



Oxford Cambridge and RSA

**GCSE (9-1)**

**History B Schools History Project**

**J411/39: The Making of America, 1789-1900 with Living under  
Nazi Rule, 1933-1945**

General Certificate of Secondary Education

**Mark Scheme for June 2023**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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**RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor 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 RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

**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 RM Assessor 50% and 100% (traditional 40% 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 or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**  
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

**Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

**Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

**Short Answer Questions** (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

**Short Answer Questions** (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

**Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

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. Award No Response (NR) if:
  - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **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 RM Assessor 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. Annotations

<i>Stamp</i>	<i>Ref No.</i>	<i>Annotation Name</i>	<i>Description</i>
	1191	Tick 1	Level 1
	1201	Tick 2	Level 2
	1211	Tick 3	Level 3
	1221	Tick 4	Level 4
	1231	Tick 5	Level 5
	1241	Tick 6	Level 6
	811	SEEN	Noted but no credit given
	501	NAQ	Not answered question
	1371	H Wavy Line	Incorrect/ muddled/ unclear
	1681	BP	Blank page
	151	Highlight	Part of response which is rewardable (at one of the levels on the MS)
	11	Tick	Tick

## 12. 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.

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

## INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
- 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 seemingly 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.

Mark Scheme

Section A: The Making of America, 1789–1900

<p><b>Question 1 – 3 marks</b></p> <p>a) Identify <b>one</b> impact of mining on the areas where gold was found.</p> <p>b) Give <b>one</b> example of how African Americans were discriminated against in the Union Army during the Civil War.</p> <p>c) Name <b>one</b> tribe involved in fighting wars with white settlers or the US government between 1861 and 1877.</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)	<p><i>For 1(a), likely valid responses include: new towns established; farming developed east of Pikes Peak to sell food to new gold towns; Kansas’s increase in population due to gold mining led to it becoming a state in 1861; environmental damage: rivers clogged with rocks and gravel from high powered jets used in the industry; chemicals used destroying fish and wildlife; violence against local native Americans by miners/tensions with Indians; overpopulation</i></p> <p><b>Do not allow (on their own): ‘damage’; ‘violence’; ‘conflict’</b></p> <p><i>For 1(b), likely valid responses include: not allowed to join the Union army until autumn 1862; until 1864 given heavier jobs in the army including digging ditches or hauling cannons; black regiments had difficulty securing supplies and uniforms; lower pay until 1864; could not serve as officers; treated as war contraband</i></p> <p><b>Do not allow: ‘not allowed to serve in army (without saying ‘until later’)</b></p> <p><i>For 1(c) likely valid responses include: Santee Sioux (also known as the Eastern Dakota); Cheyenne; Lakota Sioux (or just Lakota); Arapaho; Navajo; Kiowa. Accept answers which only say ‘Sioux’ or ‘Apache’ on their own.</i></p> <p><b>Do not allow references to the Five ‘Civilised’ Tribes (Creek, Seminole, Choctaw, Chickasaw and Cherokee)</b></p> <p>Any other historically valid response is acceptable and should be credited.</p>
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	



<p><b>Question 2 – 9 marks</b> Write a clear and organised summary that analyses migration to places west of the Plains between 1839 and 1860. Support your summary with examples.</p>	
<p><b>Levels</b>  <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 3 marks</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 3 (7–9 marks)</b> 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). 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: why migrants went (causation); why the journeys were difficult (causation); impact on Native tribes (consequence), establishment of new states and territories like California and Utah, conflict with government (consequence); similarities/differences between different migrant groups or processes, e.g. differences between the gold rushes (diversity); increasing migration in this period (change); change in methods of migration, e.g. from wagon trains the whole way to using to railroads for the first stage (change).</i></p>
<p><b>Level 2 (4–6 marks)</b> Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1). 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>Answers may show understanding of second order concepts such as cause and consequences; change; diversity.</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><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>Level 1 (1–3 marks)</b> Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1). 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><b>0 marks</b> No response or no response worthy of credit.</p>	

<b>Question 2–9 marks</b>	
Write a clear and organised summary that analyses migration to places west of the Plains between 1839 and 1860. Support your summary with examples.	
<b>Guidance and indicative content</b>	
<b>Level 3</b> (7–9 marks)	<p><b>Summary based on second order concept(s) with two or more valid supporting examples, e.g.</b></p> <p><b>[Causation]</b>  <i>One reason that migrants moved west was <b>because there was an economic downturn</b> in the East in the late 1830s. Banks collapsed and many people lost their savings. Unemployment reached 25 per cent in some areas and wages fell disastrously. By 1860, <b>over 400,000 people had moved to the territories of Oregon and California</b>, travelling in wagons on the overland trails.</i></p> <p><i>Another reason was <b>the discovery of gold</b>. For example, after the discovery of gold in <b>California</b>, stories circulated of men making \$1000 a day, and <b>thousands of Americans, as well as Mexicans and Europeans headed west</b> to seek their fortune or to sell supplies to the miners. <b>Over 50,000 people went in 1849 alone.</b> [9]</i></p> <p><b>[Change]</b>  <i>In <b>1839</b>, migration to the Far West was <b>limited</b>. The only white people who ventured that far were the <b>‘mountain men’, who roamed the Rocky Mountains</b>, trapping beavers for their fur. However, <b>by 1850, over 100,000 people</b> had migrated in wagons on the overland trails to the west coast territories of <b>California and Oregon</b>, hoping to start a new life. <b>By 1860 this had increased to over 400,000.</b> [7]</i></p> <p><b>NOTE: Answers must cover at least two different migrant groups or reasons for this level.</b></p>
<b>Level 2</b> (4–6 marks)	<p><b>Summary based on a second order concept with one valid supporting example, e.g.</b></p> <p><b>[Consequence]</b>  <i>Migration to the west in this period <b>led to conflict between US settlers and Native tribes</b>. For example, the Whitmans had moved to Oregon and by the 1840s had established a Christian mission there. This created tension with the Cayuse population, especially as the Whitmans were trying to convert them. In 1847, there was an outbreak of measles in the area, and many Cayuse were killed. They blamed the Whitmans, killed them, and set fire to their mission, killing 11 others. [6]</i></p>
<b>Level 1</b> (1–3 marks)	<p><b>Lists/ descriptions of migration/ migrant groups/ relevant developments with no organising concept, e.g.</b></p> <ul style="list-style-type: none"> <li><i>The journey west was very difficult. Wagons were heavy and could easily crush a person. River crossings led to the death of many migrants. So did accidents with guns. [2]</i></li> <li><i>Some migrants went to Oregon on wagon trains. Native tribes often helped them canoe down the rivers. 10,000 Mormons went to Utah and established Salt Lake City which was in a very dry place, but Brigham Young made it a success. [3]</i></li> </ul> <p>OR</p> <p><b>Statement based on second order concept with no development or no valid specific examples, e.g.</b>  <i>Some people moved because they were escaping what they saw as religious persecution. [1]</i></p>
<b>0 marks</b>	

<p><b>Question 3 – 10 marks</b> Why were there tensions in America between 1789 and 1838? Explain your answer.</p>	
<p><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></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><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).</p>	<p><i>Explanations are most likely to show understanding of the second order concepts of causation and consequence but reward appropriate understanding of any other second order concept.</i></p> <p><i>Explanations could consider: Tensions between North and South over slavery (growing number of abolitionists in the North; South wanted to allow all new states to use slavery; the North feared this would give the South too much power; there were also political differences over whether enslaved people counted as part of the state’s population because this had consequences for a state’s voting power in Congress); tensions between enslaved people and southern whites/ plantation owners (e.g. slave revolt 1811); tensions between Natives and white settlers/ US government (e.g. Indian Removal Act and ensuing resistance from Creeks, Choctaws, Chickasaws, Cherokees and Seminoles), as well as between different tribes (e.g. defeat/ dispossession of Natives led to Natives moving further west and entering land where other tribes lived).</i></p>
<p><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).</p>	
<p><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).</p>	
<p><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).</p>	
<p><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).</p>	
<p><b>0 marks</b> No response or no response worthy of credit.</p>	

<p><b>Question 3–10 marks</b>                  Why were there tensions in America between 1789 and 1838? Explain your answer.</p>	
<p><b>Guidance and indicative content</b></p>	
<p><b>Level 5</b> (9-10 marks)</p>	<p><b>Two or more reasons identified and explained, e.g.</b></p> <p><i>One reason there was tension was because there were <b>different opinions on slavery</b>. Slavery had died out in the North and <b>Northerners said that slavery gave the South an unfair advantage</b> in trade. But the <b>South’s economy was dominated by the plantation system</b> and huge profits were made through slave labour. This led to tension over whether or not to allow new states to use slavery. This had to be resolved through laws such as the Missouri Compromise of 1820.</i></p> <p><i>There was also <b>tension between Natives and white settlers because the US government extended its control over the land</b>. President Andrew Jackson wanted to see the spread of cotton plantations on Native land and in <b>1830 introduced the Indian Removal Act</b>. This forced thousands of Native tribes in the east, like the Seminoles and Creeks, out of their homelands. There was <b>increased violence and tension as the tribes resisted</b>, such as the Seminole Wars of 1835–42. <b>[10]</b></i></p>
<p><b>Level 4</b> (7-8 marks)</p>	<p><b>One reason identified and explained, e.g.</b></p> <p><i>One reason there was tension was <b>because of slavery</b>. The southern US states were dominated by powerful plantation owners whose cotton plantations relied on the slave labour of hundreds of thousands of African Americans. This <b>situation created many tensions as there was a great deal of resistance</b> from the enslaved population. For example, there was a <b>significant revolt in Louisiana</b> in 1811 led by Charles Deslondes.</i></p>
<p><b>Level 3</b> (5-6 marks)</p>	<p><b>Identifies a reason(s) and uses this to address question (but does not provide precise evidence), e.g.</b></p> <ul style="list-style-type: none"> <li><i>One reason there was tension was because there were different opinions on slavery. This led to tension between the North and South over whether or not to allow new states to use slavery.</i></li> <li><i>There was also tension because the US government wanted to extend its territory. This led to increased violence and tension between the US government and Native American tribes who lived on this land.</i></li> </ul> <p><b>OR</b></p> <p><b>Identifies a reason(s) and gives precise evidence (but does not go on to say how that answers the question), e.g.</b></p> <ul style="list-style-type: none"> <li><i>One reason there was tension was because there were different opinions on slavery. Slavery had died out in the North and Northerners said that slavery gave the South an unfair advantage in trade.</i></li> <li><i>There was tension between Natives and white settlers because the US government extended its control over the land. President Andrew Jackson wanted to see the spread of cotton plantations on Native land and in 1830 introduced the Indian Removal Act.</i></li> </ul> <p><b>NOTE: 5 marks for one reason identified; 6 marks for two or more</b></p>

<p><b>Level 2</b> (3-4 marks)</p>	<p><b>Description of conflicts/ differences/ related events without using this to address the question of why there was tension, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>In 1820 the Missouri Compromise was passed. This meant that slavery was going to be allowed in the new state of Missouri and to its south.</i></li> <li>• <i>In 1830, Jackson passed the Indian Removal Act. This created 'Indian Territory' for eastern tribes. Thousands of Choctaws, Creeks and Chickasaws moved.</i></li> <li>• <i>The South used slavery in its cotton plantations but it had died out in the North, where there was a mixture of farming, small businesses and factories.</i></li> </ul> <p><b>OR Identifies one or more reason but with <u>neither</u> of the following:</b></p> <ul style="list-style-type: none"> <li>• <b>support from precise evidence</b></li> <li>• <b>explaining why the reason led to tension, e.g.</b></li> </ul> <ul style="list-style-type: none"> <li>• <i>There were tensions between northern and southern states about slavery.</i></li> <li>• <i>There was tension between Native tribes and the US government over territory.</i></li> <li>• <i>There was economic tension between the North and the South.</i></li> <li>• <i>There were disagreements over the purchase of land in the Northwest and Southwest territories by land speculators.</i></li> </ul>
<p><b>Level 1</b> (1-2 marks)</p>	<p><b>Valid but general assertion(s), e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>There was tensions between different groups who wanted different things.</i></li> <li>• <i>There were tensions between northern and southern states.</i></li> </ul>
<p><b>0 marks</b></p>	

<p><b>Question 4* – 18 marks</b>                  'From the 1860s onwards, the railroads were the most important reason for people settling on the Plains.' How far do you agree? Give reasons for your answer.</p>	
<p><b>Levels</b>  <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></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 6 (16–18 marks)</b>                  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></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 the response matches the level description. BUT to achieve the highest two levels answers must consider both reasons to support and reasons to challenge the statement.</i></p> <p><i>Answers are most likely to show understanding of the second order concepts of significance; causation and consequence but reward appropriate understanding of any other second order concept.</i></p> <p><i>Grounds for agreeing include: railroads enabled people to easily move to start a new life after 1869; they sold land to people they had been given by the government; railroad companies launched huge advertising campaigns; cow towns formed around railroad terminals</i></p> <p><i>Grounds for disagreeing include: role of government in railroads (e.g. Lincoln and Pacific Railroad Act – offering companies financial incentives and granting land); after the 1862 Homestead Act hundreds of thousands of families settled on the Plains to cultivate their patch of 160 acres; role of violence/ racism in south / Homestead Act in migration of 'Exodusters' 1877 ff; role of cattle industry, e.g. cow towns in the 1860s and cattle ranches in the 1870s increased settlement on the plains to service the cattle industry; after gold was found in Pikes peak in the Rockies settlers were also attracted to farm <b>on the edge of the Plains, east of the Rockies</b> to provide food for the miners.</i></p>
<p><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></p>	
<p><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></p>	
<p><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>	
<p><b>Level 2 (4–6 marks)</b>                  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>                  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).  <i>The information is communicated in a basic/unstructured way.</i></p>	
<p><b>0 marks</b>                  No response or no response worthy of credit.</p>	

<p><b>Question 4* – 18 marks</b>                  'From the 1860s onwards, the railroads were the most important reason for people settling on the Plains.' How far do you agree? Give reasons for your answer.</p>	
<p><b>Guidance and indicative content</b></p>	
<p><b>Level 6 (16-18 marks)</b></p>	<p><b>Balanced argument; two valid explained points on each side <u>OR</u> three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks , e.g.</b></p> <p><i>The newly built railroads were very important. They <b>enabled people to travel easily</b> to the Plains. The <b>railroad companies</b> created demand for their railroads and land by promoting the West as a land of great opportunity. From the 1860s, they began a <b>huge advertising campaign</b> in America and in Europe. More settlers bought land from the railroad companies than gained land from the Homestead Act, <b>showing the importance of the role of the railroads.</b></i></p> <p><i>However, the Homestead Act was also very important. It <b>offered 160 acres of land for a small fee to anyone who was prepared to settle and farm on the Plains for at least five years.</b> The government wanted the land settled so it would become more productive. <b>This was important as it led to hundreds of thousands of Americans</b> as well as <b>immigrants from Europe</b> rushing to claim land and a new life on the Plains.</i></p> <p><i>Another factor <b>was violence and racism in the South</b> during the Reconstruction era, as <b>many African Americans from the South</b> settled on the Plains in this period. In 1877, an ex-slave called Benjamin Singleton urged others to take advantage of the Homestead Act and organised an 'exodus' of Black Americans to the west, away from white violence. Thousands followed Singleton to Kansas and became known as the 'Exodusters', with around 6,000 arriving in 1879 alone. So the failure of Reconstruction was <b>particularly important in the migration of Black Americans.</b></i></p> <p><i><b>Furthermore, the cattle industry</b> also played a part. In the 1850s and 60s <b>cow towns like Abilene and Dodge City</b> grew up on the plains where Texan ranchers stopped at rail junctions after driving their cattle north to load onto the railroad. These <b>expanded and encouraged settlement round about.</b> By the 1870s cattle owners had also realised cattle could survive the harsh winters of the Plains and began to <b>raise cattle on the Plains, so ranchers themselves settled the Plains.</b></i></p> <p><i>Overall I believe it was a combination of factors that led to the settlement of the Plains. The railroads were very important as they enabled people to get there easily and advertised the benefits. They also encouraged cow towns and ranching. However, without the Homestead Act offering virtually free land, many of the settlers would have never contemplated the journey, and the whole settlement would have been much slower.</i></p>
<p><b>Level 5 (13-15 marks)</b></p>	<p><b>Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1) e.g.</b></p> <p><i>The newly built railroads were very important. They enabled people to travel easily to the Plains. The railroad companies created demand for their railroads and land by promoting the West as a land of great opportunity. From the 1860s, they began a huge advertising campaign in America and in Europe. More settlers bought land from the railroad companies than gained land from the Homestead Act, showing the importance of the role of the railroads.</i></p> <p><i>However, the Homestead Act was also very important. It offered 160 acres of land for a small fee to anyone who was prepared to settle and farm on the Plains for at least five years. The government wanted the land settled so it would become more productive. This was important as it led to hundreds of thousands of Americans as well as immigrants from Europe rushing to claim land and a new life on the Plains.</i></p> <p><i>Furthermore, the cattle industry also played a part. In the 1850s and 60s cow towns like Abilene and Dodge City grew up on the plains where Texan ranchers stopped at rail junctions after driving their cattle north to load onto the railroad. These expanded and encouraged settlement round about. By the 1870s cattle owners had also realised cattle could survive the harsh winters of the Plains and began to raise cattle on the Plains, so ranchers themselves settled the Plains.</i></p>

<p><b>Level 4 (10-12 marks)</b></p>	<p><b>One sided argument, two explained points of support (2-0), e.g.</b>  <i>I disagree because there were more important reasons. The Homestead Act offered 160 acres of land for a small fee to anyone who was prepared to settle and farm on the Plains for at least five years. The government wanted the land settled so it would become more productive. This was important as it led to hundreds of thousands of Americans as well as immigrants from Europe rushing to claim land and a new life on the Plains.</i></p> <p><i>Furthermore, the cattle industry also played a part. In the 1850s and 60s cow towns like Abilene and Dodge City grew up on the plains where Texan ranchers stopped at rail junctions after driving their cattle north to load onto the railroad. These expanded and encouraged settlement round about. By the 1870s cattle owners had also realised cattle could survive the harsh winters of the Plains and began to raise cattle on the Plains, so ranchers themselves settled the Plains.</i></p> <p><b>Alternatively, balanced argument; one explained point on each side (1-1), e.g.</b>  <i>The newly built railroads were very important. They enabled people to travel easily to the Plains. The railroad companies created demand for their railroads and land by promoting the West as a land of great opportunity. From the 1860s, they began a huge advertising campaign in America and in Europe. More settlers bought land from the railroad companies than gained land from the Homestead Act, showing the importance of the role of the railroads.</i></p> <p><i>However, the Homestead Act was also very important. It offered 160 acres of land for a small fee to anyone who was prepared to settle and farm on the Plains for at least five years. The government wanted the land settled so it would become more productive. This was important as it led to hundreds of thousands of Americans as well as immigrants from Europe rushing to claim land and a new life on the Plains.</i></p>
<p><b>Level 3 (7-9 marks)</b></p>	<p><b>One sided argument; one explained point of support (1-0), e.g.</b>  <i>I agree. The newly built railroads were very important. They enabled people to travel easily to the Plains. The railroad companies created demand for their railroads and land by promoting the West as a land of great opportunity. From the 1860s, they began a huge advertising campaign in America and in Europe. More settlers bought land from the railroad companies than gained land from the Homestead Act, showing the importance of the role of the railroads.</i></p>
<p><b>Level 2 (4-6 marks)</b></p>	<p><b>Identification of reason(s) to support/challenge without full explanation, e.g.</b>  <i>Yes, I agree because the railroads which advertised cheap land and made it easy for people to get there.</i></p> <p><b>Alternatively, description of settlement on the Plains/ railroad building /related events without using this to address the question of reasons for settlement, e.g.</b>  <i>In 1862 the US government passed the Homestead Act to encourage people to settle on the plains. People could claim 160 acres of land.</i></p> <p><b>1 identifications/ description = 4-5 marks</b>  <b>2 identifications/ descriptions = 5-6 marks</b>  <b>3 identifications/ descriptions = 6 marks</b></p>
<p><b>Level 1 (1-3 marks)</b></p>	<p><b>Valid but general assertion(s), e.g.</b>  <i>On the whole it was because of cheap land.</i></p>



<p><b>Question 5* – 18 marks</b>                  ‘The growth of big business had a positive impact on the USA and its people between 1877 and 1900.’ How far do you agree? Give reasons for your answer.</p>	
<p><b>Levels</b>  <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></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 6 (16–18 marks)</b>                  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></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. the response matches the level description. BUT to achieve the highest two levels answers must consider both reasons to support and reasons to challenge the statement.</i></p> <p><i>Answers are most likely to show understanding of the second order concepts of cause and consequence, change and continuity but reward appropriate understanding of any other second order concept.</i></p> <p><i>Grounds for agreeing include:</i>  <b>For Owners:</b> Corporations rather than family run businesses makes small numbers of men a fortune e.g. Railroad companies. American Tobacco Company; Cotton mills doubled between 1880-1900 making US cotton industry huge. Fossil Fuel companies such as Anaconda. Rockefeller – oil.</p> <p><b>For the economy:</b> Big businesses kept profits high. They often employed large numbers of people and the multiplier effect meant many other businesses profited when they did well.</p> <p><i>Grounds for disagreeing include:</i>  <b>For workers</b> - poor wages and working conditions (e.g. miners, cotton workers); the formation of trade unions; strikes e.g. Carnegie’s Homestead steel company strike and Pullman Railroad Car Company; use of blacklists by employers; small scale farmers couldn’t survive due to Bonanza Farms.  <b>Ecological and environmental implications;</b> Deforestation due to fossil fuels; toxic chemicals into water supply; Bonanza farms used limited supplies of western water forcing Indians onto Reservations; dry farming made land unusable.  <b>The shift away from family/individually owned business:</b> Bonanza Farms and Bonanza Cattle Ranches; put lots of small farms out of business many had to move to cities.</p>
<p><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></p>	
<p><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></p>	
<p><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>	
<p><b>Level 2 (4–6 marks)</b>                  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>                  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).  <i>The information is communicated in a basic/unstructured way.</i></p>	
<p><b>0 marks</b>                  No response or no response worthy of credit.</p>	

<p><b>Question 5* – 18 marks</b>                  ‘The growth of big business had a positive impact on the USA and its people between 1877 and 1900.’ How far do you agree? Give reasons for your answer.</p>	
<p><b>Guidance and indicative content</b></p>	
<p><b>Level 6 (16-18 marks)</b></p>	<p><b>Balanced argument; two valid explained points on each side <u>OR</u> three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks , e.g.</b></p> <p><i>In some ways this is true. Big businesses expanded massively at this time and <b>made huge profits for the US economy, creating lots of jobs</b>. For example, the growth of factories and railroads in the late 1800s led to a huge <b>demand for resources such as coal and iron</b> to power and build them. These industries in turn employed ever more people: in the <b>South coal production increased ten times</b> between 1875 and 1890. <b>So this growth had a positive impact on the economy and job creation.</b></i></p> <p><i>Big business also grew on the Plains, as <b>bonanza cattle ranches and farms</b> took over from small-scale businesses and farms. These were huge, around 10,000 acres and employing around 250 workers. They can be said to <b>have had a positive impact as they could be run more efficiently by managers and made big profits</b> for Eastern capitalists and investors. They also <b>acted as a reliable source of foodstuffs</b> for America’s growing cities.</i></p> <p><i>On the other hand, there were downsides to big business, as they often <b>treated their workers badly</b>. For example, when the <b>Pullman rail company</b> tried to cut the wages of its workers in Chicago, the rail union called a <b>strike</b>. The company was not happy, and persuaded their friend the President to send troops to stop the strike. It <b>resulted in violence and 26 workers were shot</b>. The strike leaders were blacklisted and unable to work again, <b>showing the negative impact on workers</b>.</i></p> <p><i>Likewise, big mining businesses caused <b>massive ecological damage and did not seem to be held to account for it</b>. Huge areas of <b>forest were cut down</b> to create supports for mine shafts, and <b>toxic chemicals leached into the water supply</b> but the laws always seemed to work in favour of the companies. This shows that big businesses had a <b>negative impact on both the land and the people, who were forced to live with the consequences</b>.</i></p> <p><i>On balance there were advantages and disadvantages to the growth of big business, and its impact depends a lot on whose perspective you are looking at it from. For the country’s economy it was probably a positive thing, but from the point of view of many workers, it may have given them jobs, but it kept wages low and downgraded their environment.</i></p>
<p><b>Level 5 (13-15 marks)</b></p>	<p><b>Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1) e.g.</b></p> <p><i>In some ways this is true. Big businesses expanded massively at this time and made huge profits for the US economy, creating lots of jobs. For example, the growth of factories and railroads in the late 1800s led to a huge demand for resources such as coal and iron to power and build them. These industries in turn employed ever more people: in the South coal production increased ten times between 1875 and 1890. So this growth had a positive impact on the economy and job creation.</i></p> <p><i>Big business also grew on the Plains, as bonanza cattle ranches and farms took over from small-scale businesses and farms. These were huge, around 10,000 acres big and employing around 250 workers. They can be said to have had a positive impact as they could be run more efficiently by managers and made big profits for Eastern capitalists and investors. They also acted as a reliable source of foodstuffs for America’s growing cities.</i></p> <p><i>On the other hand, there were downsides to big business, as they often treated their workers badly. For example, when the Pullman rail company tried to cut the wages of its workers in Chicago, the rail union called a strike. The company was not at all happy, and persuaded their friend the President to send troops to stop the strike. It resulted in violence and 26 workers were shot. The strike leaders were blacklisted and unable to work again, showing the negative impact on workers.</i></p>

<p><b>Level 4</b> <b>(10-12 marks)</b></p>	<p><b>One sided argument, two explained points of support (2-0), e.g.</b></p> <p><i>I agree. Big businesses expanded massively at this time and made huge profits for the US economy, creating lots of jobs. For example, the growth of factories and railroads in the late 1800s led to a huge demand for resources such as coal and iron to power and build them. These industries in turn employed ever more people: in the South coal production increased ten times between 1875 and 1890. So this growth had a positive impact on the economy and job creation.</i></p> <p><i>Big business also grew on the Plains, as bonanza cattle ranches and farms took over from small-scale businesses and farms. These were huge, around 10,000 acres big and employing around 250 workers. They can be said to have had a positive impact as they could be run more efficiently by managers and made big profits for Eastern capitalists and investors. They also acted as a reliable source of foodstuffs for America’s growing cities.</i></p> <p><b>Alternatively, balanced argument; one explained point on each side (1-1), e.g.</b></p> <p><i>In some ways this is true. Big businesses expanded massively at this time and made huge profits for the US economy, creating lots of jobs. For example, the growth of factories and railroads in the late 1800s led to a huge demand for resources such as coal and iron to power and build them. These industries in turn employed ever more people: in the South coal production increased ten times between 1875 and 1890. So this growth had a positive impact on the economy and job creation.</i></p> <p><i>On the other hand, there were downsides to big business, as they often treated their workers badly. For example, when the Pullman rail company tried to cut the wages of its workers in Chicago, the rail union called a strike. The company was not at all happy, and persuaded their friend the President to send troops to stop the strike. It resulted in violence and 26 workers were shot. The strike leaders were blacklisted and unable to work again, showing the negative impact on workers.</i></p>
<p><b>Level 3</b> <b>(7-9 marks)</b></p>	<p><b>One sided argument; one explained point of support (1-0), e.g.</b></p> <p><i>I agree. Big businesses expanded massively at this time and made huge profits for the US economy, creating lots of jobs. For example, the growth of factories and railroads in the late 1800s led to a huge demand for resources such as coal and iron to power and build them. These industries in turn employed ever more people: in the South coal production increased ten times between 1875 and 1890. So this growth had a positive impact on the economy and job creation.</i></p>
<p><b>Level 2</b> <b>(4-6 marks)</b></p>	<p><b>Identification of reason(s) to support/challenge without full explanation, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>No, I disagree because rail companies often treated striking workers badly.</i></li> </ul> <p><b>Alternatively, description of big business/ related events without using this to address the question of positive/ negative impact, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>Corporations started to dominate manufacturing in this period. These were huge companies run by shareholders rather than a family or individual.</i></li> <li>• <i>Corporations took over smaller businesses when they had hard times. They often kept wages low but made lots of profit.</i></li> </ul> <p><b>1 identifications/ description = 4–5 marks</b>  <b>2 identifications/ descriptions = 5–6 marks</b>  <b>3 identifications/ descriptions = 6 marks</b></p>
<p><b>Level 1</b> <b>(1-3 marks)</b></p>	<p><b>Valid but general assertion(s), e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>No, they didn’t care about their workers.</i></li> </ul>

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

<p><b>Question 6 – 7 marks</b>  <b>What can Source A tell us about the Nazi government in March 1933? Use the source and your own knowledge to support your answer.</b></p>	
<p><b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 2 marks</b>  <b>AO3</b> Analyse sources (contemporary to the period). <b>Maximum 5 marks</b>  <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>Notes and guidance specific to the question set</b></p>
<p><b>Level 3 (6–7 marks)</b>                  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:</i></p> <ul style="list-style-type: none"> <li>• <i>Surface features (L1) – tells us the Nazis were introducing an Enabling Act to get laws passed without the Reichstag’s approval; tells us there were economic problems; tells us the government wanted strong leadership.</i></li> <li>• <i>Inferences from the source (L2) – tells us how the Nazis were persuading the Reichstag to pass it, e.g. by emphasising economic and political problems and as a measure only to be used with ‘vital’ legislation; tells us how they ‘sold’ or presented the Act, i.e. as a ‘remedy’ for the ‘distress’ of the people, framing it as a positive; tells us about Nazi beliefs, e.g. anti-communism and authoritarianism.</i></li> <li>• <i>Inferences from the source’s existence (L3) – the fact that the Nazis felt the need to pass legislation to (effectively) get rid of the Reichstag is revealing, e.g. suggests they had not yet secured enough power to ignore Reichstag completely / uncovers the Nazi desire to maintain a veneer of legality or respectability to their illegal actions.</i></li> </ul> <p><i>Candidates will be credited for explaining how features of the source such the source’s existence or tone <b>are helpful</b> to historians. e.g. formal tone suggests Hitler/ Nazis were keen to emphasise the legality of their actions/ laws.</i></p> <p><i>There is no requirement to mention any possible limitations of the source and indeed in this particular source it is difficult to see what limitations candidates could refer to beyond generic or speculative comments about reliability eg that Hitler is lying.</i></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. No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>
<p><b>Level 2 (3–5 marks)</b>                  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><b>Level 1 (1–2 marks)</b>                  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><b>0 marks</b>                  No response or no response worthy of credit.</p>	

<p><b>Question 6 – 7 marks</b>  <b>What can Source A tell us about the Nazi government in March 1933? Use the source and your own knowledge to support your answer.</b></p>	
<p><b>Guidance and indicative content</b></p>	
<p><b>Level 3</b> (6-7 marks)</p>	<p><b>Explains what source reveals about the Nazis' lack of 'total' power OR about their wish to maintain the appearance of legal rule, e.g.</b></p> <ul style="list-style-type: none"> <li><i>In the source, Hitler is persuading the Reichstag to pass the Enabling Act and lists all the reasons it is necessary, such as dealing with the 'economic catastrophe'. He reassures them this is not the end of the Reichstag completely. The fact that the Nazis were getting this law passed by the Reichstag tells us they had not yet secured enough power to ignore Reichstag completely. (7)</i></li> <li><i>The fact that the Nazis felt it necessary to go through the motions of passing this law through the Reichstag tells us that they wanted to maintain a veneer of legality or respectability to their actions. (6)</i></li> </ul> <p><b>NOTE: Valid inference with valid source support = 7 marks, no valid source support = 6 marks</b></p>
<p><b>Level 2</b> (3-5 marks)</p>	<p><b>Explains what source tells us about the Nazi government in March 1933 by using a valid inference from content of source, e.g.</b></p> <ul style="list-style-type: none"> <li><i>The source tells us how the Nazi government managed to become more powerful in 1933. Hitler says 'it would be inconsistent with our national uprising' if the Nazis have to 'request the approval of the Reichstag in every case', which reveals how the Act was designed, in effect, to abolish the Reichstag. (5)</i></li> <li><i>The source tells us tells us how the Nazis persuaded the Reichstag to pass the Enabling Act. They emphasised Germany's economic and political problems and said it was a measure only to be used with 'vital' legislation. (4)</i></li> <li><i>It tells us how the Nazis presented and packaged the Enabling Act as something positive. They said it was a law to 'remedy' the 'distress' of the people, framing it as a helpful law. (4)</i></li> <li><i>It tells us about Nazi beliefs, like anti-communism. (3 marks – no support)</i></li> </ul> <p><b>NOTE: Valid inference(s) with no relevant support from the source (or support from attribution ONLY) = 3 marks. Quotations must be linked by candidate to their inference.</b></p> <p><b>NOTE 2: 1 supported inference + 2<sup>nd</sup> inference (supported or unsupported) = 5 marks</b></p>

<p><b>Level 1</b> <b>(1–2</b> <b>marks)</b></p>	<p><b>Lifts surface detail from source or general comments on provenance to address question (2 marks), e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>The source tells us the Nazis were introducing an Enabling Act to get laws passed without the Reichstag's approval.</i></li> <li>• <i>It tells us the government had to deal with economic problems.</i></li> <li>• <i>It tells us the government wanted 'strong leadership'.</i></li> </ul> <p><b>Alternatively, makes valid but general assertion(s) OR</b> <b>Answers which make comments on source without <u>addressing the question of what it can tell us</u> about the Nazi government (1 mark), e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>The source informs us about what the Enabling Act was for.</i></li> <li>• <i>The source tells us that Hitler/ the Nazis are very controlling and manipulative.</i></li> <li>• <i>Source A is a speech given by Hitler to the Reichstag. In this speech he talks about the 'evils of communism.'</i></li> </ul>
<p><b>0</b> <b>marks</b></p>	<p><b>0 marks</b> No response or no response worthy of credit.</p>

<b>Question 7 – 15 marks</b> <b>How useful are Sources B and C and Interpretation D for a historian studying Nazi occupation in western Europe between 1940 and 1945?</b> <b>In your answer, refer to the two sources and the interpretation as well as your own knowledge.</b>	
<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>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> <b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. <b>Maximum 5 marks</b> <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>	<b>Notes and guidance specific to the question set</b>
<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). 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). 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).	<i>Analysis of the sources and interpretation could identify features such as:</i> <ul style="list-style-type: none"> <li>• <i>Surface features of sources (L2) – eg B useful for showing war / Germany military in the Netherlands; C is useful for telling us that Dutch ex-soldiers were taken captive and transported to Germany / put in prison camps; D is useful for telling us that the Nazis joined forced with local factions; D useful for telling us that Flemish-speaking Belgians were released from camps whilst French-speakers remained for the duration of the war.</i></li> <li>• <i>Inferences from the sources (L3–L5) – eg B useful as evidence that the Nazis tried to recruit Dutch men into the Waffen SS; C is useful as evidence about the impact of/ violence of/ nature of occupation in the Netherlands, i.e. forced-labour; D is useful as evidence of collaboration and the reasons for it; D is useful for showing one way that the Nazis kept control of local populations, i.e. divide and rule/ exploiting local factionalism.</i></li> <li>• <i>Inferences from the sources’ publication, audience purpose or existence (L5), e.g. audience (Dutch men) and purpose of B (to persuade them to join the Waffen SS) reveals how the Nazis saw the Dutch as potential ‘Aryan’ allies in their army – could reveal treatment of the occupied Dutch which was different to (for example) treatment of Poles; the existence of C as an illegal underground newspaper reveals that there was organised resistance against the Nazi occupation; the purpose of C – to enthuse and rally</i></li> </ul>
<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). 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). 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).	
<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). 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). 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).	
<b>Level 2 (4–6 marks)</b> Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1).	

<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). 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><i>people to the cause – could indicate a fall in morale on the resistance side.</i></p> <ul style="list-style-type: none"> <li>• <i>Understanding of appropriate characteristic features could include: the Nazi view/treatment of western Europeans as opposed to their view/ treatment of eastern Europeans; range of collaboration, accommodation and resistance in occupied territories.</i></li> <li>• <i>Responses which comment on features of extract(s) which make them particularly interesting or useful to historians rather than seeing them as limitations could include –</i></li> <li>• <i>See L5 comments above.</i></li> <li>• <i>Less well developed comments will probably include:</i></li> <li>• <i>(L3) Comments which support or challenge the evidence presented in sources with candidates’ own knowledge, rendering sources more or less useful in terms of typicality or reliability. Candidates may show how the sources/interpretation agree and/or disagree with each other.</i></li> <li>• <i>(L2) Undeveloped comments on how provenance of sources make them (un)reliable and therefore not useful, e.g. B is Nazi propaganda and therefore not useful; D produced after the war and therefore not useful.</i></li> </ul> <p><i>Candidates should not be rewarded above Level 2 for simply saying what is ‘missing’ from the sources. ‘ie Not useful because it has no information about ...’</i></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 that is unrelated to the topic in the question.</i></p>
<p><b>Level 1 (1–3 marks)</b> Demonstrates some knowledge of features and characteristics of the period (AO1). 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) 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) 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> No response or no response worthy of credit.</p>	



<p>Question 7 – 15 marks</p> <p>How useful are Sources B and C and Interpretation D for a historian studying Nazi occupation in western Europe between 1940 and 1945?</p> <p>In your answer, refer to the two sources and the interpretation as well as your own knowledge.</p>	
<p>Guidance and indicative content</p>	
<p>Level 5 (13-15 marks)</p>	<p><b>Explanation of why the purpose/ audience of B makes it useful as evidence of nature of occupation in western Europe (as compared to east) , e.g.</b></p> <ul style="list-style-type: none"> <li>Source B is useful for showing us how the <b>nature of Nazi occupation in western Europe was different to occupation in eastern Europe</b>. The poster is aimed at Dutch men and it is trying to persuade them to join the <i>Waffen SS</i> to fight alongside the Germans in the war by talking about ‘honour’ and ‘conscience’. This reveals how the Nazis saw the Dutch as potential ‘Aryan’ allies in their army, and this might suggest <b>less harsh treatment</b> of the occupied Dutch.</li> </ul> <p><b>OR explanation of why the existence of C makes it useful as evidence of organised Dutch resistance</b>  <b>OR why the purpose of C makes it useful as evidence of fall in morale of Dutch resistance, e.g.</b></p> <ul style="list-style-type: none"> <li>Source C is an <b>illegal, underground newspaper published in the Netherlands in 1943</b>, telling people about how the Germans were transporting the Dutch as forced labour to Germany. <b>The fact this existed and was being circulated is useful evidence of organised resistance against the Nazi occupation.</b></li> <li><b>[NB: ‘It shows resistance’ on its own with no development = L3]</b></li> <li>Source C is an article from a resistance newspaper. It was published to rally Dutch people to their cause by reporting the terrible treatment of Dutch people by the Germans. This is <b>useful because it could therefore indicate a fall in morale on the resistance side.</b></li> </ul> <p><b>NOTE 1: Identifying/ explaining the purpose of B/C is not the same as making an inference from the purpose and therefore not L5.</b>  <b>NOTE 2: Answers with no valid comment on any other source (content or inference) = 13 marks.</b></p> <p><b>Alternatively, supported inferences (support from source) from content of two of B, C or D to explain why at they are useful as evidence about Nazi occupation in western Europe (i.e. 2 x L4), e.g.</b></p> <p>Source C is useful as evidence about the <b>harsh nature of occupation</b> in the Netherlands. We can see that in April 1943, the Nazis were using Dutch ex-soldiers as forced-labour. It says that ‘hundreds of thousands’ were taken captive or faced being thrown in a prison camp if they refused. D is useful as <b>evidence of collaboration</b> that happened and <b>the reasons for it</b> – it says that in Belgium, some Flemish-speaking people sided with the Nazis as a way of fighting the French-speaking rulers.</p>
<p>Level 4 (10-12 marks)</p>	<p><b>Supported inference(s) (support from source) from content of one of B, C or D to explain why it is useful as evidence about occupation in western Europe, e.g.</b></p> <ul style="list-style-type: none"> <li>Source B is useful because it’s evidence of the <b>ways in which Nazis relied on the local population</b>. We can see that the Nazis tried to recruit Dutch men into the <i>Waffen SS</i> by appealing to them to fight for ‘honour’ and against Communism.</li> <li>Source C is useful as evidence about the <b>harsh nature of occupation</b> in the Netherlands. We can see that in April 1943, the Nazis were using Dutch ex-soldiers as forced-labour. It says that ‘hundreds of thousands’ were taken captive or faced being thrown in a prison camp if they refused.</li> <li>Interpretation D is useful as <b>evidence of collaboration</b> that happened and the <b>reasons for it</b> – it says that in Belgium, some Flemish-speaking people sided with the Nazis as a way of fighting the French-speaking rulers.</li> <li>Interpretation D is useful for <b>telling us about the methods the Nazis used to keep control in the occupied territories by taking advantage of local conflicts</b>. We can see that in Belgium, the Nazis ‘tempted’ the Flemish-speaking nationalists onto their side by appearing to be on their side against the ‘French-speaking rulers’.</li> </ul>

<p>Level 3 (7-9 marks)</p>	<p><b>NOTE: Support from source must be linked to the inference.</b></p> <p>Valid but <b>unsupported inference(s)</b> from content to explain why one or more of B, C, D are useful <b>as evidence about occupation in western Europe</b>, e.g. <i>Interpretation D is useful for telling us about the Nazis' methods and how exploited local conflict to keep control in the occupied territories.</i></p> <p>Alternatively, <b>uses specific contextual knowledge</b> to argue that one or more of B, C or D are <b>useful or not useful</b> because they are <b>(un)reliable</b>, e.g.</p> <ul style="list-style-type: none"> <li>• <i>I think C is useful because it's true. It says hundreds of thousands of Dutch men were taken captive and that's right – <b>around 500,000 Dutch men ended up being forced into labour</b> in Germany.</i></li> </ul> <p><b>NOTE: 1 source = 7–8 marks; 2 or more sources = 8–9 marks</b></p>
<p>Level 2 (4-6 marks)</p>	<p>Uses <b>surface features or extracts</b> to argue source(s) are <b>useful about occupation in western Europe</b>, e.g.</p> <ul style="list-style-type: none"> <li>• <i>C is useful for telling us that the Dutch were taken captive and transported to Germany. (5)</i></li> <li>• <i>D is useful for telling us that the Nazis joined forces with local groups. It says that they released Flemish-speaking prisoners of war but kept the French-speakers in POW camps. (5)</i></li> <li>• <i>B is useful because it shows the Nazis used the Dutch in the Waffen SS when they occupied the Netherlands. C is useful for telling us that hundreds of thousands of Dutch people were taken captive and transported to Germany. (6)</i></li> </ul> <p><b>NOTE: 1 source = 5 marks; 2 or more sources = 6 marks</b></p> <p>Alternatively, argues <b>useful or not useful</b> on the basis of <b>undeveloped provenance</b>, e.g.</p> <ul style="list-style-type: none"> <li>• <i>Source B is not very useful. It's Nazi propaganda trying to convince people to join the Waffen SS. So it won't show the negative impact of Nazi occupation. (4)</i></li> <li>• <i>Source C was published by an illegal resistance group so I don't think it's that useful because it will be too biased and exaggerate things. (4)</i></li> </ul> <p><b>NOTE: undeveloped provenance – limit to 4 marks</b></p>
<p>Level 1 (1–3 marks)</p>	<p>Valid but general assertion(s), and/or <b>comments on the sources which don't answer the question</b>, e.g.</p> <ul style="list-style-type: none"> <li>• <i>The sources are really useful because they tell us about different things.</i></li> <li>• <i>The purpose of Source B is to get Dutch men to join the Waffen SS. [doesn't say how this is useful for a historian studying <b>occupation in western Europe</b>]</i></li> <li>• <i>Source C is an extract from an illegal Dutch newspaper. [as above]</i></li> </ul> <p>Alternatively, argues <b>not useful</b> because of <b>what information the source(s) do not contain</b>, e.g.</p> <p><i>Interpretation D is not very useful. It's only about Belgium and it doesn't tell us information about collaboration in other places. For example, I know that the Danes were allowed to keep their own government in return for good relations with the Nazis, but it doesn't mention that.</i></p>

<b>0 marks</b>		
<b>Question 8* – 18 marks</b> <b>'Between 1939 and 1945, wartime opposition to Hitler and the Nazis in Germany was small-scale and insignificant.' How far do you agree?</b>		
<b>Levels</b> <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>Notes and guidance specific to the question set</b>	
<b>Level 6 (16–18 marks)</b> 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>	<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 5 and 6, this must involve considering both reasons to support and reasons to challenge the statement</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>	<i>Answers are most likely to show understanding of the second order concepts of diversity (similarity/difference in the different types of opposition); causation (reasons for opposition being passive or not) and change/ continuity (changing nature of opposition as war went on) but reward appropriate understanding of any other second order concept.</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>	<i>Grounds for agreeing may include: Widespread passive resistance could be considered small-scale and/or insignificant, e.g. anti-Nazi graffiti/ jokes; listening to the BBC; reading banned literature; reasons for lack of more public/ active resistance, e.g. fear, Nazi propaganda, Nazi successes; from 1943 the regime took a tougher line on trivial offences.</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>	<i>Grounds for disagreeing may include: Examples of active/ larger-scale or significant resistance, e.g. growing resistance within the army resulted in the July 1944 bomb plot; Cardinal Galen was public and vocal in his opposition; Dietrich Bonhoeffer's opposition was conducted in secret but not 'insignificant' as he was spying and helping Jews to escape; other examples of people hiding Jews could not be considered 'insignificant'; the women protesting on the Rosenstrasse were committing active and public opposition so arguable neither small-scale nor insignificant; the White Rose were an organised group who spread ant-Nazi propaganda and were executed for their resistance so the Nazis did not consider them 'insignificant'; Otto and Elise Hampel are a further example.</i>	
<b>Level 2 (4–6 marks)</b> 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>		
<b>Level 1 (1–3 marks)</b> 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). <i>The information is communicated in a basic/unstructured way.</i>		
<b>0 marks</b> No response or no response worthy of credit.		

<p><b>Question 8* – 18 marks</b>  <b>‘Between 1939 and 1945, wartime opposition to Hitler and the Nazis in Germany was small-scale and insignificant.’ How far do you agree?</b></p>	
<p><b>Guidance and indicative content</b></p>	
<p><b>Level 6</b>  <b>(16-18 marks)</b></p>	<p><b>Balanced argument; two valid explained points on each side <u>OR</u> three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks , e.g.</b></p> <p><i>There is some evidence which can support the statement. Firstly, there were a lot of acts of passive resistance amongst the German population which could be considered small-scale. <b>Many people did commit small acts of defiance</b> such as listening to the BBC, reading banned literature and telling anti-Nazi jokes. So these kinds of things that <b>could be considered fairly insignificant and did not threaten the regime.</b></i></p> <p><i>Secondly, it was likely that <b>these acts were increasing during the war years</b> because from 1943, the <b>Nazis started to take a tough line of very minor offences</b>; for example, in 1944, a worker from Berlin was executed for telling an anti-Nazi joke. This <b>shows the Nazis were increasingly concerned with this kind of thing.</b></i></p> <p><i>On the other hand, there are plenty of <b>examples of very significant and larger-scale acts of resistance.</b> For example, in July 1944, Colonel Stauffenberg and others were involved in <b>Operation Valkyrie</b>, which was an attempt to assassinate Hitler. The plot failed and they were executed, <b>but this was not a small-scale act of defiance.</b></i></p> <p><i>In addition, the <b>White Rose group</b> were students led by Hans and Sophie Scholl who <b>carried out very organised opposition</b> to the Nazis. They printed thousands of leaflets in Munich trying to persuade people to turn against the regime. <b>This was very active resistance and they were executed when they were caught, demonstrating that the Nazis believed their opposition to be incredibly significant.</b></i></p> <p><i>Overall, I think that the statement is only partly true. Examples of larger-scale resistance such as the White Rose and the July Bomb Plot stand out because they were so unusual. We don’t know how much passive resistance actually took place but it is likely to be much more widespread than examples like assassination and running an organised underground press. However, this does not mean it was insignificant as the Nazis aimed to win over the popular and active support of all Germans, so the fact that they did not shows that they failed in that respect.</i></p>
<p><b>Level 5</b>  <b>(13-15 marks)</b></p>	<p><b>Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1) e.g.</b></p> <p><i>There is some evidence which can support the statement. Firstly, there were a lot of acts of passive resistance amongst the German population which could be considered small-scale. Many people did commit small acts of defiance such as listening to the BBC, reading banned literature and telling anti-Nazi jokes. So these kinds of things that could be considered fairly insignificant and did not threaten the regime.</i></p> <p><i>Secondly, it was likely that these acts were increasing during the war years because from 1943, the Nazis started to take a tough line of very minor offences; for example, in 1944, a worker from Berlin was executed for telling an anti-Nazi joke. This shows the Nazis were increasingly concerned with this kind of thing.</i></p> <p><i>On the other hand, there are plenty of examples of very significant and larger-scale acts of resistance. For example, in July 1944, Colonel Stauffenberg and others were involved in Operation Valkyrie, which was an attempt to assassinate Hitler. The plot failed and they were executed, but this was not a small-scale act of defiance.</i></p>

<p><b>Level 4</b> <b>(10-12 marks)</b></p>	<p><b>One sided argument, two explained points of support (2–0), e.g.</b>  <i>I agree because resistance by groups like the ‘Swing Kids’ could be considered insignificant. During the war, ‘swing clubs’ sprang up in cafes and night-clubs in big cities. Members met to listen to swing and jazz music, which was banned by the Nazis. They wore wide trousers and grew long hair. Although quite widespread, I don’t believe this was significant resistance, as this kind of behaviour was quite passive and did not pose a direct challenge the Nazi regime.</i></p> <p><i>Furthermore, there were a lot of acts of passive resistance amongst the German population which could be considered small-scale. Many people did commit small acts of defiance such as listening to the BBC, reading banned literature and telling anti-Nazi jokes. So these kinds of things that could be considered fairly insignificant and did not threaten the regime.</i></p> <p><b>Alternatively, balanced argument; one explained point on each side (1–1), e.g.</b>  <i>There is some evidence which can support the statement. Firstly, there were a lot of acts of passive resistance amongst the German population which could be considered small-scale. Many people did commit small acts of defiance such as listening to the BBC, reading banned literature and telling anti-Nazi jokes. So these kinds of things that could be considered fairly insignificant and did not threaten the regime.</i></p> <p><i>On the other hand, the resistance by the ‘Swing Kids’ was not insignificant. These young people wanted to listen to swing and jazz music which was banned by the Nazis. During the war, ‘swing clubs’ sprang up in most big cities where members met. They wore wide trousers and grew long hair. The Nazis were outraged and harshly punished some of these youths. For example, Hasso Schutzendorff was put a concentration camp in 1942. The fact that the Nazis saw these groups as a clear threat to their ideology shows they were not insignificant.</i></p>
<p><b>Level 3</b> <b>(7-9 marks)</b></p>	<p><b>One sided argument; one explained point of support (1–0), e.g.</b>  <i>I disagree because the resistance by various youth groups could be considered significant. For example, the ‘Edelweiss Pirates’ went on excursions, organised camps and sang songs. Some went further: one group in Cologne attacked the Gestapo headquarters. The Nazis ordered a crackdown on the group in 1944, and thirteen of them were publicly hanged in Cologne. This shows that their actions were significant as the Nazis saw their actions as a serious enough threat to their authority to execute them.</i></p>
<p><b>Level 2</b> <b>(4-6 marks)</b></p>	<p><b>Identification of reason(s) to support/challenge without full explanation, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>No, I disagree because the 1944 Bomb Plot was incredibly significant.</i></li> </ul> <p><b>Alternatively, identification/ description of opposition / relevant events without linking this to the question or without full explanation, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>The Church provided opposition to the Nazis.</i></li> <li>• <i>Dietrich Bonhöffer was a Protestant pastor who opposed the Nazis. In the war he joined the military intelligence and acted as a spy. He helped Jews to escape to Switzerland.</i></li> </ul> <p><b>1 identifications/ description = 4–5 marks</b>  <b>2 identifications/ descriptions = 5–6 marks</b>  <b>3 identifications/ descriptions = 6 marks</b></p>
<p><b>Level 1</b> <b>(1-3 marks)</b></p>	<p><b>Valid but general assertion(s), e.g.</b>  <i>No, there were many examples of significant resistance. There were people who did speak out publicly at great risk.</i></p>
<p><b>0 marks</b></p>	

Question 9\* – 18 marks

<p><b>‘Between 1933 and 1939, the main way the Nazis controlled the German people was by winning them over with popular policies.’ How far do you agree?</b></p>	
<p><b>Levels</b>  <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></p>	<p>Notes and guidance specific to the question set</p>
<p><b>Level 6 (16–18 marks)</b>                  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></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 5 and 6, this must involve considering both evidence to support and to challenge the statement.</i>  <i>Answers are most likely to show understanding of the second order concepts of causation/ consequences (reasons for support and impact of policies, propaganda, terror, etc.), diversity (range of different methods used) significance (importance of different methods) but reward appropriate understanding of any other second order concept.</i></p> <p><i>Grounds for agreeing may include: The unemployed welcomed policies to get more into work such as public works programmes on the autobahn, rearmament and the railways; financial incentives offered to married couples who had children, such as marriage loan; KDF offered cheap leisure activities; Beauty of Labour improved conditions in factories; Winter Relief fund; support from farmers because the Reich Food estate and Reich Entailed Farm Law supported them through financial difficulties; small businesses were pleased with government orders because of rearmament; big businesses were pleased with lack of strikes and trade union bargaining; companies like IG Farben, Volkswagen and Mercedes gained government contracts due to rearmament; youth policies popular with some who enjoyed aspects of HJ and BDM, e.g. holiday camps.</i></p> <p><i>Grounds for disagreeing may include:                  The role of terror in controlling the population, e.g. the SA intimidated opponents and were believed to have murdered 600 political opponents in 1933; the work of the Gestapo (and the SD) created fear – tapped telephones, opened mail, used a network of informers to spy on citizens, used torture and had powers to send people to concentration camps without trial; despite the limits of the Gestapo, many investigations were prompted by public denunciations, suggesting people believed the propaganda that the Gestapo were everywhere; the work of the SS – used the Emergency Power Decree of February 1933 to take suspects into 'protective custody' – by 1939 162,000 were in 'protective custody' without trial; between 1933 and 1939 another 225,000 Germans were convicted and imprisoned for political crimes; use of SS on 'Night of the Long Knives' to kill political opponents; the role of the concentration camps in creating fear and controlling the population; role of propaganda in controlling the population – made it clear to people what was expected of them through rallies (like those at Nuremburg), radio (listening to foreign broadcasts banned, production of cheap 'People's Receivers', loudspeakers in the street/bars to broadcast Hitler's speeches), film (all film had to carry a pro-Nazi message), books (public book burnings), posters, newspapers (Goebbels controlled the news as papers were not allowed to print anti-Nazi ideas Jewish editors and journalists were replaced and anti-Nazi papers shut down), art and music.</i></p>
<p><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></p>	
<p><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></p>	
<p><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>	
<p><b>Level 2 (4–6 marks)</b>                  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>                  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).  <i>The information is communicated in a basic/unstructured way.</i></p>	
<p><b>0 marks</b>                  No response or no response worthy of credit.</p>	

Question 9\* – 18 marks

<p><b>'Between 1933 and 1939, the main way the Nazis controlled the German people was by winning them over with popular policies.' How far do you agree?</b></p> <p>Guidance and indicative content</p> <p><b>NOTE: This question is about methods of control – do not credit responses which argue how far / whether or not the German people supported the Nazi regime.</b></p>	
<p><b>Level 6 (16-18 marks)</b></p>	<p><b>Balanced argument; two valid explained points on each side <u>OR</u> three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks, e.g.</b></p> <p><i>There is some evidence to support the statement. The Nazis tried to win over <b>workers and the unemployed through policies</b>, such as through organising public works programmes as employment; for example, on the autobahns. Unemployment had been reduced from 6 million to 35,000 by 1939. Workers also had the KDF which offered cheap leisure activities and holidays. So this group were <b>controlled because they felt their lives were improving in some ways so they supported the Nazis</b>.</i></p> <p><i>Also, I think that <b>some women and couples may have supported the Nazis</b> because of policies. Incentives were offered to couples who married and had children through the marriage loan and the Honour Cross of German Mother. This suited many people who agreed with the Nazis' traditional ideals <b>and they therefore didn't oppose the regime</b>.</i></p> <p><i>On the other hand, there much evidence against the statement. People were <b>also controlled through the terror state</b>. The Gestapo was deeply feared and had the power to arrest and imprison any person suspected of opposing the Nazis. They used a network of informers to spy on citizens and interrogated people who were reported to them. So people were <b>kept under control because they were scared of the consequences if they spoke out</b>.</i></p> <p><i>Also, <b>propaganda was important in controlling people</b>. For example, Goebbels made cheap radios available so all Germans could buy one and he controlled all the radio stations. There were also loudspeakers in the streets and public bars. Hitler's speeches were repeated on the radio over and over again until the ideas expressed in them came to be believed by many German people. So <b>people were controlled because they were constantly fed positive information</b> about the regime.</i></p> <p><i>Overall, I think that popular policies were important but on their own could not have controlled the population. Propaganda reminded people about the good things the Nazis did and was also used to spread fear about terror. Likewise, terror was so effective was because people knew about it. So all three aspects worked together.</i></p>
<p><b>Level 5 (13-15 marks)</b></p>	<p><b>Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1) e.g.</b></p> <p><i>There is some evidence to support the statement. The Nazis tried to win over workers and the unemployed through policies, such as through organising public works programmes as employment; for example, on the autobahns. Unemployment had been reduced from 6 million to 35,000 by 1939. Workers also had the KDF which offered cheap leisure activities and holidays. So this group were controlled because they felt their lives were improving in some ways so they supported the Nazis.</i></p> <p><i>Also, I think that some women and couples may have supported the Nazis because of policies. Incentives were offered to couples who married and had children through the marriage loan and the Honour Cross of German Mother. This suited many people who agreed with the Nazis' traditional ideals and they therefore didn't oppose the regime.</i></p> <p><i>On the other hand, there much evidence against the statement. People were also controlled through the terror state. The Gestapo was deeply feared and had the power to arrest and imprison any person suspected of opposing the Nazis. They used a network of informers to spy on citizens and interrogated people who were reported to them. So people were kept under control because they were scared of the consequences if they spoke out.</i></p>
<p><b>Level 4 (10-12 marks)</b></p>	<p><b>One sided argument, two explained points of support (2–0), e.g.</b></p>

	<p><i>I agree. The Nazis tried to win over workers and the unemployed through policies, such as through organising public works programmes as employment; for example, on the autobahns. Unemployment had been reduced from 6 million to 35,000 by 1939. Workers also had the KDF which offered cheap leisure activities and holidays. So this group were controlled because they felt their lives were improving in some ways so they supported the Nazis.</i></p> <p><i>Also, I think that some women and couples may have supported the Nazis because of policies. Incentives were offered to couples who married and had children through the marriage loan and the Honour Cross of German Mother. This suited many people who agreed with the Nazis' traditional ideals and they therefore didn't oppose the regime.</i></p> <p><b>Alternatively, balanced argument; one explained point on each side (1-1), e.g.</b>  <i>There is some evidence to support the statement. The Nazis tried to win over workers and the unemployed through policies, such as through organising public works programmes as employment; for example, on the autobahns. Unemployment had been reduced from 6 million to 35,000 by 1939. Workers also had the KDF which offered cheap leisure activities and holidays. So this group may have failed to speak out against the Nazis because they felt their lives were improving in some ways.</i></p> <p><i>On the other hand, there much evidence against the statement. People were also controlled through the terror state. The Gestapo was deeply feared and had the power to arrest and imprison any person suspected of opposing the Nazis. They used a network of informers to spy on citizens and interrogated people who were reported to them. So people were kept under control because they were scared of the consequences if they spoke out.</i></p>
<p><b>Level 3 (7-9 marks)</b></p>	<p><b>One sided argument; one explained point of support (1-0), e.g.</b>  <i>I agree. The Nazis tried to win over workers and the unemployed through policies, such as through organising public works programmes as employment; for example, on the autobahns. Unemployment had been reduced from 6 million to 35,000 by 1939. Workers also had the KDF which offered cheap leisure activities and holidays. So this group were controlled because they felt their lives were improving in some ways so they supported the Nazis.</i></p>
<p><b>Level 2 (4-6 marks)</b></p>	<p><b>Identification of reason(s) to support/challenge without full explanation, e.g.</b>  <i>No, I don't agree because propaganda was also really important in controlling the population.</i></p> <p><b>Alternatively, description of policies, propaganda, terror, or relevant events without linking this to the question or without full explanation, e.g.</b>  <i>The Nazis introduced the KDF. It organised cheap leisure activities and holidays. People could even save up to buy a Volkswagen through their scheme.</i></p> <p><b>1 identifications/ description = 4-5 marks</b>  <b>2 identifications/ descriptions = 5-6 marks</b>  <b>3 identifications/ descriptions = 6 marks</b></p>
<p><b>Level 1 (1-3 marks)</b></p>	<p><b>Valid but general assertion(s), e.g.</b>  <i>Yes, they introduced a lot of policies which were popular with workers and also with young people.</i></p>
<p><b>0 marks</b></p>	



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