



General Certificate of Secondary Education

GCSE History
Specification A

Unit 2 Option D Germany, 1919–1945

Specimen Mark Scheme

Version for 2013 onwards (including Spelling, Punctuation and Grammar)

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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GENERAL CERTIFICATE OF SECONDARY EDUCATION

HISTORY SPECIFICATION A

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, eg 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, eg 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.

- **The Final Mark Scheme**

The final mark scheme will be decided at the standardising meeting after full discussion of both the mark scheme and the scripts selected by the Principal Examiner for marking at the standardising meeting. At all stages, care will be taken to ensure that all candidates are treated fairly and rewarded for their positive achievements on the paper.

- **Post Standardising Meeting**

After the examiners' standardising meeting, examiners may encounter answers which do not fit the agreed mark scheme but which are worthy of credit. These should be discussed with the Team Leader over the telephone. Such answers should be assessed 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 mark scheme, it must be awarded a corresponding mark, with a brief note provided on the script to explain why.

E: ASSESSMENT OF SPELLING, PUNCTUATION AND GRAMMAR

Spelling, punctuation and grammar will be assessed via questions 2(c) and 3(c). Four marks will be allocated for Spelling, Punctuation and Grammar in this question. The performance descriptions are provided below.

High performance

(4 marks)

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Intermediate performance

(2-3 marks)

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

Threshold performance

(1 mark)

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

The marks allocated for Spelling, Punctuation and Grammar will achieve a total weighting of 5% of the total marks for the qualification.

Paper 2: Nazi Germany

Section A German society under the Nazis

Question 1

- (a)** What do **Sources A** and **B** suggest about Nazi attitudes to women? **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**
eg the poster (Source A) shows a woman, her husband and two children. It asks women to vote for the Nazis. **1**
- Level 2: Answers that draw a simple inference from the sources**
eg in Source A the woman looks worried. The father could be unemployed and can't look after his family, but her vote could make a difference **2-3**
- Level 3: Answers that develop a complex inference from the sources**
eg the Nazis have deliberately targeted women by putting the woman at the centre of the poster (Source A), suggesting her important role is to stand by her husband and get a better future for her children by voting for Hitler. The Nazis need the women's votes to win the election to defeat the left-wing communists as it says in Source B. **4**

(b)	<p>What different view of Nazi attitudes to women is suggested by Sources C and D? Explain your answer using Sources A, B, C and D.</p>	6
	<p>Target: Comprehension and inference from historical sources (AO3)</p> <p>Candidates either submit no evidence or fail to address the question</p>	0
	<p>Level 1: Answers that select details from Sources C and/or D eg Source C shows a mother with four children. They grow food and sunflowers.</p>	1-2
	<p>Level 2: Answers that provide a simple comparison based on the details of the sources eg Source A is only an election poster to get women’s votes but in Source C the artist shows a smiling mother and her family.</p> <p>OR</p> <p>Answers that use the sources but provide an inference eg the woman in Source C looks happy and content with her life under the Nazis, unlike the family shown in Source A.</p>	3-4
	<p>Level 3: Answers that develop an understanding or draw an inference about a view based on the details of the sources eg in Source A the impression is one of despair because she has to care for her family with no money, but in Source C the mother is happy in her role, proud of her children and husband, as protector and provider. They have food and the children play happily, unlike Source A where the boy looks at his father who has no work and no hope. In Source C it looks like a perfect Aryan family. They all have blonde hair.</p>	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 (AO1/2/3)**
- Candidates either submit no evidence or fail to address the question **0**
- Level 1: Answers that select details from sources OR answers that say how the sources are different**
eg they are different because A is a poster and C is a painting.
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 based on simple reasoning based on differences in author, audience, time or place**
eg they are different because Source A was in 1932 when there was much unemployment so the housewife found it hard to care for her family. Source C was from 1934 when the Nazis were in power and life was better for the woman and her family. She can feed them.
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 eg Source A specifically targeted women to vote for the Nazis and get Hitler elected into power in the 1932 elections. The poster (Source A) and leaflet (Source B) were part of Nazi propaganda aimed at women who saw their families suffering because of the Depression. 6 million were unemployed. The Nazis promised to restore order, promote family life and values and end unemployment. In Source C the artist has painted an idyllic domestic scene promoting Nazi policy for women to increase the birth rate by glorifying the role of women as mothers and homemakers. In his speech in Source D Hitler defined the role of women. That is what the artist shows.
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**
eg the intentions of the authors in the sources are very important and different. In 1932 the Weimar government was falling apart and the Nazis saw their chance of power. They campaigned heavily against their Communist and SPD rivals, targeting specific groups like women with promises to end unemployment in posters like Source A and leaflets like Source B. In the July 1932 election the Nazis won 230 seats, becoming the largest party in the Reichstag. Nearly half the voters for Hitler were women and young people. The artist in Source C would have had his painting approved by Goebbels. The Nazis needed to boost the birth rate and planned to make it more racially pure.
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 for women?	8
	Target: An evaluation of utility (AO1/2/3)	
	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 women in Nazi Germany. Answers may select details from the sources to support the answer eg Source E is useful because it shows a fat woman introducing a woman who has had 12 children. 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 women eg Source E is useful because it shows a woman worn out by having 12 children. The cartoon was drawn by someone who does not agree with Nazi policy forcing motherhood on women. The artist's work would have been banned in Germany. OR answers that explain that Source E is useful or not through an understanding of its content in relation to Nazi policies for women eg Source E is useful because it shows that some women did follow the Nazi policy to raise the birthrate. Frau Muller is getting the Mother's Cross for her achievement in having 12 children. 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 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 women eg Source E is useful because it was published outside Germany probably by a supporter of the SPD who had to get out. It makes a mockery of Nazi policy by showing a negative effect. The cartoon does not glorify motherhood. Frau Muller looks physically worn out by childbirth. The Nazi audience, largely men, approves of her and praises her achievement, ignoring what it has done to her. It does show that the Nazis had some success in raising the birth rate. 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 source in the context of other relevant sources eg it's biased because it doesn't show us that many women did approve, at first, of Nazi policy to honour women as mothers and homemakers, as Hitler said in Source B. Some of the policies were attractive, some women did not want to work and the Nazis did set up good welfare benefits in the 1930s for women. There were clinics and classes to care for their health and to help them be good mothers. 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

(e)	How did the Nazis try to control the lives of women and children?	10
	Target: An understanding and evaluation of causation (AO1/2)	
	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 women's/children's lives eg women had to stay at home and have babies. 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 comment briefly on several factors, to do with Nazi control of the lives of women and children eg women were removed from their jobs. Propaganda urged women to support the Nazi ideal of family life and there were Government loans to give up work. They couldn't wear lipstick or unsuitable clothes. Boys had to join the Hitler Youth and become soldiers. Girls were taught how to be good mothers. OR answers that identify and explain one factor, in depth to do with Nazi control of the lives of women and children eg the Nazis had promised to create more jobs so women were forced to give up their jobs as doctors, civil servants and in factories. The 6m unemployment rate fell and the Nazis were seen to be keeping their election promise. Many women got Marriage Loans to give up paid work. Later, when the war effort needed men to fight, the Nazis relaxed their policy and encouraged women to go back to work in the factories and on the land. 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.	3-5
	Level 3: Answers that recognise and explain several factors to do with Nazi control of the lives of women and children in specific detail eg the Nazis controlled every aspect of women's lives, even their bodies. Their roles as child bearers and supporters of their husbands were at the heart of Nazi policy. Banned from many jobs as early as 1933, the Marriage Loans Act gave interest-free loans to suitable Aryan women, but abortion was made illegal and birth control centres were closed. Thousands of women were compulsorily sterilized under the 1935 Law for the Protection of Hereditary Health. Women lost influence over their children who had to attend Nazi schools and join the Nazi youth organizations such as the HJ and the BDM where they were indoctrinated in order to fulfill their future roles. 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
	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 eg it is true to say that women were excluded from power. As Source D suggests, there was not one important woman in the Nazi government. Despite their promises to treat women as equal, but different, the Nazi methods of controlling women made them inferior, separate and subordinate to men. 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.	9-10

EITHER

Section B Weimar Germany

Question 2

- (a) Why was the Munich Putsch important? **4**
- Target: Understanding of the key features of the period (AO1/2)**
- 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**
Answers will show simple recognition of the Munich Putsch **1-2**
eg the Munich Putsch happened in 1923 and was Hitler's first attempt to seize power.
- Level 2: Explanation shows understanding in a broader context of the period**
Answers will show knowledge of some distinctive features of the Munich Putsch **3-4**
eg Hitler learnt valuable lessons from the 1923 Putsch in Munich. He was arrested and spent some time in jail after it. He resolved to use democratic methods to achieve power. He went on to write Mein Kampf. The events of Munich, 1923 passed into Nazi legend. They were known as the 'old fighters' if they had been there.

(b)	Using Source F and your knowledge , explain why there were attempts to overthrow the Weimar government between 1919 and 1923.	8
	Target: Understanding of the key features of the period (AO1/2/3)	
	Candidates either submit no evidence or fail to address the question	0
	Level 1: Discusses the source only OR Describes the Weimar 1919–1923 eg the Weimar government was Social Democrat after the Kaiser abdicated. 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: Considers a singular cause, probably based upon the quotation offered, and/or mentions other aspects related to, attempts to overthrow Weimar 1919–1923 eg 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 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.	3-5
	Level 3: Explains more than one cause related to attempts to overthrow Weimar 1919–1923. At this level responses will explain more than one or two aspects apart from those suggested in the quotation eg 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. People like Hitler objected to the French Invasion of the Ruhr in 1923. 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 help from the USA, 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 (AO1/2)**
- 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 the actions of the government**
 eg Gustav Stresemann was in charge at this time. He was both Chancellor and Foreign Minister. **1-2**
 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)**
 eg 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 help from the USA. Answers at this level are likely to assume the importance of the factor **3-6**
 eg 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 penalise 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)**
 eg 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. **7-10**
 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

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.

11-12

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.

SPaG Spelling, Punctuation and Grammar

(4 marks)

Threshold performance

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

1

Intermediate performance

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

2-3

High performance

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

4

OR

Section B The Rise of the Nazi Party

Question 3

- (a)** Why were the Brownshirts important? **4**
- Target: Understanding of the key features of the period (AO1/2)**
- 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 Brownshirts
eg the Brownshirts were the SA. They beat people up on Hitler's orders.
- 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 the Brownshirts
eg the Brownshirts were Hitler's personal army. They acted to create an impressive display, intimidate people or break up other parties' meetings.

- (b)** Using **Source G** and **your knowledge**, explain why Adolf Hitler was personally important to the growth of the Nazi Party before 1933. **8**
- Target: Understanding of the key features of the period (AO1/2/3)**
- Candidates either submit no evidence or fail to address the question **0**
- Level 1: Discusses the source only**
OR
Describes Adolf Hitler and/or the Nazis **1-2**
eg Hitler was the leader. Nobody else was as important.
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 quotation offered) and/or mentions other aspects related to the importance of Adolf Hitler and/or the Nazis** **3-5**
eg Hitler was a great public speaker who could inspire his audience.
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 importance of Adolf Hitler and/or the Nazis** **6-8**
At this level responses will explain more than one or two aspects apart from those suggested in the quotation eg Hitler was a figurehead and a mythical figure. People could dislike the Nazis and their methods but still admire Hitler. He seemed very different from other party leaders. He was dynamic and a great speaker at meetings. He determined the shape and broad policy of the party.
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)	<p>How important was the Depression, amongst other factors, in bringing Hitler and the Nazis to power in 1933?</p>	12
<p>Target: An understanding and evaluation of causation (AO1/2)</p>		
<p>Candidates either submit no evidence or fail to address the question</p>		0
<p>Level 1: Answers that provide general statements, describe single factors or factual details of the Depression or Hitler’s rise to power</p>		
<p>eg in the Depression over 6 million people were out of work in Germany. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.</p>		1-2
<p>Level 2: Answers that comment briefly on several factors, to do with Hitler’s rise to power. Answers at this level are likely to assume the importance of factor(s).</p>		
<p>eg the Nazi propaganda was very good. The SA threatened people and created an impressive show. Hitler’s ideas were simple and everyone understood them. Hitler made promises. The Communists seemed too extreme and dangerous.</p>		
<p>OR</p> <p>Answers that identify and explain one factor, in depth, to do with Hitler’s rise to power which may be the Depression</p>		3-6
<p>Answers at this level are likely to assume the importance of the factor eg because of the Depression almost every family in Germany was affected by some poverty. The people listened to Hitler because he supplied simple solutions to complex problems. Hitler promised jobs and stable prices. There were over 6 million Germans out of work.</p> <p>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.</p>		
<p>Level 3: Answers that recognise and explain several factors to do with Hitler’s rise to power in specific detail</p>		
<p>Answers at this level may begin to evaluate the importance of factor(s). eg the Depression was an important factor in bringing Hitler to power. It created the right conditions for extreme politics in Germany. Hitler’s simple solutions to the economic problems of the Depression appealed to many different sections of society. However other aspects such as the ideas of the party, including the anti-Semitism, also had their appeal. The order and power of the Nazi organisation impressed many people. The propaganda and speaking power of Hitler helped bring Hitler to power as well. The poor impression made by other Weimar politicians left Hitler as a stark contrast to their blandness. The threat of the Communists seemed to put many people off supporting them.</p> <p>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.</p>		7-10

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.

Hitler was able to exploit the effects of the Depression but there were other factors, not due to actions by the Nazi Party, that helped them into power eg the weakness of the Weimar politicians was to blame for the loss of democratic government and voters turning to extreme politics. The intrigues of President Hindenburg and Von Papen directly led to Hitler's appointment. They needed his popular support and thought they could control him. 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.

11-12

SPaG Spelling, Punctuation and Grammar (4 marks)

Threshold performance

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

1

Intermediate performance

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

2-3

High performance

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

4