



## **GCSE**

### **History B (Schools history project)**

Unit **J411/33**: Viking Expansion, c.750–c.1050 with Living under Nazi Rule, 1933-45

General Certificate of Secondary Education

### **Mark Scheme for June 2018**

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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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## Annotations

<b>Stamp</b>	<b>Annotation Name</b>	<b>Description</b>
	Tick 1	Level 1
	Tick 2	Level 2
	Tick 3	Level 3
	Tick 4	Level 4
	Tick 5	Level 5
	Tick 6	Level 6
	SEEN	Noted but no credit given
	NAQ	Not answered question
	Wavy Line	Development / Evidence / Support of valid point
	BP	Blank page

**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.

**USING THE MARK SCHEME**

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

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.

Candidates' answers must be relevant to the question. Beware of 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.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

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

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<b>Question 1 – 3 marks</b>	
<p>(a) Identify one way that Vikings were effective sailors            (b) Name one place raided by Vikings from 793.            (c) Name one area settled by Vikings who crossed the Atlantic.</p>	
<b>Guidance</b>	<b>Indicative content</b>
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<p><i>For 1(a), likely valid responses include: superb ships able to sail in deep and shallow water; good navigators, steering oar/rudder allowed them to change direction, shape of the ship included a sail by the 8<sup>th</sup> Century</i></p> <p>Staraya Ladoga is a product not evidence so will not count</p>
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<p><i>For 1(b), likely valid responses include: Lindisfarne, Northumbria, Iona Abbey, Isle of Sheppey, Scottish Isles, Ireland, France. Britain, Constantinople (860), Dorset (789), Netherlands</i></p> <p>Monasteries will not count</p>
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<p><i>For 1(c) likely valid responses include: North America; Greenland; Iceland</i></p> <p>Baku, Constantinople – Caspian Sea so will not count</p> <p>Any other historically valid response is acceptable and should be credited.</p>

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Question 2 – 9 marks	
<b>Write a clear and organised summary that analyses Viking settlement in the British Isles after 865. Support your summary with examples.</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 3 marks</b>	<b>Notes and guidance specific to the question</b>  <i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i>
<b>Level 3 (7–9 marks)</b> Demonstrates a well-selected range of valid knowledge of characteristic features that are fully relevant to the question, in ways that show secure understanding of them (AO1). The way the summary is organised shows sustained logical coherence, demonstrating clear use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2). <b>Nutshell: Summary based on second order concept(s) with 3 or more valid supporting examples/description</b> <b>9 marks – 2 second order concepts qualified</b>	<i>Answers could consider aspects of one or more of the following:</i> <b>The establishment of the Danelaw</b> <b>Absorption of Viking Northumbria -- England</b> <b>Later invasions, drawing on the Cnut era</b>  <i>Answers may choose to focus on aspects of Viking society in Britain and these should be credited – law, customs, religion, trade, dress and appearance;</i>
<b>Level 2 (4–6 marks)</b> Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1). The way the summary is organised shows some logical coherence, demonstrating use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2). <b>Nutshell: Summary based on a second order concept with 2 valid supporting examples /description</b>	<i>Some evidence points to Viking settlers being largely male. Specific examples could be taken from studies of Jorvik. ‘Extent’ is not mentioned in the question but may still be used effectively to address it.</i> <i>Use of conceptual understanding to organise the response might in this case involve change, e.g. <b>distinguishing by geographical regions, or by time, extent of settlement.</b></i> <i>Answers may show understanding of second order concepts such as change, continuity and significance (e.g. different items traded by Vikings, impact on religious practices), similarity and difference within situations (e.g. between Saxon and Viking society)</i>
<b>Level 1 (1–3 marks)</b> Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1). The summary shows a very basic logical coherence, demonstrating limited use of at least one second order concept in attempting to find connections and to provide a logical chain of reasoning to summarise the historical situation in the question (AO2). <b>Nutshell: Summary based on a second order concept with 1 valid supporting example</b> <b>Nutshell: List of events / developments with no organising concept.</b> <b>Nutshell: Reference to a second order concept may be implicit</b>	<i>Please note that answers do not need to name the second order concepts being used to organise their answer, but the concepts do need to be apparent from the connections and chains of reasoning in the summary in order to meet the AO2 descriptors (see levels descriptors).</i>
<b>0 marks</b> No response or no response worthy of credit. <b>Without connection to the period = 0 marks      Focus on monasteries = 0 marks</b>	<i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i>

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<p><b>Question 3 – 10 marks</b>  <b>What was the impact of Harald Bluetooth's reign upon Denmark? Explain your answer.</b></p>	
<p><b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b></p>	<p><b>Notes and guidance specific to the question set</b></p> <p><i>Explanations could consider: <b>the conversion to Christianity; shipbuilding and preparing the way for invasions by his son Sweyn Forkbeard; power as sole king, defence against outside pressures from other peoples e.g. Germans and Norwegians. Evidence from forts at Trelleborg.</b></i></p> <p><i>Explanations are most likely to show understanding of the second order concept of consequence and significance (<b>Christianisation of Vikings, future expansion</b>) but reward appropriate understanding of any other second order concept. Candidates may explore the idea of expediency in the conversion to Christianity, as there were probably increasing numbers of Christians in Denmark anyway, and it helped secured his southern border against Otto; reference may also be made to his obscure death and his fight against his own son..</i></p> <p><i>Answers which simply describe Harald Bluetooth cannot reach beyond Level 1.</i></p>
<p><b>Level 5 (9–10 marks)</b>  Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).  Uses these to show sophisticated understanding of one or more second order concepts in a fully sustained and very well-supported explanation (AO2).  <b>Nutshell: Three or more examples identified with explanation of impact on Denmark</b></p>	
<p><b>Level 4 (7–8 marks)</b>  Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).  Uses these to show strong understanding of one or more second order concepts in a sustained and well-supported explanation (AO2).  <b>Nutshell: Two examples identified with explanation of impact on Denmark</b>  <b>NOTE Answers at L4 will often identify and describe several reasons but only fully explain two of them.</b></p>	
<p><b>Level 3 (5–6 marks)</b>  Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1).  Uses these to show sound understanding of one or more second order concepts in a generally coherent and organised explanation (AO2).  <b>Nutshell: One example identified with explanation of impact PLUS at least one more identified/described</b></p>	
<p><b>Level 2 (3–4 marks)</b>  Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1).  Uses these to show some understanding of one or more second order concepts in a loosely organised explanation (AO2).  <b>Nutshell: One example identified with explanation of impact on Denmark</b></p>	
<p><b>Level 1 (1–2 marks)</b>  Demonstrates some knowledge of features and characteristics of the period (AO1).  Uses these to show some basic understanding of one or more second order concepts, although the overall response may lack structure and coherence (AO2).  <b>Nutshell: Description or identification which does not lead to explanation</b>  <b>1 point = 1 mark. No developmental marking</b></p>	

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**0 marks**

No response or no response worthy of credit.



<p><b>Question 4* – 18 marks</b>  <b>“The success of the Volga Vikings was entirely due to their strengths as traders”. How far do you agree with this statement? Give reasons for your answer.</b></p>	
<p><b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.  <b>Maximum 6 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Max. 12 marks</b></p>	<p><b>Notes and guidance specific to the question set</b>  <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to achieve the two highest levels, answers must consider a broad range of Viking trade in the East, incorporating the Byzantine and/or Arab world. It is likely that responses may link skills such as sailing to the effectiveness of trading.</i></p>
<p><b>Level 6 (16–18 marks)</b>          Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1).          Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2).  <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>  <b>16,17, 18 marks for quality of clinching argument – Needs to be comparative.</b>  <b>Has to have attained Level 5</b></p>	<p><i>Answers are most likely to show understanding of the second order concepts of cause and continuity (different reasons for success including trade, military strengths, raiding and invading experience) potentially similarity and difference (trading strengths and the experience of Vikings in the West/East may even effectively be compared). Reward appropriate understanding of any other second order concept.</i></p>
<p><b>Level 5 (13–15 marks)</b>          Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2).  <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured</i>  <b>Nutshell: 2-2 or 3-1 EXPs</b></p>	<p><i>Grounds for agreeing include: the quality of their crafts and items traded from the homelands such as furs, honey, iron, leather, wool and slaves. They also carried effective weighing scales with them and were instrumental in the development of a ‘bullion economy’. They traded with both the Byzantine and Arab world.</i></p>
<p><b>Level 4 (10–12 marks)</b>          Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2).  <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>  <b>Nutshell: 2-1 EXPs/3-0 EXPs</b></p>	
<p><b>Level 3 (7–9 marks)</b>          Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2).  <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>  <b>Nutshell: 1-1 / 2-0 EXPs</b></p>	

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	<p><i>Grounds for disagreeing include: <b>sailing prowess, initial purpose of ‘raiding’ to the east, the warrior reputation of the Vikings, exemplified by their role as Varangian guard. Predisposition for extortion/tribute/plunder as a method of raising money or other valuable resources.</b></i></p>
<p><b>Level 2 (4–6 marks)</b>          Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2).  <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>  <b>Nutshell: 1-0 EXP</b></p>	
<p><b>Level 1 (1–3 marks)</b>          Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2).  <i>The information is communicated in a basic/unstructured way.</i>  <b>Nutshell: Unsupported assertion/description/identified examples (3 marks if ID)</b></p>	
<p><b>0 marks</b> - No response or no response worth of credit.</p>	



<p><b>Question 5* – 18 marks</b>  <b>'In the period c750 to c990 Vikings in Britain and France were aggressive raiders and nothing more'. How far do you agree with this view? Give reasons for your answer.</b></p>	
<p><b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b></p>	<p><b>Notes and guidance specific to question set</b>  <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description.</i></p>
<p><b>Level 6 (16–18 marks)</b>          Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1).          Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2).  <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>  <b>16,17, 18 marks for quality of clinching argument – Needs to be comparative.</b>  <b>Has to have attained Level 5</b></p>	<p><i>Answers that seek to agree or disagree strongly with the statement must show awareness of the different types of activities and impacts of Viking incursions in this period. To achieve Level 6 this should be displaying 'very secure and thorough understanding' of Viking actions in Britain AND France.</i></p> <p><i>Answers are most likely to show understanding of the second order concepts of causation and consequence (<b>reasons for invading and subsequent follow up actions if any</b>). They could also consider similarity and difference over time (actions of different Viking forces at different times – raiders, invaders, settlers - and also the integration or otherwise of Vikings.</i></p>
<p><b>Level 5 (13–15 marks)</b>          Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2).  <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>  <b>Nutshell: 2-2 or 3-1 EXPs</b></p>	<p><i>Grounds for agreeing include: <b>Examples of raids on monasteries and other settlements including Lindisfarne, Siege of Paris 865 etc; assessment of Viking motivations such as plunder and slaves; societal and cultural pressures which explain raiding; Reference may be made to extortion/tribute (Danegeld)</b></i></p>
<p><b>Level 4 (10–12 marks)</b>          Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2).  <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>  <b>Nutshell: 2-1 EXPs/3-0 EXPs</b></p>	<p><i>Grounds for disagreeing include: Other reasons could include invasion (although a case might be made that this constitutes raiding); <b>trade, reaction to the spread of Christianity, and lack of political cohesiveness in places like England.</b></i></p>
<p><b>Level 3 (7–9 marks)</b>          Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2).  <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>  <b>Nutshell: 1-1 / 2-0 EXPs</b></p>	

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<p><b>Level 2 (4–6 marks)</b>          Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2).  <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>  <b>Nutshell: 1-0 EXP</b></p>	<p><i>Adoption of societal elements in the countries they invaded e.g. evidence (such as that from Jorvik) pointing to buildings being of Anglo-Saxon style; Cnut recognising Anglo-Saxon law and customs.</i></p>
<p><b>Level 1 (1–3 marks)</b>          Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2).  <i>The information is communicated in a basic/unstructured way.</i>  <b>Nutshell: Unsupported assertion/description/identified examples (3 marks if ID)</b></p>	
<p><b>0 marks</b>          No response or no response worthy of credit.</p>	

## Section B: Living under Nazi Rule, 1933–1945

<p><b>Question 6 – 7 marks</b>  <b>What can Source A tell us about Hitler and the Nazi Party in January 1933? Use the source and your own knowledge to support your answer.</b></p>	
<p><b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 2 marks</b>  <b>AO3</b> Analyse sources (contemporary to the period). <b>Maximum 5 marks</b>  <b>Please note that that while the weightings of AO1 to AO3 are equal in levels 1, AO3 carries greater weight in level 2 and greater weight again in level 3.</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 3 (6–7 marks)</b>  The response shows knowledge and understanding of relevant key features and characteristics (AO1).  Shows strong awareness of how sources can be used critically and constructively by e.g. considering the limitations and/or benefits of the source, using wider contextual knowledge to confirm, challenge or raise questions about what the source says or analyses the source to identify a wide range of features that relate to the focus of the question; some of which may be inferred rather than directly stated in the source (AO3).</p>	<p><i>Valid features that answers could identify include:</i></p> <ul style="list-style-type: none"> <li>• <i>Surface features – tells us the Nazis are now in power; tells us about problems facing Germany and Nazi policies eg help for farmers and unemployed.</i></li> <li>• <i>Inferences from the source – tells us about Nazi aims and ideology, eg anti-Communism, racial purity, building a ‘greater’ Germany; tells us how the Nazis value a Volksgemeinschaft or National Community; tells us about the thinly-veiled intolerance of the regime and how opposition will suffer under Gleichschaltung (‘unity’ ... ‘national discipline’); we learn that this was deemed an important event (millions listened to speech); tells us that particular groups were important to the Nazis and were an important part of their support ie farmers, middle classes and to some extent the unemployed.</i></li> <li>• <i>Inferences from the source’s broadcast: tells us about the importance of propaganda to the regime and how the Nazis were keen to ensure that they had ‘genuine’ popularity rather than just using force or violence.</i></li> </ul>
<p><b>Level 2 (3–5 marks)</b>  The response shows knowledge and understanding of relevant key features and characteristics (AO1).  Shows some awareness of how sources can be used critically and constructively by e.g. considering the limitations and/or benefits of the source, using wider contextual knowledge to confirm, challenge or raise questions about what the source says or analyses the source to identify some features that relate to the focus of the question; some of which may be inferred rather than directly stated in the source (AO3).</p>	
<p><b>Level 1 (1–2 marks)</b>  The response shows knowledge of features and characteristics (AO1).  Analyses the source to identify at least one feature that relates to the focus of the question; this may be inferred rather than directly stated in the source (AO3).</p>	
<p><b>0 marks</b>  No response or no response worthy of credit.</p>	

*Examples of relevant additional characteristic features shown at levels 2 or 3 could include: Hitler had been made Chancellor but still faced a wide range of legal and popular opposition; his position was relatively weak, eg only 33% vote in Nov 1932, did not have majority in Reichstag, President Hindenburg could remove him, civil service, judiciary and government contained non-Nazis – only 2 in cabinet. Therefore was very important to exploit propaganda apparatus and rally support for his government.*

*There is no requirement to mention limitations but examples of limitations include:– The source is limited because it shows Hitler’s view of how Germany should be, and this is not necessarily how many people felt – most had not voted for the Nazis at the last election. So actually the source tells us the Nazis were aware of the need to drum up support.*

*No reward can be given for raising concerns over the limitations of the source unless this is explicitly used to help to say what the source “can tell us” in relation to the focus of the question.*

*No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.*

<p><b>Question 7 – 15 marks</b>  <b>How useful are Sources B and C and Interpretation D for a historian studying total war in Germany between 1943 and 1945? In your answer, refer to the two sources and the interpretation as well as your own knowledge.</b></p>	
<p><b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b>  <b>AO3</b> Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. <b>Maximum 5 marks</b>  <b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. <b>Maximum 5 marks</b>  <b>Please note that while the descriptors for AO3 and AO4 are given separately in the levels, the analysis and evaluation of sources and interpretations may be combined in responses.</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 5 (13–15 marks)</b>  Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).  Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the usefulness of the source(s) in relation to the issue in the question (AO3).  Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences etc.). Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).</p>	<p><i>Analysis of the sources and interpretation could identify features such as:</i></p> <ul style="list-style-type: none"> <li>• <i>Surface features of sources – eg B useful for showing that victory will be a ‘struggle’ and that people support the idea of total war; C useful for showing us that German cities were bombed; D useful for showing that some Germans did well out of the war and supported it.</i></li> <li>• <i>Inferences from the sources – eg B useful as evidence of the propaganda efforts / techniques used in war; B useful as evidence of low morale and therefore actually reveals lack of support for total war because of need for propaganda; C is useful about the impact of allied bombing and how destructive it was; D supports B to some extent and suggests popular support for total war but because of material benefits.</i></li> </ul>
<p><b>Level 4 (10–12 marks)</b>  Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).  Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the usefulness of the source(s) in relation to the issue in the question (AO3).  Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).</p>	



<p><b>Level 3 (7–9 marks)</b>          Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1).          Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the usefulness of the source(s) in relation to the issue in the question (AO3).          Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).</p>	<p><i>Understanding of appropriate characteristic features could include: knowledge of how defeat at Stalingrad 1943 led to low morale could be used explain purpose of Goebbels' speech in Source B (some candidates may know that the audience for the speech was carefully chosen); knowledge of the extent and impact of allied bombing of German cities; knowledge of scarcity and hardship 1944-45, SD reports on low morale and anti-Hitler jokes might be used to challenge typicality of experiences in interpretation D or support shown in B.</i></p>
<p><b>Level 2 (4–6 marks)</b>          Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1).          Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Gives a basic evaluation with some limited explanation of ideas and a loosely supported judgment about usefulness of the source(s) in relation to the issue in the question (AO3).          Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Gives a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).</p>	<p><i>Responses which comment on limitations that may affect usefulness could include –</i></p> <ul style="list-style-type: none"> <li>• <i>Developed comments on how bias and purpose sources make them more useful eg Source C makes it a very useful source because it suggests the British civilians feel guilty about the extent of the bombing so the govt need propaganda to get them on side, which in turn suggests the horrific impact of such bombing. Source B is useful because it suggests a necessity to build popular enthusiasm for total war.</i></li> </ul>
<p><b>Level 1 (1–3 marks)</b>          Demonstrates some knowledge of features and characteristics of the period (AO1).          Analyses the source(s) to identify features appropriate to the question e.g. by considering specific details, provenance, making valid inferences, making appropriate cross-references or identifying significant themes that they have in common.(AO3)          Analyses the interpretation(s) to identify features appropriate to the question e.g. by considering specific details, provenance, making valid inferences, making appropriate cross-references or identifying significant themes that they have in common.(AO4)          There is either no attempt to evaluate and reach a judgment about usefulness of the interpretation(s) and the source(s) in relation to the issue in the question, or there is an assertion but this lacks any support or historical validity</p>	<p><i>Interpretation D's argument in relation to lack of hardship during war appears to be a minority view and therefore suggests large numbers of Germans did not prosper in this way.</i></p> <ul style="list-style-type: none"> <li>• <i>Developed comments on how purpose and tone of Interpretation D makes it less useful because it presents an unrepresentative picture, ie the author may be overstating how comfortable Germans were during the</i></li> </ul>
<p><b>0 marks</b>          No response or no response worthy of credit.</p>	

*war out of a sense of guilt about the actions of his country – Germans may not have suffered as much as occupied regions but they still endured hardships and of course bombing.*

- *Less well developed comments supporting or challenging evidence in sources with candidates' own knowledge, rendering sources more or less useful in terms of typicality or reliability. Candidates may show how the sources/interpretation agree and/or disagree with each other.*
- *Undeveloped comments on how provenance of sources make them unreliable and therefore not useful, eg B from propaganda ministry and therefore not useful; C from British perspective and therefore not useful; D anecdotal and therefore not useful.*

*Candidates should not be rewarded for simply saying what is 'missing' from the sources. 'ie Not useful because it has no information about ...' Note: Not useful only – limited to 4 marks. No reward can be given for raising concerns over the limitations unless this is explicitly used to help to say how it affects usefulness for the context given. Evaluation of usefulness may also involve making valid substantiated suggestions of other lines of enquiry for which the collection may be useful, but the focus given in the question must also be addressed. No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.*

<p><b>Question 8* – 18 marks</b>  <b>“Terror was more important than propaganda in controlling people in Nazi Germany between 1933 and 1939”. How far do you agree with this view?</b></p>	
<p><b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 6 (16–18 marks)</b>  Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1).  Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2).  <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. To reach Levels 5 and 6, this must involve examining both sides of the argument.</i></p> <p><i>Answers are most likely to show understanding of the second order concepts of <b>causation and consequence</b> (reasons for people supporting the regime or not opposing it); <b>similarity/difference</b> (diversity of experiences among different people) and <b>change</b> (effects of terror and propaganda on free speech, opposition, etc.).</i></p> <p><b>Grounds for agreeing may include:</b> Role of the SD, SS and concentration camps in removing opposition, eg between 1933 and 1939, about 225,000 Germans convicted and imprisoned for political crimes. By 1939, another 162,000 placed in ‘protective custody’ without trial. This was effective – by end of 1934 there were only around 3,000 prisoners in camps, mostly Communists, and there was talk of shutting the camps down. But this rose again with the imprisonment of ‘asocials’ – 21,400 total camp population by September 1939. Work of the Gestapo – used network of</p>
<p><b>Level 5 (13–15 marks)</b>  Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2).  <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i></p>	
<p><b>Level 4 (10–12 marks)</b>  Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2).  <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i></p>	
<p><b>Level 3 (7–9 marks)</b>  Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2).  <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	
<p><b>Level 2 (4–6 marks)</b>  Demonstrates some knowledge of features and characteristics of the period in ways that show</p>	

<p>some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	<p><i>informers to spy on citizens and had powers to send people to concentration camps without trial. Role of the police and courts – Nazis appointed judges and opponents did not receive a fair trial. Orpo/Kripo provided intelligence and arrested enemies of Nazism.</i></p>
<p><b>Level 1 (1–3 marks)</b> Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i></p>	<p><i>Some candidates may provide evidence that many Germans were not receptive to propaganda, eg many arrived late to the cinema to avoid the Nazi newsreels at the start; fewer Germans bought newspapers because they were dull – circulation fell by 10%.</i></p>
<p><b>0 marks</b> No response or no response worthy of credit. <b>DO NOT CREDIT STAR OF DAVID FOR JEWS CAUSING ANTI-SEMITIC PERSECUTION – outside of period in Germany.</b></p>	<p><b>Grounds for disagreeing may include:</b> <i>Role of propaganda – believed to be of central importance to control by Hitler and Goebbels. Propaganda made it clear to people what was expected of them through rallies (like those at Nuremburg), radio (listening to foreign broadcasts banned, production of cheap ‘People’s Receivers’, loudspeakers in the street/bars to broadcast Hitler’s speeches), film (all film had to carry a pro-Nazi message), books (public book burnings), posters, newspapers (Goebbels controlled the news as papers were not allowed to print anti-Nazi ideas Jewish editors and journalists were replaced and anti-Nazi papers shut down), art and music. Propaganda reminded people of the benefits of the Nazi regime, eg economic recovery, KDF, etc. The effectiveness of the propaganda/censorship machine meant that there was no way to openly express any criticism of the regime.</i></p>

	<p><i>Some candidates may argue the limits of terror, eg Gestapo had only 15,000 agents for the whole of Germany in 1939. Most Gestapo investigations prompted by public denunciations, suggesting people believed the propaganda that the Gestapo were everywhere.</i></p>
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<p><b>Question 9* – 18 marks</b>  <b>“German people’s lives got worse as a result of Nazi policies.” How far do you agree with this view of Germany between 1933 and 1939?</b></p>	
<p><b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b></p>	<p>Notes and guidance specific to the question set</p>
<p><b>Level 6 (16–18 marks)</b>  Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1).  Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2).  <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. To reach Levels 5 and 6, this must involve evaluating how far the statement is true, eg examining ways in which people gained and lost out as a result of Nazi rule.</i></p> <p><i>Answers are most likely to show understanding of the second order concepts of <b>change and continuity</b> (how far people’s lives got worse, stayed the same or improved), <b>causation</b> (reasons for people’s lives changing as a result of policies) and <b>diversity</b> (similarity/difference in the experience of different groups of Germans) but reward appropriate understanding of any other second order concept.</i></p> <p><b>Grounds for agreeing may include:</b> All groups – Loss of freedom of speech/association. Women – married women forced to give up jobs; discrimination against women in applying for jobs encouraged; female enrolment at universities limited to 10% of all students. The unemployed – many jobs were created only through conscription to the army. Workers – loss of their main political party, the SDP; trade unions and strikes outlawed; DAF kept strict controls on workers; wages remained comparatively low. Farmers – because of Reich Entailed Farm Law, banks were unwilling</p>

*to lend money to entrepreneurial farmers; there was rural depopulation. Small businesses – small shops and those companies producing luxury goods did not particularly benefit; large department stores were not closed despite Nazi promises. Youth – school curriculum narrowed; shutting down of alternative youth clubs. Jews and other minorities – faced increasing persecution, eg sterilisation of those with hereditary illnesses; so-called ‘asocials’ sent to concentration camps; Jews banned from civil service, teaching and other occupations; social exclusion of Jews; boycott of Jewish shops and businesses; Nuremburg Laws 1935 and other anti-Semitic legislation 33-39; Kristallnacht 1938.*

*Grounds for disagreeing may include: Women – financial incentives offered to married couples who had children, eg marriage loan; motherhood celebrated, eg Honour Cross of German Mother, suited many women who had traditional ideals; women in employment 33-39 did actually increase though. The unemployed – 6 million were unemployed in 1933 and Nazis / Schacht organised public works programmes as employment (eg the autobahn, rearmament and the railways). Workers – KDF offered cheap leisure activities; Beauty of Labour improved conditions in factories; Winter Relief fund. Farmers – Reich Food estate and Reich Entailed Farm Law supported farmers through financial difficulties. Small businesses – some did well from government orders because of rearmament. Big business – huge benefits from lack of strikes and trade union bargaining; companies like IG Farben, Volkswagen and Mercedes gained government contracts due to rearmament; income of*

	<p><i>managers of these companies rose. Youth – some enjoyed aspects of HJ and BDM, eg holiday camps.</i></p>
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