

# GCSE (9–1) History B (Schools History Project)

**J411/36 The Mughal Empire, 1526–1707  
with Living under Nazi Rule, 1933–1945**

Sample Question Paper

Version 3.3

## Date – Morning/Afternoon

Time allowed: 1 hour 45 minutes

**OCR supplied materials:**

- the OCR 12-page Answer Booklet

**Other materials required:**

- None

### INSTRUCTIONS

- Use black ink.
- Section A – The Mughal Empire, 1526–1707: Answer questions 1 (a–c), 2, 3 and **either** question 4 **or** question 5.
- Section B – Living under Nazi Rule, 1933–1945: Answer questions 6 and 7, and **either** question 8 **or** question 9.
- Do **not** write in the bar codes.

### INFORMATION

- The total mark for this paper is **80**.
- The marks for each question are shown in brackets [ ].
- Quality of extended response will be assessed in questions marked with an asterisk (\*).
- This document consists of **8** pages.

**Section A****The Mughal Empire, 1526–1707**

Answer questions 1 (a–c), 2 and 3.

- 1.
- (a) Name **one** of the first three Mughal emperors. [1]
  - (b) Give **one** example of a European nation that was trading in India by 1650. [1]
  - (c) Name **one** building which Emperor Shah Jahan ordered to be built. [1]
2. Write a clear and organised summary that analyses northern India around 1530, just after the Mughal conquest. Support your summary with examples. [9]
3. Why do you think history books pay so much attention to Nur Jahan, the wife of Emperor Jahangir? Explain your answer. [10]

Answer **either** question 4 **or** question 5.

- 4.\* How far do you agree that the Emperor Akbar deserves to be known as ‘Akbar the Great’? Give reasons for your answer. [18]
- 5.\* “When the Emperor Aurangzeb died in 1707, the Mughal Empire was stronger than it had ever been”. How far do you agree with this statement? Give reasons for your answer. [18]

**Section B****Living under Nazi Rule, 1933–1945**

Answer questions 6 and 7.

6. What can Source A tell us about Nazi propaganda? Use the source and your own knowledge to support your answer.

[7]

**Source A – An announcement in a German newspaper, 16 March 1934**

Attention! The Führer will be speaking on the radio. On Wednesday 21 March, the Führer is speaking on all German stations from 11am to 11.50am. The district Party headquarters have ordered that all factory owners, department stores, offices, shops, pubs and blocks of flats put up loudspeakers an hour before the broadcast of the Führer's speech so that the whole workforce and all national comrades can participate fully in the broadcast.

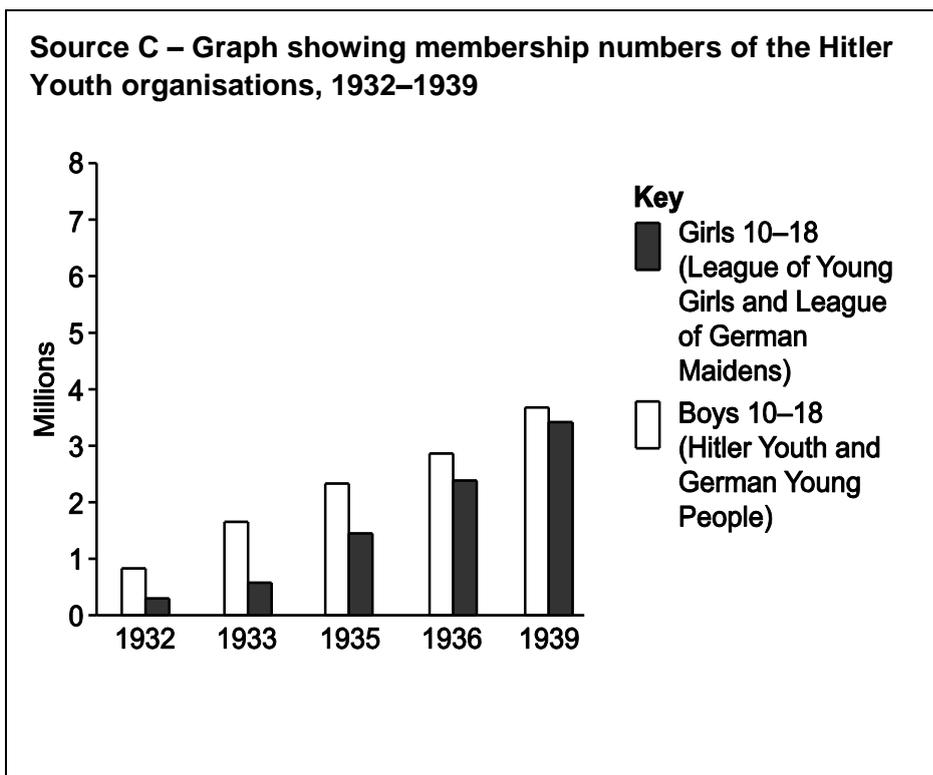
7. How useful are Interpretation B and Sources C and D for a historian studying the growth of Hitler Youth organisations between 1932 and 1939? In your answer, refer to the interpretation and the two sources as well as your own knowledge.

[15]

**Interpretation B – From *The Third Reich in Power* by Richard J Evans, 2006**

From July 1936 the Hitler Youth had an official monopoly on the provision of sports facilities and activities for all children below the age of fourteen; before long, it was the same for 14–18 year olds. In effect, sports facilities were no longer available to non-members. Hitler Youth members were given special days off school for their activities. The results of such pressure soon became apparent. By the end of 1933 there were 2.3 million boys and girls between the ages of ten and eighteen in the Hitler Youth organisation. By the end of 1935 this figure was approaching four million, and by the beginning of 1939 it had reached 8.7 million.

**Source C – Graph showing membership numbers of the Hitler Youth organisations, 1932–1939**



**Source D – Poster published by the Nazi government in Germany, 1938**

*The words on the poster mean: “Build youth hostels and homes”.*



Answer **either** question 8 **or** question 9.

**8.\*** “There was little effective opposition to the Nazis”. How far do you agree with this view of Germany between 1933 and 1945?

**[18]**

**9.\*** “German occupation in the Second World War was, in general, far harsher in eastern Europe than in western Europe”. How far do you agree with this view?

**[18]**

**Summary of updates**

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<b>Date</b>	<b>Version</b>	<b>Details</b>
September 2021	3.3	Updated copyright acknowledgements.

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Copyright Information:

Source A: Quote appears in Greg Lacey and Keith Shepherd, *Germany 1918–1945: A depth study: Student's Book (Discovering the Past for GCSE)*, pg 113, John Murray Publishers, London, 2002.

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Source C: Data found in Greg Lacey and Keith Shepherd, *Germany 1918–1945: A depth study: Student's Book (Discovering the Past for GCSE)*, pg. 130, John Murray Publishers, London, 2002.

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**...day June 20XX – Morning/Afternoon**

**GCSE (9–1) HISTORY B (SCHOOLS HISTORY PROJECT)**

**J411/36 The Mughal Empire, 1526–1707 with Living under Nazi Rule, 1933–1945**

**SAMPLE MARK SCHEME**

**Duration:** 1 hour 45 minutes

**MAXIMUM MARK 80**

**This document consists of 24 pages**

**MARKING INSTRUCTIONS****PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on–screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log–in to scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**TRADITIONAL**

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.

5. Work crossed out:
  - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
  - if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your Team Leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
  - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Please note: the Assessment Objectives targeted by each question and the maximum marks available for each Assessment Objective are given at the top of each levels mark scheme for each question. Unless otherwise stated the weightings of the assessment objectives remain consistent throughout the levels. For example if the maximum marks are 6 AO1, 3 AO2, then the AO1/AO2 ratio will be 2/1 throughout the levels.

12. **Annotations**

Annotation	Meaning

### 13. Subject-specific Marking Instructions

#### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

**USING THE MARK SCHEME**

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

**INFORMATION AND INSTRUCTIONS FOR EXAMINERS**

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

## Section A: The Mughal Empire, 1526–1707

<b>Question 1 – 3 marks</b>	
<p>(a) Name one of the first three Mughal emperors.</p> <p>(b) Give one example of a European nation that was trading in India by 1650.</p> <p>(c) Name one building which Emperor Shah Jahan ordered to be built.</p>	
<b>Guidance</b>	<b>Indicative content</b>
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<i>For 1(a), Accept any of: Babur, Humayun, Akbar</i>
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<i>For 1(b), likely valid responses include: England/Britain; France; Portugal; Holland/Netherlands (or “The English”, “French” etc.)</i>
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<i>For 1(c), likely valid responses include: the Taj Mahal, the Red Fort, Jama Masjid</i>
	Any other historically valid response is acceptable and should be credited.

<b>Question 2 – 9 marks</b>	
<b>Write a clear and organised summary that analyses northern India around 1530, just after the Mughal conquest. Support your summary with examples.</b>	
<b>Levels</b>	<b>Notes and guidance specific to the question set</b>
<p><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b></p> <p><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 3 marks</b></p>	
<p><b>Level 3 (7–9 marks)</b></p> <p>Demonstrates a well-selected range of valid knowledge of characteristic features that are fully relevant to the question, in ways that show secure understanding of them (AO1).</p> <p>The way the summary is organised shows sustained logical coherence, demonstrating clear use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).</p>	<p><i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i></p> <p><i>Answers could consider aspects of one or more of the following: the land and climate; dependence on the monsoon rains; the number of Indians; extremes of wealth and status (caste system); range of crafts and occupations; poor roads hampering commerce; Babur’s mainly negative impressions of the people and the lack of sophistication/manners.</i></p>
<p><b>Level 2 (4–6 marks)</b></p> <p>Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1).</p> <p>The way the summary is organised shows some logical coherence, demonstrating use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).</p>	<p><i>Use of conceptual understanding to organise the response might in this case involve separating descriptions of the land and the people or distinguishing between Babur’s impressions and accounts from what other sources may describe.</i></p>
<p><b>Level 1 (1–3 marks)</b></p> <p>Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1).</p> <p>The summary shows a very basic logical coherence, demonstrating limited use of at least one second order concept in attempting to find connections and to provide a logical chain of reasoning to summarise the historical situation in the question (AO2).</p>	<p><i>Answers may show understanding of second order concepts such as similarity and difference within situations (eg between castes or cities and countryside) or cause and consequence (e.g. why Mughals invaded and the immediate impact of this).</i></p> <p><i>Please note that answers do not need to name the second order concepts being used to organise their answer, but the concepts do need to be apparent from the connections and chains of reasoning in the summary in order to meet the AO2 descriptors (see levels descriptors).</i></p>
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	<p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>

Question 3 – 10 marks	
Why do you think history books pay so much attention to Nur Jahan, the wife of Emperor Jahangir? Explain your answer.	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 5 (9–10 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show sophisticated understanding of one or more second order concepts in a fully sustained and very well-supported explanation (AO2).	<i>Explanations could consider: The weakness of Jahangir; her influence on policy e.g. trade, coinage, court appointments, her influence on the arts, architecture and charity; the divisiveness of her influence and the split with her stepson Shah Jahan. Also, the unexpectedness of her story – she was one of many wives of Jahangir; her bravery e.g. hunting tigers.</i>  <i>Explanations are most likely to show understanding of the second order concept of significance, causation and consequence but reward appropriate understanding of any other second order concept.</i>
<b>Level 4 (7–8 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show strong understanding of one or more second order concepts in a sustained and well-supported explanation (AO2).	
<b>Level 3 (5–6 marks)</b> Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Uses these to show sound understanding of one or more second order concepts in a generally coherent and organised explanation (AO2).	
<b>Level 2 (3–4 marks)</b> Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Uses these to show some understanding of one or more second order concepts in a loosely organised explanation (AO2).	
<b>Level 1 (1–2 marks)</b> Demonstrates some knowledge of features and characteristics of the period (AO1). Uses these to show some basic understanding of one or more second order concepts, although the overall response may lack structure and coherence (AO2).	
<b>0 marks</b>  No response or no response worthy of credit.	

<b>Question 4* – 18 marks</b>	
<b>How far do you agree that the Emperor Akbar deserves to be known as ‘Akbar the Great’? Give reasons for your answer.</b>	
<b>Levels</b>	<b>Notes and guidance specific to the question set</b>
<p><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b></p> <p><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b></p>	
<p><b>Level 6 (16–18 marks)</b></p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1).</p> <p>Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to achieve the two highest levels, answers must at least consider the generally accepted grounds for Akbar’s greatness even if the response goes on to argue that there are reasons for denying his greatness.</i></p>
<p><b>Level 5 (13–15 marks)</b></p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Answers are most likely to show understanding of the second order concepts of significance, consequence and diversity (similarity/difference) but reward appropriate understanding of any other second order concept.</i></p>
<p><b>Level 4 (10–12 marks)</b></p> <p>Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p><i>Grounds for agreeing include: Akbar’s military organisation and successes; expansion of Mughal lands; development of the taxation system; development of trade; religious toleration and attempt to introduce a “new religion”; ending taxes on Hindus; social reforms; building of Fatephur Sikri.</i></p>
<p><b>Level 3 (7–9 marks)</b></p> <p>Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	<p><i>Grounds for disagreeing include: Owed much to Bairam Khan, protector in early part of reign; illiterate all through life; Akbar’s toleration is seen by some as being exaggerated; abandoning of Fatephur Sikri; far less authority in his old age; failure to ensure continued stability.</i></p>
<p><b>Level 2 (4–6 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	<p><i>If the response bases the judgement on 21<sup>st</sup> century western morality alone, it cannot be at Level 5 as that level should involve a judgement more in line with a historian’s sense of context. Answers that</i></p>

<p><b>Level 1 (1–3 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2).</p> <p><i>The information is communicated in a basic/unstructured way.</i></p>	<p><i>criticise Akbar on moral grounds but acknowledge that it was different in his day may reach Level 5.</i></p>
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	

<p><b>Question 5* – 18 marks</b></p> <p>“When the Emperor Aurangzeb died in 1707, the Mughal Empire was stronger than it had ever been”. How far do you agree with this statement? Give reasons for your answer.</p> <p><b>Target: Analysis of a given view requiring a substantiated argument and judgement.</b></p>	
<p><b>Levels</b></p> <p><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b></p> <p><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 6 (16–18 marks)</b></p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1).</p> <p>Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2).</p> <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT in this case, answers must show knowledge of the way in which the Mughal Empire was at or near its greatest extent in 1707 in order to reach Level 4 or 5 as this knowledge is essential when forming a judgement.</i></p> <p><i>Answers are most likely to show understanding of the second order concepts of change and continuity or causation and consequence but reward appropriate understanding of any other second order concept.</i></p> <p><i>Grounds for agreeing include: The extent of the empire in 1707; wars fought to achieve that extent; reputation of Mughals.</i></p> <p><i>Grounds for disagreeing include: The over-extension of Mughal power by Aurangzeb; over-centralisation of government that could not cope and lost goodwill of local rulers; internal weaknesses and loss of goodwill caused by religious policies; failure to secure a stable succession.</i></p>
<p><b>Level 5 (13–15 marks)</b></p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2).</p> <p><i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i></p>	
<p><b>Level 4 (10–12 marks)</b></p> <p>Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2).</p> <p><i>There is a developed line of reasoning which is clear, relevant and logically structured.</i></p>	
<p><b>Level 3 (7–9 marks)</b></p> <p>Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2).</p> <p><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	

<p><b>Level 2 (4–6 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2).</p> <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
<p><b>Level 1 (1–3 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2).</p> <p><i>The information is communicated in a basic/unstructured way.</i></p>	
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	

## Section B: Living under Nazi Rule, 1933–1945

<b>Question 6 – 7 marks</b>	
<b>What can Source A tell us about Nazi propaganda? Use the source and your own knowledge to support your answer.</b>	
<b>Levels</b>	<b>Notes and guidance specific to the question set</b>
<p><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 2 marks</b></p> <p><b>AO3</b> Analyse sources (contemporary to the period). <b>Maximum 5 marks</b></p> <p><b>Please note that that while the weightings of AO1 to AO3 are equal in levels 1, AO3 carries greater weight in level 2 and greater weight again in level 3.</b></p>	
<p><b>Level 3 (6–7 marks)</b></p> <p>The response shows knowledge and understanding of relevant key features and characteristics (AO1). Shows strong awareness of how sources can be used critically and constructively by e.g. considering the limitations and/or benefits of the source, using wider contextual knowledge to confirm, challenge or raise questions about what the source says or shows to analyse the source to identify a wide range of features that relate to the focus of the question; some of which may be inferred rather than directly stated in the source (AO3).</p>	<p><i>Valid features that answers could identify include: shows Nazis used newspapers and radio; Hitler's broadcasts could be lengthy; all stations had to broadcast the same speech; local parties helped; reached the different groups mentioned; shows coordination; reached all aspects of life: work, home and leisure.</i></p> <p><i>Examples of relevant additional characteristic features shown at levels 2 or 3 could include: Nazi party had not had hands on government apparatus before 1933 – was now exploiting it; radio/newspapers were not the only media – lists others.</i></p>
<p><b>Level 2 (3–5 marks)</b></p> <p>The response shows knowledge and understanding of relevant key features and characteristics (AO1). Shows some awareness of how sources can be used critically and constructively by e.g. considering the limitations and/or benefits of the source, using wider contextual knowledge to confirm, challenge or raise questions about what the source says or shows to analyse the source to identify some features that relate to the focus of the question; some of which may be inferred rather than directly stated in the source (AO3).</p>	<p><i>There is no requirement to mention limitations but examples of limitations include:–Does not show all the media used by Nazis; may have been an unusual event as loudspeakers were being put up especially for the broadcast – wrong to make general conclusions from the specific case.</i></p>
<p><b>Level 1 (1–2 marks)</b></p> <p>The response shows knowledge of features and characteristics (AO1). Analyses the source to identify at least one feature that relates to the focus of the question; this may be inferred rather than directly stated in the source (AO3).</p>	<p><i>No reward can be given for raising concerns over the limitations of the source unless this is explicitly used to help to say what the source “can tell us” in relation to the focus of the question.</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>
<p><b>0 marks</b></p> <p>No response or no response or no response worthy of credit.</p>	

<p><b>Question 7 – 15 marks</b></p> <p><b>How useful are Interpretation B and Sources C and D for a historian studying the growth of Hitler Youth organisations between 1932 and 1939? In your answer, refer to the interpretation and the two sources as well as your own knowledge.</b></p>	
<p><b>Levels</b></p> <p><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b></p> <p><b>AO3</b> Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. <b>Maximum 5 marks</b></p> <p><b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. <b>Maximum 5 marks</b></p> <p><b>Please note that while the descriptors for AO3 and AO4 are given separately in the levels, the analysis and evaluation of sources and interpretations may be combined in responses.</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 5 (13–15 marks)</b></p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).</p> <p>Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the usefulness of the source(s) in relation to the issue in the question (AO3).</p> <p>Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences etc.). Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).</p>	<p><i>Analysis of the source and interpretations could identify features such as: B and C both show numbers for different years; B gives reason for rising numbers; D may explain why youth joined; identifies “a rapid rise”; notes that the numbers in B and C broadly tally except possibly for 1939.</i></p> <p><i>Understanding of appropriate characteristic features could include: activities of Hitler Youth groups other than those in the collection; how Hitler Youth formed part of wider control of life; other Nazi methods of controlling society.</i></p> <p><i>Limitations that may affect what the source can tell us – would help to know what other reasons Evans gives for rising membership; would help if graph showed proportion of all German youth; existence of poster does not prove that it helped to increase membership.</i></p>
<p><b>Level 4 (10–12 marks)</b></p> <p>Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).</p> <p>Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the usefulness of the source(s) in relation to the issue in the question (AO3).</p> <p>Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).</p>	<p><i>No reward can be given for raising concerns over the limitations unless this is explicitly used to help to say how it affects usefulness for the context given. Evaluation of usefulness may also involve making valid substantiated suggestions of other lines of enquiry for which the collection may be useful, but the focus given in the question must also be addressed.</i></p> <p><i>No reward can be given for wider knowledge of the period</i></p>

<p><b>Level 3 (7–9 marks)</b></p> <p>Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1).</p> <p>Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the usefulness of the source(s) in relation to the issue in the question (AO3).</p> <p>Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).</p>	<p><i>that is unrelated to the topic in the question.</i></p>
<p><b>Level 2 (4–6 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1).</p> <p>Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Gives a basic evaluation with some limited explanation of ideas and a loosely supported judgment about usefulness of the source(s) in relation to the issue in the question (AO3).</p> <p>Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Gives a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).</p>	
<p><b>Level 1 (1–3 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period (AO1).</p> <p>Analyses the source(s) to identify features appropriate to the question e.g. by considering specific details, provenance, making valid inferences, making appropriate cross-references or identifying significant themes that they have in common.(AO3)</p> <p>Analyses the interpretation(s) to identify features appropriate to the question e.g. by considering specific details, provenance, making valid inferences, making appropriate cross-references or identifying significant themes that they have in common.(AO4)</p> <p>There is either no attempt to evaluate and reach a judgment about usefulness of the interpretation(s) and the source(s) in relation to the issue in the question, or there is an assertion but this lacks any support or historical validity</p>	
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.No response or no response worthy of credit.</p>	

Question 8* – 18 marks	
“There was little effective opposition to the Nazis”. How far do you agree with this view of Germany between 1933 and 1945?	
Levels	Notes and guidance specific to the question set
<p><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b></p> <p><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b></p>	
<p><b>Level 6 (16–18 marks)</b></p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1).</p> <p>Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. To reach Levels 4 and 5, this must involve evaluating how effective opposition was.</i></p> <p><i>Answers are most likely to show understanding of the second order concepts of causation (reasons for resisting or not) and change (rise/fall of Nazi control) but reward appropriate understanding of any other second order concept.</i></p>
<p><b>Level 5 (13–15 marks)</b></p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Answers that agree may emphasise the effectiveness of Nazi power subduing any would-be opposition by: the crushing/control of opposition parties, trade unions, churches etc. These answers may also emphasise weaknesses among would-be opponents e.g. divisions among opposition groups; fear of Gestapo and SS; fear of informers; These answers may also argue that low level resistance (“grumbling and joking”) does not count as opposition.</i></p>
<p><b>Level 4 (10–12 marks)</b></p> <p>Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p><i>Answers that disagree may cover similar territory but with different emphasis e.g. the bravery of low level resistance (“grumbling and joking”) does count as effective opposition. Nazi retreat on policies e.g. euthanasia. Opposition kept Gestapo busy by making leaflets, acts of sabotage, secret meetings. Against the background of state and popular pressure of the time, this was significant opposition. War years saw a change – army plots and other assassinations were attempted.</i></p>
<p><b>Level 3 (7–9 marks)</b></p> <p>Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	
<p><b>Level 2 (4–6 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	

<p><b>Level 1 (1–3 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2).</p> <p><i>The information is communicated in a basic/unstructured way.</i></p>	
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	

<b>Question 9* – 18 marks</b>	
<b>“German occupation in the Second World War was, in general, far harsher in eastern Europe than in western Europe”. How far do you agree with this view?</b>	
<b>Levels</b>	Notes and guidance specific to the question set
<b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b>	
<b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>	
<b>Level 6 (16–18 marks)</b>	<i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. In this question, most answers will probably agree and it is hard to imagine how an argument for the west being harsher can be made effectively.</i>  <i>The arguments and supporting evidence will depend on which countries the learner has studied. Accept any valid responses from any countries/regions that match the question.</i>  <i>Responses that only consider the Holocaust as an eastern event cannot access Levels 4 or 5 as this is not “strong knowledge” (Jews from the west were transported to death camps). Answers that consider only the east or the west cannot access Levels 4 and 5 as they fail to answer the question fully if no consideration is given of the other region.</i>  <i>Answers are most likely to show understanding of the second order concepts of similarity and difference (diversity of experience in Nazi held lands) and causation (reasons for these differences but reward appropriate understanding of any other second order concept.</i>  <i>Grounds for agreeing include: the Slavs and other eastern Europeans were seen as racially inferior – not the case in the west; Lebensraum intentions meant Germans expected to occupy the east; pressure to supply German army on eastern front from occupied lands in east; last year of the war saw no relief in east from Allies (unlike west).</i>
Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1).	
Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2).	
<i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	
<b>Level 5 (13–15 marks)</b>	
Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2).	
<i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	
<b>Level 4 (10–12 marks)</b>	
Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2).	
<i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	
<b>Level 3 (7–9 marks)</b>	
Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2).	
<i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	

<p><b>Level 2 (4–6 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2).</p> <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	<p><i>Grounds for disagreeing include: atrocities committed in particular places at particular times show “harshness” was possible in east or west; Jews in west not saved from Holocaust; resistance movements in both east and west put people in danger; collaborators and bystanders in both east and west avoided worst of hardships.</i></p>
<p><b>Level 1 (1–3 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2).</p> <p><i>The information is communicated in a basic/unstructured way.</i></p>	
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	

**Assessment Objectives (AO) grid  
Section A**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>	<b>Marks</b>
<b>1 (a–c)</b>	<b>3</b>				<b>3</b>
<b>2</b>	<b>6</b>	<b>3</b>			<b>9</b>
<b>3</b>	<b>5</b>	<b>5</b>			<b>10</b>
<b>4/5</b>	<b>6</b>	<b>12</b>			<b>18</b>
<b>Total</b>	<b>20</b>	<b>20</b>			<b>40</b>

**Section B**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>	<b>Marks</b>
<b>6</b>	<b>2</b>	<b>0</b>	<b>5</b>		<b>7</b>
<b>7</b>	<b>5</b>	<b>0</b>	<b>5</b>	<b>5</b>	<b>15</b>
<b>8/9</b>	<b>6</b>	<b>12</b>			<b>18</b>
<b>Total</b>	<b>13</b>	<b>12</b>	<b>10</b>	<b>5</b>	<b>40</b>

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