



**General Certificate of Education  
June 2013**

**AS History 1041**

**HIS2M**

**Unit 2M**

**Life in Nazi Germany, 1933–1945**

**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](http://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)**

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##### **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

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June 2013

**GCE AS History Unit 2: Historical Issues: Periods of Change**

**HIS2M: Life in Nazi Germany, 1933–1945**

**Question 1**

**01** Use **Sources A** and **B** and your own knowledge.

Explain how far the views in **Source B** differ from those in **Source A** in relation to the German revolution. (12 marks)

*Target: AO2(a)*

**Levels Mark Scheme**

	Nothing written worthy of credit.	<b>0</b>
<b>L1:</b>	Answers will <b>either</b> briefly paraphrase/describe the content of the two sources <b>or</b> identify simple comparison(s) between the sources. Skills of written communication will be weak.	<b>1-2</b>
<b>L2:</b>	Responses will compare the views expressed in the two sources and identify some differences and/or similarities. There may be some limited own knowledge. Answers will be coherent but weakly expressed.	<b>3-6</b>
<b>L3:</b>	Responses will compare the views expressed in the two sources, identifying differences <b>and</b> similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed.	<b>7-9</b>
<b>L4:</b>	Responses will make a developed comparison between the views expressed in the two sources and will apply own knowledge to evaluate and to demonstrate a good contextual understanding. Answers will, for the most part, show good skills of written communication.	<b>10-12</b>

**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 levels scheme.**

Students will need to identify differences between the views of the two sources. For example:

- Source B clearly holds the view that the revolution ‘must come to an end’, whereas Source A claims that the revolution is only at ‘the half-way stage’
- Source B is critical of talk of a ‘permanent’ uprising, but Source A believes that ‘tremendous work’ remains to be done
- Source B suggests that criticism should not be regarded as ‘malicious’ or the talk of ‘traitors’; Source A refers to critics as ‘grumblers’, implying disloyalty

- Source B implies that the SA and SS are 'fanatics', influenced by selfish ambitions, whereas Source A implies that the SA and SS are crucial to Germany's continued revival.

Students will need to apply their own knowledge of context to explain these differences. They might, for example, refer to:

- Röhm, who as leader of the SA, strongly believed in the left wing aspects of the National Socialist programme and favoured restrictions on the elites
- Von Papen, on the other hand, represented conservative opinion, which was critical of the actions of the SA; Hitler feared that Papen would turn Hindenburg against him
- the army leadership was totally opposed to the military ambitions of the SA and Hitler feared losing their support
- this conflict between the ambitions of the SA and the interests of the army culminated in the purge of June 1934 – the Night of the Long Knives.

To address 'how far', students should also indicate some similarity between the sources. For example:

- both sources express support for Hitler
- both sources suggest that further 'sacrifices' will be required, though this is more implicit in Source A
- both Röhm and Von Papen regard themselves as 'patriots', though again this is largely implicit in their statements.

In making a judgement about the degree of difference, students may conclude that the views of the two men are largely dissimilar, as they represent different interest groups. Röhm is insistent on continuing the revolution; Von Papen is insistent that the revolution must end. Students may show awareness that both men played significant roles in Hitler achieving political power, but disagree fundamentally about the extent to which Hitler's social revolution should be taken.

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**Question 1****02** Use **Sources A, B and C** and your own knowledge.

How important was the use of compromise in Hitler's consolidation of power between January 1933 and August 1934? (24 marks)

*Target: AO1(b), AO2(a), AO2(b)***Levels Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers may be based on sources or on own knowledge alone, or they may comprise an undeveloped mixture of the two. They may 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 may be based on sources or on own knowledge alone, or they may contain a mixture of the two. They may be almost entirely descriptive with few explicit links to the focus of the question. Alternatively, 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 using evidence from **both** the sources **and** own knowledge. 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 from the sources and own knowledge, 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 from the sources and own knowledge, 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.**

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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.

Students should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A** emphasises the role of the SA and SS in winning power. Röhm suggests little room for compromise since their struggle to continue the 'German revival' will continue whether people 'like it or not'
- **Source B** talks of the need for people to 'come together' and shows despair at the continuing talk of 'permanent uprising'. The tone of the source suggests that it is time for conciliation not confrontation
- **Source C** highlights Hitler's need to reach an accommodation with 'the traditional elites' and clearly suggests that Hitler needed to reach compromises with these groups in order to govern effectively. The source also signposts other factors relevant to the consolidation of power: 'legality' and was 'anything but peaceful'.

From students' own knowledge:

Factors suggesting that conciliation and compromise were important in the consolidation of power might include:

- the appeasement of the elites in the Day of Potsdam; the conciliation of the army in purging the SA in the Night of the Long Knives; and promises made to big business to curb left wing unions
- Hitler's Concordat with the Catholic church in July 1933 and the earlier deal with the Centre Party to pass the Enabling Act
- the wooing of the workers through 'Strength through Joy' and 'Beauty of Work' initiatives.

Factors suggesting an alternative view might include:

- the primacy of 'legal authority' and 'terror' which underpinned developments from March 1933 to August 1934
- the evident popular support for the Nazis from a range of social groups; links may be drawn to the re-establishment of 'law and order'; the association with economic recovery and the revival of national prestige
- the power of propaganda to manipulate popular opinion.

Good answers are likely to acknowledge the complexity and inter-relationship of factors and that Hitler was pragmatic in his decisions to conciliate those who could hinder his ambitions. Clearly, terror and legal power were key methods in consolidating power and good students may show awareness of the 'dual nature' of the regime. Nevertheless, this may not have been sufficient to secure Hitler in power without his conciliation of key groups, particularly the conservative elites and the army, who, if alienated, had the strength to bring him down.

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**Question 2**

**03** Explain why the Nazis made changes to the school curriculum. (12 marks)

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

**Levels 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 the Nazis made changes to the school curriculum.

Students might include some of the following factors:

- to promote Nazi ideology, particularly anti-semitism and indifference to 'outsiders' and the weak
- to implement greater emphasis on physical exercise, both for boys to prepare them for soldierhood, and for girls to prepare them for motherhood
- to promote Nazi preconceptions about gender roles
- to promote anti-intellectualism in favour of the importance of healthy bodies and 'character'
- to exercise greater control over young people; to train the future Nazi elite
- to indoctrinate through the Nazification of the curriculum, particularly in subjects such as Biology, History and German literature.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might show understanding that the fundamental purpose was for indoctrination; that it was vitally important to shape the future generations, who, as individuals, should be taught to put themselves second and Führer and nation first. The school curriculum was designed to reflect Nazi ideological priorities and to shape future attitudes.

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**Question 2**

**04** 'Nazi youth policies in the years 1933 to 1945 had limited success in winning support for the regime amongst young people.'

Explain why you agree or disagree with this view.

(24 marks)

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

**Levels 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 limited part of the period 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 demands 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 balancing evidence which supports the view given against that which does not.

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Evidence which agree(s) might include:

- there is evidence of increasing disillusion with aspects of the Nazi youth movements over time. For example, there was increasing absenteeism within the Hitler Youth as the movement acquired a greater military emphasis; drill and other monotonous activities often eroded earlier enthusiasm
- there was a growth of alternative youth cultures, such as the Swing Youth and the Edelweiss Pirates, who first appeared in the late 1930s
- youth groups directly challenged Nazi orthodoxy and the war effort. For example, leaders of the Cologne Edelweiss Pirates were hanged in 1944; the White Rose group in Munich in 1942–1943 produced anti-Nazi broadsheets; Himmler issued a Decree in October 1944 on the ‘combating of youth gangs’
- though many of the young proved willing converts to Nazism, National Socialist training reduced the academic quality of young people, resulting in problems developing leadership, initiative and intellectual and technical skills required in a modern industrial society.

Evidence which disagree(s) might include:

- millions joined the Hitler Youth, even before membership was made compulsory in 1936. It underwent an unprecedented growth in a very short time. By 1939, virtually every young German between 10 and 18 was a member of the Hitler Youth
- it is estimated that as many as 95% of German youth supported the Nazis; it was the largest organisation for young people ever to exist in the western world
- new leadership schools were established, such as the Adolf Hitler Schools, which took the most promising youngsters from the Jungvolk at age 12 and gave them 6 years of training for leadership, and the Order Castles, for the elite of the Nazi elite
- many of the Hitler Youth fought with fanatical commitment during the war
- it could be argued that the bringing together of children from all classes and walks of life contributed to the development of Volksgemeinschaft, helping to weaken class, economic and social barriers.

Good answers may conclude that the evidence of the overall effectiveness of Nazi youth policies is mixed. Perhaps, at best, the Nazis imprinted a thin ideological layer on German youth. Despite various forms of repression, some youth groups rejected National Socialism. These subcultures demonstrated that National Socialism did not have a firm grip on all youth. Overall, 12 years was insufficient to transform German youth, but long enough to miseducate a whole generation.

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**Question 3**

**05** Explain why the Nazis decided to host the 1936 Olympic Games. (12 marks)

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

**Levels 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 the Nazis decided to host the 1936 Olympic Games.

Students might include some of the following factors:

- to present a positive view of the Nazi state
- the Olympic Games was a massive propaganda vehicle; an opportunity to 'put on a show' for world opinion
- it was an opportunity to demonstrate the racial and physical superiority of the Aryan race through sporting success; linking sport and militarism
- it was an opportunity to demonstrate the unity of the 'Volk' through martial order and discipline; pride in Nazi organisational abilities
- the Olympic stadium and Olympic Way were part of Hitler's grand vision of a re-built Berlin
- the Olympic legacy would serve useful purposes: the athletes' accommodation could be used as army barracks; the May Field for rallies and parades.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might conclude that the Games was not so much about sport but about race and nation; that it was aimed to bring respectability for, and admiration of, Nazi achievements.

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**Question 3**

- 06** 'Propaganda was the key factor in maintaining morale amongst German civilians during the Second World War.'  
Explain why you agree or disagree with this view. (24 marks)

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

**Levels 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 limited part of the period 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**
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- 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 balancing points which agree with the view that propaganda was important in maintaining morale amongst civilians during the Second World War.

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Evidence which agree(s) might include:

- in the first years of the war, propaganda successfully capitalised on the successes of Blitzkrieg, counteracting the lack of enthusiasm for war; Hitler's personal standing amongst the population was at its highest in June 1940 with the defeat of France
- the appeal for winter clothing in 1941–1942 boosted community spirit and strengthened links between home and fighting front
- Goebbels 'total war' speech was a propaganda master class; the so-called 'indoctrination of fear' had an immediate, though short-lived, effect with SD reports indicating a boost in morale
- a similar impact was achieved through propaganda which focused on the discovery of the Katyn massacre in Poland in 1943
- propaganda following the attempt on Hitler's life in the July 1944 Bomb Plot had a temporary effect in reviving trust and faith in Hitler
- propaganda that focused on the dangers of being overrun by the Bolshevik barbarians had some impact on keeping people fighting to the end.

Evidence which disagree(s) might include:

- propaganda was less successful in convincing the nation that war against the USSR was unavoidable and it proved difficult to raise morale now that the expectation of a short war was dashed
- the Hitler Myth was considerably undermined by the defeat at Stalingrad and propaganda that depicted all Russians as sub-human was debunked by returning soldiers who had first hand experience that Nazi propaganda did not correspond to reality
- Nazi anti-Bolshevik propaganda was on the whole inconsistent and unconvincing; propaganda failed to keep people reliably informed of the progress of the campaign in the East
- propaganda related to 'Fortress Germany' and 'miracle' revenge weapons was unable to overcome widespread defeatism and pessimism
- war weariness and the inevitability of defeat in the final two years of war meant that propaganda was decreasingly effective.

Other factors that could be cited to balance the argument are:

- the increasing threat of terror against anyone who refused to fight
- the idea of 'reluctant loyalty': the notion that the all-pervading fear of the Russians was more important than loyalty to the regime in maintaining the war effort
- Germans continued to fight and maintain their morale due to their patriotism.

Good answers are likely to conclude that the impact of propaganda was mixed and that other factors could have been of greater significance in maintaining morale. Clearly, the positive impact of propaganda on morale declined as the war progressed and that by 1944–1945 the propaganda machine was failing. It could be argued that the defeat at Stalingrad was a key turning point. Nevertheless, propaganda clearly had some success in mobilising people to support the war effort.

### **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](http://www.aqa.org.uk/umsconversion)