



**General Certificate of Secondary Education
June 2012**

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 students' 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 students' 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 students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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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 students are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History. All students 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 students' attainment by **outcome** and to reward **positively** what the students 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 students 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 students 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 students entered for the GCSE examination will be able to respond positively. Each 'level' therefore represents a stage in the development of the student'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 student 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 students to deploy alternative information to support their answers.

This indicative content must **not** however determine the level into which an answer is placed; **the student'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 student'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 students 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 student 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.

Paper 2: Nazi Germany

Section A Weimar Germany and the Nazi Rise to Power

Question 1

- (a) What do **Sources A and B** suggest about Weimar 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**
 Eg Germany had great confidence.
- Level 2: Answers that draw a simple inference from the sources.** **2-3**
 Eg there is a positive air to Germany.
- Level 3: Answers that develop a complex inference from the sources.** **4**
 Eg Germany is improving economically after the war and has political confidence.

(b)	What different view of Weimar Germany is suggested by Sources C and D? Explain your answer using Sources A, B, C and D.	6
	Target: Comprehension and inference from a comparison of historical sources (AO3).	
	Candidates either submit no evidence or fail to address the question	0
	Level 1: Answers that select details from Source C and/or Source D. Eg Source D shows that Germany owes money.	1-2
	Level 2: Answers based on a comparison of details in Source(s) C/D and Source(s) A/B. Eg in Source B there is little unemployment and in D there is widespread unemployment. OR Answers based on simple inference(s) from Source(s) C/D and Source(s) A/B. Eg in Source D the government is not coping with the situation. In Source B they accept Weimar.	3-4
	Level 3: Answers based on complex inferences in Sources C/D and Source(s) A/B. Eg in Sources A and B the impression is one of optimism about the future and in Source D it is very different. The Chancellor is very negative and pessimistic about the future, particularly in relation to young people.	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.**
OR
Answers that say how the sources are different.
Eg they are different because in Source A there are lots of jobs, but in Source C there aren't any. **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 based on simple reasoning based on differences in author, audience, time or place.**
Eg they are different because Source B was written in 1928 by a British MP but in Source D it is a German, the Chancellor, speaking four years later. **3-4**
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 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. **5-6**
Eg the sources differ because B was only visiting before the Depression struck home. Source D was written by someone who should know the real truth about Germany because he is in charge, and it is after the Depression and there are 6 million out of work.
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 provide some explanation of the links between reasons for the source differences.**
Eg the British visitors would be likely to see the better face of Germany and would be looking at whether American money was working to boost the German economy. Von Papen speaks after the Depression has hit and he knows all the detailed reports for all Germany, and is not on a flying visit. **7-8**
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.

(d)	How useful is Source E for understanding why Hitler was successful in elections?	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 Hitler's success in elections.	
	Answers may select details from the sources to support the answer. Eg Source E is useful because it shows that Hitler had a lot of support. 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 Hitler's success in elections.	
	Eg Source E is useful because it shows that the Social Democrats tried to point out who was supporting the Nazis. The Social Democrats were supported by the Trades Unions. OR Answers that explain that Source E is useful or not through an understanding of its content in relation to Hitler's success in elections.	3-4
	Eg Source E is useful because it shows that Hitler was able to fund his election campaigns by appealing to the businessmen and using money they donated to the Nazis. 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 Hitler's success in elections.	
	Eg Source E is useful because it shows that the Social Democrats, who opposed the Nazis, were trying to tell people where the Nazis got their money from. They are suggesting that the millions are not supporters, but cash. Hitler's electoral success is paid for by the industrialists. A vote for Hitler is a vote for the bosses. Hitler's extensive campaigns in the 1930s required a lot of cash; the Democrats are saying where he got the money from. 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 the Social Democrats want the workers who support the Trades Unions, and therefore the Social Democrats, to realise that Hitler has been bought by the industrialists. They are paying Hitler's and the workers' wages. They are doing this to prevent support for left-wing parties like the Communists and themselves. 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) Why was Adolf Hitler able to make himself dictator of Germany between January 1933 and August 1934? 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.

Eg the Nazis were very violent. Hitler used the SA to round up Communists and Socialists. The Reichstag Fire gave Hitler the opportunity to bring in laws that allowed him to officially persecute his enemies. 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 support for the Nazis.

Eg Hitler used violence to frighten the Centre Party deputies into supporting him with the Enabling Act. The Night of the Long Knives was important in stopping the power of the SA. This removed the only threat from within the party, but Hitler did have all of the panic after the Reichstag building was burned down. This enabled him to remove the Communists and legally take over.

OR

Answers that identify and explain one factor, in depth to do with support for the Nazis.

Eg the Reichstag Fire was important for giving Hitler power within the state, but he would have got it anyway. With the Fire he could create the impression of the need for rapid, decisive action. The Communists could be blamed. Their real mistake was not to act quickly enough. Hitler seized the initiative. The powers he assumed under the decree were far ranging. He could act outside the law and as he pleased. His opponents were arrested. The mood of panic spread on the atmosphere around the Enabling Act.

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 support for the Nazis in specific detail.

Eg there were lots of different reasons for Hitler becoming dictator. Luck intervened when the Reichstag burned down. Hitler's skill was in seizing the initiative before other people realised what was happening. He had made a wise choice of the other cabinet post Papen offered him because the Minister for the Interior controlled the police. Hitler used violence to compel support for the Enabling Act, and to remove Rohm and the other SA leaders. The real power was in the Nazi party itself. Hitler used the SS to murder the leaders of the SA in the Night of the Long Knives. Violence was very important but not the random sort that the SA dealt out. The SA was upsetting the army so Hitler used violence to force them to obey his dictatorship. However, the Gleichschaltung was a political process that ensured there was no opposition from anywhere in German government or society that could pose a threat to Nazi control. 6-8

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.

Eg Hitler made sure that possible centres of opposition within and outside the Nazi Party were neutralised. In this he used the SA or SS where appropriate, the forces ranged against him either did not have the means to resist or could not react quickly enough to events. Throughout this period Hitler was far more single-minded than any other politician in his determination to succeed at the expense of the Weimar system.

9-10

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 Culture and Propaganda****Question 2**

- (a) Why was the culture of Weimar Germany 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.**
- Answers will show simple recognition of Weimar Culture.** **1-2**
- Eg some of the art of Weimar was of everyday scenes but it was abstract. It made people think and made social comments.
- Level 2: Explanation shows understanding in a broader context of the period.**
- Answers will show knowledge of some distinctive features of Weimar Culture.** **3-4**
- Eg the culture of Weimar was important because it was so different from the pre-war culture. Art was commenting on society in the 'new objectivity' of Grosz and Dix. New films like the 'Metropolis' by Fritz Lang were very advanced. Some people considered Berlin nightlife to be very decadent. The Bauhaus style was a simple approach to design that put art and craft together.

(b)	Using Source F and your knowledge , explain how the Nazis tried to control what the German people read.	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: Discusses the source only OR Describes the Nazi measures of censorship.	1-2
	Eg the Nazis burned books. 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 feature, probably based upon the picture offered, and/or mentions other aspects related to, Nazi measures to control what people read.	3-5
	Eg the Nazis tried to destroy books and paintings which contained information or opinions they disapproved of. They did this in very public ways so that everyone knew, and they got publicity for their actions so people knew what was acceptable and what was not. 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 feature related to Nazi measures to control what people read. At this level responses will explain more than one or two aspects apart from those suggested in the picture.	6-8
	Eg the Nazis burned pictures and books that contained ideas they opposed or were by Jewish authors. They tried to take over the newspapers and used Eher Verlag, their publishing house, to buy up newspapers. Between 1935-6 it took out of circulation, merged or took over nearly 600 newspapers and by 1939 it owned two thirds of all German newspapers. The Nazis held detailed briefings for journalists and news came from the official news agency the DNB. 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 the Nazis' propaganda and control of culture, amongst other factors, in keeping the support of most German people between 1933 and 1939? **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 German support for the Nazis between 1933-1939.**
Eg the Nazis passed the 'Editors' Law' on 3 October 1933 which made the editors responsible for what went into the newspapers. By 1939 'Eher Verlag' their publishing house owned two thirds of all the newspapers. **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 German support for the Nazis between 1933-1939. Answers at this level are likely to assume the importance of factor(s).**
Eg the Nazis used the press and radio to get their message across. They also used the culture of the Third Reich to communicate their ideas. So sculpture and art and music all had to fit in with their thinking. The schools were made to teach the subjects that were important to the Nazis. There was also a system of police informers who watched the people and created fear that they would be denounced.
OR
Answers that identify and explain one factor, in depth, to do with German support for the Nazis between 1933-1939 which may be Nazi propaganda and control of culture. Answers at this level are likely to assume the importance of the factor. **3-6**
Eg the radio was the most important new tool of the Nazis for getting their message across. The Nazis built factories to make cheap radios; the 'Volksempfänger', which was only 35 RM and had a limited range. The brightest young Nazis worked on the radio broadcasts. By 1939 70% of all households had a radio. They put up speakers in factories and public places, so it was hard to avoid the messages and ideas that they broadcast. Some people would not read a newspaper.
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 German support for the Nazis between 1933-1939 in specific detail. Answers at this level may begin to evaluate the importance of factor(s).** **7-10**
Eg 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. Of course there was no alternative to the Nazis; Hitler had abolished other parties on 14 July 1933. The Reichstag was disabled after the Enabling Act. The Germans had to support or go along with the Nazis at this time. The

Nazis used the arts and culture to communicate their ideas. Pictures and sculpture had fit in with the ideas that art had to be recognisable and understandable to the working man. They were heroic and inspiring. The music had to be martial and non-Jewish. The Nazis spread their ideas through the young people in the schools and Hitler Youth organisations. This was the way they moulded the minds of the next generation. They could also get the message into the homes of the young people. The newspapers were gradually brought under Nazi control. The passing of the Editors' Law on 3 October 1933 made editors, not proprietors, responsible for the content of newspapers. The propaganda ministry told the editors how to present the news.

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.

Eg there was an expectation that everyone would conform and if you had different views then people soon learned not to displays them publically. The absence of an alternative voice or opinion meant that support for the Nazis flourished in a vacuum. The years 1933-1939 seemed to be successful for Germany so people thought this was worth their support.

11-12

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 The Nazis and Race

Question 3

- (a)** Why were the Nazis ideas about the Aryan race 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 Nazis ideas about the Aryan race.
Eg the Aryan race was the ideal of the Nazis.
- Level 2: Explanation shows understanding in a broader context of the period.** **3-4**
Answers will show knowledge of some distinctive aspects of the Nazis ideas about the Aryan race.
Eg the Aryan race was the race destined to rule the world. They had blond hair and blue eyes. The Germans were mainly Aryans and other races were inferior. The idea was used to unite the German people against outsiders.

-
- (b)** Using **Source G** and **your own knowledge**, explain how some people opposed the Nazis and their ideas. **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: Discusses the source only**
OR
Describes the opposition to Adolf Hitler and the Nazis.
 Eg the Social Democrats opposed the Nazis. The SPD had a military wing called the Reichbanner. **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: Considers a singular aspect (probably based upon the picture offered) and/or mentions other aspects related to how some people opposed the Nazis**
 Eg Stauffenberg tried to blow Hitler up but he was only injured. There were several attempts to kill Hitler. **3-5**
 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 how some people opposed the Nazis.**
 At this level responses will explain more than one or two aspects apart from those suggested in the picture.
 Eg the White Rose group organised students at Munich University to criticise the Nazis. They distributed leaflets. Some young people, especially in industrial areas, like to beat up the Hitler Youth patrols. The Protestants of the Confessing Church held prayer meetings that led to criticism of the German Christian pastors. The Social Democrats, who had to leave Germany, kept up a system of informers to monitor what was happening in Germany and passed reports to Prague. **6-8**
 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.
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-
- (c) How important was Kristallnacht, compared with other Nazi actions, in leading to the Final Solution? **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 events leading to the Final solution.** **1-2**
 Eg the Nazis encouraged Kristallnacht and deported Jews.
 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 events leading to the Final solution.** Answers at this level are likely to assume the importance of factor(s).
 Eg there was a press campaign to criticise the Jews. Nazis criticised Jews in speeches. The Nazis were able to persecute the Jews because they did not make a fuss about it but did it quietly. They tried to get rid of all the Jews first by deporting them, only later did they try to kill them all after the Wannsee Conference on 20 January 1942.
OR
Answers that identify and explain one factor, in depth, to do with the events leading to the Final solution which may be Kristallnacht. Answers at this level are likely to assume the importance of the factor. **3-6**
 Eg Kristallnacht was the first public evidence of a Germany wide national campaign against the Jews. After 9 November 1938 no one was unaware of what was happening. There were 91 murders and 191 synagogues destroyed. Jewish business were ransacked.
 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 events leading to the Final solution in specific detail.** Answers at this level may begin to evaluate the importance of factor(s). **7-10**
 Eg the Nazis did not set out to kill all the Jews, but it became easier to contemplate such a thing and then plan for it after the invasion of Russia. Operation Barbarossa on 22 June 1941 brought back within the Reich all the Jews Himmler's deputy, Heydrich, had been deporting to Poland. The Einsatzgruppen showed that it could be done on a large scale. Hitler was able to kill and persecute the Jews because so many other Germans were prepared to ignore it, or consider it the price they had to pay for the other benefits of Hitler's regime. Hitler and the Nazis did not make information freely available about what was happening to racial minorities. Therefore, it was a problem to know what you were protesting against. Hitler and Goebbels controlled the sources of information.
 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.
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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 the other reason for little opposition was precisely what you could do about the persecution. Organised resistance was very difficult. The Nazis had a police state that would arrest and punish any opposition.

11-12

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.