

GCSE

History A

91402D Germany, 1919–1945

Mark scheme

9140

June 2015

Version 1: Final mark scheme

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.

Further copies of this Mark Scheme are available from aqa.org.uk

A Introduction

- **Consistency of Marking**

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a choice of specifications and a choice of options within them. It is therefore of vital importance that assistant examiners apply this marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of all the other History specifications and options offered by AQA.

- **Subject Content**

The revised specification addresses subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that History is concerned with the analysis of historical problems and issues, the study of which encourages all students, but particularly the more able, to make judgements grounded in evidence and information.

- **The Assessment Objectives (AOs)**

Assessment Objectives		% weighting
AO1	Recall, select and communicate their knowledge and understanding of history	30
AO2	Demonstrate their understanding of the past through explanation and analysis of: <ul style="list-style-type: none"> • key concepts: causation, consequence, continuity, change and significance within an historical context • key features and characteristics of the periods studied and the relationship between them 	30
AO3	Understand, analyse and evaluate: <ul style="list-style-type: none"> • a range of source material as part of an historical enquiry • how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry 	40

- **Levels of Response Marking Schemes**

The mark scheme which follows is of the 'levels of response' type showing that students are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History. All students take a common examination paper – there is no tiering. Consequently, it is reasonable to expect to encounter the full range of attainment and this marking scheme has been designed to differentiate students' attainment by **outcome** and to reward **positively** what the students know, understand and can do.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall and in deciding on a mark within that particular level.

Good examining is, ultimately, about the **consistent application of judgement**. This mark scheme provides the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in a subject like History, which in part relies upon different interpretations and different emphases given to the same content.

B Question targets and Levels of response

• Question targets

The mark scheme for each question is prefaced by an assessment objective 'target'. This is an indication of the skill which it is expected students will use in answering the question and is directly based on the relevant assessment objectives. However, it does not mean that other answers which have merit will not be rewarded.

• Identification of Levels of response

There are several ways in which any question can be answered – in a simple way by less able students and in more sophisticated ways by students of greater ability. In the marking scheme different types of answers will be identified and will be arranged in a series of levels of response.

Levels of response have been identified on the basis that the full range of students entered for the GCSE examination will be able to respond positively. Each 'level' therefore represents a stage in the development of the student's **quality of thinking**, and, as such, recognition by the assistant examiner of the relative differences between each level descriptor is of paramount importance.

• Placing an answer within a Level

When marking each part of each question, examiners must first place the answer in a particular level and then, and only then, decide on the actual mark within the level, which should be recorded in the margin. **The level of response attained should also be indicated at the end of each answer.** In most cases, it will be helpful to annotate the answer by noting in the margin where a particular level has been reached, eg Level 1 may have been reached on line 1, L3 on line 5 and L1 again on line 7. When the whole answer has been read and annotated in this way, the highest of the Levels **clearly attained** and **sustained** should be awarded. Remember that it is often possible to reach the highest level **without** going through the lower levels. Marks are **not cumulative** for any question. There should be no 'totting up' of points made which are then converted into marks. Examiners should feel free to comment on part of any answer if it explains why a particular level has been awarded rather than one lower or higher. Such comments can be of assistance when the script is looked at later in the awarding process.

If an answer seems to fit into two or more levels, award the higher or highest level.

• What is a sustained response?

By a **sustained response**, we mean that the student has **applied** the appropriate level of thought to the **particular issues** in the sub-question.

A response does not necessarily have to be sustained throughout the whole answer, but an answer in which merely a few words seem to show a fleeting recognition of historical complexity is not sufficient to attain a higher level.

In some cases, as you read an answer to a sub-question, it will be clear that particular levels have been reached at certain points in the answer. If so, remember to identify them in the margin as you proceed. At the end of the sub-question, award the highest level that has been sustained.

In other cases you may reach the end of the sub-question without having been able to pinpoint a level. In such cases, simply record the level awarded at the end of the sub-question.

C Deciding on marks within a level

A particular level of response may cover a range of marks. Therefore, in making a decision about a specific mark to award, it is vitally important to think *first* of the **lower/lowest mark within the level**.

In giving more credit with the level, examiners should ask themselves several questions relating to student attainment. The more positive the answers, the higher should be the mark awarded. We want to avoid ‘bunching’ of marks. Levels mark schemes can produce regression to the mean, which should be avoided. At all times, therefore, examiners should be prepared to use **the full range of marks** available for a particular level and for a particular question. Remember – mark **positively** at all times.

Consider whether the answer is:

- precise in its use of supporting factual information
 - appropriately detailed
 - factually accurate
 - appropriately balanced, or markedly better in some areas than in others
 - set in the historical context as appropriate to the question
 - displaying appropriate **quality of written communication skills**.
- **Note about indicative content**

The mark scheme provides **examples of historical content** (indicative content) which students may deploy in support of an answer within a particular level. Do bear in mind that these are **only examples**; exhaustive lists of content are not provided so examiners might expect some students to deploy alternative information to support their answers.

This indicative content must **not** however determine the level into which an answer is placed; **the student’s level of critical thinking determines this**. Remember that the **number** of points made by a student may be taken into account only **after** a decision has been taken about the quality (level) of the response.
 - **Some things to remember**

Mark positively at all times.

Do **not** be afraid to award maximum marks within a level where it is possible to do so. Do not fail to give a maximum mark to an appropriate answer because you can think of something (or the marking scheme indicates something) that **might** be included but which

is missing from the particular response.

Do **not** think in terms of a model answer to the question. Every question should be marked on its merits.

As a general rule, give credit for what is accurate, correct or valid.

Obviously, **errors can be given no credit** but, at the same time, the existence of an error should not prejudice you against the rest of what could be a perfectly valid answer.

It is important, therefore, to use the full range of marks where appropriate.

Do not use half marks.

D Some practical points

- **Answers in note form**

Answers in note form to any question should be credited in so far as the student's meaning is communicated. You must not try to read things into what has been written.

- **Diagrams, etc**

Credit should be given for information provided by the students in diagrams, tables, maps etc, provided that it has not already been credited in another form.

- **Answers which run on to another sub-section**

If a student starts to answer the next sub-section in an earlier one, by simply running the answer on, give credit for that material in the appropriate sub-section.

- **Answers which do not fit the marking scheme**

Inevitably, some answers will not fit the marking scheme but may legitimately be seen as worthy of credit. Assess such answers in terms of the difficulty/sophistication of the thought involved. If it is believed that the 'thought level' equates with one of the levels in the marking scheme, award it a corresponding mark.

Make sure you identify such cases with an A (for alternative) in your sub-total, eg as B2A/3. Also write a brief comment to explain why this alternative has been awarded.

If in doubt, **always** telephone your Team Leader for advice.

E Assessment of Spelling, Punctuation and Grammar

Spelling, punctuation and grammar will be assessed via questions 2(c) or 3(c) in Section B.

Four marks will be allocated for Spelling, Punctuation and Grammar in these questions. The performance descriptions are provided below.

High performance**4 marks**

Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Intermediate performance**2-3 marks**

Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

Threshold performance**1 mark**

Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

The marks allocated for Spelling, Punctuation and Grammar will achieve a total weighting of 5% of the total marks for the qualification.

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- 1 (a) What do **Sources A** and **B** suggest about Hitler and the Munich Putsch? **[4 marks]**

Target: Comprehension and inference from historical sources (AO3 4 marks)

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

Level 1: Answers that select details from the sources **1**

Eg the painting (Source B) shows Hitler in the middle of the street.

Level 2: Answers that draw a simple inference from the sources **2-3**

Eg in Source A the Nazis look nonviolent – they don't have weapons.
They are listening carefully.

Level 3: Answers that develop a complex inference from the sources **4**

Eg both sources portray Hitler as central to the Putsch. He is prominent in Source A and in the middle striking a pose in Source B.

- 1 (b) What different view of Hitler and the Munich Putsch is suggested by **Sources C** and **D**?
Explain your answer using **Sources A, B, C** and **D**.

[6 marks]

Target: Comprehension and inference from historical sources (AO2 2 marks, AO3 4 marks)

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

Level 1: Answers that select details from Sources C and/or D **1-2**
Eg Source C shows Hitler interrupting von Kahr during his speech. It criticizes Hitler' Putsch.

Level 2: Answers that provide a simple comparison based on the details of the sources **3-4**

Eg in Source A the Nazis do not have weapons whereas in Source C Hitler has a weapon when he interrupted von Kahr in mid speech after listening to him for some minutes and the Nazis have weapons and want to attack in Source D.

OR

Answers that use the sources but provide an inference

Eg in Sources C and D the SA seem much more aggressive and meaning to use violence.

Level 3: Answers that develop an understanding or draw an inference about a view based on the details of the source **5-6**

Eg in Sources A and B Hitler seems to be in charge but in Source D he seems to be pushed along by the men and not so decisive about the Putsch. Several Nazis are shot in Source B but so were the police this is not shown in Source B. He does not show so much leadership in Source D that he does in Source A. The Nazis are shown as comical, joke figures in Source C.

1 (c) Why do you think **Sources A** and **B** give a different view to **Sources C** and **D**?

Explain your answer using **Sources A, B, C** and **D** and **your knowledge**.

[8 marks]

Target: Deduction and understanding of the different ideas and attitudes and how they might be related to different circumstances (AO1 2 marks, AO2 2 marks, AO3 4 marks)

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

Level 1: Answers that select details from sources OR answers that say how the sources are different **1-2**

Eg they are different because Source A is a painting and Source C is a medallion.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Answers that show simple reasoning based on the differences in place, or author, or time, or audience **3-4**

Eg Source C was done at the time in 1923 whereas Source A is a painting done in 1937.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Answers based on developed reasoning based on differences in author, audience, time or place **5-6**

Answers will probably be based on how the authors acquired information or their intentions in writing.

Eg Source A is how the Nazis wanted a special event in their history to be seen as peaceful and democratic and to show the Weimar government as brutal in suppressing it (Source B). Source D shows that the SA went on the Putsch 'looking for trouble'. Hitler's role as the hero is shown in Sources A and B because he wants to claim all the credit for the event. As he is Fuhrer no one can contradict him.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Answers that develop out of level 3 and provide some explanation of the links between reasons for the sources differences. 7-8

Eg Source C can poke fun at the Nazis because Hitler will be locked up and can't retaliate against Goetz. Von Kahr has the upper hand peering round the curtain with a gun and the Nazis are a minor party. Von Kahr agreed with Hitler that night but made sure the Nazis were stopped by the police when they marched through Munich the next day. This is very different in 1937 and 1940 as the Nazis manage their history deliberately and this is an iconic, mythical event – 'die alte kämpfer'. Bruckner (Source D) might be saving his own or Hitler's skin by saying in court that they were bullied into it by peer pressure.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

- 1 (d) How useful is **Source E** for understanding Stresemann's role in Weimar Germany?

Explain your answer using **Source E** and **your knowledge**.

[8 marks]

Target: An evaluation of utility (AO1 2 marks, AO2 2 marks, AO3 4 marks)

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

Level 1: Answers that assert a source(s) are useful or not because they tell us something about Stresemann or his role in Weimar Germany **1-2**

Answers may select details from the sources to support the answer. Eg Source E is useful because it shows a fat angel and a girl with a big head on a tightrope.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Answers that explain that one source is useful or not because of its provenance in relation to Stresemann's role in Weimar Germany **3-4**

Eg Source E is useful because if the magazine criticized the government before the First World War they must like Stresemann because this doesn't show him in a bad light.

OR

Answers that explain that Source E is useful or not through an understanding of the content of the picture in relation to Stresemann's role in Weimar Germany

Eg Source E is useful because it shows that Stresemann guarding the young Weimar Republic in 1923 to the floral safety of the future. There were many revolts like the Kapp Putsch and Munich Putsch which threatened it with a fall.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Answers that appreciate and explain the value of the source because of its provenance and an understanding of its content in relation to Stresemann’s role in Weimar Germany **5-6**

Answers that comment in the main on one aspect either content or provenance in depth and mention the other aspect should be marked at this level.

Eg Source E is useful because it was published just when Stresemann took over and it suggests that he is doing a good job – it says he is an angel. This contrasts with the criticisms of the Kaiser’s government. There are serpent dangers but Stresemann won’t let parties of the Right (Kapp) or Left (Spartacists) knock the young state off course.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Answers that explain the usefulness of the source by commenting in detail on both its provenance and of its content in relation to Stresemann’s role in Weimar Germany **7-8**

Eg this isn’t funny for a humorous magazine so they must want to make a serious point. The only humour is the dressing up of Stresemann as an angel but the message is a serious one. This only really shows the domestic side of Stresemann in 1923 and is less useful to reveal the work he did economically or internationally with Locarno or the Dawes plan.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

- 1 (e) Why was Adolf Hitler able to become Chancellor of Germany in January, 1933? [10 marks]

Target: An understanding and evaluation of causation (AO1 5 marks, AO2 5 marks)

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

Level 1: Answers that provide general statements, describe single factors or factual details of how Hitler became Chancellor in January 1933 1-2

Eg the German people liked what Hitler had to say about Versailles and the Jews. The Nazis won 12 seats in May 1928 and then in September 1930 they won 107.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Answers that comment briefly on several factors, to do with Hitler becoming Chancellor of Germany in January 1933 3-5

Eg Hitler became Chancellor because he used violence to frighten people and destroy his enemies. The Nazis had wide support because people were frightened of them. He had excellent propaganda from Goebbels. His ideas appealed. Hitler was an excellent speaker and could wind an audience up. He had different ideas for different audiences. He had a dynamic personality and all the other politicians were boring. He did not have a strong united opposition. The Depression made people anxious for some improvement.

OR answers that identify and explain one factor, in depth to do with Hitler becoming Chancellor of Germany in January 1933

Eg Hitler became Chancellor because of his and the Nazis' success in elections. The success of the Nazis in elections was based on the Depression. People were desperate. Unemployment was over 6 million. The American money that had come to Germany under the Dawes plan was stopped. Unemployment pay was 7 marks a week. People listened to Hitler when he blamed the Jews and Communists because they wanted some answers about why things had gone so wrong.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Answers that recognise and explain several factors to do with Hitler becoming Chancellor of Germany in January 1933 in specific detail **6-8**

Eg there were lots of reasons why people voted for Hitler and he became Chancellor. The first was that the Depression had hit Germany hard and made people willing to listen. Unemployment in Germany in 1932 was over 6 million. Hitler's message was simple and struck a chord in people's minds. He blamed the Communists and Jews for Versailles and Germany's troubles. His propaganda stood out from the other parties. Hitler was a charismatic speaker and leader. The other political leaders were dull. He made a virtue of saying that the Nazis were not like the other parties which he lumped together. The opposition were not as organised. He had the use of the SA to create an impression of disorder that made the need for a strong man like Hitler even more necessary. The SA disrupted the meetings of his opponents so that their message did not get through. Hitler had a good propaganda chief in Goebbels. He exploited the radio and large public meetings to get the message across.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Answers that develop out of level 3 and evaluate the relative importance of individual factors or come to a summary assessment about the factors involved or provide details of the links between factors **9-10**

Eg the most important factor was the need for some traditional politician's like von Papen to harness Hitler's popular support to their intrigues and in fighting. They only wanted to use Hitler but events conspired to use them and play into Hitler's hands. Hitler took advantage of what was offered as his electoral support took a little dip in November 1932 to 196 Reichstag seats.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

2 (a) Why was Hindenburg important?

[4 marks]

**Target: Understanding of the key features of the period
(AO1 2 marks, AO2 2 marks)**

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

Level 1: Explanation shows recognition and simple understanding of the key feature mentioned in the question **1-2**

Answers will show simple recognition of Paul Hindenburg

Eg Hindenburg was elected President of Weimar Germany in 1925.

Level 2: Explanation shows understanding in a broader context of the period **3-4**

Answers will show knowledge of some distinctive features of the career of Paul Hindenburg

Eg the President Hindenburg had a crucial role to play in the crisis of the 1930s. He backed Brüning's harsh measures to cope with the Depression and used Article 48 to back emergency measures. He blocked Hitler's early career political progress. When he died Hitler amalgamated the jobs of Chancellor and President into the Führer.

2 (b) Study **Source F** in the Sources Booklet.

Using **Source F** and **your knowledge**, explain why different groups opposed the Nazis in the years 1933–1945.

[8 marks]

Target:	Understanding of the key features of the period (AO1 3 marks, AO2 3 marks, AO3 2 marks)	
	Students either submit no evidence or fail to address the question.	0
Level 1:	Discusses the source only OR Describes how the Nazis dealt with opposition between January 1933 and July 1934 Eg the Nazis rounded up people who opposed them and imprisoned them.	1-2
	The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
Level 2:	Considers a singular cause, probably based upon the source offered, and/or mentions other aspects related to, reasons for opposition to the Nazis between 1933 and 1945. Eg the Nazis detained people who opposed them such as Communists after the Reichstag Fire in concentration camps. The Communists believed in completely different ideas to those of the Nazis.	3-5
	The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.	
Level 3:	Explains more than one cause related to reasons for opposition to the Nazis between 1933 and 1945. At this level responses will explain more than one or two aspects apart from those suggested in the source Eg the Nazis would close down the newspapers of political parties like the Communists. They tapped telephone lines and opened the mail of their opponents. They arrested opponents and held them without trial in Concentration camps. Many young people did not like the Hitler Youth. They hated the relentless competition and the emphasis on physical fitness. They had their own youth culture such as the <i>Swingjugend</i> .	6-8
	The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.	

- 2 (c) 'The passing of the Enabling Act was the key event that made Hitler dictator in Germany.'

How far do you agree with this interpretation of how Hitler was able to create a dictatorship in Germany after January 1933? Explain your answer.

[12 marks]
[SPaG 4 marks]

Target: Understanding, analysis and evaluation of an interpretation (AO1 2 marks, AO2 2 marks, AO3 8 marks)

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

Level 1: Simple descriptive comment or comments about the interpretation **1-2**

Eg I agree because The Enabling Act did away with the Reichstag.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Identifies or describes different ways in which the issue has been interpreted **3-6**

Eg there were other reasons such as The Night of the Long Knives was important because it took away the last real threat to Hitler's power. The Reichstag Fire was equally important though more of an accident; it was just that Hitler acted more quickly. The Enabling Act made everything Hitler did legal.

OR

Answers that explain one interpretation demonstrating some depth of knowledge and understanding and /or explain how the interpretation came about

May explain interpretation on basis of analysis of:

Eg **The Night of the Long Knives, The Reichstag Fire, The Enabling Act, Gleichschaltung**

May explain how interpretation came about on basis of:

Eg the time they were written the nationality of the author, the access to records in western Europe or behind the iron curtain.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3:	Answers that explain more than one interpretation in depth Answers will provide some evaluation of the history on which the interpretations are based and may assess the validity of the interpretations and / or explain how the interpretation came about Will explain more than one interpretation as above. The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.	7-10
Level 4:	Analyses how and why different interpretations have come about An analytical answer which clearly links interpretations and/or reaches a supported judgement about the validity of the interpretations through the use of historical evidence and/or context. Answers will emerge out of level 3 Eg the Enabling Act was only a law that Hitler forced through. He could do anything that he wanted because he had the army on his side. The Night of the Long Knives proved this and made him dictator because it removed the only organisation with the practical power to threaten him. However the random event of the Reichstag Fire was the key to making Hitler dictator. It gave him the opportunity which he seized brilliantly, to gain more legal power. The Decree for the Protection of the German People effectively allowed him to remove his opponents in Germany and stop them rallying to oppose him. It led to the Enabling Act which allowed him to make his own laws. Hindenburg's death was the final piece of the jigsaw. After 2nd August 1934 the army swore allegiance to Hitler. Hitler was effectively dictator with the army and SS backing him and the political opposition had been removed or silenced after 1934. The Enabling Act made it all legal and prevented any outside interference. The Reichstag Fire – a random and unplanned for event from the Nazis point of view was something that Hitler's unique talents exploited. The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.	11-12

SPaG	Spelling, Punctuation and Grammar	
	Threshold performance	1
	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	
	Intermediate performance	2-3
	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	
	High performance	4
	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	

3 (a) Why were Martin Niemoller and Dietrich Bonhoeffer important?

[4 marks]

**Target: Understanding of the key features of the period
(AO1 2 marks, AO2 2 marks)**

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

Level 1: Explanation shows recognition and simple understanding of the key feature mentioned in the question **1-2**

Answers will show simple recognition of Martin Niemoller and/or Dietrich Bonhoeffer.

Eg Martin Niemoller had been a U-boat commander in the First World War and won medals. He helped found the Confessing Church. He was put in a concentration camp.

Level 2: Explanation shows understanding in a broader context of the period **3-4**

Answers will show knowledge of some distinctive aspects of the lives of Martin Niemoller and/or Dietrich Bonhoeffer.

Eg Martin Niemoller and Dietrich Bonhoeffer both show that there were some brave people who were prepared to stand out and criticise the Nazis. Bonhoeffer was rare amongst church leaders in criticising the Nazis. He opposed the Nuremburg Laws. He was hanged in a camp. Martin Niemoller and Dietrich Bonhoeffer founded the Confessing Church to oppose the Protestants who embraced Nazism under Muller.

3 (b) Study **Source G** in the Sources Booklet.

Using **Source G** and **your knowledge**, explain how the Second World War had an impact on German civilians.

[8 marks]

Target:	Understanding of the key features of the period (AO1 3 marks, AO2 3 marks, AO2 2 marks)	
	Students either submit no evidence or fail to address the question.	0
Level 1:	Discusses the source only OR Describes the impact of the war in general terms Eg it would have been difficult for the Germans because of the fighting and the bombing.	1-2
	The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
Level 2:	Considers a singular aspect (probably based upon the source offered) and/or mentions other aspects related to the impact of the Second World War on the German civilian population Eg Source G shows a lot of building were destroyed and this would have made people homeless. Giving these displaced people shelter would have put pressure on the housing that survived.	3-5
	The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.	
Level 3:	Explains more than one aspect related to the impact of the Second World War on the German civilian population At this level responses will explain more than one or two aspects apart from those suggested in the source. Eg the War made people homeless and stopped them getting about. The things they needed like food was difficult to get to them so they needed rationing. There would be civilians killed by the bombing and many injured who needed treatment.	6-8
	The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.	

- 3 (c) 'German women were the people whose lives were most affected when the Nazis came to power.'

How far do you agree with this interpretation of whose lives changed most under the Nazis after 1933? Explain your answer.

[12 marks]
[SPaG 4 marks]

Target: Understanding, analysis and evaluation of an interpretation (AO1 2 marks, AO2 2 marks, AO3 8 marks)

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

Level 1: Simple descriptive comment or comments about the interpretation **1-2**

Eg I agree with the interpretation because German women had to have babies.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Identifies or describes different ways in which the issue has been interpreted **3-6**

Eg I disagree with the interpretation because German workers had the biggest changes they had lower wages in some industries and longer hours. The *arbeitsdienst* was a punishing programme of work for small wages. Jews were an obvious group who suffered. Christians were affected by the take over.

OR

Answers that explain one interpretation demonstrating some depth of knowledge and understanding and /or explain how the interpretation came about

May explain the interpretation on the basis of analysis of:

Eg **Workers** – different groups of, **Women, Jews, children** - different ages of, **Christians, Businessmen**.

May explain how interpretation came about on basis of:

Eg Hitler's opponents/supporters. Historians access to records.

Willingness of Germans to speak out. Influence of contemporary opinion/propaganda.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3:	Answers that explain more than one interpretation in depth Answers will provide some evaluation of the history on which the interpretations are based and may assess the validity of the interpretations and / or explain how the interpretation came about Will explain more than one interpretation as above. The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.	7-10
Level 4:	Analyses how and why different interpretations have come about An analytical answer which clearly links interpretations and/or reaches a supported judgement about the validity of the interpretations through the use of historical evidence and/or context. Answers will emerge out of level 3 The interpretation is valid up to a point, women as mothers and workers had to change their outlook and behaviour when Hitler came to power. Women had a role to produce the next generation of Aryan Nazis. They succeeded in producing more babies and reversing the decline in German population but they also had to give up jobs to men after 1933 to allow the male unemployment rate to drop. As the war approached women were encouraged to go back into the factories as more men joined the armed forces. Jews were an obvious group whose lives changed. Although anti-Semitism was a feature of German culture before 1933 after Hitler came to power it became government policy. The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.	11-12

SPaG	Spelling, Punctuation and Grammar	
	Threshold performance	1
	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	
	Intermediate performance	2-3
	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	
	High performance	4
	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	