



General Certificate of Secondary Education

GCSE History 3041/6/2D *Specification A*

Paper 2D Germany, 1919–1945

Mark Scheme

June examination - 2008 series

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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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.

- **The Assessment Objectives**

The revised specifications have addressed 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. For this reason, assessment objective 6.1 (recall, select and deploy knowledge) underpins candidate attainment in the other two objectives, 6.2 and 6.3.

The schemes of marking for the revised specifications reflect these underlying principles.

- **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 **mid-range within the level**, where that level covers more than two marks. If the range covers an even number of marks, start at the higher mark, e.g. start at 3 in a 4-mark range, or at 2 in a 2-mark range. Comparison with other candidates' responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making decisions away from the middle of 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.

Move up or down from this mid-range mark by considering 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 **written communication skills** (see Section D).

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.

It is very important that Assistant Examiners **do not** start at the lowest mark within the level and look for reasons to increase the level of reward from that lowest point.

This will depress marks for the question paper as a whole and will cause problems of comparability with other question papers within the same specification or with those of other specifications.

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: QUALITY OF WRITTEN COMMUNICATION SKILLS

There is no longer a separate mark to be awarded to the candidate for accurate spelling, punctuation and grammar. Instead, as outlined in Section C above, the candidate's quality of written communication skills will be one of the factors influencing the actual mark within a level of response the examiner will award an answer – particularly a more extended one. In reading an extended response the examiner should therefore consider if it is cogently and coherently written, i.e. is the answer:

- **presenting relevant information in a form that suits the purpose**
- **legible, with accurate spelling, punctuation and grammar**
- **in an appropriate style with a suitable structure?**

E: 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.

F: THE PRE-STANDARDISING AND STANDARDISING MEETING

- **The review of the mark scheme between the examination and standardising meeting**

After the examination but before the main Standardising Meeting, the Principal Examiner and the Team Leaders will have met to discuss the mark scheme in the light of candidates’ actual responses and re-draft where necessary. The re-draft of the mark scheme will be made available to Assistant Examiners at the Standardising Meeting. Through this *post-hoc review procedure* the marks will have been allocated in the expectation that candidates will achieve all the levels identified and no others. Adjustments will have been made to cater for candidates reaching higher levels than those provided for, to remove marks allocated to levels which candidates have not reached, or to enhance discrimination in cases where large numbers of candidates are bunched at the same level.

- **Prior Marking**

It is important that all examiners scrutinise at least 25 scripts before the main standardising meeting and note such things as: alternative interpretations of questions made by candidates; answers which do not fit into the mark scheme; levels which are not reached by the candidates; additional levels which have not been included in the mark scheme, etc. To familiarise themselves with a variety of responses, examiners should sample the range of questions, scripts from several centres and across the full range of ability in so far as practicable. Any preliminary marking **must** be completed in pencil and reviewed following the standardising meeting in the light of the revised mark scheme and advice given.

- **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.

Section A
Question 1

- (a) Read **Source A**. **4**
 What does **Source A** suggest about the Hitler Youth?
- Target: Comprehension and inference from an historical source (A02)**
- Level 1: Answers that select details from the source** **1**
 e.g. Source A says they do drill.
- Level 2: Answers that draw a simple inference from the source** **2-3**
 e.g. Source A says that children find the HJ activities very attractive.
- Level 3: Answers that develop a complex inference from the source** **4**
 e.g. Source A suggests that the HJ is rivalling the influence of parents and schools in the minds of young people. In fact it seems to have more power over them because they want their parents to conform to Nazi ideals.
- (b) Read **Sources A and B**. **6**
 What different view of the Hitler Youth is suggested by **Source B**?
 Refer to **both** sources in your answer.
- Target: Comprehension and inference from two historical sources (A02)**
- Level 1: Answers that select details from Source B** **1-2**
 e.g. in Source B he does not like all the drill he has to do. He has to do what he is told.
- Level 2: Answers that provide a simple comparison based on the details of both sources** **3-4**
 e.g. in Source A he likes all the drill and the uniform but in Source B it says that the drill was dull.
OR
Answers that may use both sources but provide an inference from one
 e.g. Source A says the young think the HJ is novel but in Source B it says they are being brainwashed and turned into robots.
- Level 3: Answers that develop an understanding or draw an inference about a view based on the details of both sources** **5-6**
 e.g. in Sources A and B they both talk about the impact of Nazi propaganda on the young minds. In Source A the effect is attractive to young people but in Source B it is repulsive because he does have a mind of his own..
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- (c) Why do you think **Sources A** and **B** give different views? **7**
Explain your answer using **Sources A** and **B** and **your own knowledge**.
- Target: Deduction and understanding of the different ideas and attitudes and how they might be related to different circumstances (AO1 & A02)**
- Level 1: Answers that select details from sources **1-2****
OR
Answers that say how the sources are different
e.g. Source A says young people like the drill and the uniform but in Source B it says the drill was dull.
- Level 2: Answers based on simple reasoning based on differences in author, audience, time or place **3-5****
e.g. Source A says it was fun because it was early on in 1934 but Source B says the experience was dull and rigid because it is 1940 he was older so it did not appeal so much.
- Level 3: Answers based on developed reasoning based on differences in author, audience time or place **6-7****
Answers will probably be based on how the authors acquired information or their intentions in writing.
e.g. the author of Source A was a Socialist and was unlikely to have been in the Hitler Youth. He is reporting what he has seen or heard. The author of Source B is writing from personal experience. He has been in the HJ. The experience of the HJ did change the nearer war approached as the more experienced HJ leaders left to join the army.
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- (d) Study **Source C**. **8**
How useful is **Source C** for understanding family life under the Nazis?
Explain your answer using **Source C** and **your own knowledge**.
- Target: An evaluation of utility (A01 & A02)**
- Level 1: Answers that assert a source or sources is useful or not because it tells us something about family life under the Nazis** **1-2**
Answers may select details from the sources to support the answer
e.g. it is useful because it shows they were happy and had blond hair.
- Level 2: Answers that explain that one source is useful or not because of its provenance in relation to family life under the Nazis** **3-5**
e.g. the source is useful because it shows that the Nazis wanted everyone to see this image of an ideal family. They would promote this; it is their propaganda and shows a happy family who are well fed. This is how families would and should be under the Nazis. The Nazis controlled art galleries and press so this is what they approved of. It is not modern art or abstract. The centre of the picture is a baby.
OR
Answers that explain that Source C is useful or not through an understanding of its content in relation to family life under the Nazis
e.g. Source A shows a typical Aryan family that all have blond hair. They are living in the country with all the produce around them. This is the 'Blut und Boden' idea that the Aryans have their true roots in German peasant stock. A family is for children, you can see they are producing more children, so this celebrates childbearing.
- 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 family life under the Nazis** **6-8**
e.g. this is useful as a stereotypical family under Nazi rule. They are Aryans – blond and blue eyed. They are farming stock and this image conformed to Hitler's view about art being understood by the masses. The rustic beam points down to the centre of the picture where the baby is. The message is that families and women are for increasing the population and having babies. The countryside is where according to Goebbels 'the true Germans lived, not in towns'.
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- (e) Read **Source D**. **8**
Source D is an interpretation of the opposition threat to Hitler and the Nazis.
Do you agree or disagree with this interpretation?
Explain your answer using **Source D and your own knowledge**.
- Target: An evaluation of an interpretation (AO1 & A03)**
- Level 1: Answers that describe the source and details of it or its provenance** **1-2**
e.g. I agree because it says that there was terror.
- Level 2: Answers that either agree or disagree with Source D. Candidates will test the source using their own knowledge or other sources of historical information.** **3-5**
Answers stating agreement and disagreement with Source D but with only simple development of one side will be marked at this level.
e.g. I agree because Source D says Hitler was thought of like a God. He could do no wrong. He had wide appeal to many different groups for different reasons. Germans could blame things they did not like on the other Nazis and still be loyal to Hitler. They could explain the persecution of the Jews this way. Of course for lots of things the Germans simply did not know. What was happening to the Jews was not publicised.
- Level 3: Answers that both agree and disagree with Source D in some respects. Candidates will test the source using their own knowledge or other sources of historical information** **6-8**
e.g. Source D says that there was censorship which meant that Germans did not know what was happening and could not find an alternative view. It was difficult for them to know how to oppose the Nazis. I agree with this but there were plots against Hitler such as in 1944 when Stauffenberg tried to blow Hitler up. I disagree that there was no serious threat because the army generals, the Beck-Goerdeler group and the Kreisau circle had enough power to threaten Hitler.
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- (f) Why were Hitler and the Nazis able to persecute the Jews and carry out the Final Solution? **12**
 Explain your answer using **the sources and your own knowledge**
- Target: An understanding and evaluation of causation (A0 1 & A02)**
- Level 1: Answers that provide general statements, describe single factors or factual details of the persecution of the Jews and the Final Solution** **1-2**
 e.g. many of the Jews were kept in ghettos until they were taken to death camps like Dachau.
- Level 2: Answers that comment briefly on several factors, to do with the persecution of the Jews and the Final Solution** **3-6**
 e.g. they were able to persecute the Jews because the Nazis had such control of the police. It was a police state. They controlled the media. Everyone was afraid that if they spoke out he or she too would suffer. Many Germans thought that the Nazis' tough attitude to the Jews was the price they paid for all the other benefits of Hitler's rule.
OR
Answers that identify and explain one factor, in depth to do with he persecution of the Jews and the Final Solution
 e.g. the people were fed lots of propaganda. They simply did not know about what was happening. It was not really until Kristalnacht that there was a Germany-wide persecution of the Jews. By that time the Nazis had been in power for 5 years and their policies were far advanced. The propaganda and media all contained images that were disrespectful to the Jews and it was hard to resist the images and ideas. Young children were brainwashed into thinking that the Jews were evil and a danger to Germany.
- Level 3: Answers that recognise and explain several factors to do with the persecution of the Jews and the Final Solution in specific detail or provide details of the links between the factors** **7-10**
 e.g. the Nazis increased the persecution in a gradual way. It was very difficult for the German people to notice how and when it became worse. Many Germans believed Hitler was right when he blamed the Jews for all of Germany's problems after 1918. The Nazi police state had removed all the serious groups from whom opposition could come such as the Communists and Socialists. Only the Catholic Church and some of the Confessing Church realised what was happening and protested. Once the war started in 1939 many Germans found it hard to resist Hitler's logic and disobey orders. The invasion of Poland in 1939 and then Russia forced Germany to acquire control over more Jews. There had of course always been anti-Semitism in Germany and Europe generally. Hitler tapped into this tradition; this made it easier for him to persuade people.
- 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.** **11-12**

Section B
Question 2

- (a) What was the Weimar Constitution? **6**
- Target: Understanding of the key features of the period (A01)**
- Level 1: Explanation shows recognition and simple understanding of the key feature mentioned in the question.** **1-3**
 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.** **4-6**
 Answers will show knowledge of the Weimar Constitution.
 e.g. the 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.
- (b) Using **Source E and your own knowledge**, explain why attempts to overthrow the Weimar government failed between 1919 and 1923. **9**
- Target: Understanding of the key features of the period (AO1)**
- Level 1: Discusses the source only** **1-3**
OR
Describes threats to Weimar in simple terms.
 e.g. the Nazis tried to take over in 1923. This happened in Munich but it failed.
- Level 2: Considers a singular aspect (probably based upon the quotation offered) and/or mentions other aspects related to attempts to overthrow Weimar 1919–1923.** **4-6**
 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 but the Social Democrat government in 1920 used the power of the workers to frustrate the Freikorps. The wave of strikes demonstrated that the Putsch would fail without popular mass support.
- Level 3: Explains more than one aspect related to attempts to overthrow Weimar 1919–1923.** **7-9**
 At this level responses will explain more than one or two aspects apart from those suggested in the quotation
 e.g. the right-wing Kapp Putsch failed in 1920 because the workers refused to cooperate but the Spartacists Revolt failed because the Freikorps were so brutal in attacking them. Hitler's failure was because he misjudged the national political situation and Kahr would not support him against a Weimar government that was already prepared to be tough with left-wing states in the Republic. So Kahr thought they would not think twice about taking strong
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action against right-wing Bavaria. Therefore he went against Hitler.

- (c) How important was the role of Gustav Stresemann in strengthening the Weimar government in the years 1924 and 1929? **15**
- Target: An understanding and evaluation of causation (A01 & A02)**
- Level 1: Answers that provide general statements, describe single factors or factual details of Weimar government 1924 to 1929** **1-3**
 e.g. Gustav Stresemann was in charge at this time. He was both Chancellor and Foreign Minister.
- Level 2: Answers that comment briefly on several factors, to do with the strengthening of the Weimar government 1924 to 1929.** **4-8**
 Answers at this level are likely to assume the importance of factor(s). Answers that argue solely or additionally that the Weimar government was not successful as suggested may be seen and rewarded at this level.
 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 help from the USA.
 Answers that argue solely or additionally that the Weimar government was not successful as suggested may be seen and rewarded at this level. Answers at this level are likely to assume the importance of the factor.
 e.g. the Weimar government used the Dawes Plan 1924 and 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. This was most important in strengthening Weimar..
- Level 3: Answers that recognise and explain several factors to do with the strengthening of the Weimar government 1924 to 1929 in specific detail or provide details of the links between factors.** **9-12**
 Answers that argue solely or additionally that the Weimar government was not successful as suggested may be seen and rewarded at this level. Answers at this level may begin to evaluate the importance of the factor(s).
 e.g. Weimar stability was helped by foreign aid in the form of the Dawes Plan 1924 and Young Plan 1929. However it was Gustav Stresemann who arranged them and he should have most of the credit for restoring Germany's economic and international reputation. It was Stresemann who called off the passive resistance to the French invasion and started repayments that got the French out. Stresemann acted tough against the left-wing governments of Saxony and Thuringia, this convinced the army to support the Weimar government.
- 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.** **13-15**

Question 3

- (a) What was the Depression? 6
- Target: Understanding of the key features of the period (AO1)**
- Level 1: Explanation shows recognitions and simple understanding of the key features mentioned in the question.** 1-3
 Answers will show simple recognition of the Depression.
 e.g. the Depression was where people had no jobs and were very poor.
- Level 2: Explanation shows understanding in a broader context of the period.** 4-6
 Answers will show knowledge of some distinctive features of the Depression
 e.g. the Depression began in the USA following a collapse in confidence in the Stock market in the third week in October 1929. It began with the Wall Street Crash. Because the USA had loaned money to Germany after World War I under the Dawes Plan 1924 and Young Plan 1929. The German economy was hit worst of all countries. Brüning was the 'hunger Chancellor' who grappled with the worst effects of the Depression on Germany.
- (b) Using **Source F and your own knowledge**, explain why Germany was difficult to govern between 1930 and 1932. 9
- Target: Understanding of the key features of the period (AO1)**
- Level 1: Discusses the source only** 1-3
OR
Describes the government of Germany 1930–1932 in simple terms.
 e.g. the Depression had put nearly 15 million Germans out of work.
- Level 2: Considers a singular aspect (probably based upon the quotation offered) and/or mentions other aspects related to the difficulties of governing Germany 1930–1932** 4-6
 e.g. Germany was difficult to govern at this time because the Nazis were out on the streets smashing up property and people they did not approve of. This created the impression with many ordinary Germans that the government was not in control. Its reputation was low.
- Level 3: Explain more than one aspect related to the difficulties of governing Germany 1930–1932** 7-9
 At this level responses will explain more than one or two aspects apart from those suggested in the quotation
 e.g. political parties in the Reichstag would not cooperate with each other. Parties pursued their own selfish aims. The Nazi SA and the Communist Reichsbanner were each causing social disorder by fighting in the streets. This sense of lack of control at all levels created the perceived need for someone strong to take over – someone like Hitler. The fact that the Depression made people poor and hungry destroyed their hope. They needed work and food.

- (c) How important was Hitler's leadership in making him dictator of Germany after 1933? **15**
- Target:** Evaluation and explanation of an historical problem, issue or threat (AO1).
- Target:** An understanding and evaluation of causation (A01 & A02)
- Level 1:** Answers that provide general statements, describe single factors or factual details of Hitler's leadership or how he became dictator after 1933. **1-3**
 e.g. Hitler killed the leaders of the SA in the Night of the Long Knives on 29 June 1934.
- Level 2:** Answers that comment briefly on several factors, to do with Hitler becoming dictator after 1933. **4-8**
 Answers at this level are likely to assume the importance of factor(s)
 e.g. Hitler was lucky that the Reichstag Fire broke out. He had the skill and courage to take advantage of it. Hitler was helped by the SS and Himmler who took on the SA. The weakness of the other political parties and their unwillingness to cooperate helped Hitler become dictator.
OR
 Answers that identify and explain one factor, in depth to do with Hitler becoming dictator after 1933 which may be this leadership.
 Answer at this level are likely to assume the importance of the factor
 e.g. Hitler became dictator because he was ruthless. He killed the SA leaders who might have challenged him. He was an opportunist because he saw what he could do with the Reichstag Fire in February 1933.
- Level 3:** Answers that recognise and explain several factors to do with Hitler becoming dictator after 1933 in specific detail or provide details of the links between factors. **9-12**
 Answers at this level may begin to evaluate the importance of factor(s)
 e.g. Hitler became dictator through a mixture of circumstance and skill. Hitler was lucky that the Reichstag Fire broke out. He had the skill and courage to take advantage of it. He realised that this was an opportunity to discredit the Communists. The SA was an excellent tool to use against the Communists after the Fire. Hitler was helped by the SS and Himmler; they took on the SA in the Night of the Long Knives. This showed that Hitler was a decisive leader who took action against his enemies. After the cull the SA posed no threat to his control. The weakness of the other political parties and their unwillingness to cooperate helped Hitler become dictator. He got the majority he needed to abolish the Reichstag in March 1933 through subtle propaganda and unsubtle intimidation.
- 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. **13-15**