

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

HISTORY B (MODERN WORLD)

1937/11

PAPER 1 (CORE CONTENT WITH GERMANY, 1919-1945)

MARK SCHEME

Specimen Paper 2003

INSTRUCTIONS TO EXAMINERS

QUALITY OF WRITTEN COMMUNICATION

In their answers to part (c) of the following questions, candidates should be given credit for the Quality of their Written Communication: Section B questions 3, 4, 5 and 6; Section C questions 8 and 9. This includes: clarity of expression; structure of arguments; presentation of ideas; grammar; punctuation and spelling. It is an integral part of Assessment Objective 1.

Candidates' answers should first be placed in the appropriate level in the mark scheme. Where there is a range of marks in the level, the quality of the candidate's written communication should be an important factor in determining which mark to award the response. In general, an answer displaying good quality written communication skills should score more marks than an answer displaying poor quality communication skills.

GENERAL POINTS

- 1 This mark scheme has been designed to assess candidates' understanding of the key concepts in this course, and their ability to use Source material to illustrate their understanding. These concepts, and the ability to interpret and evaluate Source material, are central to GCSE History, and it is, therefore, upon these that the mark scheme focuses. The candidates' factual knowledge is important, but it is only rewarded if it is used to back up the demonstration of understanding of these concepts.
- 2 Targets, which are directly related to the Assessment Objectives for the course, are given for all questions. The mark scheme is constructed to assess the level of understanding or skill needed to approach those targets. Examiners should remember that the weightings for the Assessment Objectives in paper 1 are: AO1 – 80%, AO2 and AO3 – 20%.
- 3 This type of mark scheme, in rewarding the level of understanding/skill reached by the candidate, demands that if a candidate reaches a particular level, s/he **must** be rewarded within the mark band for that level, whether or not s/he included lower level responses within that answer. A response which corresponds with a level description but which is weak example of the level **must not** be placed in a lower level than the one to which the answer corresponds.
- 4 Apart from the part (a) questions in the structured essays, marks are **not cumulative** for any question. Please do not try to count up marks for 'points' made.
- 5 Exhaustive suggestions for factual support are not given. There will usually be a choice of factual support which a candidate may choose to deploy and so examiners should use their knowledge and discretion as to whether this valid. Examiners who are in any doubt should contact their Team Leader immediately.

- 6 It is important to remember that we are rewarding candidates' attempts at grappling with concepts and skills. This is difficult. Do not be punitive if candidates show lack of knowledge and lack of understanding; reward candidates for what they understand, know, and can do.

SPECIFIC POINTS

- 1 Always mark in red.
- 2 Half marks should not be used.
- 3 Do not transfer marks from one part of a question to another.
- 4 Examples of responses which are given within the levels are intended to act as examples only. They are not prescriptive nor fully developed at the higher levels, and there may be other answers which correspond to each level. The important aspect of each level is the **level description**. Do not try to match the words of the example with the words of the candidate. Instead, compare the type of answer which a candidate makes with the level description.
- 5 If you come across an answer which is valid but does not appear to fit any of the level descriptions, you should try and find the level which demonstrates an equivalent level of understanding. If in any doubt, contact your Team Leader.
- 6 Where a band of marks is allocated to a level specific instructions may be given about discrimination within that level. When such instructions are not given the following instruction should **always** be followed:
 - in a 2 mark band award the higher mark unless the answer is weak and you have doubts whether it should be in that level at all;
 - in a 3 mark band award the middle mark unless the answer is particularly strong or weak. The majority of answers will be awarded the middle mark.
- 7 Where they are merited do not worry about awarding top marks in levels or for complete questions. You should also, where appropriate, not hesitate to award bottom marks or even no marks at all. Avoidance of awarding top marks in particular will lead to a bunching or an unnatural depression of marks and to the necessity to adjust examiners' marking standards before the Award.

- 8** Please note on the script the level as well as the mark awarded for each part of each question (the level in the left hand margin, e.g. L3 and the mark in the right hand margin). This helps Team Leaders in checking your marking. Divergence between Team Leaders and examiners in terms of levels is more serious than divergence in marks within levels (although this too is important). Easy identification of the levels you have awarded does help. We do have to check scripts throughout the whole of the examiner's allocation. It is important, therefore, once you have mastered the mark scheme that you maintain the same standard of marking throughout all batches of your scripts.
- 9** Once the candidate's response has been placed in a level, the quality of written communication should be an important factor in determining which mark to award the response. In general, an answer displaying good quality written communication skills should score more marks than an answer displaying poor communication skills.

Section A

1(a) Study Source A. Explain the message of this cartoon. Support your answer by referring to details of the cartoon and your knowledge.

Target: AO1 (2 marks) and AO2 (ability to comprehend Source, 4 marks)

Level 1: Use of surface features of the cartoon only [1-2]

e.g. 'Hitler is featured in the cartoon as a small man.'

Level 2: Interpretation only [3]

e.g. 'There was going to be a big war.'

'Hitler had bitten off more than he could chew.'

Level 3: Interpretation supported by details of the cartoon [4-5]

e.g. 'It is obvious from the cartoon that Hitler had bitten off more than he could chew. This is why he is represented as so small in comparison with Mars, the great god of war.'

Level 4: Interpretation supported by cartoon and contextual knowledge [5-6]

1(b) Explain why Germany invaded Poland in 1939.

Target: AO1

Level 1: General answer. Answers lack specific contextual knowledge [1-2]

e.g. 'Germany invaded Poland in 1939 to expand.'

Level 2: Identifies reason(s) OR describes [3-5]

e.g. 'To break the Treaty of Versailles.'

'Germans living in Poland.'

'Lebensraum.'

One reason (3 marks), two or more reasons (4-5 marks).

Level 3: Explains reason(s) [5-9]

e.g. 'At Versailles the allies created the Polish Corridor which divided East Prussia from the rest of Germany. This angered the Germans and Hitler swore to avenge this wrong doing by taking back what was rightfully theirs.'

One reason (5-6 marks), two or more reasons (6-9 marks).

2(a) Study Source B. Explain the message of this cartoon. Support your answer by referring to details of the cartoon and your knowledge.

Target: AO1 (2 marks) and AO2 (ability to comprehend Source, 4 marks)

Level 1: Use of surface details of the cartoon only [1-2]

e.g. 'There were five American presidents during the Vietnam War.'

Level 2: Interpretation only [3]

e.g. 'The USA was never going to win the Vietnam War.'

Level 3: Interpretation supported by the cartoon [4-5]

e.g. 'It is obvious from the cartoon that the USA was never going to win the war. This is represented with each of the five presidents only having one word of the victory slogan in their particular speech bubble.'

Level 4: Interpretation supported by cartoon AND contextual knowledge [5-6]

2(b) Explain why the USA became involved in Vietnam.

Target: AO1

Level 1: General answer. Answers lack specific contextual knowledge [1-2]

e.g. 'The Vietnamese needed help.'

Level 2: Identifies reason(s) OR describes [3-5]

e.g. 'The French pulled out.'
'They feared the spread of Communism.'

One reason (3 marks), two or more reasons (4-5 marks).

Level 3: Explains reason(s) [5-9]

e.g. 'The Americans feared that if they did not stop the Communists in Vietnam, then they planned to dominate the whole of South East Asia.'

One reason (5-6 marks), two or more reasons (6-9 marks).

Section B

3(a) In what ways did the Treaty of Versailles try to ensure future international peace?

Target: AO1

Award one mark for each relevant point made about the limits on German military strength

e.g. 'Setting up the League of Nations.'
'Limiting Germany's army.'

Award one additional mark to each point for supporting detail [4]

e.g. 'The league of Nations was set up so countries could talk about their differences rather than going to war over them.'

3(b) Explain what Wilson hoped to achieve at the Paris Peace Conference.

Target: AO1

Level 1: General assertion. Answers lack specific contextual knowledge [1]

e.g. 'Wilson hoped to achieve world peace.'

Level 2: Identifies hope(s) [2-3]

e.g. 'Wilson hoped to achieve a fair peace.'
'A peace that was not too harsh on Germany.'
'Self-determination.'
'Nations should co-operate to achieve world peace.'

One hope (2 marks), two or more hopes (3 marks).

Level 3: Explains hope(s) [3-6]

e.g. 'Wilson felt that nations had to work together in order to achieve world peace. He hoped that by setting up an international body called the League of Nations this end would be achieved.'

One explanation (3-4 marks), two or more explanations (4-6 marks).

3(c) How far was Clemenceau satisfied with the Treaty of Versailles? Explain your answer.

Target: AO1

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

Level 1: Identifies satisfaction OR dissatisfaction OR general assertions [1-2]

e.g. 'The French got Alsace-Lorraine back.'

'The reparations settlement was not harsh enough.'

One identification of satisfaction *or* dissatisfaction (1 mark), two or more (2 marks).

Level 2: Identifies satisfaction AND dissatisfaction [3-4]

e.g. Uses both of the Level 1 examples.

One identification of satisfaction *and* one dissatisfaction (3 marks) *plus* one or more identification of satisfaction *or* dissatisfaction (4 marks)

Note: description only (maximum 3 marks)

Level 3: Explains satisfaction OR dissatisfaction [4-7]

e.g. 'The French always regarded Alsace-Lorraine as their territory and so Clemenceau was very satisfied to reclaim it from the Germans.'

'The French wanted the Germans to be permanently economically crippled so as not to pose a future threat, therefore Clemenceau was dissatisfied with the low reparations settlement.'

One explanation of satisfaction *or* one dissatisfaction (4 marks), two or more (7 marks)

Note: if one element explained and the other identified allow *top of Level 3*.

Level 4: Explains satisfaction AND dissatisfaction [7-9]

e.g. Uses both of the Level 3 examples.

One explanation of satisfaction *and* dissatisfaction (7 marks) *plus* one or more explanation of satisfaction *or* dissatisfaction (8-9 marks)

Level 5: Constructs an explanation of Clemenceau's relative satisfaction/ dissatisfaction with the Versailles Treaty (goes further than level 4 in attempting a judgement) [9-10]

e.g. 'Clemenceau saw Germany, though defeated, as always posing a future threat to French security if she was not totally crippled as a nation. So whilst he was satisfied with some of the land and military settlements, he was much less satisfied with a reparations settlement (much lower than one the French suggested) which he felt might give the Germans the chance to recover economically and therefore pose a future threat to France' (fully explained).

4(a) What were the main aims of the League of Nations?

Target: AO1

Award one mark for each relevant point made about the main aims of the league of nations

- e.g. 'To discourage aggression.'*
'To encourage international co-operation.'
'To encourage disarmament.'
'To improve working conditions.'

Award one additional mark to each point for supporting detail [4]

- e.g. 'The League aimed to encourage co-operation, especially in business and trade'.*

4(b) Explain why some major nations were not members of the League when it was first set up.

Target: AO1

Level 1: General answer. Answers lack specific contextual knowledge [1]

- e.g. 'They were not interested in the League.'*

Level 2: Identifies reason(s) OR describes [2-3]

- e.g. 'The idea of the League was not popular in the USA.'*
'Germany was not allowed to join.'
'Russia was not allowed to join.'

One reason (2 marks), two or more reasons (3 marks).

Level 3: Explains reason(s) [3-6]

- e.g. 'Opposition to joining the League was strong in the USA because Americans thought there would be an economic cost involved in solving problems all over the world.'*

One reason (3-4 marks), two or more reasons (4-6 marks).

4(c) 'The most important reason why the League was weak in the 1920s was its lack of an army.' Do you agree with this statement? Explain your answer.

Target: AO1

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

Level 1: Disagrees, and suggests a valid alternative reason(s) but with no explanation [1-2]

e.g. 'The USA did not join.'

Level 2: Agrees with statement and explains OR disagrees and explains another 'most important' reason [3-5]

e.g. Explains why its lack of an army weakened the League or explains why the USA not joining weakened the League.

Note: Description only (maximum 3 marks).

Level 3: Explains a variety of reasons and may conclude that one is more important than the others [6-8]

e.g. Explains why slow decision-making, the USA not joining, lack of an army, the economic depression of the 1930s weakened the League.

Level 4: Considers a variety of reasons, explains why one is more important than the others, OR why others are less important than the one chosen (must compare) [8-9]

e.g. 'The most important reason why the League was weak was its slow decision-making. This meant that some international disputes got worse because quick action could not be taken. This also highlighted the League's weakness to possible aggressor nations such as Italy, Germany and Japan, thus making them more willing to risk aggressive action in the 1930s. There were other reasons, but they were not so important' (explained).

Level 5: Constructs an explanation which considers the inter-relationships between a range of reasons, AND which illustrates that one 'most important' reason on its own could not provide a satisfactory explanation [9-10]

e.g. 'There were a number of reasons why the League was weak. It was linked to the Treaty of Versailles and this was not fully trusted - the USA failed to join and Germany and Russia were not allowed to join immediately. It was slow to act and in turn limited in its actions. In the case of the Japanese invasion of Manchuria the League took a full year to present its report and even then failed to agree on what action to take. The League had no army to uphold its decisions and this meant that it did not have a military sanction when Italy invaded Abyssinia. So none of these reasons was more important than the others; they all contributed to the weakness of the League.' (fully explained).

5(a) What was agreed at the Potsdam Conference, 1945?

Target: AO1

Award one mark for each relevant point made about the Potsdam Agreement

e.g. 'Polish-Germany frontier.'
'Reparations.'
'Confirmed Yalta decisions.'
'Division of Germany.'

Award one additional mark to each point for supporting detail [4]

e.g. 'Agreed that the Polish-German frontier should be on the Oder-Neisse line.'

5(b) Explain why the USA introduced the Marshall Plan.

Target: AO1

Level 1: General answer. Answers lack specific contextual knowledge [1]

e.g. 'The USA set up the Marshall Plan to help poor countries.'

Level 2: Identifies reason(s) OR describes [2-3]

e.g. 'To help European recovery.'
'To stop the spread of communism.'

One reason (2 marks), two or more reasons (3 marks).

Level 3: Explains reason(s) [3-6]

e.g. 'After the war the USA took on the responsibility attached to being a superpower and thus championed democracy. Therefore, the US government provided financial aid to some countries to stop the spread of communism in Europe.'

One reason (3-4 marks), two or more reasons (4-6 marks).

5(c) 'The most important cause of the Cold War was the suspicion and rivalry between Truman and Stalin.' Do you agree with this statement? Explain your answer.

Target: AO1

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

Level 1: Disagrees, and suggests a valid alternative cause but with no explanation [1-2]

e.g. 'The USA and the USSR had different political beliefs.'

Level 2: Agrees with statement and explains OR disagrees and explains another 'most important' cause [3-5]

e.g. Explains why the suspicion and rivalry between Truman and Stalin caused the Cold War or explains why different political beliefs caused the Cold War.

Note: Description only (maximum 4 marks)

Level 3: Explains a variety of causes and may conclude that one is more important than the others [6-8]

e.g. Explains why the suspicion and rivalry between Truman and Stalin, different political beliefs, superpower rivalry caused the Cold War.

Level 4: Considers a variety of causes, explains why one is more important than the others, OR why others are less important than the one chosen (must compare) [8-9]

e.g. 'The suspicion and rivalry between Truman and Stalin has got to be the most important cause of the Cold War as they were the leaders of the USA and the USSR and made the decisions. The two countries saw themselves as champions of their political beliefs and this did cause tension, but this might have been avoided had the two leaders been more willing to talk.'

Level 5: Constructs an explanation which considers the inter-relationships between a range of causes, AND which illustrates that one 'most important' cause on its own could not provide a satisfactory explanation [9-10]

e.g. 'There were a number of causes of the Cold War. Relations were always going to be difficult between the USA and the USSR because of their different political beliefs and this was compounded after the war when they became the dominant world powers. The USA championed democracy and the USSR searched for security in Eastern Europe through political domination. The two leaders reflected their respective countries' fears and anxieties, but tension was made even worse by their mutual personal dislike. So none of these causes was more important than the others; they all contributed to Cold War between the USA and the USSR' (fully explained).

6(a) What happened during the 'Prague Spring' of 1968?

Target: AO1

Award one mark for each relevant point made about the 'Prague Spring'

e.g. 'Took place in Czechoslovakia.'

'Led by Dubcek.'

'Crushed by Soviet tanks.'

Award one additional mark to each point for supporting detail [4]

e.g. 'Dubcek tried to make Communist control less restrictive by giving more freedom of speech.'

6(b) Explain why the USSR got involved in Czechoslovakia in 1968.

Target: AO1

Level 1: General answer. Answers lack specific contextual knowledge [1]

e.g. 'The USSR got involved in Czechoslovakia to solve the problem.'

Level 2: Identifies reason(s) OR describes [2-3]

e.g. 'To crush Czech resistance.'

'To reassert Soviet authority.'

'As a warning to other Soviet states.'

One reason (2 marks), two or more reasons (3 marks).

Level 3: Explains reason(s) [3-6]

e.g. 'The USSR, alarmed by the new freedom in Czechoslovakia, set up a Soviet-Czech conference to discuss problems and when talks broke down the military were sent to crush Czech resistance.'

One reason (3-4 marks), two or more reasons (4-6 marks).

6(c) 'The most important reason for the collapse of Soviet control in Eastern Europe in 1989 were the effects of 'Solidarity' in Poland.' Do you agree with this statement? Explain your answer.

Target: AO1

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

Level 1: Disagrees, and suggests valid alternative reason(s) but with no explanation [1-2]

e.g. 'The policies of Gorbachev.'

Level 2: Agrees with statement and explains OR disagrees and explains another 'most important' reason [3-5]

e.g. Explains the effects of 'Solidarity' in Poland

OR *Explains the policies of Gorbachev.*

Note: Description only (maximum 4 marks)

Level 3: Explains a variety of reasons and may conclude that one is more important than the others [6-8]

e.g. Explains the effects of 'Solidarity' in Poland, the policies of Gorbachev, the weakness of Communist governments in Eastern European countries.

Level 4: Considers a variety of reasons, explains why one is more important than the others, OR why others are less important than the one chosen (must compare) [8-9]

e.g. 'The effects of 'Solidarity' in Poland was the most important reason because it was the first effective challenge to the government in a Soviet satellite state, and other reasons not so important' (explained).

Level 5: Constructs an explanation which considers the inter-relationships between a range of reasons, AND which illustrates that one 'most important' reason on its own could not provide a satisfactory explanation [9-10]

e.g. 'The effects of 'Solidarity' in Poland first highlighted the weakening grip of the Soviet Union over its satellite states. These satellite states were also proving to be a drain on Soviet resources at a time when the Soviet Union had its own political and economic problems. To counter these problems Gorbachev introduced new policies (details). This meant that Communist governments in Eastern Europe did not have as much Soviet support which gave rise to a wave of liberal demonstrations and resulted in the collapse of Soviet control in Eastern Europe in 1989' (fully explained).

Section C
Germany, 1919-1945

7(a) Study Source A. Do you think this cartoon was published by the Nazi Party or by its opponents? Use the Source and your knowledge to explain your answer.

Target: AO1 (2 marks) and AO3 (ability to understand an interpretation and explain who produced it, 4 marks)

Level 1: General answer [1]

e.g. 'I think it was published by the Nazis because they published lots of propaganda and this is the kind of thing they would agree with.'

Level 2: Identifies the Nazis because they hated Jews - no explanation [2]

e.g. 'The Nazis must have published this cartoon because they were against Jews.'
'It must be the Nazis because they blamed everything on the Jews.'

Level 3: Explains cartoon but no explicit contextual knowledge demonstrated [3-4]

e.g. 'It shows the Jews forcing the German shops out of business, and states that because the Nazis hated the Jews they would publish a poster showing this.'

Level 4: Additional contextual knowledge used to explain why this must have been a Nazi cartoon [5-6]

e.g. 'This must be a Nazi cartoon because it is criticising the Jews. The Nazis were against the Jews. Hitler believed that the Jews were sub-human and were destroying Germany. He blamed all Germany's problems on them. He thought they were destroying the purity of the German people.'

Note: Answers that concentrate on the context of 1930 - award maximum 6 marks.

7(b) Study Source B. Is this an accurate account of the propaganda methods used by the Nazis? Use the Source and your knowledge to explain your answer.

Target: AO1 (4 marks) and AO2 (ability to comprehend Source, 3 marks)

Level 1: General answer [1-2]

e.g. 'This is accurate. The Nazis used lots of propaganda. It helped them get into power. It was very important.'

Note: Include in this level general assertions about the reliability of the Source.

Level 2: Identifies specific examples to confirm points in the Source [3-4]

These answers identify particular examples of methods in the Source.

e.g. mass rallies, the types of messages which were constantly repeated, the groups that were shown as totally evil.

However, the examples are not explained, they are merely identified.

e.g. 'The Nazis used mass rallies to appeal to peoples' emotions.'

Award 3 marks for one example, 4 marks for two examples or identifies other methods (not mentioned in Source).

Level 3: Uses contextual knowledge to explain how methods mentioned in the Source were used [4-6]

e.g. 'Yes the Nazis did appeal to the emotions. They did this by holding mass rallies. Hitler would stand at the front with floodlights on him. There would be loudspeakers everywhere; his words would echo around him. Thousands of people would be squeezed in and they would all be carried along with the mood created.'

Award 4-5 marks for examples of one method explained, 5-6 marks for examples of two methods explained or explains other methods (not mentioned in the Source).

Level 4: As for level 3 but in addition explains other methods which are not mentioned in the Source [7]

*e.g. 'The setting up of a Propaganda Ministry under Goebbels.'
'The use of the radio in factories and meeting places, as well as in homes.'*

7(c) Study Source C. This Source shows what would happen to workers if the Nazis gained power. Was it correct? Use the Source and your knowledge to explain your answer.

Target: AO1 (3 marks) and AO2 (ability to comprehend Source, 4 marks)

Level 1: Answer which reject the Source because of its provenance [1-2]

e.g. 'This Source is not an accurate forecast because it is biased. It is written by the Social Democrats who were the enemies of the Nazis.'

These answers reject the message of the Source because the Source is a Social Democrat poster and therefore cannot be trusted.

Level 2: Accepts cartoon on the basis of repressive nature of Nazi rule in general - no reference to working class in particular [2-4]

Level 3: Answers which explain the message of the Source and reject it simply because of the provenance of the Source [4-5]

e.g. 'This is not accurate. It is saying that the workers will be sacrificed under a Nazis government. That they will be persecuted and badly treated. Well the Social Democrats would say this because they wanted people to vote for them. I do not trust it.'

Level 4: Uses contextual knowledge of the fate of the working class under the Nazis to agree/disagree with the Source [5-6]

e.g. 'This is not very accurate because the workers were much better off under the Nazis. Hitler created lots of new jobs. He started public works like building new motorways, and lots of people got jobs in making armaments. Unemployment went down. Before the Nazis many people had not got jobs and had a very low standard of living. They were now better off.'

Level 5: Uses contextual knowledge of the fate of the working class to both agree AND disagree with the Source [7]

These answers use contextual knowledge of the fate of the workers under the Nazis to explain that there were advantages and disadvantages for the workers.

8(a) Describe the ways in which Germany was punished in the Treaty of Versailles.

Target: AO1

Award one mark for each relevant point made about the punishment of Germany

e.g. 'Germany to blame for the war.'

'German army cut.'

'Lost colonies.'

'Lost land.'

'Reparations.'

Award one additional mark to each point for supporting detail [4]

e.g. 'The German army was cut to 100,00 men.'

8(b) Explain why the period from 1924 to 1929 was one of achievement and success for Germany.

Target: AO1

Level 1: General answer. Answers lack specific contextual knowledge [1]

e.g. 'It was a period of success because everyone was doing well.'

Level 2: Identifies reason(s) OR describes [2-3]

e.g. 'Munich Putsch defeated.'

'Greater political stability.'

'The Dawes Plan.'

'The contribution of Streseman.'

One reason (2 marks), two or more reasons (3 marks).

Level 3: Explains reason(s) [3-6]

e.g. 'One success was when the currency was reformed. A new currency called the Rentenmark was introduced. People had more confidence in this than in the old currency which had lost all of its value because of inflation. This helped the government to defeat inflation.'

One reason (3-4 marks), two or more reasons (4-6 marks).

8(c) Explain how the following together contributed to the fall of the Weimar Republic: (i) the Treaty of Versailles; (ii) the economic depression from 1929; (iii) the appeal of Hitler and the Nazi Party.

Target: AO1

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

Level 1: General answer. Answers lack specific contextual knowledge [1-2]

e.g. *'The Weimar Republic fell because of all of these. Hitler was popular and lots of people did not like the Treaty of Versailles. So it fell because people were against it.'*

Level 2: Identifies the reasons why these factors led to the fall of the Weimar Republic [2-4]

e.g. *'Hitler was very popular because he promised people jobs. The economic depression meant there were a lot of people who were poor.'*

OR Description only.

Level 3: Explanation of the contribution of one reason [3-5]

e.g. *'The Treaty of Versailles was always a problem for the Weimar Republic. It was blamed for the terms of the Treaty which really made Germany weak and at the mercy of all other countries in Europe. The German people felt humiliated. The Weimar Republic was associated in their minds with the Treaty. This led some people to want to get rid of the Weimar and have people in power who would make Germany great.'*

Level 4: Explanation of the contribution of reasons [6-8]

e.g. *'Explains the contribution of the 'Treaty of Versailles; the appeal of the Nazi Party;' etc.*

Level 5: Explanation of how these factors acted together to bring about the fall of the Weimar Republic [9-10]

e.g. *'All of these reasons helped bring the end of the Weimar Republic. People felt that the Treaty of Versailles had humiliated Germany and yet the government went along with it and did nothing about it. Weimar Germany was not a strong powerful, proud Germany. One of the terms of the Treaty had been that Germany had to pay reparations. Germany could not afford this and this stopped the German economy from recovery. When the depression came at the end of the 1920s Germany suffered very badly. Hitler made a lot of use of the Treaty of Versailles. He promised he would overthrow it and make Germany great again. This appealed to lots of voters. By the beginning of the 1930s they had turned against the Weimar for all these reasons. They wanted a rich, strong and powerful Germany. The Weimar Republic could not deliver this' (fully explained).*

9(a) Describe the methods used by the Nazis to deal with their opponents.

Target: AO1

Award one mark for each relevant point made about the methods used by the Nazis

e.g. 'The SA.'
'The SS.'
'The Gestapo.'
'Propaganda.'
'Concentration camps.'
'Informers.'

Award one additional mark to each point for supporting detail [4]

e.g. 'The Gestapo were used to spy on people and tap their telephones.'

Note: Answers limited to SS, SA and Gestapo (maximum 2 marks).

9(b) Explain why some individuals and groups opposed Nazi rule.

Target: AO1

Level 1: General answer. Answers lack specific contextual knowledge [1]

e.g. 'Some people hated the Nazis and all they stood for and so they opposed them.'

Level 2: Identifies reason(s)/groups OR describes [2-3]

e.g. 'Religious reasons.'
'Political reasons.'
'The war going badly.'
'Communists.'
'The army.'
'Bonhoeffer.'

One reason/group (2 marks), two or more reasons/groups (3 marks)

Level 3: Explains reason(s) why group(s)/individual(s) opposed nazi rule [3-6]

e.g. 'The Communists opposed Nazi rule because of the ban on trade unions and their political beliefs.'

One reason (3-4 marks), two or more reasons (4-6 marks)

9(c) Explain how the following together contributed to the failure of opposition to Nazi rule: (i) the methods of the SS and Gestapo; (ii) the economic policies of the Nazis; (iii) the divisions between the different opposition groups.

Target: AO1

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

Level 1: General answer. Answers lack specific contextual knowledge [1-2]

e.g. *'The opposition failed because they were split and could not work together.'*

Level 2: Identifies the reasons why these factors led to the failure of opposition [2-4]

e.g. *'The opposition failed because the Communists and the Social Democrats would not work together. The army went along with Hitler's policies and did not oppose him while he was successful in his military conquests.'*

OR Description only.

Level 3: Explanation of the contribution of one reason [3-5]

e.g. *'There was not much opposition because of the SS and the Gestapo. The SS frightened people into obedience. They could arrest anyone they wanted and they ran their own concentration camps. They sent anyone who was known as a Communist or a Trade Unionist to these camps especially the leaders. This meant those who might have opposed the Nazis had no leaders while others were too scared to do anything. The Gestapo spied on everyone. They had informers everywhere who reported on any sign of anti-Nazi feeling. So many people might grumble about the government with friends and refuse to join the Party but they would not risk open opposition because they and their family would be dealt with severely.'*

Level 4: Explanation of the contribution of reasons [6-8]

e.g. *'Explains the contribution of the 'methods of the SS and Gestapo; the economic policies of the Nazis,' etc.'*

Level 5: Explanation of how these factors acted together to bring about the failure of opposition to Nazi rule [9-10]

These answers explain how the factors combined together to bring about the failure of opposition (fully explained).

