



**General Certificate of Education
January 2012**

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 students' 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 students' 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 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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Generic Introduction for AS

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

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

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

CRITERIA FOR MARKING GCE HISTORY:

AS EXAMINATION PAPERS

General Guidance for Examiners (to accompany Level Descriptors)

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

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

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

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

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

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

Criteria for deciding marks within a level:

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

January 2012

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 the views in **Source B** differ from those in **Source A** in relation to the impact of air raids on the German population. (12 marks)

Target: AO2(a)

Levels Mark Scheme

	Nothing written worthy of credit.	0
L1:	Answers will either briefly paraphrase/describe the content of the two sources or identify simple comparison(s) between the sources. Skills of written communication will be weak.	1-2
L2:	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.	3-6
L3:	Responses will compare the views expressed in the two sources, identifying differences and similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed.	7-9
L4:	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.	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 levels scheme.

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

- **Source B** expresses the view that the population appeared 'exhausted and apathetic', whereas **Source A** believes the raids would not 'undermine morale'
- while **Source B** suggests the attacks are leading to growing negativity 'about the State, the Party and the leadership', **Source A** claims that the attacks are 'binding the nation together'
- **Source B** refers to a loss of nerve and helplessness, while **Source A** emphasises how people are dealing practically with the impact of the raids.

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

- the scale of the air attacks, e.g. 305 000 killed; 2 million homes destroyed
- the attempts by the NSV (National Socialist Welfare Organisation) to maintain morale by providing lorry-loads of food and drink, including items in short supply
- the introduction of housing controls and a system of compensation payments in order to support bombed out victims
- in a post-war survey of morale, 91% of those interviewed said that bombing was the worst hardship to bear.

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

- both sources suggest that order not panic was the overriding response of the population to the raids
- both sources share the view that the issuing of special rations had a positive effect.

In making a judgement about the degree of difference, students may conclude that both sources express a valid viewpoint. The provenance of the sources could be used as evidence of validity: Kardorff is not a Nazi sympathiser so has no reason to present a pro-Nazi view; similarly the SD Report is an objective source. However, Kardorff in Source A has less of an overview, given that she is basing her views on limited personal observations. Clearly, both sources give voice to the significant impact of the air raids on the civilian population.

Question 1

02 Use **Sources A, B and C** and your own knowledge.

How successful was the Nazi regime in retaining the loyalty 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 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 balancing points which support the focus of the question against others which do not.

Students should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A** is evidence to support the view that even class opponents felt, if not loyalty to the Nazis, then at least a spirit of defiance. It is indicative of a willingness to continue the struggle against the regime's enemies.
- **Source B** provides evidence of a more negative attitude to the regime. Not only does it suggest falling morale but also a growing spirit of criticism. However, it does not express out and out opposition. Overall the population is calm and not in revolt, despite much evidence of private 'grumbling'
- **Source C**, unlike Sources A and B, draws attention to a limited, though wide-ranging, degree of opposition. Clearly it suggests a lack of loyalty to the regime from a broad cross-section of social and political groupings.

From students' own knowledge:

Factors suggesting that the regime was successful in retaining the loyalty of the German people in the years 1942–1945 might include:

- despite increasing disillusionment with the regime and the burdens of war the German people did not revolt in 1945 as had occurred in 1918
- the majority response of the German public to the July 1944 bomb plot against Hitler was one of disapproval and relief. A belief that they were all 'in it together' was stronger than their disillusionment with the regime; clearly there was some sense of 'national community' in adversity
- the Allied bombing campaign did not break morale; worker unrest never reached crisis proportions and people returned to work after the raids
- many young people retained their loyalty to the regime; the final stages of the war saw the military involvement of young boys in the Volksturm (Home Guard)
- in general terms, the Church maintained its support for the regime, particularly after the invasion of the Soviet Union in 1941
- there was still some belief in the regime developing a 'miracle' weapon to win the war.

Factors suggesting that the regime was not successful in retaining the loyalty of the German people might include:

- there were Communist 'cells' in many German industrial cities, but most KPD leaders were arrested between 1942 and 1945
- there were left wing opposition groups composed of middle class intellectuals and professionals such as the Red Orchestra, but again they had minimal impact beyond 1942
- there were conservative and military resisters, most notably involved in the 1944 Stauffenberg Bomb Plot and those within the Kreisau Circle
- there was youth opposition such as the Edelweiss Pirates and the White Rose group.

Good answers may conclude that 'loyalty' is a difficult concept to quantify but, given that there was no national uprising, the Nazis did succeed in keeping most Germans loyal. Students might draw distinctions between nonconformity and acceptance, and outright opposition. The most significant acts of opposition emanated from the more elite social groups, particularly within the

military. Fundamentally, opposition was fragmentary and, perhaps with the exception of the Stauffenberg Plot, not a substantial threat to the regime.

Question 2

- 03** Explain why the Decree for the Protection of People and State was issued in February 1933 (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 students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why the Nazis implemented the Decree for the Protection of People and State.

Students might include some of the following factors:

- as a response to the arson attack on the Reichstag building on 27 February 1933
- as a justification for wholesale arrests of communists; the Nazis claimed the Communists were plotting revolution
- as an opportunity to suspend civil rights, which gave legal authority to imprisonment without trial: 'protective custody'
- as an opportunity to maximise electoral gains in the forthcoming election
- to give the Nazis greater freedom of action without the hindrance of the Reichstag or President Hindenburg
- as an opportunity to strengthen control over the States; Article 2 of the Decree gave the Cabinet the authority to take control in the States if public order was endangered.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might argue that not only did this Decree allow the Nazis to weaken their Communist opponents, but also it set in place the whole quasi-legal foundation for the terror and intimidation which was to follow in the seizure of power (Gleichschaltung) in the coming months. Some students may tie the reasons together in terms of increased 'control'.

Question 2

- 04** 'The elimination of the S.A. was the most important factor in Hitler's consolidation of power between March 1933 and August 1934.'
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 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 balancing evidence which supports the view given against that which does not.

Evidence which agree(s) might include:

- Hitler was concerned that the S.A. was becoming a law unto itself and that 'unofficial' actions might alienate important groups which he needed to conciliate, such as the army, business and civil service
- S.A. street action was becoming an embarrassment and threatening popular support
- the S.A.'s demand for a 'Second Revolution' threatened the political and economic stability Hitler now needed; his speech of 6 July 1933 to the Reich Governors demanded evolution; change from above not below
- the military ambitions of the S.A. were totally opposed by the army leadership; Hitler needed army support if he was to succeed Hindenburg to the Presidency.

Evidence which disagree(s) might include:

- even after Hitler's appointment as Chancellor the use of terror and intimidation was still an important component of the consolidation of power; the S.A. was an essential tool for terrorising the Left
- the S.A. was prominent in intimidating SPD Deputies at the passing of the Enabling Bill
- it was not until the beginning of 1934 that army attitudes against Roehm's ambitions hardened; initially von Blomberg as Minister of Defence was sympathetic to Nazi actions, as were a number of younger officers.

Good answers may conclude that the S.A. did have a crucial role to play in the early months of the consolidation of power but outlived its usefulness by seeking to further the 'national revolution'. Forced into a choice between loyalty to his S.A. and the need not to alienate the conservative elites, and particularly the army, Hitler chose to eliminate the S.A.; he could not allow the S.A. to jeopardise his major goal of rearmament and expansion.

Equally, students could achieve balance in their answer by arguing that the role of the S.A, though significant, was not the most important factor. Much of the consolidation process had been achieved long before the Night of the Long Knives – the elimination of the Reichstag, one party rule, control of the States and the co-ordination of other key institutions had largely occurred by June 1933.

Students could conclude that another factor or factors had been most important, particularly Hitler's focus on achieving control by legal means, or by a combination of factors: terror, compromise, propaganda and popular policies.

This question offers a variety of approaches. The key requirement is for students to reach a supported, balanced judgement assessing the importance of Hitler's action against the S.A. as part of his Gleichschaltung process. A simple 'list' of other factors might not automatically constitute a balanced response. Good answers will show evidence of sound evaluative thinking.

Question 3

05 Explain why the Nazis introduced the German Labour Front. (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 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 why the Nazis introduced the German Labour Front

Students might include some of the following factors:

- in order to replace independent trade unions, which had strong left-wing political sympathies, and which Hitler saw as a dangerous potential opponent
- as part of his 'consolidation' process to extend his control over workers
- as part of his 'Volksgemeinschaft' ideology, to bring workers with traditional socialist loyalties into the national community by providing incentives like 'Beauty of Labour' and 'Strength through Joy'; as part of his social revolution
- as crucial to his 'legal revolution', so enabling Hitler to legitimise his actions
- to allow strict regulation of workers and working practices.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might conclude that Hitler's key aim was to eliminate a potential major threat – to break the political and economic power of organised labour – and in so doing replace it with a party organisation which could control workers, win support of employers and promote national solidarity, ending class division and conflict.

Question 3

- 06** 'By 1939, the Nazis had failed to achieve an "economic miracle".'
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 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 balancing points which agree with the view that the Nazis failed to achieve an 'economic miracle' against factors that suggest many Germans had, indeed, benefited from the economic policies of the Nazis.

Evidence which agree(s) might include:

- economic improvement was already evident prior to the Nazis taking power
- not all industrialists benefited from Nazi policies; the coal and steel sectors lagged behind and leading figures like Thyssen were critical of the degree of state control, as the government dictated what and how much they should produce
- the Mittelstand was disappointed that the government did not take sustained action against the big Department stores as it had promised in its propaganda; many small firms went bankrupt and the number of skilled craftsmen overall declined
- workers' wages were frozen at 1933 levels and real incomes were depressed; they worked long hours often under primitive conditions with little rise in their standard of living, particularly for the unskilled; workers resented the loss of independent trade unions; some work schemes offered only temporary employment opportunities
- those employed on the land shared this deterioration in living standards; the Reich Entailed Farm Law failed to help small farmers prosper and the Reich Food Estate was unpopular – peasants and small farmers suffered from controls on the sale of produce and a rise in agricultural debt
- autarky was never attained by 1939.

Evidence which disagree(s) might include:

- many industrialists benefited enormously from the expansion of the economy and particularly from rearmament; big business largely co-operated enthusiastically with the regime and warmly welcomed the smashing of independent trade unions
- the Mittelstand benefited as consumers from increased production; small businesses linked to the rearmament boom did well and this group in particular benefited from the expropriation of Jewish businesses
- Nazi propaganda had promised workers that full employment would be restored and in many respects this was achieved; the Nazi's work creation schemes, such as motorway building, were heavily promoted through propaganda and by 1939 there was, indeed, a shortage of labour
- working class Germans also benefited from tax concessions and special grants such as those for families; the DAF provided a number of additional opportunities and benefits
- a number of policies were introduced to protect farmers' interests including cheap loans, exemptions from some taxes, and there was some protection from indebtedness through the Reich Entailment Law
- major landowners benefited from the growing demands for food.

Good answers may conclude that the overall picture is complex, with 'winners and losers' in each class, but that for many groups the 'economic miracle' was more apparent in propaganda than in reality; unemployment statistics were manipulated by not including groups like Jews and women. Industrialists, Junkers and big business (involved in rearmament) fared best but propaganda promises to workers, peasants and Mittelstand did not meet expectations. On balance, workers had jobs and farmers had a special place in Nazi ideology, and some might have felt they had a better life under the Nazis, but wages, conditions of work and living standards worsened for most.

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