

**GCSE (9-1)**

**Examiners' report**

# **HISTORY B**

## **(SCHOOLS HISTORY PROJECT)**

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**J411**

For first teaching in 2016

**J411/39 Summer 2024 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 responses 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.

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## Paper 39 series overview

Paper J411/39 is The Making of America, 1789–1900 (Period Study) with Living Under Nazi Rule, 1933–1945 (World Depth Study). Candidates need to show an ability to analyse evidence using second order concepts as well as displaying their ability to explain evidence in reference to the question. For the World Depth Study element of the paper, 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.

Section A tests Assessment Objectives 1 and 2. To perform effectively, candidates are required to select and deploy relevant historical knowledge and analysis skills (Question 2) or explain (Question 3, 4 and 5) this in an effective manner. One of the most important differentiators was how relevant and specific candidates' knowledge was to the date range of the question set (see the table that follows).

Section B tests all four Assessment Objectives. Candidates are required to make relevant inferences from three sources and one interpretation. The extent to which the sources and interpretation were the focus of candidates' responses to Questions 6 and 7 were the main driver of the overall level awarded.

Many candidates performed effectively on Questions 2, 7 and 8, with candidates deploying relevant knowledge for Questions 2 and 8 and either analysing (Question 2) or explaining (Question 8) well. In Question 7, many candidates made effective use of Interpretation B to make well-supported inferences. Less effective performance was seen on Questions 3, 4 and 5, where information deployed was sometimes generalised or - in the case of Questions 4 and 5 - outside of the time frame of the question.

## Section A: The Making of America, 1789–1900 overview

To do well in the Period Study, candidates need to be able to:

- present a historical summary of an area of content they have learned.
- offer an explanation in response to a historical question (e.g. explaining the causes or consequences of something).
- recall and apply their knowledge to support and challenge a statement in an essay-style question.

Section A focuses on AO1 and AO2 – knowledge and understanding of key features of the period and the ability to analyse and explain this material. These AOs have equal weighting in this section. The specification is broken down into four chronological periods, and questions are framed around these. Candidates who had a clear understanding of these chronological periods were able to deploy relevant material on Question 3, 4 and 5 more effectively.

The vast majority of candidates obtained the available mark for 1(a), although 1(b) and 1(c) required knowledge specific to one of the four time periods in the specification; while many candidates obtained marks these were more challenging questions for the cohort.

Question 2 was effectively answered by candidates, aided by the latitude they have to select their own second order concept(s), although some responses were too narrative to receive credit in Levels 2 and 3 of the mark scheme.

For Question 3, a large number of candidates' understanding of 'big business', as with Question 5 in 2023, was limited. Whether for 'big business' or the growth of cities, a significant number of candidates offered material that was too generalised and not specific to the time period specified in the question, therefore examiners were not able to credit such responses beyond Level 1.

Candidates choose whether to answer either Question 4 or Question 5 and instances where the rubric was ignored and an answer was offered to both were very rare indeed. Some very strong responses were seen to both questions; these came from candidates who recognised the time period specified and offered relevant material. Question 4 was more popular as a choice than Question 5. For both questions, candidates who offered material on Native Americans relevant to the other question were fairly common, especially in Question 4 where candidates referenced conflicts involving Native Americans later in the 19<sup>th</sup> century.

For all questions, the indicative content of the mark scheme gives a comprehensive range of material that could be credited, although this is not an exhaustive list and examiners rewarded any valid material.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> <li>• recalled, selected and deployed material of specific relevance to the questions set in terms of topic and date range</li> <li>• managed their time effectively, paying particular attention to the demands of each question in terms of structure and mark allocation</li> <li>• organised their summary for Question 2 around one or more second order concepts</li> </ul>	<ul style="list-style-type: none"> <li>• identified a second order concept such as change, within their summary, but didn't tie this into their analysis of the knowledge they had used (Question 2)</li> <li>• did not have knowledge of specific impacts of big business and/or cities to explain these in reference to the question (Question 3)</li> <li>• were less mindful of the date range specified in the questions, and so presented material</li> </ul>

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<p>(such as causation and consequence) which were then fully explained</p> <ul style="list-style-type: none"> <li>made clear analytical links to the proposition in the question for Questions 3, 4 and 5</li> <li>explained their evidence in reference to the question using specific impacts to enhance the quality of their response (Question 3)</li> <li>effectively used a range of knowledge in their choice of essay questions, including precise evidence to support their responses; they then explained this evidence thoroughly in reference to the question (Questions 4 and 5)</li> <li>recognised the need to construct a balanced argument in answers to Questions 4 and 5.</li> </ul>	<p>that was irrelevant to the question set (especially in Questions 3, 4 and 5)</p> <ul style="list-style-type: none"> <li>produced narrative answers that either did not analyse one or more second order concepts (Question 2) or make explanatory links to the question set (Questions 3, 4 and 5)</li> <li>managed their time less effectively, spending too long on lower tariff questions (especially Question 1(a)-(c) and Question 6 and so had insufficient time to spend on higher tariff questions</li> <li>omitted some questions completely.</li> </ul>

### Question 1 (a)

1

(a) Identify **one** way in which the Lakota Sioux used the buffalo.

[1]

The overwhelming majority of candidates obtained credit for correctly answering this question. The most common valid response was 'for food' but any relevant example was awarded the available mark. Examiners were impressed with some of the examples given, which revealed a detailed understanding of the relationship between the Lakota Sioux and the buffalo.

### Question 1 (b)

(b) Name a new technology or development that helped Homesteaders survive on the Plains after 1861.

[1]

Although many candidates obtained the mark available – wind pumps, barbed wire and the 'sod buster' plough were commonly seen – others offered material that was outside the time frame of the question set or clearly pre-dated it, for example the Homestead Act or imprecise references to 'wagons'. As with many questions for The Making of America, candidates are advantaged by having a clear understanding of the four chronological periods in the specification.

### Question 1 (c)

(c) Identify **one** way in which African Americans tried to improve their lives between 1877 and 1900.

[1]

Of the three 'short answer' questions, candidates found this the most challenging. A range of valid responses were seen, most commonly stating that African Americans moved out of the South (for example the 'Exodusters'). There was some very precise material used by some candidates (such as the roles of Ida B Wells or Booker T Washington).

However, a large number of responses were too generalised to credit since they could not be applied to the period 1877-1900 as stipulated in the question. Examiners were not able to credit responses such as 'jobs' without some sense of roles that opened up to African Americans in this period for example. Other candidates offered material before the question, for example the Freedmen's Bureau, which was shut down in 1872, and these too were not credited. Centres are advised to emphasise the importance of the time periods broken down in the specification with their candidates.

#### Exemplar 1

1	a	They used their meat for food
1	b	<del>wagon trains</del> railways
1	c	moving to the North

Questions 1(a), (b) and (c) are 'gateway questions', intended to ease the candidates into the paper and can be answered with very short - sometimes one-word - responses. This in turn maximises the time candidates have to approach the higher tariff questions (especially Questions 4/5 and 8/9, where some infrastructure is required for candidates to reach the higher levels).

Exemplar 1 is a good example of how the 'gateway questions' should be approached. It is worth noting that had the candidate not crossed out their first (incorrect) response to 1(b) then 'railways' could not have been credited, as examiners only consider the candidates' first response.

## Question 2

2 Write a clear and organised summary that analyses the American Civil War.

Support your summary with examples.

[9]

Most candidates attempted the question effectively. They clearly understood that a successful response to Question 2 involves more than writing a narrative account, and were able to build an answer that examiners could identify as addressing one or more 'second order concepts'. Commonly for this question, candidates structured their responses around causation (why the Civil War occurred) or consequence (the impact of the Civil War, most often on African Americans). Candidates who could successfully analyse one example of a second order concept were credited in Level 2. Those who could give two (or more) examples were credited in Level 3. When considering causation, examiners credited candidates who were able to show the existence of valid tension between the North and South by the 1860s; they did not need to move their responses to a specific cause of Lincoln declaring war on the Confederacy, although some candidates did so very effectively.

Candidates need not directly indicate which second order concept(s) they are analysing.

Effective responses (see Exemplar 2) often approached the answer with a short paragraph focused on causation, followed by another focused on consequence or change (such as the changing role of African Americans in the North). Less effective responses provided a narrative account of the war itself, or attempted to argue that slavery was a cause of the war without analysing how this created tension between North and South by the 1860s.



## Exemplar 2

2	<del>X</del>	<p>the American civil war <del>had</del> began due to many different reasons. One of the biggest things that led to the civil war was slavery and its divide in the North and the South. The 3/5 compromise meant South were able to dominate politically <del>what</del> as they had lots of enslaved <del>citizen</del> people. As well as this the North <del>despised</del> unwillingly had to get involved in slavery <del>and</del> due to Henry Clay's compromise in 1850 leading to the North following the fugitive slave act and returning slaves to the South. These differences in the North and South led to a huge divide, ultimately succession of the congress in 1861 <del>to</del> triggering the civil war on April 12<sup>th</sup> 1861.</p>
		<p>During the Civil war, people faced many hardships, mainly the black Americans. At the beginning of the war black Americans weren't allowed to fight as they were still seen as property with the introduction of the confiscation act. However after 1863, Abraham Lincoln in the North felt the only way to win the war was <del>to</del> to ban slavery. Here was the emancipation proclamation 1863 which freed all enslaved</p>

		people. This led to total war where all funding was focused on the war. 33,000 black soldiers fought along side white soldiers, eventually the North won the war in 1865
		However after the war, and the impact of the war didn't fully change things for the better with Andrew Johnson reintroducing black codes and allowing the confederacy back into the union to help make laws. Though radical reconstruction seemed good later on it grew weak meaning the impact of the civil war wasn't so great.

Exemplar 2 is a good example of a Level 3 response. The first paragraph analyses causation, and contains enough valid material to show the tensions caused by slavery, and there is a clear attempt to pin this to the South's secession (and so a cause of the Civil War). The subsequent two short paragraphs analyse consequence, firstly to show the impact of the Emancipation Proclamation on the lives of African Americans, and secondly to show the limitations of this in the years following. The response was awarded full marks (Level 3, 9 marks).

### Question 3

3 What was the impact of the growth of big business and/or cities during the period 1877–1900?

Explain your answer.

[10]

Question 3 requires candidates to explain one or more examples: in this case, the impact of the growth of big business and/or the growth of cities during the period 1877-1900. Given that explaining 'impact' requires a slightly different focus to explaining causes (such as in 2023, when the focus of the question was reasons for tensions in America between 1789 and 1838) Levels 2 and 3 of the mark scheme were revised. Candidates who validly described the growth of big business and/or cities in this period were credited in Level 2, whereas those who identified a valid impact of this were credited in Level 3. A valid description together with a clear statement of impact during this period were enough to credit candidates with explanation, and so access Level 4 (or Level 5 for the second explanation).

Candidates could focus their explanations of impact around either the growth of big business or the growth of cities; they were not required to do both in order to receive full credit.

Examiners saw a number of good responses. Candidates commonly offered explanations of impact based around hostility to industrial action, the decline of small farms due to the growth of bonanza farms, the experiences of European or Asian migrants in cities and worsening public health conditions. Many candidates, however, found this question challenging and struggled to offer material rooted in the period 1877 to 1900. Generalised statements about migration, increased employment opportunities or overcrowding remained in Level 1 unless they were accompanied with knowledge of the period (for example from where migration occurred, or businesses who expanded and so increased employment). Responses based on 'big business' were all too often generalised. Centres are encouraged to revisit their candidates' knowledge and understanding of this topic.

## Question 4\*

4\* 'The main reason the USA expanded between 1789 and 1838 was because land was taken from Native American tribes in wars.'

How far do you agree?

Give reasons for your answer.

[18]

Candidates have the option of answering either Question 4 or Question 5, and the majority of candidates chose to answer Question 4.

Both these questions, and Questions 8 and 9 in Section B, have the same rationale for awarding levels and marks. Candidates who offer valid material for either the stated factor or other valid reasons are credited in Level 2, with candidates who can then explain why this material led to the expansion of the USA between 1789 and 1838 being able to access Level 3 and beyond. Level 3 is awarded to candidates who offer one explained reason for either side of the argument (expansion as a result of land taken from Native American tribes in wars or expansion as a result of other factors). Level 4 credits candidates who offer two explained reasons which again could be on the same side of the argument, or one on each side. Level 5 credits candidates who offer three explanations providing there is some balance (e.g. two explained points for one side and one for the other).

Level 6 is reserved for candidates who offer four explained points covering both sides of the argument. The final mark – 18 – is reserved for candidates who in addition to reaching Level 6 combine or interact the factors in their response to offer a supported judgement (or 'clinching argument') about whether the candidate agrees with the statement in the question.

As the question relates to reasons for the USA's expansion, examiners were looking for candidates' responses to be rooted in the acquisition of land in order to credit them with explanation. For the stated factor, candidates commonly referred to the Battle of Fallen Timbers and subsequent Greenville resulting the acquisition of land in the Northwest and wars with the Seminole and Creek and the acquisition of land in the Southwest territory. While the Cherokee 'Trail of Tears' was not strictly a war, candidates who argued that this arose as a consequence of US aggression and used it to agree with the statement were credited, providing they also identified land lost by the Cherokee, or acquired by the USA.

To access Level 5, responses require some balance. Explanations that disagreed with the statement typically included material such as the Louisiana Purchase and the 500 million acres added to the USA as a result; the impact of the Indian Removal Act on tribes like the Choctaw and Chickasaw who accepted its terms and resulted in the further acquisition of land since those tribes were moved westward; the role of Lewis, Clark and Sacagawea; the 'Trail of Tears' (more commonly used to disagree with the statement) and the impact of the cotton gin in the expansion of slavery and the acquisition of plantation lands in the South.

While many strong responses were seen, a significant number of candidates attempted to answer the question with material that was not relevant to the period 1789 to 1838. These candidates frequently made reference to Native American wars later in the study period (such as the Great Sioux War, which was relevant only in Question 5), the Homestead Act, the development of railroads and the California Gold Rush. The importance of candidates understanding the four periods into which the specification is broken down cannot be overstated, since material that falls outside the period stipulated in the question will not be credited.

## Question 5\*

5\* 'Between 1861 and 1877, Native Americans of the Plains had no success in challenging the US government and white settlement.'

How far do you agree?

Give reasons for your answer.

[18]

This was the less popular of the two optional essay questions. Creditable material had to arise from candidates' understanding of the relationship between Native Americans and the US government/white settlement between 1861 and 1877. There were some very strong responses indeed.

Material agreeing with the statement frequently focused on Little Crow's War, the Sand Creek Massacre and the Great Sioux War, with candidates who were able to make a judgement about why these represented unsuccessful challenges by Native Americans being credited with explanation. Material was also seen that considered the impact of the railroads and homesteaders and while this was credited as description (Level 2) it was less often accompanied with a judgement considering the lack of Native American success.

To disagree with the statement, candidates frequently constructed explanations around Red Cloud's War and the Battle of Greasy Grass (Little Big Horn). The most successful responses offered a valid 'clinching argument', usually revolving around the short-term successful challenge of Greasy Grass but the ultimate Sioux defeat in the wider war.

As with Question 4, some candidates offered material that was outside the date range of the question (the Battle of Fallen Timbers, for example) and this could not be credited.

### Misconception



Given the number of candidates who offered material that fell outside the date ranges of Questions 4 and 5, centres are encouraged to revisit their candidates' understanding of chronology. Colour-coding material in lessons based on which of the four periods are being studied, separate exercise books or work folders for each period or regular retrieval work in lessons based on identified periods and issues within them could all help to overcome any chronological confusion. Above all, candidates should be encouraged to read questions carefully and, if necessary, circle the date range or write the date range at the top of their response in the script as part of their planning.

## Section B: Living Under Nazi Rule, 1933–1945 overview

To do well in the World Depth Study, candidates need to be able to:

- make valid inferences from contemporary sources (and interpretations) to address a particular question.
- recall and apply their knowledge to support and challenge a statement in an essay-style question.

It was clear from the majority of responses that most candidates had been well prepared for the sources and were able to use Source A in a valid way to answer Questions 6, and at least one source in Question 7 (usually Interpretation B). Although there was an improvement from 2023, there were still many responses to Questions 6 and 7 which used the sources simply as a 'springboard' to tell us what they knew, rather than to explain what the sources revealed.

In the essay-style questions, most candidates opted for Question 8 and were able to deploy accurately their knowledge how Hitler achieved 'total power', at least in part. However, many responses (or parts of responses) were either too vague to be credited at the explanation levels, or else did not explain how their evidence answered the question.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> <li>• made a valid inference from Source A to explain what the source told us about Germany towards the end of the Second World War (most commonly, that Germany was losing the war or that the Nazis were ordering civilians to defend Frankfurt) (Question 6)</li> <li>• in Question 7, made a valid inference from at least one source to explain what it revealed about Nazi control of Germany in 1933, supporting their inference using source detail (Question 7)</li> <li>• effectively deployed a range of knowledge in the essay question, using precise evidence to support their answers (Questions 8 and 9).</li> </ul>	<ul style="list-style-type: none"> <li>• commented on Source A (or isolated parts of Source A) without addressing the question about what it told us; or told us what they already knew about Germany towards the end of the Second World War (Question 6)</li> <li>• made generalised comments on the sources without identifying what they revealed about Nazi control of Germany (in particular, telling us what Source C revealed about the treatment of Jewish people); or evaluated their usefulness in a 'stock' way; or used the sources as a 'springboard' to tell us what they already knew about Nazi control (Question 7)</li> <li>• offered responses to Question 6 and 7 that relied heavily on contextual knowledge rather than considering the sources or interpretation as the focus on their response</li> <li>• made accurate but generalised points which they were unable to support with specific evidence in the essay question; or gave precise evidence but did not explain how it helped to address the question being asked (Questions 8 and 9)</li> <li>• managed their time less effectively, spending too long on lower tariff questions (especially 6) and so had insufficient time to spend on higher tariff questions</li> <li>• omitted some questions completely.</li> </ul>



## Question 6

### 6 What can **Source A** tell us about Germany towards the end of the Second World War?

Use the source and your own knowledge to support your answer.

[7]

This question, along with Question 7, is testing candidates' ability to use contemporary sources as real historians would do. In essence, this means thinking about what sources might reveal to historians about a particular issue. In Question 6, candidates are rewarded at Level 1 for lifting relevant content, and at Levels 2 and 3 for making inferences in relation to the question being asked.

Source A was a poster published in Germany in early 1945, with the caption 'Frontline city Frankfurt will be held!'. Responses were generally of better quality than in 2023. The vast majority of candidates got to the heart of this source and were rewarded in Level 2, through making at least one inference to answer the question. Most commonly, these were:

- The source tells us that Germany was losing the war.
- The source tells us what a desperate situation Germany was in towards the end of the war.
- The source tells us Frankfurt was under attack.
- The source tells us the Nazis were ordering civilians to defend the city.
- The source tells us that the Nazis would not tolerate surrender.

Where candidates offered clear and relevant support for their inference(s) from the source, they were rewarded more highly. Candidates readily referred to things such as: the woman, boy and older man standing with rubble at their feet, looking grim but ready to defend the city; and the phrase, 'Frontline City Frankfurt will be held!' being designed to make the citizens of Frankfurt feel like it was their duty to fight on for their country.

Some candidates explained that the source was very revealing about the presence of low morale or lack of support for the war effort in Germany at this point (because the Nazis were trying to improve morale/ rally people with this poster). These sophisticated inferences were rewarded at Level 3.

At Level 1, better responses picked out relevant detail from the source and used it clearly to address the question. For example, they explained that the source told us that women and children were defending Frankfurt, that Frankfurt needed to be defended or that it was important to defend Frankfurt.

At the lower end of Level 1, candidates tended to describe what the source was (or state what its purpose was) without answering the question about what it told us. Other responses made very general comments (usually about the use of propaganda) or examined parts of it in isolation (e.g. '*The use of red symbolises blood*'). Some treated the image as a real scene, for instance by saying things like, '*The boy is probably a member of the Hitler Youth who has been indoctrinated*'.

Finally, many candidates paid only brief attention to the source and simply used it as a springboard to write down what they knew about the *Volkssturm* and the situation in Germany at the end of the war. This was not addressing the question and usually not rewardable. A few candidates completely misinterpreted the source and told us that Germany was strong or winning the war.

## Question 7

- 7 How useful are **Interpretation B** and **Sources C** and **D** for a historian studying Nazi control of Germany in 1933?

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

[15]

This question produced a range of responses. As with Question 6, candidates were credited more highly if they used the sources in a valid historical way, by explaining what a historian might work out from them about Nazi control of Germany in 1933. Interpretation B caused few problems with most candidates being able to use it in a valid way to address the question, either at the content or inference level. Sources C and D proved more challenging for some; although many candidates made sense of the source material, fewer were able to use them in a relevant way to answer the question *about Nazi control of Germany in 1933*.

Examiners credited a number of valid inferences which addressed the question. Most frequently, these were:

### Interpretation B:

- Schulze's story was useful for showing the Nazis' methods of control (by monitoring people/use of surveillance/employment).
- was useful evidence of how the Nazis used fear or intimidation to control opponents like Schulze.
- was useful evidence that Nazi methods of control were successful, or that they were able to wear down their opponents gradually, demonstrated by Schulze's eventual declaration that 'I'm done with all that'.
- was useful for revealing how important achieving control was to the Nazis, given how they kept monitoring Schulze even when it had become clear he had given up political activity.

### Source C:

- was useful for revealing Nazi control of press.
- was useful evidence of how the Nazis' control was total/widespread/had a far reach, i.e. even right down to the smallest and most remote of villages like the tourist resort of Obertsdorf.
- was useful for showing how the Nazis controlled by pressurising people to go along with their antisemitic actions, ordering via the local press that trucks with antisemitic banners must be driven through the streets.

### Source D:

- was useful to show how the Nazis controlled their opponents by punishing them in concentration camps.
- was also useful for demonstrating Nazi control of the press.
- was useful evidence of the Nazis publicising their camps as a threat/warning in order to deter people from opposition; we can see rows of prisoners lined up in their uniforms with shaved heads for 'early morning roll call'.



Where candidates supported their inference using relevant source detail, their response was placed in Level 4. Responses which made supported inferences from two or more sources were rewarded at Level 5. Responses that did not support their inferences with relevant source material were placed into Level 3.

At the higher end of Level 2, candidates lifted relevant source detail to answer the question. These responses used the sources in a valid way to address the question about Nazi control in 1933, but did not get as far as making an inference. For example, a good number said Interpretation B was useful for showing how the Nazis used the SS and the Gestapo to interrogate their opponents or to search their houses.

At the lower end of Level 2, candidates tended to evaluate the sources in a very generic way rather than engaging with them on an individual basis. For instance, many rejected Interpretation B on the basis of it being a second-hand account.

A range of answers (or parts of answers) were placed in Level 1. This tended to be for one or more of the following reasons:

- describing or making a comment on the source instead of saying how it was useful (e.g. *Interpretation B is ... its purpose was ...*).
- writing about what the sources told us about things other than Nazi control of Germany in 1933 (most frequently, telling what Source C revealed about Nazi ideology or treatment of Jewish people).
- showing a misunderstanding or only partial understanding of Source D (usually, thinking the prisoners in the image were Jewish people or arguing the source was designed to make Germans think the camps were nice places).

Finally, there were a number of responses where candidates simply wrote what they knew about Nazi control of Germany in 1933, instead of focusing on the question and the use of the sources. Very occasionally, this was rewardable at Level 3 where it was being actively used to evaluate a source's reliability. However, most of the time, it was simply inserted (e.g. *Interpretation B says ... This is not surprising because I know that ...*) and not rewardable.

Exemplar 3

7		<p>Interpretation B suggests would be useful to a historian studying Nazi control of Germany in 1933 as it is clear that of the unrelenting torment political opponents are put through. It states that Hermann Schulze was a member of the Social Democratic Party and so "his house was searched at least seven times and he was questioned by the Gestapo at least twenty</p>
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times". This constant surveilling of Schulze suggests that he was ~~ca-catch~~ always being watched, monitored and searched as they believed he ~~could~~ was an opponent and could start an uprising. Therefore, this suggests the "Nazis were very controlling and worried over political opponents as Schulze is not left alone and is almost tortured by the Gestapo.

Source C is also very useful to a historian studying Nazi control in 1933 as the caption clearly states that the people in the village of Oberstony should boycott Jewish shops and businesses. By labelling Jewish people as "our damngall" ~~and~~ this scape makes the German people wonder if the Nazis are right and the Jews were at ~~fault~~ ~~guilt~~ ~~for~~ the damngall of Germany, especially in WWI. This shows the Nazis control of the German population as even in "remote villages" the Jews are scapegoated which is used by the Nazis to establish a common enemy, bridging the people of Germany together. This shows means that the public have less of a chance of rebelling if they realise that the Jews are at fault, which ~~gives~~ ~~gives~~ further solidifies the Nazi's control on the ~~ger~~ Germans.

See finally, Source D is also useful as to learn about Nazi control in 1933 as it shows about 20 men, all shaven and solemn, who are clearly police political opponents or others that the Nazis disliked.

	Also the caption states that the Dachau, a concentration
	camp, is an "education camp". This use
	of language highlights that those who are in there <del>are</del>
	need to be re-taught basic ideas of politics etc.
	and that they are basically children who don't have
	enough intelligence. Also it is written by the "Munich
	Illustrated Press" which suggests that it would of
	been sent out for all the public to see and realise
	the horrible conditions they would have to endure if
	they went against the Nazi party. This shows the
	Nazi's control on the Germans as through fear and
	terror as they don't want to end up in the same
	position as those in the photo, they will not rebel against
	the Nazis.

Exemplar 3 is a good example of a response that was able to advance to Level 5 through building credit in Level 4, and on this occasion the candidate was able to do so from the interpretation and both sources, so there is no question that this answer would be awarded full marks. The persistent ('relentless') actions of the Gestapo are the focus on the candidate's material for Interpretation B and there is understanding of wide-ranging Nazi control from Source C (this fell a little short of the 'very clear explanation' required to receive immediate Level 5 credit on its own). Finally, the candidate makes a valid inference about how the Nazis used concentration camps as a threat supported with material from the source. The response was clearly driven by the material provided to answer the question rather than trying to offer a mechanical response.

**Advice to centres**



In Questions 6 and 7, candidates need to be able to handle the source material in front of them in relation to the particular question being asked. Although their knowledge plays an important role in helping them to make sense of the sources, their responses need to deal with what the sources can reveal to historians about the topic in question. Their supporting detail should come from the sources themselves.

The best preparation for candidates, for these questions, is repeated exposure to lots of contemporary sources. This will allow them to practise using them as historians, to see what they can work out. It is usually counter-productive to instruct candidates to use certain phrases such as 'The purpose of this source is ...' or 'This is not surprising because ...' because this can actually steer candidates towards mechanical responses and away from answering the question.

## Question 8\*

8\* 'In the period January 1933 to August 1934, the passing of new laws was the most important method Hitler used to gain total power.'

How far do you agree?

Give reasons for your answer.

[18]

This was certainly the more popular of the two essay questions. The question referred to the first section on the specification ('Dictatorship') and was asking about the methods which Hitler used to obtain 'total power' by August 1934.

Most candidates understood (at least in part) what the question was asking and were able to put forward valid points. To support the statement, candidates were credited for explaining how the passage of a variety of new laws helped Hitler to obtain 'total power'.

Most commonly credited were:

- The use of the Reichstag Fire Decree/Emergency Decree which allowed Hitler to wipe out his most vocal opponents in the Reichstag, the Communists.
- The passing of the Enabling Act which allowed Hitler to pass laws (such as banning Trade Unions) without the support of the Reichstag.
- The Act to Ban New Parties (and the banning of the Social Democrats), which removed any remnants of official political opposition and turned Germany into a one-party state.
- The Civil Service Act, which ensured that the Nazis had control of the people who carried out government work.
- The Act Concerning the Head of State which, following the death of Hindenburg, merged the posts of Chancellor and President and set Hitler up as the 'Führer'.

Less frequently cited were the Act for the Reconstruction of the State, and the Act to set up the People's Court.

To challenge the statement, candidates argued for alternative methods Hitler used to increase or consolidate his power, most usually:

- The use of violence and terror (e.g. the use of the SA in the March 1933 elections and during the voting on the Enabling Act; and the use of the SS in the 'Night of the Long Knives', which allowed Hitler to obtain the loyalty of the army, as well as to ensure complete authority over his own party).
- Taking advantage of events, e.g. the Reichstag Fire and the death of Hindenburg.

Less commonly seen were references to the process of Gleichschaltung; the use of camps like Dachau to imprison political opposition; and the 'Köpenick Week of Blood'.

At Level 3 and above, candidates were credited for demonstrating specific historical evidence to support their points and using this evidence to explain how it increased Hitler's power. Responses reaching Level 6 put forward four explained points, with at least one point on either side of the argument.

Candidates whose points didn't progress further than Level 2 usually had a lack of precise detail and tended to list laws (or other methods) without developing them with evidence. Alternatively, they did not use their knowledge to explain how their chosen method helped Hitler to gain 'total power'. Responses at Level 1 tended to make valid but very general assertions (for instance, '*Passing new laws meant Hitler could do what he liked*' or '*No, Hitler also used violence and terror*').

A big issue in this particular question (which prevented otherwise good essays from obtaining the highest levels) was that many candidates put forward points which were answering a different question to the one posed. For example, many candidates wrote about how Hitler was able to become Chancellor by getting people to vote for him, rather than about his consolidation of power. Similarly, a large number of responses veered away from the question of 'total power' and drifted towards the question of how Hitler controlled the population at large. Responses which, for example, gave long narratives about education policy, propaganda or the use of the Gestapo to spy on people were not within the bounds of what was rewardable for this question. There was an equally large number of paragraphs relating to policies targeting Jewish people, which again were not creditable as responses to this particular question.

## Question 9\*

9\* 'The key turning point in the development of Nazi anti-Jewish policy was the use of the Einsatzgruppen in 1941.'

How far do you agree with this view **for the period 1935–1945?**

Give reasons for your answer.

[18]

This question bridged two areas of the specification: the growing persecution of Jews in the 'Changing Lives' section, and the Holocaust in the 'Occupation' section. Candidates were asked to consider what they key 'turning point' was in the development of Nazi anti-Jewish policy between 1935 and 1945. The question had a much lower take-up than Question 8, but a bigger proportion of the responses were placed into Levels 5 and 6. Most candidates were familiar with term 'Einsatzgruppen' and understood what the question was asking.

In favour of the statement, candidates argued that the use of the Einsatzgruppen was the key turning point because it constituted the first move towards mass murder and/or it led to the deaths of approximately 2.2 million people.

To challenge the statement, candidates argued that other aspects of Nazi anti-Jewish policy were also important turning points, or were more important turning points. These included:

- The 1935 Nuremberg Laws were an important turning point as they stripped Jewish people of their citizenship rights in Germany.
- Similarly, other post-1935 anti-Jewish legislation was important because it increased discrimination/persecution and made life extremely difficult, both socially and economically: 282,000 people chose to emigrate.
- The 1938 November Pogrom/Kristallnacht was a major turning point because it signified an explicit move to state-sponsored violence against Jewish people.

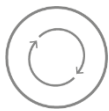
- The move to ghettoisation was an important development because ghettos changed the level and nature of persecution of Jewish people, and affected more people as the policy coincided with the invasion of Poland where there were 3.5 million Jewish people.
- The development of the 'Final Solution' was arguably the most important turning point as this saw the development of the death camps and the decision to murder all Jewish people in Europe.

At Level 3 and above, candidates were credited for demonstrating specific historical evidence to support their points and using this evidence to explain why the development could be considered a 'turning point' (which meant identifying a resulting change, impact or consequence). Again, responses reaching Level 6 put forward four explained points, with at least one point about the Einsatzgruppen, and at least one point about a different development.

Candidates whose points were awarded at Level 2 usually had a lack of precise detail and/or did not use their knowledge to address the question. For example, responses which simply described a policy then asserted at the end that it was (for instance) 'catastrophic' for Jewish people did not meet the criteria for an explained point. Responses achieving Level 1 tended to make valid but wide generalisations, such as 'laws' also being important.

There were some responses, or parts of responses, which were not creditable because they discussed developments from pre-1935, such as: the Nazi use of antisemitic propaganda; the April Boycott; anti-Jewish legislation from 1933 or 1934, such as the Civil Service Act; or aspects of education policy. As these were already in operation in 1935, they could not constitute key 'turning points' for the period in question and were therefore not rewarded.

### Advice to centres



As with Questions 4 and 5, candidates need to make sure that they read the question very carefully and make sure that the material they select is relevant.



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