

GCSE
HISTORY
8145/1A/B

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

Mark scheme

June 2020

Version: 1.0 Final



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 Examiner.

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

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Level of response marking instructions

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

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

Step 1 Determine a level

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

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

Step 2 Determine a mark

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

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

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

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

0	1
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How does **Interpretation B** differ from **Interpretation A** about German attitudes towards Jewish people?

Explain your answer based on what it says in **Interpretations A** and **B**.

[4 marks]

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

Target	Analyse individual interpretations (AO4a) Analyse how interpretations of a key feature of a period differ (AO4b)	
Level 2:	Developed analysis of interpretations to explain differences based on their content	3–4
	<p>Students may progress from a simple analysis of interpretations with extended reasoning to explain the differences.</p> <p>For example, the interpretations differ about the attitudes to Jewish people. Interpretation A says that the Germans did not object to the anti-Semitic propaganda in newspapers, whereas in Interpretation B the German rejects the anti-Semitic propaganda and says anti-Semitism was not widespread or deeply held in Germany.</p>	
Level 1:	Simple analysis of interpretation(s) to identify differences based on their content	1–2
	<p>Students are likely to identify relevant features in each interpretation(s).</p> <p>For example, the interpretations differ about the attitudes to Jewish people. Interpretation A says that the Germans agreed that persecuting Jews was a good thing. Interpretation B says that it was not right.</p>	
	Students either submit no evidence or fail to address the question	0

0 2

Why might the authors of **Interpretations A** and **B** have a different interpretation about German attitudes towards Jewish people?

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

[4 marks]

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

Target

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

Level 2:

Developed answer analyses provenance of interpretation to explain reasons for differences

3–4

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

For example, the interpretations differ because the authors' experience of the Jews and Germans was different. The author of Interpretation B was a Nazi but he used his own experience of the Jews to judge the propaganda about them. The author of Interpretation A, on the other hand, just reported what he saw and the people he talked to may have just said what the Nazis wanted Germans to say.

Level 1:

Simple answer analyses provenance to identify reasons for difference(s)

1–2

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

For example, Interpretation A was by someone who was travelling around Germany, whereas Interpretation B was written by someone who actually lived there.

Students either submit no evidence or fail to address the question

0

0 3

Which interpretation gives the more convincing opinion about German attitudes towards Jewish people?

Explain your answer based on your contextual knowledge and what it says in **Interpretations A and B**.

[8 marks]

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

Target	Analyse individual interpretations (AO4a) Evaluate interpretations and make substantiated judgements in the context of historical events studied (AO4d)	
Level 4:	Complex evaluation of interpretations with sustained judgement based on contextual knowledge/understanding	7–8
	<p>Extends Level 3.</p> <p>Students may progress from a developed evaluation of interpretations by analysis of the relationship between the interpretations supported by factual knowledge and understanding.</p> <p>For example, Interpretation A is convincing because everyone had a public and a private opinion. In public Germans would agree with the propaganda in newspapers and express anti-Semitic opinions. They might say they approved of anti-Semitic persecution such as Kristallnacht in 1938. However privately they might know Jews, and like them as in Interpretation B. But the Nazis did not rely on propaganda alone there was the police state, and if they spoke out in favour of Jews or against the anti-Semitic propaganda they would be punished by the Gestapo or SS.</p>	
Level 3:	Developed evaluation of both interpretations based on contextual knowledge/understanding	5–6
	<p>Extends Level 2.</p> <p>Answers may assert one interpretation is more/less convincing.</p> <p>Students may progress from a simple evaluation of the interpretations by extended reasoning supported by factual knowledge and understanding.</p> <p>For example, Interpretation A is convincing about the attitudes of young people because it shows the power of propaganda. The Nazi propaganda was run by Goebbels who controlled the newspapers and the radio. The cartoons would appeal to young people. Interpretation A is more convincing because it shows that the Nazis targeted the attitudes of young people who were easier to convince than older people, like in Interpretation B. The Nazis backed this up by changing the school curriculum as well so that young children learned to have anti-Semitic attitudes in school and the Hitler Youth. The SS were</p>	

responsible for carrying out the persecution of the Jews so the officer in Interpretation A would support the anti-Semitic attitudes.

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

There may be undeveloped comment about the other interpretation.

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

For example, Interpretation A is convincing because people only had Nazi propaganda. Other newspapers were taken over banned by the Nazis. The Nazis controlled the radio. So, there was no other opinion about the Jews.

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

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

For example, Interpretation A is more convincing because the Nazis tried to make young children hate the Jews.

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

0	4
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Describe two problems faced by Germany before 1914.

[4 marks]

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

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

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

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

One problem Germany had to deal with was about workers' pay and rights. The trade unions which organised strikes to put pressure on the Kaiser and the government to try to improve their pay and conditions.

Another problem was that Socialism was popular and a new political party the Social Democratic Party (SPD) received workers' votes. The Social Democrats wanted social reforms and laws to improve workers' rights. They were a big party in the Reichstag and many of them held even more extreme views wanting revolution.

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

Students demonstrate relevant knowledge about the issue(s) identified which might be related.

For example, the Kaiser's government had to face the powerful trade unions.

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

0	5
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In what ways were the German people affected by the Second World War?

Explain your answer.

[8 marks]

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

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

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

Extends Level 3.

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

For example, as Germany began losing the war from 1942 onwards life, for civilians became more and more difficult. Germans with connections to the Nazis were able to live a comfortable life for longer. Germans living in the countryside might be able to obtain a little more food. However, after defeat at Stalingrad, life became very difficult for nearly all Germans. The bombing became more intense and old men, women, and teenagers had to man anti-aircraft guns and help searching for casualties in bombed out houses, and shifting rubble.

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

Extends Level 2.

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

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

For example, because of the war supplies were needed for the soldiers so there were food shortages for German civilians. By November 1939, food and clothing were rationed.

For example, as German men joined the army, German women were drafted in to work in the factories. The factories stayed open longer. Only things that would help fight the war were made. By 1944 seven million foreign workers were brought into Germany to work as slave labour.

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

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

For example, the bombing of German cities killed and injured many Germans. It created refugees as they tried to find somewhere safer to live. Hospitals were put under pressure to deal with the injuries. The bombs damaged the supply of food, water, and electricity.

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

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

For example, the bombing of German cities in the war killed people.

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

0	6
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Which of the following was the more important reason for the increased support for the Nazis before 1933:

- the appeal of Hitler
- Germany's economic problems?

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

[12 marks]

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

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

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

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

Extends Level 3

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

For example, both reasons are important and worked together. The economic situation caused by the Depression meant that Germans were prepared to listen to the more extreme ideas of politicians like Hitler. He reminded them of a strong leader, like the Kaiser, with disciplined supporters, and Germans feared the Communists. Both businessmen and farmers realised that the Communists would take over their factories and farms. The Germans did not understand why they were in this crisis so they listened to Hitler's simple explanations and solutions.

Level 3: **Developed explanation of both bullets** **7–9**
Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple explanation of causation with extended reasoning supported by developed factual knowledge and understanding.

For example, the Nazis got more support in elections because Germans liked what Hitler said and voted for him. His ideas appealed to different people in different ways, he promised farmers higher prices for their crops and praised them as true Germans. Middle-class people feared a breakdown in law and order because of the extreme conditions of the Depression. Millions were out of work and hungry. The Weimar politicians argued and did not seem able to deal with the Depression. They achieved little and Brüning used Emergency laws under Article 48 to try to run the country. Hitler seemed decisive and was charismatic.

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

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

For example, Nazi propaganda was designed to win people over. It showed Hitler as a strong man with clear ideas about how to help Germany. He was a good public speaker and went all over Germany. There were 3,000,000 unemployed in 1930 and they were desperate. Hitler promised work and food.

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

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

For example, people voted for Hitler and the Nazis because it was the time of the Depression and they had lost their jobs.

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