

**Oxford Cambridge and RSA Examinations
General Certificate of Secondary Education**

HISTORY A (SCHOOLS HISTORY PROJECT)

1935/14

PAPER 1 (DEVELOPMENT STUDY WITH GERMANY, c.1919-45)

MARK SCHEME

Specimen Paper 2003

See Paper 11 mark scheme for Section A (a) and (b).

**Section B. Depth Study
Germany, c.1919-1945**

1(a) Study Source A. Why was this cartoon about the Night of the Long Knives published? Use the Source and your knowledge to explain your answer.

Target: AO1 (3 marks) and AO3 (comprehending and explaining an interpretation from a particular time, 3 marks)

Level 1: Answers based on surface features of the Source [1]

These answers use surface information of the Source to infer a reason.

e.g. 'To show that Hitler did not keep his promises, to show that Hitler was in charge.'

Level 2: Uses contextual knowledge to identify valid reasons why this particular portrayal of the Night of the Long Knives was published [2-3]

These answers will use contextual knowledge to identify valid reasons.

e.g. 'To show Hitler has brought the SA under control.'

Level 3: Uses contextual knowledge to explain why this particular portrayal of the Night of the Long Knives was produced [4-6]

These answers will use contextual knowledge of the period to explain why this particular cartoon was published. Answers must use details in the cartoon and the context of the period.

e.g. 'This cartoon was published to show how blood-thirsty Hitler could be. In the Night of the Long Knives he turned on his friend Rohm who was the leader of the SA. Hitler was worried that Rohm was getting too powerful. The army was jealous of Rohm and the SA. One night Hitler had Rohm and many of the leaders of the SA arrested and executed. Hitler claimed Rohm was plotting against him. The cartoon shows Hitler turning on his friends. He is determined that everyone will obey him and he says 'They salute with both hands now.' The cartoon was published to show that Hitler was mad and wanted absolute power over everyone.'

1(b) Study Source B. Why was the Reichstag Fire important for the Nazis? Use the Source and your knowledge to explain your answer.

Target: AO1 (5 marks) and AO2 (comprehension of a Source, 1 mark)

Level 1: Answers restricted to the information in the Source [1]

These answers simply repeat the information in Source B that Goring or the Nazis were blaming the Communists.

Level 2: Develops the reason given in Source B [2-3]

These answers explain the reason in the Source. Contextual knowledge will be demonstrated in these answers.

e.g. 'The Reichstag Fire was important for the Nazis because Hitler wanted a chance to move against the Communists. By blaming the fire on the Communists, Hitler was able to have hundreds of them arrested.'

OR

Identifies other valid reasons [2-3]

These answers identify valid reasons not mentioned in the Source.

e.g. able to get emergency decree passed, police given powers to arrest enemies of the Nazis, only Nazis allowed to campaign at elections in 1933, the Enabling Act.

Level 3: Uses contextual knowledge to explain reasons not in the Source [4-5]

These answers explain reasons not in the Source.

e.g. 'The fire was important to the Nazis because it helped Hitler act against all his enemies. He used the fire as an excuse to persuade Hindenburg to pass an emergency decree suspending free speech and freedom of the press. It also allowed the police to arrest who they liked. People could be detained for as long as the police wanted without a trial. This made it easy for Hitler to have all his enemies put away in detention camps. This was a great help to Hitler in consolidating his power.'

Level 4: Explains reasons in Source and other reasons [6]

These answers will combine levels 2 and 3.

1(c) Study Sources B and C. How far do these two sources explain how Hitler consolidated his power in 1933-4? Use the Sources and your knowledge to explain your answer.

Target: AO1 (6 marks) and AO2 (comprehension of Sources, 2 marks)

Level 1: Answers based on the information in the Sources [1-2]

These answers go no further than repeating the information in the Sources. No contextual knowledge is used.

e.g. 'Hitler consolidated his power by forcing people to vote for him.'

Level 2: Uses contextual knowledge to explain points in the Sources [3-5]

e.g. 'Hitler consolidated his power by forcing people to vote for him in the 1933 election. Only the Nazis were allowed to campaign for the election and the leaders of the other parties were put in prison. They even had police at the polling booths watching how people voted.'

OR

Identifies other valid methods [3-4]

These answers identify methods not mentioned in the Sources.

e.g. the Enabling Act.

Level 3: Uses contextual knowledge to explain reasons not in the Sources [6-7]

e.g. 'Hitler consolidated his power by having the Enabling Act passed. This gave him the power to make laws by himself. It really meant that Hitler was now a dictator able to do what he wanted. It also allowed him to ban all political parties except the Nazi party. The Reichstag had no power after this and only met to hear Hitler speak. It did not debate or pass laws. Hitler was now all powerful.'

Level 4: Explains reasons in Sources and other reasons [8]

These answers will combine levels 2 and 3.

2 During the 1920s, the Weimar Republic faced many challenges.

2(a) What were the main ways in which Germany was punished in the Treaty of Versailles?

Target: AO1

One mark for each valid point identified

Valid points include: size of Germany army cut, navy cut to 6 battleships, no German troops allowed in the Rhineland, Germany to blame for the war, all colonies lost, lost land to France, Belgium and Poland, had to pay reparations.

e.g. 'Germany was punished by having her army reduced in size and having to pay reparations.' = 2 points identified = 2 marks.

Two marks for any points developed, explained or linked with other points

[5]

e.g. Germany was punished by having her army reduced in size. Germany was allowed to only have 100 000 men in her army.' = 1 point developed = 2 marks.

2(b) Why did the Munich Putsch of 1923 fail?

Target: AO1

Level 1: General assertions [1-2]

These answers will be valid but general and will not demonstrate specific contextual knowledge.

e.g. 'The Munich Putsch failed because they were not strong enough to win. They were easily beaten.'

Level 2: Identifies specific reasons [2-4]

These answers will demonstrate specific contextual knowledge by identifying reasons. These will be identified - there will be no causal explanation.

They might include: they let the Bavarian Prime Minister go, the government ordered the Nazis to be crushed, Kahr changed his mind, the army did not support the Nazis, police opened fire.

Level 3: Explains one specific reason [3-5]

These answers provide a causal explanation for one reason.

e.g. 'The Putsch failed because Hitler made the mistake of letting Kahr go after he had taken him prisoner in the Beer Hall. If he had kept Kahr, who was Prime Minister of Bavaria, he could have forced him to support the march on Munich the next day. He could also have stopped the police acting against the Nazis. While he was a prisoner Kahr promised to support Hitler but the minute he was free he changed his mind.'

Level 4: Explains more than one reason [6-7]

These answers provide causal explanations for at least two reasons.

Award 6 marks for one reason explained and another identified.
Award 7 marks for two reasons explained.

2(c) 'The following were all equally important reasons why the Weimar Republic eventually collapsed: (i) the acceptance, by the Weimar Republic, of the Treaty of Versailles; (ii) the economic depression of 1929-33; (iii) the rise of Hitler and the Nazis.' Do you agree with this statement? Explain your answer, referring to (i), (ii) and (iii).

Target: AO1

[Written communication to be assessed in this question – see examiner instructions.]

Level 1: General assertions [1-2]

These answers will be valid but general and will not demonstrate specific contextual knowledge.

e.g. 'I think that the economic depression was very important. This made the Weimar Republic weak, and without this it would not have collapsed.'

Level 2: Identifies reasons why some reasons more important than others [2-4]

These answers will demonstrate specific contextual knowledge by identifying reasons why:

- (i) one factor is important = 2 marks;
- (ii) two factors are important = 3 marks;
- (iii) three factors are important = 4 marks;
- (iv) one factor is more important than another = 4 marks.

Reasons will be identified and not explained.

Level 3: Explains the importance of one factor [3-4]

These answers will explain why one factor is important.

e.g. 'The economic depression was the factor that finished off the Weimar Republic. There was huge unemployment and widespread poverty but the government made itself unpopular by cutting wages and unemployment benefit. Most people blamed all this on the government. They thought that the Weimar government was weak – it did not seem to know what to do. Many people began to look for an alternative because of the way they were suffering in the depression.'

Level 4: Explains the importance of more than one factor [5-6]

These answers will explain why more than one factor is important.

2 factors explained = 5 marks, 3 factors explained = 6 marks.

Level 5: Explains why one factor more important than other factors [6-7]

These answers will explain reasons why one factor is more important than at least one of the other factors.

Level 6: Explains how factors are inter-connected

[7-8]

These answers explain how at least two of the factors are inter-connected. This might be done while explaining that the factors are important because they are all connected, or that one is more important because the others are dependent on it.

e.g. 'It is difficult to say that one of these factors is more important than the others because they are all connected. The Treaty of Versailles and the way Germany was treated in it was very unpopular in Germany. It was associated in people's minds with the Weimar Republic. However, it is also a factor in the rise of the Nazis because one of Hitler's promises was to overturn the terms of the Treaty. This made him popular. Also, the economic depression helped make the Nazis popular because people were looking for a change and Hitler promised to get everyone back to work. So all these factors were connected with each other.'

Two reasons at this level = 7 marks, three reasons = 8 marks.

3 Many Germans supported the Nazi regime but some Germans opposed it.

3(a) What were the main political beliefs of Hitler?

Target: AO1

One mark for each valid point identified

Valid points include: destroy Communism, abolish the Treaty of Versailles, the Aryan race is the perfect race, Jews are inferior.

e.g. 'Nazis believed that Germany should be a great country again and that Jews should be persecuted.' = 2 points identified = 2 marks.

Two marks for any points developed, explained or linked with other points

[5]

e.g. 'Nazis believed that the Treaty of Versailles was unfair and that Germany should reject its terms and begin to rearm again.' = 1 point developed = 2 marks.

3(b) Why did some Germans oppose the Nazi regime?

Target: AO1

Level 1: General assertions [1-2]

These answers will be valid but general and will not demonstrate specific contextual knowledge.

e.g. 'Some people opposed the Nazi regime because they did not like what it was doing. They thought its policies were all wrong and they wanted Hitler to be overthrown.'

Level 2: Identifies specific reasons [2-4]

These answers will demonstrate specific contextual knowledge by identifying reasons. Reasons will be identified - there will be no causal explanation.

Reasons might include: the war going badly, opposition to the slaughter of the Jews and Poles (White Rose), Christian faith – moral and religious reasons, political reasons – the Communists.

Level 3: Explains one specific reason [3-5]

These answers provide a causal explanation for one reason.

e.g. 'There was more opposition to Hitler when the war started to go badly. One person who tried to blow up Hitler was von Stauffenberg. He was an army officer and was worried that if the war went on any longer Germany would be completely destroyed. He was also upset by the suffering of the German soldiers in Russia. He had fought there and knew how terrible it was. He did not want them to have to suffer more.'

Level 4: Explains more than one specific reason [6-7]

These answers provide causal explanations for at least two reasons.

Award 6 marks for one reason explained and another identified.
Award 7 marks for two reasons explained.

3(c) 'The following were all equally important reasons why the Nazi regime was so strong: (i) the Nazis were popular among young Germans; (ii) the Nazis economic policies were successful; (iii) the use of propaganda by the Nazis.' Do you agree with this statement? Explain your answer, referring to (i), (ii) and (iii).

Target: AO1

[Written communication to be assessed in this question – see examiner instructions.]

Level 1: General assertions [1-2]

These answers will be valid but general and will not demonstrate specific contextual knowledge.

e.g. 'I think that the propaganda was most important because this made people support the Nazis. They were convinced that Nazi ideas were the best.'

Level 2: Identifies reasons why some reasons more important than others [2-4]

These answers will demonstrate specific contextual knowledge by identifying reasons why:

- (i) one factor is important = 2 marks;
- (ii) two factors are important = 3 marks;
- (iii) three factors are important = 4 marks;
- (iv) one factor is more important than another = 4 marks.

Reasons will be identified and not explained.

e.g. 'I think that the economic policies of the Nazis was the most important reason because it meant that people had jobs again.'

Level 3: Explains the importance of one factor [3-4]

These answers will explain why one factor is important.

e.g. 'The Nazi economic policies were important in making the Nazi regime strong. When Hitler came to power there were 6 million people unemployed. Hitler gave these people jobs by building a motorway network around Germany. He also introduced Labour Service and conscription. All these things reduced unemployment and this made the regime popular, and this helped make it strong.'

Level 4: Explains the importance of more than one factor [5-6]

These answers will explain why more than one reason is important.

2 factors explained = 5 marks, 3 factors explained = 6 marks.

Level 5 Explains why one factor more important than other factors [6-7]

These answers will explain reasons why one factor is more important than at least one of the other factors.

Level 6 Explains how factors are inter-connected

[7-8]

These answers explain how at least two of the factors are inter-connected. This might be done while explaining that the factors are important because they are all connected, or that one is more important because the others are dependent on it.

e.g. 'It is difficult to say that one of these factors is more important than the others because they are all connected. Hitler's economic policies gave many people jobs. Before this they were unemployed. German industry did very well because of the massive rearmaments programme. Farmers also did very well because prices went up. However, things were not as good as they looked but the German people were fooled about this because of the propaganda. They were promised Volkswagen cars and holidays through 'Strength through Joy.' None of these really affected most ordinary people, but the government propaganda made them believe that things were much better. So the propaganda made people believe the economic policies were working.'

Two reasons at this level = 7 marks, three reasons = 8 marks.