



GCSE HISTORY 8145/1A/B

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

Mark scheme

June 2025

Version: 1.0 Final



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

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

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

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Level of response marking instructions

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

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

Step 1 Determine a level

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

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

Step 2 Determine a mark

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

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

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

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

0	1
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How does **Interpretation B** differ from **Interpretation A** about why Germans supported the Nazi Party?

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

[4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target	Analyse individual interpretations (AO4a) Analyse how interpretations of a key feature of a period differ (AO4b)	
Level 2:	Developed analysis of interpretations to explain differences based on their content	3–4
	Students may progress from a simple analysis of interpretations with extended reasoning to explain the differences. For example, the interpretations differ about the reasons why Germans supported the Nazis. In Interpretation A it says it was because they were a party for the workers which would help the unemployed but in Interpretation B it says the Nazis were a party for everyone which offered unity.	
Level 1:	Simple analysis of interpretation(s) to identify differences based on their content	1–2
	Students are likely to identify relevant features in each interpretation(s). For example, the interpretations differ because it says in Interpretation A that people were hungry but in Interpretation B it says they joined because Germany lost the First World War.	
	Students either submit no evidence or fail to address the question	0

0 2

Why might the authors of **Interpretations A** and **B** have a different interpretation about why Germans supported the Nazi Party?

Explain your answer using **Interpretations A** and **B** and your contextual knowledge.

[4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Analyse individual interpretations (AO4a)**
Analyse why interpretations differ (AO4c)

Level 2: **Developed answer analyses provenance of interpretation to explain reasons for differences** **3–4**

Students may progress from identification to explanation of the reasons for the differences in the interpretations supported by factual knowledge and understanding related to, for example, differences in provenance, context of their time of writing, place, previous experience, knowledge, beliefs, circumstances, and access to information, purpose and audience.

For example, the interpretations differ because of the authors' experiences. The author of Interpretation A had worked in the 1920s and fought in the war so in 1987 he wanted to explain at the time there was no alternative – join or starve. The author of Interpretation B was a young student who had little life experience and was impressed by Hitler and his patriotism.

Level 1: **Simple answer analyses provenance to identify reasons for difference(s)** **1–2**

Students are likely to identify relevant reasons for the differences in each interpretation(s). Related to, for example, differences in provenance, context of their time of writing, place, previous experience, knowledge, beliefs, circumstances, access to information, purpose and audience.

For example, Interpretation A was an adult when he joined the Nazis. Whereas Interpretation B was spoken by a young German girl who grew up with the Nazis.

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

0 3

Which interpretation gives the more convincing opinion about why Germans supported the Nazi Party?

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

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target	Analyse individual interpretations (AO4a) Evaluate interpretations and make substantiated judgements in the context of historical events studied (AO4d)	
Level 4:	Complex evaluation of interpretations with sustained judgement based on contextual knowledge/understanding	7–8
	Extends Level 3. Students may progress from a developed evaluation of interpretations by analysis of the relationship between the interpretations supported by factual knowledge and understanding. For example, Interpretations A and B both have convincing opinions in a way because in the 1930s all Germany suffered from the Depression and Hitler offered simple solutions to the problems of unemployment and poverty. Hitler criticised the Treaty of Versailles for being unfair and did not want Germany to become Communist. The Nazis seemed to be a safe choice to bring order to Germany against the Red Front.	
Level 3:	Developed evaluation of both interpretations based on contextual knowledge/understanding	5–6
	Extends Level 2. Answers may assert one interpretation is more/less convincing. Students may progress from a simple evaluation of the interpretations by extended reasoning supported by factual knowledge and understanding. For example, Interpretation A is a more convincing opinion about the reasons for support of the Nazis because the Depression of 1929 affected all of Germany. Brüning reduced unemployment pay and the wages of civil servants. Everyone felt the pain and the politicians could not agree on how to help.	

Level 2: Simple evaluation of one interpretation based on contextual knowledge/understanding **3–4**

There may be undeveloped comment about the other interpretation.

Students may progress from a basic analysis of interpretations to simple evaluation, supported with factual knowledge and understanding.

For example, Interpretation B is convincing because Hitler exploited in his speeches how badly Germany had been treated at the end of the First World War. He knew how to appeal to different audiences, young, old, workers or farmers.

Level 1: Basic analysis of interpretation(s) based on contextual knowledge/understanding **1–2**

Answers show understanding/support for one/both interpretation(s), but the case is made by assertion/recognition of agreement.

For example, Interpretation A is more convincing because it was hard during the Depression when so many people were out of work. The moderate political parties lost support so only the communists and Nazis remained.

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

0	4	Describe two problems faced by Kaiser Wilhelm II in ruling Germany before 1914.	[4 marks]
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The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Demonstrate knowledge of the key features and characteristics of the periods studied (AO1a)**
Demonstrate understanding of the key features and characteristics of the periods studied (AO1b)

Level 2: **Answers demonstrate knowledge and understanding** **3–4**

Students may progress from a simple demonstration of knowledge about the issues identified with extended reasoning supported by understanding of, for example, the ways in which events were problematic.

For example, one problem was that ruling Germany was difficult because rapid industrial expansion created social problems in the towns and opposition from the growth of militant Trade Unions and extremist groups.

Another problem was that the growing power of the socialists made it difficult to secure a majority for the government in the Reichstag.

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

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

For example, Germany was industrialising very quickly and that the socialists were becoming more numerous and were demanding reforms.

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

0 5

In what ways did Nazi racial policies affect the lives of people in Germany before 1939?

Explain your answer.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Explain and analyse historical events and periods studied using second-order concepts (AO2:4)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)

Level 4: **Complex explanation of changes** **7–8**
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Extends Level 3.

Students may progress from a developed explanation of changes by explanation of the complexities of change arising from differences such as time, group, social and/or economic impact, supported by knowledge and understanding.

For example, Nazi racial policies were based on the idea of a master Aryan race. Many Germans suffered persecution because they were considered inferior such as gypsies, Jewish people. At the same time the Nazis tried to increase the numbers of the Aryan race by encouraging German women to have more babies.

Level 3: **Developed explanation of changes** **5–6**
Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple explanation by developed reasoning considering **two or more** of the identified consequences, supporting them by factual knowledge and understanding.

In addition to a Level 2 response, students make additional developed point(s).

For example, Nazi racial policies affected non-Jewish people because they had to decide how to behave if they did not want to be persecuted themselves. Some non-Jewish people were determined to continue to use Jewish shops and keep Jewish friends. Many German Jews left Germany.

For example, Nazi racial policies affected Jewish people from 1933 as they passed more and more laws that took away the rights of Jewish people as German citizens. In September 1935 marriage between Jews and non-Jews

was banned by the Nuremberg Laws. Nazi racial policy also affected anyone they thought was inferior which included black people, and gypsies.

Level 2:	Simple explanation of change Answer demonstrates specific knowledge and understanding that is relevant to the question	3–4
	Students may progress from a basic explanation of change by using simple reasoning and supporting it with factual knowledge and understanding which might be related, for example, to one of the identified changes. For example, German Jews suffered from Nazi racial policies. Their shops were boycotted and they were banned from state jobs such as teachers and lawyers. Jewish children and non-Jewish children could not play together.	
Level 1:	Basic explanation of change(s) Answer demonstrates basic knowledge and understanding that is relevant to the question	1–2
	Students identify change(s), which are relevant to the question. Explanation at this level is likely to be implicit or by assertion. For example, German Jews were often attacked and had their property stolen or destroyed.	
	Students either submit no evidence or fail to address the question	0

0 6

Which of the following had more impact on Germany after 1933:

- Nazi economic policies
- Nazi culture and censorship?

Explain your answer with reference to **both** bullet points.

[12 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Explain and analyse historical events and periods studied using second-order concepts (AO2:6)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:6)

Examiners are reminded that AO1 and AO2 are regarded as interdependent and when deciding on a level should be considered together. When establishing a mark within a level, examiners should reward three marks for strong performance in both assessment objectives; two marks may be achieved by strong performance in either AO1 or AO2 and one mark should be rewarded for weak performance within the level in both assessment objectives.

Level 4: **Complex explanation of both bullets leading to a sustained judgement** **10–12**
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Extends Level 3

Students may progress from a developed explanation of causation by complex explanation of the relationship between causes supported by factual knowledge and understanding and arriving at a sustained judgement.

For example, both reasons are important and worked together. After the Depression Nazi control of economic policy would have had more impact on more people than culture or censorship. The Nazis tried to put the country on a war footing with Goering's Four Year Plan in 1936. This affected what people ate, and the work they did. They would have been grateful for the RAD jobs, rearmament factory work and public works created by the autobahns, and schools and hospitals being built. Fewer Germans would have noticed the introduction of censorship and Nazi control of culture which made sure that Germans were only exposed to ideas the Nazis approved of. So they listened to German folk music and marching songs and German composers, such as Bach or Beethoven. Goebbels made pro-Nazi films for them to watch and they could only listen to German radio stations. The German people had no alternative sources of information, and unless they were aware would not know what they were missing.

Level 3:	Developed explanation of both bullets Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question Extends Level 2. Students may progress from a simple explanation of causation with extended reasoning supported by developed factual knowledge and understanding. For example, Nazi economic policy tried to put everybody back to work. They introduced conscription from 1935. The army grew from 100,000 to 1,400,000. Germany's factories began to produce weapons – tanks and planes. Many Jews lost their jobs, and women were encouraged to stay at home and not work. The Nazis encouraged farmers to produce more so that the country became self-sufficient.	7–9
Level 2:	Simple explanation of bullet(s) Answer demonstrates specific knowledge and understanding that is relevant to the question Students may progress from a basic explanation of causation by using simple reasoning and supporting it with factual knowledge and understanding. For example, Nazi culture had a big impact on people. It was designed to win people over. The Nazis controlled newspapers, films, radio, and books. Joseph Goebbels oversaw propaganda and he used these to put over Nazi ideas. Sometimes only a sign was needed to send a message about how people should think and behave, such as the book burning in 1933.	4–6
Level 1:	Basic explanation of bullet(s) Answer demonstrates basic knowledge and understanding that is relevant to the question Students recognise and provide a basic explanation of one/both bullet points. For example, the Nazis reduced unemployment, they built autobahns.	1–3
	Students either submit no evidence or fail to address the question	0