A-level
History

7042/20-Component 20 Democracy and Nazism: Germany, 1918–1945
Mark scheme

June 2018

Version/Stage: 1.0 Final

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

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

Further copies of this mark scheme are available from aqa.org.uk

Level of response marking instructions

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

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

Step 1 Determine a level

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

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

Step 2 Determine a mark

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

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

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

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

Component 2O Democracy and Nazism: Germany, 1918–1945

Section A

01 With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying Nazi policies towards the workers in the years 1933 to 1939. **[30 marks]**

Target: AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.

Generic Mark Scheme

L5: Shows a very good understanding of all three sources in relation to both content and provenance and combines this with a strong awareness of the historical context to present a balanced argument on their value for the particular purpose given in the question. The answer will convey a substantiated judgement. The response demonstrates a very good understanding of context. **25-30**

L4: Shows a good understanding of all three sources in relation to both content and provenance and combines this with an awareness of the historical context to provide a balanced argument on their value for the particular purpose given in the question. Judgements may, however, be partial or limited in substantiation. The response demonstrates a good understanding of context. **19-24**

L3: Shows some understanding of all three sources in relation to both content and provenance together with some awareness of the historical context. There may, however, be some imbalance in the degree of breadth and depth of comment offered on all three sources and the analysis may not be fully convincing. The answer will make some attempt to consider the value of the sources for the particular purpose given in the question. The response demonstrates an understanding of context. **13-18**

L2: The answer will be partial. It may, for example, provide some comment on the value of the sources for the particular purpose given in the question but only address one or two of the sources, or focus exclusively on content (or provenance), or it may consider all three sources but fail to address the value of the sources for the particular purpose given in the question. The response demonstrates some understanding of context. **7-12**

L1: The answer will offer some comment on the value of at least one source in relation to the purpose given in the question but the response will be limited and may be partially inaccurate. Comments are likely to be unsupported, vague or generalist. The response demonstrates limited understanding of context. **1-6**

Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students must deploy knowledge of the historical context to show an understanding of the relationship between the sources and the issues raised in the question, when assessing the significance of provenance, the arguments deployed in the sources and the tone and emphasis of the sources. Descriptive answers which fail to do this should be awarded no more than Level 2 at best. Answers should address both the value and the limitations of the sources for the particular question and purpose given.

Source A: **in assessing the value of this source, students may refer to the following**:

Provenance, tone and emphasis

- the source is from Robert Ley, leader of the DAF, the German Labour Front. He was a highly ambitious and sycophantic Nazi and sought to exert as much authority from his Labour Front powerbase
- it is a celebratory speech full of self-congratulation as well as adulation towards Hitler, whom he was blindly loyal to
- Ley uses highly emotive language such as 'smashing success', 'upheaval of this overwhelming magnitude' and 'miracle' to emphasise the achievements of the Strength Through Joy movement
- Ley is careful to praise his Führer in glowing terms but still emphasises, for the rest of the source, his own achievements.

Content and argument

- Ley comments on Hitler's 'sacred command' for workers to be given 'sufficient vacation time' which is 'genuinely relaxing'. Students may refer to evidence that paid holidays did indeed increase between 1933 and 1939 or may focus on whether this was a genuine desire by Hitler to see the German Labour Front benefit the workers in terms of leisure
- Ley comments on the 'systematic organization of workers into the Labour Front'. Students may address whether this was, as both Ley and Hess suggested, an attempt to reach out to the workers and not simply an effective means of control and subjugation to replace the banned trade union movement
- Ley refers to 'wage issues' and that this should not be the primary focus but instead 'participation in culture' and 'taking in the sights of splendour'. Students may assess the value of this statement with some evidence of these activities such as concerts, hiking trips, theatre and cinema trips etc.
- Ley comments on the 'smashing success' of the Strength Through Joy movement. Students may support or challenge the value of this statement with evidence, such as whether it did succeed in reducing worker hostility to the Nazis.

Source B: **in assessing the value of this source, students may refer to the following**:

Provenance, tone and emphasis

- the source is from Sopade, the Social Democrat Party in exile from Prague until 1938. The leadership fled from Nazi Germany in 1933 and were implacably hostile to the Nazi regime
- it is a highly negative view of the Strength Through Joy organization, using strong language such as 'fascist control of the masses' and the title itself referring to 'social bribery' and also a mocking tone, e.g. 'care for' national comrades
- its aim was for the revolutionary overthrow of the Nazi regime and therefore sought to give as negative a view of Nazi policies as possible.

Content and argument

- the report comments on the real agenda of the Nazi regime with their mass organisations being to 'not let them fend for themselves' and 'not to give them any time to think'. Students may assess the value of this statement with analysis of whether Sopade was correct in this negative view of Nazi social policy
- the report comments on the aim to deprive the workers of forming 'primitive alliances' and make them 'lacking in independence'. Students may assess whether the report is right to downplay any genuine positive intent from the Nazis towards the workers as Hess and Ley assert
- the report admits that some workers may be 'taken in' by this propaganda and one may express 'a word of praise'. Students may assess the value of this view that the Strength Through Joy as well as Beauty of Labour were essentially 'the very essence of fascist control of the masses' and whether they succeeded in this.

Source C: **in assessing the value of this source, students may refer to the following**:

Provenance, tone and emphasis

- the source is from Rudolf Hess who held the largely symbolic post of Deputy Führer. He was known to lack any initiative or charisma but was blindly loyal to Hitler and the Nazi state
- it is a speech to the Reich Chamber of Labour, which was a government agency which oversaw the economy and the workforce, and sought to emphasise the importance of getting the propaganda message of the benefits of Nazism through to the workers
- the tone is self-congratulatory on the classless aspects of Nazi social policy towards the workers but also has an element of warning about failing to get this message across
- the speech's date – 1938 – comes at a time of growing economic preparedness for war through the Four Year Plan – where living standards and wages were being squeezed at the expense of rearmament and therefore Hess displays an urgent tone on the need to get away from focus on wages to look at wider benefits of Nazi policy.

Content and argument

- Hess comments on the continuing frustrations of some of the workers at their lack of personal economic benefits at a time when the economy itself is growing. Students could develop this point by citing evidence of living standards for workers, e.g. wages, hours, holidays as well as loss of trade union rights
- Hess comments on the range of improvements in working conditions, such as 'the canteens'. Students could discuss whether the Beauty of Labour organisation, an offshoot of Ley's German Labour Front, was a genuine attempt to reach out to workers or a cynical propaganda ploy to exert control
- Hess also refers to the 'advances in the social field' which the Nazi message must focus on in their message to the workers. Students may discuss, with evidence from the Strength Through

Joy organisation, whether this truly benefited workers and was a genuine attempt to incorporate the workers into the Nazi Volksgemeinschaft or again further propaganda to create an effective means of manipulation and control

- Hess also emphasises the classless nature of Nazi policies towards the workers where 'ordinary citizens' can enjoy in Germany things available only to the 'privileged' classes abroad. Students may question whether the activities available under the Strength Through Joy organisation really did try, and succeed, to follow a classless agenda.

Section B

02 'The impact of the Treaty of Versailles on the new Weimar Republic between 1919 and 1924 was more damaging economically than politically.'

Assess the validity of this view. **[25 marks]**

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.

Generic Mark Scheme

L5: Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**

L4: Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**

L3: Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**

L2: The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**

L1: The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**

Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments/factors suggesting that the impact of the Treaty of Versailles on the new Weimar Republic between 1919 and 1924 was more damaging economically than politically might include:

- German economic losses at Versailles were substantial with 13% of her territory being taken as well as ¾ of its iron ore and 15% of its arable land. Loss of these resources made it harder to repay the high wartime debt
- reparations of £6.6 billion also made her economic situation worse again making it much harder for Germany to make the payments and to repay her own debt so fuelling the printing of money
- the Reparations issue cast an economic shadow over the early years, precipitating the Ruhr invasion in January 1923 and the hyperinflation of the same year
- the political impact of the Treaty could be challenged in that a lot of the division and extremism pre-dated the Treaty and was more a consequence of the defeat in the war and the Armistice which followed, e.g. the German Revolution and the Spartacist Revolt of January 1919.

Arguments/factors challenging the view that the impact of the Treaty of Versailles on the new Weimar Republic between 1919 and 1924 was more damaging economically than politically might include:

- the almost universal condemnation of the Treaty's terms in Germany undermined support for the new Weimar Democracy and became a weapon to hit the Republic with, especially in times of crisis
- right wing hatred of the Weimar Republic was intensified by the Treaty and consolidated the 'Stab in the Back' theory where the 'November Criminals', who signed the Armistice, had now betrayed Germany again with the Versailles Treaty. This weakened the foundation of support for the democratic parties and the democracy itself
- Versailles led directly to the Kapp Putsch 1920 and, indirectly, to the Munich Putsch in November 1923
- the economic impact of the Treaty could be challenged in that the real problem for the German economy was the massive war debt accumulated (1.44. billion marks) and that the inflation, supposedly brought about by the Versailles terms, were primarily due to this debt and deliberate policy of the government
- signs of economic recovery in the years following the war with unemployment having virtually disappeared by 1921.

Students may link the economic and political impact and argue that they were closely interdependent but that the political effects of the Treaty endangered the survival and support base of the new Republic. Students may also point out that by 1924, with the ending of passive resistance, the introduction of a new currency and the signing of the Dawes Plan, the economic effects of Versailles were being more successfully handled.

03 To what extent was the Nazi consolidation of power in the years 1933 and 1934 achieved by legal means? **[25 marks]**

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.

Generic Mark Scheme

L5: Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**

L4: Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**

L3: Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**

L2: The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**

L1: The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**

Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments/factors suggesting that the Nazi consolidation of power in the years 1933 and 1934 was achieved by legal means might include:

- Hitler was able to persuade President Hindenburg to, quite legally, grant him emergency powers on 28 February 1933, the day after the Reichstag Fire. This Decree for the Protection of the People and the State suspended political and civil rights guaranteed under the Weimar Constitution such as arrest and detention without charge
- SA given legal authority and were merged with the Stahlhelm, now recognised as 'auxiliary police'
- March 5th Election gave Hitler greater share of the democratic vote and, with the support of the DNVP, an overall majority so could be argued that they now had greater legitimacy to govern
- the Enabling Act was passed with the necessary two thirds majority giving Hitler the legal power to make laws without the approval of the Reichstag or President for four years and a series of Laws were passed following the Enabling Act on centralising power such as the Law against the Formation of New Parties in July 1933 and the Law for the Restoration of a Professional Civil Service in April 1933.

Arguments/factors challenging the view that the Nazi consolidation of power in the years 1933 and 1934 was achieved by legal means might include:

- terror against political opponents was immediate and sustained with socialists and communist opponents of the regime being targeted as well as trade unions
- despite not being banned as political parties, the Communists and Socialists were hampered from campaigning effectively with many being locked up, even for distributing leaflets, their funds confiscated and meetings broken up. This showed terror rather than legal process being followed. By July, 26,789 political prisoners were held in camps
- Enabling Act passed but with the backdrop of intimidation and terror. The Kroll Opera House was surrounded by armed SA and SS men demanding that the Act be passed with threats of violence and the Communists not able to vote or take their seats
- the Night of the Long Knives had no legal basis and was essentially a purge, resulting in at least 84 executions including fissures such as von Schleicher, Gustav von Kahr and Gregor Strasser.

Students may conclude that the Nazi consolidation of power had a veneer of legality, necessary as the extent of his control was insufficient in the period after his appointment, with the Emergency Decree and the Enabling Act, but that terror was used in a sustained way to increase Hitler's grip on power and that this became more blatant as his grip tightened but any valid judgement is acceptable.

04 'The German economy was adapted successfully to meet the demands of war before 1945.'

Assess the validity of this view. **[25 marks]**

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.

Generic Mark Scheme

L5: Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**

L4: Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**

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L2: The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**

L1: The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**

Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments/factors suggesting that the German economy was adapted successfully to meet the demands of war before 1945 might include:

- appointment of Albert Speer as Armaments Minister led to greater co-ordination and rationalisation of industrial and armament production through such measures as greater use of mass production techniques and the central co-ordination of equipment and labour to armaments factories
- the 'production miracle' under Speer with aircraft production increasing by 200% and tank production by 250% between 1941 and 1943
- increasing use of foreign labour to keep the war economy going – up to 7 million foreign workers in Germany by 1944
- greater mobilisation of the labour force into war production, e.g. 1943 Decree for the Comprehensive Deployment of Men and Women for Reich Defence Tasks
- German economy did not collapse despite the relentless allied bombing offensive against her industrial capacity showing the effectiveness of the measures taken.

Arguments/factors challenging the view that the German economy was adapted successfully to meet the demands of war before 1945 might include:

- Germany suffered from severe supply problems for the first years of the war until Speer's appointment
- war came earlier than expected and economic planning based on it beginning in 1941 with Operation Barbarossa
- structural weaknesses and poor co-ordination between industry and the military, evident in the early years of the war, and at its heart a lack of clear political leadership from Goring who was in charge of the 4 Year Plan. Speer referred to Goring's period in charge as 'an era of incompetence, arrogance and egotism'
- Speer's reforms went a long way to addressing these problems but the incessant allied bombing still adversely affected the German war effort as well as morale of the workers
- from 1944 they did not adapt successfully because foreign labour began to decline and the bombing campaign hit communications/supply of raw materials etc.

Students may refer explicitly to the periods before and after Speer's appointment and make the point that the economy adapted very successfully once he was given the authority to make the necessary changes. However, this success was up against the severe challenge of shortage of labour and allied bombing, both of which were largely out of Speer's control.