



GCSE

History A Explaining the Modern World

J410/02: Germany 1925-1955: The People and the State

General Certificate of Secondary Education

Mark Scheme for June 2025

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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 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 available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of 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, email or via the RM Assessor messaging system.
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.)*

Multiple-Choice Question Responses

When a multiple-choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

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.

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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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.
7. There is a NR (**No Response**) option. Award NR (No Response):
- if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
 - OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.
- Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
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.**
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response: **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
To determine the mark within the level, consider the following

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

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11. Annotations

Stamp	Ref No.	Annotation Name	Description
	311	L1	Level 1
	321	L2	Level 2
	331	L3	Level 3
	341	L4	Level 4
	441	L5	Level 5
	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)

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	11	Tick	Tick
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11. 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.

Spelling, punctuation and grammar and the use of specialist terminology (SPaG) mark scheme

High performance 4–5 marks	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
Intermediate performance 2–3 marks	• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
Threshold performance 1 mark	• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
No marks awarded 0 marks	• The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

N.B. where NR is recorded for lack of response, SPaG for that question should also be NR, not 0.

Awarding Spelling, Punctuation and Grammar and the use of specialist terminology to scripts with a scribe cover sheet

- a. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:
- Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe and was eligible for all the SPaG marks.
 - Check the cover sheet to see what has been dictated and therefore what proportion of marks is available to the candidate.
 - Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (e.g. grammar only)	Mark if candidate eligible for two thirds (e.g. grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3

Word processed scripts

- If a script has a **word processor cover sheet** attached to it, the candidate **can** still access SPaG marks unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- If you have any queries please contact the OCR Special Requirements Team at srteam@ocr.org.uk

Other: If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter** or a **Practical Assistant cover sheet**, award SPaG as normal.

International Relations: the changing international order 1918–1975

1. Outline how the terms of the Treaty of Versailles were intended to ensure future peace.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5]
Additional Guidance	All content is indicative only and any other correct examples should also be credited.

Levels	Indicative content	Marks
Level 3 Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. This is presented as a narrative that shows a clear understanding of the sequence or concurrence of events.	Level 3 answers will typically develop in detail one or more ways in which the terms intended to keep the peace, e.g. <i>The authors of the Treaty of Versailles wanted to make Germany weaker so her army was reduced to 100,000 men and she was not allowed an air force. This weakened her so they couldn't start another war. (4)</i> <i>By demilitarising the Rhineland, they wanted to make sure Germany wouldn't be able to invade France again. (4)</i> <i>Another aspect of the Treaty was the creation of the League of Nations. This would be an international organisation with representatives of all the different countries. The intention was for the League to use their united strength to get countries to negotiate and come to a peaceful resolution, rather than resorting to war to settle disagreements. Representatives would meet regularly to deal with issues between countries and devise solutions. (5)</i> <i>The League of Nations was created in the Treaty to keep the peace. It was an international organisation, with representatives from all the different countries who met regularly to deal with disagreements between countries. (4)</i> Nutshell: One or more term(s) of the treaty used to explain how it would keep the peace.	4–5

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Levels	Indicative content	Marks
Level 2 Response demonstrates some accurate knowledge and understanding that is relevant to the question. This is presented as a narrative that shows some understanding of the sequence or concurrence of events.	<u>Level 2 answers will typically identify and describe one or more terms of the Treaty which would help to keep the peace, e.g.</u> <i>The Treaty reduced Germany's army to 100,000 men to keep the peace. The country was not allowed any tanks, submarines or planes.</i> Nutshell: identifies and describes relevant terms 2 marks for one term, 3 marks for two OR <u>Level 2 answers will identify a term and make a simple assertion about how it will keep the peace e.g.</u> <i>The Treaty reduced Germany's army to 100,000 men: this would make them weaker and so keep the peace.</i> 2 marks for one term, 3 marks for two Nutshell: identifies example(s), without explaining fully how it/they would keep the peace.	2–3
Level 1 Response includes some knowledge that is relevant to the question.	Level 1 answers will typically identify one or more term(s) with no reference to the intended outcome of preventing future war, or respond very generally e.g. <i>Germany's army was reduced to 100,000.</i> <i>They created a League of Nations.</i> <i>Germany lost its colonies.</i> <i>By punishing Germany.</i> <i>The Treaty was written by Britain, France and the USA.</i>	1
Level 0 No response or no response worthy of credit.		0

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2. Explain why Cuba became a focus of tension between the USSR and the USA in the 1960s.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5] AO2: Explain and analyse historical events and periods studied using second order historical concepts. [5]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
Level 5 Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question.	Level 5 answers will typically identify two reasons why Cuba was a focus of tension in the 1960s and explain them e.g. <i>There was increased tension between the USSR and USA over Cuba for several reasons.</i> <i>One reason was that the USSR was going to put nuclear weapons on Cuba, only 90 miles away from the USA. It wanted to protect Cuba from any attempted invasion by the USA and also did it as a response to the USA putting missiles on Turkey, directly threatening the USSR. When US spy planes found out about the missiles, the USA told the USSR to remove them and to stop their boats bringing any more. The USSR refused so President Kennedy set up a naval blockade to stop the boats reaching Cuba. This meant the USSR and USA were in a direct conflict. There was a real fear that it might lead to all out nuclear war: the biggest of tensions possible.</i> <i>Another reason was because there had been a revolution in Cuba against the US-supported government of Batista. The USA had supported Batista's government because they were fiercely anti-communist, and the USA was afraid because they did not want a socialist government 'in their backyard'. They imposed a trade embargo on Cuba, so Castro turned to the USSR for help. The USSR gave them \$100 million in economic aid and bought their sugar, their biggest product, so weakening the USA's trade embargo. This angered the USA who saw the USSR having too much influence in the USA's 'backyard'.</i> <i>N.B. Students may give a broader answer encompassing tensions arising after the revolution or they may just focus on the Cuban Missile Crisis. Alternatively, one of the reasons may be more general focusing on Cold War tensions, but the focus of this reason must be on Cuba. All three approaches are acceptable.</i> Nutshell: Explains TWO reasons.	9–10

Levels	Indicative content	Marks
Level 4 Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.	Level 4 answers will typically identify one reason why Cuba was a focus of tension in the 1960s and explain it fully e.g. <i>One reason was that the USSR was going to put nuclear weapons on Cuba. It was only 90 miles away from the USA, and because of Cold War tensions this made the USA feel threatened and so responded with a naval blockade. (threshold answer)</i> Nutshell: Explains ONE reason.	7–8
Level 3 Response demonstrates accurate knowledge and understanding that is relevant to the question. This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.	Level 3 answers will typically identify and describe one or more reasons why Cuba was a focus of tension but will not explain them fully e.g. <i>The most obvious reason for tension was that Cuba had become socialist country. This made them more aligned to the USSR who bought sugar from them.</i> <i>Or</i> <i>Cuba was a focus for tension because the USSR put nuclear bombs on Cuba and Cuba was very close to the USA.</i> <i>Or</i> <i>Cuba was a focus of tension because the USA thought Cuba was in its sphere of influence. When Castro made a deal with the USSR, it showed Cuba was now in the USSR's sphere of influence instead.</i> <i>Or</i> <i>Cuba became socialist after a revolution. This upset the US who feared that in fact they had become communist. Cuba was only 90 miles away from the USA and they believed that it was in their 'back yard' so in their sphere of influence. They were not happy about losing the influence they had had before the revolution and realised they couldn't control Fidel Castro. (see NB)</i> <i>The most obvious reason for tension was that Cuba had a revolution that made it a socialist country. This made them more aligned to the USSR. The USSR bought Cuban sugar, supporting the Cuban economy and provided the Cubans with money and weapons. (see NB)</i> N.B the question is about tension between the USSR and USA so if answers only explain tension between Cuba and the USA, or USA and USSR – it should not go higher than Level 3.	5–6
Level 2 Response demonstrates some knowledge and understanding that is relevant to the question. This is used to attempt a basic explanation, using second order	Level 2 answers will typically contain description of events linked to the situation in Cuba <i>The USA helped Cuban exiles to invade Cuba in 1961. This was called the Bay of Pigs invasion. The invasion went wrong. The attackers had no proper maps and their vehicles didn't have enough fuel. Castro's forces were able to beat the invaders. It made the Americans look weak.</i> <i>Or</i> <i>'Cuba became communist after a revolution. This upset the US who were opposed to communism'.</i>	3–4

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Levels	Indicative content	Marks
historical concepts, of the issue in the question.	OR Alternative Level 2: Identifies reasons for tension with no further development <i>Cuba became communist.</i> <i>The US didn't like Castro.</i> <i>The US thought Cuba was in its sphere of influence.</i> <i>The USSR armed Cuba.</i> <i>Castro overthrew Batista.</i> <i>The US wanted to kill Castro.</i> Nutshell: Identified cause of tension. 1 mark for each.	
Level 1 Response demonstrates basic knowledge that is relevant to the topic of the question. There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.	Level 1 answers will typically assert general reasons for tension not specific to Cuba e.g. <i>The Americans felt threatened.</i> <i>The USSR wanted to support their ally.</i>	1–2
Level 0 No response or no response worthy of credit.		0

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3. Study Interpretation A. Do you think this interpretation is a fair comment on Neville Chamberlain and his policies in the period 1937–1939? Use other interpretations of the events of 1937–1939 and your knowledge to support your answer.

Assessment Objectives	AO4 (a and d): Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. [20] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.

Levels	Indicative content	Marks
Level 5 - The response has a full and thoroughly developed analysis and evaluation of the given interpretation and of other interpretations studied in order to make a convincing and substantiated judgement of the interpretations in the context of historical events studied to answer the question. - The response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question.	Level 5 answers will typically argue that Interpretation A is fair/unfair supported by developed use of two other interpretations OR developed use of one other interpretation and evaluation of Interpretation A based on the context of A. e.g. <i>Some historians would not regard interpretation A as fair. Trevor-Roper criticises Chamberlain, saying he had 'limited intelligence' and that he believed Hitler because of 'arrogance and stupidity'.</i> <i>Revisionist historians of the 1960s would not be so damning of Chamberlain. They would say that Chamberlain was in an impossible situation because the British military didn't have the power and weaponry to oppose Hitler at the time. They would say he did the best he could in difficult circumstances.</i> <i>However, historians of the 1940s view would say this was a fair interpretation. They said Chamberlain was following a foolish policy and that there was plenty of warning of Hitler's aggression that Chamberlain ignored, for example in Mein Kampf. As a result they would also criticise Chamberlain and somewhat agree with Trevor-Roper about his stupidity. (2 other interpretations)</i> OR <i>In some ways, this is a fair comment as historians from the 1940s and 1950s would definitely agree. Trevor-Roper says Chamberlain ignored evidence of Hitler's aggression. The authors who wrote Guilty Men during the war agreed Chamberlain ignored the evidence about his plans for aggression, such as what Hitler wrote in Mein Kampf. (threshold response)</i> <i>However, this Interpretation was written just after the war, when people were still angry that Britain hadn't acted earlier to stop Hitler. So it's not surprising he is still critical of Chamberlain. It was also written before government records had been released about Munich, so he wouldn't have been aware of Chamberlain's plans to rearm 'hope for the best but prepare for the worst', and the reasons for the compromises he thought he had to make, like lack of support from the British people and empire (one other interpretation and evaluation of A's context).</i>	21–25

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Levels	Indicative content	Marks
	Nutshell: Developed use of 2 other interpretations OR one other interpretation and an evaluation of A based on its context to answer the question. NB: Answers at this level can be one-sided or balanced provided they are sufficiently developed. NB: For 22-25 marks responses should explain how other interpretations challenge or support specific aspects of Interpretation A (eg Chamberlain's lack of intelligence; character weaknesses, misunderstanding of Hitler) NB: Answers may refer to specific historians by name or use the term for that school of thought– this is not a requirement but should be credited.	
Level 4 - The response has a developed analysis and evaluation of the given interpretation and of other interpretations studied in order to make a fully supported judgement of the interpretations in the context of historical events studied to answer the question. - The response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question.	Level 4 answers will typically argue that Interpretation A is fair/unfair supported by developed use of one other interpretation or evaluation of the context of Interpretation A e.g. <i>Some historians would regard interpretation A as quite fair. Trevor-Roper criticises Chamberlain, saying he had 'limited intelligence' and that he believed Hitler because of 'arrogance and stupidity'. Counter-revisionist historians of the 1990s would agree that Chamberlain made serious mistakes because of his own arrogance. Robert Parker said that Chamberlain believed he had a special influence over Hitler, and this explains his feelings of triumph at Munich. However, he then followed Munich by making lots of mistakes, for example in not allying with France and the USSR, or listening more to critics.</i> Nutshell: Developed use of ONE interpretation or evaluation of context of A to support/challenge Interpretation A. NB: For 17-21 marks responses should explain how other interpretations challenge or support specific aspects of Interpretation A (eg Chamberlain's lack of intelligence; character weaknesses; misunderstanding of Hitler).	16–20
Level 3 - The response has some analysis and evaluation of the given interpretation and of other interpretations studied, and uses this to make a partially supported judgement of the interpretations in the context of historical events studied to answer the question. - The response demonstrates accurate knowledge and understanding that is relevant to the question.	Level 3 answers will typically be based on a valid argument about fairness and support this with relevant knowledge of events OR undeveloped references to other interpretations to judge fairness e.g. <i>The comment is fair because it's true when it says that Chamberlain and his government '...did not want to strengthen the alliance against Hitler'. This is true. Chamberlain ignored advice to build a Grand Alliance to oppose Hitler. This was mainly because he didn't want to work with Russia to stop Hitler because he was more worried about the Communists than the Nazis. If he had done this, war might have been avoided as Hitler would have been worried about facing powerful enemies on two sides. (use of relevant knowledge of events).</i> OR <i>Trevor-Roper was writing in 1948. He was being very critical of Chamberlain's arrogance. I think this is fair because historians of the 1990s put 'Chamberlain back on trial' and would agree with him. (undeveloped use of relevant interpretation)</i> Nutshell: Valid argument based on relevant factual knowledge OR valid but undeveloped use of interpretation(s) NB: Responses are capped at this level if understanding of A is limited, EVEN IF other interpretations are used.	11–15

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Levels	Indicative content	Marks
Level 2 - The response has some analysis and evaluation of the given interpretation and limited evaluation of other interpretations studied, and links this to a judgement of the given interpretation in the context of historical events studied to answer the question. - The response demonstrates some knowledge and understanding that is relevant to the question.	Level 2 answers will typically correctly describe other relevant interpretations without a valid argument on the question of fairness of A e.g. <i>Trevor-Roper's view is from the 1940s and he criticises appeasement. One interpretation about appeasement is from 'The Guilty Men' which says that Chamberlain was cowardly.</i> <i>Or</i> <i>The revisionists said that he was...</i> <i>The counter revisionists said...</i> Nutshell: No A or misunderstood - shows knowledge of interpretations but fails to address question of fairness validly.	6–10
Level 1 - The response has a basic analysis of the given interpretation and evaluates it in terms of the question. Other interpretations may be mentioned but there is no analysis or evaluation of them. - The response demonstrates basic knowledge that is relevant to the topic of the question.	Level 1 answers will typically demonstrate understanding of Interpretation A and/OR offer undeveloped/unsupported assertions about fairness <i>Trevor Roper thinks that appeasement was a bad idea.</i> <i>Trevor Roper thinks Chamberlain was stupid.</i> <i>The Interpretation is right. He says Chamberlain is arrogant and could have done more against Hitler. I agree.</i> <i>This is harsh. Lots of other historians disagree and think he had no choice.</i> Nutshell: Shows understanding of A/unsupported assertions about fairness	1–5
Level 0 No response or no response worthy of credit.		0

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4. Study Interpretation B. Explain why **not** all historians and commentators have agreed with this interpretation. Use other interpretations and your knowledge to support your answer.

Assessment Objectives	AO4 (a, b and c): Analyse individual interpretations and how and why interpretations differ. [10] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5] AO2: Explain and analyse historical events and periods studied using second order historical concepts. [5]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.

Levels	Indicative content	Marks
Level 5 - The response analyses the given interpretation, and compares and contrasts a range of aspects of the given interpretation with aspects of other interpretations studied, to produce a thorough, detailed analysis of how the interpretations differ. - There is a fully supported and convincing analysis of why the given interpretation and other interpretations differ, explained in terms of when the interpretations were created and their place within the wider historical debate. - Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. - This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question.	Level 5 answers will typically provide developed explanations of how historian(s)/commentator(s) from two periods have disagreed with particular aspect(s) of Interpretation B and explain why at least one of them disagrees, eg <i>It is true that not all historians would agree with Interpretation B. Schlesinger is saying that neither side actually planned a Cold War, but it happened because they didn't understand each other because 'there was a failure of communication' over Eastern Europe.</i> Western historians from the 1940s would disagree with this because they did not blame the USA and said that the Soviet Union was solely to blame because they tried to spread communist ideas across the world after the war, for example taking over Eastern Europe. Some of these historians even said that Stalin wanted a world revolution, which is why the US were afraid. However, most of these commentators were actually working with the US government at the time and were very anti-communist, so they would be unlikely to put any blame on the USA when they played a part in the decisions it made at the time. (H+W) [References to Kennan and Feis could be given additional credit but are not required to reach the level. Equally labelling this interpretation as post-revisionist is worthy of credit.] <i>Other historians who would disagree would be revisionists. They argued that the Cold War was not a misunderstanding but was caused by the USA. They argued that the USA provoked the war by trying to achieve economic dominance in Europe. They saw Marshall Aid as an aggressive response to the communist takeover of Eastern Europe, a way to force Europe to follow its policies rather than Stalin's and said that Truman's get-tough attitude made the communists feel threatened. (H)</i> Nutshell: Valid explanation of how views from two periods disagree, and explanation as to why views from one period disagree: HW H.	17–20 

Levels	Indicative content	Marks
	NB: For L5 candidates need to make clear which aspect(s) of Interpretation B are contradicted / supported NB: References to specific historians could be given additional credit but are not required to reach the level. Equally labelling this interpretation as post-revisionist is worthy of credit.	
Level 4 - The response analyses the given interpretation, and compares and contrasts some aspects of the given interpretation with aspects of other interpretations studied, to produce an analysis of how the interpretations differ. - There is a supported analysis of why the given interpretation and other interpretations differ, explained in terms of when the interpretations were created and their place within the wider historical debate. - Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. - This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.	Level 4 answers will explain how or why historian(s)/commentator(s) from two different periods agree or disagree with particular aspect(s) of interpretation B. OR will explain how and why historians from the same period agree or disagree. <i>It is true that not all historians would agree with Interpretation B. Schlesinger is saying that neither side actually planned a Cold War, but it happened because they didn't understand the other, and misinterpreted each other's actions. Western historians from the 1940s would disagree with this: they would say that the Soviet Union was to blame because they tried to spread communist ideas across the world after the war, for example, taking over Eastern Europe. In that sense the USA had to respond with Marshall Aid and the Truman Doctrine, it wasn't a misunderstanding by the USA. (H)</i> <i>However, some commentators would agree with the interpretation, especially those writing in the 1970s and 1980s (post revisionists). This was a time when there was a thawing of the Cold War and historians were more willing to see both sides in a more forgiving way rather than being affected by fear of the enemy. Commentators like Gaddis described Russia and the USA as overreacting to the actions of the other superpower. (H)</i> Nutshell: 2H different periods or 2W different periods or H+W same period or H+W different periods NB For L4 candidates need to make clear which aspect(s) of Interpretation B are contradicted / supported	13–16 
Level 3 - The response analyses the given interpretation, and compares and contrasts a few aspects of the given interpretation with aspects of other interpretations studied, to produce a partial analysis of how the interpretations differ. - There is some analysis of why the given interpretation and other interpretations differ, explained in terms of when the interpretations were created and their place within the wider historical debate.	Level 3 answers will typically explain how historian(s)/commentator(s) from one period have agreed OR disagreed with particular aspect(s) of Interpretation B <i>Post revisionist historians would agree with Schlesinger. Commentators like Gaddis said the Cold War was caused because Russia and the USA overreacted to the actions of the other superpower, misunderstanding things like the takeover of Eastern Europe, which is similar to Schlesinger saying that 'There was a failure of communication between America and Russia'. (H)</i> OR will explain valid reasons why historians/commentators from one period disagree or agree, <i>Orthodox historians would not accept this. Many of these commentators were actually government advisors at the time so it isn't likely that they would accept that they might be partly responsible for misunderstanding the Russians. (W)</i>	9–12 

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Levels	Indicative content	Marks
- Response demonstrates accurate knowledge and understanding that is relevant to the question. - This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.	Nutshell: Explains how or why historian/commentator from one period agrees or disagrees (H or W) NB For L3 candidates need to make clear which aspect(s) of Interpretation B are contradicted / supported	
Level 2 - The response analyses the given interpretation, and compares and contrasts a few aspects of the given interpretation with aspects of at least one other interpretation studied, to show how the interpretations differ. - There is a basic explanation of why the given interpretation and the other interpretation(s) differ, explained in terms of when the interpretations were created and their place within the wider historical debate. - Response demonstrates some knowledge and understanding that is relevant to the question. - This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.	Level 2 answers will typically identify historian(s)/commentator(s) who have agreed OR disagreed with Interpretation B but fail to explain how or why they agreed/disagreed. <i>Not all historians would agree with Interpretation B about both sides being to blame. The historians of the late 1940s would have disagreed. (6)</i> <u>OR Level 2 answers will provide a chronological overview of the historiography but not examine interpretation B, or misunderstand it, e.g.</u> <i>Historians in the 1940s in the USA blamed the Soviets. In the 1960s revisionist historians blamed the USA. Post revisionists blamed both sides.</i> Nutshell: Identifies historian(s) / commentator(s) / schools of thought / periods but fails to address Interpretation B correctly NB: The term 'many historians' or similar expressions is usually not sufficient for L2 as its too unspecific- time period, school of thought or a named historian needed UNLESS it is clear from what the candidate says that that they are describing a specific school of thought. If the candidate correctly describes a school of thought but mislabels/offers an incorrect time period then this level is possible if the description is strong enough, although a lower mark within the level would be more likely.	5-8 
Level 1 - The response compares the candidate's own knowledge and understanding to the interpretation, or uses knowledge and understanding of the time in which it was created, to analyse the given interpretation. - There is no consideration or no relevant consideration of any other interpretations.	Level 1 answers will typically make general assertions about Interpretation B Or give their own critique of it e.g. <i>Some people would disagree with Interpretation B because the USA was more to blame than Russia.</i> <i>Not all historians would agree because lots were really critical of the Russians. Others said it was mainly America's fault.</i> Nutshell: General assertions/own critique	1-4 

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Levels	Indicative content	Marks
• Response demonstrates basic knowledge that is relevant to the topic of the question. • There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.	NB: Award at this level if candidates give their own critique of B (ie not the views of other historians). This may well be phrased as 'other historians' but is in fact the candidate's own view.	
Level 0 No response or no response worthy of credit.		0

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Section B**Germany 1925-1955: The People and the State**

5. Describe **one** way the Nazis dealt with opposition during the Second World War.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [2]
Additional Guidance	All content is indicative only and any other correct examples should also be credited. 2 egs or one eg explained= 2 marks.

Levels	Indicative content	Marks
N/A Points marking. One mark for accurate but generic response which could be applied to other periods. Second mark must be specific to the Second World War	<i>During the Second World War the Nazis tried to silence people by sending them to concentration camps [1]. Dietrich Bonhoeffer was silenced in this way in 1942 [+1].</i> OR <i>The Nazis used the Gestapo and SD to monitor people during the Second World War much more than even in the 1930s [1]. Agents would listen to people's conversations in public places and people who spoke out against the regime were arrested [+1].</i> OR <i>The Nazis made examples of those who resisted the regime during the Second World War [1]. The leaders of the Cologne Edelweiss Pirates were publicly hanged in 1944 after they had tried to undermine the war effort [+1].</i> Other possibilities include: • <i>Clergy sent to concentration camps.</i> • <i>Treatment of leaders of the White Rose group (1943).</i> • <i>Use of propaganda to villify.</i> • <i>Censorship.</i> • <i>Swing Movement (is war specific).</i> • <i>Niemöller.</i>	2

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Levels	Indicative content	Marks
	Severe punishments for bomb plotters (von Stauffenberg).	

6. Explain how young people reacted to the Nazi regime between 1933 and 1939.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5] AO2: Explain and analyse historical events and periods studied using second order historical concepts. [5]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
Level 5 - Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. - This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question.	Level 5 answers will typically identify two ways in which young people reacted to the Nazi regime between 1933 and 1939 and explain them fully e.g. <i>Some young people demonstrated great levels of support for the Nazi regime. Youth organisations were set up in Nazi Germany - the Hitler Youth was established for boys, and the League of German Maidens for girls. Although they were not compulsory at the start, many young people joined (half of all German boys were members of the Hitler Youth in 1933). Education in schools also became focused around creating young people who would be loyal to Hitler. Therefore, some young people reacted very positively to, and supported, the Nazi regime because a lot of the things influencing them were very pro-Nazi.</i> <i>But not all young people reacted in this way. Some young people resisted the regime and became part of youth organisations designed to oppose Hitler and the Nazis. Swing groups did not like how the Nazis controlled everyone's lives, and their members showed their annoyance by their interest in banned music. The Edelweiss Pirates also opposed the Nazi way of life, and sometimes attacked Hitler Youth groups. It became harder to oppose the regime as time went on but groups like these showed there were some negative reactions to the Nazi regime.</i>	9–10

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Levels	Indicative content	Marks
Level 4 - Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. - This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.	Level 4 answers will typically identify one way in which young people reacted to the Nazi regime between 1933 and 1939 and explain it fully e.g. <i>Some young people supported the Nazi regime. Youth organisations, like the Hitler Youth, were set up and aimed to get young people to respect the Nazi regime. Half of all German boys were members of the Hitler Youth in 1933, which shows some young reacted positively to the regime. (threshold answer)</i> <i>OR</i> <i>Not all young people reacted positively. Some young people resisted the regime and became part of youth organisations designed to oppose Hitler. Swing groups did not like how the Nazis controlled everyone's lives, and their members showed their annoyance by their interest in banned music. Groups like this showed there were some negative reactions to the Nazi regime. (threshold answer)</i>	7–8
Level 3 - Response demonstrates accurate knowledge and understanding that is relevant to the question. - This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.	Level 3 answers will typically identify and describe young people's reactions to the regime without explaining them fully e.g. <i>Many young people were very supportive of the Nazi regime. They were loyal to Hitler and joined the BDM and HJ willingly before they were made compulsory in 1939.</i> <i>Some young people did not support the Nazi regime and joined opposition groups like the Swing movement and Edelweiss pirates. Members of Swing Groups listened to jazz music and danced American dances.</i> <i>Lots of German children joined the Hitler Youth or the League of German Maidens. These groups practised sports and traditional German customs.</i> <i>Anti-Nazi youth groups were established by teenagers to try to undermine the hold of the regime on the youth. These included the Swing Movement and Edelweiss Pirates.</i> <i>As time went on many young people did not enjoy compulsory membership of Hitler Youth organisations. Some did not like the discipline, others did not like the loss of freedom.</i>	5–6
Level 2 Response demonstrates some knowledge and understanding that is relevant to the question.	Level 2 answers will typically contain description of events linked to young people's reactions to the Nazi regime e.g. <i>The school curriculum was very pro-Nazi so young people were indoctrinated from an early age.</i> <u>Alternative L2: Identifies reactions with no further development</u> <i>Many young people attended Nazi rallies.</i>	3–4

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Levels	Indicative content	Marks
This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.	<i>Lots of German children joined the Hitler Youth or the League of German Maidens. Young people in Germany joined the Swing Movement and Edelweiss Pirates. Anti-Nazi youth groups were established by teenagers. As time went on many young people did not enjoy compulsory membership of Hitler Youth organisations.</i>	
Level 1 - Response demonstrates basic knowledge that is relevant to the topic of the question. - There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.	Level 1 answers will typically contain general points or assertions e.g. <i>The Nazis appealed to young people. Youth groups were set up.</i>	1–2
Level 0 No response or no response worthy of credit.		0

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7a. Study Source A. Explain why this photograph was published in 1937.

Assessment Objectives	AO3 (a): Analyse sources contemporary to the period. [5]
Additional Guidance	No marks must be awarded for demonstration of knowledge and/or understanding in isolation, knowledge and understanding can only be credited where it is clearly and intrinsically linked to analysis of the source. The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.

Levels	Indicative content	Marks
Level 3 Response analyses the source by using relevant detail from the source content, provenance and historical context to construct a thorough and convincing argument in answer to the question about the source.	Level 3 answers will typically make a clear statement of purpose based on intended outcome and/or audience and support this with reference to content of the source and/or context, e.g. <i>This photograph was published to encourage women to accept their role as stay-at-home mums looking after children. It promotes the idea that the role of German women was to have children and look after the family, and if they did so they would be supported. The Nazis produced propaganda like this celebrating woman who had more babies and gave financial incentives to married couples to have children. In 1937 Hitler was trying to grow the German population as a Master Race and aimed to encourage women in their traditional role as wife and mother.</i> <i>NB: the purpose may also be expressed as to encourage women to 'embrace motherhood' or to 'understand their role as a mother' or 'be aware/reassure women that the government is supporting them' or</i> <i>NB: 4 marks for purpose, 5 marks for purpose and correct support from contextual knowledge or use of the source.</i>	4–5
Level 2 Response analyses the source by using relevant detail from the source content and provenance or historical context to construct a supported argument in answer to the question about the source.	Level 2 answers will typically identify and explain the message of the source using relevant source content or context, e.g. <i>This photograph was published to promote the idea that the role of German women was to have children and look after the family in Nazi Germany. The Nazis gave financial incentives to married couples to have children and even gave out medals: a German mother with eight children would get a Gold Cross and extra respect at Nazi meetings. In 1937 Hitler was trying to grow the German population as a Master Race and wanted women to play their part. (Contextual Knowledge)</i> <i>OR</i> <i>This photograph was published to show women that there is support available to them, in case they are worried about being a stay-at-home mum. This is clear because the photograph shows that there is a course available for them, where they will be shown how to look after babies. (SOURCE).</i>	2–3

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Levels	Indicative content	Marks
	<i>NB: Accept at this level the message that it was to 'encourage women to have more children'. (but not Level 3)</i> <i>NB: 2 marks for message, 3 marks for message and correct support from contextual knowledge or use of the source.</i>	
Level 1 Response analyses the source in a very basic way by selecting detail from the source content or provenance that is linked to the question.	Level 1 answers will typically argue the source was meant to provide information simplistically, e.g. <i>It tells us there were courses for stay-at-home mums.</i> <i>It was made as propaganda.</i>	1
Level 0 No response or no response worthy of credit.		0

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7b. Study Source B. Explain how this source is useful to a historian studying Nazi Germany.

Assessment Objectives	AO3 (a): Analyse sources contemporary to the period. [5]
Additional Guidance	No marks must be awarded for demonstration of knowledge and/or understanding in isolation, knowledge and understanding can only be credited where it is clearly and intrinsically linked to analysis of the source. The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.

Levels	Indicative content	Marks
Level 3 Response analyses the source by using relevant detail from the source content, provenance and historical context to construct a thorough and convincing argument in answer to the specific question about the source.	Level 3 answers will typically argue that the source is useful and support this with a valid inference from the source developed with effective use of content, provenance or context to support the inference, e.g. <i>The source is useful because it reveals that although people might not have resisted the Nazi regime, they would still speak about their discontent. It's not surprising that opponents of the Nazis would write something like this but given the strict levels of control in Nazi society, and the threat of institutions like the Gestapo, it's surprising that people would speak out. This shows us that the Nazis' propaganda machine, and the threat of the Police State, might not have been as effective as they seemed to be.</i>	4–5
Level 2 Response analyses the source by using relevant detail from the source content and provenance or historical context to construct an argument in answer to the question about the source.	Level 2 answers will typically argue the source is useful (or not) based on reliability or unsupported inference(s), e.g. <i>The source is not useful because it was written by political opponents of the Nazi regime, so it is not reliable. They would want to discredit the Nazis which is why they say workers are unhappy. (reliability)</i> OR <i>The source is useful because it tells us that the economy improved under the Nazis. (unsupported inference)</i> Other inferences include: <i>it reveals that although people might not have resisted the Nazi regime, they would still speak about their discontent.</i> <i>it suggests there is coercion and fear in the Nazi German jobs market.</i> <i>it shows the motivations people had for not resisting ie not losing their job.</i> <i>it reveals the insecurity people felt, despite the Nazis fulfilling job promises.</i> <i>it reveals the attitudes workers had of ambivalence towards the Nazis.</i>	2–3

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Levels	Indicative content	Marks
Level 1 Response analyses the source in a basic way by selecting detail from the source content or provenance and using this to give a simple answer to the question about the source.	Level 1 answers will typically assert the usefulness of the content or focus on provenance simplistically, e.g. <i>The source is useful because it tells us that skilled workers were not enthusiastic Nazis.</i> <i>The source is not useful because it was written by political opponents of the Nazis.</i>	1
Level 0 No response or no response worthy of credit.		0

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8.* 'The Enabling Act was the most important way in which the Nazis strengthened their power in Germany during the period 1933 to 1934'. How far do you agree?

Assessment Objectives	AO2: Explain and analyse historical events and periods studied using second-order historical concepts. [10] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [8]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
Level 5 - The response has a full explanation and thorough analysis of historical events/periods, which uses relevant second order historical concepts, and is developed to reach a convincing, substantiated conclusion in response to the question. - This is supported by a range of detailed and accurate knowledge and understanding that is fully relevant to the question. - There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.	Level 5 answers will typically construct a balanced and well supported argument which uses a range of evidence to support the argument being made, e.g. <i>The Enabling Act was an important feature of Hitler's strengthening of power. It allowed Hitler to pass laws without the President's involvement. This made him a virtual dictator. The president, Hindenburg, had previously been a reason why Hitler's power was limited, so removing him as an obstacle was an important move.</i> <i>It allowed him to pass more extreme measures which secured his control, such as purging the civil service, law courts, and education system of anti-Nazi elements. All of these things were key to creating the type of Germany Hitler wanted, and so the Enabling Act was, without doubt, a very important part of the Nazis' consolidation of power.</i> <i>But there were other things the Nazis did to gain full control. Their manipulation of the Reichstag Fire was arguably the reason they were able to pass the Enabling Act in the first place. By blaming the communists and accusing them of a communist uprising, Hitler gained the political backing needed to arrest communists and frighten voters. After the March 1933 election, Hitler banned the Communist Party, which meant there was little opposition to the Enabling Act being passed.</i> <i>Also, after the Enabling Act, the Nazis still had to deal with threats from within their party. Hitler was concerned about how great Rohm's support was within the SA, and his elimination of its leadership, and Rohm, in the Night of the Long Knives, removed a huge threat to Hitler and secured his control of the party.</i> <i>Therefore, whilst the Enabling Act was an important factor in the Nazis' strengthening of power, there were other reasons as to why the Nazis achieved full control. Their use of the Enabling Act, combined with eliminating opposition after the Reichstag Fire and during the Night of the Long Knives meant they were an unstoppable force as they had cracked down on any major threats to their regime.</i> NB: A clinching argument = one extra mark 16-17 marks = 4 explained points (3-1 or 2-2)	15–18

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Levels	Indicative content	Marks
	15-16 marks = 3 explained points (2-1)	
Level 4 - The response has a full explanation and analysis of the historical events/periods, which uses relevant second order historical concepts, and is used to develop a fully supported answer to the question. - This is supported by a range of accurate knowledge and understanding that is fully relevant to the question. - There is a well-developed line of reasoning which is clear, relevant and logically structured.	Level 4 answers will typically construct a one-sided argument supported by at least two explained examples, OR a balanced argument with each side supported by one explained example e.g. <i>The Enabling Act was an important feature of Hitler's strengthening of power. It allowed Hitler to pass laws without the President's involvement. This made him a virtual dictator. The president, Hindenburg, had previously been a reason why Hitler's power was limited, so removing him as an obstacle was an important move.</i> <i>It allowed him to pass more extreme measures which secured his control, such as purging the civil service, law courts, and education system of anti-Nazi elements. All of these things were key to creating the type of Germany Hitler wanted, and so the Enabling Act was, without doubt, a very important part of the Nazis' consolidation of power.</i> OR <i>The Enabling Act was an important feature of Hitler's consolidation of power. Announced in March 1933, the Enabling Act allowed Hitler to pass laws without the President's involvement. This made him a virtual dictator. This paved the way for control over other elements of Nazi society (such as education) as the Nazis could pass whatever laws they wanted. So, the Enabling Act was a very important part of the Nazis' consolidation of power.</i> <i>But there were other things the Nazis did to gain full control. Their manipulation of the Reichstag Fire was the reason they were able to pass the Enabling Act in the first place. By blaming the communists and accusing them of a communist uprising, Hitler gained the political backing needed to arrest communists and frighten voters. After the March 1933 election, Hitler banned the Communist Party, which meant there was little opposition to the Enabling Act being passed.</i> NB: 14 marks- reserve for clinching argument. Standard mark is 12 marks unless one of points developed well.	11–14
Level 3 The response has an analysis and explanation of the historical events/period, which uses relevant second order historical concepts, and is used to give a supported answer to the question.	Level 3 answers will typically construct a one-sided argument with support from one explained example e.g <i>The Enabling Act was an important feature of Hitler's consolidation of power. Announced in March 1933, the Enabling Act allowed Hitler to pass laws without the President's involvement. This made him a virtual dictator. This paved the way for control over other elements of Nazi society (such as education) as the Nazis could pass whatever laws they wanted. So, the Enabling Act was a very important part of the Nazis' consolidation of power.</i> NB: Sound answer is 8/9 marks.	7–10

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Levels	Indicative content	Marks
- This is supported by accurate knowledge and understanding that is relevant to the question. <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>		
Level 2 - The response has an explanation about the historical events/period, which uses relevant second order historical concepts, and gives an answer to the question set. - This is supported by some knowledge and understanding that is relevant to the question. <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	Level 2 answers will typically describe the Enabling Act and/or other reasons for the Nazis' consolidation of power (OR identify other reasons) but will not explain them, e.g. <i>The Enabling Act meant the Nazis could pass any law they wanted, removing opposition.</i> <i>The Enabling Act allowed Hitler to purge the law courts and remove all political opposition from positions of power.</i> <i>The Enabling Act meant that Hitler could act without the approval of Hindenburg, the president.</i> <i>A more important reason was the way in which Hitler and the Nazis used the Reichstag Fire to eliminate opposition.</i> <i>Hitler needed to remove opposition from within his own party to strengthen his power, for example in the Night of the Long Knives.</i> <i>The Nazis gained power as a result of the death of Hindenburg.</i> <i>NB: 1 mark for each identification, unless well developed</i>	4–6
Level 1 The response has a basic explanation about the historical events/period in the question, though the specific question may be answered only partially or the answer may be in the form of assertion that is not supported by the preceding explanation. Second order historical concepts are not used explicitly, but some	Level 1 answers will typically make general assertions e.g. The Enabling Act was important. Opposition was stopped. It allowed Hitler to pass other laws.	1–3

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Levels	Indicative content	Marks
very basic understanding of these is apparent in the answer. • There is basic knowledge that is relevant to the topic of the question. • <i>The information is communicated in a basic/unstructured way.</i>		
Level 0 No response or no response worthy of credit.		0

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