

GCSE
HISTORY
8145/1A/B

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

Mark scheme

June 2023

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 lives of German workers under the Nazis?

Explain your answer based on what it says in **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
	<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 lives of German workers under the Nazis because in Interpretation A they are oppressed and controlled and abused to produce as much as possible whereas in Interpretation B it is the opposite. The workers in Interpretation B are happy, and their lives have improved because they have work, wages and holiday benefits.</p>	
Level 1:	Simple analysis of interpretation(s) to identify differences based on their content	1–2
	<p>Students are likely to identify relevant features in each interpretation(s).</p> <p>For example, the interpretations differ about the lives of German workers under the Nazis because Interpretation A says they were miserable and Interpretation B says they were good.</p>	
	Students either submit no evidence or fail to address the question	0

0 2

Why might the authors of **Interpretations A** and **B** have a different interpretation about the lives of German workers under the Nazis?

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 of the German workers was different. The author of Interpretation B was at the time, a young Nazi who would have no personal knowledge of conditions before the Nazis came to power in 1933. However, the author of Interpretation A, on the other hand, has a different standard based on how American democratic laws worked, he judges the workers he saw under the Nazis as slaves.

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 very young when the Nazis came to power, he was a teenager at school and is giving impressions of adult life, whereas Interpretation A was written by someone who actually lived there and not German.

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

0 3

Which interpretation gives the more convincing opinion about the lives of German workers under the Nazis?

Explain your answer based on your contextual knowledge and what it says in **Interpretations A and B**.

[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, Interpretations A and B both have convincing opinions in a way because it depended which industry you worked in. Wages and benefits were good if you worked producing armaments or other essential goods like radios. But not so good if you worked in making consumer goods. German workers liked fixed food prices but some of them were high. However, as many Germans had small farms, some did not like the fixed prices because before the Depression they could charge what they liked. However at least under the Nazis they were guaranteed some income. The KDF did give some workers holidays but no one ever got a Volkswagen car which was used as an incentive.	
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, Interpretation A is a convincing opinion about the workers lives under the Nazis because a lot of work was manual and low-paid. All men aged 18–25 had to spend six months in the RAD. This greatly reduced unemployment. However, the Depression had produced over 6,000,000 unemployed so many Germans might agree with Interpretation B and think any job and any pay would be an improvement. The KDF did organise leisure activities such as cheap holidays, and trips to the theatre but these were only	

incentives to meet targets of production as in Interpretation A. Also, Interpretation A is still correct because no alternative organisation was available and these benefits were not available to many low-paid Germans who still struggled to feed themselves.

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 the Nazis abolished the unions and brought in DAF. They reduced unemployment by public works like the motorways, so people got jobs. The factories started making lots of weapons.

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, Interpretation B is more convincing because the Depression had been really bad in Germany.

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

0	4
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Describe two problems Hitler faced when establishing his dictatorship after January 1933.

[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 Hitler had was that there were parts of the Nazi party that were powerful such as Rohm and the SA, and could threaten his power. They had been very useful to Hitler for demonstrations and street violence but he needed the support of other organisations like the Army and the SS to take over the German state. So, the SA had to be controlled in the Night of the Long Knives, 1934.

Another problem Hitler had in becoming dictator was that Hindenburg only reluctantly made him Chancellor, and von Papen had promised to control Hitler, who had only two fellow Nazis in the Cabinet. Hitler needed a crisis like the Reichstag Fire on 27 February 1933 to panic Hindenburg into giving him more power in the ‘Decree for the Protection of the People and State’.

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

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

For example, when Hitler became Chancellor, he did not have complete power there were still Communists, Social Democrats and other political parties that could oppose him.

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

0	5
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In what ways were the lives of the German people affected by the Depression, 1929–1932?

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, in desperation at the effects of the Depression the German middle classes and businessmen began to show support for the Nazis. As German politics became more extreme, they feared a Communist takeover in Germany and the loss of their wealth and position. Christians too were worried by the Communists. So, Hitler gained support because he promised to deal with the Communist threat.

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, the German people blamed the Weimar government for their problems. They were disillusioned with governments that could not agree on how to deal with the problems of the Depression. Brüning had to use Article 48 to pass laws to reduce wages and increased taxes all of which contributed to the misery and anxiety of the German people.

For example, the Depression caused Germans hunger, unemployment and desperation. These circumstances in turn made many Germans pay attention to and follow extreme parties like the Nazis, and Communists. Desperate people were now prepared to listen to the simple solutions of the Nazis about how to get Germany out of the Depression.

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, the Depression caused widespread unemployment and hunger. About six million people became unemployed as German businesses went bankrupt. German politicians couldn't agree on how to deal with it and argued about what to do, and so Brüning had to pass emergency laws.

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 Depression caused unemployment.

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

0 6

Which of the following was the more important reason why Weimar Germany was difficult to govern, 1919–1923:

- economic reasons
- political reasons?

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
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. Weimar was difficult to govern because the economic problems led to political instability. The economic problems caused poverty which short-lived Weimar governments could not deal with effectively. Few people had faith in the new Weimar Constitution. Many political parties on the right and left saw the situation as an opportunity and tried to seize control. They wanted different things for example, the Kapp Putsch in 1920 wanted to restore the Kaiser. The Spartacists who wanted to copy the Bolshevik regime in the USSR and tried to take over in January 1919. Hitler also tried a takeover in Munich in 1923. No political group was strong enough to win through but it made Germany very difficult to govern and keep the peace.

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, Germany was difficult to govern for economic reasons because after the war the country still had enormous debts from paying for weapons, and the Reparations bill of £6.6 billion. When the government failed to pay in January 1923, the French and Belgians invaded the Ruhr. This led to hyperinflation and people’s savings became worthless. The government printed money which made things worse. Businesses went bankrupt. This led to rebellions.

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, Germany was difficult to govern because there were economic problems, for example they had failed to pay Reparations and as a result the French invaded the Ruhr and this led to hyperinflation. Political uprisings such as the Spartacists threatened to upset the stable government of Germany.

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, Germany was difficult to govern because Germany had lost the war and the country was poor and everyone hated the Treaty of Versailles.

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