

# June 2021 – Morning/Afternoon

## GCSE (9–1) History A (Explaining the Modern World)

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

**Time allowed: 1 hour**

Sample question paper for 2021 only. To see what adaptations have been made for 2021 please ensure you have referred to the [Your guide to the changes for 2021](#) document.

**You must have:**

- the OCR 12-page Answer Booklet



#### INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the Answer Booklet. The question numbers must be clearly shown.
- Fill in the boxes on the front of the Answer Booklet.
- Answer **all** the questions.

#### INFORMATION

- The total mark for this paper is **50**.
- The marks for each question are shown in brackets [ ].
- Quality of extended response will be assessed in questions marked with an asterisk (\*).
- This document has **4** pages.

#### ADVICE

- Read each question carefully before you start your answer.

## Germany 1925–1955: The People and the State

Answer **all** the questions

1. Describe **one** example of Nazi policies in the 1920s. [2]
2. Explain how the Reichstag Fire helped the Nazis to secure control of Germany in 1933. [10]
3. Explain why the Nazis tried so hard to win over young people in Germany in the 1930s. [10]
4.
  - (a) Study **Source A**. Explain how this source is useful to a historian studying Nazi Germany. [5]
  - (b) Study **Source B**. Explain why this source was published in Germany at this time. [5]

### Source A

The number of those who consciously criticise the regime is very small, quite apart from the fact that they have no way to express this criticism. The regime controls all of the press and radio stations.

Propaganda is everywhere. It does not stop people feeling discontent but propaganda tells them that to complain is to threaten the Third Reich – a prospect which would leave them horrified. They have seen what happens to the Jews and do not wish to share their fate. It becomes increasingly evident that the majority of the people have two faces; one which they show to their family and friends and people they see as reliable. The other face is for the authorities. The private face shows the sharpest criticism of everything that is going on now; the official face beams with optimism and contentment.

**Extract from a secret report on attitudes in Nazi Germany in June 1937. It was written by Socialists inside Germany and sent to Socialist leaders who were in exile outside Germany.**

## Source B



A poster published in Germany in 1943. The caption means 'The enemy sees your lights! Blackout!'

- 5.\* 'The Nazi regime in Germany in the 1930s faced relatively little opposition because most Germans were afraid of it'.  
How far do you agree?

[18]

END OF QUESTION PAPER

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Source A: Extract reproduced in Chris Hinton and John Hite, *Weimar and Nazi Germany* (SHP Advanced History Core Texts), Hodder Education UK, 2000.

Source B: German WWII poster, *The enemy sees your light!* © bpk Images, [www.bpkgate.picturemaxx.com](http://www.bpkgate.picturemaxx.com)

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**June 2021**

**GCSE (9–1) History A (Explaining the Modern World)**

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

**SAMPLE MARK SCHEME**

**Duration: 1 hour**

**MAXIMUM MARK 50**

**MARKING INSTRUCTIONS****PREPARATION FOR MARKING****RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor assessor Online Training; OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **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 or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**  
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

**Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

**Contradictory Responses**

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

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

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

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

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

**Longer Answer Questions** (requiring a developed response)

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

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:

- there is nothing written in the answer space

Award Zero '0' if:

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

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

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.

9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*

10. For answers marked by levels of response:

- 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

11. Annotations

Annotation	Meaning

## 1. 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.

### 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.

### Germany 1922–1955: The People and the State

1. Describe **one** example of Nazi policy in the 1920s.

<b>Assessment Objectives</b>	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [2]
<b>Additional Guidance</b>	<p>First mark for identification of policy + second mark for descriptive detail for each response.</p> <p>Note that a maximum of 1 mark can be given for correct identification of policies, even if more than one policy is identified.</p> <p>All content is indicative only and any other correct examples of Nazi policies in the 1920s should also be credited.</p>

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
N/A  Points marking	<p>One example of a Nazi policy in the 1920s was the demand for the abolition of the Treaty of Versailles. It was seen as an unjust diktat and blamed for many of Germany's problems in the 1920s.</p> <p>OR</p> <p>One example of a Nazi policy in the 1920s was Lebensraum. This policy said that Germany needed to conquer a large empire in Eastern Europe to provide living space for the German people.</p>	<b>2</b>

2. Explain how the Reichstag Fire helped the Nazis to secure control of Germany in 1933.

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

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<b>Level 5</b> <ul style="list-style-type: none"> <li>Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 5 answers will typically contain a range of more detailed description and fuller explanation that is directly relevant to the question e.g.</p> <p><i>The Nazis were able to exploit the Fire to claim that it was part of a Communist plot to overthrow the State. The immediate gain was that the very next day Hindenburg granted Hitler emergency powers and the right to issue decrees. As a result of these Communists and other opponents were arrested and so could not take part in the elections on March 5. The Nazis could campaign on slogans like 'The Battle against Marxism'. Hence they won the election, although with a smaller majority, which shows how much they needed to attack the Communists. They could also use the Communist threat to pass the Enabling Act which gave Hitler more powers. So the Fire sparked a chain of events which brought Hitler complete control, quite legally.</i></p>	<b>9–10</b>
<b>Level 4</b> <ul style="list-style-type: none"> <li>Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 4 answers will typically contain a range of description and explanation that is directly relevant to the question e.g.</p> <p><i>The Fire gave Hitler a tremendous opportunity to consolidate his power. He used the fire to claim that it was the signal for an imminent Communist uprising. This in turn allowed Hitler to convince Hindenburg to give him special emergency powers, which were passed on February 28<sup>th</sup>. These powers allowed the police to hold suspects without trial. The Nazis used this to round up their opponents. Around 4000 Communists and other Nazi opponents were arrested. This obviously weakened opposition to Hitler and greatly strengthened his grip on power in Germany.</i></p>	<b>7–8</b>

<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>• Response demonstrates accurate knowledge and understanding that is relevant to the question.</li> <li>• This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 3 answers will typically contain description with explanation that is directly relevant to the issue in the question e.g.</p> <p><i>It allowed Hitler to convince Hindenburg to give him special emergency powers, which were passed on February 28<sup>th</sup>. These powers allowed the police to hold suspects without trial. The Nazis used this to round up their opponents. This obviously weakened opposition to Hitler and greatly strengthened his grip on power in Germany.</i></p>	<p><b>5–6</b></p>
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• Response demonstrates some knowledge and understanding that is relevant to the question.</li> <li>• This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 2 answers will typically contain description of events that is linked to the issue in the question e.g.</p> <p><i>The fire helped Hitler because it allowed him to claim there was an imminent Communist uprising. This confirmed what the Nazis had been saying in their propaganda and gave them extra support. Soon after the fire around 4000 Communists and other Nazi opponents were arrested.</i></p>	<p><b>3–4</b></p>
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• Response demonstrates basic knowledge that is relevant to the topic of the question.</li> <li>• There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.</li> </ul>	<p>Level 1 answers will typically contain general points e.g.</p> <p><i>Around 4000 Communists and other Nazi opponents were arrested.</i></p> <p>OR</p> <p><i>Emergency powers were passed on February 28<sup>th</sup>. These powers allowed the police to hold suspects without trial.</i></p>	<p><b>1–2</b></p>
<p><b>Level 0</b></p> <p>No response or no response worthy of credit.</p>		<p><b>0</b></p>

3. Explain why the Nazis tried so hard to win over young people in Germany in the 1930s.

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

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<b>Level 5</b> <ul style="list-style-type: none"> <li>Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 5 answers will typically identify two or more Nazi youth policies and explain them fully e.g.</p> <p><i>The Nazis were anxious to prepare the young male population of Germany for the Nazi vision of racial purity and strength in war. That is why they introduced the Hitler Youth programme. It was not compulsory until 1939, but there was a lot of pressure to join. In the Hitler Youth boys would be taught skills like map-reading. They would go camping. There was an emphasis on teamwork and also loyalty to the Fuhrer. These were all designed to make them good soldiers in the future.</i></p> <p><i>In a similar way the Nazis wanted young female Germans to be the foundation of the Nazi master race and also uphold traditional values. They set up the League of German Maidens. This was similar to the Hitler Youth but the focus was more on women being healthy and racially pure and getting ready to be wives and mothers.</i></p>	<b>9–10</b>
<b>Level 4</b> <ul style="list-style-type: none"> <li>Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 5 answers will typically identify two or more Nazi youth policies and explain them fully e.g.</p> <p><i>The Nazis were anxious to prepare the young male population of Germany for the Nazi vision of racial purity and strength in war. That is why they introduced the Hitler Youth programme. It was not compulsory until 1939, but there was a lot of pressure to join. In the Hitler Youth boys would be taught skills like map-reading. They would go camping. There was an emphasis on teamwork and also loyalty to the Fuhrer. These were all designed to make them good soldiers in the future.</i></p> <p><i>In a similar way the Nazis wanted young female Germans to be the foundation of the</i></p>	<b>7–8</b>

	<i>Nazi master race and also uphold traditional values. They set up the League of German Maidens. This was similar to the Hitler Youth but the focus was more on women being healthy and racially pure and getting ready to be wives and mothers.</i>	
<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>Response demonstrates accurate knowledge and understanding that is relevant to the question.</li> <li>This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 5 answers will typically identify two or more Nazi youth policies and explain them fully e.g.</p> <p><i>The Nazis were anxious to prepare the young male population of Germany for the Nazi vision of racial purity and strength in war. That is why they introduced the Hitler Youth programme. It was not compulsory until 1939, but there was a lot of pressure to join. In the Hitler Youth boys would be taught skills like map-reading. They would go camping. There was an emphasis on teamwork and also loyalty to the Fuhrer. These were all designed to make them good soldiers in the future.</i></p> <p><i>In a similar way the Nazis wanted young female Germans to be the foundation of the Nazi master race and also uphold traditional values. They set up the League of German Maidens. This was similar to the Hitler Youth but the focus was more on women being healthy and racially pure and getting ready to be wives and mothers.</i></p>	<b>5–6</b>
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>Response demonstrates some knowledge and understanding that is relevant to the question.</li> <li>This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 2 answers will typically describe one Nazi youth policy without describing aims or impact e.g.</p> <p><i>The Nazis introduced the Hitler Youth movement. It was not compulsory but most young boys joined. The Hitler Youth ran classes, organised excursions and marches and provided sports and other entertainment.</i></p>	<b>3–4</b>
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>Response demonstrates basic knowledge that is relevant to the topic of the question.</li> <li>There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.</li> </ul>	<p>Level 2 answers will typically describe one Nazi youth policy without describing aims or impact e.g.</p> <p><i>The Nazis introduced the Hitler Youth movement. It was not compulsory but most young boys joined. The Hitler Youth ran classes, organised excursions and marches and provided sports and other entertainment.</i></p>	<b>1–2</b>
<p><b>Level 0</b></p> <p>No response or no response worthy of credit.</p>		<b>0</b>

4a. Study Source A. Explain how this source is useful to a historian studying Nazi Germany.

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

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>Response analyses the source by using relevant detail from the source content, provenance and historical context to construct a thorough and convincing argument in answer to the specific question about the source.</li> </ul>	<p>Level 5 answers will typically make a valid inference from the source, developed with effective use of content, provenance or context to support the inference e.g.</p> <p><i>Although the source comes from the opposition to the Nazis this makes it strong evidence about the effectiveness of Nazi control (more than the Nazis claiming they were in control). The source tells us that the Nazis controlled the press and radio stations. We also see that people are affected by propaganda – they are too afraid to complain. This fits with what we know of Nazi Germany at this time. By 1937 the regime was well-established and fully in control of the dissemination of information through Goebbels' Ministry of Propaganda and Enlightenment. The source is useful to the historian because it gives really strong evidence about why opposition groups found it difficult in Germany.</i></p>	<b>4–5</b>
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>Response analyses the source by using relevant detail from the source content and provenance or historical context to construct an argument in answer to the question about the source.</li> </ul>	<p>Level 3 answers will typically argue the source is useful or not useful based on reliability or will make a valid but more generalised assertion about the value of the source.eg.</p> <p><i>The source is not useful because it was written by the Socialists who opposed the Nazi regime so it is not reliable. They were suppressed along with the Communists in 1934.</i></p> <p>OR</p> <p><i>The source is useful because it shows how Germans adapted to life under Nazi rule, keeping their heads down.</i></p>	<b>2–3</b>

<p><b>Level 1</b></p> <ul style="list-style-type: none"><li>• Response analyses the source in a basic way by selecting detail from the source content or provenance and using this to give a simple answer to the question about the source.</li></ul>	<p>Level 2 answers will typically assert that the source is useful/not useful because of selections from it or provenance e.g.</p> <p><i>The source is not useful because it was written by the Socialists.</i></p> <p>OR</p> <p><i>The source is useful because it tells us that the Nazis controlled the press and radio stations.</i></p>	<p><b>1</b></p>
<p><b>Level 0</b></p> <p>No response or no response worthy of credit.</p>		<p><b>0</b></p>

4b. Study Source B. Explain why this source was published in Germany at this time.

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

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>Response analyses the source by using relevant detail from the source content, provenance and historical context to construct a thorough and convincing argument in answer to the question about the source.</li> </ul>	<p>Level 3 answers will typically make a clear statement of intended purpose and develop this with reference to content of source and context e.g.</p> <p><i>The poster was published to make sure Germans obeyed the blackout regulations in force. In 1943 Germany was being bombed by the Allies and the poster shows a British bomber bringing death to the Germans. The bomber can drop bombs much more accurately if it can see what is below at night and hence it was essential for Germans not to show any light but to ensure there was a black out. Not only did bombs damage houses in the cities but they also put industrial complexes out of action as in the Ruhr.</i></p>	<b>4–5</b>
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>Response analyses the source by using relevant detail from the source content and provenance or historical context to construct a supported argument in answer to the question about the source.</li> </ul>	<p>Level 2 answers will typically identify and explain the message of the source using relevant source content or context e.g.</p> <p><i>This source was published to warn people that enemy aircraft could see lights from a long way away if they were allowed to shine out. This would guide the bombers to their target. During the Second World War American and British bombers carried out a massive bombing campaign against German cities and industrial targets. Berlin was bombed many times and cities like Hamburg and Dresden were destroyed by firestorms. Air raid wardens and police could even arrest people if they were found to be showing lights.</i></p>	<b>2–3</b>
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>Response analyses the source in a very basic way by selecting detail from the source content or provenance that is linked to the question.</li> </ul>	<p>Level 1 answers will typically argue the source was meant to provide information e.g.</p> <p><i>It was published to tell people that there were air raids.</i></p> <p>OR</p> <p><i>It was published to show that the enemy could see lights a long way off.</i></p>	<b>1</b>

<b>Level 0</b> No response or no response worthy of credit.		<b>0</b>
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5. 'The Nazi regime in Germany in the 1930s faced relatively little opposition because most Germans were afraid of it'. How far do you agree with this statement?

<b>Assessment Objectives</b>	AO2: Explain and analyse historical events and periods studied using second-order historical concepts. [10] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [8]
<b>Additional Guidance</b>	<p>At Level 3, at least two distinct reasons should be considered.</p> <p>At Level 4, at least two distinct reasons should be developed.</p> <p>At Level 5, responses should address why the Nazi regime faced <b>relatively</b> little opposition, based on a nuanced argument considering a range of possible reasons, with a conclusion.</p> <p>The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.</p> <p>The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.</p> <p>No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.</p>

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<p><b>Level 5</b></p> <ul style="list-style-type: none"> <li>The response has a full explanation and thorough analysis of historical events/periods, which uses relevant second order historical concepts, and is developed to reach a convincing, substantiated conclusion in response to the question.</li> <li>This is supported by a range of detailed and accurate knowledge and understanding that is fully relevant to the question.</li> <li><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></li> </ul>	<p>Level 5 answers will typically construct a well-supported argument around more than one factor which reaches a valid conclusion e.g.</p> <p><i>The statement is true to a great extent. Nazi Germany was a terror state. The state controlled the police forces and the judiciary so if you were accused of a crime you had very little chance of a fair trial. Even more terrifying, the regime also had the secret police or Gestapo, which had informers everywhere and had a terrible reputation for torturing opponents of the regime. Finally there was also the SS. The SS ran the concentration camps and was responsible for persecuting Jews. This was not hidden as it terrorised the rest of the population.</i></p> <p><i>On the other hand, another reason why opposition to the Nazi regime in the 1930s was limited was that the opposition groups were weak and divided or they were too small scale and lacked resources. Even before Nazis came to power the Communists and the Socialists fought against each other rather than uniting against the threat of the Nazis. Communists and Socialists and other groups like trade unions were weakened when most of the leading figures were arrested after the Reichstag Fire in 1933. Another reason was that for many Germans under Nazis was acceptable in that they had work after the terrible unemployment of 1929–1933.</i></p>	<b>15–18</b>

	<p><i>Another important factor was that the Nazis had improved life for many Germans. They brought unemployment down from 6 million in 1933 to almost nothing. They also helped farmers and they provided schemes for workers like Strength Through Joy.</i></p> <p><i>So overall, the statement is only partially true. Fear was probably the biggest factor because we know that Germans did grumble and complain in private but they did not do so in public, suggesting that even if they supported the opposition groups they would have been too scared to do anything about it.</i></p>	
<p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>• The response has a full explanation and analysis of the historical events/periods, which uses relevant second order historical concepts, and is used to develop a fully supported answer to the question.</li> <li>• This is supported by a range of accurate knowledge and understanding that is fully relevant to the question.</li> <li>• <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></li> </ul>	<p>Level 4 answers will typically construct a well-supported argument around more than one factor why opposition was limited e.g.</p> <p><i>The statement is true to a great extent. Nazi Germany was a terror state. The state controlled the police forces and the judiciary so if you were accused of a crime you had very little chance of a fair trial. Even more terrifying, the regime also had the secret police or Gestapo, which had informers everywhere and had a terrible reputation for torturing opponents of the regime. Finally there was also the SS. The SS ran the concentration camps and was responsible for persecuting Jews. This was not hidden as it terrorised the rest of the population.</i></p> <p><i>On the other hand, another reason why opposition to the Nazi regime in the 1930s was limited was that the opposition groups were weak and divided or they were too small scale and lacked resources. Even before Nazis came to power the Communists and the Socialists fought against each other rather than uniting against the threat of the Nazis. Communists and Socialists and other groups like trade unions were weakened when most of the leading figures were arrested after the Reichstag Fire in 1933. Another reason was that for many Germans under Nazis was acceptable in that they had work after the terrible unemployment of 1929–1933.</i></p>	<p><b>11–14</b></p>
<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>• The response has an analysis and explanation of the historical events/period, which uses relevant second order historical concepts, and is used to give a supported answer to the question.</li> <li>• This is supported by accurate knowledge and understanding that is</li> </ul>	<p>Level 3 answers will typically construct a supported argument around one factor e.g.</p> <p><i>The statement is true. Nazi Germany was a terror state. The state controlled the police forces and the judiciary so if you were accused</i></p>	<p><b>7–10</b></p>

<p>relevant to the question.</p> <ul style="list-style-type: none"> <li>• <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></li> </ul>	<p><i>of a crime you had very little chance of a fair trial. Even more terrifying, the regime also had the secret police or Gestapo, which had informers everywhere and had a terrible reputation for torturing opponents of the regime. Finally there was also the SS. The SS ran the concentration camps and was responsible for persecuting Jews. This was not hidden as it terrorised the rest of the population.</i></p>	
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• The response has an explanation about the historical events/period, which uses relevant second order historical concepts, and gives an answer to the question set.</li> <li>• This is supported by some knowledge and understanding that is relevant to the question.</li> <li>• <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></li> </ul>	<p>Level 2 answers will typically identify reason(s) why regime faced little opposition e.g.</p> <p><i>The opposition did not really have much support.</i></p> <p>OR</p> <p><i>Opposition was limited because people were afraid to speak out against the regime.</i></p>	<b>4–6</b>
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• The response has a basic explanation about the historical events/period in the question, though the specific question may be answered only partially or the answer may be in the form of assertion that is not supported by the preceding explanation. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.</li> <li>• There is basic knowledge that is relevant to the topic of the question.</li> <li>• <i>The information is communicated in a basic/unstructured way.</i></li> </ul>	<p>Level 1 answers will typically demonstrate simple knowledge of opposition or regime's reaction to it e.g.</p> <p><i>The Nazis had the Gestapo, the SS and they also controlled the media.</i></p>	<b>1–3</b>
<p><b>Level 0</b> No response or no response worthy of credit.</p>		<b>0</b>

## Assessment Objectives (AO) grid

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>	<b>Marks</b>
<b>1</b>	<b>2</b>				<b>2</b>
<b>2</b>	<b>5</b>	<b>5</b>			<b>10</b>
<b>3</b>	<b>5</b>	<b>5</b>			<b>10</b>
<b>4</b>			<b>10</b>		<b>10</b>
<b>5</b>	<b>12</b>	<b>6</b>			<b>18</b>
<b>Total</b>	<b>24</b>	<b>16</b>	<b>10</b>		<b>50</b>

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