

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 2024

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2024

MARKING INSTRUCTIONS**PREPARATION FOR MARKING
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/PEs 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

Stamp	Ref No.	Annotation Name	Description
	311	Tick 1	Level 1
	321	Tick 2	Level 2
	331	Tick 3	Level 3
	341	Tick 4	Level 4
	441	Tick 5	Level 5
	3261	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 the response which is rewardable (at one of the levels on the MS)
	11	Tick	Tick

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

Question 1 – 3 marks a) Identify one way in which the Lakota Sioux used the buffalo. b) Name a new technology or development that helped Homesteaders survive on the Plains after 1861. c) Identify one way in which African Americans tried to improve their lives between 1877 and 1900.	
Guidance	Indicative content
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: food; blood provided liquid nutrition; meat to survive the long winter; a home (tipi) made of its hides; clothing made of skin and fur; dung for burning to provide heat; gut and bladder to provide bags, cooking pots and buckets and hair for headdresses and pillows.</i></p> <p><i>For 1(b), likely valid responses include: mass-produced metal windmills like the Eclipse (1860s) to draw water from wells (wind pumps); barbed wire (1874) to fence the land; Turkey Red Wheat – a hardy wheat from Russia which could withstand the frost; introduction of dry farming- ploughing the land after rain to keep in the moisture; railroads; improved ploughs; drills.</i></p> <p><i>For 1(c) likely valid responses include: migration to Northern cities to escape sharecropping and poverty in the South; civil rights campaigns led in and after the 1890s by Frederick Douglass and Ida Wells; moving West to set up their own communities (especially Exodusters); gaining an education and paid work through Booker T Washington's and other schools; accessing higher education; joining/ setting up Black Churches; the National Negro Business League; engaging with Black literature.</i></p> <p><i>NOTE: Do not accept overly-generic answers (e.g. Tried to get jobs; learning to read/write) OR The Freedman's Bureau.</i></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)	

Question 2 – 9 marks Write a clear and organised summary that analyses the American Civil War. Support your summary with examples.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 3 marks	Notes and guidance specific to the question set
Level 3 (7–9 marks) 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><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:</i></p>
Level 2 (4–6 marks) 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>Causation (causes of the war), e.g. divisions over slavery; economic issues, states' rights; Kansas-Nebraska Act; election of Lincoln, etc. NOTE: Do not allow Missouri Compromise as a cause of war.</p>
Level 1 (1–3 marks) 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>Change, e.g. African-American position/ experience in Limited War phase (continuation of slavery in South / African Americans in Union army carrying out menial roles and not allowed to fight) compared to the 'total war' phase (e.g. 1862, Congress passed the Second Confiscation Act which had a huge impact in areas like the Sea Islands; black regiments set up in the Union army and equal pay introduced 1864).</p>
0 marks No response or no response worthy of credit.	<p>Diversity (of experience), e.g. differences between African American experiences in North and South; different experiences in the Union army (e.g. between African-American and white soldiers).</p> <p>Impact of the War: creation of Black Codes, debates over treatment of Confederacy Leadership and lands; Freedman's Bureau; Reconstruction; Civil Rights bill/ Reconstruction bills, weakening of Reconstruction after 1870.</p> <p><i>Answers may show understanding of second order concepts such as cause and consequences; continuity and change.</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>

Question 2–9 marks	
Write a clear and organised summary that analyses the American Civil War. Support your summary with examples.	
Guidance and indicative content	
Level 3 (7–9 marks)	<p>Summary based on second order concept(s) with two or more valid supporting examples, e.g.</p> <p>[Causation] <i>The civil war in the USA was mainly caused by divisions over slavery between the North and the South. For example, in 1857, the Supreme Court ruled in the Dred Scott case that enslaved people could not be made free just by living in free territories. This essentially meant slavery could never be completely got rid of, strengthening the Northern opposition to slavery and destroying any more possibility of compromise.</i></p> <p><i>In 1860, Lincoln was elected as President after promoting himself as the enemy of the wealthy slave owners. Leaders in the South felt threatened and were sure he would end slavery. Southern states began to ‘secede’ from the union. Lincoln said this was illegal and war broke out when confederate soldiers fired on Union soldiers. [9]</i></p> <p>[Change] <i>At the beginning of the war in 1861, many African Americans in the North volunteered for the Union army, but they were rejected because Lincoln was worried that the border states might change sides if he allowed African Americans in the Union army. However, in autumn 1862, the first black regiment was formed from freed slaves. Initially, African American soldiers were paid much less; however, equal pay was introduced in 1864. [THRESHOLD – 7 MARKS]</i></p>
Level 2 (4–6 marks)	<p>Summary based on a second order concept with one valid supporting example, e.g.</p> <p>[Consequence] <i>The civil war led to major change in the USA. In 1863, slaves were declared free by Abraham Lincoln’s Emancipation Proclamation, and when the North won the war in 1865, the constitution was amended to reflect this. [THRESHOLD – 4 MARKS]</i></p> <p>[Consequence] <i>The war had a huge impact on the South. Over 750,000 Americans were killed, and the death rate was three times higher in the South than the North. This had a major social and psychological impact on the South, which had lost so many men and had still lost the war. Resentment of the North strengthened and led to huge resistance against Reconstruction in the South. [6]</i></p>
Level 1 (1–3 marks)	<p>Lists/descriptions of war /related events with no clear organising concept, e.g. <i>The civil war lasted for four years and the North won. It allowed ex-slaves and freed black men to join its army. At the end of the war the South was defeated and surrendered, but many people there were very resentful. Slaves had been freed and it had the humiliation of failure to deal with. The North’s desire to work with the South after the war encouraged the South to introduce the ‘Black Codes’ to limit the freedom of ex-slaves. [3]</i></p> <p>OR Statement(s) based on second order concept with no valid specific examples or development, e.g.</p> <ul style="list-style-type: none"> <i>The civil war broke out mainly because of divisions between the North and South over slavery. [1]</i> <i>The civil war ended slavery. [1]</i>
0 marks	

Question 3 – 10 marks	
What was the impact of the growth of big business and/or cities during the period 1877-1900? Explain your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks	Notes and guidance specific to the question set <i>Explanations will show understanding of the second order concepts of cause and consequence.</i>
Level 5 (9–10 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show sophisticated understanding of one or more second order concepts in a fully sustained and very well-supported explanation (AO2).	<i>Explanations could consider:</i>
Level 4 (7–8 marks) 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).	Big business: <ul style="list-style-type: none"> • <i>Environmental impact of railroads, mining and farming (e.g. deforestation; toxic chemicals in water supply)</i> • <i>Impact of growth of corporations on trade unions and workers/ wages/ rights</i> • <i>Increase in number of strikes and industrial disputes</i> • <i>Job creation</i> • <i>Economic growth</i> • <i>Creation of fortunes for individuals/ owners like Carnegie</i> • <i>Migration to cities (e.g. Bonanza farms and ranches put lots of small farms out of business many moved to cities)</i> • <i>Bonanza farms used up the limited supplies of western water forcing more Native Americans onto reservations.</i>
Level 3 (5–6 marks) 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).	NOTES: <ul style="list-style-type: none"> • Accept negative impact on environment/ Native Americans as a consequence of growth of railroads. • Do not accept migration to the Plains as a consequence of growth of railroads for this period.
Level 2 (3–4 marks) 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).	
Level 1 (1–2 marks) 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).	
0 marks No response or no response worthy of credit.	
	Cities: <ul style="list-style-type: none"> • <i>positive impact on freedoms, education and social lives (e.g. theatres, parks, school, newspapers, political meetings)</i> • <i>positive impact on economy (e.g. skyscrapers created demand for iron, steel, coal and copper/silver for cables, which in turn created jobs)</i> • <i>negative impact on living conditions (e.g. poorly designed tenement buildings, overcrowding, poor sanitation and high death rates among infants).</i> • <i>Migration (e.g. from Europe)</i>

Question 3–10 marks	
What was the impact of the growth of big business and/or cities during the period 1877-1900? Explain your answer.	
Guidance and indicative content	
Level 5 (9-10 marks)	<p>Two or more impacts identified and explained, e.g. <i>Between 1877 and 1900, corporations grew and these were much bigger than traditional family businesses, and run by shareholders. This affected workers, who now had less power against these huge corporations. Their strikes were defeated, sometimes violently, such as the strike at Pullmans in 1893, where 26 workers were shot and others put on a black list. So the growth of business had a negative impact on workers, who now had fewer industrial rights.</i></p> <p><i>The growth of cities could be seen to have a positive impact on some people's lives in terms of education and entertainment. For example, numerous theatres opened, and public parks could be accessed and enjoyed by all social classes. Access to information increased with a choice of dozens of newspapers and political rallies. This meant women started to campaign for the right to vote. So the growth of cities enhanced people's social and political lives. (10)</i></p>
Level 4 (7-8 marks)	<p>One impact identified and explained, e.g. <i>The growth of business had a negative impact on the environment. For example, the huge mining operations to extract minerals in the West caused damage because huge forests were cut down to make mine shafts and toxic chemicals leaked into the water supply. (THRESHOLD- 7 marks)</i></p> <p>Explained points must:</p> <ul style="list-style-type: none"> • identify a valid claim/ argument which is clearly directed at the question • offer specific evidence to support the argument
Level 3 (5-6 marks)	<p>Identification of valid, specific impact(s) which don't meet criteria for an explained point, e.g.</p> <ul style="list-style-type: none"> • <i>The growth of big business meant that workers in big corporations had less power. (5)</i> • <i>The growth of cities/ big business led to people from Europe migrating to the USA. (5)</i> • <i>The growth of cities like Chicago created demand for iron, steel and coal. (5)</i> • <i>The growth of the mining industries led to more people dying in accidents (5) or getting illnesses like lung disease. (6)</i> • <i>The growth of Bonanza farms and ranches forced small-scale farmers to move to the cities. (5)</i> • <i>The growth of farming and ranching meant even more Native Americans were forced into reservations. (5)</i> <p>NOTE: One L3 = 5–6 marks Two L3s = 6 marks</p>
Level 2 (3-4 marks)	<p>Describes the growth of big business and/or cities, or related events without using this to address the question, e.g.</p> <ul style="list-style-type: none"> • <i>In this period, huge corporations (3) like the Carnegie Steel Company were created. (4)</i> • <i>Cities like Chicago grew quickly. (3) Skyscrapers were built and many new migrants lived in overcrowded apartments. (4)</i> • <i>The tobacco industry grew significantly in this period (3).</i>
Level 1 (1–2 marks)	<p>Valid but general assertion(s), e.g.</p> <ul style="list-style-type: none"> • <i>More jobs were created</i> • <i>There was migration / People moved to cities / urbanisation.</i> • <i>There was environmental impact.</i> • <i>Cities became overcrowded and dirty.</i> • <i>The growth of cities helped the economy to grow.</i>
0 marks	

Question 4* – 18 marks 'The main reason the USA expanded between 1789 and 1838 was because land was taken from Native American tribes in wars'. How far do you agree? Give reasons for your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	Notes and guidance specific to the question set <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to achieve the two highest levels, answers must consider both reasons to support and reasons to challenge the statement.</i> <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> Grounds for agreeing include: Expansion because land was taken in wars: <ul style="list-style-type: none"> The Northwest and Southwest Territory ceded by the British after losing the War of Independence were then settled and fought over, first by American settlers and then by the US government (Native Americans defeated at the Battle of Fallen Timbers. A year later, Native American leaders agreed to Treaty of Greenville). Seminoles were defeated three times to force them to accept loss of lands in Southwest territory. Creeks lost land in Southwest territory through war. Grounds for disagreeing include: <ul style="list-style-type: none"> Indian Removal Act moved Choctaws and Chickasaws moved westwards on the whole peacefully. Cherokee forcibly moved (Trail of Tears). Land was purchased from the French – Louisiana Purchase. Land was won from Mexico and Spain by warfare – Texas from Mexico in 1836; Florida from Spain in 1819. Other reasons for expansion, e.g. expansion of slavery/ cotton industry; role of Jefferson and belief in democracy / role of farmers/ 'frontiersmen'; land speculation; Lewis and Clarke. NOTES: <ul style="list-style-type: none"> 'Expansion' can mean gaining new territory or consolidating territory (through people moving onto it). Do not accept 'Manifest Destiny' as a reason for this period.
Level 6 (16–18 marks) 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>	
Level 5 (13–15 marks) 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>	
Level 4 (10–12 marks) 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>	
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of the 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>	
Level 2 (4–6 marks) 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>	
Level 1 (1–3 marks) 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>	
0 marks	

No response or no response worthy of credit.	
--	--

Question 4* – 18 marks	
‘The main reason the USA expanded between 1789 and 1838 was because land was taken from Native American tribes in wars’. How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	<p>Balanced argument; two valid explained points on each side (or three on one side and one on the other). (2-2 or 3-1) Clinching argument = 18 marks , e.g.</p> <p><i>To a great extent this is true. When the British were defeated in the War of Independence, they handed over 230 million acres of Native American lands to the new USA. President Washington spent huge sums of money on a war against the Native Americans and in 1794, the Native Americans were defeated at the Battle of Fallen Timbers. By 1837, Native American lands had become new states in the Union. For example, Ohio, Michigan, Illinois and Indiana were all formed out of the Northwestern lands, thereby expanding the USA.</i></p> <p><i>Furthermore, in 1830 President Jackson ensured that land in the new states of Florida, Mississippi and Alabama were opened up for further white settlement by passing the Indian Removal Act. This set aside an Indian Territory for Native Americans from the East, but many Native American tribes, or parts of tribes, like the Seminole resisted and had to be forced to agree through war. By 1838, over 46,000 Native American had been forced to leave their lands, leaving behind 25 million acres of land to be opened up to white settlement and further US expansion.</i></p> <p><i>On the other hand, there were other reasons the USA expanded. One of the main ones was that land was acquired from the French. For example, in 1803, while negotiating for the port of New Orleans, the French offered to sell the whole of the Mid West to the USA. This was known as the Louisiana Purchase. The price was incredibly low at only \$15 million for 530 million acres of land. This expanded the US by adding on states such as Louisiana in 1812 and Arkansas in 1836.</i></p> <p><i>Furthermore, it could be argued that the cotton industry was a reason for American expansion. As soon as the decision was made in 1788 that slavery would be allowed in the south western states, new cotton plantations were opened up in the ‘Deep South’. These were the lands to the west of Georgia. Slave traders made great profits. They bought slaves in old slave states and marched them to the Deep South, driving expansion southwards.</i></p> <p><i>Overall, the statement is too simple as these reasons are linked together. Probably the most important in terms of physical area was the gain of the Louisiana Colony by purchase in 1803. However, what enabled the successful settlement and creation of states was taking land from the Native Americans. Meanwhile, the desire to expand slavery and cotton was a huge motivation for expansion, and therefore the decision to forcibly remove the Native Americans and purchase Louisiana.</i></p>
Level 5 (13-15 marks)	<p>Balanced argument; three valid explained points (i.e. two on one side and one on the other), (2-1) e.g.</p> <p><i>To a great extent this is true. When the British were defeated in the War of Independence, they handed over 230 million acres of Native American lands to the new USA. President Washington spent huge sums of money on a war against the Native Americans and in 1794, the Indians were defeated at the Battle of Fallen Timbers. By 1837, Native American lands had become new states in the Union. For example, Ohio, Michigan, Illinois and Indiana were all formed out of the Northwestern lands, thereby expanding the USA.</i></p> <p><i>On the other hand, there were other reasons the USA expanded. One of the main ones was that land was acquired from the French. For example, in 1803, while negotiating for the port of New Orleans, the French offered to sell the whole of the Mid West to the USA. This was known as the Louisiana Purchase. The price was incredibly low at only \$15 million for 530 million acres of land. This expanded the US by adding on states such as Louisiana in 1812 and Arkansas in 1836.</i></p> <p><i>Furthermore, it could be argued that the cotton industry was a reason for American expansion. As soon as the decision was made in 1788 that slavery would be allowed in the south western states, new cotton plantations were opened up in the ‘Deep South’. These were the lands to the west of Georgia. Slave traders made great profits. They bought slaves in old slave states and marched them to the Deep South, driving expansion southwards.</i></p>

Level 4 (10-12 marks)	<p>One sided argument; two explained points of support, (2-0) e.g. <i>To a great extent this is true. When the British were defeated in the War of Independence, they handed over 230 million acres of Native American lands to the new USA. President Washington spent huge sums of money on a war against the Indians and in 1794, the Indians were defeated at the Battle of Fallen Timbers. By 1837, Native American lands had become new states in the Union. For example, Ohio, Michigan, Illinois and Indiana were all formed out of the Northwestern lands, thereby expanding the USA.</i></p> <p><i>Furthermore, in 1830 President Jackson ensured that land in the new states of Florida, Mississippi and Alabama were opened up for further white settlement by passing the Indian Removal Act. This set aside an Indian Territory for Native Americans from the East, but many Native American tribes, or parts of tribes, like the Seminole resisted and had to be forced to agree through war. By 1838, over 46,000 Native Americans had been forced to leave their lands, leaving behind 25 million acres of land to be opened up to white settlement and further US expansion.</i></p> <p>Alternatively, a balanced argument: one explained point on each side, (1-1) e.g. <i>To a great extent this is true. When the British were defeated in the War of Independence, they handed over 230 million acres of Indian lands to the new USA. President Washington spent huge sums of money on a war against the Native Americans and in 1794, the Native Americans were defeated at the Battle of Fallen Timbers. By 1837, Native American lands had become new states in the Union. For example, Ohio, Michigan, Illinois and Indiana were all formed out of the Northwestern lands, thereby expanding the USA.</i></p> <p><i>On the other hand, there were other reasons the USA expanded. One of the main ones was that land was acquired from the French. For example, in 1803, while negotiating for the port of New Orleans, the French offered to sell the whole of the Mid West to the USA. This was known as the Louisiana Purchase. The price was incredibly low at only \$15 million for 530 million acres of land. This expanded the US by adding on states such as Louisiana in 1812 and Arkansas in 1836.</i></p>
Level 3 (7-9 marks)	<p>One sided argument, one explained point of support, (1-0) e.g. <i>To a great extent this is true. When the British were defeated in the War of Independence, they handed over 230 million acres of Native American lands to the new USA. President Washington spent huge sums of money on a war against the Native Americans and in 1794, the Native Americans were defeated at the Battle of Fallen Timbers. By 1837, Native American lands had become new states in the Union. For example, Ohio, Michigan, Illinois and Indiana were all formed out of the Northwestern lands, thereby expanding the USA.</i></p> <p>Explained points must:</p> <ul style="list-style-type: none"> • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question (i.e. identification of land/ areas where US expanded to)
Level 2 (4-6 marks)	<p>Identification of reason(s) to support/challenge which don't meet criteria for an explained point, e.g.</p> <ul style="list-style-type: none"> • Yes, I agree because the Northwest and Southwest territories came from defeating the Native American tribes. (4) • Yes I agree because the Indian Removal Act was resisted by many Seminole and Cherokee. (4) • No, I disagree because land was purchased from France. (4) The US paid the French \$15 million for 530 million acres of land. (5) <p>1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks</p> <p>Alternatively, description of relevant events 1789–1838, e.g. <i>The USA won a war of Independence from Britain and so the 13 colonies could do what they wanted. (4) They wanted to expand to be stronger and control the Native Americans who were seen by settlers as a threat. (5)</i></p>
Level 1 (1-3 marks)	<p>Valid but general assertion(s), e.g.</p> <ul style="list-style-type: none"> • Yes, they expanded through war with the tribes. • No, they also expanded through buying land and signing treaties.

Question 5* – 18 marks	
<p>'Between 1861 and 1877, Native Americans of the Plains had no success in challenging the US government and white settlement'. How far do you agree? Give reasons for your answer.</p>	
<p>Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks</p>	<p>Notes and guidance specific to the question set <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to achieve the two highest levels, answers must 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 causation and consequence but reward appropriate understanding of any other second order concept.</i></p>
<p>Level 6 (16–18 marks) 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>Grounds for agreeing include:</p> <p>Little Crow's War (the Minnesota War)</p> <ul style="list-style-type: none"> • Little Crow was never able to gather enough warriors to defeat the US army. • The US Government then sent a huge force to the region and Little Crow was forced to flee. The majority of his warriors (around 2000) eventually surrendered in October 1862. • Between 300 and 400 warriors were put on trial and were sentenced to death. • President Lincoln intervened and eventually 38 were hanged. • Little Crow's people were moved on to Crow Creek reservation, which was even worse land than they had before. Many starved. • Little Crow was found, shot, and scalped in July 1863 by a settler. He was rewarded \$500.
<p>Level 5 (13–15 marks) 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>The Sand Creek Massacre</p> <ul style="list-style-type: none"> • Not all of the Arapaho and Cheyenne accepted the Fort Wise Treaty. • The Dog Soldiers began attacking miners and settlers heading to the gold mines. • Eventually resulted in the Sand Creek massacre after attacks on settlers in 1864; Great Sioux War. 105 women and children, and 28 men were murdered. • Despite further attacks from the Dog Soldiers, eventually the Cheyenne and Arapaho were forced onto a smaller reservation in Oklahoma.
<p>Level 4 (10–12 marks) 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>Great Sioux War (Black Hills War)</p> <ul style="list-style-type: none"> • In the long term, the defeat at Little Bighorn hardened attitudes. • The US Government mobilised 2500 troops and weapons. The army hunted the different tribes down. • In May 1877, Crazy Horse arrived at a reservation. He was killed in 1877. • Sitting Bull and his followers escaped across the border to Canada, but he surrendered in 1881. • The Lakota and Cheyenne were banned from leaving their reservations. The Lakota were forced to give up the Black Hills. They were banned from carrying weapons and the US army built more forts in the Great Sioux Reservation and kept close watch on them. It was effectively a military occupation.
<p>Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of the 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</p>	<p>Evidence of lack of success in challenging settlement, e.g. impact of construction of railroads, impact of cattle ranches, impact of Homesteaders</p>

<p>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>Grounds for disagreeing include:</p> <p>Sand Creek Massacre</p> <ul style="list-style-type: none"> Some short-term success when government apologised for Sand Creek and promised compensation. They promised a large reservation area in Arkansas and 30 years of annuities. <p>Red Cloud's War (Bozeman War/ Power River War)</p> <ul style="list-style-type: none"> When Red Cloud discovered that the US army was already building forts along the Bozeman Trail, he stepped up his attacks. He was joined by other Lakota war bands led by Crazy Horse and Sitting Bull. Some Cheyenne and Arapaho bands also joined him and he managed to gather around 3,000 warriors. By the end of 1866, Red Cloud and his allies had effectively closed the Bozeman Trail. In one incident, the Fetterman Trap, the US army suffered its worst defeat in the West. In December 1866, Captain William Fetterman's troop of 80 soldiers were all killed and their bodies mutilated. <p>Great Sioux War (Black Hills War)</p> <ul style="list-style-type: none"> Victory at Battle of Little Bighorn (Greasy Grass). Custer's troops were massively outnumbered. He had around 700 troops against the Native American's estimated strength of between 1500 and 2500. The Battle of the Little Bighorn was a total disaster for the US army. Custer was killed along with around 260 of his men.
<p>Level 2 (4–6 marks) 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>Level 1 (1–3 marks) 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>0 marks No response or no response worthy of credit.</p>	

Question 5* – 18 marks	
‘Between 1861 and 1877, Native Americans of the Plains had no success in challenging the US government and white settlement’. How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	<p>Balanced argument; two valid explained points on each side (or three on one side and one on the other). (2-2 or 3-1) Clinching argument = 18 marks , e.g.</p> <p><i>In some ways this is true. When Little Crow and the Santee Sioux challenged the government, they had no success. In 1862, in protest at the lack of provision on their reservation, they killed over 500 American settlers. The US government dealt with them severely, crushing the attackers, and killing Little Crow. Hundreds were imprisoned and 38 were publicly hanged. So they did not succeed in their challenge and actually lost even more land, being forced to move to a reservation hundreds of miles away.</i></p> <p><i>However, it could be argued that Red Cloud’s War was a success. Red Cloud and his followers attacked travellers along the Bozeman Trail in response to its siting in prime Lakota hunting grounds. This broke the Fort Laramie Treaty of 1851. Red Cloud’s successful attacks on US army forts eventually forced the government to give in and agree a new treaty, agreeing more land and protection. This was a great humiliation for the government.</i></p> <p><i>Furthermore, initially the Great Sioux War was a success for the tribes, especially at Little Big Horn. When Sitting Bull refused to agree to the government’s terms about the Black Hills in 1875, he and Crazy Horse went on the run by disobeying government orders to return to their reservation fort. For months they were successful. They wiped out an army camp on the Rosebud river, defeated General Crook forcing his retreat and went on to defeat Custer at the Battle of the Little Big Horn.</i></p> <p><i>Nevertheless, the Great Sioux War was a failure in the long-term for Native Americans. Sitting Bull and his men were hounded throughout the winter of 1876, especially after they defeated Custer at Little Bighorn. The US army kept them on the run and stopped all rations to reservations so they slowly starved and could be picked off. By 1877 they surrendered, some fled to Canada and the US government seized the Black Hills and another 40 million acres of land from them.</i></p> <p><i>Overall, it cannot be denied that the native Americans of the Plains had some success in challenging the US government, especially Red Cloud in the 1860s, and Sitting Bull in 1876. However, that success was short-lived, and inevitably the might and resources of the US government won out. On both occasions their success only hardened the resolve of the US government and enflamed tensions, ensuring that ultimately they would fail in the long term to defeat the government.</i></p>
Level 5 (13-15 marks)	<p>Balanced argument; three valid explained points (i.e. two on one side and one on the other), (2-1) e.g.</p> <p><i>In some ways this is true. When Little Crow and the Santee Sioux challenged the government, they had no success. In 1862, in protest at the lack of provision on their reservation, they killed over 500 American settlers. The US government dealt with them severely, crushing the attackers, and killing Little Crow. Hundreds were imprisoned and 38 were publicly hanged. So they did not succeed in their challenge and actually lost even more land, being forced to move to a reservation hundreds of miles away.</i></p> <p><i>However, it could be argued that Red Cloud’s War was a success. Red Cloud and his followers attacked travellers along the Bozeman Trail in response to its siting in prime Lakota hunting grounds. This broke the Fort Laramie Treaty of 1851. Red Cloud’s successful attacks on US army forts eventually forced the government to give in and agree a new treaty, agreeing more land and protection. This was a great humiliation for the government.</i></p> <p><i>Furthermore, initially the Great Sioux War was a success for the tribes, especially at Little Big Horn. When Sitting Bull refused to agree to the government’s terms about the Black Hills in 1875, he and Crazy Horse went on the run by disobeying government orders to return to their reservation fort. For months they were successful. They wiped out an army camp on the Rosebud river, defeated General Crook forcing his retreat and went on to defeat Custer at the Battle of the Little Big Horn.</i></p>

Level 4 (10-12 marks)	<p>One sided argument; two explained points of support, (2-0) e.g. <i>It could be argued that Red Cloud's War was a success. Red Cloud and his followers attacked travellers along the Bozeman Trail in response to its siting in prime Lakota hunting grounds. This broke the Fort Laramie Treaty of 1851. Red Cloud's successful attacks on US army forts eventually forced the government to give in and agree a new treaty, agreeing more land and protection. This was a great humiliation for the government.</i></p> <p><i>Furthermore, initially the Great Sioux War was a success for the tribes, especially at Little Big Horn. When Sitting Bull refused to agree to the government's terms about the Black Hills in 1875, he and Crazy Horse went on the run by disobeying government orders to return to their reservation fort. For months they were successful. They wiped out an army camp on the Rosebud river, defeated General Crook forcing his retreat and went on to defeat Custer at the Battle of the Little Big Horn.</i></p> <p>Alternatively, a balanced argument: one explained point on each side, (1-1) e.g. <i>In some ways this is true. When Little Crow and the Santee Sioux challenged the government, they had no success. In 1862, in protest at the lack of provision on their reservation, they killed over 500 American settlers. The US government dealt with them severely, crushing the attackers, and killing Little Crow. Hundreds were imprisoned and 38 were publicly hanged. So they did not succeed in their challenge and actually lost even more land, being forced to move to a reservation hundreds of miles away.</i></p> <p><i>However, it could be argued that Red Cloud's War was a success. Red Cloud and his followers attacked travellers along the Bozeman Trail in response to its siting in prime Lakota hunting grounds. This broke the Fort Laramie Treaty of 1851. Red Cloud's successful attacks on US army forts eventually forced the government to give in and agree a new treaty, agreeing more land and protection. This was a great humiliation for the government.</i></p>
Level 3 (7-9 marks)	<p>One sided argument, one explained point of support, (1-0) e.g. <i>This is true. When Little Crow and the Santee Sioux challenged the government, they had no success. In 1862, in protest at the lack of provision on their reservation, they killed over 500 American settlers. The US government dealt with them severely, crushing the attackers, and killing Little Crow. Hundreds were imprisoned and 38 were publicly hanged. So they did not succeed in their challenge and actually lost even more land, being forced to move to a reservation hundreds of miles away.</i></p> <p>Explained points must:</p> <ul style="list-style-type: none"> • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 2 (4-6 marks)	<p>Identification of reason(s) to support/challenge which don't meet criteria for an explained point, e.g.</p> <ul style="list-style-type: none"> • No, I disagree because Red Cloud forced the US government to agree a new treaty at Fort Laramie. (4) • No, I disagree because Crazy Horse and Sitting Bull defeated Custer at the Battle of the Little Bighorn. (4) • Yes, I agree because the Santee Sioux were decimated in Little Crow's War. (4) Many were imprisoned or hanged. (5) <p>1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks</p> <p>Alternatively, description of relevant events 1861–77, e.g.</p> <ul style="list-style-type: none"> • In Little Crow's War, he was killed and scalped and his men put on trial. (4) In the Great Sioux War Sitting Bull had to escape to Canada or be killed, and his tribe had to accept massively less land. (5) • In this period, there were boarding schools for Plains Indian children. (4) There was very strict discipline and severe punishments. (5) Parents were forced to send their children there, otherwise they would have their supplies stopped. (6)
Level 1 (1-3 marks)	<p>Valid but general assertion(s), e.g.</p> <ul style="list-style-type: none"> • I agree. By 1877, the Native Americans had suffered several defeats.

Section B: Living under Nazi Rule 1933 - 1945

Question 6 – 7 marks What can Source A tell us about Germany towards the end of the Second World War? Use the source and your own knowledge to support your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 2 marks AO3 Analyse sources (contemporary to the period). Maximum 5 marks Please note that that while the weightings of AO1 to AO3 are equal in level 1, AO3 carries greater weight in level 2 and greater weight again in level 3.	Notes and guidance specific to the question set <i>Valid features that answers could identify include:</i> <ul style="list-style-type: none"> • <i>Surface features (L1) – tells us women and children are defending Frankfurt; tells us that Frankfurt must be defended.</i> • <i>Inferences from the source's content (L2) – tells us that Germany is losing the war; that Frankfurt is under attack; that the Nazis are ordering ordinary citizens to defend the cities against the Allied troops; that the Nazis will not tolerate any kind of surrender and are determined to defend to the death.</i> • <i>Inferences from the source's purpose (L3): The fact that the Nazis have published this poster tells us that the German people's morale required boosting as Germany was losing the war; tells us that the Nazis were very clearly worried about falling support for the war amongst German people.</i> <p><i>There is no requirement to mention any possible limitations of the source. Candidates will be credited for recognising features of the source such as its production or tone and explaining how these are helpful to historians.</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.</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>
Level 3 (6–7 marks) 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).	
Level 2 (3–5 marks) 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).	
Level 1 (1–2 marks) 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).	
0 marks No response or no response worthy of credit.	

Question 6 – 7 marks What can Source A tell us about Germany towards the end of the Second World War? Use the source and your own knowledge to support your answer.	
Guidance and indicative content	
Level 3 (6-7 marks)	<p>Explains how the source's purpose reveals low morale/ falling support for the war effort, e.g.</p> <ul style="list-style-type: none"> This poster is trying to get German people in Frankfurt to rally behind the war effort and get ready to defend Frankfurt from the Allies. We can see this because the poster shows a German family looking determined and holding the Nazi flag whilst the city crumbles around them. They look grim but ready to fight. The fact that the Nazis have published this poster tells us that the German people's morale required boosting as Germany was losing the war. (7) The source reveals that the Nazis were very clearly worried about falling support for the war amongst German people. That's why they have published this poster, to attempt to rally the population to put up a final defence against the Allied armies. (6) <p>NOTE 1: Both green elements (falling support for war + purpose) need to be present for this level, i.e. candidate has examined the purpose of the source and from this has deduced falling support. JUST saying 'The purpose of this source is ...' = L1.</p> <p>NOTE 2: valid source support = 7 marks, no valid source support = 6 marks</p>
Level 2 (3-5 marks)	<p>Explains what the source tells us about Germany at the end of the Second World War by using a valid inference from the content of source, e.g.</p> <ul style="list-style-type: none"> It tells us that Germany is losing the war. (3) It tells us that Germany/ the German people are desperate. (3) The source tells us that the Nazis will not tolerate any kind of surrender and are determined to defend to the death. (3) It tells us that Frankfurt is under attack. We can see the family standing with rubble from destroyed buildings at their feet, ready to defend the city. (4) It tells us the Nazis are ordering ordinary citizens to defend the cities against the Allied troops now. (3) We can see a woman, a boy and an older man, holding tools and looking grim but determined to fight on. This, along with the phrase, 'Frontline City Frankfurt will be held!' is designed to make the citizens of Frankfurt feel like it is their duty to fight on for their country. (5) <p>NOTE: The source tells us that CIVILIANS/ ORDINARY PEOPLE are defending Frankfurt/ the cities/ Germany: = L2, 3 marks MAX (supported or unsupported)</p> <p>NOTES:</p> <ul style="list-style-type: none"> Valid inference(s) with no relevant support from the source = 3 marks. (Source detail must be linked to the inference) One supported inference = 4–5 marks One supported inference + 2nd inference (supported or unsupported) = 5 marks
Level 1 (1–2 marks)	<p>Lifts surface detail from source or provenance to address question (2 marks), e.g.</p> <ul style="list-style-type: none"> The source tells us that women and children are defending Frankfurt. (see note above about 'civilians'/ 'ordinary people') It tells us that Frankfurt must be defended/ was important to defend. <p>Alternatively, makes valid but general assertion(s) (1 mark), e.g.</p> <ul style="list-style-type: none"> The source tells us about how the war was going in Frankfurt. The source tells us the Nazis were using propaganda in Frankfurt. <p>OR Describes/ comments on the source/ provenance without addressing the Q of what it tells us about Germany towards the end of WWII (1 mark), e.g.</p> <ul style="list-style-type: none"> The purpose of the source is to get people to defend Frankfurt. The source shows a family standing holding the Nazi flag in Frankfurt.
0 marks	<p>0 marks</p> <p>No response or no response worthy of credit.</p>

Question 7 – 15 marks How useful are Interpretation B and Sources C and D for a historian studying Nazi control of Germany in 1933? In your answer, refer to the two sources and the interpretation as well as your own knowledge.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. Maximum 5 marks AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. Maximum 5 marks 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.	<p><i>Analysis of the sources and interpretation could identify features such as:</i></p> <p>Surface features of sources, e.g.</p> <ul style="list-style-type: none"> <i>B is useful for showing the Nazis controlled people by searching their houses and questioning them; B is useful for showing use of Gestapo and SS.</i> <i>C is useful because it shows how the Nazis were ordering people to follow their commands, e.g. about boycott; C is useful as it shows the local newspapers published Nazi instructions such as what must happen during the boycott of Jewish businesses.</i> <i>D is useful because we can see that the Nazis are controlling people by putting them in 'education camps'.</i> <p>Inferences from the content of the sources, e.g.</p> <ul style="list-style-type: none"> <i>B is useful for showing how the Nazis/ Gestapo/ SS monitored people/ used surveillance / used intimidation to control people; useful for showing methods were successful/ that eventually Nazis won control of the population by wearing down their opponents; B is useful for showing how important control / compliance was to the Nazis – they keep monitoring Schulze even when it's clear he gives up political activity; B is useful because it suggests you couldn't get employment if you opposed the Nazis, so this was a method of control.</i> <i>C is useful for showing how the Nazis controlled people by pressurising them to go along with their anti-Semitic actions; shows they controlled the press.</i> <i>D is useful for showing that the Nazis were sending their opponents to concentration camps; D is useful for revealing how the Nazis have achieved control of the press; shows Nazis are threatening people with camps.</i> <p>Sophisticated inferences, e.g.</p> <ul style="list-style-type: none"> <i>C is useful for revealing how the Nazis have achieved total/ widespread control of the press/ local communities, right down to the tiniest local newspapers.</i> <i>D is useful as evidence of how the Nazis controlled the population through publicising their use of concentration camps as a threat to make people conform.</i>
Level 5 (13–15 marks) 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).	
Level 4 (10–12 marks) 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).	
Level 3 (7–9 marks) 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).	

<p>Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).</p>	<p><i>Understanding of appropriate characteristic features could include: the Nazi machinery of terror; Nazi control of press; early concentration camps; how Nazis dealt with political and other opponents.</i></p>
<p>Level 2 (4–6 marks)</p> <p>Demonstrates some knowledge of features and characteristics of the 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.). 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>	<ul style="list-style-type: none"> • <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 – see comments above.</i> • <i>Less well developed comments will probably include – 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.</i>
<p>Level 1 (1–3 marks)</p> <p>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><i>Undeveloped comments on how provenance of sources make them reliable/unreliable and therefore useful/not useful, eg B was based on an interview decades after the event so not very useful; D is just Nazi propaganda and therefore not useful because it will not tell the truth.</i></p> <p><i>Candidates should not be rewarded above Level 1 for simply saying what is 'missing' from the sources. 'ie Not useful because it has no information about ...'</i></p>
<p>0 marks</p> <p>No response or no response worthy of credit.</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>NOTE:</p> <ul style="list-style-type: none"> • Comments on sources which are not linked to 'Nazi control of Germany in 1933' will be marked at L1.

Question 7 – 15 marks How useful are Interpretation B and Sources C and D for a historian studying Nazi control of Germany in 1933? In your answer, refer to the two sources and the interpretation as well as your own knowledge.	
Guidance and indicative content	
Level 5 (13-15 marks)	<p>Supported inferences (support from sources) from content of two of B, C or D to explain why they are useful as evidence about Nazi control of Germany in 1933 (i.e. 2 x L4) Two x Level 4 examples below (must be from 2 different sources/ interpretations).</p> <p>OR A very clear explanation of how D is useful evidence of how the Nazis attempted control by publicising their camps, e.g. <i>Source D is useful as evidence of how the Nazis controlled the population through publicising their use of concentration camps. We can see rows of prisoners lined up in their uniforms with shaved heads. Calling it an 'education' camp makes the threat clear – if people oppose the Nazis, they will end up here. So this shows the Nazis were not keeping the camps a secret – in fact they used them in propaganda like this to make people conform.</i></p> <p>OR A very clear explanation of how C is useful evidence of how the Nazis' control of the press/ local communities was total/ widespread, e.g. <i>C is useful for revealing how the Nazis have achieved control of the press, right down to the tiniest local newspapers. Here, we can see that 'The Oberstdorf Village and Tourist News' has published the Nazi orders for carrying out the anti-Jewish Boycott. This shows that not even the smallest and most harmless papers were not allowed to publish freely, and were made to comply with Nazi propaganda.</i></p> <p>NOTE 1: 'Very clear explanations' must make use of the source – place unsupported inferences in L3. NOTE 2: (in relation to the 'OR' answers above): Answers with no valid comment on any other source (content or inference) = 13 marks. NOTE 3: Place responses which make exactly the SAME inference about the control of the press from C and D in L4.</p>
Level 4 (10-12 marks)	<p>Supported inference(s) (from source) from content of one of B, C or D to explain why it is useful as evidence about Nazi control of Germany, e.g.</p> <p>Interpretation B</p> <ul style="list-style-type: none"> <i>Interpretation B is useful for showing that Nazi attempts at controlling Germany were successful. Hermann Schulze is worn down by losing his job and by the Gestapo's questioning and house searches that eventually he gives up trying to oppose the Nazis – 'I'm done with all that'.</i> <i>B is useful for showing how the Nazis monitored their opponents. They even sent an SS officer disguised as a socialist to Schulze's house to test whether he really had given up political activity. When it becomes clear that Schulze was broken, they let him know they were still watching him.</i> <p>Source C</p> <ul style="list-style-type: none"> <i>C is useful for showing how the Nazis controlled people by pressurising them [used propaganda to pressurise people] to go along with their anti-Semitic actions. They have given out orders, published in the local press, that trucks with anti-Semitic banners must be driven through the streets.</i> <i>Source C is useful because it shows that the Nazis controlled the press. They have published orders in the local newspaper, telling people to follow their anti-Semitic policies.</i> <p>Source D</p> <ul style="list-style-type: none"> <i>Source D is useful as evidence of how the Nazis used concentration camps to get rid of their opponents. We can see rows of prisoners lined up in their uniforms with shaved heads for 'early morning roll call'. They are being 'educated', suggesting they have refused to conform to Nazi policy.</i> <i>D is useful for revealing how the Nazis have achieved control of the press. We can work this out because the 'Munich Illustrated Press' have published a photograph of the inmates of the concentration camp at Dachau on their front cover, calling Dachau an 'education camp'. This plays down the brutality of the camp and makes it seem necessary, showing that in June 1933, the paper was under Nazi control.</i>

Level 3 (7-9 marks)	<p>Valid but unsupported inference(s) from content to explain why one or more of B, C, D are useful as evidence about Nazi control of Germany, e.g.</p> <ul style="list-style-type: none"> • Interpretation B is useful for showing that eventually Nazis won control of the population by wearing down their opponents. • Interpretation B is useful because it suggests you couldn't get employment if you opposed the Nazis, so this was a method of control. • Source D is useful for showing that the Nazis were sending their opponents to concentration camps. <p>OR uses specific contextual knowledge to argue that one or more of B, C or D are useful or not useful because they are (un)reliable, e.g.</p> <ul style="list-style-type: none"> • Interpretation B tells us that the Gestapo questioned Schulze twenty times. This is useful because I trust it – the Gestapo were the Secret Police. They tapped telephones and used networks of informers, so it's highly likely they tried break socialist opposition like Schultze in this way. • I don't think Source D is useful because it calls Dachau an 'education camp'. This is not reliable because Dachau was actually a concentration camp, mainly for political prisoners at first. It used punishments like floggings and beatings. <p>NOTE: 1 source/ interpretation = 7–8 marks 2 or more = 8–9 marks</p>
Level 2 (4-6 marks)	<p>Uses surface features or extracts to argue source(s) are useful about Nazi control of Germany, e.g.</p> <ul style="list-style-type: none"> • B is useful for showing the Nazis controlled people by searching their houses and using the Gestapo to question them. (5) • C is useful because it shows how the Nazis were ordering people to follow their commands, such as boycotting of Jewish businesses. It's the Nazis who will decide who 'will be counted as Jews'. (5) • Source D is useful because we can see that the Nazis are controlling people by putting them in 'education camps' like these men shown here for roll call. I also think C is useful as it shows the local newspapers published Nazi instructions such as what must happen during the boycott of Jewish businesses. (6) <p>NOTE: 1 source/ interpretation = 5 marks 2 or more = 6 marks</p> <p>OR argues useful or not useful on the basis of undeveloped provenance (4 marks), e.g.</p> <ul style="list-style-type: none"> • B was based on an interview decades after the event so I don't think it's very useful. • D is just Nazi propaganda and therefore not useful because it will not tell the truth.
Level 1 (1–3 marks)	<p>Valid but general assertion(s) (1 mark), e.g.</p> <ul style="list-style-type: none"> • I think B is useful because it tells us about all the different ways the Nazis used to control people. • Source C/D shows how the Nazis used propaganda to control people. <p>OR Descriptions of / comments on the sources/ source provenances (1–3 marks) e.g.</p> <ul style="list-style-type: none"> • D shows lots of men all lined up in rows for their roll call at the education camp. • The purpose of Source D is to advertise the camps. • Source C shows that Jewish people were treated badly. The Nazis are telling people to boycott Jewish shops and doctors. [MARK COMMENTS ON TREATMENT OF JEWISH PEOPLE FROM SOURCE C AT L1] • Source D is deceiving people, trying to make it look like the camps are nice places. [MARK UNDEVELOPED COMMENTS ON SOURCE D AT L1] <p>NOTE: Comments at this level may not be explicitly related to Nazi control of Germany</p> <p>Alternatively, argues not useful because of what information the source(s) do not contain, (1 mark) e.g. Interpretation B is not very useful. It mentions the SS and the Gestapo but it doesn't actually tell us who they were or what they did. I know that ...</p>
0 marks	

A few points to remember ... • Below are some of the comments on each source that you will see most frequently but it is not an exhaustive list.
 • These pointers **do not replace the principal mark scheme above** and there are **other ways to achieve each level**, as shown in the mark scheme.

	Assertions and comments	Content examples	Inference examples	Sophisticated inference
B	<ul style="list-style-type: none"> L1 if comment not linked to control. 	<ul style="list-style-type: none"> Use of SS / Gestapo to control. Gestapo/ SS searched houses and questioned people. 	<ul style="list-style-type: none"> Shows control by monitoring / surveillance / intimidation Shows Nazi methods of control were successful. Shows how important control was to Nazis. Use of employment to control Control by wearing down opponents. 	
C	<ul style="list-style-type: none"> L1 if comment not linked to control. Controlled by propaganda Comments relating to treatment of Jews. 	<ul style="list-style-type: none"> Nazis controlled by ordering people to follow their demands. Nazis controlled by publishing instructions in local newspapers. 	<ul style="list-style-type: none"> Nazis controlled by pressurising people [/ using propaganda to pressurise people] to go along with actions. Control of press. 	<ul style="list-style-type: none"> Control of local communities /press was total/ widespread ... even right down to the smallest village
D	<ul style="list-style-type: none"> L1 if comment not linked to control. Controlled by propaganda Nazis trying to make it look like camps are nice places/ 'deceiving' people. 	<ul style="list-style-type: none"> Nazis put people into 'education camps' to control them. Nazis used 'camps' as a means of control. 	<ul style="list-style-type: none"> Nazis control by punishing opponents in concentration camps. Nazis used concentration camps to control people. Nazis controlled the press. Nazis threaten people with camps <i>[without the 'very clear explanation' of publicising them]</i> 	<ul style="list-style-type: none"> Nazis controlled by publicising their camps as a threat / warning.

Question 8* – 18 marks 'In the period January 1933 to August 1934, the passing of new laws was the most important method Hitler used to gain total power.' How far do you agree? Give reasons for your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	<p>Notes and guidance specific to the question set</p> <p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to achieve the two highest levels, answers must 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 causation (why Hitler was able to achieve control over Germany), consequence (impact of new laws and other actions/ events) but reward appropriate understanding of any other second order concept.</i></p> <p>Grounds for agreeing may include:</p> <ul style="list-style-type: none"> the passing of the Emergency Decree following the Reichstag Fire (suspended civil rights and was used to suppress the Communists, helping Hitler to reach total power by wiping out his most vocal opponents) the passing of the Enabling Act (gave emergency powers to the government for four years and meant Hitler could pass decrees without the Reichstag, e.g. banning Trades Unions) the passing of the Civil Service Act (removed anti-Nazi and 'non-Aryan' civil service, which ensured that the Nazis had control of the people who carried out government work) the passing of the Act to Ban New Parties prevented organised opposition from left-wing groups like the Social Democrats the passing of the Act for the Reconstruction of the State (controlled local government by ending power of the Länder and putting the Gaue/ Gauleiters in their place – made Germany into a more centralised state under Nazi control) the passing of the Act to set up the People's Court (created another way for Nazis to remove opponents by creating a separate court outside the normal justice system to deal with 'political offences' – the court increased the use of the death penalty) the passing of the Act Concerning the Head of State following the death of Hindenburg (merged posts of Chancellor and President and set Hitler up as the 'Fuhrer')
Level 6 (16–18 marks) 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>	
Level 5 (13–15 marks) 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>	
Level 4 (10–12 marks) 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>	
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of the 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>	
Level 2 (4–6 marks) 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>	
Level 1 (1–3 marks) 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	

<p>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>Grounds for disagreeing may include: <i>Other actions were arguably just as important or more important, e.g.</i></p> <ul style="list-style-type: none"> • use of violence and terror (e.g. use of SA and SS in order to pass the Enabling Act; SA and SS murdered up to 600 in 1933; by October, over 100,000 had been arrested; Dachau set up March 1933; 91 died in Kopenick 'Week of Blood' – all created an atmosphere of fear and intimidation, and made opposition less likely) • process of Gleichschaltung (e.g. local Nazis took over town councils, clubs, etc. or shut them down, which meant the Nazis controlled every aspect of life even at a local level); • on the 'Night of the Long Knives', Hitler used the SS to eliminate potential rivals and opponents, such as Rohm, other SA leaders, and former Chancellor von Schleicher; the NOTLK also enabled Hitler to secure the support of the German Army because the army commanders were suspicious of Rohm and viewed the SA as rivals – after the NOTLK, the army gave Hitler their full support and swore an oath of loyalty to Hitler, giving him the support of a disciplined and elite force. • Taking advantage of events, e.g. Reichstag Fire, death of Hindenburg. <p>NOTE: Do not accept:</p> <ul style="list-style-type: none"> • arguments relating to how Hitler became Chancellor • arguments clearly related to how Nazis controlled/ gained support (e.g. general 'propaganda') as opposed to how Hitler gained 'total power'.
<p>0 marks No response or no response worthy of credit.</p>	

Question 8* – 18 marks	
'In the period January 1933 to August 1934, the passing of new laws was the most important method Hitler used to gain total power.' How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	<p>Balanced argument; two valid explained points on each side OR three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks, e.g.</p> <p><i>I agree because the passing of laws such as the Emergency Decree were very important in Hitler gaining total power. When the Reichstag burned down in February 1933, Hitler claimed it was part of a Communist plot and persuaded President Hindenburg to pass an 'Emergency Decree'. This suspended civil rights. More than 4,000 Communists were arrested, including over 100 Reichstag Deputies. This helped Hitler to take total control by wiping out his most vocal opponents and preventing them from voting against him in the Reichstag.</i></p> <p><i>Furthermore, the passing of the Enabling Act in March 1933 was also important. Under intimidation from the SS and SA, who surrounded the Opera House where the vote took place, the Enabling Act was passed by 441 votes to 94. This enabled Hitler to take total control of Germany because it gave emergency powers to the government and meant Hitler could pass decrees without the Reichstag.</i></p> <p><i>However, I also think the use of violence and intimidation was important. For example, in 1933, around 600 of the Nazis' opponents, including Jewish people, Communists, and Social Democrats were murdered. By October, over 100,000 had been arrested. Many were imprisoned in concentration camps like Dachau, which opened in March 1933. This helped Hitler gain total power because it created an atmosphere of fear and intimidation, and made opposition less likely.</i></p> <p><i>Additionally, the Night of the Long Knives helped Hitler to gain total power by securing the support of the German army. The army's commanders were suspicious of Röhm, the SA's leader, and very worried by Röhm's talk of making the SA into a second German army. So in June 1934, squads of SS officers murdered Röhm and as many as 400 others. Doing this helped Hitler to gain total power because the army then swore an oath of loyalty to Hitler, giving him the support of a disciplined and elite force.</i></p> <p><i>Overall, I disagree with the statement because I think violence was the most important method Hitler used to gain total power. Though the Emergency Decree did not itself use violence, Hitler used violence to capitalise on it in the following month during the elections. Additionally, although the Enabling Act was technically a new law, it would never have been passed through the Reichstag without the use of violence and intimidation.</i></p>
Level 5 (13-15 marks)	<p>Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1), e.g.</p> <p><i>I agree because the passing of laws such as the Emergency Decree were very important in Hitler gaining total power. When the Reichstag burned down in February 1933, Hitler claimed it was part of a Communist plot and persuaded President Hindenburg to pass an 'Emergency Decree'. This suspended civil rights. More than 4,000 Communists were arrested, including over 100 Reichstag Deputies. This helped Hitler to take total control by wiping out his most vocal opponents and preventing them from voting against him in the Reichstag.</i></p> <p><i>Furthermore, the passing of the Enabling Act in March 1933 was also important. Under intimidation from the SS and SA, who surrounded the Opera House where the vote took place, the Enabling Act was passed by 441 votes to 94. This enabled Hitler to take total control of Germany because it gave emergency powers to the government and meant Hitler could pass decrees without the Reichstag.</i></p> <p><i>However, I also think the use of violence and intimidation was important. For example, in 1933, around 600 of the Nazis' opponents, including Jewish people, Communists, and Social Democrats were murdered. By October, over 100,000 had been arrested. Many were imprisoned in concentration camps like Dachau, which opened in March 1933. This helped Hitler gain total power because it created an atmosphere of fear and intimidation, and made opposition less likely.</i></p>
Level 4 (10-12)	<p>One sided argument, two explained points of support (2–0), e.g</p> <p><i>I agree because the passing of laws such as the Emergency Decree were very important in Hitler gaining total power. When the Reichstag burned down in February 1933,</i></p>

marks)	<p>Hitler claimed it was part of a Communist plot and persuaded President Hindenburg to pass an 'Emergency Decree'. This suspended civil rights. More than 4,000 Communists were arrested, including over 100 Reichstag Deputies. This helped Hitler to take total control by wiping out his most vocal opponents and preventing them from voting against him in the Reichstag.</p> <p>Furthermore, the passing of the Enabling Act in March 1933 was also important. Under intimidation from the SS and SA, who surrounded the Opera House where the vote took place, the Enabling Act was passed by 441 votes to 94. This enabled Hitler to take total control of Germany because it gave emergency powers to the government and meant Hitler could pass decrees without the Reichstag.</p> <p>Alternatively, balanced argument; one explained point on each side (1–1), e.g. I agree because the passing of laws such as the Emergency Decree was very important in Hitler gaining total power. When the Reichstag burned down in February 1933, Hitler claimed it was part of a Communist plot and persuaded President Hindenburg to pass an 'Emergency Decree'. This suspended civil rights. More than 4,000 Communists were arrested, including over 100 Reichstag Deputies. This helped Hitler to take total control by wiping out his most vocal opponents and preventing them from voting against him in the Reichstag.</p> <p>However, I also think the use of violence and intimidation was important. For example, in 1933, around 600 of the Nazis' opponents, including Jewish people, Communists, and Social Democrats were murdered. By October, over 100,000 had been arrested. Many were imprisoned in concentration camps like Dachau, which opened in March 1933. This helped Hitler gain total power because it created an atmosphere of fear and intimidation, and made opposition less likely.</p>
Level 3 (7-9 marks)	<p>One sided argument; one explained point of support (1–0), e.g. I agree because the Emergency Decree was very important in Hitler gaining total power. When the Reichstag burned down in February 1933, Hitler claimed it was part of a Communist plot and persuaded President Hindenburg to pass an 'Emergency Decree'. This suspended civil rights. More than 4,000 Communists were arrested, including over 100 Reichstag Deputies. This helped Hitler to take total control by wiping out his most vocal opponents and preventing them from voting against him in the Reichstag.</p> <p>Explained points must:</p> <ul style="list-style-type: none"> • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 2 (4-6 marks)	<p>Identification of reason(s) to support/challenge which don't meet criteria for an explained point, e.g.</p> <ul style="list-style-type: none"> • Yes, the Enabling Act helped Hitler to eliminate challenges from the Reichstag. (4) • No, I think the Night of the Long Knives was more important. (4) Rohm and hundreds of others were murdered. (5) <p>1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks</p> <p>Alternatively, description of new laws or relevant events in this period, e.g.</p> <ul style="list-style-type: none"> • After Hitler became Chancellor, the Nazis carried out Gleichschaltung. (4) They got rid of people from the Civil Service who were Jewish or who didn't support them. (5) They burned thousands of 'un-German' books and the SA murdered Jewish people, Communists and Social Democrats. (6)
Level 1 (1-3 marks)	<p>Valid but general assertion(s), e.g.</p> <ul style="list-style-type: none"> • Yes, the laws they passed were important because they gave Hitler more control over different areas of Germany. • No, I think it was more to do with creating fear.
0 marks	

Question 9* – 18 marks 'The key turning point in the development of Nazi anti-Jewish policy was the use of the Einsatzgruppen in 1941.' How far do you agree with this view for the period 1935–1945? Give reasons for your answer.	
<p>Levels</p> <p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks</p> <p>AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks</p>	<p>Notes and guidance specific to the question set</p> <p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. BUT, to achieve the two highest levels, answers must 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 (importance of ghetto formation and other policies); change (turning points/ change in nature/pace of anti-Jewish policy in this period); and causation and consequence (impact of policies on Jewish people) but reward appropriate understanding of any other second order concept.</i></p>
<p>Level 6 (16–18 marks)</p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2).</p> <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p>Grounds for agreeing may include:</p> <ul style="list-style-type: none"> the invasion of the USSR in July 1941 and the use of the Einsatzgruppen could be considered the most important turning point as this saw the first move towards mass murder and the deaths of approximately 2.2. million people. use of Einsatzgruppen led to changes in the 'psychology' of the Nazis (cumulative radicalisation).
<p>Level 5 (13–15 marks)</p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2).</p> <p><i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i></p>	<p>Grounds for disagreeing may include: other developments in anti-Jewish policies were more important, e.g.</p> <ul style="list-style-type: none"> 1935 Nuremberg Laws were an important turning point as they stripped Jewish people of their citizenship rights in Germany. A similar point may be made about subsequent anti-Jewish legislation which increased discrimination/ persecution and made life extremely difficult, both socially and economically – 282,000 chose to emigrate the November Pogrom / Kristallnacht was important as it signified an explicit move to state-sponsored violence against Jewish people and at least 20,000 Jewish men were sent to concentration camps the move to ghettos changed the level and nature of persecution of Jewish people, e.g. signified the attempt to physically segregate Jewish populations; ghettos affected more people as the policy coincided with the invasion of Poland where there were 3.5 million Jewish people; the conditions in the ghettos were terrible, e.g. in Warsaw ghetto, 15 people shared an apartment, outbreaks of typhus and 140,000 died in three years the development of the 'Final Solution' (decision taken over the autumn of 1941 and plans made for its implementation made at the Wannsee Conference in January 1942) was arguably the most important as this saw the development of the death camps (and the decision to murder all Jewish people in Europe), where approximately a further 3 million were murdered.
<p>Level 4 (10–12 marks)</p> <p>Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2).</p> <p><i>There is a developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p>NOTE: Do not accept anti-Jewish policy which is pre-1935, e.g.</p> <ul style="list-style-type: none"> April Boycott Act for the Restoration of the Professional Civil Service (Jewish people couldn't serve as teachers, judges, university lecturers) Jewish lawyers/ judges banned from office Jewish people excluded from sports & gymnastics clubs, choirs, etc. 'Race Studies' becomes part of school syllabus
<p>Level 3 (7–9 marks)</p> <p>Demonstrates sound knowledge of key features and characteristics of the period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts</p>	

<p>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>Level 2 (4–6 marks) 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>Level 1 (1–3 marks) 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>0 marks No response or no response worthy of credit.</p>	

Question 9* – 18 marks	
‘The key turning point in the development of Nazi anti-Jewish policy was the use of the Einsatzgruppen in 1941.’ How far do you agree with this view for the period 1935–1945? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	<p>Balanced argument; two valid explained points on each side OR three on one side and one on the other (3–1 or 2-2). Clinching argument = 18 marks, e.g.</p> <p><i>I agree that the invasion of the Soviet Union and the use of the Einsatzgruppen in July 1941 was an important turning point. The Nazis sent mobile killing units, Einsatzgruppen, behind the German army as it moved through Soviet territory. They rounded up Jewish people, took them to secluded areas and forced the victims to dig large pits before shooting them. This was a hugely important turning point as it saw the beginning of the organised mass murder of Jewish people. By 1944, the Einsatzgruppen had murdered around 2.2 million people.</i></p> <p><i>However, I think there were also other important developments before this point. For example, the Nuremburg Laws of 1935 introduced a range of antisemitic legislation, such as banning marriage between Jewish people and non-Jewish people, stripping Jews of German citizenship and not allowing Jewish people to vote. This was an important turning point because it took away all of the legal rights the German Jews had as Germans. Anti-Jewish laws like this (and the laws which followed) made life so unbearable that thousands of people chose to emigrate.</i></p> <p><i>Furthermore, the use of ghettos was also important. They were formed when Germany invaded Poland in September 1939 and created the General Government, where there were around 2 million Jewish people. They were forcibly concentrated into certain areas of towns, like in the Warsaw Ghetto, where 445,000 Jewish people were cramped together in terrible conditions. This was a key turning point as it signaled an attempt to physically separate the Jewish population in terrible conditions – 140,000 people died in three years in the Warsaw ghetto.</i></p> <p><i>Lastly, it could be argued that the development of the ‘Final Solution’ over the autumn of 1941 was the key turning point. This was the decision to murder all Jewish people in Europe and led to the establishment of the death camps such as Chelmno and Sobibor. From 1942, Jewish people were taken from the ghettos to the death camps. They were then stripped before being gassed in chambers. This was a significant development as the Nazis were able to carry out mass murder on an enormous scale: approximately 3 million died in the death camps.</i></p> <p><i>Overall, I agree that the use of the Einsatzgruppen was the key turning point for Jewish people living in Soviet territory because they were killed immediately and suddenly. However, in Poland, I think the key turning point was the development of the ghettos, because they made it much easier for the Nazis to carry out mass murder. This is because they had already separated the Jewish population from other people. Jewish people were physically and mentally cut off from the rest of the population.</i></p>
Level 5 (13-15 marks)	<p>Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1), e.g.</p> <p><i>I agree that the invasion of the Soviet Union and the use of the Einsatzgruppen in July 1941 was an important turning point. The Nazis sent mobile killing units, Einsatzgruppen, behind the German army as it moved through Soviet territory. They rounded up Jewish people, took them to secluded areas and forced the victims to dig large pits before shooting them. This was a hugely important turning point as it saw the beginning of the organised mass murder of Jewish people. By 1944, the Einsatzgruppen had murdered around 2.2 million people.</i></p> <p><i>However, I think there were also other important developments before this point. For example, the Nuremburg Laws of 1935 introduced a range of antisemitic legislation, such as banning marriage between Jewish people and non-Jewish people, stripping Jews of German citizenship and not allowing Jewish people to vote. This was an important turning point because it took away all of the legal rights the German Jews had as Germans. Anti-Jewish laws like this (and the laws which followed) made life so unbearable that thousands of people chose to emigrate.</i></p> <p><i>Furthermore, the use of ghettos was also important. They were formed when Germany invaded Poland in September 1939 and created the General Government, where there were around 2 million Jewish people. They were forcibly concentrated into certain areas of towns, like in the Warsaw Ghetto, where 445,000 Jewish people were cramped together in terrible conditions. This was a key turning point as it signaled an attempt to physically separate the Jewish population in terrible conditions – 140,000 people died in three years in the Warsaw ghetto.</i></p>
Level 4 (10-12)	<p>One sided argument, two explained points of support (2–0), e.g</p> <p><i>I disagree because there were more important developments, such as the ghettos. They were formed when Germany invaded Poland in September 1939 and created the</i></p>

marks)	<p>General Government, where there were around 2 million Jewish people. They were forcibly concentrated into certain areas of towns, like in the Warsaw Ghetto, where 445,000 Jewish people were cramped together in terrible conditions. This was a key turning point as it signaled an attempt to physically separate the Jewish population in terrible conditions – 140,000 people died in three years in the Warsaw ghetto.</p> <p>Also, it could be argued that the development of the 'Final Solution' over the autumn of 1941 was the key turning point. This was the decision to murder all Jewish people in Europe and led to the establishment of the death camps such as Chelmno and Sobibor. From 1942, Jewish people were taken from the ghettos to the death camps. They were then stripped before being gassed in chambers. This was a significant development as the Nazis were able to carry out mass murder on an enormous scale: approximately 3 million died in the death camps.</p> <p>Alternatively, balanced argument; one explained point on each side (1–1), e.g. I agree that the invasion of the Soviet Union and the use of the Einsatzgruppen in July 1941 was an important turning point. The Nazis sent mobile killing units, Einsatzgruppen, behind the German army as it moved through Soviet territory. They rounded up Jewish people, took them to secluded areas and forced the victims to dig large pits before shooting them. This was a hugely important turning point as it saw the beginning of the organised mass murder of Jewish people. By 1944, the Einsatzgruppen had murdered around 2.2 million people.</p> <p>However, I think there were also other important developments before this point. For example, the Nuremburg Laws of 1935 introduced a range of antisemitic legislation, such as banning marriage between Jewish people and non-Jewish people, stripping Jews of German citizenship and not allowing Jewish people to vote. This was an important turning point because it took away all of the legal rights the German Jews had as Germans. Anti-Jewish laws like this (and the laws which followed) made life so unbearable that thousands of people chose to emigrate.</p>
Level 3 (7-9 marks)	<p>One sided argument; one explained point of support (1–0), e.g.</p> <p>I agree that the invasion of the Soviet Union and the use of the Einsatzgruppen in July 1941 was an important turning point. The Nazis sent mobile killing units, Einsatzgruppen, behind the German army as it moved through Soviet territory. They rounded up Jewish people, took them to secluded areas and forced the victims to dig large pits before shooting them. This was a hugely important turning point as it saw the beginning of the organised mass murder of Jewish people. By 1944, the Einsatzgruppen had murdered around 2.2 million people.</p> <p>Explained points must:</p> <ul style="list-style-type: none"> • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question [i.e. for turning point, a change/ impact/ consequence must be identified]
Level 2 (4-6 marks)	<p>Identification of reason(s) to support/challenge which don't meet criteria for an explained point, e.g.</p> <ul style="list-style-type: none"> • Yes, I agree because the Einsatzgruppen killed over two million people. (4) • No, the death camps like Auschwitz were more important. (4) Millions were killed in gas chambers. (5) <p>1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks</p> <p>Alternatively, description of Einsatzgruppen/ other anti-Jewish policies / related events, e.g.</p> <ul style="list-style-type: none"> • The Nazis created ghettos. (4) These were districts of towns and cities where Jews were isolated. (5) Thousands were created as the Nazis occupied other countries. (6)
Level 1 (1-3 marks)	<p>Valid but general assertion(s), e.g.</p> <ul style="list-style-type: none"> • Yes, the Einsatzgruppen did terrible things. • No, laws were just as important.
0 marks	

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on

01223 553998

Alternatively, you can email us on

support@ocr.org.uk

For more information visit



ocr.org.uk/qualifications/resource-finder



ocr.org.uk



Twitter/ocrextams



/ocrextams



/company/ocr



/ocrextams



CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT

OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2024 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.