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# A-level HISTORY 7042/20

Component 20 Democracy and Nazism: Germany, 1918–1945

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Mark scheme

June 2024

Version: 1.0 Final



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

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

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

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## Level of response marking instructions

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

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

### Step 1 Determine a level

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

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

### Step 2 Determine a mark

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

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

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

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

**Section A**

- 0 1** With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying the appeal of Nazism in the years 1929 to 1933.

**[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

- Source A was written by an officer in the SA and subsequently added to. It is therefore valuable because it represents the confidence and swagger of the SA which was so attractive to many, especially young men.
- as a popular Nazi song, it was sung at rallies and parades and broadcast across the radio. An example of such all-pervasive propaganda about the power and purity of Nazism is valuable because it was an important method of indoctrination
- students may comment on the importance of singing as a tool through which the Nazis developed a sense of national community
- the song has a proud tone, embracing sacrifice and struggle. Students may comment on the way that Hitler fostered a sense of national victimhood, to which Nazism appeared to be the solution.

### Content and argument

- the lyrics refer to the 'Red Front' as an enemy that has been overcome. Students may comment on the street fighting that frequently broke out between extremists; they may decide that this is valuable for showing the deeply felt fear of Communism that motivated many middle-class Germans to prefer Nazism's right-wing ideology
- students may discuss the phrase 'freedom [and] bread', recognising that this was one of the main Nazi slogans which appealed to Depression-struck Germany, helping propel Hitler to power in 1933. They may also discuss the 'time of oppression' with reference to Nazi views on Weimar Germany
- students may reflect on the powerful imagery referenced in the lyrics, including the Swastika, flags, banners and salutes. They may recognise this is valuable as an example of the effective marketing of the NSDAP, honed by Goebbels and Speer
- the lyrics celebrate the 'brown battalions', signifying a strong military influence and students may comment on the pride that Nazism rekindled, for Germany's martial past. They may reflect on the fact that, while the song portrays militaristic power in a positive light, many Germans were appalled by the brute force exhibited by the SA.

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

**Provenance, tone and emphasis**

- Source B is an extract from a speech by Hitler. Students may note that his distinctive oratorical skills were crucial for causing people to support the NSDAP and to stay entranced by Nazism despite later setbacks
- students may comment on the location of this speech, to reflect on the particular challenges faced by Germany's industrial centres throughout the preceding decade to note how crucial it was that the NSDAP gained support there.
- students may note that industrialists and business people had been typically wary of the NSDAP during the 1920s because of its associations with thuggery and disorder, recognising that this was a crucial audience for Hitler to win over, making this a particularly valuable source for exploring his political skills
- Hitler's speech shows his rhetorical skill, unafraid to use a direct and somewhat critical tone, in order to build an effective argument.

**Content and argument**

- Hitler describes a perception that the NSDAP was hostile to business. There is clear evidence of distrust from wealthy corporate elites who saw Hitler as a social upstart and the party as a disruptive force coming from within Germany's conservative, agrarian regions
- students may comment on Hitler's positioning of himself as both champion of workers and industry. They may be able to draw a connection to the struggle to reconcile these two wings, leading to the Bamberg Conference, and thereafter as Goebbels in particular brought northern, industrial Germany, into the Nazi fold
- Hitler refers to the need to cease 'blaming foreign powers', which students may find surprisingly valuable given the ongoing Nazi rhetoric of the oppression of Germany by the victors of the First World War. They may recognise that Nazi ideology required economic revival to come from within Germany, as an act of patriotic nationalism, rather than through global collaboration and they may comment on the powerful message of German agency that Hitler intended to convey
- students may reflect on Hitler's assertion that he can control the 'young folk' of the working class, encouraging them into greater productivity as being a valuable example of the crucial component of his appeal to the business and industrialist classes who feared the masses coalescing around Communism.

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

**Provenance, tone and emphasis**

- Horst Krüger was a young teenager when Hitler came to power and therefore was subjected to the full blast of Nazi indoctrination of the youth; his insight is all the more valuable because he also captures a young person's perspective on the impact of Nazism on those adults around him
- Krüger strives to show how the concerns of his parents were gradually diminished by the positive experiences of Nazism felt by the wider community. Writing in the 1960s, this is valuable because it shows the enduring impact of his intense experiences of the 1930s
- Krüger's tone is valuable because it so typically reflects the optimism that so many Germans shared as their hope rose for the rebuilding of their nation under the Nazis following the catastrophes of Versailles and Depression.

**Content and argument**

- Krüger demonstrates the impact of radio broadcasts in the Nazi rise to power. Students may draw conclusions about the value of this source for showing how effectively the powerful atmosphere in Berlin was spread on the radio. They may develop their commentary by discussing Goebbels' skill with emerging mass media.
- students may discuss the authority held by Hindenburg which he transferred to the 'young Chancellor' as being crucial in explaining the appeal of Nazism to traditional Germans, within and beyond Berlin. They may recognise how valuable this source is for showing that Hindenburg's miscalculation about Hitler opened the door for the surge in Nazi support
- Krüger's commentary on his parents' response to the speech is valuable because it captures, albeit briefly, the generational differences in how Germans responded to Hitler. Students may develop their commentary to discuss why older Germans may have been fearful of the re-emergence of an extremist movement in these years
- students may recognise the value of Krüger's perception that the Nazis brought about a surge in national confidence in the wake of the turmoil caused by the Depression. They may accurately speculate that Krüger was describing the 'Day of National Awakening'. They may reflect on his use of 'swept along' to capture the speed with which the Nazis rose to power and they may be able to connect this to the effectiveness of the party's change in strategy from 1924 onwards.

**Section B**

**0 2** 'Germany's territorial losses were the most damaging consequence of the Treaty of Versailles for the Weimar Republic in the years 1919 to 1923.'

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 supporting the view that Germany's territorial losses were the most damaging consequence of the Treaty of Versailles for the Weimar Republic in the years 1919 to 1923 might include:**

- approximately 10% of Germany's population had to accept changed citizenship or face eviction, causing considerable upheaval and, in many cases, anger. Millions of ethnic Germans became minority populations
- Germany's industrial economy was significantly weakened with the loss of 48% of Germany's iron output; the loss of the Baltic port of Danzig had a significant impact on Germany's north-eastern economy and Germany lost full control of its major rivers which affected internal trade
- Germany's agricultural output was also reduced by approximately 15%, compounding its struggle to adequately feed the post-war population
- the loss of Germany's overseas colonies was a significant blow to national prestige, hampered the recovery of diplomatic relations and further affected international trade.

**Arguments challenging the view that Germany's territorial losses were the most damaging consequence of the Treaty of Versailles for the Weimar Republic in the years 1919 to 1923 might include:**

- the war guilt clause led to the establishment of the Reparations Commission: its assessment of Germany's financial obligations was the main cause of Germany's hyperinflation crisis which was devastating in both the short and long term
- military restrictions imposed by the Treaty triggered rapid issues with unemployment and, especially when coupled with the humiliation of the occupation of the Rhineland, fuelled right-wing extremism which led to putsches and street violence throughout the early years of the Republic
- the war crimes clause and subsequent Leipzig Trials catalysed criticism of the liberal values of Weimar democracy and perpetuated right-wing, conservative distrust of the new government
- perceptions, fuelled by right-wing activists, that the Treaty was a 'dictated peace', the consequence of a betrayal of Germany's soldiers, was extremely damaging to the long-term stability of the Weimar Republic, leading to political assassinations and the rise of right-wing extremist parties such as the NSDAP.

Students may reach a valid conclusion on either side of this argument, while strong responses may link the economic cost of territorial losses with the unrealistic demands of the Reparations Commission. Students may develop an argument that reflects the way in which the Treaty negotiations and outcomes undermined the emerging democracy within the Republic. This conclusion could lead to a strong overall interpretation, providing the central question focus has been securely addressed.

**0 3** How successful were Nazi economic policies in the years 1933 to 1939?

**[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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- 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 supporting the view that Nazi economic policies were successful in the years 1933 to 1939 might include:**

- unemployment dropped significantly in this period, due to the implementation of the ‘battle for work’ and the introduction of the Reich Labour Service in 1935, even allowing for statistical manipulation, to the extent that there was a labour shortage by 1939
- despite significant variation between economic sectors, many Germans experienced a rise in living standards through rising wages and/or work-related benefits, including social and welfare provisions such as the Winter Relief programme
- foreign trade was recovering by 1934, with new trade agreements devised by Schacht which included currency policies to strengthen the Reichsmark
- Schacht’s financial skill enabled the massive rearmament programme to be funded without triggering an inflation crisis, through tactics including Mefo bills and propaganda which motivated people to tolerate suppressed living standards in order to support Germany’s national goals.

**Arguments challenging the view that Nazi economic policies were successful in the years 1933 to 1939 might include:**

- the goals of the Four Year Plan were not fully achieved; political pressure to achieve them caused a significant additional economic strain by 1939
- particular sectors within Germany experienced a significant deterioration in their living standards as a result of Nazi policies, for example brutal economic measures targeting Jews
- in particular, the Nazi ambition for autarky was not achieved in terms of food production and there were considerable food shortages by 1939, coupled with significant food price inflation
- economic achievements were considerably overstated by the regime’s propaganda. The Autobahn project looked impressive but car ownership was too low for the programme to achieve its goals and the project dwindled after 1938.

Students may conclude that the extent of economic success in this period is hard to establish because of the way in which propaganda and statistical manipulation obscures reality. However, they may judge that, despite early successes in stimulating post-Depression recovery, the Nazis’ ideologically-driven policies caused significant economic problems to begin to emerge by 1938–9.

- 0 4** How significant was the impact of war, in the years 1939 to 1945, on the lives of women and girls in Germany?

**[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**
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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 supporting the view that the impact of war, in the years 1939 to 1945, was significant on the lives of women and girls in Germany might include:**

- girls in the BDM were encouraged to undertake tasks to support the war and adult women were called up for compulsory wartime labour service from January 1943. Jobs were mostly in nursing, farm labour and factories – some demanding hard physical labour; 500 000 were assigned to the armed forces as female auxiliaries and some served as guards in concentration camps, which was brutalising work
- some younger girls were subjected to evacuation, particularly when key cities, such as Berlin and Hamburg were the targets of allied bombing campaigns
- women bore the burden of rationing, food shortages, disrupted family life and the absence (and loss) of male family members; 1942–45, living standards deteriorated dramatically. Rations were prioritised for men on the military fronts, exacerbating deprivation at home
- women and girls from Jewish families or from persecuted minorities suffered greatly; some were interred in concentration camps designated specifically for women and girls, such as Ravensbruck, where they faced a gruelling work schedule and mistreatment by guards
- as the Red Army swept across Eastern Germany in 1944–5, women were subjected to rape by Soviet soldiers; wherever bombing had destroyed housing, it was the women – the Trümmerfrauen (rubble women), who were left to try to rebuild houses and facilities in the wake of the destruction.

**Arguments challenging the view that the impact of war, in the years 1939 to 1945, was significant on the lives of women and girls in Germany might include:**

- women were not initially ‘called up’ to support the war and when they were the law was applied inconsistently; women were allowed to continue with their own lives relatively unimpeded until 1943; even after 1943 many women evaded service and the law was inconsistently applied
- those living in rural areas – and those assigned to agricultural work rather than front-line roles – suffered less than those in cities. They avoided the bombing raids and had access to fresh air and foodstuffs. As the war progressed, those women living in regions seized by the advancing Red Army were affected more than those in the western regions where they were treated more humanely
- women from the middle and upper classes found it easier to evade war work and could usually by-pass rationing and access the Black Market – so maintaining their living standards; the wives of senior Nazis – particularly those in the SS – experienced heightened living standards and enhanced social status until the very end of the war; single women were more likely to be called for service than married women (who were exempt if pregnant)
- not all young girls were evacuated; evacuation remained voluntary throughout the war and really only affected those living in the cities
- the war had a limited impact on girls, unless their families were subjected to major trauma, and the younger they were, the less they suffered. Schools remained open and churches and youth organisations, active. Younger girls were probably more susceptible to Nazi propaganda which taught patriotism and success in a just war and, with brothers absent at the front, slightly older girls might benefit from an increased status at home.

Most students are likely to agree that the impact of war was significant for women and girls, but they will need to make a judgement as to ‘how significant’ that impact was. Some students may point out that much depended on a woman’s social standing, marital status and location, or they may point to change across the time period.