

**GCSE (9-1)**

**Examiners' report**

# **HISTORY B**

## **(SCHOOLS HISTORY PROJECT)**

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**J411**

For first teaching in 2016

**J411/83 Summer 2022 series**

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## Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

### Advance Information for Summer 2022 assessments

To support student revision, advance information was published about the focus of exams for Summer 2022 assessments. Advance information was available for most GCSE, AS and A Level subjects, Core Maths, FSMQ, and Cambridge Nationals Information Technologies. You can find more information on our [website](#).

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## Paper 83 series overview

Paper 83 is Living Under Nazi Rule 1933-1945.

To achieve well on the World Depth Study, candidates need to be able to make inferences and evaluate historical sources and interpretations, alongside applying their knowledge to support and challenge a historical interpretation in an essay-style question.

It was clear from the majority of responses that most candidates had been well-prepared and were able to accurately analyse historical sources and interpretations. Candidates generally performed well on question two where they made strong inferences from content and/or provenance on the utility of the sources on the Holocaust.

However, fewer candidates performed as successfully on the essay-style questions. While most were able to describe or identify factors for question three or four, few successfully explained their evidence in reference to the question resulting in many candidates achieving Level 2.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<ul style="list-style-type: none"> <li>• made an inference from Source A and supported this with evidence from the content of the source (Question 1)</li> <li>• made an inference from the provenance of Source A to explain how the Nazis felt about wartime opposition (Question 1)</li> <li>• made two supported inferences from Source B, Source C and/or Interpretation D to explain how useful they were for a historian studying Nazi camps in occupied Europe</li> <li>• effectively deployed a range of knowledge in the essay question, using precise evidence to support their responses; they then explained this evidence thoroughly in reference to the question (Questions 3 and 4).</li> </ul>	<ul style="list-style-type: none"> <li>• used lots of own knowledge about the topic of wartime opposition rather than focusing their response on the analysis of Source A (Question 1)</li> <li>• described surface features of Source B, source C and/or Interpretation D rather than trying to make inferences about why the sources and interpretations were useful for a historian studying Nazi camps in occupied Europe (Question 2)</li> <li>• explained that Sources B and C and/or Interpretation D were not useful for the study of Nazi camps in occupied Europe or explained what B, C and D did not tell a historian about the topic</li> <li>• described or identified the knowledge they had used for the essay-style questions rather than explaining the evidence they used in reference to the question (Questions 3 and 4).</li> </ul>

## Question 1

### Living under Nazi Rule, 1933–1945

- 1 What can **Source A** tell us about wartime opposition in Nazi Germany?  
Use the source and your own knowledge to support your answer.

[7]

The aim of this question is to encourage candidates to make inferences from the content and provenance of Source A.

Most of the candidates understood that the source showed that youth opposition to the Nazis had increased during the war years and therefore achieved Level 2, 3 marks. Candidates who then supported their inference(s) with source support for example 'hanging around into the late evening with musical instruments', to explain the methods these youths were using to oppose the Nazis achieved Level 2, 4-5 marks.

The most successful candidates then used the provenance and were able to make an inference about how the Nazis felt about the opposition being carried out, since a report had been sent to the Gestapo. For example, in Exemplar 1, the candidate explains that the local branch of the Nazis was reporting to the Gestapo which proves that 'wartime opposition was genuinely feared'. Supporting inferences such as this with source support secured candidates full marks (7) for this question.

Candidates who focused their responses solely on own knowledge about wartime opposition rather than focusing on the source achieved zero marks.

#### Advice to centres

In this question candidates need to focus their response tightly to the source in the question rather than using own knowledge throughout the response. Candidates need to be making an inference and explaining this, using the source's content to support their response.

## Exemplar 1

1	<p>During the Nazi's reign, there was plenty of opposition from youth groups and young people, who strongly disagreed with the Nazi's practices and ideologies. Source A shows this, as the Nazis describe them as "hostile", and a "danger" to "young people". The fact that the Nazis are reporting to the Gestapo, shows us that this wartime opposition presented by these youth groups, was genuinely feared, which we know to be true, as many from youth groups such as the Edelweiss <del>prater</del> praters and the swing and jazz groups were severely punished by the government, by being sent to concentration camps, and some leaders even being hanged.</p> <p>Although <del>for the most part</del>, we can see that the opposition from youth groups was arguably very minor, as they are playing with "musical instruments" and hanging around with "young females". The most hostile thing that the extract describes is the group writing slogans, like, "down with Nazi brutality" on walls. This shows that although wartime opposition was relatively harmless, the German government was so concerned with losing power, that it made them even kids into concentration camp criminals, for very minor opposition.</p>
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## Question 2

2 How useful are **Sources B and C** and **Interpretation D** for a historian studying Nazi camps in occupied Europe?

In your answer, refer to the two sources and the interpretation as well as your own knowledge. [15]

The aim of this question is to encourage candidates to make inferences from the content and provenance of Sources B, C, and Interpretation D.

Most candidates structured their responses well by analysing the sources and interpretation individually rather than cross referencing them. Candidates who performed well on this question were able to make supported inference(s) from the content of B, C and/or D.

Exemplar 2 displays three supported inferences from the content of B, C and D to achieve full marks. Two supported inferences would have achieved the same mark.

Candidates who did well on this question were able to make an inference from the source(s) and/or interpretation and explain why they are useful for a historian studying Nazi camps in occupied Europe, then supporting their inference(s) with evidence from the content of B, C and/or D. Some candidates were also able to make inferences from the provenance of source B and C to explain why the existence/nature of B, and the purpose of C made them useful evidence about Nazi camps in occupied Europe. For example, 'B is useful for revealing resistance within the camps – the fact that the prisoner drew these events and hid the sketches tells us that prisoners were trying to document the conditions and events in the camp, such as the mass murders shown here with the prisoners being led off to the gas chambers.'

Candidates who performed less well on this question tended to use surface features of B, C and/or D to explain why they were useful evidence, e.g., 'Source D is useful because we learn there was a mass escape from Sobibor in October 1943. It involved every prisoner.' Alternatively, many candidates were still explaining that B, C and/or D were not useful due to what they didn't tell us (Level 1) or that because source C was propaganda, it was therefore not useful/not reliable, and this limited candidates to Level 3.

## Exemplar 2

2	<p>Source B is useful in telling me about Nazi camps in occupied Europe as it is a primary source by a camp prisoner and most likely depicts the true horror. The image shows a group of Jews being led to a building secluded in woods which is probably a gas chamber as from my own knowledge I know that in 1943 mass extermination of Jews took place with many in Europe being gassed. This implies that the Nazis were ruthless and killed innocent Jews. There are women in the picture too emphasising how unforgiving and ruthless they were in camps in occupied Europe such as Poland.</p> <p style="text-align: right;">↳</p>
4	<p>Source C is useful in telling me about camps in occupied Europe as it is propaganda depicting these camps. The film shows camps as places of comfort, safety and fun as they are having football matches and "make themselves comfortable" which suggests that the Nazis were very kind and caring people who looked after these people well. This is further emphasised by the title of the film "The Führer... Jew" which portrays Hitler as heroic for giving a home to these Jews even though they are <sup>prisoners</sup> <del>evil</del>. The purpose of this source is a film to be shown in neutral countries during the war which is why it is propaganda showing the Nazis in a good light to make those countries unsuspecting of the true horrors of concentration camps in occupied Europe.</p>



	<p>Finally interpretation D is useful in telling me about camps in occupied Europe as it shows that prisoners wanted to escape together "leaving no one behind to face revenge by the SS". This suggests that the SS were very violent and hostile posing serious danger to the Jewish prisoners. This shows that Nazi camps in occupied Europe were not safe places to be as propaganda may have shown but the conditions were so horrible - beatings, forced labour, starvation - that <sup>imprisoned Jews</sup> people wanted to escape. <del>as</del> as it was so horrible</p>
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Exemplar 2 shows how the candidate has started their response by making an unsupported inference from Source B by explaining how the source is useful as it shows us that the Jews were led to a 'building secluded in the woods.' At this point the candidate hasn't supported this with the content of Source B. For example, they could have stated that they knew the building was a gas chamber due to the chimneys which were visible in the sketch. However, the candidate then goes onto explain how we can tell that the camps were ruthless since within the 'group of Jews being led to the gas chamber' they can see 'women' about to be killed which reinforces the ruthless nature of the camps. At this point the candidate has made one supported inference and would achieve Level 4, 11 marks.

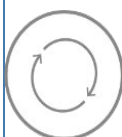
The candidate then goes onto make another inference from Source C, explaining that the source is useful for showing how the Nazis made propaganda to cover up the true reality of the camps. The candidate then turns this into a supported inference by using evidence from the content of Source C by stating that the women were 'making themselves comfortable.' At this point the candidate has made two supported inferences and would achieve Level 5, 15 marks.

The candidate also makes another inference from Interpretation D stating that the interpretation proves that the camps were run by violent and hostile SS members, they then use support from the interpretation by stating that 'no-one can be left behind to face the revenge of the SS'. The candidate now has three supported inferences within their response and has secured full marks.

### Advice to centres

Stating the purpose of a source is not the same as making an inference from the purpose which candidates need to do to gain the higher marks. For example, the purpose of Source C is to persuade 'neutral countries' that the Nazis were treating the Jews well. However an inference from this is that the Nazis were clearly worried about international opinion hence them making this propaganda film.

### Assessment for learning



Candidates should deal with each source/interpretation individually and not cross reference. They should aim to make an inference from the content of B, C and/or D and support this with evidence from the sources/interpretation. Candidates can also make inferences from the provenance of the sources to achieve the highest marks.

### Question 3\*

3\* 'The lives of women and girls became worse as a result of Nazi policies.'  
How far do you agree with this view of Nazi Germany between 1933 and 1939?

[18]

This tended to be the most popular essay choice for this paper.

Candidates who performed well on this question were able to explain how policies such as the 'motherhood cross', 'marriage loan scheme' or 'lebensborn' made the lives of women and girls worse or better. Candidates were able to describe policies in specific detail, e.g., the type of cross awarded for four, six or eight children, but then made sure they explained how this improved the lives of women. Candidates who achieved the highest level for their response to this question explained four clear points in reference to the question and had an element of balance, for example three explained points to support the view that the lives of women and girls became worse and one explained point to dispute the view and claim life improved.

In several cases, candidates were unable to direct their knowledge at the specific question being asked about women. Candidates tried to compare the lives of women to other groups in society for example Jews or workers, which was not a requirement of the question and was not awarded any credit. Additionally, many candidates simply listed policies which were imposed on women, e.g., 'motherhood cross', 'marriage loan scheme' or 'lebensborn', but did not explain how these policies made the lives of women worse or better and this therefore limited these candidates to Level 2. Additionally, there were many candidates who identified or explained evidence that was not applicable to the time outlined in the essay question, for example the role of women during Total War and only 1 million women accepting the call to arms. Although accurate contextual knowledge was deployed, this could not be credited as the evidence lay outside of the time constraints in the question.

Weaker responses made very generalised comments relating to how women were always cooking and cleaning, these comments were not specific to Living Under Nazi Rule and therefore these responses were awarded Level 1.

## Question 4\*

- 4\* 'The most serious threat to the Nazis came from the Churches.'  
How far do you agree with this view of opposition to the Nazis in Germany between 1933 and 1939? [18]

Candidates who performed well on this question were able to explain how the church was a threat and compare this to the threat posed by other groups within Nazi Germany for example, youths such as the Edelweiss Pirates and political opponents. Candidates were able to describe the threat of the group they had identified in specific detail.

Exemplar 3 achieves this; the candidate outlines how Niemoller established the 'Confessional Church' and how the 6,000 pastors he had recruited then influenced many members of German society proving that the church was a threat. The candidate has used specific contextual knowledge and explained this about the question and at this point in their response would achieve Level 3, 8 marks.

Candidates who achieved the highest level explained four clear points about the question and had an element of balance, for example three explained points to support the view that the church were the most serious threat to the Nazis and one explained point to dispute the view and claim it was an alternative group.

In a number of cases candidates simply listed groups who were a threat to the Nazis for example youths or political opponents or described the way these groups or the churches opposed the Nazis but did not explain how these policies made the group a serious threat to the Nazis. Additionally, there were many candidates who identified or explained evidence that was not applicable to the time period outlined in the essay question; for example, the opposition from the White Rose movement, Galen's speeches on Euthanasia and the Stauffenburg Plot. Although accurate contextual knowledge was deployed, this could not be credited as the evidence lay outside of the time constraints in the question.

Weaker responses made very generalised comments relating to how everyone in Germany was religious. These comments were not specific enough and so these responses were awarded Level 1.

### Advice to centres

Candidates who have revised thoroughly and have a wide range of precise evidence to support their points will do best on these essay-style questions. It is also very important that candidates look at the dates in the question carefully to make sure their evidence is applicable, and that they are explicit in their responses about how the evidence they have presented supports or challenges the interpretation given.

## Exemplar 3

4		<p>I partially agree with this statement as there was significant threat from the church during this period. An example of this is Martin Niemöller who was a Protestant pastor that refused to join the Nazi Reich Protestant church. Instead he made his own Confessional church which eventually had 6000 pastors while the Reich church only had 2000 pastors. Niemöller preached against the Nazis and encouraged resistance by getting people to follow him. This shows that the church did pose a serious threat to the Nazis as there were many Christian Germans who the church could influence.</p>
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