



General Certificate of Education

AS History

Unit 2: HIS2M

Life in Nazi Germany, 1933–1945

Specimen Mark Scheme

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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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)**

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

Specimen Mark Scheme

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

HIS2M: Life in Nazi Germany, 1933–1945

Question 1

- (a) Use **Sources B** and **C** and your own knowledge.

Explain how far the views in **Source B** differ from those in **Source C** in relation to the attitudes of German girls towards Nazi ideology. (12 marks)

Target: AO2(a)

- 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. **0-2**
- 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

There are some obvious differences here. Karma is German – Margaret is an English outsider. Karma is a rebel – ‘most of’ the girls described by Margaret are enthusiastic and committed believers. Many answers will deal effectively with the literal evidence illustrating these differences. (Note that such answers should select appropriate evidence relating to ideology – some low-level answers will merely adopt an uncritical, line-by-line approach.)

Better answers will go beyond the literal differences, either by assessing the *degree* of difference against the similarities, or by making an evaluation, ‘testing’ the sources against their own knowledge and understanding. There are indeed a number of similarities. Both sources are by old ladies looking back at their distant youth. Both are written from an anti-Nazi standpoint. Both sources indicate that a lot of girls were convinced by the ideology – in Source B, the evidence about the high school reunion shows Karma and her friend to have been outsiders, not typical of the general trend; in Source C, Margaret says ‘most’ students were believers, implying she met a minority who were not. Some answers may support their assessments of these issues by using own knowledge to explain how deeply, or not, and how universally, or not, Nazi ideology influenced girls’ thinking. As usual, the most effective responses will not merely assemble the relevant evidence but *apply* it to support argued comparative assessments.

(b) Use **Sources A, B and C** and your own knowledge.

How successful was the use of fear and repression by the Nazi regime in securing conformity from German Youth? (24 marks)

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

- 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. **0-6**
- 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

The key requirement here is a direct argument assessing the degree of success or failure in the use of fear and repression. Answers may take any of the following approaches:

- Yes, the regime was very successful in intimidating young people and their families (Source A has plentiful evidence on this theme)
- No, the regime failed – young people naturally rebelled against pressure (Source B shows the attractions of jazz and American films precisely because they were forbidden)
- Yes, the regime did secure conformity but not through fear (Source C states firmly that most young people were won over by positive messages, not through bullying)

Successful responses will provide a balanced assessment of a range of factors, supported by selective evidence from both sources and own knowledge. Less effective responses will tend to rely on a literal and descriptive approach and may either neglect the sources or rely exclusively on paraphrasing them.

Question 2

- (a) Explain why the Catholic Church moved from a position of co-operation to a position of conflict with the Nazi regime in the years 1933 to 1939. (12 marks)

Target: AO1(a), AO1(b)

- 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. **0-2**
- 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

The key requirement here is a clear grasp of chronology and context. Some answers may provide an extensive description of relevant events in the form of a list – better answers will not necessarily have comprehensive factual information but will explain the ‘main stages’ prioritising and assessing relative importance.

Key events and factors could include:

- Catholic attitudes towards Hitler as he was coming to power
- The role of the Zentrum in passing the Enabling Act
- The *Concordat* of 1933
- Nazi persecution of Catholics in 1933 and 1934 – attacks on Catholic trade unions, newspapers, teachers etc; elimination of Catholic politicians in the Night of the Long Knives
- Catholic opposition to Nazi racial policies from 1935
- The Papal Bull of 1937
- The law making membership of the Hitler Youth compulsory in 1939
- Catholic opposition to the idea of war

Note that answers cannot be expected to be comprehensive but will select material to outline developments over the timescale. There *can* be scope for opinion and evaluation (perhaps suggesting that conflict was limited, coming from a minority) but the focus of this question is firmly on ‘conflict’. Answers may legitimately confine their evidence to the Church in Germany and the role of leaders such as Cardinal Bertram – but the wording of the question (Catholic Church) invites attention on the Papacy. Many answers will, rightly, provide extensive material on the role of Pius XI.

- (b) ‘In the years 1933 to 1945 the German Churches supported and collaborated with the Nazi regime far more than they opposed it.’
Explain why you agree or disagree with this view. (24 marks)

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

- 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. **0-6**
- 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

The focus of this question is on assessment and evaluation of the relationship between the Third Reich and the German churches over the whole timescale 1933 to 1945. Effective, balanced answers should deal with both Catholic and Protestant churches; and with the war years as well as the 1930s. There should also be some balanced argument – there were strong elements of both opposition and collaboration and better answers will show differentiation and judgement in reaching conclusions about which was predominant. There is also scope for

change over time – contrasting early collaboration against later resistance as the brutal truth about Nazism became clearer.

Another factor is the nature and strength of the Nazi regime. Some answers may see the regime as so powerful and repressive that opposition had little chance to combine effectively. Others may see the regime as actually quite weak and therefore more dependent on support or acquiescence from institutions such as the churches, the army, the old conservatives etc. If the latter view is taken, then the churches did have the ability to oppose the regime and could be seen as culpable for not doing so.

Key aspects of opposition could include:

- Disputes over confessional schools (such as in Oldenburg)
- Bishop Galen and the Catholic attacks on the euthanasia programme in 1941
- The role of Protestant idealists in White Rose and the 1944 Bomb Plot
- The role of church groups in protecting Jews

Key aspects of collaboration could include:

- The Reich Church and its role in supporting the regime from 1933
- The success of the Nazi propaganda machine in promoting Hitler as the great defender of Christian values against 'godless Communism'
- The role of the churches in proving their patriotism and supporting the regime over the *Anschluss* and the war effort

Question 3

- (a) Explain why the Nazi regime tried to control information and propaganda in the years 1933 to 1939. (12 marks)

Target: AO1(a), AO1(b)

- 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. **0-2**
- 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

The key requirement here is for a clear grasp of chronology and context. Answers cannot be expected to be comprehensive – effective answers will not only provide accurate narrative but will select and explain the ‘main stages’ as key developments within the overall timescale. Coverage of this timescale will not necessarily be evenly spread – there is a lot of material relating to the early consolidation of power in 1933 and 1934 – but there should be awareness of developments in the later 1930s also. Key events and factors might include:

- The first steps after the Nazis came into power, especially the campaign for the elections of March 1933 (the Reichstag fire, for example)
- The moves towards *Gleichschaltung* in 1933, such as the Reich Press Law and the suppression of independent newspapers; and the establishment of the Reich Chamber of Culture to control the arts
- The role of Goebbels and the propaganda ministry from 1933 – the development of mass radio listening
- The intimidation of opponents – e.g. the Röhm Purge of 1934 and the Nuremberg Laws of 1935
- The impact of the 1936 Olympic Games, e.g. through film and television
- The impact of *Reichskristallnacht* in 1938
- Controls over education and youth, such as making membership of the Hitler Youth compulsory by law in 1939

- (b) ‘Most Nazi propaganda, especially in wartime, was crude, boring and ineffective: most Germans simply switched off.’

Explain why you agree or disagree with this view.

(24 marks)

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

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. **0-6**

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

The key requirement here is a direct response to a provocative assertion – many answers, for example, will strongly disagree with the notion of Nazi propaganda as ‘ineffective’. There should also be a specific focus on the key words ‘especially in wartime’ – many candidates may provide badly unbalanced answers with extensive material on the 1930s but little on 1939–1945. Many responses will provide a differentiated view. It is difficult to totally agree or totally disagree with the key quotation – but there should be an argued view of Nazi propaganda, assessing its overall impact and what were the exceptions to the general rule. Much evidence might be presented to support the argument that the Nazi propaganda machine was brilliantly effective – both in a positive and negative sense. Goebbels may be seen as a ‘propaganda genius’ (sadly, this will often be based on sweeping and uncritical assertions) using innovative techniques in the mass media to ‘brainwash’ Germans. Some answers may argue that the propaganda was ‘crude’ and boring and that most Germans did ‘switch off’ – but that it was highly effective in making people who hated the Nazis keep silent and unable or unwilling to say what they thought. A minority of answers will produce convincing evidence to support the key quotation: even Goebbels regarded Nazi newspapers as boring and useless; many people risked heavy punishments to listen to foreign radio or jazz records; many said one thing in public and something very different within their own four walls, the internal reports of the SS showed constant fears within the regime about hostile public opinion, especially in the working classes. Whatever approach is taken, there should be a balanced argument supported by appropriate selected evidence from the period as a whole.