



# **GCE A LEVEL MARKING SCHEME**

**SUMMER 2025**

**HISTORY - UNIT 4**

**DEPTH STUDIES 5–8: NON-BRITISH HISTORY**

**1100U50-1**

**1100U60-1**

**1100U70-1**

**1100U80-1**

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## About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

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## **Marking guidance for examiners for Question 1**

### **Summary of assessment objectives for Question 1**

Question 1 assesses assessment objective 2. This assessment objective is a single element focused on the ability to analyse and evaluate contemporary source material in its historical context. The mark awarded to Question 1, which is a compulsory question, is 30.

### **The structure of the mark scheme**

The mark scheme for Question 1 has two parts:

- An assessment grid advising which bands and marks should be given to responses that demonstrate the qualities needed in assessment objective 2.
- Advice on the specific question outlining indicative content that can be used to assess the quality of the specific response. This content is not prescriptive, and candidates are not expected to mention all the material referred to. Assessors must credit any further admissible evidence offered by candidates.

### **Deciding on the mark awarded within a band**

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that level are displayed. Third, a final mark for the question can then be awarded.

**AO2:** Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

|                                                         |                    | <b>Value of the sources</b>                                                                           | <b>Analysis and evaluation of the sources in their historical context</b>                               | <b>Focus on the question set</b>                                                                                    |
|---------------------------------------------------------|--------------------|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| <b>Band 6</b>                                           | <b>26–30 marks</b> | The learner shows clear understanding of the strengths and limitations of the sources.                | The sources are clearly analysed and evaluated in the specific and wider historical context.            | The learner will make a sustained and developed attempt to utilise the sources to directly answer the question set. |
| <b>Band 5</b>                                           | <b>21–25 marks</b> | The learner considers the strengths and limitations of the sources.                                   | There is some analysis and evaluation of the sources in the specific and wider historical context.      | The learner deploys the sources appropriately to support the judgement reached about the question set.              |
| <b>Band 4</b>                                           | <b>16–20 marks</b> | The learner develops a response which begins to discuss the strengths and limitations of the sources. | There is some analysis and evaluation of the sources with an awareness of the wider historical context. | The learner deploys the sources to support the judgement reached about the question set.                            |
| <b>Band 3</b>                                           | <b>11–15 marks</b> | The learner uses most of the source material to develop a response.                                   | There is some analysis and evaluation of the sources.                                                   | The learner begins to discuss the sources' use in the context of the question set.                                  |
| <b>Band 2</b>                                           | <b>6–10 marks</b>  | The learner uses some of the source material to develop a response.                                   | The learner begins to analyse and evaluate the sources, but it is largely mechanical.                   | The learner attempts to comment on the sources' use but lacks context.                                              |
| <b>Band 1</b>                                           | <b>1–5 marks</b>   | There is limited evidence of the use of the sources.                                                  | Sources are used for their content only.                                                                |                                                                                                                     |
| Award 0 marks for an irrelevant or inaccurate response. |                    |                                                                                                       |                                                                                                         |                                                                                                                     |

**Candidates will be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.**

## Stamps and annotations used for Assessment Objective 2

| Stamp                                                                               | Annotation                 | Meaning/use                                                                                                                                            |
|-------------------------------------------------------------------------------------|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <b>Copy from text</b>      | Where the candidate is copying or paraphrasing material and passing it off as analysis                                                                 |
|    | <b>Correct</b>             | Where a correct point drawn from the source has been made                                                                                              |
|    | <b>Incorrect</b>           | Where the comment is incorrect in terms of the history or how the history has been (mis)understood, or where an unsupportable conclusion has been made |
|    | <b>Judgement</b>           | Used to note an emerging or not fully supported judgement                                                                                              |
|    | <b>Question mark</b>       | It is unclear what the candidate is referring to from the source                                                                                       |
|    | <b>Specific</b>            | Where the specific historical context of the source is being addressed                                                                                 |
|  | <b>Supported judgement</b> | Used to note a clear and supported judgement. Also used for effective summative judgement                                                              |
|  | <b>Value to Historian</b>  | Where there is a specific – supported – comment on how the material is of value to an historian                                                        |
|  | <b>Wider</b>               | Where the wider historical context of the source is being addressed                                                                                    |
|  | <b>Underline</b>           | Use to underline contextual analysis                                                                                                                   |
|  | <b>Box</b>                 | Used to box larger sections of contextual analysis                                                                                                     |
|  | <b>Comment box</b>         | Used to provide a brief summative comment of the final mark awarded, drawing on terminology from the mark scheme                                       |

1100U50-1

Depth study 5  
Part 2Religious reformation in Europe c.1500–1564  
The spread of Protestantism and counter-Reformation  
c.1531–1564

0 1

Using your understanding of the historical context, assess the value of these three sources to an historian studying the influence of Lutheranism in Germany between 1531 and 1555. [30]

Candidates will consider the value of the sources to an historian studying the influence of Lutheranism in Germany between 1531 and 1555. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations in the analysis and evaluation of the sources may include the following.

**Source A** Lutheran princes in Germany express their views in *The First Agreement on the Founding of the Schmalkaldic League* (27 February 1531)

We all intend loyally and sincerely to support one another, and that we should and will warn one another of dangers. None shall knowingly allow the enemies and foes of another to sneak through, advance, or withdraw. Our League is intended solely for defensive and repulsive purposes and not for any of us to start a war of any kind. It may happen that one of us ... shall be attacked ... or threatened ... because of the Word of God. ... In that case, we others who are all united in this Christian League, also each on his own account, shall, as soon as we hear and accept report from the victim or another reliable source, regard the matter as though we ourselves were under attack, made feud against, or invaded, and as though the matter were our own. In that case, each ally shall, without delay and without waiting for the others, muster all of his resources to aid him who has been invaded, to save and free him and give him air and space. The rest of us shall, as best we can, loyally take up the matter, just as each one's Christian love and loyalty, conscience, and interest demand. We shall, one and all, give aid in the most rapid and efficient manner, as seems best and most appropriate to the case at hand.

### Marking notes

The general context of the source is that it follows on from the protest of the Lutheran princes against papal authority in Germany, while its specific context is the response by leading German princes, including Philip I of Hesse and John Frederick I of Saxony, to the threat posed by Charles V following the 1530 Diet of Augsburg, which had imposed an ultimatum on the German princes to return to the Catholic fold. The source has value in that it shows the Lutheran princes felt so threatened by the Emperor and their Catholic rivals during the Augsburg Interim that they decided to form a defensive alliance to act collectively in case of an attack against one of them. The language of the treaty emphasises that this is a purely defensive arrangement to protect the true religion – the Word of God, as they see it. Their understanding of the threat is clear, as is their solidarity in the face of it, even though this alliance would eventually fail when tested at the end of the 1540s.

The source corresponds with Source C as it indicates the strain that opposition such as this placed on Charles, which ultimately led to his (full) abdication in 1556.

## 1100U50-1

**Source B** Martin Bucer, one of the Protestant delegates at the Colloquy of Regensburg [Ratisbon], sets out the Protestant position (1541)

God's Word and not men's opinions must be the basis for moderation in the Church. The people in our party have studied the points under debate, guided by God's Word and the well-known and commonly accepted teaching of our Church. Thus, we will not give ground on them.

First, we must not allow any worship which is based on ideas that make the Gospel hard to understand because we are dealing with God's glory and the Holy Gospel's light. We would be approving an abuse if we accepted the praying to saints and other styles of service which cannot be found in God's Word.

Second, we are not able to accept or approve anything that goes against our consciences. ... [We] have been convinced in these issues by true Biblical authority and the teachings of our Church.

Third, these issues concern the whole Church everywhere. If we change our minds now and condone some of the abuses which we have already attacked and rejected – on the basis of God's Word – then our words would be used, now and in the future, against anyone who, with godly conscience, believes the right thing in these matters.

### Marking notes

The general context of the source is the ongoing attempt by Charles V to try and find common ground for reconciliation between the Lutheran and Catholic princes in the Holy Roman Empire. Its specific context is the continuation of meetings that had taken place at Hagenau and at Worms the previous year: these had sought to resolve the disagreements regarding the Augsburg Confession which had been lingering over the past decade – especially in light of Charles V's ongoing struggles with the Ottoman Empire. The source has value in that it refers to the meeting of Catholic and Protestant theologians at Regensburg, where they attempted to find the compromise that Charles V wanted so he could focus his efforts on defeating the French and the Ottomans. Neither the Papacy nor Luther had sanctioned this and, as Bucer points out, it would not be possible for the Protestants to accept things that were not based in Scripture, nor could they accept doctrines they had already rejected. This suggests that compromise by the Protestants seemed unlikely at the very least. However, naturally, the source gives only the Protestant viewpoint, and while this inherent bias is valuable in that it indicates the Protestant position at Regensburg, it assumes that the Catholics are wrong and inflexible, without stating what they are wrong and inflexible about and conceding neither the inflexibility of the Protestants' position, nor that many within Germany remained Catholic.

The source corresponds with Source C in that it is an earlier attempt at the kind of religious compromise, which was one of the reasons for Charles V's abdication.

## 1100U50-1

**Source C** Charles V, announcing his abdication as ruler of the Low Countries in an address to the Notables of the Netherlands (25 October 1555)

Upon my predecessor's death, I took the Imperial crown, not to increase my possessions but rather to engage myself more vigorously in working for the welfare of Germany in the hope of bringing peace among the Christian peoples and uniting their fighting forces for the defence of the Catholic faith against the Ottomans.

It was partly the German heresy and partly rival powers that prevented me from fully achieving the goal of my efforts. With God's help, I have nonetheless never ceased resisting my foes or striving to fulfil my mission. ... Already before my last campaign in Germany, my pitiful state of health prompted me to consider the idea of ridding myself of the burdens of state, but the troubles which then beset Christendom forced me to give up this plan in the hopes that peace could be restored. Because I felt stronger then than I do now, I held it for my duty to sacrifice my remaining strength and my life for my peoples' welfare. I had almost reached my goal, when the attack by the French king and some German princes called me once more to arms. Against my enemies I accomplished what I could, but success in war lies in the hands of God, who gives victory or takes it away as He pleases. Many battles have been won that Our children can celebrate.

### Marking notes

The general context of the source is the settlement of the Lutheran issue in Germany while its specific context relates to Charles's decision to begin to abdicate his position in the Netherlands due to his ill health and his weariness at having failed to settle the many issues that had bedevilled his reign. The source has value in that it is Charles V's announcement of, and explanation for, his abdication of his role in the Netherlands and paves the way for his full abdication the following year. He claims to have become Holy Roman Emperor with nothing but the best intentions, but that ill health and treachery by the French and the Lutherans, as well as repeated attacks by the Ottomans, prevented him from leaving his possessions unified and peaceful. The limitation is the veracity of what he is saying – Charles is making excuses for his failures at the same time as trying to find positives in his legacy, for which he mentions battles he has won and his dogged defence of Christianity.

The source corresponds with Source A as it links to the failure of Charles V's attempt at a military victory over the Lutherans which is the reason for the alliance being formed in 1531.

1100U60-1

Depth study 6  
Part 2France in revolution c.1774–1815  
France: republic and Napoleon c.1792–1815

**0 1** Using your understanding of the historical context, assess the value of these three sources to an historian studying the role of Robespierre during the Terror. [30]

Candidates will consider the value of the sources to an historian studying the role of Robespierre during the Terror. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations in the analysis and evaluation of the sources may include the following.

**Source A** Maximilien Robespierre, the leading figure on the Committee of Public Safety, delivering a speech to the National Convention outlining the “Principles of the Republic of Virtue” (5 February 1794)

What is our ultimate aim? The peaceful enjoyment of liberty and equality; the reign of eternal justice, whose laws are engraved, not on marble and stone, but in the hearts of men, even in that of the slave who forgets them and of the tyrant who rejects them [there was applause at this point]. We desire to see an order of things where all base and cruel feelings are suppressed and where the law encourages benevolent and generous feelings; where ambition means the desire for glory and the service of the Republic; where social distinctions emerge from conditions of equality; where the citizen is subject to the magistrate, the magistrate to the people, and the people to the principle of justice; where the nation assures the wellbeing of every individual and where every individual proudly enjoys the prosperity and glory of the nation. ... We wish to replace the vices and mistakes of the monarchy by the virtues and miraculous achievements of the Republic [there was again applause at this point]. We wish to fulfil the plan of nature and promote the destiny of humanity, to fulfil the promises of enlightened philosophy. All this in order that France will become a model for all nations to imitate; it will become the scourge of oppressors, the saviour of the oppressed, the bright star of the universe. And whilst we seal our achievements with our blood, we can at least see the stars of universal happiness shining. ... That is our ambition, that is our aim.

### Marking notes

The general context of the source is the success which the armies of the republic had in restoring order to those parts of the country where counterrevolutionary activity was rampant. The specific context of the source is the desire to set out a vision of just what the republic aimed to achieve once most of its enemies had been subjugated. The voice of the source is Robespierre, undoubtedly the central figure on the Committee of Public Safety, and in this speech to the National Convention he gives an invaluable insight into the idealistic vision which he had for the future of the Republic. The source has value as Robespierre was the dominant politician at the time and these are his own words; however, they may also reflect his blindness to alternatives. Indeed, the Terror which he and the Committee of Public Safety unleashed was a ruthless vehicle to preserve the republic from its internal and external enemies and, once it had been saved, Robespierre was able to offer his vision of the sort of state that he wished to create – the Republic of Virtue.

This source contradicts both Sources B and C in depicting Robespierre as an idealist determined to save and preserve the republic at all costs.

1100U60-1

**Source B** Helen Maria Williams, an English writer living in France, writing in a collection of open letters concerning French politics (c. June 1794)

Robespierre has now attained nearly the summit of his hopes; and his ignorance being equal to his vanity, he did not perceive that the few steps he had to climb before he could grasp at absolute power must be trodden with caution, since he had advanced so far that if he was now compelled to descend, it could only be by a descent which would lead to his death. He had destroyed his most powerful rival Danton; but his spies and emissaries, and above all his guilty conscience, told him that more of his colleagues must fall to give him perfect safety. He read in the faces of the deputies, in the silent gloom with which his edicts were sanctioned, that new storms gathered over his head. And he prepared in conjunction with Couthon, the means of putting absolutely in his power the lives of all those who opposed him. In the meantime, he thought fit to amuse the people by a festival in honour of the Supreme Being.

### Marking notes

The general context of the source is the ruthless dictatorship which Robespierre was presiding over in the wake of the suppression of the counter-revolution and the removal of his key rivals. The specific context of the source is his attempt, in the wake of de-Christianisation, to provide an alternative religion – the Cult of the Supreme Being. The author of Source B, an English writer living in France, offers a critical view of Robespierre, which accuses him of destroying his enemies and in desiring ‘absolute dominion’. In a climate which is rife with fear and suspicion, her words are stark and, in many ways, courageous. As an opponent she would know the likely consequences of being so outspoken. The system was riven with spies and fear, and his vanity had – according to Williams – culminated in the Cult of the Supreme Being.

This source contrasts with source A in that it depicts Robespierre not as an idealistic republican but a tyrant and a would-be dictator.

1100U60-1

**Source C** A contemporary print, *Cy Gyt Toute La France* [Here lies all of France] (c. July 1794). In the image, Robespierre is depicted, with his feet upon the constitutions of 1791 and 1793, guillotining the executioner, having already guillotined all other groups in France – as indicated by the letters above the other guillotines.



### Marking notes

The general context of the source is the Terror, where so many opponents of the Republic and others were executed by – what became the infamous symbol of the period – the guillotine. Its specific context is the political turmoil around Robespierre, which led to his overthrow. Source C is a contemporary print published in the month when he was overthrown in the coup of Thermidor. It depicts a far from flattering view of Robespierre and his approach to government. This sums up visually what the Terror implied for many people: a time of enormous brutality where the shadow of the guillotine created an atmosphere of unprecedented fear among the population and the political nation. The revolution was indeed consuming its own, and Robespierre is depicted as the last man standing, having trampled over the constitutions of 1791 and 1793 in the course of establishing his own dictatorship. His many enemies were gathering.

This source supports Source B in depicting Robespierre as a ruthless tyrant executing all his opponents.

1100U70-1

Depth study 7  
Part 2The crisis of the American republic c.1840–1877  
Civil war and reconstruction c.1861–1877

- 0 1** Using your understanding of the historical context, assess the value of these three sources to an historian studying the leadership of President Abraham Lincoln during the period from 1861 to 1865. [30]

Candidates will consider the value of the sources to an historian studying the leadership of President Abraham Lincoln during the period from 1861 to 1865. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations in the analysis and evaluation of the sources may include the following.

|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Source A</b> | William H Seward, Secretary of State in President Lincoln's cabinet, in the memorandum <i>Some Thoughts for the President's Consideration</i> (1 April 1861)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 1st.            | We are at the end of a month's administration and yet without a policy either domestic or foreign. ...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 3rd.            | But further delay to adopt and prosecute our policies for both domestic and foreign affairs would not only bring scandal on the Administration, but danger upon the country. ...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 5th.            | The policy<br>At home.<br><br>... My system is built upon this idea as a ruling one, namely that we must change the question before the public from one upon Slavery, or about Slavery for a question upon Union or Disunion. In other words, from what would be regarded as a political question to one of patriotism.<br><br>For Foreign Nations.<br><br>I would send agents into Canada, Mexico and Central America, to rouse a vigorous continental spirit of independence on this continent against European intervention. And if satisfactory support is not received from European countries, would convene Congress and declare war against them, but whatever policy we adopt, there must be an energetic prosecution of it. For this purpose, it must be somebody's business to pursue and direct it incessantly. Either the President must do it himself and be all the while active in it; or devolve it on some member of his Cabinet. Once adopted, debates on it must end, and all agree and abide. |

### Marking notes

The general context of the source is the beginning of Lincoln's presidency, while the specific context of the source is the advice his Secretary of State William Seward is giving him just prior to hostilities breaking out with the newly formed Confederacy. The source has value as it shows Lincoln being lectured by Seward, who it may be noted was Secretary of State, about the appropriate action to take in response to the Confederacy's break with the Union and is proposing an aggressive approach to the issue of slavery at home and to raising support for the Union's cause from amongst their continental neighbours. His criticism is that Lincoln currently has no plan, even though he has only just been formally inaugurated. Seward is not demonstrating any of the tact and diplomacy that Lincoln had been showing since winning the election in November 1860 and trying to do everything he can to avoid a civil war.

The source corresponds with Source C as Lincoln's fully formed views on the slavery question, which he is being criticised for not having here, are revealed by 1865.

## 1100U70-1

**Source B** Clement Vallandigham, a Peace Democrat, in his speech to the House of Representatives on how the war was being conducted by the Union (14th January 1863)

I have denounced from the beginning the violations and the breaches of law and Constitution, by the President and those under him; their repeated and persistent arbitrary arrests, the suspension of *habeas corpus*, the violation of freedom of privacy, of the press and of speech, and all the other multiplied wrongs and outrages upon public liberty and private right, which have made this country one of the worst despotisms [dictatorships] on earth for the past twenty months; and I will continue to denounce them to the end ...

Sir, twenty months have elapsed, but the rebellion is not crushed; its military power has not been broken; the insurgents have not dispersed. The Union is not restored; nor the Constitution maintained; nor the laws enforced. The Confederate flag is still near the Capitol in Washington, and the Confederate Government is stronger ...

You have not conquered the South. You never will. But you have spent money without limit and poured out blood like water. The war for the Union is, in your hands, a most bloody and costly failure ... War for the Union was abandoned; war for the negro openly begun, and with stronger battalions than before. With what success?

### Marking notes

The general context of the source is the midpoint of Lincoln's first term in office, while the specific context of the source is an angry denunciation of Lincoln's conduct of the Civil War by a "Copperhead", a Peace Democrat. The source has value in that there are several criticisms aimed generally at the rapid growth of executive power, intrusions of the war into personal liberty and, most specifically, there is criticism of recently enacted Emancipation Proclamation. Vallandigham is arguing that Lincoln has given up fighting for the Constitution and the Union and that now the blood being spilt is purely in the name of freeing the slaves. He is arguing that, for all of the deaths and suffering, Lincoln has yet to achieve victory in the war and there is no Union victory in prospect either. It may, however, be noted as a caveat here that as a Peace Democrat, Vallandigham would likely be biased against Lincoln and his leadership.

The source corresponds with Source C as, here, it is Lincoln being accused of prolonging the war, while in Source C Lincoln accuses the Confederacy of doing this.

## 1100U70-1

**Source C** President Abraham Lincoln in his second inaugural address (4 March 1865)

Fellow countrymen. The progress of our military, upon which all else chiefly depends, is as well known to the public as to myself, and it is, I trust, reasonably satisfactory and encouraging to all.

In my first inaugural address all thoughts were anxiously directed to an impending civil war. All dreaded it, all sought to avert it...

And the war came.

Slavery was somehow the cause of the war. To strengthen, perpetuate, and extend slavery was the object for which the insurgents would break the Union even by war, while the Government claimed no right to do more than to restrict the territorial enlargement of it. Each looked for an easier triumph, and a result less fundamental and astounding. Both read the same Bible and pray to the same God, and each invokes His aid against the other. The prayers of both could not be answered. Fondly do we hope, fervently do we pray, that this mighty scourge of war may speedily pass away ...

With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and his orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.

### Marking notes

The general context of the source is the beginning of Lincoln's second term as President, while the specific context of the source is Lincoln's second inauguration, taking place just as the Union is on the verge of victory in the Civil War as Union troops have swept through Georgia and the Shenandoah Valley, and with the siege of the Confederate capital at Richmond coming to an end in the Union's favour. The source has value in that it shows Lincoln contemplating, not about winning the war, but what should happen once the war is finally over. While he is acknowledging that slavery was a cause of division, he is also looking to find common ground in the worship of God, as well as hoping that an end to the war will give the American people a chance to heal their wounds and find an end to conflict and division. However, it may also be noted that in this speech Lincoln has an agenda – that he is trying to persuade the people to unite after the war.

The source corresponds with Source B as he is acknowledging the destruction caused by the war for which the author of Source B is criticising him.

1100U80-1

Depth study 8  
Part 2Germany: Democracy and dictatorship c.1918–1945  
Nazi Germany c.1933–1945

- 0 1** Using your understanding of the historical context, assess the value of these three sources to an historian studying the consolidation and extension of Nazi control during the period from 1933 to 1936. [30]

Candidates will consider the value of the sources to an historian studying the consolidation and extension of Nazi control during the period from 1933 to 1936. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations in the analysis and evaluation of the sources may include the following.

**Source A** Horace Rumbold, the British Ambassador to Germany, in a confidential dispatch to the British government (26 April 1933)

The Chancellor has been busy gathering all the strings of power into his hands, and he may now be said to be in a position of unchallenged supremacy. The parliamentary regime has been replaced by a regime of brute force, and the political parties have, with the exception of the Nazis and Nationalists, disappeared from the arena. For that matter, Parliament [the Reichstag] has ceased to have any reason for existence. The Nazi leader has only to express a wish to have it fulfilled by his followers. ...

The new regime is confident it has come to stay. It has embarked on a programme of political propaganda on a scale for which there is no comparison in history. Dr Goebbels is engaged on a two-fold task: to uproot every political creed in Germany except Hitlerism, and to prepare the soil for the revival of militarism. The press has been delivered into his hands. ...

A campaign of terror instituted by the authorities has not failed to have its effect on Democrats, Socialists and Communists alike. ...

Hitlerism has spread with extraordinary rapidity since 5 March, and those who witnessed the celebration of Hitler's birthday a few days ago must have been impressed by the astonishing popularity of the new leader with the masses.

### Marking notes

The general context of Source A can refer to the events leading to Hitler's assumption of power as Chancellor and can refer to the period from 1932 to 1933. The specific context of the source is rich and can include reference to the Reichstag Fire, the Enabling Act, the 5 March elections, and so on. The value of the source lies in Rumbold's position – he is likely to be very well informed and, as the representative of a great power, he will have the resources to comment with authority. His comments are perceptive, and he is accurate about the political situation, the regime's use of propaganda and the uncanny popularity of Hitler at this stage. It is a confidential dispatch for the eyes of the British Foreign Office and not for public consumption. It could be argued it is a limited view (from solely a British stance) and a wider perspective would be beneficial. Nevertheless, Rumbold is convincing about the early stages of Nazi consolidation.

This source complements Sources B and C in describing the speed and effectiveness of the Nazi seizure of power and the establishment of authoritarian government.

1100U80-1

|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Source B</b> | William Shirer, an American journalist and broadcaster, writing in his diary (14 July 1934 and 3 August 1934). This diary was published in 1941 as <i>Berlin Diary – The Journal of a Foreign correspondent 1934–41</i> .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 14 Jul. 1934    | It now develops that Hitler's purge was more drastic than first reported. Röhm did not kill himself but was shot on the orders of Hitler. Other dead: Heines, notorious Nazi boss of Silesia; Doctor Erich Klausner, leader of the "Catholic action" in Germany; Fritz von Bose and Edgar Jung, two of Papen's secretaries (Papen himself narrowly escaped with his life); Gregor Strasser, who used to be second in importance to Hitler in the Nazi Party; and General Schleicher and his wife, the latter two murdered in cold blood. I see von Kahr is on the list, the man who failed to support Hitler's Beer House Putsch in 1923. Hitler has thus taken his personal revenge. Yesterday, on Friday the 13th, Hitler got away with his explanation in the Reichstag when he screamed: "The Supreme Court of the German people during these twenty-four hours consisted of myself!". The deputies rose and cheered. |
| 3 Aug. 1934     | Hitler did what no one expected. He made himself both President and Chancellor. Any doubts about the loyalty of the army were done away with before Hindenburg's body was cold. Hitler had the army swear an oath of unconditional obedience to him personally. The man is resourceful.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

### Marking notes

The general context of Source B is the role of the SA and the tensions within the Nazi organisation and, of course, the relationship with the Reichswehr. The specific context of the source is the Night of the Long Knives. The value of the source lies in the viewpoint of a US journalist who was also a broadcaster for the Columbia Broadcasting System (the CBS network in the US). The source makes clear the scale of Hitler's purge – it went far beyond the SA and involved settling scores with opponents both recent and ancient. Also important is the swift approval of Hitler's actions by a subservient Reichstag. Shirer betrays his distaste for Hitler in the tone of his reporting and as a correspondent from a democracy he is likely to have a jaundiced view of the Third Reich.

This source confirms the evidence in Sources A and C that the Nazi takeover is complete and has been achieved in record time.

## 1100U80-1

**Source C** A message to all Gestapo Offices and to the Political Police of the State (SD) from Gestapo headquarters, Berlin (22 April 1936)

A list must be sent in by return of post of those people in your area who were prominent in opposing and slandering the National Socialist movement before the takeover of power. The following details are requested concerning the prominent leaders in politics and business from the camp of the former DNVP [the German National People's Party], the DVP [the German People's Party] and the DDP [the German Democratic Party]: the first name and surname, the date and place of birth, whether or not a Jew, present domicile [place of residence], profession, including all posts held by the person concerned, whether the person is in receipt of a pension etc., and whether the person had his citizenship revoked or whether an application has been made for the revocation of his citizenship. Furthermore, a detailed report must be made about the incidents in which the individual was involved, particularly any hostile activity towards the NSDAP, and whether or not the person in question is still a clandestine opponent of the National Socialist State.

### Marking notes

The general context of Source C is the regime's consolidation by 1936, and candidates may discuss the growth of a police state, the elimination of political opposition and the role of propaganda. It would also be permissible to allow contextual references to other events of 1936 including the Rhineland, the Olympics and the improved economic position. The specific context of the source is the continuing clampdown by the Gestapo of potential opponents of the regime. The source is from Gestapo headquarters and reflects the mindset and priorities of the security apparatus of the Nazi state. Its message is as much concerned with historical opposition as it is with current concerns. The value of the source lies in its illustration of the centralised police state, the detail of surveillance and the level of bureaucracy. Not all the parties listed are left wing, which is a telling detail by 1936. It is, of course, only one small part of the security jigsaw, but it is illustrative nonetheless.

This source shows how the Nazi takeover evidenced in Sources A and B has been confirmed and deepened at the local level by the operation of the police state.

## **Marking guidance for examiners for Question 2 and Question 3**

### **Summary of assessment objectives for Question 2 and Question 3**

Question 2 and Question 3 assess assessment objective 1. This assessment objective is a single element focused on the ability to analyse and evaluate and reach substantiated judgements. 1. In addition to the compulsory 30-mark Question 1, candidates choose either Question 2 or Question 3. The mark awarded to each question is 30. The paper has a maximum tariff of 60.

### **The structure of the mark scheme**

The mark scheme for Question 2 and Question 3 has two parts:

- An assessment grid advising which bands and marks should be given to responses that demonstrate the qualities needed in assessment objective 1.
- Advice on each specific question outlining indicative content that can be used to assess the quality of the specific response. This content is not prescriptive, and candidates are not expected to mention all the material referred to. Assessors must credit any further admissible evidence offered by candidates.

### **Deciding on the mark awarded within a band**

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that level are displayed. Third, a final mark for the question can then be awarded.

**AO1:** Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

|                                                         |                    | <b>Analysis and evaluation</b>                                                                           | <b>Judgement</b>                                                                       | <b>Knowledge</b>                                                                                                                       | <b>Communication</b>                                                                                                                                                                                   |
|---------------------------------------------------------|--------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Band 6</b>                                           | <b>26–30 marks</b> | The learner is able to effectively analyse and evaluate the key issues in relation to the set question.  | A focused, sustained and substantiated judgement is reached.                           | The learner is able to demonstrate, organise and communicate accurate knowledge which shows clear understanding of the period studied. | The learner is able to communicate clearly and fluently, using appropriate language and structure with a high degree of accuracy in a response which is coherent, lucid, concise and well-constructed. |
| <b>Band 5</b>                                           | <b>21–25 marks</b> | The learner is able to clearly analyse and evaluate the key issues in relation to the set question.      | There is a clear attempt to reach a substantiated judgement which is supported.        | The learner is able to demonstrate and organise accurate and relevant historical knowledge of the period studied.                      | The learner is able to communicate accurately and fluently using appropriate language and structure with a high degree of accuracy.                                                                    |
| <b>Band 4</b>                                           | <b>16–20 marks</b> | The learner is able to show understanding of the key issues demonstrating sound analysis and evaluation. | A judgement is seen but lacks some support or substantiation.                          | There is evidence of accurate deployment of knowledge.                                                                                 | There is a good level of written communication with a reasonable degree of accuracy.                                                                                                                   |
| <b>Band 3</b>                                           | <b>11–15 marks</b> | The learner is able to show understanding through some analysis and evaluation of the key issues.        | There is an attempt to reach a judgement, but it is not firmly supported and balanced. | Some relevant knowledge on the set question is demonstrated.                                                                           | There is a reasonable level of written communication which conveys meaning clearly though there may be errors in spelling, punctuation and grammar.                                                    |
| <b>Band 2</b>                                           | <b>6–10 marks</b>  |                                                                                                          | There is an attempt to provide a judgement on the question set.                        | The learner provides some relevant knowledge about the topic.                                                                          | There is a reasonable level of written communication which conveys meaning though there may be errors.                                                                                                 |
| <b>Band 1</b>                                           | <b>1–5 marks</b>   |                                                                                                          | There is little attempt to provide a judgement on the question set.                    | The learner provides limited knowledge about the topic.                                                                                | There is an attempt to convey meaning though there may be errors.                                                                                                                                      |
| Award 0 marks for an irrelevant or inaccurate response. |                    |                                                                                                          |                                                                                        |                                                                                                                                        |                                                                                                                                                                                                        |

## Stamps and annotations used for Assessment Objective 1

| Stamp                                                                               | Annotation                 | Meaning/use                                                                                                                                            |
|-------------------------------------------------------------------------------------|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <b>Analysis</b>            | For specific sections of correct and effective analysis of either historical material or argument                                                      |
|    | <b>Developed Point</b>     | Where the argument being presented has gone beyond assertion and utilises supporting material                                                          |
|    | <b>Evaluation</b>          | For specific sections of correct and effective evaluation, where an idea (or more than one idea) is effectively appraised                              |
|    | <b>Incorrect</b>           | Where the comment is incorrect in terms of the history or how the history has been (mis)understood, or where an unsupportable conclusion has been made |
|    | <b>Judgement</b>           | Used to note an emerging or not fully supported judgement                                                                                              |
|    | <b>Narrative</b>           | The candidate is offering information that may be valid, but is not using it to answer the set question                                                |
|  | <b>Not relevant</b>        | Topic-based material that is not relevant to the set question                                                                                          |
|  | <b>Repetition</b>          | Stating the same thing as previously in the response. Possibly using different words, but not always                                                   |
|  | <b>Something here</b>      | The candidate begins to make an argument, but it is undeveloped                                                                                        |
|  | <b>Supported judgement</b> | Used to note a clear and supported judgement. Also used for effective summative judgement                                                              |
|  | <b>Vague</b>               | Where the candidate alludes to historical evidence, or an argument and it is unclear what they mean                                                    |
|  | <b>Underline</b>           | Used to underline a smaller section of material that is being used to answer the set question                                                          |
|  | <b>Box</b>                 | Used to box a larger a section of material that is being used to answer the set question                                                               |
|  | <b>Comment box</b>         | Used to provide a brief summative comment of the final mark awarded, drawing on terminology from the mark scheme                                       |

1100U50-1

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- How successful were attempts by the Catholic Church to deal with the Lutheran threat? Refer only to the period from 1536 to 1564 in your response.**  
[30]

Candidates will offer an appraisal of the level to which the Catholic Church was successful in dealing with the Lutheran threat during the specified period. They will demonstrate knowledge of the Catholic Church's specific responses to the threat from Lutheranism, gauging if and how successfully these threats were repelled. If other threats to the Catholic Church at this time are referred to, these must be deployed only to contextualise the efficacy of the Church's response to Lutheranism. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- Papal support for the Jesuits and the establishment of seminaries that could maintain support for the Church and provide the basis to take the fight back to Protestants.
- The founding of new religious orders such as the Theatines and Ursulines, which reenergized the Church and promoted devotion over more secular concerns.
- The establishment of clearly defined Church doctrine by the Council of Trent allowed for more effective identification of heresy. Delays in making pronouncements meant the Council took two decades to achieve what it had been initially established for.
- The Inquisition was expanded and the Index of Prohibited Books to help maintain discipline to Catholic doctrine was published.
- However, attempts to find a religious compromise or to deal with the issues of corruption and ambiguous doctrine raised by humanists and the Church's own analysis – *Consilium de Emendanda Ecclesia* – had failed.
- Further, Lutheranism had been acknowledged as established in Germany by the Peace of Augsburg in 1555 – a territorial agreement that ran counter to the Catholic Church's claims to be the universal Church.
- Some of the innovations of this period, for example inquisitions and the influence of new religious orders such as the Jesuits, were dependent on support of local rulers, which was easier to achieve in countries such as Spain, but harder to achieve in the Holy Roman Empire.
- By 1564, the Catholic Church was in a much better position to identify and deal with heresy, but Lutheranism was now fully established in Germany, as was Calvinism in Geneva.
- While there were some successes in the Catholic approach to the Lutheran threat in Germany, the best they had been able to manage was to stop it from spreading further than it had reached by 1555.

1100U50-1

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**Examine the impact of Calvinism on Geneva in the period between 1536 and 1564.** **[30]**

Candidates will offer an analysis of the impact of Calvinism on Geneva in the specified period. They will demonstrate knowledge of Calvin's efforts towards reform and gauge the impact of these on Geneva. If candidates refer to the impact of the wider reform movement on Geneva, or the wider impact of Calvinism, this can only be done to contextualise his impact in Geneva during these years. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- The publication of the *Ecclesiastical Ordinances* in 1541 established a set of rules by which citizens should live their lives. This became the basis of the law within Geneva.
- The Consistory was established to enforce the Ordinances, which in turn established a theocracy with the political and religious authorities mixed.
- The power of religious ideas became almost unquestioned by the 1550s, hence the ease with which Calvin was able to get support for dealing with the challenge posed by Servetus in 1555.
- Calvin's 1542 catechism spread his ideas to children and, later in his life, he took this further by establishing a college to educate the children of Geneva (in 1559).
- As well as the legacy of religious works such as the *Institutes*, Calvin was also able to hand his work over to his successor, Theodore Beza, to ensure that his influence over the city state continued.
- Calvin had initially been faced with considerable opposition from the Council, which sent him into exile, although they later allowed him to return when they embraced his ideas more fully.
- The Libertines objected to Calvin's foreign influence undermining their social position and campaigned to have him removed (until the point at which they lost their influence in elections in 1555). The Libertines did eventually gain a majority on the Council and opposed Calvin through it, even though they were never powerful enough to have him banished again.
- Calvinism was very well established across many aspects of life in Geneva by the time of Calvin's death in 1564; however, there had been considerable opposition, and actions such as the execution of Servetus faced opposition and condemnation.
- While there were ways in which Calvinism had influenced governance and life in Geneva, there was still some resistance, as well as some revulsion at extreme acts – such as the persecution of Michael Servetus.

1100U60-1

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**“The revolt in the Vendée was the most significant challenge to the First French Republic.” Discuss with reference to the period from 1792 to 1799. [30]**

Candidates will offer an appraisal of whether the most significant challenge to the First French Republic between 1792 and 1799 was the revolt in the Vendée. They will demonstrate knowledge of the revolt in the Vendée and gauge the significance of this against the other developments across this period that challenged the First French Republic. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- The revolt in the Vendée marked the outbreak of the devastating civil war during the French Revolution. It was actively supported by myriad groups from peasants through to former noblemen who loosely comprised the counter-revolution.
- These events triggered uprisings in other parts of France, notably the Federalist Revolt. The inspiration of the Vendée encouraged other rebels to seek help from powers such as Britain, which was able to support and supply rebels.
- The revolt and its suppression drew valuable military resources away from the external conflict that Revolutionary France was fighting against the First Coalition that was challenging the survival of the Republic.
- To contextualize the impact of the revolt in the Vendée, it may be argued that the war (1792–1802) was more significant: the policies of the Committee of Public Safety brutally suppressed the Vendée uprising, while the war lasted through to the Coup of Brumaire (1799) and beyond.
- The war, which led to the need for the army to protect both Republic and the Revolution, also provided opportunities for ambitious and able generals to rise to prominence. No one would have a greater impact on the Republic than Napoleon Bonaparte who ultimately conspired to overthrow it.
- Finally, the revolt in the Vendée may be compared to the counter-revolution and the omnipresent threat of a monarchist restoration. This was never far below the surface, and, during the Directory, there was an active resurgence that was only stifled by anti-democratic means during the Coup of Fructidor (1797).

1100U60-1

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**To what extent did Napoleon's rule (1799–1815) undermine the achievements of the Revolution?**
**[30]**

Candidates will offer an appraisal of the extent to which Napoleon's rule between 1799 and 1815 undermined the achievements of the Revolution. Candidates will demonstrate knowledge of the achievements of the Revolution and the impact of Napoleon's rule across the period, gauging how far his actions upheld, undermined, or indeed had a negligible impact on those revolutionary achievements. While it is not required by the question, should candidates discuss other factors that undermined the achievements of the Revolution, these can only be used to contextualise the impact of Napoleon's rule. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- The Revolution overthrew the monarchy and ended the system of Absolutism. By crowning himself Emperor in 1804, Napoleon overthrew the Republic.
- The revolution had abolished the nobility – along with the other estates of the realm – Napoleon's restoration of the nobility and granting of titles removed the element of social equality that had been established by the Republic.
- The Catholic Church which had been stripped of its privileged position as the First Estate and its land sold off, was revived to a limited extent following the Concordat of 1801. That agreement went a considerable way to restoring the privileges and influence of the Catholic Church in France. However, land purchased when Church property was nationalised was not returned to the Catholic Church.
- The Revolution in its early phase allowed the free expression of ideas and the end of censorship. During the Napoleonic era there was strict control of the flow of information, which was tightly regulated by the government.
- On the other hand, the Napoleonic Code enshrined many gains made by the Revolution, notably equality before the law.
- Further, one of the great grievances of the ancien régime was the system of tax exemptions that benefited the nobility. Napoleon did not restore this privilege and taxation remained universal.
- Although there was no return to an embryonic democratic system, a system of consultative plebiscites was set up and representative bodies continued to exist – albeit without any great power.

1100U70-1

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**“Robert E Lee was the most effective military leader during the US Civil War.”**  
**Discuss.**

[30]

Candidates will offer an appraisal of whether Robert E Lee was the most effective military leader during the US Civil War. They will demonstrate knowledge of Lee’s military leadership, gauging how far it was the most effective of its type during the US Civil War – likely in comparison to the military leadership of others. In this case, candidates will maintain focus on the question and their discussion of others’ leadership must be in the context of their evaluation of Lee’s effectiveness. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- A graduate of Westpoint, just like many of the Union generals he faced, Lee was able to deliver victories for the Confederacy, despite often facing overwhelming Union odds.
- Lee managed to keep the Union army from achieving anything significant along the Virginia front for most of the war; his exploitation of terrain and use of good intelligence about his opponents’ whereabouts and capabilities helped him to successfully lead his Army of Virginia.
- Lee was a very adaptable general, creating new strategies in response to circumstances, as he did effectively at Antietam, and was even willing to support tactical retreats if he thought there was advantage in them.
- Lee has been criticised for his military successes being in the defence of Confederate territory, rather than in his attacks on Union territory, the largest of which was stopped by Meade at Gettysburg.
- In individual battles, Lee may have been able to fight his way to victory against the odds, but ultimately, he lost the war, surrendering to Grant at Appomattox in April 1865.
- Union general Ulysses S Grant developed successful siege strategies against the Confederate strongholds of Vicksburg, Petersburg and the capital at Richmond.
- The “scorched earth” incursions of Union generals such as Sherman or Sheridan into Confederate territory destroyed the South’s ability to wage war and feed itself.
- Lee seemed a formidable general but, unlike Grant’s or Sherman’s, his victories were defensive rather than offensive and ultimately, he was unable to bring victory to the Confederacy.

1100U70-1

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**Examine the impact of Reconstruction on the lives of African Americans between 1865 and 1877.** [30]

Candidates will offer an analysis of the impact of Reconstruction on the lives of African Americans during the specified period. They will demonstrate knowledge of the effects of Reconstruction, gauging its impact on the lives of African Americans. If candidates refer to other issues that affected the lives of African Americans during this period, this can only be done to contextualise the impact of Reconstruction on those people's lives. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- The 13th amendment brought a constitutional end to slavery in the United States.
- Despite the opposition of President Johnson, Congress was also able to pass a Civil Rights Act that would result in the enshrining of the right to equal treatment in the 14th amendment.
- The 15th amendment, guaranteeing the right to vote, temporarily led to increased African American political engagement and representation in the South
- Southern states had tried to implement Black Codes – anti-Civil Rights legislation – as soon as the war was over, as they were trying to limit the impact of Reconstruction.
- While the law gave theoretical rights to African Americans, the rise in vigilantism from groups such as the Ku Klux Klan tried to intimidate African Americans into not being able to benefit from those rights.
- The gains made by African Americans in the years immediately following the Civil War were increasingly at risk as former Confederate states were allowed back into their Union and their representatives returned to Congress.
- As presidential and congressional support for Reconstruction waned after the contested result of the 1876 presidential election, many of the rights of African Americans that had been gained over the previous decade were ignored or reinterpreted. This enabled the re-establishment of white supremacy over African Americans that would become the foundations of segregation.
- While African Americans gained their freedom and many legal rights, in reality this meant little as they had no means of economic independence – and de jure rights were only as good as the authorities willing to enforce them.

1100U80-1

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**To what extent did Nazi economic policy achieve its aims between 1933 and 1945?**
**[30]**

Candidates will offer an appraisal of the extent to which Nazi economic policy achieved its aims during the specified period. They will demonstrate knowledge of Nazi economic aims and the policies that were deployed in pursuit of those aims, gauging their efficacy. If candidates elect to discuss other areas of Nazi policy this can only be done in a limited way to exemplify the extent to which Nazi economic policies might be regarded as successful or a failure in achieving their aims. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- Schacht's New Plan was relatively successful in that it reduced unemployment, which, for example was less than 200 000 by 1939, and reflationed the economy.
- There is some evidence that people's material circumstances had improved by 1939, and it is apparent that industrialists benefited from Nazi economic policy. However, this is contested as some scholarship in this area suggests that standards of living for the majority of the population did not improve from the Weimar period.
- To some extent rearmament had been achieved by 1939 without serious price inflation or mass opposition. However, Germany was not prepared for a long war, and again there is debate here with some historians questioning the extent to which Germany was rearmed by 1939.
- Nevertheless, economic growth was sluggish. Wage growth was negative up to 1939 and there were shortages of raw materials, food and consumer goods. There was a growing balance of payments problem.
- Corporatism was a failure from the outset, and industry was left in private hands. Ley's schemes were never realised, and there was only marginal success in the agricultural sector.
- Autarky was never achieved despite the propaganda, and rearmament was actually wasteful and disorganised until Speer took over in 1942.
- In the 1930s, economic policy was undermined by the tensions between Schacht and Göring until Schacht's resignation in 1937. A full war economy was never properly established until 1942–3, and by then it was too late.
- Candidates may conclude that Nazi economic policy was successful in achieving short-term gains and in enabling Germany's recovery from the Depression. However, that policy was spectacularly unsuccessful in achieving autarky, corporatism and in preparing Germany for the long war resulting from its ambitious foreign policy aims.

1100U80-1

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**How successful was Hitler's conduct of foreign policy during the period from 1933 to 1941?** [30]

Candidates will offer an appraisal of the level of success achieved by Hitler's conduct of foreign policy during the specified period. They will demonstrate knowledge of what the aims of Hitler's foreign policy were, the extent to which those aims were achieved, and how – and how far – Hitler's conduct of those policies contributed to any success that may have been achieved. If candidates elect to discuss other of Hitler's policies, this can only be done in a limited way to exemplify how comparatively successful – or otherwise – his conduct of foreign policy was. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- There may be reference to Hitler's successful dismantling of the Versailles settlement and, from 1935, the beginning of the rearmament of Germany and the remilitarisation of the Rhineland in 1936.
- Hitler united most German-speaking people within one Reich, via the Anschluss with Austria, as well as the occupation of the Sudetenland and the Danzig corridor.
- By 1939 he had engineered the conquest of Czechoslovakia and Poland (although there were repercussions from this – especially the latter).
- Hitler's skill was in presenting himself as more reasonable than he was and in exploiting the weakness of opponents, for example wrongfooting other powers such as in the Anglo–German Naval Treaty, 1935, where he succeeded in wrecking Anglo–French relations and broke the Stresa Front. Further, the Nazi–Soviet Pact, 1939 took the world by surprise.
- However, it was the circumstances of the 1930s that facilitated Hitler's successes: the criticism of Versailles as fundamentally unfair, the weak League of Nations, appeasement and the Munich Agreement, and anxiety about other aggressors, such as Italy and Japan all combined to enable Hitler to achieve his policy aims.
- Hitler misjudged Britain and France's resolve in guaranteeing Poland: he had only planned for a short, or limited, war and ended up with a wider war earlier than was useful in 1939.
- Although an opportunist, his conduct at times could be timid. Hitler decided the Anschluss should happen, but it was Göring who effected it, and his strategic dithering about Britain in 1940–1 went a long way to help seal Germany's fate. Once foreign policy aims had moved beyond reversing Versailles and enabling rearmament to a more ambitious racist/imperialist aim, increasing numbers of mistakes were made, and the attack on the USSR in 1941 proved a fatal error.
- Candidates may conclude that Hitler was successful in achieving rearmament and reversing the Treaty of Versailles. In doing so he was assisted by the special circumstances of the 1930s, the weakness of opponents and the failures of internationalism. He was found wanting in achieving the wider ambitions of his foreign policy aims because of his strategic incompetence and failure to avoid the folly of over extension.