



A Level History

7042/20 Weimar and Nazi Germany, 1918-1945

Report on the examination

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General guidance on question types

Question 1: The 'Source' Question

- An assessment of the value (and limitations, where appropriate) of each source in relation to the question set.
- Students should address the content and provenance of sources and use their own knowledge to support their evaluation. Where relevant, students could also consider the emphasis and tone of a source in their assessment of the value in relation to the question set.

Qualities seen in more successful responses

- A clear judgement is made about the value of the sources in relation to the question set.
- Answers move beyond a balanced description and provide an argument driven by the student's judgement overall about a source's value in relation to the question set.
- Comments on tone, when used, focus on the value of the source to an historian studying the given issue in the question.
- The content and provenance of the sources is understood, and relevant and accurate knowledge is used to assess value in relation to the question set.
- There is roughly equal treatment of all three sources.

Qualities seen in less successful responses

- Follows a very rigid structure and/or relies heavily on pre-learned phrases, which convey a sense that answers have not understood the sources set.
- Confusion over terminology and exactly what makes a source valuable. Words such as 'bias' are often used without being able to explain how this links to a judgement on value. Bias may well be the reason that a source is valuable.
- Answers that ignore the historical focus set in the question. Answers give a general evaluation of the source without explaining how it might be valuable to a historian studying a set topic.
- Over-reliance on lengthy quotations with little supporting knowledge and/or explicit assessment of value in relation to the question set.

Questions 2-4: Essay questions

- Demonstrate a clear and full understanding of the question and its demands.
- Provide a balanced, analytical response which reviews the issues raised by the question.
- Provide appropriate and full coverage of the question, with appropriate supporting evidence.
- Substantiate judgements on the issues, throughout the answer and/ or in an extended conclusion.

Qualities seen in more successful responses

- Evidence of careful planning seen in the structure and organisation of the answer.
- An analytical approach which avoids lengthy narrative passages.
- Appropriate range, both in relation to any date range identified in the question and of issues to be considered.

- Balance of treatment, used to advance an argument and with appropriate judgement of the issues.
- Use of well selected supporting information.
- Provide an effective introduction which sets out the argument to be advanced and an effective conclusion demonstrating overall judgement.

Qualities seen in less successful responses

- Limited evidence of effective planning and structuring.
- Tendency towards partial responses to the question asked, either in terms of the date range specified in the question or range of issues to be considered.
- Inclusion of descriptive passages not clearly linked to the question.
- Over-lengthy introductions which do little more than provide contextual information.
- Inclusion of conclusions which repeat points already made.
- Issues with, or an absence of, sustained analysis and judgement.
- Occasional use of inappropriate language, such as over-use of first person etc.

Individual questions

Report on Question 1

Students showed a real engagement with the sources on this year's paper; the majority of students were able to achieve Level 3, providing at least some supported comment on the value of the sources in relation to the historical context.

Source A Students were readily able to recognise key phrases in the lyrics and use contextual information to draw out comments about the appeal of Nazism, most typically mentioning the Depression, ('bread'); propaganda, ('swastika'); the Treaty of Versailles, ('revenge') and anti-communism, ('Red Front'). Most students were also able to make some sensible commentary relating to the provenance of the source.

The higher performing answers were those that really focused on the specific provenance and allowed this to permeate through their content commentary, so that, as an example, in their reflection on SA anti-communism, they may have discussed street violence between the SA and KPD and considered that this thuggery alarmed many middle- and upper-class Germans and therefore limited the appeal of Nazism.

Comparatively few students effectively interpreted the source content in the light of the provenance.

Source B Students found this source the most difficult in the set. Most students started by considering the provenance, and described how important Hitler was himself, as an orator and skilful manipulator of public opinion. Most were also able to link some of the commentary about the struggles of industry to the economic issues of the 1920s and explained, simply, how this made some people want to support the Nazis. Quite a few students grappled with Hitler's comments about 'blaming foreign powers,' noting that this in fact was a key component of Nazi ideology but not often able to suggest why he made this reference. Students frequently misunderstood the comments about the 'young folk' and those who 'work ... hard in factories' and presented this speech as an appeal to the unemployed, showing general contextual awareness but not a good understanding of the source.

Higher performing students were able to recognise the significance of the audience and use that to explain Hitler's approach, for example, they could comment on why he needed to recognise industrialists' fears about Nazi thuggery in order to persuade them to provide critical funding to the party.

Source C Most students were able to make a range of comments on both content and provenance. There were relatively few overly simplistic provenance limitations based on, for example, the likelihood that Kruger would have forgotten important facts before embarking on his autobiography. Because students tended to have a lot to say about this source, the better answers showed selection, enabling students to demonstrate depth of knowledge and some conceptual understanding.

Higher performing students brought precision into their evaluation, commenting specifically on the National Day of Awakening, or using knowledge to suggest why Kruger's parents may have felt perplexed, and how people living in the Berlin suburbs may have been middle-class, leading to some interesting discussions of demographic differences in the response to Nazism's appeal.

Question 1 - Exemplification of Level 5 qualities

Source B is useful in seeing the appeal of the Nazis towards the industrialists and in particular how presentations would change depending on the region to maximize appeal. With the Nazi party being enemies of socialist policy, it makes them less appealing to groups like the industrialists, whom would be more aligned to parties such as the DNVP, ~~as a~~ result of Nazi policy in favour of nationalizing industry and reclaiming money from war profiteers, of whom would include industrialists like Krupp and Thyssen, both being based in the Ruhrland with Krupp being based in Düsseldorf itself making it highly likely members will be present. As a result we can see in the speech how socialist demands are ignored and subverted depending on the audience to ~~not~~ maximize appeal. In this case ~~the SA~~ ^{appealing} the SA as reliable and strong workers who can be used to promote economic growth whereas in more Eastern areas members of the Nazi Party such as Gregor and Otto Sauer would end up highlighting the socialist and production demands of the SA ~~which~~ which would allow them to appeal more within that region. This makes it useful in understanding how Nazi beliefs could seemingly change depending on who their audience was.

It is also important to note that it is Hitler himself talking which not only brings legitimacy to the ~~source's~~ ~~view~~ ~~of~~ ~~the~~ ~~source's~~ portrayal of Nazi appeal but also that in the context of 1932 the Nazis understood that due to Hitler's good relationships

with ~~other~~ ~~public~~ ~~figures~~ ~~such~~ ~~as~~ ~~Hugenberg~~ ^{and figures like the DNVP} made him more appealing than another representative of the party who, without links to figures like Hugenberg, would lack the involvement in more private business in good standing with industrialists or that their words may have been less engaging, only it is useful as we can see how the importance of significance and personal contacts and relations are important to make sure that people not only hear what they are saying but listen and pay attention from a more positive perspective.

Overall it is useful in understanding how the Nazis could ~~use~~ ^{use} ideas of changing the economy to suit their specific audience such as the more right wing industrialists and Junkers who held political and economic power and the lower classes who ~~would~~ ~~be~~ ~~more~~ ~~left~~ ~~leaning~~ ~~in~~ ~~comparison~~ ~~but~~ ~~held~~ ~~decreased~~ ~~power~~, only it is useful only limited by the limited perspective of who it appeals to.

This is a well-balanced source response, with considerable commentary on both content and provenance, and a reasoned judgement. The student has fully grasped the target audience and is able to explore the source in that light. They have shown strong contextual knowledge and approached the source thoughtfully to make some insightful comments about a range of aspects of the Nazi appeal. There is conceptual understanding of the tension within Nazism between its socialist and nationalist strands and this is developed effectively.

Report on Question 2

This essay was attempted by most students. Generally, students stayed within the parameters of the question although some strayed into an 'early challenges to the Weimar Republic' question from the outset, and some responses drifted into that focus across their essay. As ever, examiners credited any rewardable commentary.

Most students approached the question by considering war guilt & reparations, military and territorial terms. What was surprising was the lack of precision on the specific focus of the question, the territorial losses of the Treaty of Versailles. Student knowledge of this aspect was much less robust than anticipated and, in some instances, knowledge of the territorial terms was so superficial or limited that the L2 descriptors, 'failure to grasp [the question's] full demands' and 'limited ... comment in relation to the question' had to be applied, even when there was considerable commentary on other aspects of the Treaty. There were also issues with accuracy, even when specific terms were discussed, with real confusion over the Rhineland/Ruhr/Saar, which at times generated significantly flawed arguments. This was particularly the case when students had shown excellent knowledge of other terms, very well analysed and effectively communicated but could nonetheless not be highly rewarded.

Stronger answers therefore explained a range of the territorial terms of the Treaty, to precisely identify the nature of the 'losses' that they created and finding a way to assess their significance. For example, they may have considered the loss of the Sudetenland in terms of its economic impact; the sense of international betrayal it generated as Wilson's Fourteen Points were clearly set aside and its social impact, on those who felt wholly German but now found themselves outside the German nation. The strongest answers then considered how these losses generated inflationary problems, contributed to the default on reparations payments and fuelled right-wing extremism, before moving on to consider other terms of the Treaty.

Question 2 - Exemplification of Level 5 qualities

While Germany experienced many damaging impacts from the Treaty of Versailles, the territorial losses ended up being the most significantly damaging consequence. The main impacts of the Treaty of Versailles were seen in the ~~the~~ state of the economy and political climate following the war with ~~many~~ other factors such as the reparations, ~~the~~ military restrictions, and war guilt clause proving damage. Despite this, territorial losses were most significant.

Territorial losses were the most damaging because they affected almost every aspect of damage following WWI, most notably inflicting the impact of the reparations as regions such as the Saarland were lost thus drastically reducing the amount of coal and iron produced, making it harder to not only recover from the ~~territorial~~ debt that had been ~~built~~ built up over ~~the~~ financing the war and the physical damage the war entailed but also heavily limited their ability to reliably pay the £6.6 billion ~~reparations~~ demand for reparations since not only were they already in debt, but they were in a war economy ~~with~~ that lacked the resources or organisation to reliably trade and rebuild. ~~Germany was~~

In addition to the economic aspect of territorial losses, there were significant social damages to Germany. Alongside losing coal and steel sources, Germany would crucially lose lots of arable land for agricultural work which exacerbated social ~~and~~ problems that already ~~the~~ were present due to a falling home front by the end of WWI, where the quality of living was dropping and food was becoming increasingly scarce ~~so~~ by seizing agricultural land it only went to exacerbate ~~for~~ the issues of the welfare of the population, in turn damaging the economy as well as workers were less efficient and people struggled to find work as they industries struggled with few resources to work with.

Another social aspect of damage could be seen through the nationalism in Germany at the time where the seizure of their land fueled discontent towards the government from both industries in the upper class and nationalist people from all classes blaming the government for going up in line with the East in the Back to the Front and ~~which~~ created the foundation of the appeal of groups like NSDAP who would capitalise upon this discontent.

through the promotion of ideas such as Lebensraum and the re-establishment of the German Empire since all of their colonies had been ~~seized~~ seized alongside those of some non-Germans. This shows how the ~~territorial~~ damage from the territorial losses helped to

fuel the expansion in policies by capitalising of widespread ~~resentment~~ ~~dislike~~ dislike for the newly formed Weimar Republic due to their signing of the treaty and nationalistic desire to return to old Germany.

Territorial losses were crucial in ~~causing~~ causing fundamental damage that would impact every aspect of German society.

However, there were other aspects of the Treaty of Versailles that dealt somewhat significant damage to ~~the~~ the Weimar Republic such as the ~~reparations~~ reparations.

While territorial losses slowed reconstruction, reparations ensured the German economy would be in a constant state of debt related crisis and ~~thereby~~ ~~to~~ limiting how quickly Germany could recover from the war by reducing its income and wealth from production and trade; which only furthered ~~increased~~ their inability to pay the debts.

An important aspect of the reparations are their international pressure, primarily evident from France's Occupation of the Ruhr in 1923 that placed Germany under huge pressure to comply with the treaty in spite of being unable to and ending a fuel the hyperinflation crisis in the early 20s. ~~Due~~ France's Occupation forcing Germany's ~~inability~~ to pay ~~the~~ reparations helped to worsen, causing the Reichsmark to become successively worthless and devastating the German economy.

However, it could be argued that through efforts such as the Dawes and Young Plans, Germany was able to not only reduce the ~~weight~~ ^{damage} of reparations but also establish ~~an~~ a greater international presence with ~~and~~ ~~from~~ foreign aid helping to rebuild and reduce costs where possible. ~~It was~~

It could also be argued that the hyperinflation crisis was not a result of just reparations but more so the ~~poor~~ economic state of post war Germany and the ~~the~~ government's mismanagement of the crisis, rapidly printing more money ~~and~~ ~~the~~ ~~value~~ of the Reichsmark and passive resistance under AUSA worsening the situation. This is evident that with a new ~~the~~ government into Weimar and Schuler by reissuing currency ~~and~~ ~~only~~ ~~was~~ ~~the~~ ^{cause} a wage and cost control and active passive resistance, the German economy was able to recover to a good state despite still being under the pressure of reparations, said pressure being reduced by the payment reductions of the Young Plan payments.

This is a good L5 response. The introduction shows a clear focus on the question and outlines an appropriate range. It has a strong grasp of the territorial losses, and it spends time exploring their consequences. It is also precise on other aspects of the Treaty. The conclusion is rather thin but the analysis throughout is sufficiently strong that this is offset. The essay is well structured and controlled, showing a good conceptual awareness throughout. Although the handwriting is difficult to read in places, overall communication skills are clear and effective.

Report on Question 3

This was the next most attempted essay question. Most students were able to write an essay with a range of key features and some balance while stronger answers approached the question by first considering the aims of Nazi economic policy in this period. Typically, these key features were identified as recovery from the Depression, industrial development/autarky, and readiness for war. Some students were not secure on their date ranges and contrasted the relative performance of Göring and Speer: in this instance, rewardable comment was credited, and irrelevance ignored, as is standard practice.

The highest-performing answers were those in which precise knowledge was very well organised, using chronology to show development over time and a strong conceptual awareness.

Report on Question 4

This was the least attempted question. The impact of war on women and girls is covered in a range of different places across the specification so students needed to think carefully about what evidence to select and how to organise it. There were some excellent answers, showing strong contextual awareness. Examiners were reminded that any valid approach and valid content should be rewarded, and that the mark scheme provided indicative content only. Judgements were made on the quality of student responses, against the level descriptors, as usual.

Some students missed the question focus and described changes to the lives of women and girls during the pre-war Nazi era. Some students began with a focus on women, but then went on to consider the impact of war on other social groups, often making some rewardable commentary on the experience of war on Jewish women and girls, and other persecuted minorities, but thereafter digressing to discuss irrelevant content.

Some students used their knowledge of the pre-war era to provide context against which they considered the extent of change from 1939-1945, which was effective, for example, when explaining the impact of the ideological shift from home-makers into factory-workers. However, the level descriptor relating to 'key features and issues' was applied, as usual, so students still needed to make a range of appropriate comments within the era, even if their balancing points came from outside, in order to achieve higher marks. Where students used evidence that was applicable to both men and women, for example, the impact of rationing on the home front, it was typically rewarded as relevant but 'generalised,' unless the student had developed it further to make a point about the specific experience of women.

High performing responses considered aspects from the economic, social and psychological impacts of the war, and were further likely to demonstrate chronological awareness to show how the experience of women and girls changed during the course of the war.

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