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# A-level **HISTORY**

Paper 20 Democracy and Nazism: Germany, 1918–1945

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**Mark scheme**

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

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.

Further copies of this Mark Scheme are available from [aqa.org.uk](http://aqa.org.uk)

## A-level History Paper 2 Specimen Mark Scheme

### 20 Democracy and Nazism: Germany, 1918–1945

#### Section A

- |          |          |   |                   |
|----------|----------|---|-------------------|
| <b>0</b> | <b>1</b> | With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying the events leading up to the 'Night of the Long Knives', 30 June 1934. | <b>[30 marks]</b> |
|----------|----------|---|-------------------|

*Target: AO2*

*Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.*

#### Generic Mark Scheme

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|------------|---|--------------|
| <b>L5:</b> | Shows a very good understanding of all three sources in relation to both content and provenance and combines this with a strong awareness of the historical context to present a balanced argument on their value for the particular purpose given in the question. The answer will convey a substantiated judgement. The response demonstrates a very good understanding of context.   | <b>25-30</b> |
| <b>L4:</b> | Shows a good understanding of all three sources in relation to both content and provenance and combines this with an awareness of the historical context to provide a balanced argument on their value for the particular purpose given in the question. Judgements may, however, be partial or limited in substantiation. The response demonstrates a good understanding of context.   | <b>19-24</b> |
| <b>L3:</b> | Shows some understanding of all three sources in relation to both content and provenance together with some awareness of the historical context. There may, however, be some imbalance in the degree of breadth and depth of comment offered on all three sources and the analysis may not be fully convincing. The answer will make some attempt to consider the value of the sources for the particular purpose given in the question. The response demonstrates an understanding of context. | <b>13-18</b> |
| <b>L2:</b> | The answer will be partial. It may, for example, provide some comment on the value of the sources for the particular purpose given in the question but only address one or two of the sources, or focus exclusively on content (or provenance), <b>or</b> it may consider all three sources but fail to address the value of the sources for the particular purpose given in the question. The response demonstrates some understanding of context.   | <b>7-12</b>  |
| <b>L1:</b> | The answer will offer some comment on the value of at least one source in relation to the purpose given in the question but the response will be limited and may be partially inaccurate. Comments are likely to be unsupported, vague or generalist. The response demonstrates limited understanding of context.   | <b>1-6</b>   |
|            | Nothing worthy of credit.   | <b>0</b>     |

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### 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 must deploy knowledge of the historical context to show an understanding of the relationship between the sources and the issues raised in the question, when assessing the significance of provenance, the arguments deployed in the sources and the tone and emphasis of the sources. Descriptive answers which fail to do this should be awarded no more than Level 2 at best. Answers should address both the value and the limitations of the sources for the particular question and purpose given.**

Students need to analyse and evaluate all three sources in the context of the events leading up to the Night of the Long Knives. They may refer to some or all of the following evidence and issues:

**Source A:** In assessing the value of the source, students may refer to the following:

#### Provenance

- the source is from the leader of the SA
- it is a newspaper article addressed to the public and in the public domain
- it is written in June 1933 at a time when the SA were strong.

#### Content and argument

- the source argues that the SA is the guardian of the Nazi revolution, this revolution is incomplete and must keep moving forwards
- the source threatens those that think that the revolution is complete.

#### Tone and emphasis

- it is confident and assertive, uses dramatic language to glorify the SA and threaten opponents.

**Source B:** In assessing the value of the source, students may refer to the following:

#### Provenance

- this is speech by Von Papen, the Vice-Chancellor, who was appointed by Hindenburg to restrain Hitler
- the date, 17 June 1934, just before the Night of the Long Knives.

#### Content and argument

- the source argues that continual change is unhealthy, damaging and that a period of consolidation is urgently required.

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**Tone and emphasis**

- the tone is authoritative, seeks to be persuasive and hostile to the SA.

**Source C:** In assessing the value of the source, students may refer to the following:

**Provenance**

- it is written by a well-informed Englishman
- it is from a memoir, with the benefit and limitations of hindsight, but refers directly to the impact of Papen's speech. They should also note that the author had connections with leading officers of the German Army.

**Content and argument**

- the source demonstrates the apparent panic within the Nazi hierarchy as a result of Papen's speech
- the source describes the tension that existed and a sense of uncertainty
- the source is a personal reaction on the part of an observer who thought something dramatic was going to happen.

**Tone and emphasis**

- it is a vivid account with a vivid extended metaphor (thunderstorms) and a series of rhetorical questions at the end.

In summary, overall, the sources provide important information about the SA, about the elite's response and about the crisis atmosphere generated. Students may extend their analysis and evaluation by considering links and connections between the sources, reaching a judgement through own knowledge and differentiation. Such a judgement might conclude:

- Hitler was in control, pushing through his consolidation of power with political skill; he already knew the army would back him, as long as he got rid of dealt with Röhm
- or – the situation was running out of control and Hitler was forced into a risky gamble that could have got him killed and the Nazi movement destroyed.

**Section B**

- |   |   |
|---|---|
| 0 | 2 |
|---|---|
- 'By 1928, the Weimar Republic was both economically prosperous and politically stable.'

Assess the validity of this view.

**[25 marks]**

*Target: AO1*

*Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

**Generic Mark Scheme**

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|------------|---|--------------|
| <b>L5:</b> | Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement.  | <b>21-25</b> |
| <b>L4:</b> | Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated.   | <b>16-20</b> |
| <b>L3:</b> | Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist.   | <b>11-15</b> |
| <b>L2:</b> | The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. | <b>6-10</b>  |
| <b>L1:</b> | The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment.  | <b>1-5</b>   |
|            | Nothing worthy of credit.   | <b>0</b>     |

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## 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.**

Arguments supporting the proposition:

- the ‘Golden Years’ of the Weimar Republic began in 1924 with rapid recovery of the currency after the hyper-inflation
- economic growth was restored, especially exports. German overseas trade got back to pre-war levels and carried on growing
- in addition to the actual economic situation, there was a feel-good factor from many social achievements: welfare, housing, women’s rights. Weimar culture was vibrant and internationally famous
- politically, the turbulence of 1919–1923 was replaced by more-or-less stable political coalitions that lasted two years or longer instead of for weeks and months as in the beginning. The coalition led by Müller from 1928 looked the most promising yet. There were good relations with other countries (especially France)
- Friedrich Ebert was a steady and respected president; when Hindenburg replaced him in 1925 this added to the feeling of stability
- extremist parties were pushed back to the fringes: Hitler and the Nazis got only 12 seats in 1928. Many Jews assimilated and felt Weimar Germany was a safe, liberal environment.

Arguments suggesting lack of economic and/or political success:

- there was a terrible legacy from the years of survival in 1919–1923. The new republic had not controlled the army; and all the main institutions (judges, civil servants) were riddled with anti-democratic right-wingers
- political stability was an illusion, fuelled by a temporary economic boom
- economic recovery was fatally dependent on foreign loans; the end of the Twenties Boom was bound to hit Germany hard
- the outward appearance of stability from Hindenburg was misleading. He was old, weak, and no democrat
- the SPD never recovered from the splits of the German Revolution in 1919; and the dependence of the republic on the Catholic Centre Party was another weakness. Weimar just did not have enough political parties committed to democracy.

Note there is room for differentiated judgements here, such as the view that the economic prosperity was real but the political stability was not.

**0 3** 'The Nazi economic miracle was the main reason for the popularity of Hitler's regime in the years 1933 to 1940.'

Assess the validity of this view.

**[25 marks]**

*Target: AO1*

*Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

### Generic Mark Scheme

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| <b>L5:</b> | Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement.  | <b>21-25</b> |
| <b>L4:</b> | Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated.   | <b>16-20</b> |
| <b>L3:</b> | Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist.   | <b>11-15</b> |
| <b>L2:</b> | The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. | <b>6-10</b>  |
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|            | Nothing worthy of credit.   | <b>0</b>     |



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**Indicative content**

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Arguments supporting the view that the economic ‘miracle’ was the key factor:

- note that the quotation implies the ‘miracle’ can be taken for granted as a fact – there are reasonable grounds for disputing this. If an answer is built around challenging the credibility of the ‘miracle’ that is a valid approach
- the Nazis ‘got Germany back to work’ – the Depression and mass unemployment had been the crisis other parties had failed to solve. So the people were truly grateful to the regime for conquering unemployment. By 1938 Germany had a labour shortage
- many foreign observers admired Germany’s economic success which produced recovery much faster than in the Western democracies
- Nazi social organisations also gave workers many benefits in kind – this compensated for the stagnation of real wages.

Arguments suggesting other factors were more significant:

- there is a wide range of possibilities here – but answers ought to address the core issue of the economy in relation to those other factors
- propaganda was all-pervasive. It was often effective in a positive sense, trumpeting Nazi achievements and the ‘Hitler Cult’ it was also effective in a negative sense, spreading fear and oppressiveness, fragmenting society and encouraging people to stay silent
- the idea of restoring pride and German greatness was very powerful
- many Germans were attracted by the social promises of the Nazis to build the National Folk Community.

<b>0</b>	<b>4</b>	To what extent did the Nazi regime bring about a social revolution in Germany in the years 1933 to 1945?	<b>[25 marks]</b>
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*Target: AO1*

*Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

### Generic Mark Scheme

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<b>L1:</b>	The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment.	<b>1-5</b>
	Nothing worthy of credit.	<b>0</b>

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## 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.**

Arguments in favour of a positive social revolution:

- Nazi ideology set out an attractive idea of social cohesion that appealed to many elements in society: farmers, women and youth were targeted with quite a lot of success, especially in the early years
- this Nazification of society got stronger with time: for example with the SS, with the National Labour Front and other organisations
- the war years intensified Nazi loyalties. This was shown by the way the nation kept on fighting to the end in 1944–1945, even when the war was hopelessly lost
- Nazi brainwashing ensured that there was little opposition and dissent – for example against the discrimination against Jews and other ‘racial enemies’.

Arguments for a social revolution achieved by negative means, by terror and war, the so-called ‘Revolution of Destruction’:

- the Nazis did not succeed at first in breaking down old loyalties: the Churches, the Army, the socialist working class, were all resistant
- but war, especially Total War from 1942, did break down the old society (mobilization of women workers; radicalization of attitudes during the war in the East; the growing dominance of hard-line Nazis in the SS and the Army after 1940).

Arguments for the Nazi regime almost totally failing to change German society:

- Church loyalties stayed strong, so did the urban working-class solidarity
- there are countless stories of boys and girls who hated being in the Nazi youth organisations; and women who hated the Nazi ideology of womanhood
- secret reports from the SD regularly revealed concerns about anti-regime attitudes, in 1938 on the eve of war and often during the war itself
- after the defeat of 1945, the new German generation turned back to ‘normal’ ways of Western society with hardly a blink.

Note that one feature of higher-level answers will be definition of specific sections of German society, not just slack generalisations about the ‘German People’; another will be differentiation according to different responses at different times and different places.

