush resistance and statues celebrating national heroes in the republics were torn down.

Factors suggesting Stalin failed to eliminate diversity might include:

- despite being in foreign exile, Trotsky continued to write and criticise Stalin up until his assassination in 1940
- differentiated wage rates existed on collective farms and in industry, with higher wages paid to more skilled workers. The Stakhanovite movement created an elite class which was used to encourage workers to better themselves for rewards
- after a national famine Stalin was forced to rethink Collectivisation and introduced private peasant plots in the countryside, these plots were producing the majority of milk and a significant proportion of meat by 1937
- religion retained its grip on the population with a British report stating that churches were 'crammed' in the Easter of 1931 and 57% of the population describing themselves as having a religion in the census of 1937
- the 1936 Constitution, despite cementing the position of the Bolshevik party also guaranteed freedom of speech and association.

Good answers are likely to/may show an awareness that whilst most political diversity was eliminated, circumstances and past traditions make it difficult to control all aspects of economic and cultural diversity.

Question 2

- 03** Explain why there was decreasing support for democratic government in Italy by 1922. **[12 marks]**
Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why Italian post-war government had become unpopular by 1922.

Students might include some of the following factors:

- despite the use of proportional representation, the limited franchise within Italy, strong regionalism and a sharp financial north/south divide meant most Italians saw the centralised government as something that did not represent them
- the government was viewed as powerless in foreign affairs; in September 1919 Gabriele D'Annunzio seized Fiume and held the city for 15 months, showing the success of direct action. Furthermore, Italy had received little reward from the peace treaties of the First World War which became known as the 'Mutilated Victory'; the government were held responsible for failing to secure Italy's just rewards for their part in the conflict

- economic circumstance made the government unpopular; Italy had ended the First World War 85 billion Lire in debt, this and a serious shortage of food and raw materials led to inflation, with the cost of living increasing by 50%. The end of the war-time boom and mass demobilisation led to a huge increase in unemployment
- during the Biennio Rosso of 1919–1920 the threat of trade unions and socialist movements seemed likely to lead to a Russian-style revolution. The government did little in response, for example appeasing the workers through the acceptance of land seizures which angered landowners and the upper classes
- the possibility of a civil war seemed increasingly likely as the government also failed to act against the rise of fascist Squadre violence. Between Nov 1920 and May 1921 200 died and 800 were injured in clashes between fascists and socialists and the Squadre grew to 200,000 members.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might suggest that the economic problems and failures in foreign policy led to a rise in socialism and triggered the subsequent reaction from fascist groups.

Question 2

- 04** How important was the use of terror in maintaining Fascist control of Italy in the years 1922 to 1940? **[24 marks]**

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful' questions, the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting that the use of terror was important in maintaining Fascist control might include:

- the MSVN (state militia) were established in Dec 1922 and used to intimidate opposition politicians and any Ras who opposed Mussolini. In 1923 alone, three politicians were murdered and 50 violently attacked
- the murder of Matteotti in June 1924 by a fascist gang led to the removal of the socialists from government and helped the Fascists to win over those who feared socialism
- the OVRA acted as the Fascist secret police and in a typical week 20,000 visits, searches or arrests took place as known opponents were kept under surveillance
- the Special Military Tribunal for the Defence of the State was established in 1926 which used military procedures and penalties to try political opponents. Penal camps were established on the Lipari islands and 5000 opponents were imprisoned or banished for a total of 28,000 years.

Factors suggesting that others were more important in maintaining Fascist control in might include:

- Fascist ideology appealed to a range of people; Corporatism offered a 'Third Way', anti-communism appealed to the middle and upper classes who had seen a rise of socialism before Mussolini's appointment as PM, militarism/expansionism promised to make up for the failures of Liberal Italy (Abyssinia, Mutilated Settlement etc...)
- propaganda ensured that Mussolini and the Fascists were only ever shown in a positive light; newspapers were self-censored, radio broadcasting was state owned and films produced in *Cinecitta* (the Italian Hollywood) praised the achievements of Fascism
- Fascist successes won over the population; conquered Abyssinia in 1936 after Liberal Italy had been defeated there in 1896, helped fix Germany's western borders in the Locarno Pact, victory in the World Cup in 1934 and 1938 and Olympic football in 1936
- the Lateran Treaty (1929) with the Pope, which created the Vatican City and set Catholicism as the State religion, had healed a rift with the Catholic Church that had been going on for 60 years and ensured papal/Catholic support
- the 'Cult of Il Duce' portrayed Mussolini as a modern day Caesar and Militarism, which required discipline and subordination to the leader of the armed forces, this appealed to Italians who had become disillusioned with democracy/Liberal Italy.

Good answers are likely to/may show an awareness that whilst terror had a part to play in the early years of Fascism, a range of factors combined to keep Fascism in power, with different elements appealing to different sections of society.

Question 3

05 Explain why the Nazis became the largest party in the Reichstag in 1932. **[12 marks]**

Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

L2: Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

L3: Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

L4: Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why the Nazis became the largest party in the Reichstag in 1932.

Students might include some of the following factors:

- the failures of the Weimar government to deal with the agricultural crisis in 1927 and rising unemployment after the Wall Street Crash turned people to extremist parties. The Nazis promised to reintroduce tariffs to tackle cheap imports and pledged 'Work and Bread' for the millions of unemployed Germans which won them many votes
- Nazi ideology had widespread appeal and the Nazis were perceived as a 'party of all the people'. The 25 Point Programme promised a return to traditional values in the *Volksgemeinschaft* and better education which attracted the support of middle class mothers, whilst the more extreme ideals of *Lebensraum* and anti-Semitism attracted soldiers and nationalists

- the staunch anti-communism of the Nazis appealed greatly to the elites and middle classes. The rise of the KPD in the early 1930s caused great concern that their power and wealth would be lost, so they voted for the right wing Nazis for protection, especially after the SA were seen to actively tackle the *Reichsbanner* on the streets of Germany
- Hugenberg, the chairman of the DNVP, gave the Nazis access to his media empire which greatly widened their exposure and the association with the nationalists helped to legitimise the Nazis as a viable option in the polls
- the party used widespread propaganda to give the impression of a regimented, modern and comparatively youthful party, such as the 'Führer over Germany' campaign which saw Hitler visit 20 cities in 7 days via aeroplane and the Nuremberg Rallies which were an opportunity to spread the word of the Nazis far and wide.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might suggest that the economic circumstances of the time led people to vote for the extremes and as many in Germany feared the rise of Communism the Nazis became 'the lesser of two evils'.

Question 3

06 How far had the Nazis created a totalitarian state in Germany by 1939? **[24 marks]**

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**

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L4: Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**

L5: Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful' questions, the answer could be (but does not need to be) exclusively based on the focus of the question

Factors suggesting the Nazis had created a totalitarian state might include:

- a one-party state was created through the banning of the KPD, the arrest of members of the SPD, the voluntary dissolution of other parties and the Law Against the Establishment of Political Parties
- there was a monopoly over the means of mass communication, including the purchase of regional newspapers and the establishment of the Reich Radio Company to control radio. By 1939 70% of German households had access to a *Volksempfänger* (people's receiver)
- terror was used to control the population; the Gestapo were famed as omnipotent, omnipresent and omniscient, and they could arrest and detain people without trial
- there was considerable intolerance of diversity; Jews were persecuted in the Boycott of Jewish Shops (1933), the Nuremberg Laws (1935), *Kristallnacht* (1938) and the increasing Aryanisation of their businesses. Other 'Asocials' like gypsies and the homeless were targets of arrest and sent to concentration camps
- the concept of Hitler as the man apart and saviour of Germany ensured the existence of a cult of personality. Hitler's success in overturning the Treaty of Versailles and taming unemployment earned him widespread support
- there was evidence of a *Volksgemeinschaft* existing in Germany; Nazi ideology was spread through youth groups including the Hitler Youth and BDM, positive measures were used to encourage procreation whilst the annexation of the Sudetenland and the *Anschluss* achieved some of the aims of *Lebensraum*, bringing together German-speaking peoples.

Factors suggesting the Nazis had failed to create a totalitarian state might include:

- the SPD continued to operate both underground in Germany and against the Nazi regime from abroad, smuggling in literature from printing presses in Prague and Paris. Also, the continued existence of the Catholic Church offered an alternative set of ideas for Germans
- the actual power of the Gestapo was over-estimated and they were often underfunded. The Dusseldorf region, with a population of 4 million, operated with only 281 agents. The Gestapo were reliant on the denunciation of Germans by neighbours, friends and family
- diversity still existed and the *Volksgemeinschaft* was not fully successful; many ordinary Germans did not associate anti-Semitic policy with their friends and neighbours, teenagers resisted the regime by establishing their own youth groups, such as the Swing Youth and the Confessional Church continued to oppose Nazi attempts to control religion
- external influences prevented the Nazis fully carrying out their aims, for example in 1936 the Nazis had to tone down anti-Semitism during the Berlin Olympics to avoid offending other nations.

Good answers are likely to/may show an awareness that there was over-arching control of Germany by the Nazis, but at a local level it was difficult to have total control of individuals and their beliefs.

Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator: www.aqa.org.uk/umsconversion