



GCSE (9-1)

History B Schools History Project

**J411/36: The Mughal Empire, 1526-1707 with Living under
Nazi Rule, 1933-1945**

General Certificate of Secondary Education

Mark Scheme for June 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.

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

<i>Stamp</i>	<i>Ref No.</i>	<i>Annotation Name</i>	<i>Description</i>
	311	L1	Level 1
	321	L2	Level 2
	331	L3	Level 3
	341	L4	Level 4
	441	L5	Level 5
	3261	L6	Level 6
	811	SEEN	Noted but no credit given
	501	NAQ	Not answered question
	1371	H Wavy Line	Incorrect/muddled/unclear
	1681	BP	Blank page
	151	Highlight	Part of the response which is rewardable (at one of the levels on the MS)
	11	Tick	Tick

12. Subject Specific Marking Instructions

INTRODUCTION

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

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

You should ensure that you have copies of these materials.

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

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

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

Section A: The Mughal Empire, 1526-1707

Question 1 – 3 marks a) Identify one reason why Babur invaded northern India. b) Give one piece of evidence which shows that Shah Jahan cared about luxury in his court. c) Give one example of Aurangzeb's military campaigns after 1681.	
Guidance	Indicative content
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<i>For 1(a) likely valid responses include: He had lost Samarkand / Fergana (so was looking for new territory to conquer); Ibrahim Lodi (Delhi Sultan) was young / weak / inexperienced ruler/ facing internal opposition so Babur thought he could take advantage; he was astonished/ impressed by Hindustan during his early raids there; India was known for its wealth, fertile lands, and prosperous trade routes.</i> <i>For 1(b), likely valid responses include:</i> • Made the Peacock Throne or any features of it (e.g. made of gold weighing more than two elephants; decorated in jewels worth 10 million rupees; stood on four solid gold feet; topped with a golden canopy; had four emerald-encrusted pillars; jewels of every type and colour were set under the canopy; ten people could sit under the canopy; three steps led to the throne embedded with pearls and gems; peacocks made from gems sat above the canopy). • Adored jewels/ skill of a professional jeweller in reading quality of gems. • Took pleasure in the arts: paintings/ ordered artists to capture his glory in portraits; encouraged dancing and music at court; he himself enjoyed singing; appreciation for rare books/ illuminated manuscripts/ imperial library • Cultivated luxurious gardens NOTE: Do not accept the Taj Mahal <i>For 1(c), likely valid responses include:</i> • Conquest of Bijapur – attacked in 1685, surrendered and whole state annexed in 1686. • Conquest of Golconda – taken after an eight-month siege in 1687. • The Deccan / campaign against the Marathas - used bribery to track down Shambhuji and captured him in 1689, siege of Gingee for nine years until 1698, battles against the Marathas under Tarabai until 1705. Any other historically valid response is acceptable and should be credited.
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	

Question 2 – 9 marks Write a clear and organised summary that analyses the rule of Jahangir (1605-1627). Support your summary with examples.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 3 marks	Notes and guidance specific to the question set <i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i> <i>Answers could consider aspects of one or more of the following:</i> • Consequence (e.g. impact of Jahangir's rule on areas such as painting, trade, religion or foreign affairs) • Diversity (e.g. successes vs failures; comparison of Jahangir's rule to that of another emperor, focussing on similarities/ differences) • Causation (reasons for Jahangir's successes/ failures; reasons for his actions) • Change over time (e.g. strength at start of reign compared to instability towards the end) <i>Please note that answers do not need to name the second order concepts being used to organise their answer, but the concepts do need to be apparent from the connections and chains of reasoning in the summary in order to meet the AO2 descriptors (see levels descriptors).</i> <i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i>
Level 3 (7–9 marks) Demonstrates a well-selected range of valid knowledge of characteristic features that are fully relevant to the question, in ways that show secure understanding of them (AO1). The way the summary is organised shows sustained logical coherence, demonstrating clear use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	
Level 2 (4–6 marks) Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1). The way the summary is organised shows some logical coherence, demonstrating use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	
Level 1 (1–3 marks) Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1). The summary shows a very basic logical coherence, demonstrating limited use of at least one second order concept in attempting to find connections and to provide a logical chain of reasoning to summarise the historical situation in the question (AO2).	
0 marks No response or no response worthy of credit.	

Question 2 – 9 marks Write a clear and organised summary that analyses the rule of Jahangir (1605 to 1627). Support your summary with examples.	
Guidance and indicative content	
Level 3 (7–9 marks)	Typically, a summary based on second order concept(s) with two or more valid supporting examples, e.g. [Change over time] <i>Jahangir's reign began with relative stability. For example, he quickly put down a revolt from his son Khusrav in 1606 and used Shah Jahan to subdue unrest in the Deccan in 1616. However, as time went on, his reign was increasingly unstable. His authority weakened and there were two further rebellions against him after 1622; he was held prisoner for several months in 1626, showing how his rule was quite insecure by the time he died. [8]</i> [Diversity] <i>In some ways, Jahangir's reign was similar to his father, Akbar's reign. For example, Akbar was very keen to pursue a policy of religious tolerance and integration, and Jahangir continued this to some extent. For example, he funded the work of Jesuit priests and allowed three of his nephews to become Catholics.</i> <i>However, in other ways, Jahangir's reign was very different. Akbar is known as 'Akbar the Great' and his reign is remembered for his military expansion. In contrast, although Jahangir's armies only made a few conquests, such as taking control of the independent kingdom of Merwar in 1615. [THRESHOLD – 7 MARKS]</i>
Level 2 (4–6 marks)	Typically, a summary based on a second order concept with one valid supporting example, e.g. [Consequence] <i>Jahangir was devoted to art and his interest had an important impact on the development Mughal painting. For example, he employed fewer artists to paint each painting and told them to paint every part of the pictures they did (as opposed to employing lots of artists to work on the same image). This allowed them to develop their own styles and also led to paintings which better capture the character of the people in the Mughal court. [6 marks]</i> [Diversity] <i>In some ways, Jahangir's reign was similar to his father, Akbar's reign. For example, Akbar was very keen to pursue a policy of religious tolerance and integration, and Jahangir continued this to some extent. For example, he funded the work of Jesuit priests and allowed three of his nephews to become Catholics. [THRESHOLD – 4 MARKS]</i>
Level 1 (1–3 marks)	Typically, descriptions of aspects of Jahangir's reign/ relevant events with no organising historical concept, e.g. - Nur Jahan was a great influence on Jahangir. She played an active role in government and had considerable influence at court. It was due to her that she and Jahangir were released during Mahabat Khan's rebellion. [3] - One aspect of Jahangir's reign was he passed the 12 decrees... These were ... Also, in terms of the economy ... Finally, in relation to art OR Typically, statement(s) based on second order concept with EITHER no valid specific examples OR development, e.g. (Diversity) Akbar was very keen to pursue a policy of religious tolerance and integration, and Jahangir continued this to some extent.
0 marks	

Question 3 – 10 marks Why was Akbar's administration so effective during his reign (1556–1605)? Explain your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks	Notes and guidance specific to the question set
Level 5 (9–10 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show sophisticated understanding of one or more second order concepts in a fully sustained and very well-supported explanation (AO2).	<i>Explanations are most likely to show understanding of the second order concepts of causation and consequence and change and continuity but reward appropriate understanding of any other second order concept.</i> <i>Explanations could consider: empire was divided into provinces each ruled by a governor, revenue official and military commander; relays of runners were used for communication; carrier pigeons were also used for communication; Akbar maintained tight control over officials and prevented them from becoming too powerful; post of Chief Minister allowed to collapse; four ministers acted as an advisory group to Akbar; nobility were carefully selected from different groups to prevent challenges to the emperor; creation of the civil service known as 'the mansabdari system'; 33 ranks used to organise the mansabdars; efficient system of tax collection introduced, with taxes collected systematically; tax payments made in cash at fixed times; mints produced standardised coins to be used across the empire.</i>
Level 4 (7–8 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show strong understanding of one or more second order concepts in a sustained and well-supported explanation (AO2).	
Level 3 (5–6 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Uses these to show sound understanding of one or more second order concepts in a generally coherent and organised explanation (AO2).	
Level 2 (3–4 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Uses these to show some understanding of one or more second order concepts in a loosely organised explanation (AO2).	
Level 1 (1–2 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Uses these to show some basic understanding of one or more second order concepts, although the overall response may lack structure and coherence (AO2).	
0 marks No response or no response worthy of credit.	NOTE: Allow religious tolerance as a reason ONLY where clearly linked to administration, i.e. allowing different groups to serve as his officials.

Question 3 – 10 marks Why was Akbar's administration so effective during his reign (1556–1605)? Explain your answer.	
Guidance and indicative content	
Level 5 (9-10 marks)	Typically, two or more reasons that Akbar's administration was so effective identified and fully explained, e.g. <i>One reason that Akbar's administration was so effective is that he created an imperial civil service known as 'the mansabdari system.' He appointed hundreds of mansabdars who each had specific administrative and military responsibilities. He was in charge of their rank and where they were posted, and controlled their promotions. This meant he was able to govern effectively because he was in complete control.</i> <i>Another reason is that Akbar set up an efficient system of tax collections, which ensured that revenue from the land was collected systematically. Tax collectors produced official records for each village which explained who was responsible for paying tax, and demanded that taxes were paid at fixed times. This was effective because it meant that there was a massive increase in the Mughal revenues, which paid for the luxury of his court and funded military conquests. [10]</i>
Level 4 (7-8 marks)	Typically, one reason that Akbar's administration was so effective identified and fully explained, e.g. <i>One reason is that there was a good system of communication. For example, there was a system of runners who were posted at intervals along the main roads, and they carried official documents around the empire. These methods helped Akbar stay informed about developments across his empire and respond swiftly to challenges. [THRESHOLD – 7 MARKS]</i> <i>One reason Akbar's administration was so effective was his religious tolerance, as he carefully recruited nobles from different groups, including Persians, Afghans, and Hindu and Muslim Indians. This meant no single group became powerful enough to challenge him. By balancing these groups, Akbar kept control and made his rule more stable. [THRESHOLD – 7 MARKS]</i> Explained points must: • identify a valid reason • provide precise evidence • use this to address the question
Level 3 (5-6 marks)	Typically, identifies a reason(s) and uses this to address question (but does not provide precise evidence about the reason), e.g. • One reason was because of the system of mansabdari, which was organised and efficient, and gave Akbar greater control over the provinces. • One reason was that Akbar had an efficient system of tax collection, which brought in more money for military conquests. OR Typically, identifies a reason(s) and gives precise evidence (but does not go on to say how that answers the question), e.g. • One reason was because of the system of mansabdari. Under this system, there were hundreds of mansabdars who each had specific administrative and military responsibilities. • One reason was because of good communications. For instance, carrier pigeons were used to send messages across the empire. NOTE: One L3 = 5–6 marks Two L3s = 6 marks

Level 2 (3-4 marks)	Typically, describes features of administration, e.g. • Akbar allowed the post of Chief Minister to lapse. Instead, he appointed four ministers responsible for key areas such as the army. [4] • Tax collectors produced official records for each village. [3] OR Typically, identifies one or more reason but with <u>neither</u> of the following: • support from precise evidence (about the reason) • explaining why the reason made Akbar's administration effective, e.g. • Akbar's administration was so effective because he created an imperial civil service – this was called the mansabdari system. [3] • Akbar's administration was so effective because he made tax collection a lot more efficient. Also, he developed a hierarchy of hundreds of mansabdars. [4] NOTE: One L2 identification = 3 marks Two L2 identifications = 4 marks
Level 1 (1-2 marks)	Typically, valid but general assertion(s), e.g. • Akbar's administration was very efficient because he made the systems more efficient.
0 marks	

Question 4* – 18 marks 'Humayun was more successful at overcoming problems than Aurangzeb'. How far do you agree? Give reasons for your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	Notes and guidance specific to the question set <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to achieve the two highest levels, answers must consider both reasons to agree and to disagree with the statement.</i> <i>Answers are most likely to show understanding of the second order concepts of significance; causation and consequence but reward appropriate understanding of any other second order concept.</i> Grounds for agreeing include: Humayun's success in overcoming problems: dealt effectively with threats from his three half-brothers, allowing each a separate province; despite being forced to live in exile for 15 years, he successfully won back the empire – failed to recapture Sind, but got married and had an heir; ruler of Rajasthan refused to provide troops and he had to lead his troops through the desert; secured victory over his brothers over a period of 8 years; took his opportunity to recapture Delhi in 1555 and re-established the Mughal empire; reorganised administration to be more effective. Aurangzeb's lack of success in overcoming problems: failed to take decisive control of the north; he insulted Shivaji; he fought unnecessary and poorly conducted campaigns against the Marathas in the south; Maratha forts only captured via bribery – Aurangzeb lost control and failed to deal effectively with Tarabai and her army; empire was at its greatest extent by 1707, but this was not effectively controlled; policies caused resentment amongst the Hindus; failure to solve the problem of succession.
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	
0 marks No response or no response worthy of credit.	

Question 4* – 18 marks	
‘Humayun was more successful at overcoming problems than Aurangzeb’. How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	Typically, a balanced argument; two valid explained points on each side OR three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks, e.g. <i>There is some evidence to challenge this statement because Humayun did not fully succeed in overcoming setbacks during his reign. For instance, early in his rule, Bahadur Shah, the ruler of Gujarat, invaded Afghanistan. The Mughals drove his army back and captured an important fort. However, Humayun’s use of opium made him indecisive and he was forced to withdraw from Gujarat, meaning he did not succeed in defeating this military challenge.</i> <i>However, there is also a great deal of evidence to support this. Humayun came back from the enormous setback of being exiled for 15 years to return and re-establish the Mughal Empire. It took him a long time to regain any power because he faced continual challenges but was eventually successful. By 1545, he had succeeded in capturing Qandahar and Kabul, and the following year he recaptured Delhi. This was a huge success given the scale of the problem he faced.</i> <i>On the other hand, Aurangzeb also overcame serious setbacks. For example, during his reign, the Empire suffered a series of revolts against Mughal authority. For instance, the Jat Revolt broke out near Delhi in 1669 and the revolt gained the support of 20,000 men. However, Aurangzeb was able to crush this resistance and re-establish political power. This shows how, although unpopular, Aurangzeb was able to take back control.</i> <i>Nevertheless, Aurangzeb was not always successful in overcoming setbacks. For instance, in the Deccan, from 1668, the Marathas were determined to start a new Hindu empire. Aurangzeb launched a campaign against the Marathas but could never fully defeat them. When the Mughals gained a Maratha fort it was usually via bribery and the Marathas re-gained it quickly. By 1705, Aurangzeb still had little control in the area, demonstrating lack of success.</i> <i>Overall, I believe that Humayan was more successful at overcoming setbacks, as he came from a very weak position in exile to restore the Mughal Empire to a long period of power, whilst Aurangzeb started his reign in a strong position, but did little to deal with the serious threat posed by the Marathas, and fatally weakened the empire through his mistakes.</i>
Level 5 (13-15 marks)	Typically, a balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1), e.g. <i>There is some evidence to challenge this statement because Humayun did not fully succeed in overcoming setbacks during his reign. For instance, early in his rule, Bahadur Shah, the ruler of Gujarat, invaded Afghanistan. The Mughals drove his army back and captured an important fort. However, Humayun’s use of opium made him indecisive and he was forced to withdraw from Gujarat, meaning he did not succeed in defeating this military challenge.</i> <i>However, there is also a great deal of evidence to support this. Humayun came back from the enormous setback of being exiled for 15 years to return and re-establish the Mughal Empire. It took him a long time to regain any power because he faced continual challenges but was eventually successful. By 1545, he had succeeded in capturing Qandahar and Kabul, and the following year he recaptured Delhi. This was a huge success given the scale of the problem he faced.</i> <i>On the other hand, Aurangzeb also overcame serious setbacks. For example, during his reign, the Empire suffered a series of revolts against Mughal authority. For instance, the Jat Revolt broke out near Delhi in 1669 and the revolt gained the support of 20,000 men. However, Aurangzeb was able to crush this resistance and re-establish political power. This shows how, although unpopular, Aurangzeb was able to take back control.</i> NOTE: FOR L5+, CANDIDATES MUST INCLUDE EXPLAINED POINTS ABOUT BOTH EMPERORS.

Level 4 (10-12 marks)	Typically, a one-sided argument, two explained points of support (2–0), e.g. <i>There is some evidence to challenge this statement because Humayun did not fully succeed in overcoming setbacks during his reign. For instance, early in his rule, Bahadur Shah, the ruler of Gujarat, invaded Afghanistan. The Mughals drove his army back and captured an important fort. However, Humayun's use of opium made him indecisive and he was forced to withdraw from Gujarat, meaning he did not succeed in defeating this military challenge.</i> <i>However, there is also a great deal of evidence to support this. Humayun came back from the enormous setback of being exiled for 15 years to return and re-establish the Mughal Empire. It took him a long time to regain any power because he faced continual challenges but was eventually successful. By 1545, he had succeeded in capturing Qandahar and Kabul, and the following year he recaptured Delhi. This was a huge success given the scale of the problem he faced.</i> NOTE: 'BALANCE' REFERS TO EXPLAINED POINTS ABOUT BOTH EMPERORS (SO THE EXAMPLE ABOVE IS A ONE-SIDED ARGUMENT) Alternatively, and typically, a balanced argument; one explained point on each side (1–1), e.g. <i>There is some evidence to challenge this statement because Humayun did not fully succeed in overcoming setbacks during his reign. For instance, early in his rule, Bahadur Shah, the ruler of Gujarat, invaded Afghanistan. The Mughals drove his army back and captured an important fort. However, Humayun's use of opium made him indecisive and he was forced to withdraw from Gujarat, meaning he did not succeed in defeating this military challenge.</i> <i>On the other hand, Aurangzeb also overcame serious setbacks. For example, during his reign, the Empire suffered a series of revolts against Mughal authority. For instance, the Jat Revolt broke out near Delhi in 1669 and the revolt gained the support of 20,000 men. However, Aurangzeb was able to crush this resistance and re-establish political power. This shows how, although unpopular, Aurangzeb was able to take back control.</i> NOTE: 'BALANCE' REFERS TO EXPLAINED POINTS ABOUT BOTH EMPERORS
Level 3 (7-9 marks)	Typically, a one-sided argument; one explained point of support (1–0), e.g. <i>I disagree because Humayun did not fully succeed in overcoming setbacks during his reign. For instance, early in his rule, Bahadur Shah, the ruler of Gujarat, invaded Afghanistan. The Mughals drove his army back and captured an important fort. However, Humayun's use of opium made him indecisive and he was forced to withdraw from Gujarat, meaning he did not succeed in defeating this military challenge.</i> Explained points must: • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 2 (4-6 marks)	Typically, identification of reason(s) to support/challenge which don't meet criteria for an explained point, e.g. <i>Yes, I agree because Humayun successfully came back from exile.</i> 1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks Alternatively, and typically, description of relevant events in the reigns of Humayun and/or Aurangzeb, e.g. <i>Between 1540 and 1555 Humayun was in exile after he was driven out of India. (4) During this time, he sought refuge at the court of the Persian emperor, where he gained support to eventually reclaim his throne. (5) He returned in 1555 and re-established Mughal rule. (6)</i>
Level 1 (1-3 marks)	Typically, valid but general assertion(s), e.g. • <i>I agree because Humayun restored the Mughal empire.</i>

Question 5* – 18 marks 'Shah Jahan only became an ineffective ruler after he became ill in 1657.' How far do you agree with this view of Shah Jahan's reign (1627-1658)? Give reasons for your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	Notes and guidance specific to the question set <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to achieve the two highest levels, answers must consider both reasons to agree and to disagree with the statement.</i> <i>Answers are most likely to show understanding of the second order concepts of; causation, consequence and change over time but reward appropriate understanding of any other second order concept.</i> Grounds for agreeing include: Effectiveness before 1657: Ruthless seizure of power could be seen as an effective show of power – Asaf Khan offered Dawar the throne and Dawar was declared emperor – Shah Jahan offered rich rewards to those who would support him and leading nobles left the court of Dawar to join him. He organised the brutal assassination of Dawar and princes. Shah Jahan's economic success/increased royal income: encouraged villages to bring more land into productive use; conquered new lands which increased income from taxes on new jagirs; raised levels of taxation whilst also increasing the size of the army by lowering the number of troops expected from each jagir; became the wealthiest man in the world; prices were generally stable; cities and trade grew as the population of the empire increased. Effective response to famine: during the famine in Gujarat and the Deccan (1630–1632), he set up langars and spent 150,000 rupees to provide relief; he also suspended tax collection in affected areas to ease the burden. Shah Jahan's effective methods of keeping control; kept Nur Jahan out of court affairs by paying her a huge pension; granted sons huge incomes from jagirs to keep them onside; rewarded Asaf Khan an enormous annual income as his chief adviser; over 650 officials and generals received at least 60% of the tax revenue to ensure stability and the provision of armies; over 95 million rupees given as gifts to ensure loyalty; efficiency and good order of the government resulted; more legal disputes settled locally without needing his interference; famine relief (see above) helped to preserve order and loyalty. Shah Jahan's military campaigns: Demonstrated Mughal power by defeating the Portuguese at Hugli in 1632; extended influence and secured tribute through a successful campaign in Baltistan in 1637. Effective use of propaganda and arts at court – the Peacock Throne, art, music, literature, etc. Effective building projects which benefitted subjects – 25 million rupees on madrasahs (schools), mosques and hospitals, created new capital city of Delhi and built the Taj Mahal – tomb for his wife Mumtaz Mahal – work started in 1632, Mathematicians, theologians, astrologers and engineers all employed to build the Taj Mahal (20,000 labourers) took 21 years to build.
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of 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>	Ineffectiveness after 1657: • Instability/ conflict among sons: <i>Shah Jahan's illness created a power vacuum that led to jealousies and a succession struggle among his four sons: Dara Shikoh, Aurangzeb, Shah Shuja, and Murad Baksh. This infighting created instability in the empire. Shah Jahan was unable to effectively manage the succession process. Shah Jahan favoured his eldest son, Dara Shikoh, and this alienated his other sons and sparked a brutal civil war.</i> • Usurped by Aurangzeb: <i>After much conflict, Aurangzeb eventually deposed Shah Jahan in 1658 and imprisoned him in the Agra Fort. Shah Jahan spent the last eight years of his life under house arrest. While imprisoned, Shah Jahan had no real influence or control over the empire. Aurangzeb effectively became the ruler, and rendering him ineffective as an emperor.</i> Grounds for disagreeing include: Ineffectiveness prior to 1657: • Shah Jahan's military failures: <i>Shah Jahan preferred to leave his generals, including his sons, to fight on his behalf; his armies failed to take Balkh in 1646-7 and return it to Mughal control, at huge cost; the Mughal army failed three times to take back Kandahar from the Persians, 1638 and 1649-53, leaving the Mughal Empire vulnerable and humiliating Shah Jahan, as well as causing serious disputes between Shah Jahan and his sons; failed to annex Bijapur and Golconda in the Deccan, despite costly campaigns.</i> • Shah Jahan's ineffective use of resources; <i>Shah Jahan spent upwards of 20 million rupees on the Taj Mahal, and wore an ornament worth 10 million rupees at his coronation, yet during the crop failures of 1630-32, millions of people starved to death in Gujarat and the Deccan; whilst Shah Jahan set up langars and forgave taxation in these areas, the peasants still suffered; Shah Jahan helped to cause the famine as his army looted and destroyed the countryside during a dispute with a rebellious noble, preferring to feed his soldiers and animals than the people.</i>
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	
0 marks No response or no response worthy of credit.	

Question 5* – 18 marks	
'Shah Jahan only became an ineffective ruler after he became ill in 1657.' How far do you agree with this view of Shah Jahan's reign (1627-1658)? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	Typically, a balanced argument; two valid explained points on each side OR three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks, e.g. <i>In some ways I agree because there is plenty of evidence to suggest that Shah Jahan was an effective ruler before 1657. One way he was effective was in successfully generating loyalty and respect among his officials. For example, 650 officials and generals received at least 60% of the tax revenue to provide armies. This was effective because it meant that there was efficiency and stability under Shah Jahan's leadership.</i> <i>I also agree because Shah Jahan's illness after 1657 created a power vacuum that led to jealousies and a succession struggle among his four sons. Shah Jahan was unable to effectively manage the succession process. He clearly favoured his eldest son, Dara, and this alienated his other sons and sparked a brutal civil war. Shah Jahan was ineffective in preventing this and instability spread throughout the empire until he was usurped by Aurangzeb.</i> <i>However, in some ways I disagree because Shah Jahan was already ineffective prior to 1657 because of his poor use of resources. For example, in the 1630s, there was a huge famine and around two million people died. Although Shah Jahan set up langars in the cities where food was handed out, he spent nowhere near as much on these as he did on jewels or building projects like the Taj Mahal. This shows that Shah Jahan did not use resources he in an effective way to help his people.</i> <i>Furthermore, Shah Jahan's military leadership prior to 1657 was also ineffective at times. He preferred to leave his generals – including his sons – to do the fighting and this was not always successful. For example, his armies failed to win wars in Balkh and Kandahar which wasted money and resources and were humiliating failures. This was important because it meant the Mughals were threatened by Persia, and saw the start of disputes between Shah Jahan and his sons.</i> <i>Overall, I believe that for the most part, Saha Jahan was an effective ruler before his illness, as he managed the systems of government well, and the Mughal Empire grew in both size and wealth under his leadership. Although it could be argued that Shah Jahan was ineffective in using his resources for the benefit of his people, this was at a time when rulers were not expected to provide for the needs of their subjects, so this would not have been seen as sign of an ineffective rule.</i>
Level 5 (13-15 marks)	Typically, a balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1), e.g. <i>In some ways I agree because there is plenty of evidence to suggest that Shah Jahan was an effective ruler before 1657. One way he was effective was in successfully generating loyalty and respect among his officials. For example, 650 officials and generals received at least 60% of the tax revenue to provide armies. This was effective because it meant that there was efficiency and stability under Shah Jahan's leadership.</i> <i>I also agree because Shah Jahan's illness after 1657 created a power vacuum that led to jealousies and a succession struggle among his four sons. Shah Jahan was unable to effectively manage the succession process. He clearly favoured his eldest son, Dara, and this alienated his other sons and sparked a brutal civil war. Shah Jahan was ineffective in preventing this and instability spread throughout the empire until he was usurped by Aurangzeb.</i> <i>However, in some ways I disagree because Shah Jahan was already ineffective prior to 1657 because of his poor use of resources. For example, in the 1630s, there was a huge famine and around two million people died. Although Shah Jahan set up langars in the cities where food was handed out, he spent nowhere near as much on these as he did on jewels or building projects like the Taj Mahal. This shows that Shah Jahan did not use resources he in an effective way to help his people</i>

Level 4 (10-12 marks)	Typically, a one-sided argument, two explained points of support (2–0), e.g. <i>I agree because there is plenty of evidence to suggest that Shah Jahan was an effective ruler before 1657. One way he was effective was in successfully generating loyalty and respect among his officials. For example, 650 officials and generals received at least 60% of the tax revenue to provide armies. This was effective because it meant that there was efficiency and stability under Shah Jahan's leadership.</i> <i>I also agree because Shah Jahan's illness after 1657 created a power vacuum that led to jealousies and a succession struggle among his four sons. Shah Jahan was unable to effectively manage the succession process. He clearly favoured his eldest son, Dara, and this alienated his other sons and sparked a brutal civil war. Shah Jahan was ineffective in preventing this and instability spread throughout the empire until he was usurped by Aurangzeb.</i> Alternatively, and typically, a balanced argument; one explained point on each side (1–1), e.g. <i>In some ways I agree because there is plenty of evidence to suggest that Shah Jahan was an effective ruler before 1657. One way he was effective was in successfully generating loyalty and respect among his officials. For example, 650 officials and generals received at least 60% of the tax revenue to provide armies. This was effective because it meant that there was efficiency and stability under Shah Jahan's leadership.</i> <i>However, in some ways I disagree because Shah Jahan was already ineffective prior to 1657 because of his poor use of resources. For example, in the 1630s, there was a huge famine and around two million people died. Although Shah Jahan set up langars in the cities where food was handed out, he spent nowhere near as much on these as he did on jewels or building projects like the Taj Mahal. This shows that Shah Jahan did not use resources he in an effective way to help his people.</i>
Level 3 (7-9 marks)	Typically, a one-sided argument; one explained point of support (1–0), e.g. <i>I agree because there is plenty of evidence to suggest that Shah Jahan was an effective ruler before 1657. One way he was effective was in successfully generating loyalty and respect among his officials. For example, 650 officials and generals received at least 60% of the tax revenue to provide armies. This was effective because it meant that there was efficiency and stability under Shah Jahan's leadership.</i> Explained points must: • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 2 (4-6 marks)	Typically, identification of reason(s) to support/challenge which don't meet criteria for an explained point, e.g. <i>Yes, I agree because Shah Jahan was mostly an effective ruler who collected taxes efficiently and increased the size of the army (5).</i> 1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks Alternatively, and typically, description of relevant events in the reign of Shah Jahan, e.g. <i>In his first twenty years in power, Shah Jahan gave away over 95 million rupees as gifts to make sure that people remained loyal to him. (4) Shah Jahan loved expensive jewels and wanted everyone to know how rich he was. (5) He spent upwards of 20 million rupees on the Taj Mahal. (6)</i>
Level 1 (1-3 marks)	Typically, valid but general assertion(s), e.g. • <i>I agree because Shah Jahan faced a lot of issues with his sons after 1657.</i>

Section B: Living under Nazi Rule 1933 - 1945

Question 6 – 7 marks	
What can Source A tell us about Nazi Germany between 1933 and 1936? Use the source and your own knowledge to support your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 2 marks AO3 Analyse sources (contemporary to the period). Maximum 5 marks Please note that that while the weightings of AO1 to AO3 are equal in level 1, AO3 carries greater weight in level 2 and greater weight again in level 3.	Notes and guidance specific to the question set <i>Valid features that answers could identify include:</i> • <i>Surface features (L1) – tells us Hitler became Chancellor; tells us the Nazis held torchlit processions; tells us Luise thought this was marvellous; tells us there was a boycott of Jewish shops; tells us Jews were excluded from the SA and Officers' Associations; tells us Hitler visited Hamburg and was greeted by cheering crowds; tells us Hitler re-introduced conscription; tells us Hitler sent soldiers into the Rhineland.</i> • <i>Inferences from the source's content (L2) – tells us that the regime is enjoying a lot of support; tells us about the reasons that people supported the regime, e.g. nationalism, militarism, restoring Germany's national prestige, figure/personality/cult of Hitler himself; (allow propaganda if used in a valid way);</i> • <i>Higher level inferences (L3): Tells us that some people, like Luise, continued to support Hitler despite the fact that their family members were targets of antisemitic policies; reveals the central importance of Nazi policies of nationalism / rearmament in generating support, because of this; tells us how German people underestimated Nazi aims and policies; tells us that some people who the Nazis had classified as Jewish did not see themselves as Jewish (Friedrich was actually trying to join the SA and the Nazi War Officers' Association).</i> <i>There is no requirement to mention any possible limitations of the source. Candidates will be credited for recognising features of the source such as its production or tone and explaining how these are helpful to historians.</i> <i>No reward can be given for raising concerns over the limitations of the source unless this is explicitly used to help to say what the source "can tell us" in relation to the focus of the question.</i> <i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i>
Level 3 (6–7 marks) The response shows knowledge and understanding of relevant key features and characteristics (AO1). Shows strong awareness of how sources can be used critically and constructively by e.g. considering the limitations and/or benefits of the source, using wider contextual knowledge to confirm, challenge or raise questions about what the source says or shows to analyse the source to identify a wide range of features that relate to the focus of the question; some of which may be inferred rather than directly stated in the source (AO3).	
Level 2 (3–5 marks) The response shows knowledge and understanding of relevant key features and characteristics (AO1). Shows some awareness of how sources can be used critically and constructively by e.g. considering the limitations and/or benefits of the source, using wider contextual knowledge to confirm, challenge or raise questions about what the source says or shows to analyse the source to identify some features that relate to the focus of the question; some of which may be inferred rather than directly stated in the source (AO3).	
Level 1 (1–2 marks) 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).	
0 marks No response or no response worthy of credit.	

Question 6 – 7 marks What can Source A tell us about Nazi Germany between 1933 and 1936? Use the source and your own knowledge to support your answer.	
Guidance and indicative content	
Level 3 (6-7 marks)	Typically, a sophisticated inference, i.e. ... Explains how the source reveals the support for the Nazis despite their antisemitic policies which affected even close family members: - The source reveals people like Luise, whose families were being discriminated against by Nazi policy against Jews, nevertheless continued to support Hitler and the Nazis. (6) Luise describes being 'depressed' when her own husband is excluded from the SA because of his Jewish background. Yet she continues to praise Nazi polices. For example, she says she was 'completely overpowered' by the moment the German army marched into the Rhineland. (7) NOTES: Answers with relevant source support = 6–7 marks; Answers with no relevant source support = 6 marks The following are all less likely but also allow ... OR Explains how the source reveals the central importance of Nazi policies of nationalism / rearmament in generating support: - The source shows how restoring national pride was so important to the German people, to the extent that they were prepared to overlook other Nazi policies they disapproved of. (6) Even Luise, whose husband was a target of the Nazis because of his Jewish background, and who called the Jewish boycott a 'bitter April Fool's joke', greatly admires Hitler. She says that when conscription was announced, 'I rose to my feet. the moment was too great.' (7) OR Explains how German people underestimated Nazi antisemitic aims / policies: - In her diary, Luise criticises the Jewish 'boycott' in April 1933, describing it as a 'bitter April Fool's Joke'. She also describes how her husband has been 'excluded' from the SA because of his Jewish background. Despite this, she carries on supporting Hitler ('What a great moment I have just lived through' ... 'the greatness of Hitler'). This shows how many Germans underestimated the Nazis' anti-Semitism in this period. (7) OR Explains how the source shows the difference between the Nazi definition of being 'Jewish' (in a 'racial' /hereditary way), and the cultural/ religious definition, e.g. - It tells us that some people classified as Jewish under Nazi racial laws did not see themselves as Jewish. (6) Friedrich was classified as Jewish but was in fact trying to be part of the SA – his wife was 'depressed' when he was 'excluded'. Luise does not seem to view supporting the Nazis as strange contradiction to having a husband whose citizenship has been taken away from him – even after this has happened, she comments on the 'greatness of Hitler'. (7)
Level 2 (3-5 marks)	Typically, explains what the source tells us about Nazi Germany between 1933 and 1936 by using a valid inference from the content of source, e.g. - It tells us that the Nazi regime/ Hitler was popular and was supported by lots of people. (3 marks) - The source tells us why some people supported the Nazis – because Hitler seemed to be restoring national pride to Germany and people like Luise liked this. She says that when conscription was announced, 'I rose to my feet. The moment was too great.' (4) She was also 'completely overpowered' when German soldiers marched into the Rhineland, which was reversing Germany's humiliation. (5 marks) - The source shows how not everyone who supported the Nazis also supported the boycott against Jewish businesses in April 1933. Luise calls it a 'bitter April Fool's joke' and criticises the 'energy' wasted on things like this. (4) - The source tells us that life was becoming harder for Jewish people in Nazi Germany. (3) - It tells us that some people supported Hitler and the Nazis because they were impressed by their propaganda. Luise writes about how 'marvellous' the 'huge torchlit procession' was. (4) [Must have Luise's reaction to torchlit procession/ radio etc. to be awarded for relevant support. Answers which assert that she must have supported them because of propaganda without substantiating this must be marked at L2, 3 marks – see examples below] - It tells us that Nazi propaganda was effective. (3) OR It tells us that people were indoctrinated by the Nazis. (3) - It tells us that people were taken in/indoctrinated by Nazi propaganda. Luise is 'delighted' by Hitler and will 'never forget the moment' she saw Hitler. (3 marks – not showing how they have inferred that propaganda/ indoctrination is the reason for support) NOTES: - Valid inference(s) with no relevant support from the source = 3 marks. (Source detail must be linked to the inference) - One supported inference = 4–5 marks - One supported inference + 2nd inference (supported or unsupported) = 5 marks

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Level 1 (1–2 marks)	Typically, lifts surface detail from source or provenance to address question (2 marks), e.g. • <i>The source tells us about the date of important events, such as Hitler becoming Chancellor on 30 January 1933.</i> • <i>The source tells us that there was a boycott of Jewish shops in April 1933.</i> • <i>The source tells us that the Nazis used torchlit processions.</i> OR Typically, makes valid but general assertion(s) (MAX 1 mark) • <i>The source tells us about the different events which happened at this time.</i> • <i>The source tells us about how Jews were treated.</i> • <i>It shows how people were brainwashed/ manipulated.</i> OR Typically, makes comments on source without addressing the question of what it can tell us about ... (MAX 1 mark), e.g. • <i>This is a diary written by a teacher from Hamburg. She was depressed when her husband was excluded from the SA.</i>
0 marks	0 marks No response or no response worthy of credit.

Question 7 – 15 marks How useful are Sources B and C and Interpretation D for a historian studying the Nazi dictatorship in 1934? In your answer, refer to the two sources and the interpretation as well as your own knowledge.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. Maximum 5 marks AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. Maximum 5 marks Please note that while the descriptors for AO3 and AO4 are given separately in the levels, the analysis and evaluation of sources and interpretations may be combined in responses.	<i>Analysis of the sources and interpretation could identify features such as:</i> Surface features of sources, e.g. Source B is useful for showing the SA were attacked/ killed on the NOTLK; B is useful for showing the date of the NOTLK. Source C is useful for giving details about the law passed on 3 July 1934, e.g. making the previous action taken on NOTLK legal; [be careful not to credit 'this is useful because we learn that the Nazis carried out the NOTLK because there was a plot, etc.] Interpretation D is useful for showing how the numbers of the SA fell from 2.9 million to 1.6. million; D is useful for telling us the SA were left disillusioned and without a role; D is useful for telling us how the SA's membership declined; D is useful for showing the army officers celebrated after the NOTLK; D is useful for showing how General Blomberg thanked Hitler after the NOTLK and said he had the army's devotion. Inferences from the content of the sources, e.g. B is useful for showing that some people were critical of Hitler's/ the Nazis' actions on the NOTLK; B is useful for showing the reliance on brutal violence involved in establishing the dictatorship. C is useful for showing how the Nazis tried to justify/ defend/ present the actions taken on the NOTLK, i.e. by saying they were necessary to defend the state and act against treason; useful for revealing the corruption in the regime. D is useful for showing the reasons that Hitler/ the Nazis carried out the NOTLK, i.e. to subdue the SA and secure the loyalty of the army; D is useful for showing the impact / significance of the NOTLK, i.e. securing of the regime; removing internal threats/ opposition from the army because of the SA; significantly reducing the SA's influence/ power. Inferences from the sources' existence or purpose, e.g. B – the fact that a source criticising Hitler's actions on the NOTLK was published in Czechoslovakia shows how
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the usefulness of the source(s) in relation to the issue in the question (AO3). Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences etc.). Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).	
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the usefulness of the source(s) in relation to the issue in the question (AO3). Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).	
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, 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).	

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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).	<i>it was not safe/ possible to publish this from within Germany by 1934, showing the control that the Nazi state had achieved by this point/ nature of the terror state.</i>
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). 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).	• C – the fact that the Nazis felt the need to go through the motions of passing this law tells us it was important to Hitler/ the Nazis to at least maintain an outward appearance/ veneer of respectability or a legal gloss to their regime. <i>Understanding of appropriate characteristic features could include: the events of the Night of the Long Knives; the Nazis' machinery of terror; the role of the Reichstag by 1934.</i>
Level 1 (1–3 marks) 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	• Responses which comment on features of extract(s) which make them particularly interesting or useful to historians (L5) rather than seeing them as limitations could include – see L5 comments above. • Less well developed comments will probably include comments which support or challenge the evidence presented in sources with candidates' own knowledge, rendering sources more or less useful in terms of typicality or reliability; undeveloped comments on how provenance of sources make them reliable/unreliable and therefore useful/not useful, e.g. C is a Nazi source and therefore unreliable; D is useful because it is written by a historian who has done lots of research and therefore more useful.
0 marks No response or no response worthy of credit.	<i>Candidates should not be rewarded above Level 1 for simply saying what is 'missing' from the sources. 'ie Not useful because it has no information about ...'</i> <i>No reward can be given for raising concerns over the limitations unless this is explicitly used to help to say how it affects usefulness for the context given. Evaluation of usefulness may also involve making valid substantiated suggestions of other lines of enquiry for which the collection may be useful, but the focus given in the question must also be addressed.</i> <i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i>

Question 7 – 15 marks How useful are Sources B and C and Interpretation D for a historian studying the Nazi dictatorship in 1934? In your answer, refer to the two sources and the interpretation as well as your own knowledge.	
Guidance and indicative content	
Level 5 (13-15 marks)	Typically, supported inferences (support from sources) from <u>content</u> of <u>two</u> of B, C or D to explain why they are useful as evidence about the Nazi dictatorship in 1934 (i.e. 2 x L4) Two x Level 4 examples below (must be from 2 different sources/ interpretations). NOTE: Place responses which make the SAME inference about the brutality of the dictatorship/ Nazis from B and C in L4. OR A very clear explanation of how B is useful evidence of the Nazi terror state because of criticism + where it was published, e.g. <i>Source B is useful for showing us how, by this point, the Nazis had created a one-party terror state where no opposition was tolerated. We can see this because the author is very critical of Hitler's actions on the Night of the Long Knives. The SA member has been murdered and Hitler's name is dripping with blood. The fact that a source criticising Hitler's actions was published in Czechoslovakia shows how it was not safe or possible to publish this from within Germany by 1934.</i> OR A very clear explanation of how C is useful evidence of how the Nazis wished to maintain an appearance of legal rule, e.g. <i>C is really useful because we can see that just the day after they have carried out mass murder of opponents, the Nazis have immediately passed a law, officially legalising the action as a 'justifiable act of self-defence by the state' against 'treasonous attacks'. The fact that the Nazis felt the need to go through the motions in this way tells us it was important to Hitler to give a veneer of respectability or a legal gloss to the regime.</i> NOTE 1: 'Very clear explanations' must make use of the source – place unsupported inferences in L3. NOTE 2: (in relation to the 'OR' answers above): Answers with no valid comment on any other source (content or inference) = 13 marks.
Level 4 (10-12 marks)	Typically, supported inference(s) (support from source) from <u>content</u> of <u>one</u> of B, C or D to explain why it is useful as evidence about the dictatorship, e.g. Source B - Source B is useful for showing that some people were critical of Hitler's actions on the Night of the Long Knives. We can see that the SA member has been attacked and he is lying dead on the floor. He still has his arm raised in the Heil Hitler salute, and Hitler's name is dripping with blood, so it seems like Heartfield is criticising Hitler for attacking the people that were his loyal supporters. (12) - B is useful for showing the use of brutal violence by Hitler and the Nazis because we can see the murdered brownshirt and Hitler's own name dripping with blood. (10) Source C - Source C is useful for showing the way in which the Nazis tried to justify/ defend/ present/ excuse the actions they took on the Night of the Long Knives. We can see the law that was passed retrospectively (to say what they did was legal) claims that the attacks were necessary 'for the defence of the state' and to 'strike down' treason.' (11) Interpretation D [inference must be framed in terms of D is useful for telling about 'REASONS' for carrying NOTLK; or about 'IMPACT' on army /SA] - D is useful for revealing the reasons that Hitler carried out the Night of the Long Knives. He did it to gain the support of the army. The source shows how, following the murders of the SA, the army leaders 'assured Hitler' of their 'complete devotion'. (11) - D is useful for showing the impact of the Night of the Long Knives – the power and influence of the SA was severely reduced. Evans describes how their numbers were drastically reduced. He says they were left 'without a role' and 'unable to act in the same way as before.' (11)

Level 3 (7-9 marks)	Typically, valid but unsupported inference(s) from content to explain why one or more of B, C, D are useful as evidence about the Nazi dictatorship, e.g. • Source B is useful for showing how there was criticism of Hitler's brutality on the Night of the Long Knives. [7] • C is useful for showing how corrupt the Nazi regime was. [7] • Interpretation D is useful because it tells us why Hitler carried out the Night of the Long Knives – to win over the German army. [7] • D is useful for showing how significant/ successful the Night of the Long Knives was in allowing Hitler to secure his dictatorship by gaining the army's support. [8] Alternatively, uses specific contextual knowledge to argue that one or more of B, C or D are useful or not useful because they are (un)reliable, e.g. • I don't think Source C is useful. It says that the measures taken during the Night of the Long Knives were just done to 'strike down treasonous attacks' but this is unreliable. Actually there was no evidence of a Röhm plot and in fact Hitler mainly wanted to subdue the SA and secure the loyalty of the army. NOTE: 1 source/ interpretation = 7–8 marks 2 or more = 8–9 marks
Level 2 (4-6 marks)	Typically, uses surface features or extracts to argue source(s) are useful about the Nazi dictatorship in 1934, e.g. • B is useful for showing the SA were attacked and killed on the 'Night of the Long Knives'. We can see the brownshirt dead on the floor and the 'Hitler' part of 'Heil Hitler' looks like dripping blood. (5) • C is useful for giving us details about the law which the Nazis passed on 3 July 1934. We can see that they made the previous action taken on Night of the Long Knives legal by saying it was done to 'strike down treasonous attacks'. (5) • D is useful for showing how the numbers of the SA fell from 2.9 million to 1.6. million after the Night of the Long Knives. (5) • B is useful for showing us what happened on the Night of the Long Knives because we can see the member of the SA has been murdered. D is also useful for showing the army officers celebrated and thanked Hitler after the Night of the Long Knives. (6) NOTE: 1 source/ interpretation = 5 marks 2 or more = 6 marks Alternatively, and typically, argues useful or not useful on the basis of undeveloped provenance (limit to 4 marks), e.g. • B was not produced inside Germany and looks as though it was made by an opponent of Hitler so I don't think it will be very useful. • C shows the Nazis lying about why they carried out the Night of the Long Knives so I don't trust it and don't think it's useful.
Level 1 (1–3 marks)	Typically, valid but general assertion(s) (MAX 1 mark), e.g. • I think B is useful because it shows us what Hitler did on the Night of the Long Knives. OR Typically, descriptions of / comments on the sources/ source provenances (1–3 marks) e.g. • Source B shows a murdered member of the SA and Hitler's name in blood. • The purpose of Source C is just to cover up for the Nazis' actions. Alternatively, and typically, argues not useful because of what information the source(s) do not contain (MAX 1 mark), e.g. Source B is not very useful. It shows a dead member of the SA but doesn't tell us anything else. I know that on the Night of the Long Knives etc.
0 marks	

A few points to remember ...

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

	Misinterpretations (No credit for these PARTS of an answer)	Assertions, descriptions and comments (L1)	Content examples (L2) <i>Useful for ...</i>	Inference examples (L3 & L4) <i>Useful for ...</i>	Sophisticated inference (L5) <i>Useful ...</i>
			Answers must address the question of being 'useful', e.g. 'It's useful because ...' / 'We learn that ...' / 'The source tells us that ...' / 'The source shows us that ...' etc.		
B	Misinterpretation, e.g. argues it is Nazi propaganda.	Comments on, descriptions of, and assertions about the sources that don't meet the L2 criteria.	... showing SA/ people were attacked/ killed on Night of the Long Knives. ... showing Nazis killed / attacked people.	... showing that the regime/ Hitler/ Nazis were brutal or they controlled by brutality/ violence. ... revealing criticism of the regime / Night of the Long Knives.	... as evidence of a terror state because of criticism AND where it was published
C	Misinterpretation, e.g. says the law is Nazi permission to carry on with NOTLK.		... showing the Nazis passed this law, which says giving us details about this law, which says ...	... showing that the Nazis tried to defend / justify their actions on the NOTLK. ... showing how they presented / put a spin on the events of the NOTLK, e.g. self-defence revealing the dictatorship was corrupt.	... because the fact that the Nazis went through the motions of passing this law shows they wanted to maintain the appearance of legality.
D	Misinterpretation, e.g. says the source tells us how leading Nazis celebrated with champagne.		... showing how membership of SA fell. ... telling us the army breathed a sigh of relief. ... Blomberg expressed his gratitude, etc.	[Must be framed in terms of REASONS FOR or IMPACT OF the NOTLK] ... showing SA lost power/ influence as a result. ... showing one impact was Hitler gaining support of the army. ... showing the reason he carried it out was to gain army backing.	

Question 8* – 18 marks 'The Nazis were successful in influencing and controlling the lives of young people in Germany.' How far do you agree? Give reasons for your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	Notes and guidance specific to the question set <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 reach Levels 5 and 6, this must involve considering both evidence to support and to challenge the statement.</i> <i>Answers are most likely to show understanding of the second order concepts of change (change in lives from pre-1933) and consequence (impact of Nazi policies on young people's lives) but reward appropriate understanding of any other second order concept.</i> Grounds for agreeing may include: Influence and control via education: School curriculum narrowed and moulded to reflect Nazi values; official anti-Semitic school textbooks issued on a national scale 1940 onwards; 'Politically unreliable' teachers forced to resign, so Nazis successfully controlled influence of teachers in young people's lives; by 1936, all teachers had to join Nazi Teachers' League, which ran 'political education' courses, so young people were influenced via their teachers; there were young people who reported their teachers to the Gestapo if they were teaching against Nazi principles, showing successful indoctrination; National Political Educational Centres (Napola)/ Order Castles / military cadet schools and Adolf Hitler schools set up to train future leaders and military leaders; by 1939 nearly all Church schools had been closed; in wartime, KLV evacuation programme sent children to disciplined camps and separated them from parents. Influence and control via leisure: Alternative/ Church youth groups stopped in 1936 and control of leisure time via Hitler Youth/ associated groups – made compulsory from 1936; by 1939 over 80% of young people were in the Hitler Youth; meetings focussed on indoctrination, so influence was being exerted that way; HJ control of sporting facilities by late 1930s; circulation of antisemitic publications aimed at children, e.g. Der Gifpilz
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	Grounds for disagreeing may include: Education: Napola/ Order Castles/ Adolf Hitler schools introduced because regular schools not 'Nazi' enough; these special Nazi schools were something of a failure with only around 6000 students being taught there by 1939; until 1940, most schools still operated with old books they had used before and some small, rural schools never switched to anything else; during the war, many parents resisted the KLV evacuation programme: of the 260,000 eligible children in Berlin, only 40,000 participated.
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows	

some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	Leisure:. <i>Church youth groups allowed to continue until 1936 so influence limited initially; membership of HJ was made compulsory in 1936 and yet by 1939, still only 82% of all 10-18 year olds were members, showing that a significant minority were not; various individual stories/ pieces of evidence could be cited to show that many young people were bored at HJ meetings and resented/ resisted the political messages (e.g. interviews with HJ members after the war, Tubach's research, reports from anti-Nazi spies); there was an increase in youth crime in the 1930s and particularly after 1939.</i> Opposition groups: <i>Existence of various youth opposition groups demonstrates Nazi inability to control and influence all young people (e.g. Young Communists, Christians, Swing Kids, Edelweiss Pirates, White Rose); opposition from youth rose dramatically during the war.</i> NOTES: Arguments relating to Nazis' use of general propaganda to be marked at Level 1 only. Some points above can be used to argue for or against the statement. Allow either, as long as candidates make a valid argument. However, they must make <u>separate</u> points to be credited for each level. e.g. an explanation of how the Hitler Youth was successful in achieving influence, which then simply tags onto the end 'but only 82% of young people attended, so this was not successful' cannot then be credited for a separate explanation. .
0 marks No response or no response worthy of credit.	

Question 8* – 18 marks 'The Nazis were successful in influencing and controlling the lives of young people in Germany.' How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	Typically, a balanced argument; two valid explained points on each side OR three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks, e.g. <i>I agree because the Nazis successfully controlled the education system. After 1936, all teachers had to join the Nazi Teachers' League, which ran 'political education' courses. The school curriculum was narrowed and reorganised to indoctrinate students with Nazi values. For example, biology lessons focused on race and the superiority of 'Aryans' over Jews and Slavs. As education was compulsory, the Nazis were able to ensure their ideas could influence all young people via their schooling.</i> <i>Furthermore, the Nazis controlled the leisure time of young people. All Church and other, alternative youth groups were stopped in 1936 and membership of the Hitler Youth/ League of German Maidens was made compulsory. Over 80% of 10–18 year olds were in the Hitler Youth by 1939. Here, they were influenced via political lectures on war and race, and encouraged to inform on adults who expressed anti-Nazi ideas. This shows how the Nazis were able to further influence young people with their ideas, even outside of school time.</i> <i>However, there is evidence to suggest that the Nazis only had limited influence on young people, despite their control of education. For example, one of the reasons that the Nazis introduced the Napolas and Adolf Hitler Schools was that they were concerned that the regular schools were not 'Nazi enough'. These schools, run by the SS and Hitler Youth leaders, were meant to train future Nazi and military leaders. However, even these schools had only educated around 6000 young people by 1939, showing their limited impact.</i> <i>Additionally, there were many youth groups who opposed the Nazi regime. For example, the Swing Youth movement resented Nazi control and defied the Nazis by organising illegal dances and listening to American jazz. Wartime opposition from young people further increased during the war. For instance, the White Rose, led by Hans and Sophie Scholl, printed thousands of anti-Nazi leaflets in Munich. This demonstrates that the Nazis were not successful in making all young people fall into line and their influence was limited.</i> <i>Overall, I only partly agree with the statement – I would argue that whilst the Nazis did largely succeed in controlling the information and ideas that young people had access to outside of their immediate family, this is not the same as successfully influencing their beliefs. Furthermore, the Nazis didn't even completely succeed in controlling young people's actions, given the large minority who opposed the Nazis or refused to join the Hitler Youth.</i>
Level 5 (13-15 marks)	Typically, a balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1), e.g. <i>I agree because the Nazis successfully controlled the education system. After 1936, all teachers had to join the Nazi Teachers' League, which ran 'political education' courses. The school curriculum was narrowed and reorganised to indoctrinate students with Nazi values. For example, biology lessons focused on race and the superiority of 'Aryans' over Jews and Slavs. As education was compulsory, the Nazis were able to ensure their ideas could influence all young people via their schooling.</i> <i>Furthermore, the Nazis controlled the leisure time of young people. All Church and other, alternative youth groups were stopped in 1936 and membership of the Hitler Youth/ League of German Maidens was made compulsory. Over 80% of 10–18 year olds were in the Hitler Youth by 1939. Here, they were influenced via political lectures on war and race, and encouraged to inform on adults who expressed anti-Nazi ideas. This shows how the Nazis were able to further influence young people with their ideas, even outside of school time.</i> <i>However, there were many youth groups who opposed the Nazi regime. For example, the Swing Youth movement resented Nazi control and defied the Nazis by organising illegal dances and listening to American jazz. Wartime opposition from young people further increased during the war. For instance, the White Rose, led by Hans and Sophie Scholl, printed thousands of anti-Nazi leaflets in Munich. This demonstrates that the Nazis were not successful in making all young people fall into line and their influence was limited.</i>

Level 4 (10-12 marks)	Typically, a one sided argument, two explained points of support (2–0), e.g. <i>I agree because the Nazis successfully controlled the education system. After 1936, all teachers had to join the Nazi Teachers' League, which ran 'political education' courses. The school curriculum was narrowed and reorganised to indoctrinate students with Nazi values. For example, biology lessons focused on race and the superiority of 'Aryans' over Jews and Slavs. As education was compulsory, the Nazis were able to ensure their ideas could influence all young people via their schooling.</i> <i>Furthermore, the Nazis controlled the leisure time of young people. All Church and other, alternative youth groups were stopped in 1936 and membership of the Hitler Youth/ League of German Maidens was made compulsory. Over 80% of 10–18 year olds were in the Hitler Youth by 1939. Here, they were influenced via political lectures on war and race, and encouraged to inform on adults who expressed anti-Nazi ideas. This shows how the Nazis were able to further influence young people with their ideas, even outside of school time.</i> Alternatively, and typically, a balanced argument; one explained point on each side (1–1), e.g. <i>I agree because the Nazis successfully controlled the education system. After 1936, all teachers had to join the Nazi Teachers' League, which ran 'political education' courses. The school curriculum was narrowed and reorganised to indoctrinate students with Nazi values. For example, biology lessons focused on race and the superiority of 'Aryans' over Jews and Slavs. As education was compulsory, the Nazis were able to ensure their ideas could influence all young people via their schooling.</i> <i>However, there were many youth groups who opposed the Nazi regime. For example, the Swing Youth movement resented Nazi control and defied the Nazis by organising illegal dances and listening to American jazz. Wartime opposition from young people further increased during the war. For instance, the White Rose, led by Hans and Sophie Scholl, printed thousands of anti-Nazi leaflets in Munich. This demonstrates that the Nazis were not successful in making all young people fall into line and their influence was limited.</i>
Level 3 (7-9 marks)	Typically, a one sided argument; one explained point of support (1–0), e.g. <i>I agree because the Nazis successfully controlled the education system. After 1936, all teachers had to join the Nazi Teachers' League, which ran 'political education' courses. The school curriculum was narrowed and reorganised to indoctrinate students with Nazi values. For example, biology lessons focused on race and the superiority of 'Aryans' over Jews and Slavs. As education was compulsory, the Nazis were able to ensure their ideas could influence all young people via their schooling.</i> Explained points must: • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 2 (4-6 marks)	Typically, identification of reason(s) to support/challenge which don't meet criteria for an explained point, e.g. • Yes, I agree because by 1936 all young people had to join the Hitler Youth. • Yes, I agree because the school curriculum was changed to reflect Nazi ideology. • No, there were many young people who actually opposed the Nazis, like the Edelweiss Pirates. 1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks Alternatively, and typically, description of youth groups, education, youth opposition, or relevant events in this period, e.g. • Boys aged 14 to 18 joined the Hitler Youth. (4) They did things like Morse Code tests and map reading. (5) Girls joined the BDM and did things like military nursing. (6) • The Edelweiss Pirates were a youth group who carried out acts of sabotage. (4) They derailed trains to disrupt Nazi supply chains. (5)
Level 1 (1-3 marks)	Typically, valid but general assertion(s), e.g. • No, not all young people were influenced. There was some opposition. • Yes, they influenced education.
0 marks	

Question 9* – 18 marks 'People living under Nazi occupation in eastern and western Europe resisted Nazi rule.' How far do you agree? Give reasons for your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	Notes and guidance specific to the question set <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 reach Levels 5 and 6, this must involve considering evidence both to support and challenge the statement.</i> <i>Answers are most likely to show understanding of the second order concepts of consequence (impact of Nazi rule), causation (reasons for collaboration, accommodation and resistance) diversity (similarity/difference in the responses to Nazi rule) and significance (importance or otherwise of resistance movements) but reward appropriate understanding of any other second order concept.</i>
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	Grounds for agreeing may include: <i>[Other case studies are also valid – e.g. Soviet partisan activity – but these ones are most likely to come up]</i> Poland <i>Polish people formed one of the largest resistance movements; the Polish government escaped to London in 1939 and helped to set up Delegatura, a secret state within Poland; Warsaw Ghetto uprising April–May 1943; August 1944 Warsaw Uprising; the Bielski partisans numbered over 1000 and took part in acts of sabotage against the Nazis in the General Government; Polish citizens secretly rescued around 450,000 Jews.</i>
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	The Netherlands <i>On Prince Bernhard's birthday, many Dutch citizens wore carnations in support of the royal family in exile; Feb 1941 Dutch workers' strike organized by communists; Dutch resistance developed as men hid from forced labour and joined the resistance; by 1944, there were 300,000 men in hiding; many illegal printing presses were established, producing anti-Nazi leaflets; armed resistance began as registry offices were attacked for ration coupons and blank identity cards; in September 1944, the Dutch government in exile called for railway strikes and 30,000 rail workers went into hiding.</i>
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	Denmark <i>The Danish government refused to implement antisemitic laws; when Germany demanded more direct control (e.g., after 1943), the Danish government resigned rather than comply; Denmark was the only occupied country to save most of its Jewish population, smuggling over 7,000 of its 7,800 Jews to safety in Sweden in 1943; this operation was only possible due to the widespread support and mobilisation of Danish citizens.</i>
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly</i>	The Channel Islands <i>Evidence of resistance on Channel Islands, e.g. 4000 sentenced for breaking the law.</i> France <i>French Resistance movement underwent a guerilla war against the occupation; French communists carrying out assassinations, attacks on trains, the sabotage of communications, setting up of underground press; case study of Andre Trocmé; Paxton's estimates that 2 million people, about 10% of the population, read the underground newspapers; by spring 1942, Vichy surveillance reports showed that 'Down with Pétain propaganda' was no longer a rarity and that images of the Marshal were no longer greeted with applause in cinemas.</i> Grounds for disagreeing may include:

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<i>relevant and which has some structure.</i>	<i>[Other case studies are also valid – but these ones are most likely to come up]</i>
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	The Netherlands <i>At first there was compliance with Nazi regulations, e.g. in October 1940, when civil servants were forced to complete ancestry forms to remove ‘Jewish elements’, nearly everyone filled in the forms.</i> France <i>Evidence of widespread accommodation and collaboration in France, e.g. Petain’s government and their actions/ Forced Labour Service; case study of Coco Chanel; Paxton’s estimates – only 2% of the adult male population were resisters, so about 400,000 French; Burrin’s estimates that 1940-1942 between 1/5-1/6 of all French ‘favoured collaboration’ – so between 6.6 million and 8 million.</i>
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	Belgium <i>Flemish-speaking nationalists went along with the Nazis as a way of breaking away from French-speaking rulers; the DeVlag movement helped the Nazis recruit members to the Waffen-SS.</i> Croatia <i>The Ustasa built concentration camps and killed 25,000 Jews.</i> Serbia/ Yugoslavia <i>The Chetniks helped the Nazis that had invaded Yugoslavia.</i>
0 marks No response or no response worthy of credit.	Hungary <i>Hungarian farmers’ assistance in the transportation of Jews to the camps.</i> Denmark <i>‘Accommodation but not collaboration’: government co-operated with Nazis in limited ways in order to keep the occupation peaceful and retain some of its sovereignty, e.g. in return for keeping its government, parliament, police, they agreed to export food and other goods to Germany.</i> Channel Islands <i>Channel Islanders’ actions, e.g. relationships with German soldiers.</i> Greece <i>Greek Prime Ministers collaborated with the Nazis and persecuted Communists.</i> Latvia <i>Latvian students and former army officers joined the Arajs Kommando and took part in killing Jews and Communists.</i> NOTE: do not allow material relating to resistance (or collaboration, etc.) in Germany.

Question 9* – 18 marks 'People living under Nazi occupation in eastern and western Europe resisted Nazi rule.' How far do you agree? Give reasons for your answer. Guidance and indicative content	
Level 6 (16-18 marks)	Typically, a balanced argument; two valid explained points on each side OR three on one side and one on the other (3–1 or 2-2). Clinching argument = 18 marks, e.g. <i>There is plenty of evidence to support this statement. For example, Poland had one of the largest resistance movements in Europe. The Polish leaders (who escaped to London) helped to set up Detegatura – a secret state within Poland. In August 1944, there was a Polish uprising in Warsaw which lasted two months until it was brutally crushed by the Nazis. This shows that the people of Poland attempted to fight back against Nazi rule through organised resistance and through risking their lives.</i> <i>Furthermore, France also had a very famous resistance movement which carried out a guerilla war against the occupation. They attacked trains, sabotaged communications, set up an underground press and spied for the Allies. In June 1944, they created the French Interior Force which helped the Allies push the Nazis out of France. This shows that French resistance was significant in that it was organised and widespread enough to have an impact on the outcome of the war.</i> <i>However, there is also plenty of evidence of groups who worked with the Nazis. This happened in many places as the Nazis were very good at exploiting local divisions in order to get local people to police the territory for them. For instance, in Belgium, Flemish-speaking nationalists went along with the Nazis as a way of breaking away from their French-speaking rulers. They helped the Nazis recruit members to the Waffen-SS. So this shows how some Belgians actively collaborated with the Nazis rather than resist them, for personal advantage.</i> <i>Also, even though the French had a very famous resistance, probably less than 5% of the population were active resisters. Politicians in the south under Philippe Pétain collaborated with the Nazis and set up Vichy France and often went beyond what the Nazis asked them to do. For instance, French authorities were involved in the 'Vel' d'Hiv Roundup' in 1942, where French police arrested thousands of Jews (ready for deportation) in Paris. This is evidence of whole-hearted and methodical collaboration.</i> <i>Overall, I don't think the statement is completely right, although it depends how 'resistance' is defined. Although most people in occupied territories were not active collaborators, they were unlikely to be armed resisters either, given that life in occupied countries was very dangerous for those who actively resisted Nazi rule. Most people either accommodated the Nazis or took part in minor acts of resistance such as listening to the BBC, which is hard to measure.</i>
Level 5 (13-15 marks)	Typically, a balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1), e.g. <i>There is plenty of evidence to support this statement. For example, Poland had one of the largest resistance movements in Europe. The Polish leaders (who escaped to London) helped to set up Detegatura – a secret state within Poland. In August 1944, there was a Polish uprising in Warsaw which lasted two months until it was brutally crushed by the Nazis. This shows that the people of Poland attempted to fight back against Nazi rule through organised resistance and through risking their lives.</i> <i>Furthermore, France also had a very famous resistance movement which carried out a guerilla war against the occupation. They attacked trains, sabotaged communications, set up an underground press and spied for the Allies. In June 1944, they created the French Interior Force which helped the Allies push the Nazis out of France. This shows that French resistance was significant in that it was organised and widespread enough to have an impact on the outcome of the war.</i> <i>However, there is also plenty of evidence of groups who worked with the Nazis. This happened in many places as the Nazis were very good at exploiting local divisions in order to get local people to police the territory for them. For instance, in Belgium, Flemish-speaking nationalists went along with the Nazis as a way of breaking away from their French-speaking rulers. They helped the Nazis recruit members to the Waffen-SS. So this shows how some Belgians actively collaborated with the Nazis rather than resist them, for personal advantage.</i>

Level 4 (10-12 marks)	Typically, a one-sided argument, two explained points of support (2–0), e.g. <i>I agree. For example, Poland had one of the largest resistance movements in Europe. The Polish leaders (who escaped to London) helped to set up Detegatura – a secret state within Poland. In August 1944, there was a Polish uprising in Warsaw which lasted two months until it was brutally crushed by the Nazis. This shows that the people of Poland attempted to fight back against Nazi rule through organised resistance and through risking their lives.</i> <i>Furthermore, France also had a very famous resistance movement which carried out a guerilla war against the occupation. They attacked trains, sabotaged communications, set up an underground press and spied for the Allies. In June 1944, they created the French Interior Force which helped the Allies push the Nazis out of France. This shows that French resistance was significant in that it was organised and widespread enough to have an impact on the outcome of the war.</i> Alternatively, and typically, a balanced argument; one explained point on each side (1–1), e.g. <i>There is plenty of evidence to support this statement. For example, Poland had one of the largest resistance movements in Europe. The Polish leaders (who escaped to London) helped to set up Detegatura – a secret state within Poland. In August 1944, there was a Polish uprising in Warsaw which lasted two months until it was brutally crushed by the Nazis. This shows that the people of Poland attempted to fight back against Nazi rule through organised resistance and through risking their lives.</i> <i>However, there is also plenty of evidence of groups who worked with the Nazis. This happened in many places as the Nazis were very good at exploiting local divisions in order to get local people to police the territory for them. For instance, in Belgium, Flemish-speaking nationalists went along with the Nazis as a way of breaking away from their French-speaking rulers. They helped the Nazis recruit members to the Waffen-SS. So this shows how some Belgians actively collaborated with the Nazis rather than resist them, for personal advantage.</i>
Level 3 (7-9 marks)	Typically, a one-sided argument; one explained point of support (1–0), e.g. <i>I agree because Poland had one of the largest resistance movements in Europe. The Polish leaders (who escaped to London) helped to set up Detegatura – a secret state within Poland. In August 1944, there was a Polish uprising in Warsaw which lasted two months until it was brutally crushed by the Nazis. This shows that the people of Poland attempted to fight back against Nazi rule through organised resistance and through risking their lives.</i> Explained points must: • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 2 (4-6 marks)	Typically, identification of reason(s) to support/challenge which don't meet criteria for an explained point, e.g. • No, I disagree because in Hungary there were farmers who collaborated by rounding up of Jews. • Yes, I agree because there were many groups who resisted occupation such as the communists in Poland. • No, I disagree because in some countries there were already right-wing groups who then helped the Nazis recruit member to the SS. 1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks Alternatively, and typically, description of occupation/ resistance/ related events, e.g. <i>In the Netherlands, the Nazi occupation was much less harsh than in Poland. (4) Dutch education and culture were not changed and Dutch civil servants were allowed to continue work if they wished. (5) The Nazis tried to recruit Dutch men into the SS because they saw them as fellow 'Aryans'. (6)</i>
Level 1 (1-3 marks)	Typically, valid but general assertion(s), e.g. • No, people in many different countries actually collaborated with the Nazis. • Yes, I agree because there was resistance in France.
0 marks	

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