

# A-LEVEL HISTORY

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

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1041  
June 2014

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Version 1.0: Final

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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](http://aqa.org.uk)

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## 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.

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

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**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

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**GCE AS History Unit 1: Change and Consolidation**

**HIS1N: Totalitarian Ideology in Theory and in Practice, c1848–1941**

**Question 1**

**01** Explain why the USSR was intolerant of diversity in the 1930s. **[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 USSR was intolerant of diversity in the 1930s.

Students might include some (not all) of the following factors:

- as communism is a monolithic ideology, no other beliefs or ideas could exist, hence the crackdown on cultural diversity through the introduction of Socialist Realism

- adherence to a religious faith was contrary to Marxist principles and Lenin had tried to remove religion from the Soviet Union; Stalin continued this in the 1930s in order to conform to Marxism and remove any alternative figures for worship
- in enforcing policies such as collectivisation and the Five Year Plans it was vital to remove those who did not conform, such as the Kulaks
- as 80% of the population were peasants and illiteracy high, it was important to control the media to ensure only communist/Stalinist ideals were spread
- after victory in the power struggle Stalin needed to consolidate his power and was intolerant to any who challenged his ideas, such as Ryutin and Kirov. Stalin was paranoid that there were constant threats to his leadership and his desire for personal power drove intolerance.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might suggest that in the 1930s the main reason for intolerance was to consolidate the power of Stalin over the USSR by removing any potential threats.

**Question 1**

**02** How far had the Soviet Union become a Marxist State by 1941? **[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.

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Factors suggesting that the Soviet Union was Marxist might include:

- the policies of collectivisation and the state control of the economy through GOSPLAN were consistent with the Marxist ideals of everyone working together for the common good and the sharing of resources. The ‘destruction of the Kulaks as a class’ removed those with capitalist views who resisted collectivisation
- Marx believed that religion was a false understanding of the world and Lenin actively opposed religious beliefs. Leaders of the Orthodox Church were brutally murdered and in 1922 80,000 churches were stripped of their gold, silver and jewels. Stalin continued this crusade and by 1939 only about 100 churches remained and only 12 out of 163 bishops survived
- although Lenin adapted Marxism so that the party rather than the working class took power, he still saw this as part of Marx’s Socialist ‘dictatorship of the proletariat’. Lenin never took the title of leader and advocated a collective leadership in his political testament.

Factors suggesting that the Soviet Union was not Marxist might include:

- collectivisation and the Five Year Plans were not a total success and Stalin was forced to allow private plots and unequal wages as incentives to workers which went against Marxist ideals of equality and the common good
- the fact that the revolution had not occurred naturally, as per Marx Stage Theory, meant that it was necessary to force people to conform to policy. Internal passports, the death penalty for theft and the use of the NKVD show that the Soviets were not willing communists
- the attack on religion was itself un-Marxist as Marx believed that religion would simply wither away as part of the natural revolution. Furthermore the attempts to remove religion failed; in 1931 the churches were reported to be ‘crammed’ for Easter and in the 1937 census 57% of the population described themselves as religious
- Lenin’s plans for a collective leadership did not come to fruition and the continued dictatorship of Stalin went against Marx’s theory of leadership. The rule of an individual and the cults of both Lenin and Stalin were wholly incompatible with Marxism
- the focus on ‘Socialism in One Country’, and policies such as the excessive grain collection in the Ukraine used in an attempt to bring the nation under control, led to increased nationalism and patriotism which was counter to Marx’s concept of internationalism and the unity of workers across the world.

Good answers are likely to/may show an awareness that adaptations to Marxism were essential to ensure the continued control of Stalin and that, as a totalitarian state, the Soviet Union eventually bore little resemblance to Marx’s idea of a communist state.



**Question 2**

**03** Explain why the Race Laws were introduced in Italy in 1938. **[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 Race Laws were introduced in 1938.

Students might include some of the following factors:

- Italy's empire was expanded after 1935 to include Abyssinia as well as Libya, Eritrea and Somaliland, helping to develop a belief in the superiority of Italians. This was confirmed by legislation prohibiting relations between Italians and Africans
- the increasing Nazi influence (Rome-Berlin Axis 1936, Italy joining the anti-Comintern Pact 1937 and involvement in Spain, Pact of Steel 1939) led to discriminatory measures against Jews from September 1938
- intellectual justification from the Manifesto of Racist Scientists in July 1938 which asserted that there was an Italian 'Aryan' race
- the goal of war created concerns about 'racial aliens' who might not have been entirely loyal to the fascist regime

- the myth of a Jewish-Bolshevik conspiracy had always been a common theme in Fascist literature and the anti-Semitic legislation of the 1930s was a natural conclusion of this.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might suggest that whilst racism was always present in Fascism, the foreign policy successes of the 1930s allowed this to become formalised in 1938.

**Question 2**

**04** How successful was Mussolini in dealing with threats to his dictatorship? **[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.

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Factors suggesting Mussolini successfully dealt with threats to his dictatorship might include:

- a one party state was achieved through the Acerbo Laws and other legislation of the 1920s, attacks on the opposition, including the murder of Matteotti, and the Aventine Secession which saw the Socialists walk out of parliament. In January 1926 government by decree was legalised and by 1940 100,000 decrees ensured control over Italy
- the OVRA helped suppress political opposition, keeping known opponents under surveillance and performing 20,000 visits, searches or arrests a week. Special military tribunals tried political opponents and in total, 5,000 opponents were imprisoned or banished for a total of 28,000 years
- the October 1926 revised Party Statute officially made Mussolini head of the party, made all party posts subject to his selection and confirmed the Fascist Grand Council (who Mussolini chose) as the body which made policy. Mussolini chose the Party Secretary, who in turn nominated the party directorate. He changed this secretary frequently to prevent anyone creating their own power base
- individual threats were also dealt with. The head of party extremists, Farinacci, was made Party Secretary, which centralised the party and brought the Ras under control. Farinacci was then forced to resign in 1926. Italo Balbo, who was seen as a threat to Mussolini's power, was sent to Libya where he died in a mysterious plane crash.

Factors suggesting Mussolini failed to deal with threats to his dictatorship might include:

- the King allowed Mussolini to govern and could always rely on the loyalty of the Italian people. The aristocracy, the upper middle class and the army were royalists and the army and the navy remained the 'Royal Army' and the 'Royal Navy'; in a dispute between Mussolini and the King only the air force would have backed Mussolini. The continued power of the King was displayed in 1943 when he removed Mussolini from power
- the loyalty of the Italian people to the church meant that Mussolini always had to compete with the Pope for their affections. The Lateran Treaty in 1929 had confirmed Catholicism as the state religion and meant that fascism was not the only belief in Italy. The Pope's authority on morality and issues of spirituality meant that when he spoke out against Fascist policy, such as anti-Semitism, he was perceived as right and Mussolini was wrong
- in March 1929, despite the presence of Blackshirts at polling stations and changes to the franchise, 136,000 Italians voted against the list of candidates for the Fascist Grand Council chosen by Mussolini; subsequent elections had to be rigged to show a 98% approval rate.

Good answers are likely to/may show an awareness that due to the monarchy and religious nature of Italy, Mussolini would always face challenges to his rule despite the creation of a one party state.

**Question 3**

**05** Explain why there was a cult of the Führer in Nazi Germany. **[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 there was a cult of the Führer in Nazi Germany.

Students might include some (not all) of the following factors:

- it was supported by Nazi ideology – the 'superman' theory – and was more readily understandable than some other aspects of Nazism
- Goebbels' propaganda portrayed Hitler as this 'superman', with limited exposure of Hitler maintaining the concept of the special man, apart from the rest of the nation
- Hitler's success, such as taming unemployment and overturning the Treaty of Versailles demonstrated his superiority
- the worship of Hitler developed through everyday social rituals like the adoption of the Heil Hitler salute and his birthday becoming a public holiday
- it helped create a personal loyalty to Hitler above that to the German state or even Nazi government, as seen in the Army's Oath of Loyalty

- individual Nazis sought to please Hitler through ‘working towards the Führer’, carrying out Hitler’s wishes without question.
- There was a desire for a strong leader from the German people. The nation had been powerful under the Kaiser, but had experienced weakness under the democracy of Weimar. Many Germans longed to return to pre-war, successful, authoritarian Germany.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might suggest that whilst the concept was founded in ideology, Hitler’s actions, and the propaganda which surrounded him, convinced many that he was the man sent to save Germany.

**Question 3**

- 06** How important was Nazi ideology in Hitler's establishment of power between 1928 and August 1934? **[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 Nazi ideology was important in Hitler's establishment of power might include:

- 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 and the more extreme ideals of *Lebensraum* and anti-Semitism attracted soldiers and nationalists
- the staunch anti-communism of Nazi ideology 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 turned to the right wing Nazis for protection. Hitler became viewed as the 'lesser of two evils' which aided his appointment as chancellor
- ideology helped the Nazis into power as its strong sense of nationalism and hatred of democracy appeared to offer a better alternative to the weak coalitions of Weimar, with promises to overturn the humiliating Treaty of Versailles and to provide work for the millions of unemployed Germans
- whilst anti-Semitism was not widely promoted in the early years of Nazism, the idea of the Jews as a scapegoat for Germany's troubles did have widespread appeal. For instance, early rural support can be linked to the Nazi view that many banks were Jewish and had victimised German farmers during the agricultural crisis of 1927 and beyond. The number of seats won by the Nazi party rose to 107 in 1930, from just 12 in 1928.

Factors suggesting other factors were important in Hitler's establishment of power might include:

- the failures of the Weimar government to deal with the agricultural crisis and rising unemployment after the Wall Street Crash (6 million by 1933) turned people to extremist parties. It was the economic circumstances of the time that made Nazi ideology relevant as shown by the fact that seat numbers rose from 12 in 1928 to 230 in 1932 as the situation worsened, but ideology did not change
- after Hitler's appointment as chancellor laws were used to consolidate power. The Decree of the Reich President for the Protection of the People and State removed personal freedoms, the Enabling Act allowed Hitler to rule by decree for four years from March 1933 and Germany became a one party state in July 1933
- the death of Hindenburg offered Hitler the opportunity to combine his role of chancellor and the role of president to become the Fuhrer of Germany. This role had no constitutional constraints and allowed Hitler to command an oath of loyalty from the army, establishing him as supreme ruler of Germany
- many supported the Nazis through fear of what could happen if they did not. The SA used violence against groups such as the *Reichsbanner* and in the voting booths, the first concentration camp opened at Dachau in 1933, the Gestapo could arrest and detain people without trial and there was even a violent internal purge in the Night of the Long Knives of 1934.

Please note that answers which offer no evidence or explanation of events beyond January 1933 cannot move beyond the top of Level 3.

Good answers are likely to/may show an awareness that ideology was key in winning support for the Nazi party in their rise to power and the early years of the regime, but propaganda, successes and terror kept this support going after Hitler's appointment as chancellor.



**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](http://www.aqa.org.uk/umsconversion)