



GCE MARK SCHEME

SUMMER 2015

HISTORY - UNIT HY2  
DEPTH STUDY 9

NAZI GERMANY c. 1933-1945

1232/09



**HISTORY MARK SCHEME**  
**UNIT 2**  
**DEPTH STUDY 9**  
**NAZI GERMANY c. 1933-1939**

**Part (a)**

Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.

	<b>AO1</b>	<b>AO2a</b>	<b>Total</b>
<b>Level 1</b>	1-2 marks	1-2 marks	4
<b>Level 2</b>	3-4 marks	3-4 marks	8

**Marking guidance for examiners**

**Deciding on the mark point within a level**

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

**Quality of written communication**

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

## ASSESSMENT GRID FOR PART (a)

Target: AO1; AO2a

Total mark: 8

Focus: *Recall, selection and deployment of appropriate historical knowledge in context; evaluation of source material*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-4	<p>Generally for this level, candidates will recall some historical knowledge. They will show some evidence of understanding of the named issue. They will comprehend and extract some information from the source. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p><b>Low Level 1: 1-2 marks</b> <i>Material seen is brief or very limited in scope; use of source is limited to comprehension; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p><b>High Level 1: 3-4 marks</b> <i>Limited historical knowledge is deployed; use of source is limited to comprehension and extraction; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	5-8	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show sound evidence of understanding of the named issue. They will analyse and evaluate the source material in its historical context. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p><b>Low Level 2: 5-6 marks</b> <i>Mostly relevant historical knowledge recalled and selected; some analysis of both content and authorship of source; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p><b>High Level 2: 7-8 marks</b> <i>Relevant historical knowledge recalled and selected; sound analysis of source and its context; answer is clearly expressed answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

## INDICATIVE CONTENT FOR PART (a)

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### QUESTION: 1(a)

#### **What does the author of Source E mean by the phrase ‘this man has in the last year silenced the traitors’?**

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the phrase should be considered within the context of the Nazi consolidation of power between 1933-1934.
- ‘this man has in the last year silenced the traitors’ is a direct reference to Hitler consolidation of the Nazi regime by July 1934. In this period political opponents and potential opposition within the Nazi movement had been silenced.
- socialist, communists and other political parties had been removed as potential opposition. The Fire Decrees, the Enabling Law and the Night of the Long Knives had taken place in this period. Hess, a Nazi leader, is in complimentary mood in this source to local Party leaders, who may have been concerned by the action taken especially in 1934 against the SA. He is trying here to reassure them that Hitler had to take action against ‘traitors’. He is keen to justify Hitler’s action not only to rank and file Nazis but also to the outside world which through the co-ordinated press releases would have access to this speech. Therefore, Hess’ speech should be treated with caution because it is intended to win over the rank and file Nazis and foreign observers by justifying Hitler’s leadership and actions. Also Hess no doubt was thinking about his own role as Deputy leader within the Nazi regime.

### QUESTION: 2(a)

#### **What does the author of Source E mean by the phrase ‘those laws last September which preserved the character and the life of our people’?**

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the phrase should be considered within the context of Nazi racial policy in the context of 1935-1936.
- ‘those laws last September which preserved the life of our people’ is clearly a reference by Schlotz-Klink to the Nuremberg laws of September 1935 which deprived Jews of their citizenship and which banned intermarriage with Aryan Germans. This was all part of a co-ordinated plan to marginalise Jews within German society. Nazi radicals had been disappointed at the moderation of the Nazi regime towards Jews up to this point. Clearly Schlotz Klink as leader of the Womens’ organisation is keen to defend the so called purity of the German people and women and girls in particular which according to her was clearly under threat by Jews. Since women were at the core of this race, the author is promoting the idea that Hitler was protecting the position of women within society.
- the speech reflects the role of women in Nazi Germany as mothers and breeders. As leader of the Nazi women’s movement the author was in a position to direct and influence the attitudes of women in Germany and so this speech in a women’s rally should be treated with caution because she is clearly promoting male superiority within Nazi society and thus, according to the author, Hitler is to be applauded because he was protecting the purity of the Aryan Race. Also Schlotz-Klink is no doubt thinking about her own role within the Nazi Movement.

## Part (b)

**Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.**

	<b>AO1</b>	<b>AO2a</b>	<b>Total</b>
<b>Level 1</b>	1-3 marks	1-5 marks	8
<b>Level 2</b>	4-6 marks	6-10 marks	16

### **Marking guidance for examiners**

#### **Deciding on the mark point within a level**

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

#### **Quality of written communication**

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

## ASSESSMENT GRID FOR PART (b)

Target: AO1; AO2a

Total mark: 16

*Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of source material to discuss importance / significance*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show some understanding through explanation and analysis of the named issue. They will comprehend and extract information from the sources in relation to the historical enquiry. Candidates will convey meaning with some clarity, although expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p><b>Low Level 1: 1-4 marks</b>  <i>Some limited historical knowledge is recalled; very limited attempt to consider the importance / significance of the named issue; only comprehends and extracts from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p><b>High Level 1: 5-8 marks</b>  <i>Limited historical knowledge is recalled; weak attempt to assess the importance / significance of the named issue; comprehension of source material with limited analysis and evaluation; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will give sound explanation of the importance / significance of the named issue. They will analyse and evaluate the source material in relation to the historical enquiry with a degree of discrimination. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p><b>Low Level 2: 9-12 marks</b>  <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the significance / importance of the named issue; valid but incomplete analysis and evaluation of the content and authorship of the sources; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p><b>High Level 2: 13-16 marks</b>  <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; full explanation of the significance / importance of the named issue; appropriate analysis and evaluation of both the content and authorship of the sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

## INDICATIVE CONTENT FOR PART (b)

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### QUESTION: 1(b)

## How important was the relationship with Italy for Nazi foreign policy?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the importance of the relationship with Italy for Nazi foreign policy. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of the relationship with Italy for Nazi foreign policy. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- Source A suggests that close co-operation with Italy would allow Germany to recover her strength and to develop an ally for later foreign policy ambitions and to destroy the terms of Versailles and how they affected Germany. The source shows that Germany was not yet in a position to launch diplomatic conflicts but that a period of relative quiet and securing the support of Italy would be of benefit to Germany in the future.
- Source B shows that closer alliance with Italy had secured the acquisition of Austria. Significantly in 1934 Mussolini had mobilised his troops to the Brenner Pass in order to prevent Anschluss.
- the cartoon certainly shows the closer relationship between Germany and Italy. This is contemporary objective view of the relationship from outside the country. It is a satirical cartoon, but is consistent with the idea that Germany was allowed a free hand in Austria by Mussolini as exemplified by Hitler shown as a gladiator and Mussolini as Caesar presiding over the arena. His view is targeted towards a European audience to highlight the danger which the Axis Agreement now presented. Candidates may well highlight the French fear of an aggressive German foreign policy which might wish to exact revenge on France. Clearly Italy was now moving out of the orbit of Britain and France and into that of a resurgent Germany, and this is reflected in the tone of the cartoon.
- as a memo from the German Foreign Office, Source A is an interesting insight into the desire of Germany to present a misleading image of itself in 1934, from the perspective of the Foreign Ministry. It is clear that the intention in the future is to engage in diplomatic conflicts. By appearing peaceful and reasonable Germany could lull the other powers into a false sense of security whilst at the same time securing better relations with a power that was likely to have more in common with German ambitions rather than those of Britain and France. It is clear that it was necessary to reassure Europe that Hitler was committed to peace and reconciliation. The memo is a realistic assessment of Germany's position in 1933 and reveals clearly that ministers played an important role in advising Hitler and were not just given orders by him.

## QUESTION: 2(b)

### How significant was the role of the Hitler Youth in the Nazi control of society?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the significance of role of the Hitler Youth for the Nazi control of society. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the significance of the role of the Hitler Youth in the Nazi control of society. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- Source A suggests that the Hitler youth was important to the future of Germany. The intention was to mobilise all boys for military training and warfare in support of National Socialism and Hitler. The Nazi illustration suggests that boys were to be moulded shaped to the Nazi cause. The aim of indoctrination for the boys was to turn them into soldiers. Comradeship in this source is given a sinister connotation. The Nazis were using the youth to control the future society by creating the Thousand Year Reich.
- Source B reveals the importance of the Hitler Youth for the Nazis as it was revised to ensure that the minds of Germany's young people were co-ordinated to the Nazi ideals of 'comradeship, loyalty and honour'. The Hitler Youth offered a wide range of activities for boys but it was run with a high degree of regimentation and strong overtones of militarism. In effect the boys were lulled into joining by the ideals of comradeship. The Hitler youth was trying to make subservience to Nazi ideas endemic within Nazi society.
- the illustration in A is taken from an illegal, underground youth magazine whose sole function was to spread anti-Nazi propaganda. Clearly the tone of the illustration is directed towards revealing what is seen as the veneer of 'comradeship' evident within the Hitler Youth and to reveal the true intention of turning young boys into soldiers. The fact that this is an underground magazine reveals the fact that it did not have widespread readership and that the majority of young people and their parents were lulled into supporting the Hitler youth organisation.
- as an eyewitness to the events, the view of H. Klönne is subjective one, which reflected the realities of the importance of the Hitler Youth movement for young people at the time. They were struck by the strong sense idealism represented by the Hitler Youth and took a pride in feeling part of a wider patriotic movement in the Third Reich. Of course as a young boy, life in social would have become very difficult for Klönne if he had not succumbed to the Hitler Youth, so the veracity of the source should be considered. Moreover he may still have supported the idealism of the Youth Movement even though its true nature would have been revealed to him later. However, this extract appears to be an honest reflection about the initial appeal of the Hitler Youth and the content is consistent with accepted beliefs about the importance of the Hitler Youth in the Third Reich. There may be some general references regarding the Hitler Youth in Nazi Germany, such as outdoor activities and the BDM.

## Part (c)

**Distribution of marks within each level for part (c), explaining the weighting for each assessment objective.**

	<b>AO1</b>	<b>AO2a</b>	<b>AO2b</b>	<b>Total</b>
<b>Level 1</b>	1 mark	1-2 marks	1-5 marks	8
<b>Level 2</b>	2-3 marks	3-4 marks	6-9 marks	16
<b>Level 3</b>	4 marks	5-6 marks	10-14 marks	24

### **Marking guidance for examiners**

#### **Deciding on the mark point within a level**

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

#### **Quality of written communication**

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

## ASSESSMENT GRID FOR PART (c)

Target: AO1; AO2a; AO2b

Total mark: 24

*Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of how aspects of the past have been interpreted and represented in different ways*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Awareness of different interpretations will be very limited. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p><b>Low Level 1: 1-4 marks</b> <i>Some limited historical knowledge is recalled; extracts material from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p><b>High Level 1: 5-8 marks</b> <i>Limited historical knowledge is recalled; comprehends and extracts from source material with limited analysis and evaluation; shows some awareness of the interpretations of the issue in the sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. They will show an understanding of different interpretations. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p><b>Low Level 2: 9-12 marks</b> <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some appropriate analysis and evaluation of source material; shows awareness of different interpretations of the issue; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p><b>High Level 2: 13-16 marks</b> <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of source material; sources used to support argument; shows awareness of different interpretations of the issue; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	17-24	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination. They will use the sources appropriately to support arguments. They will show an understanding of how aspects of the past have been interpreted in different ways. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p><b>Low Level 3: 17-20 marks</b>  <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; convincing analysis and evaluation of source material with sources used to support argument; shows how the issue has been interpreted in different ways; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p><b>High Level 3: 21-24 marks</b>  <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of source material with sources used to support argument; shows clear awareness of different interpretations of the issue; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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## INDICATIVE CONTENT FOR PART (c)

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### QUESTION: 1(c)

## **Do you agree with the interpretation that the Nazi regime relied on fear to control the German people between 1933 and 1939?**

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation that the Nazi regime relied on fear to control the German people between 1933 and 1939. Some of the issues to consider may include:

- candidates are invited to enter into a debate on whether or not the Nazi regime mainly relied on fear to control the German people. The debate is well known and candidates should be able to consider whether this interpretation is valid. Candidates may well refer to the coercion or seduction theories.
- Source C suggests that the security network stretched over the whole of Germany and that no-one was immune. This suggests that the interpretation in the question is valid. This is the view of an academic historian who is a specialist on German history. This should give him some expertise in the matter especially since it is printed in a general history book which usually carries some veracity because of the targeted audience. However, he may not have the degree of specialism required to comment upon this precise aspect of Nazi Germany because it is a general history. Furthermore, it represents a traditionalist post war theory of the role of terror within the Third Reich.
- however, the validity of the interpretation is challenged by the evidence in Source D. In this source, Goebbels argues that propaganda through public broadcasting was the most important method of mass control. This supports a different and more revisionist theory that propaganda was more important and therefore challenges the validity of the interpretation. The fact that Goebbels is Minister of Propaganda may have a bearing upon the veracity of the source. The fact that he is speaking to a conference of radio broadcaster serves to emphasise the importance of their roles within the co-ordination of the regime. Even if he did not believe it Goebbels, would say it to them in order to maximise their efforts by praising their contribution. This would challenge the veracity of the source and therefore might make the interpretation in the question more secure. Also Goebbels would want to emphasise his own contribution!
- candidates will consider alternative interpretations that denunciations were responsible for maintaining control or that the people were genuinely supportive because of the appeal of Nazi policies or ideology.

## QUESTION: 2(c)

### **Do you agree with the interpretation that the Night of the Long Knives was designed to win the support of the German army?**

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation that the Night of the Long Knives was designed to win the support of the German army. Some of the issues to consider may include:

- candidates are invited to enter into a debate on whether or not the Night of the Long Knives was mainly designed to win the support of the German army. Candidates should be able to consider whether this interpretation is valid and supported for the whole period or is there evidence to the contrary?
- Source C suggests that the Night of the Long Knives in 1934 was to secure the support of the army and thus maintain his own survival. This suggests that the interpretation in the question is a valid one. The army required the elimination of the SA because Rhom had been calling for the absorption of the 'grey rock within the brown flood'.
- this is the view of an academic historian specialising in the Third Reich writing in a Sixth Form study guide. This historian takes the traditionalist position and has simplified this view for his target audience in this extract.
- Source D is from a speech made by Von Papen the Vice Chancellor and suggests that Hitler took action against the SA in the Night of the Long Knives because they were unruly and immoral and threatened to become a serious alternative power base. In this speech Von Papen, who was no friend of Nazism, carried out a stinging attack against the government. Von Papen it is claimed was trying to persuade Hindenburg to dismiss Hitler. This suggests that either Hitler took action in 1934 to remove the threat posed by the SA or that he was taking action to prevent a possible plot from removing him from power. If this was the case then this speech by Von Papen may have exaggerated the threat posed by the SA, to right wing elements of society, because it suited his personal agenda. The interpretation in the question would have some validity since it was driven by Hitler to win the support of the army and not the result of the perceived threat of the SA.
- candidates will consider alternative interpretations regarding the Night of the Long Knives. They might argue that actually the plan for action came from Goering and Himmler who hated Rhom and that this was part of a personal vendetta. Or that the Night of the Long Knives was designed to silence those who knew intimate details of Hitler's private life, (the Machtan thesis). Or that Hitler was aware of the radical nature of the SA and felt that they had served their purpose. Some might argue that Hitler risked losing support and power by challenging the SA's leadership and so it was unlikely that his main aim was to strengthen his power in Germany in this action.

## Part (d)

**Distribution of marks within each level for part (d), explaining the weighting for each assessment objective.**

	<b>AO1</b>	<b>AO2a</b>	<b>AO2b</b>	<b>Total</b>
<b>Level 1</b>	2 mark	1-6 marks	1-2 marks	10
<b>Level 2</b>	4 marks	7-14 marks	3-4 marks	22
<b>Level 3</b>	6 marks	15-20 marks	5-6 marks	32

### **Marking guidance for examiners**

#### **Deciding on the mark point within a level**

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

#### **Quality of written communication**

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

## ASSESSMENT GRID FOR PART (d)

Target: AO1; AO2a; AO2b

Total mark: 32

*Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of a range of source material with discrimination*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-10	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p><b>Low Level 1: 1-4 marks</b> <i>Some limited historical knowledge is recalled; only comprehends and extracts from some of the nominated sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p><b>Mid Level 1: 5-7 marks</b> <i>Limited historical knowledge is demonstrated; comprehends and extracts from the nominated source material; shows some awareness of the limitations of the given sources; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p><b>High Level 1: 8-10 marks</b> <i>Limited historical knowledge is applied; comprehends and extracts from source material with weak analysis of each of the nominated sources; offers a very limited judgement on utility of sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	11-22	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p><b>Low Level 2: 11-14 marks</b> <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers a limited judgement on utility of sources; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p><b>Mid Level 2: 15-18 marks</b> <i>Accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers an appropriate judgement on utility of sources; there will be some attempt to place the sources in the context of the depth study; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p><b>High Level 2: 19-22 marks</b> <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of nominated source material; there will be some attempt to place the sources in the context of the depth study; offers a clear judgement on utility of sources; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	23-32	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination and in relation to the historical context. They will use the sources appropriately to support arguments. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p><b>Low Level 3: 23-25 marks</b>  <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; mostly appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of some of the sources; there will be a clear attempt to place the sources in the context of the depth study; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p><b>Mid Level 3: 26-29 marks</b>  <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of all of the sources; there will be an obvious attempt to place the sources in the context of the depth study; answers will be largely coherent, fluent and well-organised. with good spelling, punctuation and grammar.</i></p> <p><b>High Level 3: 30-32 marks</b>  <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; there will be a sustained focus on dealing with the sources in the context of the depth study; offers a sustained judgement on utility of sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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## INDICATIVE CONTENT FOR PART (d)

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### QUESTION: 1(d)

## How useful are Sources B, E and F in understanding Nazi Germany, 1933-1939?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with Nazi Germany, 1933-1939. Some of the issues to consider may include:

- the sources are really useful in considering certain aspects of life in Nazi Germany, including areas such as foreign policy and foreign relations (Source B), the establishment of the dictatorship between 1933-1934 (Source E). There is also reference to the role of women and education for girls (Source F).
- Sources F provides the views of the Nazi business community, E is from Hess and a cartoon in B. The authorship needs to be evaluated for its utility. Hess represents the official Nazi view of the contribution of Hitler to Germany and should be treated with caution because it is a Nazified version of events, Source B, a satirical cartoon which is critical of the Nazi regime, will allow the candidates to evaluate the cartoon in context of 1938. The cartoon represents an objective perspective given the relationship between Germany and France following the remilitarisation of the Rhineland and Germany's attempts to isolate France in the period. Source F from the President of the Stuttgart Chamber of Commerce takes the Nazi line on the employment of women, and should be treated with caution because the business community had a stake in National Socialism.
- there are limitations to the utility of the collection. Although the source provide elements of the depth study a range of key aspects of Germany in the period are not covered directly. This would include the impact of Nazi social and religious policies; foreign policy in the early 1930s, the Nazi political system; economic policy; indoctrination etc.
- there should be some discussion of the wider range of sources that could be of use in understanding developments in Nazi Germany during this period and of the narrowness of the range and type of sources selected for this enquiry.

## QUESTION: 2(d)

### How useful are Sources A, E and F in understanding Nazi Germany, 1933-1939?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with Nazi Germany, 1933-1939. Some of the issues to consider may include:

- the sources are really useful in considering certain aspects to explain some aspects of life in Nazi Germany, including areas such as the Hitler Youth (Source A) women and racial laws in (Source E). There is also reference to the crucial issue of Nazi foreign policy in (Source F).
- the sources provide the views of an anti-Nazi school magazine, the leader of the Womens' movement, and the British foreign secretary. The authorship needs to be evaluated for its utility. Source E the lecture of Schlotz-Klink, is likely to be a Nazified representation of events especially since it is aimed at defending Hitler's racial policy. The title of the rally is further evidence of the propaganda pervading the Youth Movement. Clearly, this woman realises that the greater Hitler is, the greater she might become, and so the source should be treated with caution especially in relation to the subject matter of Nuremberg Laws. Source A is an illustration from anti-Nazi magazine which attempts to reveal the true nature and not the idealised version of the aims of the Hitler Youth. It is likely to present both a bigoted but also realistic view of the realities of the indoctrination of the youth of Germany within the Third Reich. Source F presents the frustrations of the British Foreign Secretary who initially a supporter of appeasement, now finds that he has to challenge his initial position. The very act that the Foreign Secretary is prepared to reassess his position and the aims of German foreign policy is evidence of the real threat posed by Germany in 1938 following the Munich Crisis. However, it is not done in public but within the confines of the cabinet meeting where he will not lose face. Is it an honest evaluation of the situation in 1938 by someone who would rather not do it in a public arena, although Halifax as yet has not fully conceded that appeasement was not working.
- there are limitations to the utility of the collection. Although the sources provide elements of the depth study a range of key aspects of Germany in the period are not covered directly. This would include the establishment of the dictatorship, the use of fear, the impact of Nazi economic policy, education and the organisation of the Nazi state etc.
- there should be some discussion of the wider range of sources that could be of use in understanding developments in Nazi Germany during this period and of the narrowness of the range and type of sources selected for this enquiry during this period.