

## **GCSE (9-1)**

### **History B Schools History Project**

#### **J411/33: Viking Expansion, c.750-c.1050 with Living under Nazi Rule, 1933-1945**

General Certificate of Secondary Education

### **Mark Scheme for June 2024**

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

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

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

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**RM ASSESSOR**

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

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**  
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

**Rubric Error Responses – Optional Questions**

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

**Contradictory Responses**

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

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

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

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

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

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

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

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
  - there is nothing written in the answer space

Award Zero '0' if:













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

Team Leaders/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:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - To determine the mark within the level**, consider the following

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

# 11. Annotations

<i>Stamp</i>	<i>Ref No.</i>	<i>Annotation Name</i>	<i>Description</i>
	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

## 12. Subject Specific Marking Instructions

### INTRODUCTION

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

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

You should ensure that you have copies of these materials.

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

### INFORMATION AND INSTRUCTIONS FOR EXAMINERS

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

## Mark Scheme

## Section A: Viking Expansion, c.750 – c.1050

<b>Question 1 – 3 marks</b> a) Give one example of an item the Vikings took from their homelands to trade outside Scandinavia. b) Name one city that the Volga Vikings reached. c) Identify one piece of evidence which shows that the Vikings had a lasting impact in the areas of England where they settled.	
Guidance	Indicative content
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	For 1(a), likely valid responses include: Amber, furs, walrus ivory, swords / weapons, falcons, honey, iron, fish. Accept 'slaves'.
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	For 1(b), likely valid responses include: Baghdad, Constantinople. Accept Kiev and Novgorod. Also Accept Staraya Ladoga.
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	For 1(c) likely valid responses include: street names such as those in York, e.g. Swinegate; elements of Viking law such as trial by jury; language, words with Viking origin e.g. window, egg; place names such as those ending '-by' like Whitby and Selby; DNA of people living in what was the Danelaw (links found to modern populations in Scandinavia); impact of Viking kings, e.g. Cnut set up monasteries <b>NOTES:</b> <b>Accept:</b> <ul style="list-style-type: none"> <li>• items found in archaeological digs e.g. combs, coins, etc.</li> <li>• other evidence of permanent settlement, e.g. burials in cemeteries.</li> <li>• '<u>Viking place names, Viking words,</u>' etc. without example.</li> </ul> <b>Do not accept:</b> <ul style="list-style-type: none"> <li>• the words 'names' or 'language' or 'archaeological finds' on their own.</li> <li>• evidence of invasion/ violent encounter, e.g. skeletons at Repton.</li> </ul> Any other historically valid response is acceptable and should be credited.



<b>Question 2 – 9 marks</b> Write a clear and organised summary that analyses Viking contact with the British Isles between 793 and c.975. Support your summary with examples.	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 3 marks</b>	<b>Notes and guidance specific to the question set</b> <i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i> <i>Answers could consider aspects of one or more of the following:</i>
<b>Level 3 (7–9 marks)</b> Demonstrates a well-selected range of valid knowledge of characteristic features that are fully relevant to the question, in ways that show secure understanding of them (AO1). The way the summary is organised shows sustained logical coherence, demonstrating clear use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	<b>Change across time, e.g. from raiders to invaders to settlers:</b> <i>Raiding period from Lindisfarne in 793, intensification of raiding – from isolated raids on monasteries to larger attacks moving inland, leading to over-wintering; Full-scale invasion and the Great Heathen Army, 865-879; settlement and the Danelaw; supporting evidence for the latter may be given from Jorvik e.g. referring to Viking Kings of Jorvik compared to earlier raiders and invaders.</i>
<b>Level 2 (4–6 marks)</b> Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1). The way the summary is organised shows some logical coherence, demonstrating use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	<b>Causation, e.g. reasons for invasion/settlement, e.g. problems in Scandinavia (such as geographical limitations; limited availability and diversity of foodstuffs; land hunger) could be addressed by the wealth of other lands (Scandinavian traders had seen the monasteries on the coasts and knew that they were not well defended, and that they contained lots of gold and silver); need for adventure and fighting overseas; the warrior-like Viking society was attracted to the idea of getting to Valhalla through a glorious death, which could be achieved in battle through raiding and invading outside their homelands.</b>
<b>Level 1 (1–3 marks)</b> Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1). The summary shows a very basic logical coherence, demonstrating limited use of at least one second order concept in attempting to find connections and to provide a logical chain of reasoning to summarise the historical situation in the question (AO2).	<b>Consequence e.g. impact upon British Isles; emergence of English identity; primacy/ dominance of Wessex; emergence of the Danelaw (evidence may come from places such as Jorvik – life changed due to the jobs available due to trade, and the different items traded from Jorvik such as reindeer antlers, walrus ivory, metals and amber); streets and layout (new streets such as Swinegate; new, separate areas for labourers, such as Brettegata).</b>
<b>0 marks</b> No response or no response worthy of credit.	<b>Diversity (similarity and difference): e.g. comparison between raids / contact in Britain and Northern France; or within the British Isles e.g. comparing raids/ contact in England with elsewhere in the British Isles.</b>  <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> <i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i>

<b>Question 2–9 marks</b> <b>Write a clear and organised summary that analyses Viking contact with the British Isles between 793 and c.975. Support your summary with examples.</b>	
<b>Guidance and indicative content</b>	
<b>Level 3</b> <b>(7–9 marks)</b>	<p><b>Summary based on second order concept(s) with two or more valid supporting examples, e.g.</b></p> <p><b>[Change]</b>  <i>Therefore the nature of contact changed greatly over time. Originally, the Vikings raided. One of the first raids was at <b>Lindisfarne in 793</b>. Other raids followed in the Scottish Isles and Ireland and these became larger-scale during the ninth century. However, <b>by around 850, Vikings started to ‘overwinter’ in places such as East Anglia. So contact changed to full scale invasion, with the Great Heathen Army invading in 865.</b> [L2- one change]</i>  <i>This led to the <b>setting up of the Danelaw across the northern and eastern parts of England</b>, with the <b>capital at Jorvik</b>, and to the <b>Vikings becoming peaceful settlers in the British Isles</b> as more people made the journey from Scandinavia to become farmers and traders in England. [L3– two changes] [9]</i></p> <p><b>[Consequence]</b>  <i>Viking contact had significant <b>impact</b> in the British Isles in this period. For example, <b>Viking customs and law were introduced in the Danelaw. Viking words such as ‘window’ and ‘egg’</b> entered the English language, along with new place names, so there was a real cultural impact from Viking contact.</i>  <i>Another impact was felt through the <b>benefits of trade</b>. The Vikings transformed cities like Jorvik into significant international trading centres. For example, items such as <b>walrus ivory and amber came in from Scandinavia; spices and silk arrived from Constantinople and Baghdad</b>. So people had access to a wider variety of goods. [9]</i></p>
<b>Level 2</b> <b>(4–6 marks)</b>	<p><b>Summary based on a second order concept with one valid supporting example, e.g.</b></p> <p><b>[Consequence]</b>  <i>Viking contact had significant <b>impact</b> in the British Isles in this period. For example, <b>Viking customs and law were introduced in the Danelaw. Viking words such as ‘window’ and ‘egg’</b> entered the English language, along with new place names, so there was a real cultural impact from Viking contact. [5]</i></p> <p><b>[Causation]</b>  <i>One <b>reason</b> the Vikings left their homelands to plunder and raid in the British Isles was because they were <b>attracted by the wealth</b> of these lands. Scandinavian traders had seen the <b>monasteries on the coasts and knew that they were not well defended, and that they contained lots of gold and silver</b>. They brought home this information. This led to attacks on places such as Lindisfarne in England in 793, followed by around 30 years of small hit-and-run raids. [6]</i></p>
<b>Level 1</b> <b>(1–3 marks)</b>	<p><b>Lists/ describes Viking contact with no organising concept, e.g.</b>  <i>One aspect of Viking contact was their raids on monasteries. They killed the monks and stole their possessions. They also married Anglo-Saxons when they came and settled. [2]</i></p> <p><b>OR</b>  <b>Statement(s) based on second order concept with no valid specific examples or development, e.g.</b></p> <ul style="list-style-type: none"> <li><i>The Vikings had a big impact on the customs of the people of England. [1]</i></li> <li><i>The Vikings came to England because they thought they would get a better life. [1]</i></li> </ul>
<b>0 marks</b>	

<b>Question 3 – 10 marks</b> Why were the English unable to resist the raiding and expansion led by Svein Forkbeard between 993 and 1013? Explain your answer.	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 5 (9–10 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show sophisticated understanding of one or more second order concepts in a fully sustained and very well-supported explanation (AO2).	<p><i>Explanations are most likely to show understanding of the second order concept of causation but reward appropriate understanding of any other second order concept.</i></p> <p><i>Explanations could consider:</i></p> <p><b>Specific reasons:</b></p> <ul style="list-style-type: none"> <li>• Svein and allies' use of extortion/tribute/Danegeld – they knew the significance of their own threatening nature and used it to get what they wanted.</li> <li>• Frequency – repeated/ relentless raiding by Svein after 1002.</li> <li>• English weaknesses – Ethelred's weak kingship/ lack of strong government; lack of military organisation or cohesiveness; disunity in the kingdom (Danish allegiance within the old Danelaw)</li> </ul> <p><b>General reasons:</b></p> <ul style="list-style-type: none"> <li>• Military culture: strength of Viking warfare and tactics - equipment such as swords and shields, axes and spears; role of berserkers; ruthlessness due to beliefs.</li> <li>• Raiding tactics/ effective use of ships to raid.</li> </ul> <p><b>Do not accept:</b></p> <ul style="list-style-type: none"> <li>• <b>claims relating to Ethelred being only a boy/ 12 years old (he was in his late 20s by the time of the first raids)</b></li> <li>• <b>claims which say England was weak because it was divided into separate kingdoms (united under Aethelstan in 927).</b></li> </ul>
<b>Level 4 (7–8 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show strong understanding of one or more second order concepts in a sustained and well-supported explanation (AO2).	
<b>Level 3 (5–6 marks)</b> Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Uses these to show sound understanding of one or more second order concepts in a generally coherent and organised explanation (AO2).	
<b>Level 2 (3–4 marks)</b> Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Uses these to show some understanding of one or more second order concepts in a loosely organised explanation (AO2).	
<b>Level 1 (1–2 marks)</b> Demonstrates some knowledge of features and characteristics of the period (AO1). Uses these to show some basic understanding of one or more second order concepts, although the overall response may lack structure and coherence (AO2).	
<b>0 marks</b> No response or no response worthy of credit.	

Question 3 – Why were the English unable to resist the raiding and expansion led by Svein Forkbeard between 993 and 1013? Explain your answer.	
Guidance and indicative content	
Level 5 (9-10 marks)	<p>Two or more reasons that the English were unable to resist raiding and expansion led by Svein Forkbeard, identified and explained, e.g.</p> <p>One reason is that Forkbeard's furious raiding was <b>relentless</b> and <b>went on for over five years</b>. Raids were carried out in the <b>South West, East Anglia, Kent and Hampshire</b>. In 1007, the English <b>paid him off with 36,000 pounds of silver</b>. These geld payments rose to 48,000 pounds of silver and gold by 1012. This shows the English knew they could <b>not resist Svein's military strength, given how persistent the attacks were</b>.</p> <p>Another reason is that <b>the English were divided and lacking strong government</b>. <b>Ethelred the Unready was a weak king</b>, whose reign was marked by bad luck and poor organisation. In 1008, Ethelred tried to depart from the policy of handing over the 'Danegeld' and ordered the <b>building of a defensive fleet</b>. However, this was unsuccessful because his own <b>commanders either fell out with each or deserted</b>, so the <b>raids were able to continue</b>. <b>[10]</b></p>
Level 4 (7-8 marks)	<p>One reason that the English were unable to resist raiding and expansion led by Svein Forkbeard, identified and explained, e.g.</p> <p>One reason that the English were unable to resist was that they <b>were divided and couldn't put up a united front</b>. For example, many <b>people in the Danelaw area had sympathies</b> and ties with the Danes and so <b>welcomed Svein</b> when he launched his full invasion in 1013, declaring him their king. <b>This meant the English found it difficult to resist</b> as Svein had <b>a safe base from which to march South</b> and take key towns. <b>[8 – MARK ALL SPECIFIC EXPLANATIONS AT 8 MARKS]</b></p> <p><b>Answers which explain reason(s) IN GENERAL TERMS without reference to the specific circumstance of Svein's raids/ expansion in this period = MAX L4,7 MARKS, e.g.</b></p> <p>One reason the English were unable to resist is that Svein's troops <b>were fierce warriors</b>, well equipped with <b>high quality weapons such as double-edged swords, large shields, axes and spears</b>. They had berserkers who would work themselves into a frenzy for battle. So the English <b>could not resist their military strength</b>. <b>[7]</b></p> <p><b>Explained points must:</b></p> <ul style="list-style-type: none"> <li>• <b>identify a valid claim/ argument</b></li> <li>• <b>offer specific evidence to support the argument</b></li> <li>• <b>show how their evidence answers the question</b></li> </ul>
Level 3 (5-6 marks)	<p>Identification of valid reason(s) which don't meet criteria for an explained point, e.g.</p> <ul style="list-style-type: none"> <li>• <i>The English were unable to resist because of the weakness of the government under Ethelred.</i></li> <li>• <i>The English couldn't resist because people in the Danelaw area had sympathies and ties with the Danes.</i></li> <li>• <i>One reason the English were unable to resist is that the Vikings used berserkers so <b>they</b> were good fighters.</i></li> </ul> <p><b>NOTE:</b>  <b>General reason(s) = 5 marks</b>  <b>Specific reason(s) = 6 marks</b></p>
Level 2 (3-4 marks)	<p>Describes circumstances surrounding Svein's raids/ relevant events, e.g.</p> <ul style="list-style-type: none"> <li>• <i>Svein Forkbeard invaded England after the St. Brice Day Massacre in 1002.</i></li> <li>• <i>Svein Forkbeard raided England many times between 993 and 1013 including raids in East Anglia and Hampshire.</i></li> <li>• <i>The English paid off Svein and his allies with silver (the 'Danegeld').</i></li> </ul>
Level 1 (1-2 marks)	<p>Valid but general assertion(s), e.g.</p> <ul style="list-style-type: none"> <li>• <i>The English were unable to resist because they were weaker than the Vikings.</i></li> </ul> <p><b>NOTE: Mark comments about 'weapons' and 'tactics' with no examples (which could be any army during any time period) at L1.</b></p>
0 marks	

Question 4* – 18 marks 'The greatest achievement of the Vikings within their homelands was their development of shipbuilding.' How far do you agree? Give reasons for your answer.	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>	<b>Notes and guidance specific to the question set</b> 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 <b>two</b> highest levels, answers must consider both reasons to support and reasons to challenge the statement.
<b>Level 6 (16–18 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	Answers are most likely to show understanding of the second order concepts of consequence and significance but reward appropriate understanding of any other second order concept.
<b>Level 5 (13–15 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	<b>Grounds for agreeing include:</b> <ul style="list-style-type: none"> <li>Achievements in shipbuilding and seafaring, e.g. use of specific wood, iron nails, overlapping planks, the shallow draft, oars.</li> <li>development of sails in shipbuilding technology allowed Vikings to trade effectively and travel further than any other group in the period 750-1050</li> <li>Military impacts of shipbuilding, e.g., raiding, war.</li> </ul>
<b>Level 4 (10–12 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	<b>NOTE: successful raiding/ invasion/ trading/ migration = valid achievements for L2. They are valid outcomes/ achievements at L3+ provided supporting evidence comes from ship design/ construction NOT the raids, etc. themselves.</b>
<b>Level 3 (7–9 marks)</b> 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>	<b>Grounds for disagreeing include:</b> Viking achievements in other areas apart from developments in shipbuilding, e.g. <ul style="list-style-type: none"> <li>they were <b>effective farmers and hunters</b>, foraging for fruits and berries in forests, making the best of limited farmland in Scandinavia</li> <li>their <b>self-sufficiency</b> was a great achievement – farming as above but also multiple uses made of foodstuffs such as oats and barley, and drying, pickling and salting fish</li> <li><b>Skilled carving</b> in different materials (wood, metal, stone) evidenced in discovered objects of art such as the Broa horse bridle mount, Mammen axe head and carvings on the Oseberg ships</li> <li><b>use of runes and runestones</b> are remarkable and reflect the Vikings' unique creativity</li> <li>Viking <b>jewellery</b> included beautiful brooches and decorated combs.</li> <li><b>crafts</b>, e.g. woodworking, producing ploughs, chairs and bowls</li> <li><b>ironworking</b> to produce vital weaponry such as axes, swords and knives</li> <li>development of <b>trade and trading towns</b></li> </ul>
<b>Level 2 (4–6 marks)</b> Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
<b>Level 1 (1–3 marks)</b> Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2).	

<i>The information is communicated in a basic/unstructured way.</i>	
<b>0 marks</b> No response or no response worthy of credit.	

Question 4* – 18 marks	
'The greatest achievement of the Vikings within their homelands was their development of shipbuilding.' How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	<p><b>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.</b></p> <p><i>There is much evidence to support this. The Vikings developed <b>lightweight ships</b> with a <b>shallow draught</b>. This meant that they could <b>float in quite shallow water</b> and didn't need a jetty to land – they could simply be pulled up on a beach. This was an important <b>achievement because</b> it gave the Vikings the ability to travel far inland up navigable rivers and muddy estuaries, and <b>carry out raids on trading towns</b>.</i></p> <p><i>However, Viking <b>artwork</b> was also a great achievement. <b>Viking carvers produced remarkable pieces of art in wood, metal and stone</b>. Artwork commonly used images of animals and interlacing shapes. For example, the Mammen axe head is a beautiful piece craftsmanship in iron and silver. It is decorated with interlacing plants, roots and birds. <b>Pieces like these were great achievements because they required imagination and skill</b> to create the imagery using the tools and methods available.</i></p> <p><i><b>Another great Viking achievement was their self-sufficiency.</b> The Vikings hunted animals, and foraged for nuts, fruit and berries, They survived harsh winters by making use of <b>techniques of drying, pickling and salting fish</b>. They also made multiple use of foodstuffs such as oats and barley. This was <b>a great achievement because Vikings were able to survive and even thrive</b> in their often-harsh homelands.</i></p> <p><i>Furthermore, especially as they started to leave their homelands, the <b>Vikings developed trading towns</b>. Even as early as c.750, Scandinavian sailors were <b>trading in places such as England, the Orkney Islands and Frisia</b>. The trading towns of <b>Hedeby, Birka and Kaupang</b> had safe harbours and market places. The development of coins minted in Hedeby and Birka is evidence of the Vikings' success. This was a <b>great achievement because trade led to a wealthier</b> and more varied society.</i></p> <p><i>Overall, I agree with the statement because the success in shipbuilding led to success in trade. Together, these things allowed them the wealth and time to develop luxury items. So things like their remarkable artwork is evidence that their society was wealthy and advanced enough to support artists and craftspeople.</i></p>
Level 5 (13-15 marks)	<p><b>Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1), e.g.</b></p> <p><i>There is much evidence to support this. The Vikings developed <b>lightweight ships</b> with a <b>shallow draught</b>. This meant that they could <b>float in quite shallow water</b> and didn't need a jetty to land – they could simply be pulled up on a beach. This was an important <b>achievement because</b> it gave the Vikings the ability to travel far inland up navigable rivers and muddy estuaries, and <b>carry out raids on trading towns</b>.</i></p> <p><i>However, Viking <b>artwork</b> was also a great achievement. <b>Viking carvers produced remarkable pieces of art in wood, metal and stone</b>. Artwork commonly used images of animals and interlacing shapes. For example, the Mammen axe head is a beautiful piece craftsmanship in iron and silver. It is decorated with interlacing plants, roots and birds. <b>Pieces like these were great achievements because they required imagination and skill</b> to create the imagery using the tools and methods available.</i></p> <p><i><b>Another great Viking achievement was their self-sufficiency.</b> The Vikings hunted animals, and foraged for nuts, fruit and berries, They survived harsh winters by making use of <b>techniques of drying, pickling and salting fish</b>. They also made multiple use of foodstuffs such as oats and barley. This was a <b>great achievement because Vikings were able to survive and even thrive</b> in their often-harsh homelands.</i></p>



<b>Level 4 (10-12 marks)</b>	<p><b>One sided argument, two explained points of support (2–0), e.g.</b>  <i>I disagree. Viking artwork was the greatest achievement. Viking carvers produced remarkable pieces of art in wood, metal and stone. Artwork commonly used images of animals and interlacing shapes. For example, the Mammen axe head is a beautiful piece craftsmanship in iron and silver. It is decorated with interlacing plants, roots and birds. Pieces like these were great achievements because they required imagination and skill to create the imagery using the tools and methods available.</i></p> <p><i>Another great Viking achievement was their self-sufficiency. The Vikings hunted animals, and foraged for nuts, fruit and berries. They survived harsh winters by making use of techniques of drying, pickling and salting fish. They also made multiple use of foodstuffs such as oats and barley. This was a great achievement because Vikings were able to survive and even thrive in their often-harsh homelands.</i></p> <p><b>Alternatively, balanced argument: one explained point on each side (1–1), e.g.</b>  <i>There is much evidence to support this. The Vikings developed lightweight ships with a shallow draught. This meant that they could float in quite shallow water and didn't need a jetty to land – they could simply be pulled up on a beach. This was an important achievement because it gave the Vikings the ability to travel far inland up navigable rivers and muddy estuaries, and carry out raids on trading towns.</i></p> <p><i>However, Viking artwork was also a great achievement. Viking carvers produced remarkable pieces of art in wood, metal and stone. Artwork commonly used images of animals and interlacing shapes. For example, the Mammen axe head is a beautiful piece craftsmanship in iron and silver. It is decorated with interlacing plants, roots and birds. Pieces like these were great achievements because they required imagination and skill to create the imagery using the tools and methods available.</i></p>
<b>Level 3 (7-9 marks)</b>	<p><b>One sided argument; one explained point of support (1–0), e.g.</b>  <i>I agree. There is much evidence to support this. The Vikings developed lightweight ships with a shallow draught. This meant that they could float in quite shallow water and didn't need a jetty to land – they could simply be pulled up on a beach. This was an important achievement because it gave the Vikings the ability to travel far inland up navigable rivers and muddy estuaries, and carry out raids on trading towns.</i></p> <p><b>Explained points must:</b></p> <ul style="list-style-type: none"> <li>• identify a valid claim/ argument</li> <li>• offer specific evidence to support the argument</li> <li>• show how their evidence answers the question [i.e. saying why it was a 'great achievement']</li> </ul>
<b>Level 2 (4-6 marks)</b>	<p><b>Identification of reason(s) to support/challenge which don't meet criteria for an explained point, e.g.</b></p> <ul style="list-style-type: none"> <li>• I agree because they developed better and faster ships to travel up rivers, which was a big achievement. (4)</li> <li>• I agree because their ships were important to allow them to trade and to raid. (4)</li> <li>• I disagree. Viking artwork such as runestones are a very impressive achievement. (4) Runestones were set up in public places as memorials to relatives. (5)</li> </ul> <p><b>1 identifications = 4-5 marks</b>  <b>2 identifications = 5-6 marks</b>  <b>3+ identifications = 6 marks</b></p> <p><b>Alternatively, description of Viking ships/ shipbuilding / aspects of life in Viking homelands, e.g.</b>  <i>The Vikings made bowls, cups and also weapons like swords and spears. (4) They also farmed the land and hunted in forests. (5)</i></p>
<b>Level 1 (1-3 marks)</b>	<p><b>Valid but general assertion(s), e.g.</b></p> <ul style="list-style-type: none"> <li>• I agree. The Vikings made very fast ships that allowed them to travel to other places.</li> <li>• I disagree. Weapons, trading and crafts were bigger achievements.</li> </ul>
<b>0 marks</b>	<p><b>0 marks</b>  No response or no response worthy of credit.</p>



Question 5* – 18 marks 'Cnut was a more successful king than Harald Bluetooth.' How far do you agree? Give reasons for your answer.	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>	<b>Notes and guidance specific to the question set</b> <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 <b>two</b> highest levels, answers must consider some of the grounds for arguing the opposite point of view to the one that they finally support.</i>  <i>Answers are most likely to show understanding of the second order concepts of significance, change and continuity but reward appropriate understanding of any other second order concept.</i>  <b>Grounds for agreeing include:</b> <b>Cnut's successes:</b> <ul style="list-style-type: none"> <li>• Cnut's <b>re-taking of England</b> in 1016 was a lasting military success.</li> <li>• He went on to <b>create an Anglo-Scandinavian Empire</b> and work to Christianise the Vikings in those areas.</li> <li>• He was the first Viking king to fully accept Christianity and be <b>accepted by the English church</b></li> <li>• He also took <b>the whole of Norway</b> through military campaign.</li> <li>• reference may be made to the <b>permanence of Cnut's gains and Christianisation</b>.</li> <li>• Successful <b>relationship with Normandy</b> through marriage to Emma.</li> <li>• <b>Acknowledgement/ recognition from Pope</b> and European leaders.</li> </ul>
<b>Level 6 (16–18 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<b>Failures/ weaknesses of Harald Bluetooth:</b> <ul style="list-style-type: none"> <li>• Holding <b>only part of Norway</b> and having to relinquish in 974.</li> <li>• <b>Christianisation was not fully effective in his reign</b> and led to unease amongst Pagan jarls, which was also a factor in his son <b>Svein's rebellion</b> against him, and this ultimately cost him his life.</li> <li>• Harald <b>never successfully invaded</b> (or even attempted to) <b>outside Scandinavia</b>.</li> <li>• Ongoing <b>conflicts with Holy Roman Empire</b> strained resources.</li> </ul>
<b>Level 5 (13–15 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	<b>Grounds for disagreeing include:</b> <b>Harald Bluetooth's successes:</b> <ul style="list-style-type: none"> <li>• Built up a legitimate, full Danish kingdom.</li> <li>• Revolutionary connecting up of that kingdom including bridge-building moving his capital.</li> <li>• Defending Denmark against German invasion and use of forts such as Trelleborg and the Danevirke ramparts.</li> <li>• Boldness in his Christianisation; being the first Viking king to publicly do so.</li> </ul>
<b>Level 4 (10–12 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	<b>Failures/ weaknesses of Cnut:</b> <ul style="list-style-type: none"> <li>• Cnut <b>initially just re-took what his father had taken</b> before him and maintained an empire not that different to that of his father or grandfather.</li> <li>• Unlike Harald, he <b>did not unite his kingdoms</b>, instead keeping them merely as separate 'possessions'.</li> </ul>
<b>Level 3 (7–9 marks)</b> Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
<b>Level 2 (4–6 marks)</b>	

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

Question 5* – 18 marks 'Cnut was a more successful king than Harald Bluetooth.' How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	<p><b>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.</b></p> <p><i>On one hand, Harald Bluetooth was actually a very successful king. In <b>unifying Denmark for the first time</b>, Harold was very forward-thinking in how he 'connected up' his kingdom. He <b>moved his capital to Roskilde and built the oldest known bridge in Scandinavia that facilitated travel</b> in the country. He defended his kingdom effectively through <b>forts such as that at Trelleborg</b>. This shows he was <b>successful because he secured and strengthened a new kingdom</b> for the Vikings.</i></p> <p><i>Harald was also a successful king in that he was able to <b>secure the future of Danish kings by committing to Christianity</b>. He was the first Viking king to do this, <b>Christianity becoming the official Danish religion, with baptisms and wedding becoming normal customs. Churches were built and priests were appointed</b>. This was a <b>great success because it meant there was less conflict</b> between the Vikings and other peoples in Europe.</i></p> <p><i>However, it could be argued that Cnut was also a very successful king. For example, <b>he conquered England in 1016</b> and developed an <b>Anglo-Scandinavian Empire that incorporated all of Denmark, Norway and England</b>, whilst also controlling parts of <b>Normandy, Scotland and the Scottish Islands</b>. This <b>shows he was successful in spreading Viking power and culture</b> beyond Scandinavia.</i></p> <p><i>Another way that Cnut was successful was that his <b>commitment to Christianity was more effective</b> than Bluetooth's. He built relations with the English Church and did <b>penance for historic Viking crimes</b> such as the killing of King Edmund in 869. He <b>also gave portions of land to monasteries</b>. This was <b>very successful because the Church recognised Cnut as the legitimate king</b> and the Pope accepted his faith as genuine. This level of acceptance never happened for Harald Bluetooth.</i></p> <p><i>Overall, I agree that Cnut was a more successful king than Harald Bluetooth. Harald may have been the first to unite and connect his kingdom, and the first to become a Christian, but Cnut made both the kingdom and Christianity more secure, being able to pass on a stable England and strong relations with the Church to his successors.</i></p>
Level 5 (13-15 marks)	<p><b>Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1), e.g.</b></p> <p><i>On one hand, Harald Bluetooth was actually a very successful king. In unifying Denmark for the first time, Harold was very forward-thinking in how he 'connected up' his kingdom. He moved his capital to Roskilde and built the oldest known bridge in Scandinavia that facilitated travel in the country. He defended his kingdom effectively through forts such as that at Trelleborg. This shows he was successful because he secured and strengthened a new kingdom for the Vikings.</i></p> <p><i>Harald was also a successful king in that he was able to secure the future of Danish kings by committing to Christianity. He was the first Viking king to do this, Christianity becoming the official Danish religion, with baptisms and wedding becoming normal customs. Churches were built and priests were appointed. This was a great success because it meant there was less conflict between the Vikings and other peoples in Europe.</i></p> <p><i>However, it could be argued that Cnut was also a very successful king. For example, he conquered England in 1016 and developed an Anglo-Scandinavian Empire that incorporated all of Denmark, Norway and England, whilst also controlling parts of Normandy, Scotland and the Scottish Islands. This shows he was successful in spreading Viking power and culture beyond Scandinavia.</i></p> <p><b>NOTE: FOR L5+, CANDIDATES MUST INCLUDE EXPLAINED POINTS ABOUT BOTH KINGS.</b></p>

Level 4 (10-12 marks)	<p><b>One sided argument, two explained points of support (2–0), e.g</b>  <i>I disagree. Harald Bluetooth was actually a very successful king. In unifying Denmark for the first time, Harold was very forward-thinking in how he ‘connected up’ his kingdom. He moved his capital to Roskilde and built the oldest known bridge in Scandinavia that facilitated travel in the country. He defended his kingdom effectively through forts such as that at Trelleborg. This shows he was successful because he secured and strengthened a new kingdom for the Vikings.</i></p> <p><i>Harald was also a successful king in that he was able to secure the future of Danish kings by committing to Christianity. He was the first Viking king to do this, Christianity becoming the official Danish religion, with baptisms and wedding becoming normal customs. Churches were built and priests were appointed. This was a great success because it meant there was less conflict between the Vikings and other peoples in Europe.</i></p> <p><b>Alternatively, balanced argument: one explained point on each side (1–1), e.g.</b>  <i>On one hand, Harald Bluetooth was actually a very successful king. In unifying Denmark for the first time, Harold was very forward-thinking in how he ‘connected up’ his kingdom. He moved his capital to Roskilde and built the oldest known bridge in Scandinavia that facilitated travel in the country. He defended his kingdom effectively through forts such as that at Trelleborg. This shows he was successful because he secured and strengthened a new kingdom for the Vikings.</i></p> <p><i>However, it could be argued that Cnut was also a very successful king. For example, he conquered England in 1016 and developed an Anglo-Scandinavian Empire that incorporated all of Denmark, Norway and England, whilst also controlling parts of Normandy, Scotland and the Scottish Islands. This shows he was successful in spreading Viking power and culture beyond Scandinavia.</i></p>
Level 3 (7-9 marks)	<p><b>One sided argument; one explained point of support (1–0), e.g.</b>  <i>I disagree. Harald Bluetooth was actually a very successful king. In unifying Denmark for the first time, Harold was very forward-thinking in how he ‘connected up’ his kingdom. He moved his capital to Roskilde and built the oldest known bridge in Scandinavia that facilitated travel in the country. He defended his kingdom effectively through forts such as that at Trelleborg. This shows he was successful because he secured and strengthened a new kingdom for the Vikings.</i></p> <p><b>Explained points must:</b></p> <ul style="list-style-type: none"> <li>• identify a valid claim/ argument</li> <li>• offer specific evidence to support the argument</li> <li>• show how their evidence answers the question</li> </ul>
Level 2 (4-6 marks)	<p><b>Identification of reason(s) to support/challenge which don’t meet criteria for an explained point, e.g.</b></p> <ul style="list-style-type: none"> <li>• No, I disagree because Harald was the first to connect his kingdom up effectively. (4) He built a bridge which is the oldest known bridge in Scandinavia. (5)</li> <li>• I agree because Cnut successfully conquered England in 1016. (4)</li> </ul> <p><b>1 identifications = 4-5 marks</b>  <b>2 identifications = 5-6 marks</b>  <b>3+ identifications = 6 marks</b></p> <p><b>Alternatively, description of relevant events in the reigns of Cnut or Harald, e.g.</b>  <i>In 1016 Cnut conquered England. (4) He ruthlessly executed Anglo-Saxon leaders. (5)</i></p>
Level 1 (1-3 marks)	<p><b>Valid but general assertion(s), e.g.</b>  <i>Cnut was more successful than Harald because he did not lose important battles and he had more land.</i></p>
0	<p><b>0 marks</b>          No response or no response worthy of credit.</p>

## Section B: Living under Nazi Rule 1933 - 1945

<b>Question 6 – 7 marks</b> <b>What can Source A tell us about Germany towards the end of the Second World War? Use the source and your own knowledge to support your answer.</b>	
<b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 2 marks</b> <b>AO3</b> Analyse sources (contemporary to the period). <b>Maximum 5 marks</b> <b>Please note that that while the weightings of AO1 to AO3 are equal in level 1, AO3 carries greater weight in level 2 and greater weight again in level 3.</b>	<b>Notes and guidance specific to the question set</b>  <i>Valid features that answers could identify include:</i> <ul style="list-style-type: none"> <li>• <i>Surface features (L1) – tells us women and children are defending Frankfurt; tells us that Frankfurt must be defended.</i></li> <li>• <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></li> <li>• <i>Inferences from the <b>source's purpose</b> (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></li> </ul> <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 <b>helpful</b> 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>
<b>Level 3 (6–7 marks)</b>  The response shows knowledge and understanding of relevant key features and characteristics (AO1). Shows strong awareness of how sources can be used critically and constructively by e.g. considering the limitations and/or benefits of the source, using wider contextual knowledge to confirm, challenge or raise questions about what the source says or shows to analyse the source to identify a wide range of features that relate to the focus of the question; some of which may be inferred rather than directly stated in the source (AO3).	
<b>Level 2 (3–5 marks)</b>  The response shows knowledge and understanding of relevant key features and characteristics (AO1). Shows some awareness of how sources can be used critically and constructively by e.g. considering the limitations and/or benefits of the source, using wider contextual knowledge to confirm, challenge or raise questions about what the source says or shows to analyse the source to identify some features that relate to the focus of the question; some of which may be inferred rather than directly stated in the source (AO3).	
<b>Level 1 (1–2 marks)</b>  The response shows knowledge of features and characteristics (AO1). Analyses the source to identify at least one feature that relates to the focus of the question; this may be inferred rather than directly stated in the source (AO3).	
<b>0 marks</b>  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 <b>purpose</b> reveals <b>low morale/ falling support for the war effort</b>, e.g.</p> <ul style="list-style-type: none"> <li>This poster is trying to get German people in Frankfurt <b>to rally behind the war effort</b> and get ready to defend Frankfurt from the Allies. We can see this because the poster shows a <b>German family looking determined and holding the Nazi flag</b> whilst the city crumbles around them. They look grim but ready to fight. The fact that the Nazis have published this poster <b>tells us that the German people's morale required boosting</b> as Germany was losing the war. <b>(7)</b></li> <li>The source reveals that the <b>Nazis were very clearly worried about falling support for the war</b> amongst German people. That's why they have published this poster, to attempt to <b>rally the population</b> to put up a final defence against the Allied armies. <b>(6)</b></li> </ul> <p>NOTE 1: <b>Both green elements (falling support for war + purpose)</b> need to be present for this level, i.e. candidate has examined the purpose of the source and <b>from this</b> has deduced falling support. JUST saying 'The purpose of this source is ...' = L1.</p> <p>NOTE 2: valid <b>source</b> support = 7 marks, no valid <b>source</b> 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"> <li>It tells us that <b>Germany is losing the war</b>. <b>(3)</b></li> <li>It tells us that Germany/ the German people <b>are desperate</b>. <b>(3)</b></li> <li>The source tells us that the <b>Nazis will not tolerate any kind of surrender and are determined to defend to the death</b>. <b>(3)</b></li> <li>It tells us that <b>Frankfurt is under attack</b>. We can see the family standing with rubble from destroyed buildings at their feet, ready to defend the city. <b>(4)</b></li> <li>It tells us <b>the Nazis are ordering ordinary citizens to defend the cities against the Allied troops</b> now. <b>(3)</b> 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. <b>(5)</b></li> </ul> <p><b>NOTE: The source tells us that CIVILIANS/ ORDINARY PEOPLE are defending Frankfurt/ the cities/ Germany: = L2, 3 marks MAX (supported or unsupported)</b></p> <p>NOTES:</p> <ul style="list-style-type: none"> <li>Valid inference(s) with no <b>relevant</b> support from the <b>source</b> = 3 marks. <b>(Source detail must be linked to the inference)</b></li> <li>One supported inference = 4–5 marks</li> <li>One supported inference + 2nd inference (supported or unsupported) = 5 marks</li> </ul>
Level 1 (1–2 marks)	<p>Lifts surface detail from source or provenance to address question <b>(2 marks)</b>, e.g.</p> <ul style="list-style-type: none"> <li>The source tells us that <b>women and children</b> are defending Frankfurt. <b>(see note above about 'civilians'/ 'ordinary people')</b></li> <li>It tells us that Frankfurt must be defended/ was important to defend.</li> </ul> <p>Alternatively, makes valid but general assertion(s) <b>(1 mark)</b>, e.g.</p> <ul style="list-style-type: none"> <li>The source tells us about how the war was going in Frankfurt.</li> <li>The source tells us the Nazis were using propaganda in Frankfurt.</li> </ul> <p>OR Describes/ comments on the source/ provenance without addressing the Q of what it tells us about Germany towards the end of WWII <b>(1 mark)</b>, e.g.</p> <ul style="list-style-type: none"> <li>The purpose of the source is to get people to defend Frankfurt.</li> <li>The source shows a family standing holding the Nazi flag in Frankfurt.</li> </ul>

0 marks	0 marks No response or no response worthy of credit.
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<b>Question 7 – 15 marks</b> <b>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.</b>	
<b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b>  <b>AO3</b> Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. <b>Maximum 5 marks</b>  <b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. <b>Maximum 5 marks</b>  <b>Please note that while the descriptors for AO3 and AO4 are given separately in the levels, the analysis and evaluation of sources and interpretations may be combined in responses.</b>	<i>Analysis of the sources and interpretation could identify features such as:</i>  <b>Surface features of sources, e.g.</b> <ul style="list-style-type: none"> <li><b>B</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.</li> <li><b>C</b> 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.</li> <li><b>D</b> is useful because we can see that the Nazis are controlling people by putting them in 'education camps'.</li> </ul>
<b>Level 5 (13–15 marks)</b>  Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the usefulness of the source(s) in relation to the issue in the question (AO3). Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences etc.). Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).	<b>Inferences from the content of the sources, e.g.</b> <ul style="list-style-type: none"> <li><b>B</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.</li> <li><b>C</b> 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.</li> <li><b>D</b> 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.</li> </ul>
<b>Level 4 (10–12 marks)</b>  Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the usefulness of the source(s) in relation to the issue in the question (AO3). Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).	<b>Sophisticated inferences, e.g.</b> <ul style="list-style-type: none"> <li><b>C</b> is useful for revealing how the Nazis have achieved <b>total/ widespread</b> control of the press/ local communities, right down to the tiniest local newspapers.</li> <li><b>D</b> is useful as evidence of how the Nazis controlled the population through <b>publicising</b> their use of concentration camps as a threat to make people conform.</li> </ul>
<b>Level 3 (7–9 marks)</b>  Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1).	



<p>Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the usefulness of the source(s) in relation to the issue in the question (AO3).</p> <p>Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).</p>	<p><i>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> <ul style="list-style-type: none"> <li><i>Responses which comment on features of extract(s) which make them particularly interesting or useful to historians rather than seeing them as limitations could include – see comments above.</i></li> <li><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. 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></li> </ul> <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><i>No reward can be given for raising concerns over the limitations unless this is explicitly used to help to say how it affects usefulness for the context given. Evaluation of usefulness may also involve making valid substantiated suggestions of other lines of enquiry for which the collection may be useful, but the focus given in the question must also be addressed.</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p> <p><b>NOTE:</b></p> <ul style="list-style-type: none"> <li><b>Comments on sources which are not linked to 'Nazi control of Germany in 1933' will be marked at L1.</b></li> </ul>
<p><b>Level 2 (4–6 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1).</p> <p>Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Gives a basic evaluation with some limited explanation of ideas and a loosely supported judgment about usefulness of the source(s) in relation to the issue in the question (AO3).</p> <p>Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Gives a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).</p>	
<p><b>Level 1 (1–3 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period (AO1).</p> <p>Analyses the source(s) to identify features appropriate to the question e.g. by considering specific details, provenance, making valid inferences, making appropriate cross-references or identifying significant themes that they have in common.(AO3)</p> <p>Analyses the interpretation(s) to identify features appropriate to the question e.g. by considering specific details, provenance, making valid inferences, making appropriate cross-references or identifying significant themes that they have in common.(AO4)</p> <p>There is either no attempt to evaluate and reach a judgment about usefulness of the interpretation(s) and the source(s) in relation to the issue in the question, or there is an assertion but this lacks any support or historical validity</p>	
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	

<p>Question 7 – 15 marks</p> <p>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.</p>	
Guidance and indicative content	
<p>Level 5 (13-15 marks)</p>	<p><b>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)</b></p> <p><i>Two x Level 4 examples below (must be from 2 different sources/ interpretations).</i></p> <p><b>OR</b></p> <p><b>A very clear explanation of how D is useful evidence of how the Nazis attempted control by publicising their camps, e.g.</b>  <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><b>OR</b></p> <p><b>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.</b>  <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><b>NOTE 1: 'Very clear explanations' must make use of the source – place unsupported inferences in L3.</b>  <b>NOTE 2: (in relation to the 'OR' answers above): Answers with no valid comment on any other source (content or inference) = 13 marks.</b>  <b>NOTE 3: Place responses which make exactly the SAME inference about the control of the press from C and D in L4.</b></p>
<p>Level 4 (10-12 marks)</p>	<p><b>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.</b></p> <p><b>Interpretation B</b></p> <ul style="list-style-type: none"> <li><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></li> <li><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></li> </ul> <p><b>Source C</b></p> <ul style="list-style-type: none"> <li><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></li> <li><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></li> </ul> <p><b>Source D</b></p> <ul style="list-style-type: none"> <li><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></li> <li><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></li> </ul>

Level 3 (7-9 marks)	<p>Valid but <b>unsupported inference(s)</b> from content to explain why one or more of B, C, D are <b>useful</b> as evidence <b>about Nazi control</b> of Germany, e.g.</p> <ul style="list-style-type: none"> <li>• Interpretation B is useful for showing that eventually Nazis won control of the population by wearing down their opponents.</li> <li>• Interpretation B is useful because it suggests you couldn't get employment if you opposed the Nazis, so this was a method of control.</li> <li>• Source D is useful for showing that the Nazis were sending their opponents to concentration camps.</li> </ul> <p>OR <b>uses specific contextual knowledge</b> to argue that one or more of B, C or D are <b>useful or not useful</b> because they are <b>(un)reliable</b>, e.g.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>NOTE:</b>  <b>1 source/ interpretation = 7–8 marks</b>  <b>2 or more = 8–9 marks</b></p>
Level 2 (4-6 marks)	<p>Uses <b>surface features or extracts</b> to argue source(s) are <b>useful</b> about Nazi control of Germany, e.g.</p> <ul style="list-style-type: none"> <li>• B is useful for showing the Nazis controlled people by searching their houses and using the Gestapo to question them. <b>(5)</b></li> <li>• 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'. <b>(5)</b></li> <li>• 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. <b>(6)</b></li> </ul> <p><b>NOTE:</b>  <b>1 source/ interpretation = 5 marks</b>  <b>2 or more = 6 marks</b></p> <p>OR argues <b>useful or not useful</b> on the basis of <b>undeveloped provenance (4 marks)</b>, e.g.</p> <ul style="list-style-type: none"> <li>• B was based on an interview decades after the event so I don't think it's very useful.</li> <li>• D is just Nazi propaganda and therefore not useful because it will not tell the truth.</li> </ul>
Level 1 (1–3 marks)	<p>Valid but general assertion(s) <b>(1 mark)</b>, e.g.</p> <ul style="list-style-type: none"> <li>• I think B is useful because it tells us about all the different ways the Nazis used to control people.</li> <li>• Source C/D shows how the Nazis used propaganda to control people.</li> </ul> <p>OR Descriptions of / comments on the sources/ source provenances <b>(1–3 marks)</b> e.g.</p> <ul style="list-style-type: none"> <li>• D shows lots of men all lined up in rows for their roll call at the education camp.</li> <li>• The purpose of Source D is to advertise the camps.</li> <li>• Source C shows that Jewish people were treated badly. The Nazis are telling people to boycott Jewish shops and doctors. <b>[MARK COMMENTS ON TREATMENT OF JEWISH PEOPLE FROM SOURCE C AT L1]</b></li> <li>• Source D is deceiving people, trying to make it look like the camps are nice places. <b>[MARK UNDEVELOPED COMMENTS ON SOURCE D AT L1]</b></li> </ul> <p><b>NOTE: Comments at this level may not be explicitly related to Nazi control of Germany</b></p> <p>Alternatively, argues <b>not useful</b> because of <b>what information the source(s) do not contain, (1 mark)</b> 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"> <li>L1 if comment not linked to control.</li> </ul>	<ul style="list-style-type: none"> <li>Use of SS / Gestapo to control.</li> <li>Gestapo/ SS searched houses and questioned people.</li> </ul>	<ul style="list-style-type: none"> <li>Shows control by <b>monitoring / surveillance / intimidation</b></li> <li>Shows Nazi methods of control were <b>successful</b>.</li> <li>Shows how <b>important</b> control was to Nazis.</li> <li>Use of <b>employment</b> to control</li> <li>Control by <b>wearing down</b> opponents.</li> </ul>	
C	<ul style="list-style-type: none"> <li>L1 if comment not linked to control.</li> <li>Controlled by propaganda</li> <li>Comments relating to treatment of Jews.</li> </ul>	<ul style="list-style-type: none"> <li>Nazis controlled by ordering people to follow their demands.</li> <li>Nazis controlled by publishing instructions in local newspapers.</li> </ul>	<ul style="list-style-type: none"> <li>Nazis controlled by <b>pressurising</b> people [/ using propaganda to pressurise people] <b>to go along</b> with actions.</li> <li>Control of <b>press</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Control of local communities /press <b>was total/ widespread ... even right down to the smallest village</b></li> </ul>
D	<ul style="list-style-type: none"> <li>L1 if comment not linked to control.</li> <li>Controlled by propaganda</li> <li>Nazis trying to make it look like camps are nice places/ 'deceiving' people.</li> </ul>	<ul style="list-style-type: none"> <li>Nazis put people into <b>'education camps'</b> to control them.</li> <li>Nazis used <b>'camps'</b> as a means of control.</li> </ul>	<ul style="list-style-type: none"> <li>Nazis control by <b>punishing opponents</b> in concentration camps.</li> <li>Nazis <b>used concentration camps</b> to control people.</li> <li>Nazis controlled the <b>press</b>.</li> <li>Nazis <b>threaten</b> people with camps <i>[without the 'very clear explanation' of publicising them]</i></li> </ul>	<ul style="list-style-type: none"> <li>Nazis controlled by <b>publicising</b> their camps as <b>a threat / warning</b>.</li> </ul>

<b>Question 8* – 18 marks</b> <b>'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.</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>	<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><b>Grounds for agreeing may include:</b></p> <ul style="list-style-type: none"> <li>the passing of the <b>Emergency Decree</b> 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)</li> <li>the passing of the <b>Enabling Act</b> (gave emergency powers to the government for four years and meant Hitler could pass decrees without the Reichstag, e.g. banning Trades Unions)</li> <li>the passing of the <b>Civil Service Act</b> (removed anti-Nazi and 'non-Aryan' civil service, which ensured that the Nazis had control of the people who carried out government work)</li> <li>the passing of the <b>Act to Ban New Parties</b> prevented organised opposition from left-wing groups like the Social Democrats</li> <li>the passing of the <b>Act for the Reconstruction of the State</b> (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)</li> <li>the passing of the <b>Act to set up the People's Court</b> (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)</li> <li>the passing of the <b>Act Concerning the Head of State</b> following the death of Hindenburg (merged posts of Chancellor and President and set Hitler up as the 'Fuhrer')</li> </ul>
<b>Level 6 (16–18 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	
<b>Level 5 (13–15 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	
<b>Level 4 (10–12 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	
<b>Level 3 (7–9 marks)</b> Demonstrates sound knowledge of key features and characteristics of 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>	
<b>Level 2 (4–6 marks)</b> Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	

<p><b>Level 1 (1–3 marks)</b>          Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2).  <i>The information is communicated in a basic/unstructured way.</i></p>	<p><b>Grounds for disagreeing may include:</b>  <i>Other actions were arguably just as important or more important, e.g.</i></p> <ul style="list-style-type: none"> <li>• use of <b>violence and terror</b> (e.g. use of <b>SA and SS</b> in order to pass the Enabling Act; <b>SA and SS</b> murdered up to 600 in 1933; by October, over 100,000 had been arrested; <b>Dachau</b> set up March 1933; 91 died in <b>Kopenick 'Week of Blood'</b> – all created an atmosphere of fear and intimidation, and made opposition less likely)</li> <li>• process of <b>Gleichschaltung</b> (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);</li> <li>• on the <b>'Night of the Long Knives'</b>, 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.</li> <li>• <b>Taking advantage of events</b>, e.g. Reichstag Fire, death of Hindenburg.</li> </ul> <p><b>NOTE: Do not accept:</b></p> <ul style="list-style-type: none"> <li>• arguments relating to how Hitler became Chancellor</li> <li>• arguments clearly related to how Nazis controlled/ gained support (e.g. general 'propaganda') as opposed to how Hitler gained 'total power'.</li> </ul>
<p><b>0 marks</b>          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><b>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.</b></p> <p><i>I agree because the passing of laws such as the <b>Emergency Decree</b> 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 <b>suspended civil rights</b>. More <b>than 4,000 Communists were arrested</b>, including over <b>100 Reichstag Deputies</b>. This <b>helped Hitler to take total control by wiping out his most vocal opponents and preventing them from voting against him</b> in the Reichstag.</i></p> <p><i>Furthermore, the passing of the <b>Enabling Act in March 1933</b> was also important. Under intimidation from the SS and SA, who <b>surrounded the Opera House</b> where the vote took place, the Enabling Act was passed by 441 votes to 94. This <b>enabled Hitler to take total control of Germany because</b> it gave emergency powers to the government and <b>meant Hitler could pass decrees without the Reichstag</b>.</i></p> <p><i>However, I also think the use of <b>violence and intimidation</b> was important. For example, in 1933, <b>around 600 of the Nazis' opponents</b>, including Jewish people, Communists, and Social Democrats were <b>murdered</b>. By October, <b>over 100,000 had been arrested</b>. Many were imprisoned in <b>concentration camps like Dachau</b>, which opened in March 1933. This helped Hitler gain total power because it <b>created an atmosphere of fear and intimidation, and made opposition less likely</b>.</i></p> <p><i>Additionally, the Night of the Long Knives helped Hitler to gain total power by <b>securing the support of the German army</b>. 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 <b>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</b>.</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><b>Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1), e.g.</b></p> <p><i>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>

<b>Level 4 (10-12 marks)</b>	<p><b>One sided argument, two explained points of support (2-0), e.g.</b>  <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><b>Alternatively, balanced argument; one explained point on each side (1-1), e.g.</b>  <i>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.</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>
<b>Level 3 (7-9 marks)</b>	<p><b>One sided argument; one explained point of support (1-0), e.g.</b>  <i>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.</i></p> <p><b>Explained points must:</b></p> <ul style="list-style-type: none"> <li>• <b>identify a valid claim/ argument</b></li> <li>• <b>offer specific evidence to support the argument</b></li> <li>• <b>show how their evidence answers the question</b></li> </ul>
<b>Level 2 (4-6 marks)</b>	<p><b>Identification of reason(s) to support/challenge which don't meet criteria for an explained point, e.g.</b></p> <ul style="list-style-type: none"> <li>• Yes, the Enabling Act helped Hitler to eliminate challenges from the Reichstag. (4)</li> <li>• No, I think the Night of the Long Knives was more important. (4) Rohm and hundreds of others were murdered. (5)</li> </ul> <p><b>1 identifications = 4-5 marks</b>  <b>2 identifications = 5-6 marks</b>  <b>3+ identifications = 6 marks</b></p> <p><b>Alternatively, description of new laws or relevant events in this period, e.g.</b></p> <ul style="list-style-type: none"> <li>• 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)</li> </ul>
<b>Level 1 (1-3 marks)</b>	<p><b>Valid but general assertion(s), e.g.</b></p> <ul style="list-style-type: none"> <li>• Yes, the laws they passed were important because they gave Hitler more control over different areas of Germany.</li> <li>• No, I think it was more to do with creating fear.</li> </ul>
<b>0 marks</b>	



<b>Question 9* – 18 marks</b> <b>'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.</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>	<b>Notes and guidance specific to the question set</b> <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 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>
<b>Level 6 (16–18 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<b>Grounds for agreeing may include:</b> <ul style="list-style-type: none"> <li>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.</li> <li>use of Einsatzgruppen led to changes in the 'psychology' of the Nazis (cumulative radicalisation).</li> </ul>
<b>Level 5 (13–15 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	<b>Grounds for disagreeing may include:</b> other developments in anti-Jewish policies were more important, e.g. <ul style="list-style-type: none"> <li><b>1935 Nuremberg Laws</b> were an important turning point as they stripped Jewish people of their citizenship rights in Germany.</li> <li>A similar point may be made about <b>subsequent anti-Jewish legislation</b> which increased discrimination/ persecution and made life extremely difficult, both socially and economically – 282,000 chose to emigrate</li> <li>the <b>November Pogrom / Kristallnacht</b> 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</li> <li>the <b>move to ghettos</b> 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</li> <li>the <b>development of the 'Final Solution'</b> (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.</li> </ul>
<b>Level 4 (10–12 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	<b>NOTE: Do not accept anti-Jewish policy which is pre-1935, e.g.</b> <ul style="list-style-type: none"> <li>April Boycott</li> <li>Act for the Restoration of the Professional Civil Service (Jewish people couldn't serve as teachers, judges, university lecturers)</li> <li>Jewish lawyers/ judges banned from office</li> <li>Jewish people excluded from sports &amp; gymnastics clubs, choirs, etc.</li> <li>'Race Studies' becomes part of school syllabus</li> </ul>
<b>Level 3 (7–9 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show some	

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

Question 9* – 18 marks	
‘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><b>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.</b></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 <b>mobile killing units, Einsatzgruppen</b>, behind the German army as it moved through Soviet territory. They <b>rounded up Jewish people, took them to secluded areas</b> and forced the victims to dig large pits before <b>shooting them</b>. This was a <b>hugely important turning point as it saw the beginning of the organised mass murder of Jewish people</b>. 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 <b>Nuremburg Laws of 1935</b> introduced a range of antisemitic legislation, such as banning marriage between Jewish people and non-Jewish people, <b>stripping Jews of German citizenship</b> and not allowing Jewish people to vote. This was an <b>important turning point because it took away all of the legal rights</b> the German Jews had as Germans. Anti-Jewish laws like this (and the laws which followed) <b>made life so unbearable</b> that thousands of people chose to emigrate.</i></p> <p><i>Furthermore, the use of <b>ghettos</b> 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 <b>Warsaw Ghetto, where 445,000 Jewish people were cramped together in terrible conditions</b>. This was a key turning point <b>as it signaled an attempt to physically separate the Jewish population in terrible conditions</b> – 140,000 people died in three years in the Warsaw ghetto.</i></p> <p><i>Lastly, it could be argued that the <b>development of the ‘Final Solution’</b> 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 <b>establishment of the death camps such as Chelmno and Sobibor</b>. 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 <b>significant development as the Nazis were able to carry out mass murder on an enormous scale</b>: 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><b>Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1), e.g.</b></p> <p><i>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 marks)	<p><b>One sided argument, two explained points of support (2–0), e.g.</b>  <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 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>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.</i></p> <p><b>Alternatively, balanced argument; one explained point on each side (1–1), e.g.</b>  <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>
Level 3 (7-9 marks)	<p><b>One sided argument; one explained point of support (1–0), e.g.</b>  <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><b>Explained points must:</b></p> <ul style="list-style-type: none"> <li>• identify a valid claim/ argument</li> <li>• offer specific evidence to support the argument</li> <li>• show how their evidence answers the question <b>[i.e. for turning point, a change/ impact/ consequence must be identified]</b></li> </ul>
Level 2 (4-6 marks)	<p><b>Identification of reason(s) to support/challenge which don’t meet criteria for an explained point, e.g.</b></p> <ul style="list-style-type: none"> <li>• Yes, I agree because the Einsatzgruppen killed over two million people. (4)</li> <li>• No, the death camps like Auschwitz were more important. (4) Millions were killed in gas chambers. (5)</li> </ul> <p><b>1 identifications = 4-5 marks</b>  <b>2 identifications = 5-6 marks</b>  <b>3+ identifications = 6 marks</b></p> <p><b>Alternatively, description of Einsatzgruppen/ other anti-Jewish policies / related events, e.g.</b></p> <ul style="list-style-type: none"> <li>• 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)</li> </ul>
Level 1 (1-3 marks)	<p><b>Valid but general assertion(s), e.g.</b></p> <ul style="list-style-type: none"> <li>• Yes, the Einsatzgruppen did terrible things.</li> <li>• No, laws were just as important.</li> </ul>

0 marks	
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