

GCSE (9-1)

History B Schools History Project

J411/36: The Mughal Empire, 1526-1707 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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MARKING INSTRUCTIONS**PREPARATION FOR MARKING****RM ASSESSOR**

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

MARKING

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

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor,

which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Contradictory Responses

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

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

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

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

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

Longer Answer Questions (requiring a developed response)

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

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

Award Zero '0' if:













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

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

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*
10. For answers marked by levels of response:
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following

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

11. Annotations

<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.

Section A: The Mughal Empire, 1526–1707

Question 1 – 3 marks	
<p>(a) Name one achievement of Nur Jahan.</p> <p>(b) Give one example of a military campaign fought by Shah Jahan.</p> <p>(c) Give one example of Aurangzeb's religious piety.</p>	
Guidance	Indicative content
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<p><i>For 1(a), likely valid responses include poetry; jewellery design; hunting; advising Jahangir; outwitted Mahabat Khan; organised rescue from Mahabat Khan; recognised on currency.</i></p> <p><i>For 1(b), likely valid responses include: Ahmednagar; Hugli; Bundelkhand; Bijaapur / Baltitan / Sindh / Balkh and Kandahar.</i></p> <p><i>For 1(c) likely valid responses include: abstained from drinking, drugs, etc; removed holy words (from Qur'an) from coins so that they weren't tarnished; use of muhtasibs; protection of Hindus.</i> <i>Accept examples of strict religious policy, e.g. taxing Hindus.</i></p> <p>Any other historically valid response is acceptable and should be credited.</p>
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	

Question 2 – 9 marks Write a clear and organised summary that analyses Aurangzeb's military campaigns. Support your summary with examples.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 3 marks	Notes and guidance specific to the question set
Level 3 (7–9 marks) Demonstrates a well-selected range of valid knowledge of characteristic features that are fully relevant to the question, in ways that show secure understanding of them (AO1). The way the summary is organised shows sustained logical coherence, demonstrating clear use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	<p><i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i></p> <p><i>Answers could consider aspects of one or more of the following:</i></p> <p>Causation – reasons for military campaigns (e.g. impact of religious policies; 'grow or die' policy; condition of peasantry who joined revolts; breakdown of truce with Shivaji/ treatment of Shivaji).</p> <p>Causation – reasons for their success/ failure (e.g. Aurangzeb tricking Rajputs into abandoning Akbar; Marathas' guerrilla tactics)</p> <p>Consequence (e.g. impact of the campaigns/ tactics, such as the weakening of the Empire)</p>
Level 2 (4–6 marks) Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1). The way the summary is organised shows some logical coherence, demonstrating use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	<p>Diversity (e.g. success, e.g. putting down of Rajput rebellion, conquering/ annexation of Gond states; addition of Bijapur, Golconda and Karnataka VS failure, e.g. inability to defeat Marathas)</p>
Level 1 (1–3 marks) Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1). The summary shows a very basic logical coherence, demonstrating limited use of at least one second order concept in attempting to find connections and to provide a logical chain of reasoning to summarise the historical situation in the question (AO2).	<p><i>Answers may show understanding of second order concepts such as cause and consequences; significance; diversity</i></p>
0 marks No response or no response worthy of credit.	<p><i>Please note that answers do not need to name the second order concepts being used to organise their answer, but the concepts do need to be apparent from the connections and chains of reasoning in the summary in order to meet the AO2 descriptors (see levels descriptors). No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>

Question 2–9 marks Write a clear and organised summary that analyses Aurangzeb's military campaigns. Support your summary with examples.	
Guidance and indicative content	
Level 3 (7–9 marks)	<p>Summary based on second order concept(s) with two or more valid supporting examples, e.g.</p> <p>[Diversity] <i>Some of Aurangzeb's military campaigns were successful. For example, in 1669, the Jat Revolt broke out near Deli. Aurangzeb led an army to crush the rebellion. He punished the leader by cutting all his limbs off in public.</i></p> <p><i>However, others were less successful. For example, he launched a campaign against the Marathas but could never fully defeat them. When the Mughals gained a Maratha fort it was usually via bribery and the Marathas re-gained them quickly. By 1705, Aurangzeb still had little control in the area. [THRESHOLD – 7 MARKS]</i></p> <p>[Causation/ consequence] <i>Aurangzeb's campaigns were partly caused by his religious policy. For instance, in 1669 he announced that Hindu temples would be demolished and in 1679 he imposed a Muslim ruler on the Hindu area of Marwar. These policies strained Muslim-Hindu relations and led to a Rajput rebellion. Aurangzeb sent his son, Akbar, to crush the rebels. After Akbar decided to join the rebels, Aurangzeb sewed deceit between Akbar and the Rajputs, who then abandoned Akbar.</i></p> <p><i>Another reason was the raids from the Marathas. They were Hindus in the South who didn't have much land, but employed guerrilla tactics, raiding towns and then retreating to the mountains on the west coast. These raids continued throughout Aurangzeb's reign, and in 1687, he launched a full-scale campaign against them in Karnataka. [9]</i></p>
Level 2 (4–6 marks)	<p>Summary based on a second order concept with one valid supporting example, e.g.</p> <p>[Consequence] <i>In some ways, Aurangzeb's military campaigns had a negative impact on the Empire's strength. For example, by 1707, Aurangzeb had conquered the Gond states, Bijapur, Golconda and most of Karnataka. This weakened the Empire as vast sums of money were spent fighting wars, and the empire overstretched itself, becoming more difficult to control. [5]</i></p>
Level 1 (1–3 marks)	<p>Lists/descriptions of campaigns/ conflicts/ relevant events with no clear organising concept, e.g.</p> <ul style="list-style-type: none"> Aurangzeb was involved in many military campaigns. For example, there was constant conflict with the Marathas in the South. In 1669, the Jat Revolt broke out near Delhi. By 1687, he had conquered Bijapur and Golconda. [3] The Marathas used guerrilla tactics against Aurangzeb, carrying out swift raids and then retreating. [2] <p>OR Statement(s) based on second order concept with no valid specific examples or development, e.g.</p> <ul style="list-style-type: none"> The military campaigns happened because Mughal emperors had a 'grow or die' policy. [1] Some of Aurangzeb's campaigns were successful and some ended in failure. [1]
0 marks	

Question 3 – 10 marks Why did Shah Jahan carry out major building projects during his reign (1627 – 1658)? Explain your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks	Notes and guidance specific to the question set
Level 5 (9–10 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show sophisticated understanding of one or more second order concepts in a fully sustained and very well-supported explanation (AO2).	<i>Explanations are most likely to show understanding of the second order concepts of causation and consequence but reward appropriate understanding of any other second order concept.</i> <i>Explanations could consider: to demonstrate piety/ Muslim faith (e.g. by building Taj Mahal and Great Mosque at Delhi); grief following death of Mumtaz Mahal (beauty and elegance of Taj Mahal); showing off prestige/ authority (size, cost and splendour of palace at Delhi and Taj Mahal); care for the people/ improving infrastructure (e.g. hospitals, roads, schools); personal cultural tastes (love for architecture and Persian design);</i>
Level 4 (7–8 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show strong understanding of one or more second order concepts in a sustained and well-supported explanation (AO2).	
Level 3 (5–6 marks) Demonstrates sound knowledge of key features and characteristics of the 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).	
Level 2 (3–4 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Uses these to show some understanding of one or more second order concepts in a loosely organised explanation (AO2).	
Level 1 (1–2 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Uses these to show some basic understanding of one or more second order concepts, although the overall response may lack structure and coherence (AO2).	
0 marks No response or no response worthy of credit.	

Question 3–10 marks Why did Shah Jahan carry out major building projects during his reign (1627 – 1658)? Explain your answer.	
Guidance and indicative content	
Level 5 (9–10 marks)	<p>Two or more reasons that Shah Jahan carried out major building projects identified and explained, e.g.</p> <p>One reason that Shah Jahan carried out building projects was to honour his wife, Mumtaz Jahan, when she died. She had died giving birth to her fourteenth child and Shah Jahan was beside himself with grief. This was why he built the Taj Mahal, as a mausoleum of stunning beauty, to express his love for her. This is why the Taj Mahal is so elegant, with its water channels, fountains and gardens representing gardens of paradise.</p> <p>Shah Jahan also built the new capital city at Delhi. This was mainly to show off his status and majesty. For example, he built a new palace there, which he wanted to be twice the size of any other palace in the Empire. It cost 6 million rupees, covered the area of 60 football pitches and included a marble throne. This elaborate and extravagant project shows that Shah Jahan carried out his building to promote his own image and status. [10]</p> <p>[Allow two different reasons for the same building project]</p>
Level 4 (7–8 marks)	<p>One reason that Shah Jahan carried out major building projects identified and explained, e.g.</p> <p>One reason was that he wanted to demonstrate his firm Muslim faith. For example, in Delhi, he ordered the construction of the largest mosque in the empire, the ‘Jama Masjid’. It included a school and a hospital. This shows how Shah Jahan was concerned with helping his people to show he was a devout Muslim.</p> <p>[THRESHOLD – 7 MARKS]</p> <p>Explained points must:</p> <ul style="list-style-type: none"> • identify a valid claim/ argument which is clearly directed at the question • offer specific evidence and show how it supports their argument
Level 3 (5–6 marks)	<p>Identification of valid, specific reason(s) which don’t meet criteria for an explained point, e.g.</p> <ul style="list-style-type: none"> • Shah Jahan built the Taj Mahal because he wanted to honour his wife, Mumtaz Mahal, when she died. • Shah Jahan carried out many building projects in order to show off his status and prestige / to display the empire’s wealth/extent/ power. • He built his Hall of Public Audience in Delhi in order to show he was in touch with the people. • He built a large mosque in Delhi in order to demonstrate his firm Muslim faith. • He carried out the projects because he was very interested in art and architecture. • He did this because he wanted to improve the country’s infrastructure. <p>NOTE: One L3 = 5–6 marks Two L3s = 6 marks</p>
Level 2 (3–4 marks)	<p>Describes examples of building projects/ related events, e.g.</p> <ul style="list-style-type: none"> • Shah Jahan’s most famous building is the Taj Mahal. (3) The Taj Mahal has four water channels with fountains, and a white marble tomb with a dome. (4) • The city of Delhi grew around his new palace and there were gardens and markets. (3) Delhi became a city of 400,000 people. (4)
Level 1 (1–2 marks)	<p>Valid but general assertion(s), e.g.</p> <ul style="list-style-type: none"> • He carried out building projects for religious reasons. • He did it because he could afford it. • For his wife.
0 marks	

Question 4* – 18 marks

‘Babur was an impressive leader and ruler in the period 1526 to 1530’. How far do you agree? Give reasons for your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	Notes and guidance specific to the question set
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<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 highest two levels answers must consider both reasons to support and reasons to challenge the statement.</i>
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers are most likely to show understanding of the second order concepts of significance, cause and consequence, but reward appropriate understanding of any other second order concept.</i>
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	<i>Grounds for agreeing include: Babur was a skilled military leader: (e.g. successful raids into Hindustan; decision to use/ practical use of matchlock muskets and cannons; tactical skill at Panipat – creation of a strong defensive position; use of coordinated cavalry and infantry attack; position in the centre to oversee the army; use of firepower and tactics to defeat the Rajput Confederacy); Babur’s cultural initiatives including his autobiography and library.</i>
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	<i>Grounds for disagreeing include: Babur’s excessive spending including the money spent on the court and developing gardens. Babur’s failures to develop an appropriate administration for his empire.</i>
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	
0 marks No response or no response worthy of credit.	

Question 4* – 18 marks 'Babur was an impressive leader and ruler in the period 1526 to 1530'. How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	<p>Balanced argument; two valid explained points on each side <u>OR</u> three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks , e.g.</p> <p><i>In some ways I do agree. Babur was an impressive leader as he used clever tactics to win the Battle of Panipat. For example, he created a strong defensive position by positioning his troops between the town and the river, and using buildings, ditches and barriers of fallen trees and 700 carts to prevent attack. This shows his impressive skills as a leader because he made it very difficult for enemy forces to do any serious damage to his army during battle, even though they were outnumbered.</i></p> <p><i>Babur was also impressive in the way he won support. For example, he stopped drinking wine to enhance his Muslim identity and thus won greater loyalty from his soldiers. Breaking up his gold and silver wine goblets and distributing the pieces to poor Muslims won him further support. This was very important as, in 1527, Babur's army faced the army of the Rajput Confederacy, a Hindu led army. By uniting his soldiers around a religious identity, Babur was able to defeat the Confederacy.</i></p> <p><i>However, Babur's spending on his court and gardens was excessive. The luxury came at a heavy price. At one point his officers had to return one third of their salaries. His spending was a problem because he was never able to create an efficient administration capable of uniting his empire and raising the money he needed..</i></p> <p><i>However, Babur was certainly an impressive ruler in how he fostered culture and knowledge. Babur built up a large library of rare books and precious manuscripts. Without this work, Akbar may not have been able to create the great library that existed in his time. Moreover, Babur contributed to literature himself, authoring the Baburnama. This is considered a great work of literature due to the honesty of the writing and the insights it gives into his military campaigns and political decisions.</i></p> <p><i>Babur, overall, was a more impressive leader than ruler. He was impressive on the battlefield and winning power. But once he had power, it is clear that his skills of organisation and administration were limited. He did have some impressive achievements in developing culture, but these were personal projects. Concentrating on these cultural projects prevented Babur from giving enough time to the administration of his empire.</i></p>
Level 5 (13-15 marks)	<p>Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1) e.g.</p> <p><i>In some ways I do agree. Babur was an impressive leader as he used clever tactics to win the Battle of Panipat. For example, he created a strong defensive position by positioning his troops between the town and the river, and using buildings, ditches and barriers of fallen trees and 700 carts to prevent attack. This shows his impressive skills as a leader because he made it very difficult for enemy forces to do any serious damage to his army during battle, even though they were outnumbered.</i></p> <p><i>Babur was also impressive in the way he won support. For example, he stopped drinking wine to enhance his Muslim identity and thus won greater loyalty from his soldiers. Breaking up his gold and silver wine goblets and distributing the pieces to poor Muslims won him further support. This was very important as, in 1527, Babur's army faced the army of the Rajput Confederacy, a Hindu led army. By uniting his soldiers around a religious identity, Babur was able to defeat the Confederacy.</i></p> <p><i>However, Babur's spending on his court and gardens was excessive. The luxury came at a heavy price. At one point his officers had to return one third of their salaries. His spending was a problem because he was never able to create an efficient administration capable of uniting his empire and raising the money he needed.</i></p>
Level 4 (10-12 marks)	<p>One sided argument, two explained points of support (2–0), e.g.</p>

	<p><i>I agree. Babur was an impressive leader as he used clever tactics to win the Battle of Panipat. For example, he created a strong defensive position by positioning his troops between the town and the river, and using buildings, ditches and barriers of fallen trees and 700 carts to prevent attack. This shows his impressive skills as a leader because he made it very difficult for enemy forces to do any serious damage to his army during battle, even though they were outnumbered.</i></p> <p><i>Babur was also impressive in the way he won loyal support. For example, he stopped drinking wine to enhance his Muslim identity and thus won greater loyalty from his soldiers. Breaking up his gold and silver wine goblets and distributing the pieces to poor Muslims won him further support. This was very important as, in 1527, Babur's army faced the army of the Rajput Confederacy, a Hindu led army. By uniting his soldiers around a religious identity, Babur was able to defeat the Confederacy.</i></p> <p>Alternatively, balanced argument; one explained point on each side (1–1), e.g. <i>In some ways I do agree. Babur was an impressive leader as he used clever tactics to win the Battle of Panipat. For example, he created a strong defensive position by positioning his troops between the town and the river, and using buildings, ditches and barriers of fallen trees and 700 carts to prevent attack. This shows his impressive skills as a leader because he made it very difficult for enemy forces to do any serious damage to his army during battle, even though they were outnumbered.</i></p> <p><i>However, Babur's spending on his court and gardens was excessive. The luxury came at a heavy price. At one point his officers had to return one third of their salaries. His spending was a problem because he was never able to create an efficient administration capable of uniting his empire and raising the money he needed..</i></p>
Level 3 (7-9 marks)	<p>One sided argument; one explained point of support (1–0), e.g.</p> <p><i>I agree. Babur was an impressive leader as he used clever tactics to win the Battle of Panipat. For example, he created a strong defensive position by positioning his troops between the town and the river, and using buildings, ditches and barriers of fallen trees and 700 carts to prevent attack. This shows his impressive skills as a leader because he made it very difficult for enemy forces to do any serious damage to his army during battle, even though they were outnumbered.</i></p> <p>Explained points must:</p> <ul style="list-style-type: none"> • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 2 (4-6 marks)	<p>Identification of reason(s) to support/challenge which don't meet criteria for an explained point, e.g.</p> <ul style="list-style-type: none"> • <i>I agree because he was won the Battle of Panipat. (4)</i> • <i>I disagree because spent a lot of money on his gardens and court. (4) They had running water, shade and scented flowers. (5)</i> <p>1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks</p> <p>Alternatively, description of relevant events. e.g. <i>Babur had been a heavy drinker but in 1527 he stopped drinking wine. (4) He broke up his silver and gold wine goblets to distribute the pieces to the poor. (5) He then told his men to swear on the Qur'an that they would fight as Islamic warriors. (6)</i></p>
Level 1 (1-3 marks)	<p>Valid but general assertion(s), e.g.</p> <ul style="list-style-type: none"> • <i>I agree because he had many victories.</i> • <i>I disagree because he wasted money.</i>

Question 5* – 18 marks 'All of Akbar's subjects benefited from his rule.' How far do you agree with this view of Akbar's reign (1556-1605)? Give reasons for your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	Notes and guidance specific to the question set
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<p><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 highest two levels answers must consider both reasons to support and reasons to challenge the statement.</i></p> <p><i>Answers are most likely to show understanding of the second order concepts of diversity, cause and consequence, but reward appropriate understanding of any other second order concept.</i></p> <p><i>Grounds for agreeing include: Akbar's non-Muslim subjects benefited from his religious tolerance (he financially supported Hindu temples and built a large hall for religious debates, opening these up to include Hindus, Jains, Christians, Jews and Zoroastrians, who all had access to the Emperor). Akbar recruited more mansabdars (nobles) to serve him. They were granted lands/gained power through being given administrative and military responsibilities.</i></p> <p><i>Grounds for disagreeing include: Akbar's open mind weakened the hold of Sunni leaders who were displeased with his toleration. He promoted Persian as the court language, which upset Sunni clerics who wanted Arabic to remain as the primary language: Akbar's rule did not benefit the Sunnis whose status and prominence was undermined. Akbar's reign also didn't benefit poorer people. His tax collection became a lot more efficient. He was taking between a third and a half of everything produced by the peasants.</i></p>
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	
0 marks No response or no response worthy of credit.	

Question 5* – 18 marks 'All of Akbar's subjects benefited from his rule.' How far do you agree with this view of Akbar's reign (1556-1605)? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	<p>Balanced argument; two valid explained points on each side <u>OR</u> three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks , e.g.</p> <p><i>It could be argued that Akbar's non-Muslim subjects benefited from his religious tolerance. For example, he financially supported Hindu temples. He also built a large hall for religious debates and opened these up to include Hindus, Jains, Christians, Jews and Zoroastrians. This meant that scholars and religious leaders from different faiths benefited from his rule because they all had access to the Emperor and could take part in religious discussions.</i></p> <p><i>However, Akbar's open mind weakened the hold of Sunni leaders who were displeased with his toleration. His religious debates were viewed with suspicion by Sunni clerics who feared that it might lead to conversions away from Islam. Akbar also promoted Persian as the court language, which upset Sunni clerics who wanted Arabic to remain as the primary language of scholarship. So Akbar's rule did not benefit the Sunnis whose status and prominence was undermined.</i></p> <p><i>Furthermore, Akbar recruited more mansabdars (nobles) to serve under him. Their number grew from around 40 to over 200 during his reign. They were granted lands gained from the Mughals' enemies. Alongside these men, Akbar also appointed mansabdars who gained power through being given administrative and military responsibilities across the Empire. So there were more educated people who gained from Akbar's reign through being given positions of wealth and power.</i></p> <p><i>However, Akbar's reign didn't benefit poorer people. Akbar's tax collection became a lot more efficient. His officials produced records for each village, listing the size of fields, which crops were grown, and what the yields were. Tax had to be collected at specific times and paid in cash. Although this increased Akbar's revenues, it meant that he was taking between a third and a half of everything produced by the peasants, causing much suffering for people across northern India.</i></p> <p><i>On the whole, historians of Mughal emperors have primarily focussed on Akbar's achievements in terms of his religious experiments and efficiency of administration. Although these policies were remarkable and helped to extend Mughal power, they actually benefited a very small number of people when compared to Indians in the majority of the population.</i></p>
Level 5 (13-15 marks)	<p>Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1) e.g.</p> <p><i>It could be argued that Akbar's non-Muslim subjects benefited from his religious tolerance. For example, he financially supported Hindu temples. He also built a large hall for religious debates and opened these up to include Hindus, Jains, Christians, Jews and Zoroastrians. This meant that scholars and religious leaders from different faiths benefited from his rule because they all had access to the Emperor and could take part in religious discussions.</i></p> <p><i>Furthermore, Akbar recruited more mansabdars (nobles) to serve under him. Their number grew from around 40 to over 200 during his reign. They were granted lands gained from the Mughals' enemies. Alongside these men, Akbar also appointed mansabdars who gained power through being given administrative and military responsibilities across the Empire. So there were more educated people who gained from Akbar's reign through being given positions of wealth and power.</i></p> <p><i>However, Akbar's reign didn't benefit poorer people. Akbar's tax collection became a lot more efficient. His officials produced records for each village, listing the size of fields, which crops were grown, and what the yields were. Tax had to be collected at specific times and paid in cash. Although this increased Akbar's revenues, it meant that he was taking between a third and a half of everything produced by the peasants, causing much suffering for people across northern India.</i></p>
Level 4 (10-12 marks)	<p>One sided argument, two explained points of support (2–0), e.g.</p>

	<p><i>I agree. Akbar's non-Muslim subjects benefited from his religious tolerance. For example, he financially supported Hindu temples. He also built a large hall for religious debates and opened these up to include Hindus, Jains, Christians, Jews and Zoroastrians. This meant that scholars and religious leaders from different faiths benefited from his rule because they all had access to the Emperor and could take part in religious discussions.</i></p> <p><i>Furthermore, Akbar recruited more mansabdars (nobles) to serve under him. Their number grew from around 40 to over 200 during his reign. They were granted lands gained from the Mughals' enemies. Alongside these men, Akbar also appointed mansabdars who gained power through being given administrative and military responsibilities across the empire. So there were more educated people who gained from Akbar's reign through being given positions of wealth and power.</i></p> <p>Alternatively, balanced argument; one explained point on each side (1–1), e.g. <i>It could be argued that Akbar's non-Muslim subjects benefited from his religious tolerance. For example, he financially supported Hindu temples. He also built a large hall for religious debates and opened these up to include Hindus, Jains, Christians, Jews and Zoroastrians. This meant that scholars and religious leaders from different faiths benefited from his rule because they all had access to the Emperor and could take part in religious discussions.</i></p> <p><i>However, Akbar's reign didn't benefit poorer people. Akbar's tax collection became a lot more efficient. His officials produced records for each village, listing the size of fields, which crops were grown, and what the yields were. Tax had to be collected at specific times and paid in cash. Although this increased Akbar's revenues, it meant that he was taking between a third and a half of everything produced by the peasants, causing much suffering for people across northern India.</i></p>
Level 3 (7-9 marks)	<p>One sided argument; one explained point of support (1–0), e.g. <i>I agree. Akbar's non-Muslim subjects benefited from his religious tolerance. For example, he financially supported Hindu temples. He also built a large hall for religious debates and opened these up to include Hindus, Jains, Christians, Jews and Zoroastrians. This meant that scholars and religious leaders from different faiths benefited from his rule because they all had access to the Emperor and could take part in religious discussions.</i></p> <p>Explained points must:</p> <ul style="list-style-type: none"> • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 2 (4-6 marks)	<p>Identification of reason(s) to support/challenge which don't meet criteria for an explained point, e.g.</p> <ul style="list-style-type: none"> • Yes, I agree because his increased efficiency in tax collection. (4) His officials produced records for each village. (5) • No, I disagree because peasants and craftsmen lost out because they had to pay more in taxes. (4) <p>1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks</p> <p>Alternatively, description of relevant events, e.g. <i>Akbar extended the Empire to include Sindh, Gujarat and Bengal. (4) He developed systems of tax collection. (5) he was very tolerant of other religions. (6)</i></p>
Level 1 (1-3 marks)	<p>Valid but general assertion(s), e.g. <i>No, peasants didn't benefit from most of his policies.</i></p>

Section B: Living under Nazi Rule 1933 - 1945

Question 6 – 7 marks What can Source A tell us about Germany towards the end of the Second World War? Use the source and your own knowledge to support your answer.	
Levels	Notes and guidance specific to the question set
<p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 2 marks</p> <p>AO3 Analyse sources (contemporary to the period). Maximum 5 marks</p> <p>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.</p>	<p><i>Valid features that answers could identify include:</i></p> <ul style="list-style-type: none"> <i>Surface features (L1) – tells us women and children are defending Frankfurt; tells us that Frankfurt must be defended.</i> <i>Inferences from the source's content (L2) – tells us that Germany is losing the war; that Frankfurt is under attack; that the Nazis are ordering ordinary citizens to defend the cities against the Allied troops; that the Nazis will not tolerate any kind of surrender and are determined to defend to the death.</i> <i>Inferences from the source's purpose (L3): The fact that the Nazis have published this poster tells us that the German people's morale required boosting as Germany was losing the war; tells us that the Nazis were very clearly worried about falling support for the war amongst German people.</i> <p><i>There is no requirement to mention any possible limitations of the source. Candidates will be credited for recognising features of the source such as its production or tone and explaining how these are helpful to historians.</i></p> <p><i>No reward can be given for raising concerns over the limitations of the source unless this is explicitly used to help to say what the source "can tell us" in relation to the focus of the question.</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>
<p>Level 3 (6–7 marks)</p> <p>The response shows knowledge and understanding of relevant key features and characteristics (AO1). Shows strong awareness of how sources can be used critically and constructively by e.g. considering the limitations and/or benefits of the source, using wider contextual knowledge to confirm, challenge or raise questions about what the source says or shows to analyse the source to identify a wide range of features that relate to the focus of the question; some of which may be inferred rather than directly stated in the source (AO3).</p>	
<p>Level 2 (3–5 marks)</p> <p>The response shows knowledge and understanding of relevant key features and characteristics (AO1). Shows some awareness of how sources can be used critically and constructively by e.g. considering the limitations and/or benefits of the source, using wider contextual knowledge to confirm, challenge or raise questions about what the source says or shows to analyse the source to identify some features that relate to the focus of the question; some of which may be inferred rather than directly stated in the source (AO3).</p>	
<p>Level 1 (1–2 marks)</p> <p>The response shows knowledge of features and characteristics (AO1). Analyses the source to identify at least one feature that relates to the focus of the question; this may be inferred rather than directly stated in the source (AO3).</p>	
<p>0 marks</p> <p>No response or no response worthy of credit.</p>	

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

0 marks	0 marks No response or no response worthy of credit.
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Question 7 – 15 marks How useful are Interpretation B and Sources C and D for a historian Nazi control of Germany in 1933? In your answer, refer to the two sources and the interpretation as well as your own knowledge.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. Maximum 5 marks AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. Maximum 5 marks Please note that while the descriptors for AO3 and AO4 are given separately in the levels, the analysis and evaluation of sources and interpretations may be combined in responses.	<p><i>Analysis of the sources and interpretation could identify features such as:</i></p> <p>Surface features of sources, e.g.</p> <ul style="list-style-type: none"> <i>B is useful for showing the Nazis controlled people by searching their houses and questioning them; B is useful for showing use of Gestapo and SS.</i> <i>C is useful because it shows how the Nazis were ordering people to follow their commands, e.g. about boycott; C is useful as it shows the local newspapers published Nazi instructions such as what must happen during the boycott of Jewish businesses.</i> <i>D is useful because we can see that the Nazis are controlling people by putting them in 'education camps'.</i> <p>Inferences from the content of the sources, e.g.</p> <ul style="list-style-type: none"> <i>B is useful for showing how the Nazis/ Gestapo/ SS monitored people/ used surveillance / used intimidation to control people; useful for showing methods were successful/ that eventually Nazis won control of the population by wearing down their opponents; B is useful for showing how important control / compliance was to the Nazis – they keep monitoring Schulze even when it's clear he gives up political activity; B is useful because it suggests you couldn't get employment if you opposed the Nazis, so this was a method of control.</i> <i>C is useful for showing how the Nazis controlled people by pressurising them to go along with their anti-Semitic actions; shows they controlled the press.</i> <i>D is useful for showing that the Nazis were sending their opponents to concentration camps; D is useful for revealing how the Nazis have achieved control of the press; shows Nazis are threatening people with camps.</i> <p>Sophisticated inferences, e.g.</p> <ul style="list-style-type: none"> <i>C is useful for revealing how the Nazis have achieved total/ widespread control of the press/ local communities, right down to the tiniest local newspapers.</i> <i>D is useful as evidence of how the Nazis controlled the population through publicising their use of concentration camps as a threat to make people</i>
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the usefulness of the source(s) in relation to the issue in the question (AO3). Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences etc.). Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).	
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the usefulness of the source(s) in relation to the issue in the question (AO3). Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).	
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details,	

<p>provenance, making valid inferences, etc.). Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the usefulness of the source(s) in relation to the issue in the question (AO3). Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).</p>	<p>conform.</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"> <i>Responses which comment on features of extract(s) which make them particularly interesting or useful to historians rather than seeing them as limitations could include – see comments above.</i> <i>Less well developed comments will probably include – Comments which support or challenge the evidence presented in sources with candidates' own knowledge, rendering sources more or less useful in terms of typicality or reliability.</i> <i>Undeveloped comments on how provenance of sources make them reliable/unreliable and therefore useful/not useful, eg B was based on an interview decades after the event so not very useful; D is just Nazi propaganda and therefore not useful because it will not tell the truth.</i> <p><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> <i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p> <p>NOTE:</p> <ul style="list-style-type: none"> Comments on sources which are not linked to 'Nazi control of Germany in 1933' will be marked at L1.
<p>Level 2 (4–6 marks)</p> <p>Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Gives a basic evaluation with some limited explanation of ideas and a loosely supported judgment about usefulness of the source(s) in relation to the issue in the question (AO3). Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Gives a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).</p>	
<p>Level 1 (1–3 marks)</p> <p>Demonstrates some knowledge of features and characteristics of the period (AO1). Analyses the source(s) to identify features appropriate to the question e.g. by considering specific details, provenance, making valid inferences, making appropriate cross-references or identifying significant themes that they have in common.(AO3) Analyses the interpretation(s) to identify features appropriate to the question e.g. by considering specific details, provenance, making valid inferences, making appropriate cross-references or identifying significant themes that they have in common.(AO4) There is either no attempt to evaluate and reach a judgment about usefulness of the interpretation(s) and the source(s) in relation to the issue in the question, or there is an assertion but this lacks any support or historical validity</p>	
<p>0 marks</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	
Level 5 (13-15 marks)	<p>Supported inferences (support from sources) from content of two of B, C or D to explain why they are useful as evidence about Nazi control of Germany in 1933 (i.e. 2 x L4)</p> <p><i>Two x Level 4 examples below (must be from 2 different sources/ interpretations).</i></p> <p>OR</p> <p>A very clear explanation of how D is useful evidence of how the Nazis attempted control by publicising their camps, e.g. <i>Source D is useful as evidence of how the Nazis controlled the population through publicising their use of concentration camps. We can see rows of prisoners lined up in their uniforms with shaved heads. Calling it an 'education' camp makes the threat clear – if people oppose the Nazis, they will end up here. So this shows the Nazis were not keeping the camps a secret – in fact they used them in propaganda like this to make people conform.</i></p> <p>OR</p> <p>A very clear explanation of how C is useful evidence of how the Nazis' control of the press/ local communities was total/ widespread, e.g. <i>C is useful for revealing how the Nazis have achieved control of the press, right down to the tiniest local newspapers. Here, we can see that 'The Oberstdorf Village and Tourist News' has published the Nazi orders for carrying out the anti-Jewish Boycott. This shows that not even the smallest and most harmless papers were not allowed to publish freely, and were made to comply with Nazi propaganda.</i></p> <p>NOTE 1: 'Very clear explanations' must make use of the source – place unsupported inferences in L3. NOTE 2: (in relation to the 'OR' answers above): Answers with no valid comment on any other source (content or inference) = 13 marks. NOTE 3: Place responses which make exactly the SAME inference about the control of the press from C and D in L4.</p>
Level 4 (10-12 marks)	<p>Supported inference(s) (from source) from content of one of B, C or D to explain why it is useful as evidence about Nazi control of Germany, e.g.</p> <p>Interpretation B</p> <ul style="list-style-type: none"> <i>Interpretation B is useful for showing that Nazi attempts at controlling Germany were successful. Hermann Schulze is worn down by losing his job and by the Gestapo's questioning and house searches that eventually he gives up trying to oppose the Nazis – 'I'm done with all that'.</i> <i>B is useful for showing how the Nazis monitored their opponents. They even sent an SS officer disguised as a socialist to Schulze's house to test whether he really had given up political activity. When it becomes clear that Schulze was broken, they let him know they were still watching him.</i> <p>Source C</p> <ul style="list-style-type: none"> <i>C is useful for showing how the Nazis controlled people by pressurising them [used propaganda to pressurise people] to go along with their anti-Semitic actions. They have given out orders, published in the local press, that trucks with anti-Semitic banners must be driven through the streets.</i> <i>Source C is useful because it shows that the Nazis controlled the press. They have published orders in the local newspaper, telling people to follow their anti-Semitic policies.</i> <p>Source D</p> <ul style="list-style-type: none"> <i>Source D is useful as evidence of how the Nazis used concentration camps to get rid of their opponents. We can see rows of prisoners lined up in their uniforms with shaved heads for 'early morning roll call'. They are being 'educated', suggesting they have refused to conform to Nazi policy.</i> <i>D is useful for revealing how the Nazis have achieved control of the press. We can work this out because the 'Munich Illustrated Press' have published a photograph of the inmates of the concentration camp at Dachau on their front cover, calling Dachau an 'education camp'. This plays down the brutality of the camp and makes it seem necessary, showing that in June 1933, the paper was under Nazi control.</i>

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

0 marks

A few points to remember ...

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

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

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

<p>Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i></p>	<p>Grounds for disagreeing may include: <i>Other actions were arguably just as important or more important, e.g.</i></p> <ul style="list-style-type: none"> • use of violence and terror (e.g. use of SA and SS in order to pass the Enabling Act; SA and SS murdered up to 600 in 1933; by October, over 100,000 had been arrested; Dachau set up March 1933; 91 died in Kopenick 'Week of Blood' – all created an atmosphere of fear and intimidation, and made opposition less likely) • process of Gleichschaltung (e.g. local Nazis took over town councils, clubs, etc. or shut them down, which meant the Nazis controlled every aspect of life even at a local level); • on the 'Night of the Long Knives', Hitler used the SS to eliminate potential rivals and opponents, such as Rohm, other SA leaders, and former Chancellor von Schleicher; the NOTLK also enabled Hitler to secure the support of the German Army because the army commanders were suspicious of Rohm and viewed the SA as rivals – after the NOTLK, the army gave Hitler their full support and swore an oath of loyalty to Hitler, giving him the support of a disciplined and elite force. • Taking advantage of events, e.g. Reichstag Fire, death of Hindenburg. <p>NOTE: Do not accept:</p> <ul style="list-style-type: none"> • arguments relating to how Hitler became Chancellor • arguments clearly related to how Nazis controlled/ gained support (e.g. general 'propaganda') as opposed to how Hitler gained 'total power'.
<p>0 marks No response or no response worthy of credit.</p>	

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

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

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

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

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

Level 4 (10-12 marks)	<p>One sided argument, two explained points of support (2–0), e.g. <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>Alternatively, balanced argument; one explained point on each side (1–1), e.g. <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>One sided argument; one explained point of support (1–0), e.g. <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>Explained points must:</p> <ul style="list-style-type: none"> • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question [i.e. for turning point, a change/ impact/ consequence must be identified]
Level 2 (4-6 marks)	<p>Identification of reason(s) to support/challenge which don’t meet criteria for an explained point, e.g.</p> <ul style="list-style-type: none"> • Yes, I agree because the Einsatzgruppen killed over two million people. (4) • No, the death camps like Auschwitz were more important. (4) Millions were killed in gas chambers. (5) <p>1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks</p> <p>Alternatively, description of Einsatzgruppen/ other anti-Jewish policies / related events, e.g.</p> <ul style="list-style-type: none"> • The Nazis created ghettos. (4) These were districts of towns and cities where Jews were isolated. (5) Thousands were created as the Nazis occupied other countries. (6)
Level 1 (1-3 marks)	<p>Valid but general assertion(s), e.g.</p> <ul style="list-style-type: none"> • Yes, the Einsatzgruppen did terrible things. • No, laws were just as important.

0 marks	
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