



GCSE

HISTORY

8145/1A/B

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

Mark scheme

June 2022

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 the Nazis' rise to power?

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**

Students may progress from a simple analysis of interpretations with extended reasoning to explain the differences.

For example, the interpretations differ about the reasons for the Nazis rise to power and gaining votes in elections. In Interpretation B the other parties did not get behind Weimar and its new constitution and give it their support, whereas in Interpretation A the reason for the rise of the Nazis was because they got more votes from people who believed what Hitler said, about blaming the Jews for Germany's position.

Level 1:

Simple analysis of interpretation(s) to identify differences based on their content **1–2**

Students are likely to identify relevant features in each interpretation(s).

For example, the interpretations differ about the rise of the Nazis because one says it was the failure of the middle-class parties and Interpretation A says it was because of the promises Hitler made.

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 the Nazis' rise to power?

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' position to understand why the Nazis came to power was different. The author of B was at the time, in the German embassy in Moscow. He was in touch with lots of government figures and would have understood as an adult what was happening in German politics. However, the author of A, on the other hand, was a child who must have heard what her parents talked about and as her father was killed fighting for Germany she would want to make the reasons why her father died good ones. She would make him appear to be a patriot and she would blame the Nazis for his death.

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 very young when the Nazis came to power, she must have heard what her parents said and believed it whereas Interpretation B was written by someone who was an important person, and an adult in the German embassy in Moscow.

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

| | |
|---|---|
| 0 | 3 |
|---|---|

Which interpretation gives the more convincing opinion about the Nazis' rise to power?

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**

Extends Level 3.

Students may progress from a developed evaluation of interpretations by analysis of the relationship between the interpretations supported by factual knowledge and understanding.

For example, Interpretations A and B both have convincing opinions in a way because Hitler stood out amongst all of the fairly ordinary Weimar politicians in the 1930s because of his promises and extreme views. Hitler's speeches offered hope to people and a simple solution to the problems of the Depression – blaming the Jews as in Interpretation A, and taking advantage of the hurt any Germans felt at the end of the First World War. None of the Weimar politicians at the time had his charisma or seemed to offer the decisive government that the Nazis did which reminded people of the Kaiser. So, in the absence of an attractive alternative, many Germans voted for and supported the Nazis.

Level 3:

Developed evaluation of both interpretations based on contextual knowledge/understanding **5–6**

Extends Level 2.

Answers may assert one interpretation is more/less convincing.

Students may progress from a simple evaluation of the interpretations by extended reasoning supported by factual knowledge and understanding.

For example, Interpretation B is a more convincing opinion about the rise of the Nazis because they stood out amongst all of the parties in the politics created by the Weimar constitution and were opposed by most of the other parties. When the Depression hit Germany Brüning could not rely upon the German parties so he had to rule using Article 48. Many Germans agreed with what Hitler said and wanted his promises to come true as in Interpretation A as they did not agree with what had happened after the Treaty of Versailles.

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|-----------------|---|------------|
| Level 2: | Simple evaluation of one interpretation based on contextual knowledge/understanding | 3–4 |
| | <p>There may be undeveloped comment about the other interpretation.</p> <p>Students may progress from a basic analysis of interpretations to simple evaluation, supported with factual knowledge and understanding.</p> <p>For example, Interpretation B is convincing because there were so many political parties in Germany in the 1930s and they formed many coalitions which argued and did not give decisive government. They argued about the flag of Germany.</p> | |
| Level 1: | Basic analysis of interpretation(s) based on contextual knowledge/understanding | 1–2 |
| | <p>Answers show understanding/support for one/both interpretation(s), but the case is made by assertion/recognition of agreement.</p> <p>For example, Interpretation A is more convincing because Hitler had great charisma and was a good public speaker.</p> | |
| | Students either submit no evidence or fail to address the question | 0 |

0 4 Describe two problems faced by the German people during the Second World War. **[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 for the German people after 1942 was the destruction of the cities by the bombing, there was no electricity, water or transport. And people panicked, they left their homes. The bombing caused flooding and explosions of gas as well as the danger of unexploded bombs, the medical services were really stretched with all the injured and thousands of deaths.

Another problem faced by the German people during the Second World War was the problem of not having enough food. By November 1939 food and clothing were rationed, most of the supplies were sent to the front for the soldiers and people at home were told that they had to make sacrifices.

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

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

For example, during the Second World War many Germans died because of the bombing by the Allies which destroyed their homes.

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

0 5

In what ways were the lives of the German people affected by the Nazi police state?

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 Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question 7–8

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, in reality the Nazi police state was operated by the people themselves. Germans were frightened by rumours about what happened to people who criticised the Nazis or protested. So, they policed themselves, assisted by a network of informers. They might gain an advantage by reporting someone because it moved suspicion away from them. The Nazis did not need so many actual policeman or Gestapo because the general public lived in a state of fear and watchfulness.

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

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, the German people were affected by the Nazi Police state because the courts were under Nazi control. The Nazis passed new laws which meant that people could be punished for listening to foreign radio stations, having dealings with German Jews, or even telling an anti-Hitler joke. Germans had to be very careful of what they said in public, how they behaved, and who they knew.

For example, The Nazi Police state set up concentration camps firstly for their political enemies – the Communists, but then they were used for Jews and gypsies. In the camps they were made to work hard, tortured or killed. The rumours about these camps kept everyone in check and keen not to draw attention to themselves. The camps were where the Final Solution was carried out and the Holocaust occurred. Many Germans knew or suspected what was happening but were frightened and did not or thought they dared not protest about it.

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 Nazi Police State meant that people were very careful what they said and did because the Nazis had informers who would report you. Even children could report their parents or teachers. The Gestapo could arrest you.

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 Police State made everyone afraid that they could be punished. People were arrested and sent to camps.

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

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Which of the following was the more important reason for the recovery of Germany during the Gustav Stresemann era (1924–1929):

- economic developments
- international agreements?

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
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question**

10–12

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 to help Germany recover. Stresemann worked to improve the economy after the war and gradually improve Germany's standing amongst the nations of the world. He stopped the runaway inflation by introducing the Rentenmark in 1924. He negotiated international agreements to get Germany the money in 1924, called the Dawes Plan, which he used to build factories, which gave Germans jobs and paid reparations which helped get the French and Belgian troops out of the Ruhr. He continued to set up good relations with other countries to get money to boost the economy such as the Young Plan in 1929 and negotiate reduced and extended terms for reparations payments. Stresemann was anxious to show that Germany was not a threat so he signed the Kellogg Briand Pact in 1928 to reassure other countries that Germany would not attack them and could be trusted.

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| Level 3: | <p>Developed explanation of both bullets</p> <p>Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question</p> <p>Extends Level 2.</p> <p>Students may progress from a simple explanation of causation with extended reasoning supported by developed factual knowledge and understanding.</p> <p>For example, Stresemann helped improve Germany’s relationships with other countries, this restored some of Germany’s pride which had been battered by the country’s treatment in the Versailles Treaty. Germany signed the Locarno Treaty in 1925 with Britain, France, Belgium, and Italy. Germany was admitted to the League of Nations in 1926 which meant she joined the international peacekeeping organisation meant to police the Versailles Treaty. Stresemann also arranged the Dawes and Young Plans which helped get the German economy back up and running. All of these treaties were important because they showed that Germany was being accepted on the international stage and recovered her international reputation. Although some right-wing parties in Germany criticised Stresemann.</p> | 7–9 |
| Level 2: | <p>Simple explanation of bullet(s)</p> <p>Answer demonstrates specific knowledge and understanding that is relevant to the question</p> <p>Students may progress from a basic explanation of causation by using simple reasoning and supporting it with factual knowledge and understanding.</p> <p>For example, Stresemann arranged loans from America such as the Dawes Plan in 1924 and the Young Plan in 1929 which meant that German industry could start again and Germans could have jobs. Stresemann used the money to build new factories, houses schools and roads.</p> | 4–6 |
| Level 1: | <p>Basic explanation of bullet(s)</p> <p>Answer demonstrates basic knowledge and understanding that is relevant to the question</p> <p>Students recognise and provide a basic explanation of one/both bullet points.</p> <p>For example, Germany recovered under Gustav Stresemann because he made deals for American money to rebuild German industry.</p> | 1–3 |
| | <p>Students either submit no evidence or fail to address the question</p> | 0 |