
GCSE
HISTORY
8145/1A/B

Paper 1 Section A/B: Germany, 1890–1945: Democracy and dictatorship

Mark scheme

June 2021

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

0	1
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How does **Interpretation B** differ from **Interpretation A** about the appeal of Hitler?

Explain your answer using **Interpretations A** and **B**.

[4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target

Analyse individual interpretations (AO4a)
Analyse how interpretations of a key feature of a period differ (AO4b)

Level 2:

Developed analysis of interpretations to explain differences based on their content **3–4**

Students may progress from a simple analysis of interpretations with extended reasoning to explain the differences.

For example, the interpretations differ about the impression Hitler creates in a mass meeting. Interpretation B shows he has no appeal because of what he says whereas in Interpretation A the atmosphere and impression he creates is godlike which is very appealing.

Level 1:

Simple analysis of interpretation(s) to identify differences based on their content **1–2**

Students are likely to identify relevant features in each interpretation(s).

For example, Interpretation B does not like Hitler and A does.

Students either submit no evidence or fail to address the question **0**

0	2
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Why might the authors of **Interpretations A** and **B** have a different interpretation about the appeal of Hitler?

Explain your answer using **Interpretations A** and **B** and your contextual knowledge.

[4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Analyse individual interpretations (AO4a)**
Analyse why interpretations differ (AO4c)

Level 2: **Developed answer analyses provenance of interpretation to explain reasons for differences** **3–4**

Students may progress from identification to explanation of the reasons for the differences in the interpretations supported by factual knowledge and understanding related to, for example, differences in provenance, context of their time of writing, place, previous experience, knowledge, beliefs, circumstances, and access to information, purpose and audience.

For example, the interpretations differ because B is married to a lawyer who listens to the words of the speech and the ideas in it. However A was young and impressionable and heard Hitler at a time of the Great Depression.

Level 1: **Simple answer analyses provenance to identify reasons for difference(s)** **1–2**

Students are likely to identify relevant reasons for the differences in each interpretation(s). Related to, for example, differences in provenance, context of their time of writing, place, previous experience, knowledge, beliefs, circumstances, access to information, purpose and audience.

For example, Interpretation B was by someone who was English, whereas Interpretation A was written by a Nazi.

Students either submit no evidence or fail to address the question **0**

0	3
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Which interpretation do you find more convincing about the appeal of Hitler?

Explain your answer using **Interpretations A** and **B** and your contextual knowledge.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target	Analyse individual interpretations (AO4a) Evaluate interpretations and make substantiated judgements in the context of historical events studied (AO4d)	
Level 4:	Complex evaluation of interpretations with sustained judgement based on contextual knowledge/understanding	7–8
	<p>Extends Level 3.</p> <p>Students may progress from a developed evaluation of interpretations by analysis of the relationship between the interpretations supported by factual knowledge and understanding.</p> <p>For example, Interpretation A is convincing about the appeal of Hitler because along with the stage show of Nazi propaganda it was hard to resist. Germany was in the grip of the Great Depression so Hitler’s simple messages seemed to offer quick solutions to Germany’s problems. As the Nazis gained support even in towns where they were not strongly represented, Hitler’s appeal was only part of the story, it was in contrast to the other German politicians at the time who were dull. But all Germans could recognise a charismatic leader figure and buy into the myth.</p>	
Level 3:	Developed evaluation of both interpretations based on contextual knowledge/understanding	5–6
	<p>Extends Level 2.</p> <p>Answers may assert one interpretation is more/less convincing.</p> <p>Students may progress from a simple evaluation of the interpretations by extended reasoning supported by factual knowledge and understanding.</p> <p>For example, the Nazis were very good at staging big events as in Interpretation A and they created an atmosphere that stopped them questioning what was said. Interpretation A is convincing about Hitler’s appeal because it shows the effect of the atmosphere and although she can’t remember what he said, Rüdiger is completely won over by him. But in B it is the Nazi ideas that do not impress and many people, for example, Christians did not agree with Hitler’s ideas.</p>	

Level 2: Simple evaluation of one interpretation based on contextual knowledge/understanding **3–4**

There may be undeveloped comment about the other interpretation.

Students may progress from a basic analysis of interpretations to simple evaluation, supported with factual knowledge and understanding.

For example, Interpretation B is convincing because many Germans did not support Hitler. However, Interpretation A shows that people were swept along by the atmosphere, all the songs, and spectacle convinced people that Hitler was a 'saviour'. This was part of his appeal. So, Interpretation A is more convincing.

Level 1: Basic analysis of interpretation(s) based on contextual knowledge/understanding **1–2**

Answers show understanding/support for one/both interpretation(s), but the case is made by assertion/recognition of agreement.

For example, thousands of Germans heard Hitler speak and were won over to the Nazis so Interpretation B is not convincing.

Students either submit no evidence or fail to address the question **0**

0 4 Describe two problems faced by Germany following the Kaiser’s abdication in 1918. **[4 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Demonstrate knowledge of the key features and characteristics of the periods studied (AO1a)**
Demonstrate understanding of the key features and characteristics of the periods studied. (AO1b)

Level 2: **Answers demonstrate knowledge and understanding** **3–4**

Students may progress from a simple demonstration of knowledge about the issues identified with extended reasoning supported by understanding of, for example, the ways in which events were problematic.

One problem was that with the Kaiser gone, Germany needed a new type of government and a new constitution as a democratic republic which would allow ordinary people to vote and have a voice in politics. To make it fair there was proportional representation but this made it hard to make decisions.

Another problem was that the government was threatened with overthrow and civil disorder. The Spartacists, a left-wing group, tried to bring about a Communist revolution in Germany and were put down by the Free Corps.

Level 1: **Answers demonstrate knowledge** **1–2**

Students demonstrate relevant knowledge about the issue(s) identified which might be related.

For example, the government had to try to stop revolutions such as the Spartacists.

Students either submit no evidence or fail to address the question **0**

0	5
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In what ways did the lives of the German people change during the Stresemann era (1924-1929)?

Explain your answer.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Explain and analyse historical events and periods studied using second-order concepts (AO2:4)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)

Level 4: **Complex explanation of changes** **7–8**
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Extends Level 3.

Students may progress from a developed explanation of changes by explanation of the complexities of change arising from differences such as time, group, social and/or economic impact, supported by knowledge and understanding.

For example, under Stresemann Germans gained a stable currency in the Reichsmark but the middle classes still blamed him in the government for the loss of their savings in the hyperinflation of 1923. Large groups of Germans such as the farmers still had a low income and did not benefit from the extra factory jobs that American money helped create. Although Germany regained some of her international status through the signing of the Locarno pact in 1925, and joining the League of Nations in 1926, many right-wing groups criticised Stresemann for not really gaining back land taken under the Treaty of Versailles.

Level 3: **Developed explanation of changes** **5–6**
Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple explanation by developed reasoning considering **two or more** of the identified consequences, supporting them by factual knowledge and understanding.

In addition to a Level 2 response, students make additional developed point(s).

For example, under Stresemann the hyperinflation ended because he introduced a new currency the Rentenmark. They swapped this for the old currency and then in 1924 for the Reichsmark. Stresemann brought in a stable

currency which the German people could depend on and prices became steady.

For example, under Stresemann Germany regained some of its pride after the Ruhr was invaded by French and Belgian troops. Stresemann got the troops to leave the Ruhr. He negotiated to reduce the Reparations from £6.6 billion and Germany was given more time to pay.

Level 2: Simple explanation of change **3–4**
Answer demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic explanation of change by using simple reasoning and supporting it with factual knowledge and understanding which might be related, for example, to **one** of the identified changes.

For example, unemployment fell because Stresemann used American money from the Dawes plan to build new factories and these created jobs. They could use the money to buy things like radios which they made.

Level 1: Basic explanation of change(s) **1–2**
Answer demonstrates basic knowledge and understanding that is relevant to the question

Students identify change(s), which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.

For example, under Stresemann Germans became better off because they got jobs.

Students either submit no evidence or fail to address the question **0**

0 6

Which of the following had the greater impact on the German people under Nazi rule:

- economic changes
- social policies?

Explain your answer with reference to **both** bullet points.

[12 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Explain and analyse historical events and periods studied using second-order concepts (AO2:6)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:6)

Examiners are reminded that AO1 and AO2 are regarded as interdependent and when deciding on a level should be considered together. When establishing a mark within a level, examiners should reward three marks for strong performance in both assessment objectives; two marks may be achieved by strong performance in either AO1 or AO2 and one mark should be rewarded for weak performance within the level in both assessment objectives.

Level 4: **Complex explanation of both bullets leading to a sustained judgement** **10–12**
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Extends Level 3

Students may progress from a developed explanation of causation by complex explanation of the relationship between causes supported by factual knowledge and understanding and arriving at a sustained judgement.

For example, it rather depends on your circumstances before the Nazis took over. If you were unemployed and given a job that was well-paid making weapons and a factory as Germany rearmed, you would be pleased. Economically farmers liked the Nazi drive to the self-sufficiency but some might resent the fixed prices they received. However, the social changes affected everyone. All had to be careful not to criticise the Nazis but some groups of Germans would have been badly affected by Nazi rule. Obviously, the Jews were the first to be persecuted, but then Roman Catholics and Protestants suffered. Some groups who had known nothing else such as children just accepted what they were taught in the HJ and at school.

Level 3: **Developed explanation of both bullets** **7–9**
Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple explanation of causation with extended reasoning supported by developed factual knowledge and understanding.

For example, the economic conditions changed the Nazis created many jobs through the National Labour Service. Men between 18 and 25 did manual work. There were also public work schemes such as the autobahns which gave people jobs. So, Germans would have noticed economic changes and be grateful for a job but the unemployment figures were reduced by not counting Jews, bringing in conscription and encouraging women to leave work to have babies. Socially the Nazis created an atmosphere of fear amongst ordinary Germans which was the more important result of their rule. People could no longer say what they thought, they had to inform on their neighbours, and Germans feared being arrested. The newspapers, radio and cinema films they saw were all controlled by the Nazis. Germans would know that their children's schooling had changed and it is expected they would join the HJ. So socially the Nazis changed more in the lives of German people.

Level 2: Simple explanation of bullet(s) **4–6**
Answer demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic explanation of causation by using simple reasoning and supporting it with factual knowledge and understanding.

For example, the Nazis made everyone scared that they would be arrested if they did not support Hitler. They had concentration camps. People would tell on you if you did not put a flag out on Hitler's birthday. But economically Hitler did create a lot of jobs and got unemployment down but some of the jobs were not good ones.

Level 1: Basic explanation of bullet(s) **1–3**
Answer demonstrates basic knowledge and understanding that is relevant to the question

Students recognise and provide a basic explanation of one/both bullet points.

For example, the Nazis frightened people; they would imprison or kill those who opposed them.

Students either submit no evidence or fail to address the question **0**