

**GCSE (9-1)**

**Examiners' report**

# **HISTORY B**

## **(SCHOOLS HISTORY PROJECT)**

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**J411**

For first teaching in 2016

**J411/33 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 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.

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## Paper 33 series overview

Paper J411/33 is Viking Expansion, c.750–c.1050 (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.

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' answers to Questions 6 and 7 were the main driver of the overall level awarded.

## Section A: Viking Expansion, c.750–c.1050 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.

It was clear from the majority of answers that most candidates had been well-prepared and were able to organise and deploy their knowledge well on Question 2. In the essay-style questions, candidates opting for Question 5 displayed a good understanding of the reigns of Harald Bluetooth and Cnut, and were able to explain, at least in part, why they could be considered successful (or unsuccessful) kings.

However, on Question 3, many candidates were unable to identify or explain accurately reasons the English were unable to resist the raiding and expansion led by Svein Forkbeard. Some wrote about the Great Heathen Army while some wrote more generally about Viking raids. A fair number of candidates understood the time period in the question but simply wrote a narrative of related events, such as the St. Brice's Day massacre, without directing this knowledge to the question. Similarly, although most candidates who chose to answer Question 4 were able to identify or describe some features of Viking shipbuilding (with some going on to explain why it was a 'great achievement'), fewer were able to identify other achievements within Viking homelands. Many either described aspects of Viking beliefs or society, or else examined Viking achievements outside of their homelands.

Candidates who did well on this section generally:	Candidates who did less well on this section generally:
<ul style="list-style-type: none"> <li>• recalled at least two valid answers for Question 1</li> <li>• analysed Viking contact with the British Isles between 793 and c.975 by organising their answer around a historical concept (most frequently: reasons why Vikings raided monasteries; the changing nature of the contact over time; or impact of Viking contact on the British Isles). They supported their answer referencing precise examples which showed they had studied this topic well (Question 2)</li> <li>• identified or explained at least one period-specific reason why the English were unable to resist Svein's raids; <b>OR</b> fully explained reason(s) with reference to general Viking raiding (Question 3)</li> </ul>	<ul style="list-style-type: none"> <li>• did not produce a valid answer to any part of Question 1</li> <li>• described Viking contact with the British Isles (e.g. raiding and/or settlement) but did not consider how to organise and present their response as a historical analysis <b>OR</b> did not support their answer with a specific example. (Question 2)</li> <li>• identified only very generic reason(s) in Question 3 (e.g. 'Svein was powerful') <b>OR</b> wrote about things which were clearly outside of the time period in question (e.g. the Great Heathen Army or different Anglo-Saxon kingdoms) <b>OR</b> gave a narrative of the events surrounding Svein's raids (e.g. the St. Brice's Day massacre)</li> </ul>

Candidates who did well on this section generally:	Candidates who did less well on this section generally:
<ul style="list-style-type: none"> <li>deployed a range of knowledge effectively in the essay question, using precise evidence to support their answers (questions 4 and 5).</li> </ul>	<ul style="list-style-type: none"> <li>made accurate but generalised points which they were unable to support with specific evidence in the essay question; or else gave precise evidence but did not explain how it helped to address the question being asked (questions 4 and 5)</li> <li>gave lengthy descriptions of Viking beliefs or societal structure rather than selecting material which could be linked to 'achievements' <b>OR</b> wrote about achievements outside of Viking homelands (Question 4).</li> </ul>

## Question 1 (a)

1

(a) Give **one** example of an item Vikings took from their homelands to trade outside Scandinavia. [1]

This question was not problematic with the overwhelming majority of candidates picking up a mark. Frequently rewarded correct answers included amber, furs, falcons, slaves, walrus ivory, weapons and honey.

## Question 1 (b)

(b) Name **one** city that the Volga Vikings reached. [1]

Once again, the vast majority of candidates gave a correct answer here, with Constantinople and Baghdad the cities most often credited by examiners.

## Question 1 (c)

(c) Identify **one** piece of evidence which shows that the Vikings had a lasting impact in the areas of England where they settled. [1]

Although a great deal of candidates still scored a mark here, there were more incorrect answers to 1 (c) than to the other two questions. Candidates who gave valid answers cited a range of evidence, including Viking words or street/place names; items found in archaeological digs; and DNA evidence.

## Question 2

- 2 Write a clear and organised summary that analyses Viking contact with the British Isles between 793 and c.975.

Support your summary with examples.

[9]

This was a well answered question by most candidates. It was clear that most were very familiar with different kinds of contact between the Vikings and the British Isles and were able to include some relevant knowledge in their responses.

While there were some answers which contained unorganised descriptions, most candidates did approach their summary analytically, clearly organising their answers in a valid historical way. Most frequently, candidates considered causation (usually reasons why Vikings targeted monasteries for raiding); change over time (the move from small-scale raids on coastal monasteries, to larger raiding parties and 'overwintering', to full-scale invasion and settlement); and consequence (usually the impact of Viking settlement on the places in the British Isles where they settled). A few candidates made use of diversity (e.g. comparing different types of contact in different places or different reasons for contact).

Responses which were rewarded at Level 1 either contained a lack of development or precise examples, or else were not clearly organised enough around a valid historical concept. Responses which just described different kinds of contact (e.g. *'One type of contact was raiding ... another type of contact was settling ...'*) tended to be placed in this level. The weakest responses tended to make valid but very general assertions about contact, e.g. *'They traded with the British Isles'*.

However, most responses did attain Level 2 or above. To move into levels 2 and 3, responses needed to be both clearly organised in a valid historical way, and contain precise examples. Typically, candidates drew on knowledge such as:

- Raids on monasteries and reasons for these (because they were isolated, unprotected and wealthy). Most candidates referred to Lindisfarne in 793 but some also made good use of attacks on Irish and Scottish monasteries.
- Reasons for settlement on the Orkney and Shetland islands (e.g. good grazing land) and the impact of this on the Picts.
- The move to travelling further inland down navigable rivers and attacking trading towns in larger raiding parties.
- The setting up of winter camps from around 850 so that raiding could begin earlier in the spring. Thanet was mentioned a great deal.
- The invasion of the 'Great Heathen Army' of 865 with many candidates knowing an impressive amount of detail about their actions and the consequences of the invasion.
- Details about Viking settlement in Dublin, Jorvik and elsewhere, and its impact (e.g. assimilation, street names, language, etc.).

Only a very small minority of candidates did not know what was meant by 'the British Isles' and wrote about the wrong places, such as Iceland, eastern Europe or the Byzantine Empire.

## Exemplar 1

2	<p>Primarily, contact between the vikings and the Brits revolved around the raiding that would occur. The vikings would do hit and run raids in England from 793 - 830 with 2 to 3 skeids, the first raided monasteries to be raided was Lindisfarne in 793. The monasteries were attacked as they were wealthy and often isolated along the coast. This caused there to be many viking raids and the vikings could easily get wealthy by raiding them.</p> <p>The raids then progressed to larger inland raids until in 865 the Great Heathen Army invaded. The army was able to easily rampage through <del>the</del> Britain for 14 years where during that time period they killed many kings and destroyed villages. It wasn't until the Battle of Edington in 879 that the viking violence across Britain ceased as the vikings instead settled into the Danelaw region as permitted by the Treaty of Wedmore. The Scottish</p>
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Exemplar 1 is a response which was placed in Level 3 and received the full 9 marks.

At the start, there is a detailed description of initial Viking raids, with the example of Lindisfarne. This is all placed in Level 1 to begin with; however, by the end of the paragraph, the candidate has clearly used all that detail to explain a reason why the Vikings targeted the monasteries. This means they move into Level 2 because they have clearly organised their response around causation, and included a valid example.

In the second paragraph, the candidate clearly describes how the nature of Viking contact with the British Isles changed over time, i.e. as time went on, it progressed to larger, inland raids, and then to full invasion. Again, there is a detailed example given with the actions of the Great Heathen Army and its impact. This takes the response into Level 3 and was awarded the full 9 marks for the quality of the evidence offered.



### Question 3

- 3 Why were the English unable to resist the raiding and expansion led by Svein Forkbeard between 993 and 1013?

Explain your answer.

[10]

This question was asking about Svein Forkbeard's raiding and invasion of England, and why the English found it difficult to fight him off. Many candidates struggled to offer precise reasons. Typically, reasons included:

- Svein's use of extortion/Danegeld and Ethelred's readiness to pay it meant that the Danes had a reason to keep returning and the English were weakened.
- The relentlessness of the raids, as well as their diverse locations, especially after 1002, made them increasingly difficult to combat.
- Ethelred made some poor decisions. For instance, he tried to deal with the earlier raids with his surprise attack on the Danes (the St. Brice's Day massacre) which was ineffective as it only unleashed further and more furious raiding from Svein.
- Ethelred's military organisation was unsuccessful, with his defensive fleet of 1009 being lost in a storm and his commanders deserting him.
- The Danish communities in the old Danelaw showed allegiance to Svein, declaring him their king when he invaded, meaning Svein did not have to fight a major battle.
- Ethelred fled to Normandy when Svein invaded, leaving England without a leader.

Where candidates were able to identify one of these period-specific reasons, their responses were placed at the top of Level 3. Responses fully explaining one of them were rewarded at the top end of Level 4. Candidates who explained two successfully had their responses placed in Level 5.

Examiners were instructed to give lower reward to candidates who gave valid reasons for the English being unable to resist Viking raids in a more general sense. These reasons included:

- The Vikings' military culture and the strength of Viking warfare and tactics (e.g. use of the shield wall tactic, berserkers, and high-quality weaponry such as double-edged swords and battle axes).
- The design of the Vikings' ships (e.g. their speed, they did not need a jetty, the shallow draught) all made for effective raids.

Responses which identified one of these reasons were marked at the bottom of Level 3, while explanation(s) of these were placed at the bottom of Level 4.

A great deal of responses were not rewardable beyond Level 1 or Level 2. At Level 2, examiners saw many narratives of the St. Brice's Day massacre and the furious raiding of Svein which followed. While some of the detail here was impressive, quite often it was not directed at answering the question. Many candidates were able to offer only very general reasons, such as '*Svein was powerful*', '*The English were weaker*' or '*The Vikings had a big army/ better tactics*'. These were credited at Level 1.

This question also revealed a number of misconceptions about this period. Examiners repeatedly saw inaccurate claims such as Ethelred being only twelve years old when Svein attacked and therefore too young to make decisions (although twelve on taking the throne, Ethelred was around 27 by the time of the first attacks). Also, many candidates wrote about how England was divided up into different kingdoms (Wessex, Mercia, Northumbria, etc.) and it was therefore easier for Svein to take them over one by one. As England was united under Athelstan in 927, these were not creditable.

Finally, there were some responses which argued that the Anglo-Saxons were not good fighters, had inferior weapons, or did not like violence because they were Christian. These were also not credited.

## Exemplar 2

		Another reason why England was unable to resist the expansion and raiding of Forkbeard is that Forkbeard's forces were completely overwhelming and Svein himself because of his fury was relentless. On November 13 <sup>th</sup>
		1002, many Danes in the Danelaw region were senselessly slaughtered on King Ethelred's order. This provoked Svein Forkbeard to lead an enraged assault against England, attacking it in 1003, burning Exeter, 1004, burning North Norwich and in 1006-7 he attacked Kent, Hampshire and was only bought off with 36,000 lbs of silver. This is crucial as because of Svein Forkbeard's tenacity in his destruction of England, the English were barely able to defend themselves which is exemplified when they pay him off rather than fight him.

Exemplar 2 is a good example of a paragraph which met the criteria for a period-specific explained point. The candidate begins with an accurate reason, i.e. that Svein's raids were completely overwhelming for the English. This is very general at this stage, and awarded Level 1. The response then moves on to describing some events from the right period (the St. Brice's Day massacre), which is placed in Level 2, as they are using this to identify why he raided, which is a different question. However, they very quickly bring their response back around to their original point and why the English found it difficult to resist: they could not deal with Svein's relentless raiding, as shown by the fact that they were forced to pay him off. Their explanation is supported by specific evidence about Svein's persistent raiding (for example, they offer the names of places raided, with the dates they were raided, and also give detail about the amount of Danegeld paid). This means that by the end of the paragraph, the response is placed at the top of Level 4.

### Advice to centres



Centres should spend a little longer on this area of the specification, and try to address some of the misconceptions outlined above.

### Question 4\*

- 4\* 'The greatest achievement of the Vikings within their homelands was their development of shipbuilding.'

How far do you agree?

Give reasons for your answer.

[18]

This question was not quite as popular as Question 5 and was generally not as well answered. The question centred on the 'homelands' part of the specification and what might be considered the Vikings' 'greatest achievement' within them.

To support the assertion in the statement, that 'the development of shipbuilding' was the Vikings' greatest achievement, candidates needed to use evidence about ship design and/or construction. For an 'explained point' at Level 3 and above, they also needed to identify why that was a 'great achievement'. Candidates were therefore credited for describing accurately things such as: the use of clinker method/ overlapping planks; the shallow draft; being lightweight; the rudder; the double-ended design; speed under sail and oars; and the use of different types of ships for different purposes. These were credited at Level 3 and above where they went on to explain what the shipbuilding allowed them to achieve (most frequently credited were that they allowed the Vikings to trade effectively and travel further; and that they had a significant impact on their military capabilities, e.g. raiding).

To challenge the statement, candidates were most often credited for the following points:

- The Vikings' self-sufficiency was their greatest achievement, given the Scandinavian climate and landscape (e.g. effective farming and hunting; multiple uses made of foodstuffs such as oats and barley; drying, pickling and salting fish).
- Their ironworking was their greatest achievement because it allowed them to produce vital weaponry (such as double-edged swords and battle axes) to succeed militarily.
- Their longhouses were their greatest achievement because they allowed the Vikings to survive the harsh Scandinavian winters.
- The development of their trading towns in places like Hedeby were their greatest achievement because they enabled the Vikings to obtain goods from abroad and develop their economy.
- Their runes/runestones, jewellery and other crafts could constitute a great artistic achievement.

Though unexpected (and rare), a few responses made reference to the achievements of kings such as Harald Bluetooth within the homelands. As there was no date given on the question, these were accepted by examiners.

Responses reaching Level 6 put forward four explained points, with at least one point on either side of the argument.

However, although many candidates were able to identify a valid point in support of the statement for Level 2 (e.g. *'Their ships were a great achievement because they allowed them to raid the British Isles'*), far fewer were able to offer appropriate development. This was often the case when candidates simply asserted that ships made the Vikings successful and then went on to give long descriptions of Viking raids in Britain or elsewhere, without any detail about ship design or construction inside their homelands.

On the opposite side of the argument, examiners saw a large number of responses which simply described various aspects of life in the homelands (for example, religious beliefs, the role of women, different levels of society) without addressing the question of 'achievement' in a valid way.

A large number of responses described Viking ships in the most general of terms (e.g. they were *'fast'*, *'large'* or they *'allowed travel to different places'*). These responses were usually placed in Level 1.

## Question 5\*

5\* 'Cnut was a more successful king than Harald Bluetooth.'

How far do you agree?

Give reasons for your answer.

[18]

The vast majority of candidates seemed well-prepared for this question. On the whole, candidates scored more highly here than on Question 4 and there were some excellent responses. Candidates were very familiar with the reigns of Cnut and Harald Bluetooth and understood what the question was asking.

A wide range of points was credited by examiners. Frequently credited points in favour of the statement included:

Cnut's successes:

- Cnut was successful in re-taking England and also took the whole of Norway through military campaign.
- He was successful in bringing peace and stability to England, through things such as: his strategic marriage to Emma; the creation of an English fleet and the housecarls; and his use of strict laws and the crushing Anglo-Saxon leaders.

Harald Bluetooth's failures/limited success:

- He held only part of Norway, which he had to relinquish in 974.
- His Christianisation was not fully effective and was partly the cause of Svein's rebellion against him, costing him his life.
- He never invaded outside of Scandinavia.
- There were ongoing conflicts with Holy Roman Empire/Germanic tribes.

In opposition to the statement, the following points were regularly credited:

- Harald Bluetooth's successes:
- He built up a legitimate, single Danish kingdom, from lands previously ruled by different chiefs.
- He was revolutionary in the connecting up of that kingdom (e.g. bridge-building; moving his capital).
- He built defences against Germanic tribes (e.g. forts such as Trelleborg and the Danevirke ramparts).
- He took a bold and strategic move with his Christianisation which had a huge impact after his conversion.

Cnut's failures/limited success:

- He initially just re-took what his father had taken before him.
- He did not unite kingdoms but kept them as separate 'possessions'.

At Level 3 and above, candidates were credited for demonstrating specific historical evidence to support their points and using this evidence to address the question about success. Again, responses reaching Level 6 put forward four explained points, with at least one point about each king.

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. Quite often, examiners saw responses which provided lengthy descriptions of Harald Bluetooth's personal conversion to Christianity but did not effectively make the case that he was 'successful' beyond this.

Responses achieving Level 1 tended to make wide generalisations, such as Cnut or Bluetooth being a '*strong leader*' or '*popular*', or '*owning more land*'.

### Advice to centres



Candidates need to have precise evidence at their finger-tips to be successful in these questions. It is also really important that candidates read the question very carefully and remain focused on answering the precise question in front of them.

## 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 section generally:	Candidates who did less well on this section 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, tests 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 answers 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 trickier for some; though 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 and those that did not support their inferences with relevant source material were placed in 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 responses (or parts of responses) 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.	In interpretation B, you can clearly see the intensity of Nazi intimidation and how the Nazi party gained control through fear. This can be clearly seen when it states "his house was searched at least seven times and he was questioned by the Gestapo at least 20 times". This clearly shows how the Nazis used intense intimidation to force opposition into going along with the Nazi regime. In interpretation D Hermann Schulze is intimidated and almost tortured just because he was a member of the social democratic party.
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Exemplar 3 is a good illustration of a candidate who used Interpretation B well. They begin by saying that the interpretation shows how the Nazis controlled through fear. This is a valid inference to make and it is used to address the question directly, so the response is placed in Level 3 from the outset. The candidate then uses some relevant detail from the interpretation, and they explain how it supports their inference about the Nazi use of intimidation and fear. This means the response is placed in Level 4.

## 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 answers 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 answers 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. 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 answers 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, answers 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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