

Name: _____

1G Germany 1918-89

Date:

Edexcel AS Level History

Mark Scheme

Time:

Total marks available: 800

Total marks achieved: _____



EXAM PAPERS PRACTICE

Mark Scheme

Q1.

Question	Indicative content
	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether political stability was the most important consequence of Konrad Adenauer's Chancellorship in the years 1949-63.</p> <p>Evidence and argument that political stability was the most important consequence of Konrad Adenauer's Chancellorship in the years 1949-63 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The political stability created by Adenauer was an important consequence because it satisfied Western powers and led to the removal of occupying allied troops in 1952 • Political stability was essential to maintain the FRG as a viable independent country after the split from the GDR, e.g. it was recognised as an independent sovereign state in 1955 • The consequence of political stability in the sense that it was committed to democracy and a peacetime economy enabled the FRG to join NATO in 1955, which provided military protection from the Eastern Bloc • Political stability in the sense that it was committed to peaceful trading with no idea of territorial expansion led to the FRG joining the EEC in 1957, which would have been impossible without French support. <p>The importance of other consequences of Konrad Adenauer's Chancellorship in the years 1949-63 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The de-Nazification of Germany was managed effectively to create a government that could break with the Third Reich while keeping some of its talented personnel, e.g. the Amnesty Laws • The creation of a social market economy with the aim of sharing burdens equally gave all Germans a stake in the country • The 'economic miracle' saw the FRG become a world economic power, e.g. the German supply of war materials during the Korean War • The establishment of a foreign policy that would begin Germany's integration into Europe and establish western allies among former opponents. <p>Other relevant material must be credited.</p>

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

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	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Q2.

Question	Indicative content
	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether the growth of political extremism in Germany in the years 1919-33 was the main consequence of the Treaty of Versailles.</p> <p>The significance of political extremism in Germany in the years 1919-33 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The growth of paramilitary organisations and murders of politicians associated with signing the Treaty of Versailles was a significant danger to the Weimar Republic, e.g. the killing of Walter Rathenau • Anti-Versailles propaganda was a significant part of successful Nazi propaganda, e.g. the Nazi promise to unite Germans abroad with Germany • KPD anti-Versailles propaganda concerning Germany being denied the 'right to self-determination', was significant in promoting Soviet communism • The severe effects of the 1929 depression on Germany convinced many Germans that the Treaty of Versailles had weakened Germany, and thus they turned away from the Weimar parties in the elections to 1933. <p>The significance of other consequences of the Treaty of Versailles in the years 1919-33 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The significance of the economic consequences of Versailles were brought out in the crisis over reparations in 1923 with hyperinflation, e.g. the currency became worthless • The military clauses of the Versailles treaty diminished the importance of the armed forces • Many Germans became citizens of foreign states • The Versailles treaty made Germany reliant on foreign powers, e.g. the Dawes and Young Plans. <p>Other relevant material must be credited.</p>

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EXAM PAPERS PRACTICE

Q3.

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	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether increased freedom for women was the main consequence of the Weimar Constitution in the years 1919-33.</p> <p>Evidence and argument that increased freedom for women was the main consequence of the Weimar Constitution should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Women gained civil equality before the law, which removed a significant barrier to discrimination • Women gained political equality to men enabling some women to become Reichstag deputies • Discrimination against women in the civil service was removed leading to more women professionals • Women used their formal equality to expand their cultural freedom and helped to create a more permissive attitude to lifestyle. <p>Other consequences of the Weimar Constitution should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Attempts to reform the education system inherited from the Kaiser Reich towards a more egalitarian model • Increased political instability resulted from proportional representation • The rights of the individual enshrined in the constitution allowed for cultural experimentation and free expression • Ethnic minorities were much more accepted in urban centres and Jews enjoyed more acceptance in the professions • The opposition to Weimar culture on the völkisch wing of German politics. <p>Other relevant material must be credited.</p>

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	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how they agree that the 'economic miracle' (1955-66) was the most significant feature of the economy in the years 1945-89</p> <p>The extent to which the 'economic miracle' (1955-66) was the most significant feature of the economy in the years 1945-89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The economic miracle was significant as a watershed that took the FRG away from post-war difficulties and made the FRG a global economic force • The economic miracle saw the FRG start to produce war materials for the world market, which was a significant development after the allied-imposed ban on arms production • The economic miracle saw a recovery in business confidence that spurred major investment in German manufacturing, e.g. Volkswagen achieved increased sales on the home and international markets • From 1955 the FRG began exporting more goods than it imported, which was a significant development post-war. <p>The extent to which other features of the economy were significant and / or the limited significance of the 'economic miracle' should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The concept of the social market economy was embraced and developed in the years 1945-55, and was significant for making the economic miracle possible • The interventions of western powers in stimulating economic growth in the FRG was significant, e.g. \$13 billion from the US in economic recovery plans and the spending power of allied soldiers • The FRG's role in founding the EEC was highly significant because it appeared to settle long standing questions of how Europe might work together as a trading region • As the post-war boom faltered in the late 1960s, the FRG stood the test of dealing with crises better than other countries, e.g. Helmut Kohl's pro-market reforms in the 1980s were implemented with little dissent. <p>Other relevant material must be credited.</p>

Q5.

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	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which education in the Weimar Republic was similar to education in the FRG.</p> <p>The extent to which education in the Weimar Republic was similar to education in the FRG should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Education at the outset of the Weimar and FRG periods had to deal with how to teach the history of the recent past, e.g. the First World War under the Kaiser and the Second World War under the Nazis • Divisions between state and confessional education were fought over throughout the Weimar period, and restructuring was still being rejected as late as 1971 in the FRG • Educational outcomes in both the Weimar Republic and the FRG were largely decided by social class, e.g. working class children were channelled into apprenticeships and those from the middle class towards academia • In both the Weimar Republic and the FRG educational policies were mainly decided by the Länder, e.g. south German states favoured confessional education. <p>The extent to which education in the Weimar Republic was different to education in the FRG should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • It was more challenging for educators in the FRG to come to terms with their recent past than was the case in Weimar, e.g. the allies wanted to remove all Nazis from teaching and de-Nazify the curriculum • Education was a more politically divisive issue in Weimar than in the FRG, e.g. progressive educational success up to 1924 served as the basis of a Nazi-led culture war about 'the crisis of education' thereafter • In the Weimar Republic the state only provided free education to the age of ten, whereas in the FRG the state provided education up to the end of secondary school • Educational reforms to get more working class students to university in the FRG, e.g. the 1971 Federal Education Promotion Act, meant far more students attending university than was the case in Weimar. <p>Other relevant material must be credited.</p>

Q6.

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1	1–4	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Q9.

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

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Question	Indicative content
	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which the Weimar and FRG systems of government were different.</p> <p>The extent to which the Weimar system of government was different from the system of government in the FRG should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Weimar government was planned as a democratic alternative to the Kaiser Reich, whereas the system of government in the FRG was designed to effectively replace the dictatorship of the Third Reich • The Weimar and FRG Presidential powers were different, e.g. the Weimar President had extensive powers, e.g. Article 48, whereas the President in the FRG was more of a figurehead with more restricted powers • The voting system in the Weimar Republic led to small extremist parties gaining influence, whereas in the FRG only parties with at least five per cent of the vote could be represented • The FRG was willing to ban political parties it considered hostile to social democracy, e.g. the banning of the Socialist Reich Party of Germany in 1952 by the Federal Court, whereas the Weimar Republic was not. <p>The extent to which the Weimar system of government was similar to the system of government in the FRG should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Both upheld the key ideas of multi-party democracy, republicanism and social responsibility, e.g. both systems of government had universal suffrage • Both the Weimar and FRG systems of government were to some extent shaped by the victorious powers, after defeat in war, who feared what they perceived as latent German authoritarianism • Both the Weimar Republic and the FRG had a federal system of government with political power split between central government and individual state governments • Both had a strong commitment to democratic ideals, e.g. freedom of expression, association, assembly and movement. <p>Other relevant material must be credited.</p>

Q10.

Question	Indicative content
	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether improved living standards were the main consequence of German economic policies in the years 1933-45</p> <p>The extent to which improved living standards were the main consequence of German economic policy should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The reduction of unemployment to insignificant levels by 1938 • The creation of a social welfare programme including Strength Through Joy and Winter Aid • Increases in real wages resulted in improved diet by 1938, compared to the Weimar 'Golden Year' of 1928 • Even in the war years 1939-45, the government was reluctant to bring in rationing <p>Other consequences of German economic policy should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Rearmament and preparation for war began in 1933 and was clearly the central policy of the Reich, showing that raising living standards was a secondary issue • The creation of the Four Year Plan in 1936 to get Germany ready for war by 1940 created a shortage of consumer goods • The policy of autarky and the resultant 'Guns and Butter' debate showed Germans' dissatisfaction with their lot • Albert Speer and the move to a total war economy in 1942, along with allied bombing, severely reduced living standards <p>Other relevant material must be credited.</p>

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

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Q11.

Target: A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> • Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some relevant contextual knowledge is included, with limited linkage to the extracts. • Judgement on the view is assertive, with little or no supporting evidence
2	5–10	<ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included. • A judgement on the view is given, but with limited support and related to the extracts overall, rather than specific issues
3	11–16	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.
4	17–20	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts, analysing the issues of interpretation raised by comparison of them. • Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth. • Discusses evidence in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.

Question	Indicative content
	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates are expected to use the extracts and their own knowledge to consider the view that Hitler invaded Poland because he thought the coming war would be a 'local conflict'. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion.</p> <p>In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include:</p> <p>Extract 1</p> <ul style="list-style-type: none"> • Hitler thought a localised war with Poland was likely because Britain and France were ineffectual and weak and could not fight a general war • Hitler's low opinion of British and French politicians led him to misunderstand the nature of their guarantees to Poland • Hitler failed to see that Britain and France were prepared to make a stand over further German expansion • Hitler was shocked when Britain and France declared war after he invaded Poland. <p>Extract 2</p> <ul style="list-style-type: none"> • Hitler thought Chamberlain's guarantee to Poland lacked credibility and in particular that British intervention in Poland would be difficult, which reinforced his belief in the possibility of a localised war against Poland • Hitler told military leaders that further foreign policy successes could not be won 'without bloodshed' • Hitler's war aims were made clear to the generals and included securing living space in the east and food supplies.

	<p>Candidates should use their own knowledge of the issues to address the view that Hitler invaded Poland because he thought the coming war would be a 'local conflict'. Relevant points may include:</p> <ul style="list-style-type: none"> • Hitler's military preparations were designed to fight and win a short decisive war and not a general war • Hitler's own memories of war in the trenches set him against any possibility of a war of attrition, which would both demoralise troops and be difficult for Germany to provision • The Molotov-Ribbentrop Pact secured Germany's eastern front and Britain and France had no land route to support Poland militarily, and therefore the theatre of war would be isolated from external interference • Appeasement over Austria and Czechoslovakia had set a pattern of concessions that Hitler thought would continue, largely based on British distrust of the Soviet Union and approval of German expansion eastwards.
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	<p>Candidates should use their own knowledge of the issues related to the debate to address other reasons for Hitler invading Poland. Relevant points may include:</p> <ul style="list-style-type: none"> • Britain and France were catching up with Germany in armaments production and Hitler knew that if he waited his military advantage might dissipate • Hitler was obsessed with conquest in the East and sought to maximise his opportunities in that direction. Therefore, giving up on Poland was not an option and war was the best choice to secure a front against Russia • War against Poland would be the first step of restoring German dominance in the east and fulfilling the Nazi promise of lebensraum by bringing opportunities to settle Germans in conquered lands • Hitler thought he was a man of history sent by God to restore Germany to greatness and his ego blinded him to the warnings of his generals about the dangers of pursuing war. <p>Other relevant material must be credited.</p>
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Q12.

Target: AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> • Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some relevant contextual knowledge is included, with limited linkage to the extracts. • Judgement on the view is assertive, with little or no supporting evidence
2	5–10	<ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included. • A judgement on the view is given, but with limited support and related to the extracts overall, rather than specific issues
3	11–16	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.
4	17–20	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts, analysing the issues of interpretation raised by comparison of them. • Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth. • Discusses evidence in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.

Question	Indicative content
	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates are expected to use the extracts and their own knowledge to consider the view that Hitler had a masterplan for his foreign policy, which led to the outbreak of war in 1939. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion.</p> <p>In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include:</p> <p>Extract 1</p> <ul style="list-style-type: none"> • Hitler's masterplan was written down in <i>Mein Kampf</i> and reiterated in a second unpublished book written in 1928 • Hitler's plan required an aggressively active foreign policy • Hitler's plan included the acquisition of living space in eastern Europe and the likelihood of war with France. <p>Extract 2</p> <ul style="list-style-type: none"> • Hitler had neither the track record or the ability to produce a masterplan • <i>Mein Kampf</i> did not put forward a programme for future foreign policy but was at most a series of ideas <p>Candidates should use their own knowledge of the issues to address the existence of a masterplan. Relevant points may include:</p> <ul style="list-style-type: none"> • The implementation of a 'dynamic' foreign policy from the beginning of the Nazi regime in 1933 with early attempts to reverse the Treaty of Versailles, including withdrawal from the disarmament conference and League of Nations, and rearmament • A seemingly programmatic policy of German expansion in the takeover of Austria, the Sudetenland and Czechoslovakia, and the invasion of Poland • Systematic preparations in Germany for war. <p>Candidates should use their own knowledge of the issues to address alternative explanations for Hitler's foreign policy in relation to the outbreak of war and/or limitations to the execution of a masterplan. Relevant points may include:</p> <ul style="list-style-type: none"> • Hitler followed an opportunistic foreign policy taking advantage of situations as they presented themselves, e.g. political instability in Austria resulted in <i>Anschluss</i> • Hitler was encouraged to follow a 'dynamic' foreign policy by the appeasement policy followed by France and Britain in the 1930s • Hitler's war preparations did not envisage a major war with the western powers breaking out over German expansion eastwards.

Q13.

Question	Indicative content
	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates are expected to use the extracts and their own knowledge to consider the view that war broke out in 1939 because of the miscalculations of other European statesmen.</p> <p>Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion.</p> <p>In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include:</p> <p>Extract 1</p> <ul style="list-style-type: none"> • Britain and France allowed Hitler to remilitarise the Rhineland • Mussolini facilitated Hitler's annexation of Austria by concentrating on building an overseas empire • Chamberlain's desire to avoid European conflict allowed Hitler to gain the Sudetenland <p>Extract 2</p> <ul style="list-style-type: none"> • Hitler was in danger of losing the military advantage he held unless he went to war, showing the drive to war coming from Hitler • Hitler was a victim of his own success and believed himself to be infallible, showing that he massively over-estimated the possibility of German victory • In the Polish crisis, Hitler's own psychological make-up was the deciding factor in dismissing the British ultimatum

	<p>Candidates should use their own knowledge of the issues to further address how Hitler took advantage of the miscalculations of other European statesmen. Relevant points may include:</p> <ul style="list-style-type: none"> • Hitler took Prague in March 1939 because Britain and France had failed to act against his earlier aggression, and hamstrung Czech defensive capability at Munich. Clear miscalculations. • Hitler took advantage of British dithering about forming an alliance with Russia, e.g. the Hitler-Stalin Pact. It could be argued Chamberlain failed to calculate for this. • Stalin completely miscalculated Hitler's intentions by allying with him. This gave Hitler further confidence, and made the German invasion of Poland inevitable <p>Candidates should use their own knowledge of the issues related to the debate to address other factors which explain the outbreak of war in 1939. Relevant points may include:</p> <ul style="list-style-type: none"> • The argument that Hitler had a master plan of taking Germany to war, e.g. his writings in Mein Kampf and also his unpublished Second Book
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	<ul style="list-style-type: none"> • The argument that expansionism was historically ingrained in German foreign policy, giving Hitler his 'historic mission' • It could be argued that internal pressures from the NSDAP and business leaders, as well as economic considerations pushed Hitler towards starting war <p>Other relevant material must be credited.</p>
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Target: A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> • Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some relevant contextual knowledge is included, with limited linkage to the extracts. • Judgement on the view is assertive, with little or no supporting evidence
2	5–10	<ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included. • A judgement on the view is given, but with limited support and related to the extracts overall, rather than specific issues
3	11–16	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.
4	17–20	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts, analysing the issues of interpretation raised by comparison of them. • Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth. • Discusses evidence in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.

Q14.

EXAM PAPERS PRACTICE

Question	Indicative content
	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates are expected to use the extracts and their own knowledge to consider the view that Germany invaded Poland only because Hitler saw it as an opportunity for an easy victory.</p> <p>Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion.</p> <p>In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include:</p> <p>Extract 1</p> <ul style="list-style-type: none"> • Hitler prepared Germany for war because he thought it was inevitable, but he did not have a master plan for war • Hitler was flexible in terms of his strategy and tactics, and would do whatever he thought to be advantageous rather than stick to a plan • Hitler did not want a general war in 1939, but a limited, local war against Poland. <p>Extract 2</p> <ul style="list-style-type: none"> • Hitler's world-view was formed when he wrote <i>Mein Kampf</i>, he never changed his beliefs, and they guided his actions • Hitler viewed war as a form of racial cleansing against Slavs and Jews, and the chance to gain living space at the expense of the Soviet Union • Hitler wanted to wipe out Marxism and to accomplish this he would have to defeat the Soviet Union.

	<p>Candidates should use their own knowledge of the issues to address to what extent Germany invaded Poland only because Hitler saw it as an opportunity for an easy victory. Relevant points may include:</p> <ul style="list-style-type: none"> • Hitler had broken the terms of the Treaty of Versailles and achieved territorial expansion, seeing Poland as another easy opportunity, e.g. similar to his unopposed remilitarisation of the Rhineland • German armaments massively exceeded those of Poland, and with security in the East (Nazi-Soviet Pact) and Britain unable to intervene in the conflict, Poland was seen as an easy conquest • Britain had appeased German expansion into Austria and the Sudetenland and he believed the British would be unlikely to support their guarantee to defend Poland. <p>Candidates should use their own knowledge of the issues related to the debate to address other factors which explain the invasion of Poland. Relevant points may include:</p> <ul style="list-style-type: none"> • Hitler's long-held desire for war against the Soviet Union could only be realised with Poland occupied as a forward-base • Hitler's willingness to accept war with the UK and France in 1939 since both were rearming fast and time was not on Germany's side • The German economy could not keep on producing weapons at such an incredible rate indefinitely and war would stop the economy from overheating, and hence war came in 1939 • Hitler had overcome just about all dissent from within the military and the business elite about his qualities as a leader, and victory over Poland would help maintain the Hitler myth • Hitler shared the Pan-German view that Germany's destiny lay in the conquest of the Eastern lands, and he saw it as his destiny to deliver this. <p>Other relevant material must be credited.</p>
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Target: A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> • Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some relevant contextual knowledge is included, with limited linkage to the extracts. • Judgement on the view is assertive, with little or no supporting evidence.
2	5–10	<ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included. • A judgement on the view is given, but with limited support and related to the extracts overall, rather than specific issues.
3	11–16	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences. • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.
4	17–20	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts, analysing the issues of interpretation raised by comparison of them. • Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth. • Discusses evidence in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.

Q15.

EXAM PAPERS PRACTICE

Question	Indicative content
	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates are expected to use the extracts and their own knowledge to consider the view that Hitler wanted the Second World War primarily to make living space for Germans.</p> <p>Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion.</p> <p>In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include:</p> <p>Extract 1</p> <ul style="list-style-type: none"> • Hitler was going far beyond the foreign policy of previous governments • Hitler wanted to create a greater Germany consisting of all German-speaking people • Germany's true, or historic, destiny was in the east. <p>Extract 2</p> <ul style="list-style-type: none"> • Anti-Semitism was of more importance to Hitler than <i>Lebensraum</i> • There is very little evidence that Hitler had a plan to achieve <i>Lebensraum</i> • Hitler's foreign policy aims were judged to be relatively moderate by the author • Hitler thought a war with Russia would win him allies in the west. <p>Candidates should use their own knowledge of the issues to address the extent to which Hitler wanted the Second World War primarily to make living space for Germans. Relevant points may include:</p> <ul style="list-style-type: none"> • Hitler was a devotee of <i>völkisch</i> thought which advocated <i>Lebensraum</i> • Hitler believed that German security could only be gained at the expense of Russia which would have to be subjected to German rule as stated in <i>Mein Kampf</i> • The 1,000 year Reich that Hitler planned was only possible if Slav populations were removed from Germany's borders. <p>Candidates should use their own knowledge of the issues related to the debate to address other explanations for the start of the Second World War. Relevant points may include:</p> <ul style="list-style-type: none"> • The role of other nations in shaping Hitler's military plans, e.g. the rapid and extensive armament output in the USSR frightened him • The economic difficulties caused by Germany's Four Year Plan could be overcome through conquest of new territory • Hitler's belief in himself as the saviour of Germany, and his belief that he possessed insuperable judgement. <p>Other relevant material must be credited.</p>

Target: A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> • Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some relevant contextual knowledge is included, with limited linkage to the extracts. • Judgement on the view is assertive, with little or no supporting evidence
2	5–10	<ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included. • A judgement on the view is given, but with limited support and related to the extracts overall, rather than specific issues
3	11–16	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.
4	17–20	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts, analysing the issues of interpretation raised by comparison of them. • Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth. • Discusses evidence in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.

Q16.

Target: A01: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Question	Indicative content
	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether economic problems were the main consequence of the Treaty of Versailles for Germany in the years 1919–33.</p> <p>The economic impact of the Treaty of Versailles on Germany in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The links between reparations, the hyperinflation of 1923 and standards of living • The impact of territorial losses and the Ruhr occupation on German industrial and agricultural capacity • The economic consequences of the need for foreign loans • The impact of reparations renegotiations, such as the Dawes Plan and the Young Plan, on the ability of the Weimar Republic to deal with the effects of the Great Depression. <p>Other impacts of the Treaty of Versailles on Germany should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The rise of political extremism in response to the terms of the Treaty, e.g. the reaction of right-wing nationalist groups to the loss of land, the appeal of the Nazi Party • Political instability caused by a lack of trust in the democratic politicians who signed the Treaty and agreed to the War Guilt Clause • The political challenges encouraged by economic difficulties created by the Treaty, e.g. hyperinflation in 1923 and unemployment after 1929 • The cultural and social experimentation and decadence encouraged by the psychological effects of the terms of the Treaty on many German people. <p>Other relevant material must be credited.</p>

Q17.

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

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Question	Indicative content
	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which improved living standards were the most significant outcome of German economic activity in the years 1945-89.</p> <p>The extent to which improved living standards were the most significant outcome of German economic activity in the years 1945-89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Housing stock was transformed across the period making a massive improvement in living conditions, e.g. 2.3 million homes were destroyed in the war and an average of 500,000 were built per year 1947-55 • Erhard's inclusion of trade unions in the Social Market Economy led to improvements in wages alongside job creation • By 1963, living standards for the majority were among the best in Europe, e.g. by 1963, 63 per cent of homes had a fridge, 42 per cent had a television, and 36 per cent had a washing machine • In the 1980s pensions and benefits were reformed to cover the vast majority of the population with generous terms. <p>The significance of other outcomes of German economic activity and / or limits to the significance of improved living standards in the years 1945-89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Social Market Economy was significant in getting German businesses back on their feet despite the loss of the highly profitable German arms industry • The integration of Germany into the EEC was significant in reordering German trade relations that proved to be highly beneficial, e.g. by the end of the period the FRG was the powerhouse of Europe • The German economy proved to be less susceptible to economic shocks than other European countries and their ability to overcome crises was significant, e.g. the FRG's handling of the 1973 oil crisis • The significance of improved living standards was diminished to an extent by deepening social inequality, e.g. by 1988 the top one per cent of the population owned 45 per cent of the wealth. <p>Other relevant material must be credited.</p>

Q18.

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

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Question	Indicative content
	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether new employment opportunities were the most important reason for improvements in the role and status of women in the years 1918-32.</p> <p>Evidence that new employment opportunities were the most important reason for improvements in the role and status of women in the years 1918-32 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • By 1925 the percentage and the numbers (1.7 million) of women workers exceeded pre-war figures and took (mainly younger) women away from their traditional role of wife and mother • Women's status was improved by opportunities to enter the economy in some of the new job markets, e.g. the retail trade with the growth of department stores and also the production of electrical goods • Women gained more opportunities to work in the medical profession that improved their role and status, e.g. the number of female doctors almost doubled between 1925 and 1933 • The expansion of the civil service offered clerical jobs to women and a greater level of financial independence, e.g. women working as notaries and drawing up documents such as wills and contracts. <p>The importance of other reasons for improvement in the role and status of women in the years 1918-32 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Women in the Weimar Republic got the right to vote and equal rights to men under Article 109 of the constitution and was therefore an important factor in improving the role and status of women • Educational opportunities saw women gaining access to higher education and improved women's role and status by giving them a greater degree of social mobility and intellectual expression • A vibrant urban culture saw women improve their role and status (in that milieu) through the adoption of individualistic lifestyles aimed at challenging the status quo in which men were dominant • The increased availability of contraception and improved sexual health care gave women more control over their bodies, and prompted further demands for rights, e.g. the right to abortion in the event of pregnancy from rape. <p>Other relevant material must be credited.</p>

Q19.

Target: A01: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Question	Indicative content
	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether censorship and propaganda was the main reason for Nazi success in controlling the German people in the years 1933-45.</p> <p>The importance of censorship and propaganda was the main reason for Nazi success in controlling the German people in the years 1933-45 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Reich Ministry of Public Enlightenment and Propaganda was set up in March 1933 and shows the importance that Hitler and the Nazis attached to its work • Censorship acted as a filter that removed news stories that damaged the image of Nazism, e.g. Hitler's personal failings, and emphasised Nazi successes, e.g. the reduction of unemployment • Innovative propaganda techniques aimed at the masses succeeded in enthusing supporters and cowing opponents, e.g. the spectacular Nuremberg rallies and Riefenstahl's ground-breaking <i>Triumph of the Will</i> • Censorship and propaganda were central to the control of the German people during the war years, e.g. suppressing news of German defeats in Russia. <p>The importance of other reasons for Nazi success in controlling the German people in the years 1933-45 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Enabling Act of 1933 and the Emergency Laws enacted after the Reichstag fire allowed the state free range in suppressing anti-Nazi Germans, e.g. the rounding up and detention of the Communists • Hitler was given dictatorial powers after he became the Fuehrer and had the army swear an oath of allegiance to him personally. This began to remove power from areas of the state that might oppose him, e.g. the judiciary • Nazi economic, welfare and foreign policies were widely supported, e.g. the reduction of unemployment, financial incentives for women producing children, and Hitler's war policy to 1942 • The Nazi terror state used surveillance and ruthless violence to remove opposition and elicit support from any waverers. <p>Other relevant material must be credited.</p>

Q20.

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

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Question	Indicative content
	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether economic challenges were the main reason, in the years 1919-33, for the eventual collapse of the Weimar Republic.</p> <p>The importance of the economic challenges was the main reason, in the years 1919-33, for the eventual collapse of the Weimar Republic should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The post-war inflation added difficulty to the republican administration of 1919, e.g. widespread malnutrition until 1922 stoked discontent in a population expecting a return to normality • The hyperinflation from 1922-3 fed discontent and was a cause of the risings in Saxony, Thuringia and Bavaria and fed anti-Weimar politics • The 1929 Wall Street crash ended coalition government and saw the rise of anti-Weimar parties and street violence, e.g. the KPD vote grew to 14.3 per cent and the Nazi vote to 18.3 per cent in the election of 1930 • The post-1929 depression caused high unemployment that fed authoritarian government and caused key political and military figures to turn away from liberal democracy and towards the appeal of Hitler and the Nazis. <p>The importance of other reasons for the eventual collapse of the Weimar Republic should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The use of proportional representation led to a series of coalitions and Chancellors that disrupted continuity of government, e.g. eleven Chancellors in the years 1919-30 • The Treaty of Versailles disrupted government because it provided a totem to the anti-Weimar parties and contributed to the motivations of the Kapp and Munich Putsches • The reparations demanded by the allies led to the disruptions of 1923 that were near fatal to Weimar, e.g. the French invasion of the Ruhr • The ageing President Hindenburg was unable to stand firm against his right wing advisers who wanted an end to liberal democracy, e.g. he followed the advice of von Papen that led to the appointment of Hitler as Chancellor. <p>Other relevant material must be credited.</p>

Q21.

Target: A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> • Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some relevant contextual knowledge is included, with limited linkage to the extracts. • Judgement on the view is assertive, with little or no supporting evidence
2	5–10	<ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included. • A judgement on the view is given, but with limited support and related to the extracts overall, rather than specific issues
3	11–16	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.
4	17–20	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts, analysing the issues of interpretation raised by comparison of them. • Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth. • Discusses evidence in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.

Question	Indicative content
	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates are expected to use the extracts and their own knowledge to consider the view that Hitler invaded Poland because he wanted to fight a general European war. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion.</p> <p>In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include:</p> <p>Extract 1</p> <ul style="list-style-type: none"> • By the summer of 1939 Hitler only wanted further territorial gains through using devastating means of war • Ribbentrop openly admitted that what Hitler wanted out of Poland was war, even though the Poles were ready to negotiate • Hitler knew Britain and France would declare war if he invaded Poland, but he thought that he could defeat them and thus clear the way for an uninterrupted war on the Soviet Union. <p>Extract 2</p> <ul style="list-style-type: none"> • In dealing with the Danzig question Hitler believed that Britain and France would continue to appease him, even though they were rearming • Hitler thought Chamberlain's guarantee to Poland was a bluff, and thus he cancelled the German-Polish Non-Aggression Pact and the Anglo-German Naval Agreement • Hitler made his plans look like a repeat of how he had dealt with the Czechs • Hitler told top military officers that his plans for Poland were to gain Germany <i>Lebensraum</i> and a guaranteed food supply.

	<p>Candidates should use their own knowledge of the issues to address the view that Hitler invaded Poland because he wanted to fight a general European war. Relevant points may include:</p> <ul style="list-style-type: none"> • Hitler had expressed frustration that the Munich agreement had cheated him out of the chance for a war that would test German arms, and prove German superiority • Hitler believed that Britain was too committed to defence of its imperial possessions to be a serious opponent in Europe, and that without Britain France would be a weak adversary • Hitler was aware of Germany having to face enemies on its eastern and western border in the First World War and wanted to secure the western front before engaging the Soviet Union • Hitler's racial beliefs and his Social Darwinist mind-set made him believe in the rightness of settling international relations through struggle.
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Candidates should use their own knowledge of the issues related to the debate to address other reasons for Hitler's invasion of Poland. Relevant points may include:

- The Nazi-Soviet Pact had forestalled war on the eastern front and it was logical to Hitler that this would make Britain and France more likely to continue with appeasement
- Chamberlain's guarantee to Poland would be difficult to fulfil because Britain only had the capability to support Poland with the Royal Navy, lacking a land route, and being beyond the range of the RAF
- The timing of the invasion of Poland was to some degree forced on Hitler because the western powers were catching up in arms production and it might be better to start the war before they were fully prepared
- Hitler's preparations for blitzkrieg suggest he was thinking in terms of a localised war rather than a general war of attrition. The resources and preparations for a long war were largely absent in 1939.

Other relevant material must be credited.

Q22.



EXAM PAPERS PRACTICE

Question	Indicative content
	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether the weakness of government during the Weimar Republic was the main reason for the growth in support for the Nazi Party in the years 1919-33.</p> <p>Evidence and argument that the weakness of government during the Weimar Republic was the main reason for the growth in support for the Nazi Party in the years 1919-33 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Weimar constitution produced weak coalition governments that fed growth by allowing Hitler to pose as the strong leader Germany needed • Nazi crimes including murder and treason were treated ineffectually by the courts and the government missed the opportunity to effectively limit their appeal, e.g. Hitler's sentence for his part in the Munich Putsch • The weakness of Weimar government was a recurring theme in Hitler's popular speeches in which he advocated overthrowing democracy as a solution to Germany's woes • The failure of Weimar governments to deal with economic crises fed Nazi propaganda, e.g. the 'Bread, Work and Freedom' posters, which won the Nazis votes after 1929. <p>Evidence and argument about other reasons for the growth in support for the Nazi party in the years 1919-33 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Hitler's appeal to Germans as a man of conviction, e.g. his much publicised speech from the dock at his trial in 1923 • The Hitler Youth attracted boys with its activities of camping, sport and patriotism • The Nazis used highly effective propaganda directed by Goebbels, e.g. the 'Hitler Over Germany' campaign, which made Hitler look dynamic • External economic crises created the conditions for the Nazi message to gain credence • The Nazi Party enjoyed substantial support and funding from big business, e.g. the steel producer Fritz Thyssen and the lavish donations from the Industrieklub after his 1932 speech in Dusseldorf. <p>Other relevant material must be credited.</p>

Target: A01: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Q23.

Question	Indicative content
	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether popular support for Hitler was the main factor in explaining the lack of opposition to the Nazi regime in the years 1933-45.</p> <p>The extent to which popular support for Hitler was the main factor in explaining the lack of opposition to the Nazi regime should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Goebbels creation of the Führer cult turning Hitler's absolute power into a perceived benefit for Germany • The genuine belief of many Germans that life was better under Hitler, at least to 1939 • Germany's spectacular successes in foreign policy and early war-time victories were presented as a personal triumph for Hitler • Hitler remained as the undisputed leader of Germany until his suicide in 1945 <p>The importance of other factors in explaining a lack of opposition to the Nazi regime should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The scope and efficiency of the terror state • The banning of all other parties by 1933 • The control of education, youth, culture and ideas by the regime • Patriotism towards Germany, especially during the war years, meant that opponents tended to remain silent <p>Other relevant material must be credited.</p>

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

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Q24.

Question	Indicative content
	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether Nazi racial ideas were the main reason for the nature of German social and economic policies in the years 1933-45.</p> <p>The importance of Nazi racial ideas as a reason for the nature of German social and economic policies in the years 1933-45 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The removal of Jews from government posts and the Aryanisation of business was part of Nazi policy • The Nuremberg Race laws excluded Jews from social programmes, e.g. the creation of 'Jew-free' areas in parks and on beaches • Education policies were racist, e.g. girls were taught how to choose a racially desirable partner • The Holocaust was racially driven. <p>Other reasons for the nature of German social and economic policies should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Anti-Marxism was a key feature of social and economic policy, e.g. the removal of all Marxist books from libraries in 1933 • The need to win popular approval led to economic policies aimed at overcoming the depression, e.g. work-creation schemes like building the autobahns • The desire to create a united Germany led to social policies which brought Germans together, e.g. Strength Through Joy • The creation of a war economy was a decisive factor shaping policies. <p>Other relevant material must be credited.</p>

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

Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5-10	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11-16	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17-20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Q25.

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

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Question	Indicative content
	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether a lack of popular support was the main reason for the problems faced by the Weimar Republic in the years 1919-32.</p> <p>The importance of a lack of popular support in the years 1919-32 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Putsches were fed by widespread antipathy to the Versailles settlement, which was blamed on the Weimar Republic by many, e.g. the Kapp and Munich putsches • The growth of extremist organisations, e.g. the far right thought the Weimar Republic to be too liberal and democratic, and those on the extreme left who felt the hopes of revolution in 1919 had been betrayed • The Wall Street Crash led to industrialists, a powerful and influential minority, turning against Weimar democracy, e.g. the steel producer Thyssen funded Hitler and the Nazis • In the July 1932 elections the majority of Germans voted for anti-Weimar parties resulting in Hitler becoming the preeminent politician. <p>The importance of other reasons for the problems faced by the Weimar Republic in the years 1919-32 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The initial problems facing the Weimar Republic were caused by defeat in war, e.g. the loss of territory and economic devastation • The crisis year of 1923 was caused mainly by France taking a belligerent attitude over Germany's inability to pay reparations and the printing of money, e.g. the invasion of the Ruhr and hyperinflation • The German economy was export driven but with limited opportunities to export after the 1929 crisis, which led to mass unemployment and recession • German dependence on foreign loans provided a propaganda gift to extremist parties in the elections after 1929, and limited the government's ability to deal with the crisis. <p>Other relevant material must be credited.</p>

EXAM PAPERS PRACTICE

Q26.

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

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Question	Indicative content
	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether the punishment of opposition and dissent was the main reason for the stability of the Nazi regime in the years 1933-45.</p> <p>The extent to which the punishment of opposition and dissent was the main reason for the stability of the Nazi regime in the years 1933-45 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Overt terror in 1933-4 against the left, trade unions and religious opposition showed that opponents and dissenters would get no mercy from the Nazis and removed the most likely cause of disruption to the Nazi regime • The terror state, perceived to have a Gestapo agent on every corner, encouraged Germans to display their loyalty to the Nazi regime and was an important factor in maintaining stability • The chance of disruption from within the Nazi party and government offices was much reduced after the 'Night of the Long Knives' and Himmler's ascension to leader of the SS state, e.g. through the work of the SD • In the war years opposition and dissent was viciously punished and was also more easily labelled as treacherous. This was supported by Germans who remembered defeat in the First World War and was a stabilising factor. <p>The importance of other reasons for the stability of the Nazi regime in the years 1933-45 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Many German women supported the Nazis due to the medals given for motherhood and the number of children they could produce and this encouraged conformity, e.g. The Cross of Honour for the German Mother • German families were won over by marriage loans of 1,000 marks that reduced by 250 marks with the birth of each child, which increased loyalty to the regime and stability • Economic stability after the turmoil of the Great Depression increased satisfaction with Nazi rule among those unaffected by Nazi terror, and this mood held until at least 1941 • Early victories in the war combined with a high level of patriotism meant that Germans got behind the war effort with low levels of disruption, e.g. Germans fought to the end in 1945. <p>Other relevant material must be credited.</p>

Q27.

Target: A01: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Question	Indicative content
	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether the nature of the Weimar constitution was the main reason for the weakness of the Weimar Republic in the years 1919-33.</p> <p>The importance of the nature of the Weimar constitution in the years 1919-33 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Weimar constitution was perhaps too democratic for a country recovering from defeat in war and the divisions caused by revolution and counterrevolution in the years thereafter. Class tensions prevailed • Proportional Representation prevented political stability. The coalition governments it created were inherently unstable, and allowed extremist parties on the right and left to gain support and dominate after 1930 • Article 48 gave the President great powers. Both right and left saw article 48 as an opportunity for a replacement Kaiser. Hindenburg's presidency after 1930 could be argued to confirm this view, hastening Weimar's collapse. <p>The importance of other reasons for the weakness of the Weimar Republic in the years 1919-33 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Widespread resentment of the so-called 'stab-in-the-back' and the subsequent Treaty of Versailles fed criticism of Weimar politicians throughout the period • The devastation to the economy and society caused by the crises of 1923 fed extremists of left and right and was a turning point in the fortunes of the NSDAP and KPD • The Wall Street Crash of 1929 and divisions over how to respond brought down the Müller coalition and engendered three years of turmoil, e.g. six million unemployed and the German banking crash • The machinations of the right to prevent a return to democracy, and Hitler's ability to manipulate them in the period of presidential rule, e.g. von Papen's recommendation of Hitler as Chancellor • Hindenburg's hostility to the left and his increasing mental decline meant that he fell prey to the machinations of the right. <p>Other relevant material must be credited.</p>

Q28.

Question	Indicative content
	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates are expected to use the extracts and their own knowledge to consider the view that the Second World War broke out because European statesmen were too concerned with appeasing Hitler.</p> <p>Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion.</p> <p>In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include:</p> <p>Extract 1</p> <ul style="list-style-type: none"> • British and French governments' actions helped Hitler secure a power-base in Europe • The Treaty of Versailles destabilised Europe making it easier for Hitler's tactics to get the result he wanted • All attempts to appease Hitler led to him increasing his demands. <p>Extract 2</p> <ul style="list-style-type: none"> • Hitler's foreign policy was based on ideas of race and expansion • Hitler's foreign policy goals went beyond a European settlement and were aimed at world domination • Hitler wanted war as a preferred method of achieving his goals.

	<p>Candidates should use their own knowledge of the issues to address to what extent the Second World War broke out because European statesmen were too concerned with appeasing Hitler. Relevant points may include:</p> <ul style="list-style-type: none"> • The encouragement Hitler received from his successful military occupation of the Rhineland • The Munich settlement and the subsequent annexation of Czechoslovakia • Hitler's attitude to the British guarantee to Poland, e.g. the Nazi-Soviet Pact and the invasion of Poland thereafter. <p>Candidates should use their own knowledge of the issues related to the debate to address other factors that explain the outbreak of the Second World War. Relevant points may include:</p> <ul style="list-style-type: none"> • Hitler's desire for <i>Lebensraum</i> to procure resources and markets for the German economy • Hitler's ideas about 'Jewish Bolshevism' in formulating his attitude to a future war with the USSR • The hardening of Nazi policies to Jews in the build up to war, e.g. <i>Kristallnacht</i> and the attacks on Jews in Vienna in 1938. <p>Other relevant material must be credited.</p>
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Target: A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> • Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some relevant contextual knowledge is included, with limited linkage to the extracts. • Judgement on the view is assertive, with little or no supporting evidence
2	5–10	<ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included. • A judgement on the view is given, but with limited support and related to the extracts overall, rather than specific issues
3	11–16	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.
4	17–20	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts, analysing the issues of interpretation raised by comparison of them. • Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth. • Discusses evidence in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.

Q29. EXAM PAPERS PRACTICE

Question	Indicative content
	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether the Nazis' indoctrination of children was the main reason they were able to control the German people in the years 1933-45.</p> <p>Evidence and argument that the indoctrination of children was the main reason the Nazis could control the German people should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Children were used to spy on adults, e.g. getting children to denounce parents and teachers • Schools encouraged children to adopt Nazi values • The Hitler Youth was used to enforce Nazi social policies and was difficult to oppose, e.g. demanding support for 'winter relief' • The Hitler Youth acted as a route of progression to other areas of the Nazi state that controlled the population, e.g. the SS and SD • The Hitler Youth was encouraged to be fanatical Nazis and provide leadership to the general population in the war years, e.g. their role in defending Berlin in 1945. <p>Evidence and argument that other factors were more important in controlling the German people should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The success of the terror state in rooting out and crushing opposition, e.g. the almost total suppression of the KPD by 1934 • The persuasion of the population through propaganda, including forms of social policy such as Strength Through Joy • The removal of any significant means of opposing the Nazis by the general population, e.g. the banning of all political parties other than the Nazis • After 1939 the conditions of war demanded absolute compliance and sanctions used against dissenters became more severe, e.g. the execution of the White Rose group. <p>Other relevant material must be credited.</p>

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

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Q30.

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

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Question	Indicative content
	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that recovery from the Second World War was the most significant economic challenge for Germany in the years 1933-89.</p> <p>The extent to which recovery from the Second World War was the most significant economic challenge for Germany in the years 1933-89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The economic resources of West Germany were massively depleted by the loss of East Germany caused by defeat in war, e.g. many Germans faced starvation • Allied bombing during the war created a massive infrastructure and housing problem that only large-scale state borrowing and expenditure could fix and hence the need for US aid in the Marshall Plan • In the aftermath of war opportunities to gain access to foreign markets were restricted, e.g. in countries that had been occupied by Germany in the war and foreign markets dominated by the victorious powers • The peace terms of the Allied Powers prevented Germany from producing weapons and meant that the massive armaments industry that had sustained the Third Reich had to be reassigned to peace-time industry. <p>The extent to which other economic challenges for Germany were significant in the years 1933-89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Overcoming the depression and creating a command economy (1933-9) was a massive challenge which required unorthodox economic methods, e.g. the use of MEFO bills and Goering's economic dictatorship • The wartime economy faced huge logistical and economic challenges, e.g. transporting resources from the occupied territories while churning out armaments at an unprecedented rate • The recession of 1966-7 and the oil crises of 1973 and 1978 were significant challenges as they threatened Germany's leading role in the EEC and created political opposition • Lower productivity and rising unemployment in the 1980s was a significant enough challenge for Chancellor Helmut Kohl to depart from what remained of the social market consensus, and embrace neoliberal policies. <p>Other relevant material must be credited.</p>

Q31.

Question	Indicative content
	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how significant support from outside Germany was in the economic development of the FRG in the years 1949-89.</p> <p>The significance of support from outside Germany in the economic development of the FRG should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Marshall Aid from the USA provided much of the capital that underpinned German economic recovery and reconstruction • The European Coal and Steel Community, established in 1951, gave Germany access to a common market with other European states • The USA provided additional business loans and technical assistance that helped to boost German manufacturing and exports in the 1960s • The Treaty of Rome, signed in 1957, led to Germany becoming the economic powerhouse of Europe by 1989. <p>The significance of other factors in the economic development of the FRG in the years 1949-89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Germany had a highly skilled workforce and the economic boon of millions of post-war refugees as guest workers • The disarmament of Germany helped Adenauer to engineer the creation of a social-market economy • The Korean war led to a demand for German goods, thus stimulating exports • The incorporation of trade unions into economic decision-making in the 1960s made it easier for businesses to innovate and develop new working practices. <p>Other relevant material must be credited.</p>

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

Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5-10	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11-16	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17-20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

EXAM PAPERS PRACTICE

Q32.

Question	Indicative content
	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how significant support for democracy was in maintaining the political stability of the FRG in the years 1949-89.</p> <p>Evidence and argument that support for democracy was significant in maintaining the political stability of the FRG in the years 1949-89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Support for democracy was an essential precondition for US support of the FRG in overcoming the legacy of Nazism • A significant number of Germans supported the Basic Law because it guaranteed rights while avoiding the excessive democracy of the Weimar Republic • Challenges to the regime were dealt with by democratic means, and with some success, e.g. the election of 1972 endorsed Brandt's controversial policy of <i>Ostpolitik</i> • The high turnout of voters in elections indicates broad engagement with the democratic process, e.g. a turnout of 84.3 per cent in the 1987 election. <p>Other reasons for maintaining the stability of the FRG should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The support from western governments for reconstruction after the war gave the FRG a secure economic foundation, e.g. Marshall Aid • Erhard's 'economic miracle' and the 'social economy' saw benefits for workers and limited opposition • Integration into the European economy saw German manufacturing flourish as markets opened and ensured economic contentment with the regime • The Emergency Law (1968) allowed the government to take authoritarian measures against perceived opponents. <p>Other relevant material must be credited.</p>

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

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Q33.

Question	Indicative content
	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which education and culture in the Weimar Republic and the FRG were the same.</p> <p>The extent to which education and culture in the Weimar Republic and the FRG were the same should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Education policies were the same in that the Lander were responsible for education, attempts to create federal education failed • The German public showed determination to protect confessional education from reformers • Culture in Weimar Germany and the FRG both showed a proclivity for absorbing foreign cultural impulses, e.g. the popularity of American Jazz and film • Cultural innovation in Weimar and the FRG found expression in realism, e.g. New Objectivity in Weimar, and New German Cinema in the FRG. <p>The extent to which education and culture in the Weimar Republic and the FRG were different should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The hold of the traditional German elites over university education was broken in the FRG, e.g. the 1971 Federal Education Promotion Act opened up universities to working class entrants • The FRG was inundated with the cultural productions of the Allies which was aimed at de-Nazification • 1945 was treated as a cultural year zero by a new generation of artists. <p>Other relevant material must be credited.</p>

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

Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5-10	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11-16	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17-20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Q34.

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

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Question	Indicative content
	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how far rising living standards were responsible for political stability in the Federal Republic in the years 1949–89.</p> <p>The role of rising living standards in bringing political stability should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The extent to which the improvement in living standards during the 'economic miracle' of the 1950s and 1960s increased support for the newly-established democratic constitution• The reluctance of many, often older, German voters to undermine their own standard of living by support for potentially destabilising small or extreme parties• The maintenance of relatively high standards of living for most Germans allowed governments to implement social welfare measures that contributed to political stability. <p>The role of other factors contributing to political stability should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The successful implementation of a democratic constitution including limitations on the powers of the president and chancellor, and the influence of extreme parties• The dominant position of the two main political groupings, the CDU and the SDP, and the strengths of leaders such as Adenauer, Brandt and Kohl• The underlying fear of the consequences of political extremism and unrest• The strengths of the German economy as a whole. <p>Other relevant material must be credited.</p>

Q35.

Question	Indicative content
	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which the stability of the Federal Republic of Germany was mainly achieved by avoiding the constitutional problems of the Weimar Republic.</p> <p>In considering how avoiding the constitutional problems of the Weimar Republic did increase the stability of the FRG a range of factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Constitution of the FRG (Basic Law) was designed to prevent small extremist parties from getting into parliament, unlike Weimar • Extremist parties were banned in the FRG, e.g. banning the KPD, ensuring the control of a political elite contrasts with the way Hitler was able to destabilise Weimar 1930-33 • The President was not popularly elected and had limited powers and therefore could not rule by decree, contrasting with Hindenburg in the years 1930-33 • The main parties understood the need to work around shared policies avoiding the adversarial Weimar politics, e.g. 'vanishing opposition' in the 1960s <p>In considering other reasons for the stability of the FRG other factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The support of allied powers in establishing stable government, e.g. Marshall Aid, (contrasts with the constraints Germany faced from the Treaty of Versailles) • Erhard's 'Economic Miracle' promoted acceptance of the regime by employers and workers (more socially cohesive than Weimar) • The West wanted to maintain the FRG as a buffer against Communism and provided military protection (German security was not a problem of the same magnitude as under Weimar) • Adenauer made sure Germany was not isolated from Europe by pursuing economic integration that led to the establishment of the EU (unlike Germany in 1919) <p>Other relevant material must be credited.</p>

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

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Q36.

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

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Question	Indicative content
	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that the role and status of women in the FRG was different from the role and status of women in the Weimar Republic.</p> <p>The way in which the role and status of women in the FRG was different from the role and status of women in the Weimar Republic should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • A greater percentage of women were employed in industry in the Weimar Republic than in the FRG, e.g. to 1977 women in the FRG could only work if it did not interfere with her role as wife and mother • The 'New Woman' in Weimar asserted a woman's place in education, culture and politics more strongly than women in the FRG, e.g. the pioneering work of the psychologist Alice Rühle-Gerstel • A greater proportion of women were directly involved in politics in the Weimar era than in the FRG, e.g. on average 10 per cent of Weimar Reichstag deputies were women, a percentage that was not reached until 1983 in the FRG • Weimar women living in cities showed a willingness to engage in unconventional lifestyles to a greater extent than women in the FRG, e.g. women who copied the 'flappers' in the USA. <p>The way in which the role and status of women in the FRG was not different from the role and status of women in the Weimar Republic should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The rights of women to vote, participate in work and education were enshrined in the constitutions of both the FRG and Weimar • Conservative attitudes among the majority of women and men in the FRG and Weimar saw women's role as being primarily that of wife and mother • Women that fought for sexual equality in the Weimar Republic and the FRG faced similar barriers and disappointments, e.g. the failure to secure equal pay and promotion opportunities. <p>Other relevant material must be credited.</p>

Q37.

Target: A01: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Question	Indicative content
	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which the role of women in society changed during the years of the Weimar Republic and Nazi rule (ie 1919–45).</p> <p>Evidence that supports the idea of change during the Weimar and Nazi periods should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Increasing numbers of working women and the liberalisation of attitudes towards women's social behaviour during the Weimar period • A return to more conservative values after 1933 and the encouragement of a domestic role for women through the Nazi policy of <i>Kinder, Küche, Kirche</i> • The impact of the necessities of war after 1942 on the contribution of women to the war economy and the home front. <p>Evidence that supports the idea of continuity in the role of women and/or the limitations to change should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Traditional conservative attitudes towards the domestic role of most women across the whole period including that of the Weimar Republic • The relatively high percentage of working women in Germany across the whole period, including Nazi Germany, before the partial mobilisation of women during the war • The reluctance of many women to embrace Nazi policies towards women • The reluctance of Hitler to support the full mobilisation of women in the wartime economy. <p>Other relevant material must be credited.</p>

Q38.

Question	Indicative content
	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which the role of German women continued to be mainly that of wife and mother in the years 1933-89</p> <p>The extent to which the role of German women continued to be that of wife and mother should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The removal of women from the workforce after 1933 and the policy of 'Children, Kitchen and Church' • Hitler's dream of a one thousand year Reich and the emphasis on the production of racially pure children and Nazi awards for motherhood • Nazi ideology affected the role of women after 1945, and motherhood was still the norm • The Ministry for Family Affairs provided benefits for mothers to support their domestic role in 1953 <p>Other roles which German women performed in the years 1933-89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Women still found work in the Third Reich – cleaning, cooking, secretarial work, teaching and nursing • Women returned to work during the war years, and in 1940 were allowed to join the women's auxiliary services, part of the armed services • Shortages of men after 1945 meant women had to play their part in the immediate reconstruction work required in heavily bombed cities • In the 1960s and 1970s the German women's liberation movement fought for increasing career opportunities <p>Other relevant material must be credited.</p>

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

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Q39.

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

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Question	Indicative content
	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether the use of terror was the main reason for the survival of the Nazi regime in the years 1933–45.</p> <p>The importance of the use of terror for the survival of the Nazi regime in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The use of terror and intimidation in the establishment of Nazi rule in the years 1933–34, including the Night of the Long Knives • The use of terror to suppress dissent, including the use of ordinary prisons and concentration camps • The creation of a climate of fear and arbitrary use of power to maintain popular consent • The increasing use of intimidation to maintain Nazi control during the war years. <p>The importance of other reasons for the survival of the Nazi regime should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The implementation of popular economic and social policies, particularly in the period 1933–39 • The effective use of propaganda and censorship in maintaining consent • Genuine support for Nazi beliefs and/or the general apathy of many German people towards Nazi rule • The popular desire to fight for the survival of Germany, despite Nazi rule, during the period 1939–45. <p>Other relevant material must be credited.</p>

Q40.

Target: A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> • Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some relevant contextual knowledge is included, with limited linkage to the extracts. • Judgement on the view is assertive, with little or no supporting evidence
2	5-10	<ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included. • A judgement on the view is given, but with limited support and related to the extracts overall, rather than specific issues
3	11-16	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.
4	17-20	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts, analysing the issues of interpretation raised by comparison of them. • Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth. • Discusses evidence in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.

Question	Indicative content
	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates are expected to use the extracts and their own knowledge to consider the view that Hitler took Germany to war because he misunderstood British foreign policy. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion.</p> <p>In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include:</p> <p>Extract 1</p> <ul style="list-style-type: none"> • Hitler thought that the world could be divided into a British sea-based power and the German domination of central Europe • Hitler never understood that Britain required a balance of power in Europe and would not continue to acquiesce in the face of wars of aggression • Hitler did not understand that the British guarantee of Polish sovereignty meant that appeasement was effectively at an end. <p>Extract 2</p> <ul style="list-style-type: none"> • German elites had a history of planning wars to increase German economic strength • Hitler, in the late 1930s, was acting as the champion of longstanding German imperial interests • The takeovers of Austria and Czechoslovakia gained substantial amounts of fuel and machinery to be used in the Four Year Plan • German foreign policy is best explained by Germany's economic needs rather than the actions of a mad and egotistical leader.

	<p>Candidates should use their own knowledge of the issues to address the view that Hitler took Germany to war because he misunderstood British foreign policy. Relevant points may include:</p> <ul style="list-style-type: none"> • Hitler thought Britain would be an ally in a war against Communist Russia, which shows he misunderstood British imperial policy • Hitler thought that British foreign policy was driven by racism and belief in white supremacy, and that this could lead to an alliance between the two countries • Hitler thought that appeasement, and its failure to limit Hitler's aggression, was a sign of British weakness. Britain remilitarised effectively between 1936 and the outbreak of war • Hitler thought that an alliance between Britain and the Soviet Union was unthinkable and this encouraged him to make a pact with Stalin. <p>Candidates should use their own knowledge of the issues related to the debate to address other reasons why Hitler took Germany to war. Relevant points may include:</p> <ul style="list-style-type: none"> • Hitler believed he had an historic mission to make Germany into the dominant world power • Hitler went to war in September 1939 because he was frightened that Britain's rearmament might catch up with Germany's • Hitler had long-term notions of solving Germany's problems through <i>Lebensraum</i>. <p>Other relevant material must be credited.</p>
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EXAM PAPERS PRACTICE