



**General Certificate of Education
June 2012**

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.

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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

June 2012

GCE AS History Unit 1: Change and Consolidation

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

Question 1

01 Explain why there was a Cult of Stalin in the 1930s. (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 a cult of Stalin existed in the Soviet Union in the 1930s.

Students might include some of the following factors:

- there was a 'psychological need' for a leader amongst the Soviets – the Tsars had been worshipped as the *batyushka*, with icons in homes – Stalin now acted in place of the Tsar. The intolerance of religion also meant that the Soviets looked for another to look up to – a cross had often been present alongside the icon of the Tsar

- Stalin was personally responsible for the creation of the cult – he deified Lenin, who had also filled the psychological role as leader, and then used the Lenin Legacy to make himself the ‘Lenin of Today’
- propaganda spread the cult – gigantic busts and portraits at every corner, speeches on artistic and scientific subjects glorified Stalin. Cities and streets named in honour of Lenin and Stalin (such as Stalingrad) helped create the cult
- the psychology of adulation meant that as the cult grew it became more difficult to resist as people wished to follow their neighbours and take part in mass activities
- people genuinely wished to thank Stalin for material improvements in their lives, such as the end of rationing in 1935, extended education and the removal of ‘enemies’ in the purges
- there was an element of fear in existence in the USSR in the 1930s due to the purges, show trials and NKVD arrests that meant some would feel pressured into supporting the cult.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might suggest that the cult was originally put forward by Stalin as part of the power struggle and was then carried forward by the people who ‘needed’ a leader to worship in the absence of the Tsar and religion.

Question 1

- 02** How important were the mistakes of his opponents in explaining Stalin's victory in the power struggle between 1924 and 1928? (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 mistakes of others were responsible for Stalin's victory might include:

- Trotsky's weaknesses and mistakes: Trotsky was feared as an ambitious man with the backing of the Red Army of 5 million. He was an ex-Menshevik, Jewish and intellectual. Zinoviev, Kamenev and Stalin therefore formed the Troika to defeat Trotsky in 1924 – the first stage in Stalin's victory in the power struggle
- it was this fear of Trotsky that led Zinoviev and Kamenev to argue that Stalin should not be removed as General Secretary, which had been Lenin's directive in his Political Testament
- other rivals errors and mistakes: Zinoviev and Kamenev were Jews and 'October Deserters', whilst their attack on Trotsky made them appear indecisive – a former ally; Bukharin fought in the party though his strength lay with the peasants and the Trades Unions; commitment to NEP meant he lacked credibility as a Marxist.

Factors suggesting other factors were responsible for Stalin's victory might include:

- Stalin's powers as General Secretary: linkman between Politburo and government, access to party-files, recorded and conveyed information, most crucially by ensuring Trotsky failed to attend Lenin's funeral, right to appoint, remove and transfer top 5,500 officials in USSR, including the regional secretaries meaning Stalin could make sure delegates to the Party Congress backed him. Stalin ensured the appointment of six Stalinists to the 1926 Politburo
- Stalin was the beneficiary of the Lenin Legacy: benefited from Lenin's 1921 Ban on Factionalism – no criticism once PC had voted for something or the leadership decreed it; this allowed Stalin to attack the United Opposition and the Right Opposition as acting contrary to the will of Lenin; Lenin Enrolment, funeral speech, 'Foundations of Leninism' all tied Stalin to Lenin
- Stalin used ideological differences to defeat his opponents – he challenged Trotsky's view of 'Worldwide Revolution' with 'Socialism in One Country' which appealed to nationalists within the party, claimed the left wing support of rapid industrialisation was unmarxist and then turned on the NEP (when it was failing) to defeat Bukharin.

Good answers are likely to/may show an awareness that a combination of factors ultimately led to Stalin's victory in the power struggle, but if his rivals had not initially underestimated his power then perhaps more could have been done to counteract Stalin's rise to power.

Question 2

03 Explain why Mussolini was appointed as Prime Minister in October 1922. (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 Mussolini was given the role as Prime Minister in October 1922.

Students might include some of the following long-term factors:

- Liberal Italy had failed to win over the Italian nation – post-war debt of 85 million Lire, the Mutilated Settlement, failure to deal with Fiume and 5 different Prime Ministers since 1917 – people turned to extremists as an alternative, such as the Fascists
- fear of communism by the Middle and Upper Classes in Italy after the Biennio Rosso and increasing left-wing action – Mussolini was anti-communist and his squadre had acted against the socialists.

Students might include some of the following short-term factors:

- the role of the King – feared a challenge to his power from Fascist sympathisers (such as the Duke of Aosta) in the build-up to the planned March on Rome, visited the night

- before Mussolini's appointment by army generals who advised the King that the loyalty of the army could not be guaranteed, and the prospect of civil war pushed his hand
- the PNF had won 35 seats in the previous election after being invited to form part of the governing coalition by Giolitti – seemed a viable political party and Mussolini was given credibility as a national politician.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might identify how long-term events led to political instability and the King, fearing his position, believing the appointment of Mussolini would placate those around him.

Question 2

04 How important was the Cult of *Il Duce* in winning support for Fascism in Italy? (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 cult was responsible for winning support might include:

- Mussolini's own actions made him popular by demonstrating he was a man of many talents – pictured studying literature or art as well as displaying his prowess as a racing driver, fencer and swimmer; he was even filmed wrestling lion cubs. Two activities were particularly popular in Italy in the 1930s, so Mussolini was shown skiing expertly as well as gaining his pilots licence in 1939
- the Cult of Il Duce was a key part of Fascist Ideology which believed in a return to the glory of ancient Rome with Mussolini as a modern day Caesar and Militarism which required discipline and subordination to the leader of the armed forces – this appealed to Italians who had become disillusioned with democracy/Liberal Italy.

Factors suggesting other factors were responsible for winning support might include:

- Fascist ideology appealed to a range of people – corporatism offered a 'Third Way' between the exploitation of capitalism and the lack of incentives within socialism, anti-communism appealed to the middle and upper classes who had seen a rise of socialism before Mussolini's appointment as PM, militarism/expansionism promised to make up for the failures of Liberal Italy (Abyssinia, Battle of Caporetto, Mutilated Settlement)
- propaganda ensured that Mussolini and the Fascists were only ever shown in a positive light – newspapers were self-censored as Mussolini read them everyday, radio broadcasting was state owned with 1 million radio sets in circulation by 1938, films produced in Cinecitta (the Italian Hollywood) praised the achievements of Fascism
- Fascist successes – conquered Abyssinia in 1936 after Liberal Italy had been defeated there in 1896, helped fix Germany's western borders in the Locarno Pact, victory in the World Cup in 1934 and 1938 and Olympic football in 1936
- Lateran Treaty (1929) with the Pope, which created the Vatican City and set Catholicism as the State religion, had healed a rift with the Catholic Church that had been going on for 60 years and ensured papal/Catholic support.

Good answers are likely to/may show an awareness that different areas of Italian society were drawn to different aspects of Fascism, for instance ex-soldiers to militarism and foreign successes, business owners to Corporatism and anti-communism and devout Catholics to the success of the Lateran Treaty

Question 3

05 Explain why the Nazis were intolerant of diversity. (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 and the Nazis were intolerant of diversity.

Students might include some of the following factors:

- Nazi ideology demonstrated a belief in a superior Aryan race, anyone who was not part of this race, such as Jews, or did not work for the good of the *Volksgemeinschaft*, such as Gypsies, were not welcome in Nazi Germany
- anti-Semitism was clearly influenced by Hitler; his anti-Semitism dated from his experience in Vienna pre-war, intensified by his belief that Jews had undermined the war effort and Jewish politicians had signed the armistice and created the Weimar Republic
- the Nazis believed that democracy was weak and had led to the problems of Weimar Germany – only a dictator and a one party state could strengthen Germany and restore her to the greatness experienced under the Kaiser
- alternative ideologies like communism and socialism were evil because men were not equal and the nation state, not the international movement, was what mattered

- Nazi ideology believed in the *Führerprinzip*, the idea that the leader was always right and he alone understood the needs of the German nation – Hitler embodied Germany, individuals would lose their rights/freedoms as these were harmful to the common good
- there had been a history of intolerance in Germany – Bismarck had attempted to lessen the influence of Catholics in Germany as part of the Kulturkampf and had made the SPD illegal from 1878 to 1890 – the Nazis were continuing this aim.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might suggest that the Nazis were intolerant because of their ideology and wished to remove anyone/anything who threatened the success of regime.

Question 3

- 06** How successful was the Nazi regime in creating a *Volksgemeinschaft* (National Community) in Germany? (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 Nazis successfully created their *Volksgemeinschaft* might include:

- measures taken against the Jews – a boycott of shops in April 1933, the Nuremberg Laws (1935) removed their German citizenship and prohibited relationships between Jews and Germans, the ‘Aryanisation’ of Jewish businesses escalated after 1937 and Nov 1938 saw a violent pogrom (Kristallnacht) against businesses and synagogues
- other Asocials were targeted – tramps were forcibly sterilised, in the summer of 1938 11,000 beggars, tramps, pimps and gypsies were rounded up under the code name ‘Work-shy Reich’ and sent to Buchenwald concentration camp
- positive measures were used to encourage procreation, including loans of 600 Reichsmark for couples who married which was converted to a gift of 150 Reichsmark for each child born – authorities granting the loans only did so after identifying the couple as racially viable
- divorces were encouraged for childless couples and many wives were abandoned, often after 20 years of marriage. Local Youth Office could arrange for children to be moved to a politically reliable home. Abortions were considered to be acts of sabotage against the German racial future
- Nazi ideology was spread through youth groups including the Hitler Youth and BDM. Boys were taught military virtues and girls taught how to be dutiful wives and mothers. By 1934, the Hitler youth had over 3 million members, and in 1936 it absorbed catholic youth groups and membership became compulsory
- the annexation of the Sudetenland and the Anschluss achieved some of the aims of Lebensraum, bringing German-speaking peoples together into the *Volksgemeinschaft*.

Factors suggesting the Nazis were not successful in creating the *Volksgemeinschaft* might include:

- despite anti-Semitic policies many Jews chose to remain in Germany, with 5000 living in Berlin alone by the end of the war. The boycott of Jewish shops had failed in 1933 as many Germans did not associate the ideology with their local Jews – many continued to use Jewish shops and some even protected their neighbours as persecution escalated. Kristallnacht was led by the SS and many Germans chose not to participate in the pogrom
- on a local level, the ruthlessness of Nazism varied, depending on the beliefs of local Nazi bosses, for instance Ernst Girmann refused to arrest the head of the local SPD because the two men had grown up together on the same block
- despite Nazi groups being compulsory, a number of children joined alternative youth groups like the Edelweiss Pirates and Swing Youth where they took part in activities that went against Nazi ideals such as listening to Jazz music and creating anti-Nazi songs
- external influences prevented the Nazis fully carrying out their aims – in 1936 the Nazis had to tone down anti-Semitism during the Berlin Olympics to avoid offending other nations and the Pope forced the abandonment of the T-4 euthanasia campaign in 1941 on moral grounds.

Good answers are likely to/may show an awareness that whilst there was considerable success in creating the national community, it was impossible to remove all elements which went against the concept of the *Volksgemeinschaft*, particularly at a local level.

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