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**General Certificate of Secondary Education
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GCSE History A 40402D

Unit 2 Option D

Germany 1919–1945

Final

Mark Scheme

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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A: INTRODUCTION

- **Consistency of Marking**

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a choice of specifications and a choice of options within them. It is therefore of vital importance that assistant examiners apply this marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of all the other History specifications and options offered by the AQA.

- **Subject Content**

The revised specification addresses subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that History is concerned with the analysis of historical problems and issues, the study of which encourages all candidates, but particularly the more able, to make judgements grounded in evidence and information.

- **The Assessment Objectives (AOs)**

Assessment Objectives		% weighting
AO1	Recall, select and communicate their knowledge and understanding of history	30
AO2	Demonstrate their understanding of the past through explanation and analysis of: <ul style="list-style-type: none"> • key concepts: causation, consequence, continuity, change and significance within an historical context • key features and characteristics of the periods studied and the relationship between them 	30
AO3	Understand, analyse and evaluate: <ul style="list-style-type: none"> • a range of source material as part of an historical enquiry • how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry 	40

- **Levels of Response Marking Schemes**

The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History. All candidates take a common examination paper – there is no tiering. Consequently, it is reasonable to expect to encounter the full range of attainment and this marking scheme has been designed to differentiate candidates' attainment by **outcome** and to reward **positively** what the candidates know, understand and can do.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall and in deciding on a mark within that particular level.

Good examining is, ultimately, about the **consistent application of judgement**. This mark scheme provides the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in a subject like History, which in part relies upon different interpretations and different emphases given to the same content.

B: QUESTION TARGETS & LEVELS OF RESPONSE

- **Question Targets**

The mark scheme for each question is prefaced by an assessment objective 'target'. This is an indication of the skill which it is expected candidates will use in answering the question and is directly based on the relevant assessment objectives. However, it does not mean that other answers which have merit will not be rewarded.

- **Identification of Levels of Response**

There are several ways in which any question can be answered – in a simple way by less able candidates and in more sophisticated ways by candidates of greater ability. In the marking scheme different types of answers will be identified and will be arranged in a series of levels of response.

Levels of response have been identified on the basis that the full range of candidates entered for the GCSE examination will be able to respond positively. Each 'level' therefore represents a stage in the development of the candidate's **quality of thinking**, and, as such, recognition by the assistant examiner of the relative differences between each level descriptor is of paramount importance.

- **Placing an answer within a Level**

When marking each part of each question, examiners must first place the answer in a particular level and then, and only then, decide on the actual mark within the level, which should be recorded in the margin. **The level of response attained should also be indicated at the end of each answer.** In most cases, it will be helpful to annotate the answer by noting in the margin where a particular level has been reached, e.g. Level 1 may have been reached on line 1, L3 on line 5 and L1 again on line 7. When the whole answer has been read and annotated in this way, the highest of the Levels **clearly attained** and **sustained** should be awarded. Remember that it is often possible to reach the highest level **without** going through the lower levels. Marks are **not cumulative** for any question. There should be no 'totting up' of points made which are then converted into marks. Examiners should feel free to comment on part of any answer if it explains why a particular level has been awarded rather than one lower or higher. Such comments can be of assistance when the script is looked at later in the awarding process.

If an answer seems to fit into two or more levels, award the higher or highest level.

- **What is a sustained response?**

By a **sustained response**, we mean that the candidate has **applied** the appropriate level of thought to the **particular issues** in the sub-question.

A response does not necessarily have to be sustained throughout the whole answer, but an answer in which merely a few words seem to show a fleeting recognition of historical complexity is not sufficient to attain a higher level.

In some cases, as you read an answer to a sub-question, it will be clear that particular levels have been reached at certain points in the answer. If so, remember

to identify them in the margin as you proceed. At the end of the sub-question, award the highest level that has been sustained.

In other cases you may reach the end of the sub-question without having been able to pinpoint a level. In such cases, simply record the level awarded at the end of the sub-question.

C: DECIDING ON MARKS WITHIN A LEVEL

A particular level of response may cover a range of marks. Therefore, in making a decision about a specific mark to award, it is vitally important to think *first* of the **lower/lowest mark within the level**.

In giving more credit with the level, examiners should ask themselves several questions relating to candidate attainment. The more positive the answers, the higher should be the mark awarded. We want to avoid “bunching” of marks. Levels mark schemes can produce regression to the mean, which should be avoided. At all times, therefore, examiners should be prepared to use **the full range of marks** available for a particular level and for a particular question. Remember – mark **positively** at all times.

Consider whether the answer is:

- precise in its use of supporting factual information.
- appropriately detailed.
- factually accurate.
- appropriately balanced, or markedly better in some areas than in others.
- set in the historical context as appropriate to the question.
- displaying appropriate **quality of written communication skills**.

Note about Indicative Content.

The mark scheme provides **examples of historical content** (indicative content) which candidates may deploy in support of an answer within a particular level. Do bear in mind that these are **only examples**; exhaustive lists of content are not provided so examiners might expect some candidates to deploy alternative information to support their answers.

This indicative content must **not** however determine the level into which an answer is placed; **the candidate’s level of critical thinking determines this**. Remember that the **number** of points made by a candidate may be taken into account only **after** a decision has been taken about the quality (level) of the response.

• Some things to remember

Mark positively at all times.

Do **not** be afraid to award maximum marks within a level where it is possible to do so. Do not fail to give a maximum mark to an appropriate answer because you can think of something (or the marking scheme indicates something) that **might** be included but which is missing from the particular response.

Do **not** think in terms of a model answer to the question. Every question should be marked on its merits.

As a general rule, give credit for what is accurate, correct or valid.

Obviously, **errors can be given no credit** but, at the same time, the existence of an error should not prejudice you against the rest of what could be a perfectly valid answer.

It is important, therefore, to use the full range of marks where appropriate.

Do not use half marks.

D: SOME PRACTICAL POINTS

- **Answers in note form**

Answers in note form to any question should be credited in so far as the candidate's meaning is communicated. You must not try to read things into what has been written.

- **Diagrams, etc**

Credit should be given for information provided by the candidates in diagrams, tables, maps etc., provided that it has not already been credited in another form.

- **Answers which run on to another sub-section**

If a candidate starts to answer the next sub-section in an earlier one, by simply running the answer on, give credit for that material in the appropriate sub-section.

- **Answers which do not fit the marking scheme**

Inevitably, some answers will not fit the marking scheme but may legitimately be seen as worthy of credit. Assess such answers in terms of the difficulty/sophistication of the thought involved. If it is believed that the "thought level" equates with one of the levels in the marking scheme, award it a corresponding mark.

Make sure you identify such cases with an A (for alternative) in your sub-total, e.g. as B2A/3. Also write a brief comment to explain why this alternative has been awarded.

If in doubt, **always** telephone your Team Leader for advice.

Paper 2: Nazi Germany**Section A German society under the Nazis****Question 1**

- (a) What do **Sources A** and **B** suggest about young people in Nazi Germany? **4**
- Target: Comprehension and inference from historical sources (AO3)**
- Candidates either submit no evidence or fail to address the question **0**
- Level 1: Answers that select details from the sources** **1**
e.g. the picture (Source A) shows children camping and marching and playing music.
- Level 2: Answers that draw a simple inference from the sources** **2-3**
e.g. in Source A the children look happy, they smile, and they are having a good time in Nazi Germany.
- Level 3: Answers that develop a complex inference from the sources** **4**
e.g. Young people enjoyed the military aspects of Nazi Germany. In B it says that they enjoyed being away from home and that means their parents and in A there are no adults. So lack of direct adult supervision was exciting and enjoyable.

(b)	What different view of young people in Nazi Germany is suggested by Sources C and D ?	6
	Explain your answer using Sources A, B, C and D .	
Target:	Comprehension and inference from historical sources (AO3)	
	Candidates either submit no evidence or fail to address the question	0
Level 1:	Answers that select details from Sources C and /or D e.g. In C the young people are marching and with a tank behind them and they do drill.	1-2
Level 2:	Answers that provide a simple comparison based on the details of the sources e.g. In A they have a uniform and in C and D they have a grown-up army uniform. In A they have a drum and in B they had a sing song.	3-4
	OR	
	Answers that use the sources but provide an inference e.g. In A and B they are doing things like camping and marching but in C they have to do military activities to prepare them for the army.	
Level 3:	Answers that develop an understanding or draw an inference about a view based on the details of the sources e.g. In C and D they have to do military activities and be like soldiers which in C they don't like but in A and B they do military things that they enjoy which are games and playing and fun and they have a choice. They seem happy in A and B but not so happy in C and D. They look glum in D.	5-6

(c)	Why do you think Sources A and B give a different view to Sources C and D ? Explain your answer using Sources A, B, C and D and your knowledge .	8
	Target: Deduction and understanding of the different ideas and attitudes and how they might be related to different circumstances (AOs 1, 2 & 3)	
	Candidates either submit no evidence or fail to address the question	0
	Level 1: Answers that select details from sources.	1-2
	OR	
	Answers that say how the sources are different e.g. they are different because A is from a children's' book and D is a poster. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
	Level 2: Answers based on simple reasoning based on differences in author, audience, time or place e.g. they are different because Source B was written in 1938 before the war and C and D was after the war had started. B is as a child and D recalls it as a teenager. The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.	3-4
	Level 3: Answers based on developed reasoning based on differences in author, audience, time or place. Answers will probably be based on how the authors acquired information or their intentions in writing e.g. Source A is designed to attract children to the HJ, however in Source D the war has happened and youngsters have to be drafted into the army. The war begun in 1939 has changed the character of the Youth movement. Germany needs more troops and gets them from the HJ. So they don't do the fun things any more they only do military things. The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.	5-6
	Level 4: Answers that develop out of level 3 and provide some explanation of the links between reasons for the source differences e.g. the poster in D still tries to make the call up attractive. It appeals to young men by the uniform, the camaraderie and the sense of power that the tank offers. This is the same as in A where things have been chosen that look fun and will appeal to the audience to join the HJ. The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.	7-8

(d)	How useful is Source E for understanding Nazi policies towards workers? Explain your answer using Source E and your own knowledge .	8
	Target: An evaluation of utility (AOs 1, 2, & 3)	
	Candidates either submit no evidence or fail to address the question	0
	Level 1: Answers that assert a source(s) are useful or not because they tell us something about workers in Nazi Germany. Answers may select details from the sources to support the answer e.g. Source E is useful because it shows a nice place for a holiday and the workers could go there. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	1-2
	Level 2: Answers that explain that one source is useful or not because of its provenance in relation to Nazi policies for workers e.g. Source E is useful because it shows that the Nazis are deliberately targeting the workers with incentives to make them work harder. Obviously it will look good because the Nazis have made it attractive. We don't know how good the holidays or cars were. It shows the Nazis were concerned with industrial production if they would offer these incentives.	3-4
	OR	
	Answers that explain that Source E is useful or not through an understanding of its content in relation to Nazi policies for workers e.g. Source E is useful because it shows that some workers were inspired to work harder by the KdF campaigns offering new cars and holidays. But the workers in the factories which produced none essential items would be less well treated compared with those in the military factories. The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.	
	Level 3: Answers that appreciate and explain the value of the source because of its provenance and an understanding of its content in relation to Nazi policies for workers e.g. Source E is useful because it shows the efforts the Nazis would go to in order to boost industrial production. We don't know how many workers actually got to go on these holidays or really received a car but it shows the Nazis were really bothered about industrial production especially in the military factories. Industrial production in military terms was increased but not by enough to sustain total war especially on two fronts. Estimates say that that despite Speer's work which prolonged the war by 2 years, Germany would have been ready with sufficient military material to invade Russia in 1943 not 1941. The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.	5-6
	Level 4: Answers that develop out of level 3 and evaluate the relative importance, or relationship, of provenance and content or consider the	7-8

source in the context of other relevant sources

e.g. We know that not all workers had access to these incentives, but the changes to hours worked and wages paid are more revealing.

The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

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- (e) Why were the Nazis successful in keeping the support of most of the German people in the years 1933 -1939? **10**
- Target: An understanding and evaluation of causation (AOs 1 & 2)**
- Candidates either submit no evidence or fail to address the question **0**
- Level 1: Answers that provide general statements, describe single factors or factual details of support for the Nazis** **1-2**
 e.g. The Nazis gained some support because they provided work through the Arbeitdienst.
 The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.
- Level 2: Answers that comment briefly on several factors, to do with support for the Nazis** **3-5**
 e.g. The Nazis used the threat of violence to keep people in check. The propaganda the Nazis used came on the radio and in newspapers. The HJ were a way of influencing impressionable children.
- OR**
- Answers that identify and explain one factor, in depth to do with support for the Nazis**
 e.g. The Nazis kept up a relentless propaganda campaign to tell the German people what would retain their support. Big events like the Olympics were a great success for the Nazis in 1936. The German people did not hear about bad things and believed that the reoccupation of the Rhineland was part of the promise to restore Germany's pride and place in the world.
 The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.
- Level 3: Answers that recognise and explain several factors to do with support for the Nazis in specific detail** **6-8**
 e.g. The Nazis controlled and manufactured the information that the German people received. They relied upon threats and fear. They created a climate of suspicion that had people informing on each other. Many Germans believed the message that Hitler put out. He was a strong leader and he was restoring German pride. For many Germans the only way to make a living was to go along with the Nazi ideas and join the party. Many German people did believe in the ideas of the Nazis. Some form of prosperity was returning to Germany. Hitler had abolished other parties on 14 July 1933. The Reichstag was disabled after the Enabling Act. The German had to support or go along with the Nazis at this time.
 The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.
- Level 4: Answers that develop out of level 3 and evaluate the relative importance of individual factors or come to a summary assessment about the factors involved or provide details of the links between factors** **9-10**
 e.g. Of course there was no alternative to the Nazis. It is hard to not go along with the flow of public opinion. Of course the key thing was fear of being
-

different. There were not enough Gestapo to police everyone but in a climate of fear everyone polices everyone else.

The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

EITHER**Section B Weimar Germany****Question 2**

- (a) Why was the Weimar Constitution important? **4**
- Target: Understanding of the key features of the period (AOs 1 & 2)**
- Candidates either submit no evidence or fail to address the question **0**
- Level 1: Explanation shows recognition and simple understanding of the key feature mentioned in the question. 1-2**
Answers will show simple recognition of the Weimar Constitution
e.g. The Weimar constitution was the set of rules for the government of Germany after the war.
- Level 2: Explanation shows understanding in a broader context of the period. 3-4**
Answers will show knowledge of some distinctive features of the Weimar Constitution
e.g. Weimar constitution saw the replacement of the Kaiser with a President and the extension of the right to vote. It did not change the sources of real power in the country which remained with groups like the army and upper classes. The rules of the constitution allowed the president to rule by decree - Article 48 – this was to be a fatal flaw.

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- (b)** Using **Source F** and **your knowledge**, explain why the Weimar government was unpopular with many Germans between 1919 and 1923. **8**
- Target: Understanding of the key features of the period (AOs 1, 2 & 3)**
- Candidates either submit no evidence or fail to address the question **0**
- Level 1: Describes the source only** **1-2**
- OR**
- Describes the Weimar government 1919–1923**
 e.g. the Weimar government was named after a little town it met in rather than Berlin which was overcome by the Spartacist revolt in 1919. The Social Democrats dominated the government and Ebert was the first President. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.
- Level 2: Considers a singular cause, probably based upon the picture offered, and/or mentions other aspects related to, attempts to the unpopularity of Weimar 1919–1923** **3-5**
- e.g. Many Germans, Hitler amongst them, objected to the French Invasion of the Ruhr in 1923. They came to exact reparations. They mistreated the German population, as in Source F, and made many enemies. Weimar was blamed for not paying them and signing the Versailles Treaty. The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.
- Level 3: Explains more than one cause related to attempts to the unpopularity of Weimar 1919–1923. At this level responses will explain more than one or two aspects apart from those suggested in the picture** **6-8**
- e.g. the Weimar government was blamed for the loss of the First World War and the humiliating peace treaty signed at Versailles. Many Freikorps soldiers joined the Kapp Putsch in 1920, the Communists thought that the Social Democrats had sold out in forming the government and weren't revolutionary enough. The Kapp Putsch was right wing and blamed Weimar for the Versailles treaty and for losing the war. The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.
-

- (c) How important was Gustav Stresemann, amongst other factors, in making the Weimar government successful in the years 1924 to 1929? **12**

Target: Understanding of the key features of the period (AOs 1 & 2)

Candidates either submit no evidence or fail to address the question **0**

Level 1: Answers that provide general statements, describe single factors or factual details of the Weimar Government 1924 to 1929 and/or Stresemann **1-2**

e.g. Gustav Stresemann was in charge at this time. He was both Chancellor and Foreign Minister.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Answers that comment briefly on several factors, to do with the successes of the Weimar Government 1924 to 1929. Answers at this level are likely to assume the importance of factor(s) **3-6**

e.g. The USA gave money. Stresemann was a talented politician. Moderate parties continued to support Weimar. The British, French and Americans accepted lower reparations payments. The currency was replaced.

OR

Answers that identify and explain one factor, in depth, to do with the successes of the Weimar Government 1924 to 1929 which may be the Gustav Stresemann. Answers at this level are likely to assume the importance of the factor

e.g. The government used the Dawes Plan, 1924 and the Young plan, 1929 to get money to rebuild the German economy. This made Germany able to pay its way. America did not want to penalize Germany quite so much as the other allied powers so they helped rebuild Germany.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Answers that recognise and explain several factors to do with the successes of the Weimar Government 1924 to 1929 in specific detail. Answers at this level may begin to evaluate the importance of factor(s) **7-10**

e.g. Weimar stability was helped by foreign aid in the form of the Dawes Plan, 1924 and Young plan, 1929. German industry began to recover. More goods were produced, exports rose and unemployment fell. However it was Gustav Stresemann who arranged them and he should have most of the credit for restoring Germany's economic and international reputation. He brokered the Locarno Pact in 1925, agreeing Germany's borders with France and Belgium and also persuaded them to evacuate their troops from the Ruhr.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Answers that develop out of level 3 and evaluate the relative importance of individual factors or come to a summary assessment about the factors involved or provide details of the links between factors 11-12

Stresemann's efforts to improve Germany's image were successful and acceptance into the League of Nations did help restore German pride. There were no more attempted coups after 1923 as economic prosperity returned in the so-called Golden Era, so Germany became more politically stable. However the economic recovery was based on shaky foundations as the Wall Street Crash proved in 1929. Right wing extremists continued to be opposed to the Young Plan and to acceptance of the Treaty of Versailles.

The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

OR

Section B Hitler's dictatorship after 1933

Question 3

- (a) Why was Franz von Papen important? **4**
- Target: Understanding of the key features of the period (AOs 1 & 2)**
- Candidates either submit no evidence or fail to address the question **0**
- Level 1: Explanation shows recognition and simple understanding of the key feature mentioned in the question.** **1-2**
Answers will show simple recognition of von Papen.
e.g. He was a German Chancellor before Hitler.
- Level 2: Explanation shows understanding in a broader context of the period.** **3-4**
Answers will show knowledge of some distinctive aspects of the role of von Papen.
e.g. It was the rivalry and hatred between von Papen and Schleicher, two important German politicians that allowed Hitler to become Chancellor in January 1933. Von Papen tried to get back at Schleicher by forming a cabinet with the electorally popular Hitler in it and only one other Nazis. In von Papen's words 'we've hired him.'
-

(b)	Using Source G and your knowledge , explain why there was opposition to Hitler and the Nazis between 1930 and 1932.	8
Target:	Understanding of the key features of the period (AOs 1, 2 & 3)	
	Candidates either submit no evidence or fail to address the question	0
Level 1:	Describes the source only	1-2
	OR	
	Describes the opposition to Adolf Hitler and the Nazis e.g. The Social Democrats opposed the Nazis. The SPD they had a military wing called the Reichbanner. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
Level 2:	Considers a singular aspect (probably based upon the picture offered) and/or mentions other aspects related to opposition to the Nazis	3-5
	e.g. The left wing of German politics did not like the Nazis as in Source G they are probably the person dead in the picture. The Social Democrats thought that the Nazis were undemocratic and violent they feared what they would do to Germany and their methods as the cartoon shows. The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.	
Level 3:	Explains more than one aspect related to the opposition to Hitler and the Nazis. At this level responses will explain more than one or two aspects apart from those suggested in the picture e.g. The anti-Semitism of the Nazis upset and disturbed many Germans, not just the Jews themselves. Many groups on the left wing of German politics did not like the policies and ideas of the Nazis. Communists wanted a revolution to overthrow the old elites in Germany and bring in a new workers' government. Many people thought Hitler comical and irrational but a dangerous fanatic. Social Democrats had the support of the workers and thought Hitler too close to the bosses of industry. The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.	6-8

- (c) How important was the passing of the Enabling Law, amongst other factors, in making Hitler dictator **after** January 1933? **12**

Target: An understanding and evaluation of causation (AOs 1 & 2)

Candidates either submit no evidence or fail to address the question **0**

Level 1: Answers that provide general statements, describe single factors or factual details of the Enabling Act or Hitler's dictatorship **1-2**

e.g. The Enabling Act did away with the Reichstag's power. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Answers that comment briefly on several factors, to do with Hitler's dictatorship. Answers at this level are likely to assume the importance of factor(s) **3-6**

e.g. The Night of the Long Knives was important because it took away the last real threat to Hitler's power. The Reichstag Fire was equally important though more of an accident; it was just that Hitler acted more quickly. The Enabling Act made everything Hitler did legal.

OR

Answers that identify and explain one factor, in depth, to do with Hitler's dictatorship which may be the Enabling Act. Answers at this level are likely to assume the importance of the factor

e.g. The key event in making Hitler dictator was the Night of the Long Knives. The SA's 2 million men were unable and unwilling to respond after their leadership had been culled on 30 June 1934. Nothing and no one stood in his way after this. As Rohm had been a close friend of Hitler it sent a message to everyone that no one could stand in his way. The Night of the Long Knives removed the threat to Hitler from inside the party. The reaction of the SA to the event was proof that the message had got home. They obeyed Hitler's wishes afterwards, as did Germany.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Answers that recognise and explain several factors to do with Hitler's dictatorship in specific detail. Answers at this level may begin to evaluate the importance of factor(s). **7-10**

e.g.. The Enabling Act was only a law that Hitler forced through. He could do anything that he wanted because he had the army on his side. The Night of the Long Knives proved this and made him dictator because it made the only organisation with the practical power to threaten him. However the random event of the Reichstag Fire was the key to making Hitler dictator. It gave him the opportunity which he seized brilliantly, to gain more legal power. The Decree for the Protection of the German People effectively allowed him to remove his opponents in the country and stop them rallying to oppose him. It led to the Enabling Act which allowed him to make his own laws. Hindenburg's death was the final piece of the jigsaw. After 2 August 1934 the army swore allegiance to Hitler.

The answer demonstrates developed understanding of the rules of spelling,

punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Answers that develop out of level 3 and evaluate the relative importance of individual factors or come to a summary assessment about the factors involved or provide details of the links between factors. 11-12

e.g. ... Hitler was effectively dictator with the army and SS backing him and the political opposition had been removed or silenced after 1934. the Enabling Act made it all legal and prevented any outside interference. The Reichstag Fire – a random and unplanned for event from the Nazis point of view was something that Hitler's unique talents exploited.

The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

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