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# GCSE HISTORY 8145/1A/B

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

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**Mark scheme**

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\*196G8145/1A/B/MS\*

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 Assessment Writer.

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 |
|---|---|

How does **Interpretation B** differ from **Interpretation A** about the Stresemann era (1924–1929)?

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.

|                 |   |            |
|-----------------|---|------------|
| <b>Target</b>   | <b>Analyse individual interpretations (AO4a)</b><br><b>Analyse how interpretations of a key feature of a period differ (AO4b)</b>   |            |
| <b>Level 2:</b> | <b>Developed analysis of interpretations to explain differences based on their content</b>  | <b>3–4</b> |
|                 | <p>Students may progress from a simple analysis of interpretations with extended reasoning to explain the differences.</p> <p>For example, the interpretations differ about the extent of the recovery under Stresemann. Interpretation A says that Germany became prosperous, industry produced more, people had jobs, whereas in Interpretation B German industry did not produce more, imports went up, and it was not good for Germany.</p> |            |
| <b>Level 1:</b> | <b>Simple analysis of interpretation(s) to identify differences based on their content</b>  | <b>1–2</b> |
|                 | <p>Students are likely to identify relevant features in each interpretation(s).</p> <p>For example, Interpretation A says that unemployment fell. Interpretation B says that under Stresemann unemployment rose.</p>  |            |
|                 | <b>Students either submit no evidence or fail to address the question</b>   | <b>0</b>   |

**0 2**

Why might the authors of **Interpretations A** and **B** have a different interpretation about the Stresemann era (1924–1929)?

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 the authors' experience the recovery in different ways. Shirer is looking on the outside at all of the things he can see getting better on the surface in Germany. However, Schacht is on the inside looking at all the figures for the German economy, taking a long-term, deep view of the effect of the loans.

**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 A was by someone who was not German, but American, whereas Interpretation B was written by a well-known German official.

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

**0 3**

Which interpretation do you find more convincing about the Stresemann era (1924–1929)?

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**

Extends Level 3.

Students may progress from a developed evaluation of interpretations by analysis of the relationship between the interpretations supported by factual knowledge and understanding.

For example, the judgement that both views have some validity as they show that in the longer term the German recovery under Stresemann needed time as Interpretation B suggests. America gained a valuable market for her products in Germany but it may not have helped Germany's manufacturing industry because they depended on America. Stresemann did renegotiate reparations and arranged loans and spent the money on infrastructure which gave the impression of recovery seen in Interpretation A.

**Level 3:**

**Developed evaluation of both interpretations based on contextual knowledge/understanding**

**5–6**

Extends Level 2.

Answers may assert one interpretation is more/less convincing.

Students may progress from a simple evaluation of the interpretations by extended reasoning supported by factual knowledge and understanding.

For example, explaining the view shown in Interpretation A with details of the Dawes and Young Plans, used in the short-term to create jobs, but as Interpretation B suggests these jobs were not in manufacturing but in purchasing luxury goods from abroad or building work. Furthermore, there were still problems with farmers' incomes that were very low and for the middle classes who had lost their savings in the hyperinflation of 1923.

**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 A is convincing because American loans got German industry going again. Some American companies such as Ford and Gillette even built factories in Germany. The German economy was boosted and people started buying things. Sales of radios rose from 1,000,000 in 1926 to 4,000,000 in 1932.

**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, answers stating that Interpretation A is more convincing because Stresemann negotiated the Dawes Plan for America to lend Germany 800 million gold marks. Germany bought things to get their factories going again.

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

**0 4** Describe two problems faced by the German government during the Depression. **[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 the Depression affected all parts of society. There were thousands of hungry, desperate people, many were homeless because they could not pay their rent and unemployment went over 6 million between 1930 and 1932.

Another problem was that because people were desperate they began to listen seriously to extreme parties which promised them radical solutions to Germany's problems. People were angry with the Weimar system of government that did not seem to be able to cope with the problems. The Weimar constitution meant that lots of small parties, such as the Nazis, could flourish.

**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 find jobs for people, feed them because they were hungry and some lost their homes.

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

**0 5**

In what ways were the lives of young people affected by Nazi policies?

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 Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question 7–8**

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, the lives of young people were affected in many ways like the lives of older people. But the Nazis concentrated on young people because they could be influenced through school and HJ. Nazi propaganda aimed to make them loyal Nazis and many were brainwashed into believing in the Nazi ideology. Young people who joined the Hitler Youth after 1939 experienced a military and harsh regime. Not all young people liked the Nazis and eventually they had to pass laws in 1936 and 1939 to make membership of the Hitler Youth compulsory.

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

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, some young people were affected because they had their own culture and therefore objected to, and reacted against, the Nazi ideas. They had their own culture such as Swing Youth and Edelweiss Pirates and didn't like to be forced to support the Nazis.

For example, young people were subjected to Nazi propaganda at school where the curriculum was changed, and in the Hitler Youth. Young people were affected because they believed these ideas. They had no other experience and were easy to influence, so the textbooks were changed to show Nazi ideas or they were given Anti-Semitic books like, 'The Poisonous Mushroom' to read.

**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, young people could join the Hitler Youth where they did marching and had a uniform and, went camping, and played music. The Hitler Youth was very competitive and physical because it was preparing young men for the army and young women to be mothers.

**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, the Nazis changed what children had to learn at school.

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

|   |   |
|---|---|
| 0 | 6 |
|---|---|

Which of the following was the more important reason why the Nazis were able to keep control of Germany:

- fear and violence
- propaganda?

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)**

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

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, both reasons are important and worked together. The Nazis created a system where people began to police themselves. The Nazis could control by fear and rumour and only needed a few examples for people to get the message with the result that they checked up on everyone else and were prepared to betray them to the Nazis. Because the German people had no alternative sources of information, Nazi control of the media by censorship and propaganda made sure that people were only exposed to ideas the Nazis approved of. That made it easier for the Nazis to retain control and harder for resistance and opposition to start.

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

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 Nazis used fear and violence or the threat of it to keep control after 1933. They attacked their opponents – Communists and Social Democrats and locked them up. People were so frightened of the Gestapo, the SS, controlled by Himmler, and the concentration camps that they gave in to

Nazi control. Because the Nazis censored the media and were so good at propaganda, Goebbels could influence and control public opinion. Great rallies, marches, and torchlight processions expressed Nazi power and ideas, they intimidated 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 Nazi propaganda was designed to win people over. The Nazis controlled newspapers, films, radio, and books. Joseph Goebbels was in charge of propaganda and he used these to put over Nazi ideas and to stamp out alternative views. Sometimes only a sign was needed to send a message about how people should think and behave such as the book burning in 1933.

**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**