



**General Certificate of Education  
June 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 events which all examiners 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 examiner understands and applies it in the same correct way. As preparation for standardisation each examiner 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, examiners encounter unusual answers which have not been raised 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)**

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

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

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

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

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

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

Criteria for deciding marks within a level:

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

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June 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 'Strength through Joy' movement. (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 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 offers, on balance, a more positive view than Source A which is largely negative
- Source B suggests that some workers were genuinely enthusiastic, whereas Source A has a more cynical tone, offering the view that Strength through Joy was seen more as a 'bribe'
- Source B points out some shortcomings of the scheme, but Source A is much more critical, emphasising the propaganda intentions behind the scheme.

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

- Nazi ideology focused on Volksgemeinschaft, hence the appeal to workers through initiatives like Strength through Joy
- the Nazis needed to win over the workers because they had closed down free trade unions, which was unpopular
- Strength through Joy was only one of a number of initiatives to win workers over to the Nazis: Beauty of Labour; May Day holiday changed to National Day of Labour
- on the other hand, many workers were not 'bought off' – there were strikes, absenteeism, low productivity.

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

- both sources comment on the reality of low wages
- both point out the 'hidden' costs to workers
- both recognise that Strength through Joy did appeal to some workers
- both admit that the Nazis accrued some political credit or support.

The provenance of each source can be used by the students to reach a judgement about the degree to which the viewpoints differ. Source A, written by a contemporary historian, offers the greater critical assessment, arguing that Strength through Joy was seen by most workers as a cynical, calculated ploy to win them over to the regime. On the other hand, it is significant that Source B, given that it is a viewpoint from a political opponent of the Nazis, suggests that, despite some limitations, Strength through Joy was a genuinely attractive initiative to some workers.

However, they are closer in their view about the economic realities experienced by workers, such as low wages and the relatively high cost of such opportunities.

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**Question 1****02** Use **Sources A, B and C** and your own knowledge.How successful was the Nazi regime in creating a *Volksgemeinschaft* or 'national community' in the years 1933 and 1939? (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.**

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Students should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Students should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A** suggests that many workers were not won over to the regime and saw initiatives like Strength through Joy as cynical propaganda exercises. Where they did participate it was largely out of self-interest, not ideological conversion. 'Credit' might be given to the regime but not 'loyalty'.
- **Source B** grudgingly admits to the appeal of Strength through Joy and recognizes that something new was happening, that workers now had greater opportunities than previously. However, it does qualify the positive impact by commenting on the 'cost' and the 'crowds'.
- **Source C** offers some evidence that progress was being made within some sections of German society in breaking down old attitudes and that class distinctions were weakening.

From students' own knowledge:

Factors suggesting that the regime was successful in fostering a sense of 'national community' might include:

- Nazi propaganda constantly emphasised national values and extolled the peasant as the backbone of the German community; numerous initiatives were instigated to raise the status of workers
- women were directed to put national interests above personal preferences e.g. 'Cult of Motherhood'; Youth was indoctrinated to be the future leaders of the new national community, with loyalty to Hitler not to parents
- as part of a drive to social conformity the term 'Volksgenossen' (national comrades) was adopted; everyone was expected to attend parades and speeches
- the Reich Church succeeded in drawing some Protestants away from their traditional loyalties
- new welfare measures were introduced to give concrete expression to national unity, e.g. Winter Relief Fund; Eintopf meal
- the image of Hitler as the embodiment of the new Germany had a profound impact.

Factors suggesting that the regime was unsuccessful might include:

- the regime failed to create a peasant community based on 'blood and soil'; there was no substantial change in their position and they had a lower standard of living in 1939 than in 1933. SD public opinion reports indicated negative reactions to the regime
- despite its success in creating an economic revival there was little change in the social status of workers
- the middle classes also harboured resentments, e.g. promises to protect small businesses were not kept
- significant elements of the Catholic and Protestant churches resisted integration into the national community
- there were pockets of resistance amongst women and youth, though these were perhaps the most integrated of groups



- the elites and army benefitted from Hitler's purge of the left-leaning S.A.; the High Command of the army remained a largely aristocratic enclave and Junkers and industrialists kept their social dominance, wealth and privileges.

Good answers may conclude that there was a great deal of acquiescence and social conformity – terror had a part to play in this – but the existing class structure remained fundamentally unaltered, despite the insistence of Nazi propaganda otherwise. If there was a social revolution it took the form of the elimination of those excluded from the national community by definition of race, allegiance or usefulness – Jews, political opponents, asocial, and the mentally and physically disabled. The Nazis largely failed to break down old loyalties but achieved at least passive support. For many Germans, 'belonging' to a Volksgemeinschaft' was a powerful attraction.

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**Question 2****03** Explain why the Nazis held mass rallies. (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 rallies were such an effective method of mass indoctrination.

Students might include some of the following factors:

- because the rallies were designed to impress as propaganda for the regime
- because of the spectacular, choreographed nature of such occasions, manipulated by the rituals of Nazi propaganda – light, sound, wind, flags – rallies were intended to win support
- intended to impress observers because of the emphasis on discipline and power
- because the individual was absorbed into the mass: ‘from a little worm into a large dragon’ (Goebbels); the rallies reinforced in a very visual way the ideological message of a national community
- because most participants were already loyal Nazis; the faithful collected together to meet their ‘Messiah’ – therefore designed to bring supporters together to reinforce loyalty to the regime.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might conclude that the rallies worked on different levels but were promoted as almost pseudo-religious occasions; the ultimate propaganda vehicle to impress and to intimidate.

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**Question 2**

- 04** 'The use of radio was the most effective method of mass indoctrination of the German people in the years 1933 to 1939.'  
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.

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Evidence which agree(s) might include:

- Goebbels certainly believed it was. He described it as the ‘spiritual weapon of the totalitarian state’ and ‘the most modern and the most crucial instrument that exists for influencing the masses’
- Hitler too regarded the spoken word as more effective than the written one
- radio could reach a mass audience more effectively than other media, assisted by the mass production of the ‘people’s receiver’, which had just one station and a limited range, so facilitating censorship. Radio ownership grew very quickly and by 1939 70% of households had a radio; its content could be easily controlled
- communal loudspeakers could reach people in public places where Goebbels considered people were more suggestible; attention could also be monitored, with radio wardens reporting on attendance
- it was a key medium for bringing the speeches of Hitler to the nation, reaching millions rather than thousands, and, therefore, contributing significantly to the propagation of the ‘Hitler myth’
- in the pre-TV age, radio was also the pre-eminent ‘light entertainment’ medium.

Evidence which disagree(s) might include:

- radio, like all propaganda, had its limitations: people might ‘hear’ the radio or have the radio on, but there was no guarantee that they were ‘listening’ effectively or that its message was accepted; it was possible to tune into foreign stations
- other methods of mass indoctrination had their strengths and weaknesses too:
- reaction to film was mixed; its focus was on entertainment rather than mass indoctrination
- the press was Nazi controlled and censorship was effective, though newspapers tended to become dull and repetitive
- photographs and posters were everywhere but their effectiveness is not easy to assess
- mass rallies had a significant impact on participants but they mostly preached to the converted
- festivals, sport and social policies all promoted Nazi ideology but lacked the all-embracing nature of radio; as was also the case with cultural propaganda.

Good answers may conclude that the effectiveness of propaganda overall is difficult to quantify. People’s attitudes and responses would vary. In the sense that radio was perhaps the most omnipresent method of propaganda it could be considered the most effective, particularly in its ability to bring Hitler directly to the masses. This judgement could be qualified by arguing that the impact of propaganda, negative or positive, depended on the cumulative repetition of a variety of media.

It is also possible to balance this discussion by reference to education and youth policies. Some students might conclude that the all-embracing propaganda directed at young people had the greatest impact in terms of indoctrination.

**Question 3**

**05** Explain why there was an attempt to assassinate Hitler in July 1944. (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 there was an assassination attempt on Hitler in July 1944.

Students might include some of the following factors:

- at the simplest level, was a desire to oust Hitler; to seize power by a coup d'état in Berlin
- many of the military personnel involved were alarmed at the conduct of the war and hoped, by Hitler's death, to avert the total defeat towards which he was leading them
- others had moral and humanitarian motivations, appalled and outraged over the racial crimes of the regime in the East
- some thought that the removal of Hitler might result in more favourable peace terms
- a few hoped to show the world that there was 'another', i.e. more democratic, Germany than the one represented by the Nazis.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might conclude that the motivations of those involved in the Bomb Plot were varied and complex, but what united them was a belief that Hitler had to be killed to end the corruption, inhumanity and fanaticism of his regime. Or it may be appropriate to conclude that the main motivation was to bring about a better end to the war, a better peace and some semblance of respect for a post-Nazi government.

**Question 3**

- 06** 'The first two years of war had a limited impact on the lives of most German civilians.'  
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 with those that do not.



Evidence which agree(s) might include:

- preparations had been made to introduce an effective rationing system from the start of the war; vegetables and fruit were not rationed; there was no serious cut in food rations until April 1942
- an attempt to reduce wages and bonuses (War Economy Decree, 4 September 1939) was withdrawn after widespread discontent appeared in the labour force; the regime was reluctant to conscript women in the early years of the war
- morale remained generally high in the wake of a succession of stunning German victories
- major air raids did not begin till late 1942; no mass evacuation was required
- there were few restrictions on civilian activities: theatre and cinema had record attendances; cultural life was relatively unaffected
- victories increased the supplies of raw materials and goods brought in from the occupied territories, particularly from the West; two thirds of all French trains in 1941 were used to carry goods to Germany.

Evidence which disagree(s) might include:

- the war brought increased ideological victimisation, what Kershaw calls the first manifestations of 'modern barbarism': the euthanasia action was launched in autumn 1939 to eliminate 'life not worth living'. By the end of 1941 between 70,000 and 100,000 Germans had been murdered
- despite the regime backing down on its wage freeze, longer hours and a rise in food prices affected the poorest in society
- a harsher Criminal Code was introduced; persecution of the regime's opponents and of 'outsiders' increased in intensity
- there were shortages of 'luxury' food stuffs, such as chocolate, coffee, citrus fruits
- the reluctance to conscript women into the workforce was not applied fairly: young working class women were more likely to be pressed into taking jobs.

Good answers may conclude that German citizens were largely sheltered from the worst effects of war until the latter part of 1941 when the conditions of daily life began to deteriorate sharply following the Russian invasion. However, this view can be balanced by the realisation that the euthanasia action against those considered a 'waste of space' presaged the horrors of the Holocaust.

### **Converting marks into UMS marks**

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

**UMS conversion calculator:** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)