



**General Certificate of Education
January 2013**

AS History 1041

HIS1N

Unit 1N

**Totalitarian Ideology in Theory and Practice,
c1848–c1941**

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner 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 examiners 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 examiner understands and applies it in the same correct way. As preparation for standardisation each examiner 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, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal 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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level students. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Students who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which students meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a student performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:**AS EXAMINATION PAPERS****General Guidance for Examiners (to accompany Level Descriptors)**

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that students might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other students' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Students should never be doubly penalised. If a student with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a student with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

January 2013

GCE AS History Unit 1: Change and Consolidation

HIS1N: Totalitarian Ideology in Theory and Practice, c1848–c1941

Question 1

01 Explain why Stalin promoted a cult of Lenin in the years 1924 to 1928. (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

L2: Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

L3: Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

L4: Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

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.

Answers should include a range of reasons as to why Stalin promoted a cult of Lenin in the years 1924 to 1928.

Students might include some of the following factors:

- Stalin used Lenin's Decree against Factionalism to accuse opponents in the power struggle of disloyalty to the memory of Lenin – expelled Kamenev, Zinoviev and Bukharin under this guise

- Stalin gave the speech at Lenin's funeral, despite Lenin's opinion of Stalin, where he swore to continue the work of Lenin, winning supporters. Trotsky's absence allowed Stalin to discredit his opponent
- Stalin deified Lenin and stated he was following in the footsteps of Lenin, which meant he appealed to a widely religious nation and enabled him to create the cult of Stalin
- Stalin oversaw the extension of the Bolshevik party as part of the Lenin enrolment
- allowing Stalin to fill the party with supporters – these new members were often uneducated and easily manipulated
- Stalin gave a series of lectures published as the 'Foundations of Leninism' – a basic guide to Lenin's ideas for the uneducated. Stalin made clear his commitment to Lenin and how the other Bolsheviks were not as faithful, again helping him in the power struggle.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might suggest that in linking himself so closely to Lenin, Stalin was able to discredit his opponents and build up a strong power base in the party.

Question 1**02** How far was the development of the cult of Stalin due to propaganda? (24 marks)*Target: AO1(a), AO1(b), AO2(b)***Generic Mark Scheme**Nothing written worthy of credit. **0****L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6****L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11****L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16****L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21****L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24****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 should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting that propaganda was responsible for the development of the Cult might include:

- propaganda played a crucial role in the development of the cult, from the gigantic busts and portraits of Stalin on every corner to speeches on artistic and scientific subjects which were also peppered with the glorification of Stalin
- *Pravda* began to systematically develop the cult of Stalin when it devoted the entire edition of 29 December 1929 to him as the 'Lenin of Today'. *Pravda* also pushed the use of the name *Vozhd* (the boss) when referring to Stalin and the term became synonymous with 'leader'
- streets and towns were renamed to honour Stalin. Tsaritsyn was renamed Stalingrad in 1925 and Stalinsk and Stalinabad also appeared on the map – more than 30 towns and cities were named after him
- cinema was used widely to spread the message of Stalin and the Bolsheviks (essential in a country whose population were overwhelmingly illiterate). Stalin took a close interest in the cinema and personally approved scripts.

Factors suggesting other factors were important in the development of the cult of Stalin might include:

- there was a psychological need for a single leader to follow and worship – the tsars had been God's representatives on earth; the typical Russian peasants' home would contain a cross and a cheap icon of the tsar. The Russian people now transferred their allegiance a new 'little father' in Stalin
- the psychology of adulation meant that as the cult grew it became more difficult to resist as the average Soviet citizen wished to behave in the same way as their neighbours and to take part in mass activities
- millions were grateful to Stalin for the end of rationing, the order in their lives, their education and the unmasking of enemies during the purges; the Soviet people had to have someone to express their thanks to for the material improvement in their lives
- people may also have feared the repercussions of not idolising Stalin. The purges had not only seen the arrest, trial and execution of key Bolsheviks but had spread to the wider public, with 1 in 18 citizens being arrested and facing the harsh conditions of the Gulags
- it was easier to follow an individual than a set of ideas – the complexities of Marxism meant it was not easy for the uneducated masses to understand government decisions. (The masses accepted policies because Stalin said they were a good idea and he knew best).

Good answers may show an awareness that whilst the cult was essentially created by propaganda, the Soviet people readily accepted it thanks to their traditional worship of the tsars.

Question 2**03** Explain why Italian Fascism was anti-communist. (12 marks)*Target: AO1(a), AO1(b)***Generic Mark Scheme**Nothing written worthy of credit. **0****L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2****L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6****L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9****L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12****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.**

Answers should include a range of reasons as to why Fascist ideology was anti-communist.

Students might include some of the following factors:

- Mussolini created the Fascist ideology and he was vehemently anti-communist, having left the Italian Socialist Party during the First World War due to their pacifist nature
- the rising membership of Trade Unions (the CGL had 2 million members by 1920) and the fear of revolution during the Biennio Rosso (the two red years) demonstrated the danger of the radical left in Italy
- Fascism was nationalistic, believing in the greatness of the Italian nation, whereas communism promoted internationalism – the Italian Communist Party was considered to be loyal to Moscow, not Rome
- Fascism believed in heroism and the worship of Il Duce, whereas communism believed in equality
- dislike of the communist economic model of public ownership – communism made workers lazy as there were no incentives to motivate them.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might link the personal hatred of communism of many leading Fascists, particularly Mussolini, with the popularity of the ideas amongst many Italians.

Question 2

- 04** How successful was the Italian Fascist regime in creating a totalitarian state by 1940?
(24 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

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 should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting the Fascist regime was successful in creating a totalitarian state by 1940 might include:

- Italy was a one-party state thanks to the Acerbo Law and Legge Fascistissime, the franchise was limited to stop the least wealthy from voting by allowing only those paying 100 lire or more in taxes a year to vote after 1929. Fascist Italy was essentially controlled by decree, with 100,000 passed between 1925 and 1940 and by 1939 the Chamber of Deputies was simply rubber-stamping Mussolini's decisions
- terror was a part of Fascist Italy – known opponents were subject to surveillance, with the OVRA making 20,000 visits, searches or arrests a week. 5,000 were imprisoned in penal camps on the Lipari Islands serving a total of 28,000 years
- mass media was controlled – from 1925 only registered journalists could write for the papers, newspapers were self-censored as editors were aware that Mussolini read the papers everyday. Radio was state controlled, and in 1937 the Ministry of Popular Culture was established
- the economy was controlled through the Corporate State based on the Third Way. The Ministry of Corporations had control from 1926 and in 1930 a National Council of Corporations was set-up with representatives from employees, employers and the Party. Governing bodies known as syndicates decided on wages, working hours, holidays and other conditions of employment
- there was a cult of personality in fascist Italy. The cult of Il Duce was created due to the 14 different cabinet posts that Mussolini held and his portrayal as a talent man who studied literature, skied and held a pilot's licence.

Factors suggesting the Fascist regime was not successful in creating a totalitarian state by 1940 might include:

- King Victor Emmanuel III remained a figurehead in Fascist Italy – he held the power to dismiss Mussolini at any time. The middle class and southern peasantry maintained their traditional respect for the monarchy. The army and navy remained the 'Royal Army' and the 'Royal Navy' – in a dispute between Mussolini and the King only the air force would have backed Mussolini
- Italian loyalties were not just to Fascism as religion remained important, particularly after the Lateran Treaty of 1929 which accepted Catholicism as part of Fascist Italy. Pope Pius XI remained a constant rival for affections – the Pope's authority on morality and issues of spirituality meant that when he spoke out against anti-Semitism he was perceived as right and Mussolini was wrong
- despite changes to electoral law and the use of terror, 136,000 people still felt able to vote against the list of Fascist deputies in the election of March 1929 and even the means of terror were limited as the OVRA was only staffed by 375 agents.

Good answers may show an awareness that despite achieving a number of the key features of a totalitarian state, Fascist Italy was never monolithic thanks to the continued existence of the Pope and the King.

Question 3

05 Explain why, in August 1934, Hitler made himself *Führer* of Germany. (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

L2: Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

L3: Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

L4: Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

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.

Answers should include a range of reasons as to why Hitler made himself *Führer* of Germany in August 1934.

Students might include some of the following factors:

- Hitler had already created a one-party state by July 1933 and was essentially in control thanks to the terms of the Enabling Act of March 1933
- the death of Hindenburg created the opportunity for Hitler to combine his post of chancellor with the vacant post of president in a new post through his powers of decree
- the Night of the Long Knives in June/July 1934 removed internal opposition to Hitler, such as Röhm and the SA. Removal of the SA also ensured the Oath of Loyalty from the Army
- the Oath of Loyalty sworn to Hitler by the Army confirmed Hitler's status as sole leader of Germany and it also made Hitler more comparable to the absolute and great leaders of Germany's past
- the creation of a new post stressed the break between the democracy of the Weimar

Republic and the monolithic Third Reich, as well as linking back to authoritarian Wilhelmine Germany

- the new post stressed Hitler's uniqueness and special status. Hitler was already *Führer* of the Nazi Party – Nazi ideology believed that the leader could not be questioned and should be blindly obeyed and now that Germany was a one-party state this concept could be applied to the whole nation
- as Führer, Hitler would have no constitutional constraints on his power and his powers were never defined in law, making him truly all-powerful, as he so desired.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might consider the relative importance of ideological reasoning and practical actions that provided Hitler with the opportunity to assume the role.

Question 3

- 06** How far was the growth in Nazi party support between 1928 and January 1933 due to Germany's economic problems? (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

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 should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting economic problems were responsible for the rise of the Nazis:

- the economic depression was vital in creating the climate in which the Nazis could gain support on a national level – before the Wall Street Crash they were a minor party who had won just 12 seats in May 1928, in 1930 they won 107 seats becoming the second largest party in Germany
- some initial support came from farmers after grain prices collapsed, a poor harvest and a foot and mouth outbreak caused many farmers to borrow money they could not afford to repay. The Nazis attacked high interest rates and promised to restore tariffs – in September 1930 the Nazis won 27% of the vote in rural Schleswig-Holstein
- there were six million unemployed by 1932 – the Nazis promised jobs which gained support from the working class. The middle classes also worried about unemployment, but moreover feared the rise in support for socialism/communism (the KPD winning 100 seats by November 1932), so turned to the Nazis who promised to crush communism
- the impact of the Wall Street Crash led to political problems, with coalition governments unable to agree on how to deal with the situation. The collapse of the Grand Coalition showed the weaknesses of Weimar and gave Hitler and the Nazis the opportunity to promise strong government and economic solutions.

Factors suggesting other factors were responsible for the rise of the Nazis might include:

- Nazi strengths were also important – Hitler and the party had a modern and youthful image compared to the current government through campaigns such as ‘Führer over Germany’ and were able to appeal to all classes through targeted propaganda, such as the support of local businesses after the opening of a Woolworths in Hanover
- the 25 point programme and other Nazi policies were designed to create a ‘party of all the people’. Socialist aspects appealed to the working classes and traditional values attracted middle class women to the party
- the Nazis received support from key figures – Hugenberg, the chairman of the DNVP, gave them access to his media empire which greatly widened their exposure. Both the army and influential businessmen/bankers, like Schacht, feared the rise of communism and encouraged Hindenburg to appoint Hitler in January 1933 as the ‘lesser of two evils’
- other elites also had a role to play – Von Papen lifted the ban on the SA in the summer of 1932 which allowed the Nazis to intimidate opponents and become the largest party in the Reichstag in July 1932. He was also a key figure in the ‘Backstairs Intrigue’ – convincing Hindenburg to appoint Hitler as he could be controlled and used to their advantage.

Good answers may show an awareness that the economic circumstances provided a platform for the Nazis as Germans looked for an alternative, but other factors ensured it was the Nazis and not the Communists who benefited most from the crisis.

Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator: www.aqa.org.uk/umsconversion