


# June 2022 – Morning/Afternoon

## GCSE (9–1) History B (Schools History Project)

### J411/83 Living under Nazi Rule, 1933–1945

**Time allowed: 1 hour**



Sample Question Paper for 2022 only. To see what adaptations have been made for 2022 please ensure you have referred to the [Changes for 2022](#) qualification web page.

**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 Questions 1 and 2, and **either** Question 3 **or** Question 4.

## INFORMATION

- The total mark for this paper is **40**.
- 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 **8** pages.

## ADVICE

- Read each question carefully before you start your answer.

**Living under Nazi Rule, 1933–1945**

Answer questions 1 and 2.

1. What can **Source A** tell us about Nazi propaganda?  
Use the source and your own knowledge to support your answer.

[7]

**Source A****An announcement in a German newspaper, 16 March 1934**

Attention! The Führer will be speaking on the radio. On Wednesday 21 March, the Führer is speaking on all German stations from 11am to 11.50am. The district Party headquarters have ordered that all factory owners, department stores, offices, shops, pubs and blocks of flats put up loudspeakers an hour before the broadcast of the Führer's speech so that the whole workforce and all national comrades can participate fully in the broadcast.

2. How useful are **Interpretation B** and **Sources C** and **D** for a historian studying the growth of Hitler Youth organisations between 1932 and 1939?

In your answer, refer to the interpretation and the two sources as well as your own knowledge.

[15]

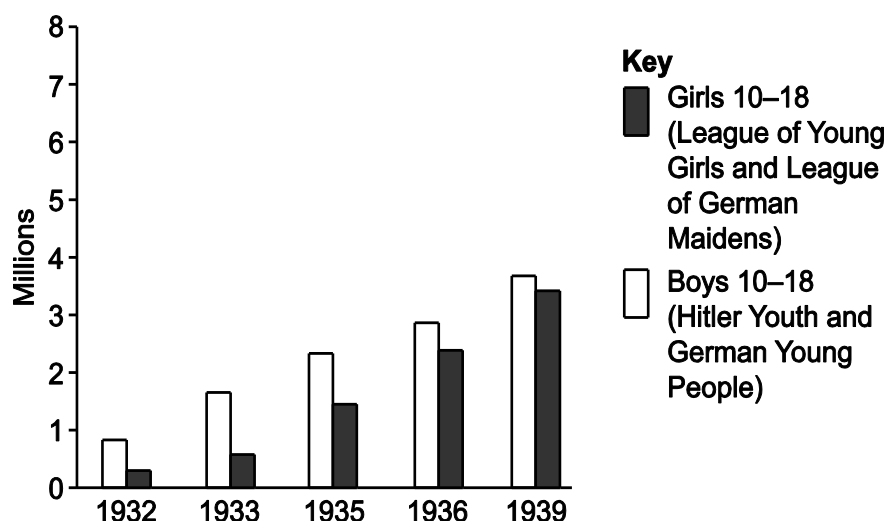
### Interpretation B

From *The Third Reich in Power* by Richard J Evans, 2006

From July 1936 the Hitler Youth had an official monopoly on the provision of sports facilities and activities for all children below the age of fourteen; before long, it was the same for 14–18 year olds. In effect, sports facilities were no longer available to non-members. Hitler Youth members were given special days off school for their activities. The results of such pressure soon became apparent. By the end of 1933 there were 2.3 million boys and girls between the ages of ten and eighteen in the Hitler Youth organisation. By the end of 1935 this figure was approaching four million, and by the beginning of 1939 it had reached 8.7 million.

### Source C

Graph showing membership numbers of the Hitler Youth organisations, 1932–1939



**Source D**

Poster published by the Nazi government in Germany, 1938

The words on the poster mean: "Build youth hostels and homes".



Answer **either** question 3 **or** question 4.

- 3.\* "There was little effective opposition to the Nazis".  
How far do you agree with this view of Germany between 1933 and 1945?

[18]

- 4.\* "German occupation in the Second World War was, in general, far harsher in eastern Europe than in western Europe".  
How far do you agree?

[18]

**END OF QUESTION PAPER**

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Copyright Information:

Source A: Quote appears in Greg Lacey and Keith Shepherd, *Germany 1918–1945: A depth study: Student's Book (Discovering the Past for GCSE)*, pg 113, John Murray Publishers, London, 2002.

Interpretation B: Extract from Richard J. Evans, *The Third Reich in Power, 1933 – 1939: How the Nazis Won Over the Hearts and Minds of a Nation*, pg 272, Penguin Books Ltd, London, 2006.

Source C: Data from Greg Lacey and Keith Shepherd, *Germany 1918–1945: A depth study: Student's Book (Discovering the Past for GCSE)*, pg 130, John Murray Publishers, London, 2002.

Source D: Hitler Youth propaganda poster, 1938 (colour litho), Witte, Herman (fl.1938) / Private Collection / Peter Newark Historical Pictures. Image supplied by Bridgeman Images, [www.bridgemanimages.com](http://www.bridgemanimages.com)

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**June 2022**

**GCSE (9–1) HISTORY B (SCHOOLS HISTORY PROJECT)**

**J411/83 Living under Nazi Rule, 1933–1945**

**SAMPLE MARK SCHEME**

**Duration: 1 hour**

**MAXIMUM MARK 40**

**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.

## Living under Nazi Rule, 1933–1945

<b>Question 1 – 7 marks</b>  <b>What can Source A tell us about Nazi propaganda? Use the source and your own knowledge to support your answer.</b>	
<b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 2 marks</b>  <b>AO3</b> Analyse sources (contemporary to the period). <b>Maximum 5 marks</b>  <b>Please note that that while the weightings of AO1 to AO3 are equal in levels 1, AO3 carries greater weight in level 2 and greater weight again in level 3.</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 3 (6–7 marks)</b>  The response shows knowledge and understanding of relevant key features and characteristics (AO1). Shows strong awareness of how sources can be used critically and constructively by e.g. considering the limitations and/or benefits of the source, using wider contextual knowledge to confirm, challenge or raise questions about what the source says or 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).	<i>Valid features that answers could identify include: shows Nazis used newspapers and radio; Hitler's broadcasts could be lengthy; all stations had to broadcast the same speech; local parties helped; reached the different groups mentioned; shows coordination; reached all aspects of life: work, home and leisure.</i>  <i>Examples of relevant additional characteristic features shown at levels 2 or 3 could include: Nazi party had not had hands on government apparatus before 1933 – was now exploiting it; radio/newspapers were not the only media – lists others.</i>
<b>Level 2 (3–5 marks)</b>  The response shows knowledge and understanding of relevant key features and characteristics (AO1). Shows some awareness of how sources can be used critically and constructively by e.g. considering the limitations and/or benefits of the source, using wider contextual knowledge to confirm, challenge or raise questions about what the source says or 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).	<i>There is no requirement to mention limitations but examples of limitations include:–Does not show all the media used by Nazis; may have been an unusual event as loudspeakers were being put up especially for the broadcast – wrong to make general conclusions from the specific case.</i>
<b>Level 1 (1–2 marks)</b>  The response shows knowledge of features and characteristics (AO1). Analyses the source to identify at least one feature that relates to the focus of the question; this may be inferred rather than directly stated in the source (AO3).	<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>
<b>0 marks</b>  No response or no response worthy of credit.	<i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i>

<b>Question 2 – 15 marks</b> <b>How useful are Interpretation B and Sources C and D for a historian studying the growth of Hitler Youth organisations between 1932 and 1939? In your answer, refer to the interpretation and the two sources as well as your own knowledge.</b>	
<b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b>  <b>AO3</b> Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. <b>Maximum 5 marks</b>  <b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. <b>Maximum 5 marks</b>  <b>Please note that while the descriptors for AO3 and AO4 are given separately in the levels, the analysis and evaluation of sources and interpretations may be combined in responses.</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 5 (13–15 marks)</b>  Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).  Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the usefulness of the source(s) in relation to the issue in the question (AO3).  Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences etc.). Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).	<i>Analysis of the source and interpretations could identify features such as: B and C both show numbers for different years; B gives reason for rising numbers; D may explain why youth joined; identifies “a rapid rise”; notes that the numbers in B and C broadly tally except possibly for 1939.</i>  <i>Understanding of appropriate characteristic features could include: activities of Hitler Youth groups other than those in the collection; how Hitler Youth formed part of wider control of life; other Nazi methods of controlling society.</i>  <i>Limitations that may affect what the source can tell us – would help to know what other reasons Evans gives for rising membership; would help if graph showed proportion of all German youth; existence of poster does not prove that it helped to increase membership.</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</i>
<b>Level 4 (10–12 marks)</b>  Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).  Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the usefulness of the source(s) in relation to the issue in the question (AO3).  Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).	



<p><b>Level 3 (7–9 marks)</b></p> <p>Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1).</p> <p>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).</p> <p>Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).</p>	<p><i>question must also be addressed.</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>
<p><b>Level 2 (4–6 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1).</p> <p>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).</p> <p>Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Gives a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).</p>	
<p><b>Level 1 (1–3 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period (AO1).</p> <p>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)</p> <p>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)</p> <p>There is either no attempt to evaluate and reach a judgment about usefulness of the interpretation(s) and the source(s) in relation to the issue in the question, or there is an assertion but this lacks any support or historical validity</p>	
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	

<b>Question 3* – 18 marks</b> <b>“There was little effective opposition to the Nazis”. How far do you agree with this view of Germany between 1933 and 1945?</b>	
<b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 6 (16–18 marks)</b>  Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1).  Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. To reach Levels 4 and 5, this must involve evaluating how effective opposition was.</i>  <i>Answers are most likely to show understanding of the second order concepts of causation (reasons for resisting or not) and change (rise/fall of Nazi control) but reward appropriate understanding of any other second order concept.</i>  <i>Answers that agree may emphasise the effectiveness of Nazi power subduing any would-be opposition by: the crushing/control of opposition parties, trade unions, churches etc. These answers may also emphasise weaknesses among would-be opponents e.g. divisions among opposition groups; fear of Gestapo and SS; fear of informers; These answers may also argue that low level resistance (“grumbling and joking”) does not count as opposition.</i>  <i>Answers that disagree may cover similar territory but with different emphasis e.g. the bravery of low level resistance (“grumbling and joking”) does count as effective opposition. Nazi retreat on policies e.g. euthanasia. Opposition kept Gestapo busy by making leaflets, acts of sabotage, secret meetings. Against the background of state and popular pressure of the time, this was significant opposition. War years saw a change – army plots and other assassinations were attempted.</i>
<b>Level 5 (13–15 marks)</b>  Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	
<b>Level 4 (10–12 marks)</b>  Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	
<b>Level 3 (7–9 marks)</b>  Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
<b>Level 2 (4–6 marks)</b>  Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	

<b>Level 1 (1–3 marks)</b> Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	
<b>0 marks</b> No response or no response worthy of credit.	

Question 4* – 18 marks	
“German occupation in the Second World War was, in general, far harsher in eastern Europe than in western Europe”. How far do you agree with this view?	
<b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>	Notes and guidance specific to the question set
<b>Level 6 (16–18 marks)</b>  Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1).  Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2).  <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. In this question, most answers will probably agree and it is hard to imagine how an argument for the west being harsher can be made effectively.</i>  <i>The arguments and supporting evidence will depend on which countries the learner has studied. Accept any valid responses from any countries/regions that match the question.</i>  <i>Responses that only consider the Holocaust as an eastern event cannot access Levels 4 or 5 as this is not “strong knowledge” (Jews from the west were transported to death camps). Answers that consider only the east or the west cannot access Levels 4 and 5 as they fail to answer the question fully if no consideration is given of the other region.</i>  <i>Answers are most likely to show understanding of the second order concepts of similarity and difference (diversity of experience in Nazi held lands) and causation (reasons for these differences but reward appropriate understanding of any other second order concept.</i>  <i>Grounds for agreeing include: the Slavs and other eastern Europeans were seen as racially inferior – not the case in the west; Lebensraum intentions meant Germans expected to occupy the east; pressure to supply German army on eastern front from occupied lands in east; last year of the war saw no relief in east from Allies (unlike west).</i>  <i>Grounds for disagreeing include: atrocities committed in particular places at particular times show “harshness” was</i>
<b>Level 5 (13–15 marks)</b>  Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2).  <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	
<b>Level 4 (10–12 marks)</b>  Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2).  <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	
<b>Level 3 (7–9 marks)</b>  Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2).  <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	

<p><b>Level 2 (4–6 marks)</b></p> <p>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).</p> <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	<p><i>possible in east or west; Jews in west not saved from Holocaust; resistance movements in both east and west put people in danger; collaborators and bystanders in both east and west avoided worst of hardships.</i></p>
<p><b>Level 1 (1–3 marks)</b></p> <p>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).</p> <p><i>The information is communicated in a basic/unstructured way.</i></p>	
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	

## Assessment Objectives (AO) grid

Question	AO1	AO2	AO3	AO4	Marks
1	2	0	5		7
2	5	0	5	5	15
3/4	6	12			18
Total	13	12	10	5	40

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