



**General Certificate of Education  
January 2011**

**AS History 1041**

**HIS2M**

**Unit 2M**

**Life in Nazi Germany, 1933–1945**

**Final**

***Mark Scheme***

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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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## 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 candidates. 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 candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates 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. Candidates 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 candidates 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 candidate 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)**

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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 candidates 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 candidates' 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*. Candidates should never be doubly penalised. If a candidate 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 candidate 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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January 2011

**GCE AS History Unit 2: Historical Issues: Periods of Change**

**HIS2M: Life in Nazi Germany, 1933–1945**

**Question 1**

**01** Use **Sources A** and **B** and your own knowledge.

Explain how far does **Source B** differ from **Source A** in relation to the attitudes of German people towards the Nazi regime in 1945? (12 marks)

*Target: AO2(a)*

**Levels Mark Scheme**

|            |  |              |
|------------|--|--------------|
|            | Nothing written worthy of credit.  | <b>0</b>     |
| <b>L1:</b> | Answers will <b>either</b> briefly paraphrase/describe the content of the two sources <b>or</b> identify simple comparison(s) between the sources. Skills of written communication will be weak.   | <b>1-2</b>   |
| <b>L2:</b> | Responses will compare the views expressed in the two sources and identify some differences and/or similarities. There may be some limited own knowledge. Answers will be coherent but weakly expressed.   | <b>3-6</b>   |
| <b>L3:</b> | Responses will compare the views expressed in the two sources, identifying differences <b>and</b> similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed.                                       | <b>7-9</b>   |
| <b>L4:</b> | Responses will make a developed comparison between the views expressed in the two sources and will apply own knowledge to evaluate and to demonstrate a good contextual understanding. Answers will, for the most part, show good skills of written communication. | <b>10-12</b> |

**Indicative content**

**Note: This content is not prescriptive and candidates 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 levels scheme.**

Candidates will need to identify differences between the views of the two sources. For example:

- Source A is a positive response to war – ‘Hitler could never lose the war’
- Source B overall is negative and shows a level of realism – ‘The possibility of defeat...brought with it a climate of despair, fear and widespread defeatism’
- the tone of the two sources. Source A indicates a feeling of misplaced hope – ‘To my surprise, the faith in Hitler...was still strong’. Source B, on the other hand, shows a much more critical awareness of the situation in the war – ‘...but the traditional elites (etc) ...began to lose hope.’

Candidates will need to apply their own knowledge of context to explain these differences. They might, for example, refer to:

- the fact that one account, a memoir by Albert Speer, is taken from a Nazi minister towards the end of the Second World War, when the Nazi regime was fighting for its life; Source B, in contrast, is taken from a German historian who is offering a greater overview than Speer
- Fischer in Source B appears to offer a much less personal view than Speer
- Source A appears uncritical; Source B is objective
- Source A focuses more on the public view of Hitler, whereas Source B examines the impact on the regime in general.

To address 'how far', candidates should also indicate some similarity between the sources. For example:

- both indicate some degree of similarity over morale. Source A claims that 'faith in Hitler...was still strong', according to some farmers. Source B states that, despite a climate of fear, 'German morale was actually strengthened.'
- both imply that there was no rush to overthrow Hitler or the Nazi regime
- an acceptance of a deteriorating situation, reflecting the privations brought on by war.

In making a judgement about the degree of difference, candidates may conclude that overall the sources differ considerably, particularly the fact that Source A, a Nazi minister, has a different agenda to that of Klaus Fischer in Source B.

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**Question 1****02** Use **Sources A, B and C** and your own knowledge.How far did mass bombing by the Allies affect the lives of the German people in the years 1942 to 1945?  
(24 marks)*Target: AO1(b), AO2(a), AO2(b)***Levels Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers may be based on sources or on own knowledge alone, or they may comprise an undeveloped mixture of the two. They may 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 may be based on sources or on own knowledge alone, or they may contain a mixture of the two. They may be almost entirely descriptive with few explicit links to the focus of the question. Alternatively, 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 using evidence from **both** the sources **and** own knowledge. 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 from the sources and own knowledge, 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 from the sources and own knowledge, 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 candidates 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.**

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Candidates 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.

Candidates should use the sources as evidence in their answer. Sources B and C are particularly useful and could act as templates.

Relevant material from the sources would include:

- **Source A** does not directly refer to the impact of mass bombing but suggests that despite the enemy coming so far into Germany, at such a late date in the war, support was still strong
- **Source B** suggests that despite the physical impact of the bombing, and the resultant feeling of defeatism, German morale actually increased. However, it also indicates that only certain sections of society such as party members continued to support the regime. Many others were losing hope. The final sentence is very important because it notes how keen the Nazi hierarchy was to gauge public opinion and what they were hearing was becoming very critical
- **Source C** builds on Source A to an extent by suggesting that the German public were not ready to surrender, despite difficult circumstances. In fact armament production had increased and the public appeared resigned to accept the rigours of total war. However it intimates that the public had little choice in their decision making, both externally (bombing) and internally (the role of the Gestapo). It may be concluded that, if in 1943 Hitler accepted female conscription, albeit only 900,000, it was a sign that the lives of the German public were under intense pressure

From candidates' own knowledge:

- the public showed greater support for Hitler than for the party as the war developed and turned sour
- attitudes changed over time. Up to the summer of 1944 propaganda and the hope of 'retaliation and counter-blows' helped sustain the German public
- two factors were crucial to the maintenance of morale in the aftermath of air raids – the provision of alternative accommodation and adequate compensation.

Factors suggesting that mass bombing was affecting the lives of Germans might include:

- in a post-war survey on morale, 91% who were interviewed said bombing was the worst hardship followed by food shortages on 10%
- allied bombing reduced oil supplies to a very low level; it dislocated the supply of coal, steel and other raw materials to the factories and had an accumulative effect on the population
- in the summer of 1944 the SD stopped compiling objective reports on the public mood as they made depressing reading. The impact of widespread barter and a black market system by 1944 reduced collective support
- pre-1942, the Nazis had been successful and so when the news of Stalingrad was followed by remorseless mass bombing, morale on the home front deteriorated quickly. The many hours spent in air raid shelters had a demoralising effect and the shelters acted as centres of rumour.



Factors suggesting an alternative view might include:

- up until 1944 average consumers received rations which were between 7% and 15% above the minimum calorific standard. The final year of the war however saw a drastic slump
- workers in heavy industry were guaranteed adequate rations, often more generous than in peacetime
- the bomb raids often generated feelings of defiance. Despite 305 000 killed, 780 000 injured and 2 million homes destroyed, the initial response seems to have produced a degree of solidarity among the population. The bombing of Lubeck in 1942 – a trial run for the Allies - was fierce yet the people appeared to show remarkable composure. It produced a 'Life goes on as usual' effect.

Good answers are likely to suggest that the impact of bombing, from the spring of 1942 onwards, although large, was complex and not easy to assess. German lives became more desperate in 1944 once the bombing had become a daily occurrence. Candidates should show some understanding of the balance between the attempts of censorship and propaganda against the actual physical suffering endured during the bombing. Clearly by 1945 the impact was very different. The severe firestorms had produced a desire for those who survived to try and get away from the disaster area.

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**Question 2**

- 03** Explain why the Nazis promoted membership of the League of German Maidens.  
(12 marks)

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

**Levels 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 candidates 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 promoted the League of German Maidens.

Candidates might include some of the following factors:

- to reinforce the indoctrination of Nazi ideology
- to act as a challenge to more conservative forms of authority
- a sense of collective power – to serve the nation and community
- gender training and future roles in Nazi society – to be loyal, submissive and physically fit to become prolific mothers.

And some of the following short-term/immediate factors:

- as part of a radical educational innovation – a Nazi social revolution
- to get them to acknowledge the superiority of the strong and subordinate themselves to Hitler.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might stress that Hitler believed that, by moulding the next generation he would guarantee the future of the Third Reich and at the same time break down social barriers.

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**Question 2**

**04** 'In the years 1933 to 1939 there was support from all sections of German society towards the Nazi regime.'

Explain why you agree or disagree with this view.

(24 marks)

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

**Levels 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 limited part of the period 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 demands 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 candidates 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.**

Candidates should be able to make a judgement by balancing evidence which supports the view given against that which does not.

Evidence which agrees might include:

- for most Germans opposition to the legitimate state was unthinkable. The step by step approach of the 'legal revolution' made opposition seem illogical
- the personal popularity of Hitler, his anti-Weimar stance and his image as an upholder of traditional values
- different classes had different reasons for supporting the regime, e.g. the great industrialists went with Hitler as he offered a disciplined workforce; many in the middle classes benefitted from Nazi rule and became key supporters; the peasantry who benefitted the least were part of the blood-and-soil policy but they remained quiescent
- the working class, although they had greater grievances with the Nazi regime, settled down into tacit support and recognised the regime as the source of their economic recovery.

Evidence which disagrees might include:

- a great deal of 'silent opposition' (but this was mainly ineffective)
- the role of certain individuals and branches in the German churches
- the SDP and trade union cells used underground methods to circulate literature
- the Left failed to organise a mass movement but there was considerable anti-Nazi activity among the working classes, who were not duped by the Nazis
- potentially the most effective opposition was found in National Conservative individuals who worked within the system to destroy Nazism. They were from the traditional elite and had close links with the army.

Good answers are likely to conclude that support for Hitler was, by and large present in Germany, with varying degrees of enthusiasm. Subtle answers will note that support can be 'either tacit, positive or negative' (S. Lee). However, there was also extensive, if uncoordinated, opposition and it operated under circumstances of great difficulty.

Overall, recent research has shown a greater complicity towards the regime on all levels. Women are now accredited with a more active role in Nazi Germany and that the Gestapo relied mainly on information volunteered by large numbers of the German society. Credit will be given for balanced, well resourced answers.

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**Question 3**

**05** Explain why the Nazis wanted control over the media. (12 marks)

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

**Levels 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 candidates 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 wanted control over the media.

Candidates might include some of the following factors:

- to get everyone to toe the party line so that all those involved in cultural activities were accountable for their creativity
- as National Socialism was more than a political party – it was a movement designed to transform German society and culture – the media had to conform
- to get across the usual Nazi prejudices such as anti-Semitism; militarism and the glorification of war; nationalism and the supremacy of the Aryan race; the cult of the Fuhrer and the power of absolutism etc.
- Goebbels's personal agenda to cement his power in the party
- to support the Nazi policy of anti-intellectualism.

And some of the following short-term/immediate factors:

- control of the radio increased the impression of personal contact between the people and their leader, the Fuhrer
- to influence public opinion and eliminate opposition.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might try and demonstrate the link between the desire for day to day control and the more loftier aims of transforming society.

**Question 3**

- 06** 'By 1939, the various forms of Nazi propaganda had made little impact on the German public.'  
Explain why you agree or disagree with this view. (24 marks)

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

**Levels 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 limited part of the period 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 demands 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 candidates 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.**

Candidates should be able to make a judgement by balancing points which agree with the view that propaganda had had a limited impact on the German people. Candidates should examine a variety of propaganda forms, especially radio, cinema and press and assess whether they succeeded or not in persuading the German public.



Points which agree might include:

- anti-church propaganda was counter-productive
- SDP reports that by 1939 large sections of the working classes were bored by the Nazi rhetoric and behaviour
- Hitler failed to carry public opinion on expansionism, war and racial persecution
- many Germans were truly appalled by Kristallnacht
- overall most Germans were not convinced by anything which was deemed immoral or unjust.

Points which disagree might include:

- by reinforcing enthusiasm for a leader who was making Germany economically and militarily strong again, it strengthened the overall support for Hitler and the Nazi regime
- propaganda had some success when it played upon traditional prejudices and values of German middle-class society
- the ability of Goebbels to work his audience with a degree of subtlety
- the regime had a monopoly of all means of propaganda. This was particularly useful in giving the image of a legal seizure of power in 1933
- the regime's audience was largely deferential and law abiding.

Good answers are likely to conclude that it is difficult to assess the actual degree of success for several reasons. Attitudes can be notorious to quantify. This is shown by the inability of historians themselves to come to a common view of the impact of propaganda. Much would depend on a person's pre-disposition towards the regime before and during the years 1933 to 1939. Likewise it might depend on how much a person benefitted from the policies of the Nazis, what class they belonged to, their age and occupation etc. Also high quality answers may demonstrate the dilemma in trying to assess the impact of propaganda as opposed to the impact of other Nazi policies or the role of repression. Some may simply claim that it was the 'Hitler factor' which produced the greatest levels of Nazi popularity. Others may show that the effectiveness of propaganda "can best be identified in the success of the 'National Revolution', the campaign for a Volksgemeinschaft, the enlistment of youth, the rise in anti-Semitism and the cultivation of Fuhrer worship." (Collier and Pedley). Some will highlight the possibility of differentiation of success/failure over time. Credit will be given for balanced, well resourced answers.