

GCSE (9-1)

History B Schools History Project

**J411/33: Viking Expansion, c.750-c.1050 with Living under
Nazi Rule, 1933-1945**

General Certificate of Secondary Education

Mark Scheme for June 2025

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS**PREPARATION FOR MARKING
RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: RM Assessor Online Training: OCR Essential Guide to Marking.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor
3. Log-in to RM Assessor and mark the required number of practice responses (“scripts”) and the required number of standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the RM Assessor messaging system.

5. Crossed-Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

Rubric Error Responses – Optional Questions

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

Multiple-Choice Question Responses

When a multiple-choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate). When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

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

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

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

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

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

Longer Answer Questions (requiring a developed response)

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

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

7. There is a NR (No Response) option. Award NR (No Response):

- if there is nothing written at all in the answer space
- OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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

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

10. For answers marked by levels of response:

To determine the level – start at the highest level and work down until you reach the level that matches the answer

To determine the mark within the level, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

<i>Stamp</i>	<i>Ref No.</i>	<i>Annotation Name</i>	<i>Description</i>
	311	L1	Level 1
	321	L2	Level 2
	331	L3	Level 3
	341	L4	Level 4
	441	L5	Level 5
	3261	L6	Level 6
	811	SEEN	Noted but no credit given
	501	NAQ	Not answered question
	1371	H Wavy Line	Incorrect/muddled/unclear
	1681	BP	Blank page
	151	Highlight	Part of the response which is rewardable (at one of the levels on the MS)
	11	Tick	Tick

1. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader/PE.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

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

Question 1 – 3 marks	
a) Give one example of a religious belief held by Vikings. b) Name one ruler of the Viking Rus in Novgorod or Kiev between 860 and 1050. c) Name one change Harald Bluetooth made during his rule.	
Guidance	Indicative content
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	For 1(a), likely valid responses include: Valhalla, Asgard, Midgard, different realms, Yggdrasil, polytheistic/ belief in 'gods', rites of passage, afterlife, the Norns, Ragnarök. Note 1: Allow any valid Norse god or 'paganism' / 'pagans'. Note 2: Allow Christianity (but not just 'belief in God') Note 3: Do not allow <u>practices</u> based on beliefs (e.g. 'sacrifice') unless the belief the practice is based upon is referred to (e.g. 'Vikings were buried with possessions as they believed they were needed in the afterlife'; 'Sacrifice in order to please the gods') For 1(b), likely valid responses include: Rurik, Oleg, Vladimir, Yaroslav ('the Wise'). For 1(c) likely valid responses include: connecting up his kingdom/ improved communications (e.g. built bridge at Ravning Enge); moved the capital from Jelling to Roskilde; made Christianity the official Danish religion/ Christianisation (including appointing priests, starting schools and building churches) (NOTE: allow 'converted' Denmark/people to Christianity); had walls built around Ribe, Hedeby and Aarhus; expansion into parts of Norway; improved trade; built fort at Trelleborg. Any other historically valid response is acceptable and should be credited.
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	

Question 2 – 9 marks Write a clear and organised summary that analyses Viking settlement across the Atlantic (Iceland, Greenland, North America). Support your summary with examples.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 3 marks	Notes and guidance specific to the question set <i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i> <i>Answers could consider aspects of one or more of the following:</i>
Level 3 (7–9 marks) Demonstrates a well-selected range of valid knowledge of characteristic features that are fully relevant to the question, in ways that show secure understanding of them (AO1). The way the summary is organised shows sustained logical coherence, demonstrating clear use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	Causation, e.g. • reasons for settlement, (e.g. search for usable/ grazing land as it was lacking in Norway; sagas say that the Norwegian jarls resented the growing power of Harold Fairhair...); • reasons for success (e.g. in Iceland, initial settlers to Iceland took boat loads of animals and found they could survive the winter; good grazing land by the coast; Viking knarr ships able to make the migration; use of 'things' to settle disputes; in Greenland, there was fertile land and there was good trade with Iceland and Europe because of the demand for polar bear furs, arctic fox furs, falcons, seal and walrus hide, whale baleen and walrus tusk ivory); • reasons for difficulties/ failure (e.g. distance from Scandinavian homelands and isolation / lack of support, particularly in North America; climatic factors and the inhospitable climate, particularly Greenland; potential evidence for a 'little Ice Age' around 1150 which meant they would have struggled to grow crops and to feed themselves; limited resources for production, trade or survival; limited trade contact; Greenland relied too heavily on trade in walrus ivory)
Level 2 (4–6 marks) Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1). The way the summary is organised shows some logical coherence, demonstrating use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	Change over time , e.g. initial success in Greenland in late 10 th century followed eventually by decline by 1400s.
Level 1 (1–3 marks) Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1). The summary shows a very basic logical coherence, demonstrating limited use of at least one second order concept in attempting to find connections and to provide a logical chain of reasoning to summarise the historical situation in the question (AO2).	Consequence/ significance e.g. impact of their settlement in Iceland (first people to settle the land on a large scale; majority of modern Icelandic residents descended from first Viking settlers; the Vikings recreated Norwegian society in Iceland) and Greenland (Vikings established two settlements there and lived there between c.983 and 1400s).
0 marks No response or no response worthy of credit.	Diversity (similarity and difference): e.g. comparison of different settlements, e.g. success in Iceland (see above) vs failure in Greenland (only two very small settlements; lack of integration with local Inuit population; disappearance by 1400s) and North America (archaeological evidence seems to suggest that the settlement was more of a trading station or a place for ship repairs rather than a permanent community). <i>Please note that answers do not need to name the second order concepts being used to organise their answer, but the concepts do need to be apparent from the connections and chains of reasoning in the summary in order to meet the AO2 descriptors (see levels descriptors).</i> <i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i>

Question 2–9 marks	
Write a clear and organised summary that analyses Viking settlement across the Atlantic (Iceland, Greenland, North America). Support your summary with examples.	
Guidance and indicative content	
Level 3 (7–9 marks)	Typically, a summary based on second order concept(s) with two or more valid supporting examples, e.g. [Causation / consequence] <i>One reason for Viking settlement across the Atlantic was the search for useable land. Although Norway was vast, much of the land could not be cultivated and there was a shortage of land for farming. Although Iceland had a harsh interior, it was virtually uninhabited and had good grazing land along the coast. This led to the first settlers following Floki in around 870. [L2 for this paragraph]</i> <i>In Iceland, the Viking settlement had an important impact in the area. The Vikings successfully recreated old Norwegian society. For example, they made use of ‘things’ to settle disputes, which developed into the all-Iceland assembly, the Althing, from c.930. [Now L3]</i> [Consequence/ Diversity] <i>The success of Viking settlement across the Atlantic varied. The settlement in Iceland was successful and became permanent. There was fertile land along the coast, and the Vikings successfully recreated Norwegian society. For example, they made use of ‘things’ to settle disputes. By 1095 there were an estimated 50,000 people living there. [L2 for this paragraph]</i> <i>This is very different to the settlement in Greenland, where there were never more than around 4,000 Vikings across the two main settlements, and which had declined by the 1400s due to the climate getting much colder. [Now L3]</i> [Consequence/ Diversity – allow these kinds of comparisons] <i>In the 9th century, Vikings settled in Iceland. The interior was inhospitable, and by 930, most usable coastal land was taken for grazing. Timber was scarce, so homes were built from stone with turf roofs. They brought aspects of their society, such as the Althing — an assembly of free men — which adopted Christianity around 1000. [L1 – doesn’t focus on Iceland’s success at this point]</i> <i>Erik the Red discovered Greenland, where two small settlements (Eastern and Western) were established. Though the land was fertile, winters were very long and harsh. Unlike Iceland, Greenland was not a lasting success; it was later abandoned. [L2 at this point – even though detail on Greenland’s failure is basic, the earlier detail about Iceland can be credited as the specific example].</i> <i>Similarly, the Vinland settlement also failed, likely lasting under twenty years. It was small and possibly served more as a ship-repair station than a permanent community. [L3 – failure of another settlement compared]</i>
Level 2 (4–6 marks)	Typically, a summary based on a second order concept with one valid supporting example, e.g. [Change] <i>To begin with, Viking settlement of Greenland was relatively successful. However, over time, the climate became much colder, and the Vikings found life increasingly difficult. This meant that by the 1400s, the two settlements had virtually disappeared. [THRESHOLD – 4 MARKS]</i>
Level 1 (1–3 marks)	Typically, descriptions of Viking journeys/ settlements across the Atlantic with no organising concept, e.g. The Vikings settled in Iceland from around 870. They went in their knarr ships. Advance groups probably sent boat loads of animals from Norway to see if they could survive the winter. The Vikings who settled there introduced the Althing. [3] OR Typically, statement(s) based on second order concept with EITHER no valid specific examples OR development, e.g. [Diversity] <i>The Viking settlement of Iceland was successful but in Greenland it had died out by the 1400s. [1]</i>
0 marks	

Question 3 – 10 marks Why were Viking raids on Britain, Ireland and the Scottish Islands between 793 and 850 so successful? Explain your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks	Notes and guidance specific to the question set <i>Explanations are most likely to show understanding of the second order concept of causation but reward appropriate understanding of any other second order concept.</i>
Level 5 (9–10 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show sophisticated understanding of one or more second order concepts in a fully sustained and very well-supported explanation (AO2).	<i>Explanations could consider:</i>
Level 4 (7–8 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show strong understanding of one or more second order concepts in a sustained and well-supported explanation (AO2).	• Weaknesses of domestic populations and states: <i>targeting of monasteries and isolated communities; divisions between and within English kingdoms and local chieftans in Ireland.</i>
Level 3 (5–6 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Uses these to show sound understanding of one or more second order concepts in a generally coherent and organised explanation (AO2).	• Strength of Viking warfare and tactics: <i>high-quality weapons (e.g. double-edged swords, axes, spears); tactics in battle (e.g. role of berserkers, brutality towards monks, use of the shield wall; use of the 'Blood Eagle').</i>
Level 2 (3–4 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Uses these to show some understanding of one or more second order concepts in a loosely organised explanation (AO2).	• <i>Vikings were pragmatic and adaptable and realised the power of the 'ransom' in order to get what they wanted; they also shifted their focus from monasteries to towns and markets as raiding such places was more materially rewarding.</i>
Level 1 (1–2 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Uses these to show some basic understanding of one or more second order concepts, although the overall response may lack structure and coherence (AO2).	• Design of the longships: <i>shallow draught/ symmetrical design meant they did not need a jetty, so could be pulled up onto a beach and easily pushed out again, escaping pursuers; shallow-draughted boats gave them the ability to go inland up navigable rivers and muddy estuaries to reach and raid trading towns; size of the ships – large enough to carry a crew of over 50; speed of ships under oar and sail meant Viking raiders could attack targets with an element of surprise and make a quick getaway.</i>
0 marks No response or no response worthy of credit.	• Use of winter camps/ overwintering <i>meant raiding could begin early spring.</i> NOTES: 1. Mark references to Viking beliefs in fatalism, Valhalla, etc. at L2. 2. Mark explanations of the ships' general seaworthiness (e.g. clinker method) at L2.

Question 3–10 marks	
Why were Viking raids on Britain, Ireland and the Scottish Islands between 793 and 850 so successful? Explain your answer.	
Guidance and indicative content	
Level 5 (9-10 marks)	Typically, two or more reasons that Viking raids were successful in Britain, Ireland and the Scottish Islands, identified and fully explained, e.g. One reason that the Viking raids were so successful is that Britain was divided and weak. The Vikings tended to target isolated monasteries, which were only guarded by monks who would not fight back, as happened at Lindisfarne in 793. England lacked a central government under a single king with which to organise and coordinate resistance. So the raids were successful because there was no effective defence from of their targets. Furthermore, Viking raids were successful because of their military culture. The Vikings were fierce warriors; they were well equipped with high quality weapons such as double-edged swords, large shields, axes and spears. They had berserkers who would work themselves into a frenzy for battle. This, coupled with the fact that they did not hesitate to use violence and murder, meant that their raids were successful because their weapons and tactics were highly effective. [10]
Level 4 (7-8 marks)	Typically, one reason that Viking raids were successful in Britain, Ireland and the Scottish Islands, identified and fully explained, e.g. One reason was the design of their longships. For example, the longships were light and slim and could reach great speeds – up to 20 knots under the sail in strong winds. This meant that Viking attacks were successful because they could arrive with an element of surprise and also allow the warriors to make a quick getaway with their plunder. [THRESHOLD – 7 MARKS] Explained points must: • identify a valid reason • provide precise evidence • use this to address the question •
Level 3 (5-6 marks)	Typically, identifies a reason(s) and uses this to address question (but does not provide precise evidence about the reason), e.g. • One reason was that they had fast and well-designed ships, which allowed them to raid successfully because they could get away quickly. • They were successful because Britain was divided into small kingdoms, which meant they could deal separately with each kingdom. OR Typically, identifies a reason(s) and gives precise evidence (but does not go on to say how that answers the question), e.g. • One reason was because of the design of their ships. They had a shallow draught and could float in quite shallow water and didn't need a jetty to land – they could simply be pulled up on a beach. • One reason was because of their use of violence. For example, at Lindisfarne in 793, one Anglo-Saxon writer describes how the Vikings seized younger members of the community and led them off into captivity. NOTE: One L3 = 5–6 marks Two L3s = 6 marks

Level 2 (3-4 marks)	Typically, describes Viking raids, e.g. • <i>The Vikings came to monasteries, killed the monks and stole the monasteries' treasures. (3)</i> • <i>In 795, Vikings attacked the monastery on the island of Iona, off the west coast of Scotland. (3)</i> • <i>Sometimes the Vikings would hold monks to ransom. Monks often had aristocratic backgrounds and had relatives or allies who would pay to save them. (4)</i> NOTE: Mark references to Viking fatalism, Valhalla, or ship design not directly linked to raiding (e.g. general seaworthiness, clinker method, etc.) at L2. OR Typically, identifies one or more reason but with neither of the following: • support from precise evidence (about the reason) • explaining why the reason made their raids successful, e.g. • <i>The Vikings were successful because they got no resistance from monks.</i> • <i>The raids were successful because their longships were fast/ well-designed / large in size.</i> • <i>They were successful because of their use of the shield wall.</i> NOTE: One L2 identification = 3 marks Two L2 identifications = 4 marks
Level 1 (1-2 marks)	Typically, valid but general assertion(s), e.g. • <i>The Vikings were successful because they were better fighters with good tactics and weapons.</i> • <i>They were successful because they had good ships.</i>
0 marks	

Question 4* – 18 marks 'The Volga Vikings were more successful than the Vikings who settled in the British Isles and France'. How far do you agree? Give reasons for your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	Notes and guidance specific to the question set <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to achieve the two highest levels, answers must consider some of the grounds for arguing the opposite point of view to the one that they finally support.</i> <i>Answers are most likely to show understanding of the second order concepts of consequence but reward appropriate understanding of any other second order concept.</i> Grounds for agreeing include: Success of Volga Vikings: Trade: successful establishment of Staraya Ladoga as an important meeting point for trade; successful establishment of trade between Scandinavia (e.g. honey, furs, slaves, ivory) and Constantinople / Arab world (e.g. spices, silk, silver); successful control of the towns and river routes. Successful settlement in eastern Europe: establishment of defences; establishment of Novgorod and Kiev as major trading centres; success could be shown by permanent settlement in the area/ integration with local Slav population; Vladimir successfully cemented alliance with Byzantium through marriage to emperor's sister; Yaroslav the Wise successfully increased power and wealth of Kiev. Success in the Arab world: successful raids on Baku (912) and Berda (943); successful trading (see above) Success in the Byzantine Empire: successful raiding and trading in the Byzantine Empire throughout the 900s (e.g. Oleg's trade treaty of 911/ Igor's of 945); Vikings dominated trade in Constantinople in the 950s; importance of Vikings in Constantinople demonstrated by Varangian Guard.
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	Lack of success of Vikings who settled in the British Isles and France: England: Failure to conquer Wessex/ areas of Britain were less affected or unaffected by Viking settlement; Athelstan united England in 927 and expelled the Vikings from most of England; Ireland: few Vikings moving to /conquering the interior; expelled from Ireland 902 and again in 1014. France: Relatively little colonisation of Normandy further inland. NOTE: Allow answers which argue against success on the basis that the Vikings failed to leave a lasting legacy in Normandy because they lost their identity, adopting French language, Christianity, etc.
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2).	

<i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	Grounds for disagreeing include:
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	• Lack of success of Volga Vikings: Igor's failed attack on Constantinople (driven off by Greek Fire and Vikings burned to death in ships); Success of Vikings who settled in the British Isles and France:
0 marks No response or no response worthy of credit.	• Scotland and the islands: Political changes, e.g. by 1000, the kings of Norway had set up an Earldom of the Orkneys (e.g. Thorfinn the Mighty) and a Kingdom of the Isles that included the Hebrides and the Isle of Man; some historians argue that the Picts were wiped out; the Shetlands and the Orkneys were dominated by the Vikings who brought wives and families from Norway; permanent impact is evidence of success (e.g. until the 18th century, some people on the islands spoke their own language, Norn, which was similar to Norwegian; all the place names on the islands are of Norse origin; high level of people on Shetland/Orkneys have male Scandinavian ancestors). • England: Successful invasion of the Great Heathen Army and conquest of East Anglia, Northumbria and half of Mercia, to establish the Danelaw; political changes, e.g. Vikings successfully held the Danelaw securely 878–927 (jarls, burhs, etc.); long-lasting influence of Viking customs (legal system, etc) and place names. in Danelaw and beyond is evidence of success; development of Jorvik as a major Viking city and port (with extensive trading links) with a population of around 10,000. Equally, absorption into local population and adoption of established Anglo-Saxon customs could be used as evidence of successful integration. NOTE: Allow material relating to Cnut's successes. • Ireland: establishment of Dublin as a major trading base; enslavement and transportation of local population. Conversion to Christianity, intermarriage and becoming Gaelic-speakers might be used as evidence of successful integration. • France: significant Viking settlement in Normandy under Rollo; impact seen in Scandinavian place names along coast and larger rivers is evidence of successful settlement; evidence of successful integration might be cited (e.g. Vikings in Normandy quickly took on a French identity, conversion to Christianity, marriage into French families and adoption of French language and customs (e.g. fighting on horseback)).

Question 4* – 18 marks	
The Volga Vikings were more successful than the Vikings who settled in the British Isles and France. How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	Typically, a balanced argument; two valid explained points on each side OR three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks, e.g. <i>There is plenty of evidence to support the statement. For example, the Volga Vikings established trade links between Scandinavia, the Byzantine Empire, and the Arab world. In exchange for slaves, as well as goods like amber and furs, the Vikings were able to bring back items such as silk, silver and spices. Following Igor's trade treaty of 945, the Vikings dominated trade in Constantinople in the 950s. So the Volga Vikings were successful in increasing their own wealth through trade.</i> <i>Furthermore, the Volga Vikings successfully established permanent settlements in eastern Europe, such as Novgorod and Kiev. Oleg became ruler of Kiev in 882 and his brother Vladimir followed him. These towns allowed the Vikings to dominate the surrounding Slav lands, as well as the river routes south to Constantinople and Baghdad. Therefore the Volga Vikings were successful in achieving political control in the area.</i> <i>However, the Vikings who settled in Britain and France were also successful. In England, for example, they successfully established Viking law and culture in the Danelaw between 878 and 927. For example, they brought their use of 'things' to the system of law. They also developed Jorvik into a major port city in northern Europe, with extensive trading links. So these Vikings were successful because they transformed the area they conquered.</i> <i>Furthermore, Vikings were successful in settling many of the Scottish islands. By 1000, the kings of Norway had set up an Earldom of the Orkneys that covered the Shetlands and the Orkneys. These islands were dominated by the Vikings who brought families from Norway, and right up until the 18th century, some people on the islands spoke their own language, Norm, which was similar to Norwegian. So these Vikings were successful in Scotland because they established power and control, as well as permanent settlement.</i> <i>Overall, I disagree with the statement. When we look east at the Viking rulers who were successful in the long term, it was descendants of Volga Vikings, like Vladimir and Yaroslav; these individuals were more Slavic than Scandinavian. However, even though many Vikings were kicked out of England after 927, they were more successful in conquering and imposing their rule and culture on the area in a short space of time. These effects continued to be felt even after they left.</i>
Level 5 (13-15 marks)	Typically, a balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1), e.g. <i>There is plenty of evidence to support the statement. For example, the Volga Vikings established trade links between Scandinavia, the Byzantine Empire, and the Arab world. In exchange for slaves, as well as goods like amber and furs, the Vikings were able to bring back items such as silk, silver and spices. Following Igor's trade treaty of 945, the Vikings dominated trade in Constantinople in the 950s. So the Volga Vikings were successful in increasing their own wealth through trade.</i> <i>Furthermore, the Volga Vikings successfully established permanent settlements in eastern Europe, such as Novgorod and Kiev. Oleg became ruler of Kiev in 882 and his brother Vladimir followed him. These towns allowed the Vikings to dominate the surrounding Slav lands, as well as the river routes south to Constantinople and Baghdad. Therefore the Volga Vikings were successful in achieving political control in the area.</i> <i>However, the Vikings who settled in Britain and France were also successful. In England, for example, they successfully established Viking law and culture in the Danelaw between 878 and 927. For example, they brought their use of 'things' to the system of law. They also developed Jorvik into a major port city in northern Europe, with extensive trading links. So these Vikings were successful because they transformed the area they conquered.</i> NOTE: FOR L5+, CANDIDATES MUST INCLUDE EXPLAINED POINTS ABOUT BOTH GROUPS OF VIKINGS.

Level 4 (10-12 marks)	Typically, a one-sided argument, two explained points of support (2–0), e.g. <i>I agree because the Volga Vikings established trade links between Scandinavia, the Byzantine Empire, and the Arab world. In exchange for slaves, as well as goods like amber and furs, the Vikings were able to bring back items such as silk, silver and spices. Following Igor's trade treaty of 945, the Vikings dominated trade in Constantinople in the 950s. So the Volga Vikings were successful in increasing their own wealth through trade.</i> <i>However, the Volga Vikings weren't completely successful. For instance, in 941, Igor of Kiev gathered a thousand of ships and hundreds of Slavic mercenaries, and sailed down the Dnieper towards Constantinople to attack the city. However, they were defeated by the Byzantines' use of 'Greek Fire', launched from fifteen retired ships. Many of Igor's forces were burned to death in their ships, or jumped overboard and drowned. So this attempt to extend Rus power and influence ended in failure.</i> NOTE: 'BALANCE' REFERS TO EXPLAINED POINTS ABOUT BOTH GROUPS OF VIKINGS (SO THE EXAMPLE ABOVE IS A ONE-SIDED ARGUMENT) Alternatively, and typically, a balanced argument; one explained point on each side (1–1), e.g. <i>There is plenty of evidence to support the statement. For example, the Volga Vikings established trade links between Scandinavia, the Byzantine Empire, and the Arab world. In exchange for slaves, as well as goods like amber and furs, the Vikings were able to bring back items such as silk, silver and spices. Following Igor's trade treaty of 945, the Vikings dominated trade in Constantinople in the 950s. So the Volga Vikings were successful in increasing their own wealth through trade.</i> <i>However, the Vikings who settled in Britain and France were also successful. In England, for example, they successfully established Viking law and culture in the Danelaw between 878 and 927. For example, they brought their use of 'things' to the system of law. They also developed Jorvik into a major port city in northern Europe, with extensive trading links. So these Vikings were successful because they transformed the area they conquered.</i> NOTE: 'BALANCE' REFERS TO EXPLAINED POINTS ABOUT BOTH GROUPS OF VIKINGS
Level 3 (7-9 marks)	Typically, a one-sided argument; one explained point of support (1–0), e.g. <i>I agree because the Volga Vikings established trade links between Scandinavia, the Byzantine Empire, and the Arab world. In exchange for slaves, as well as goods like amber and furs, the Vikings were able to bring back items such as silk, silver and spices. Following Igor's trade treaty of 945, the Vikings dominated trade in Constantinople in the 950s. So the Volga Vikings were successful in increasing their own wealth through trade.</i> Explained points must: • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 2 (4-6 marks)	Typically, identification of reason(s) to support/challenge which don't meet criteria for an explained point, e.g. • Yes, I agree because the Volga Vikings successfully increased trade with the Arab world and with the Byzantine Empire. 1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks Alternatively, and typically, description of relevant events in this period, e.g. <i>In France, the Viking leader Rollo was granted land in Normandy in return for protecting it from other raiders. (4) The Vikings who settled here quickly took on a French identity through conversion to Christianity and marriage into French families. (5) They also adopted the French language and customs such as fighting on horseback. (6)</i>
Level 1 (1-3 marks)	Typically, valid but general assertion(s), e.g. <i>I agree because the Volga Vikings did a lot of trade.</i>

Question 5* – 18 marks 'Cnut's greatest achievement was the conquest of England'. How far do you agree? Give reasons for your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	Notes and guidance specific to the question set <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to achieve the two highest levels, answers must consider some of the grounds for arguing the opposite point of view to the one that they finally support.</i> <i>Answers are most likely to show understanding of the second order concepts of significance and consequence but reward appropriate understanding of any other second order concept.</i> <i>Grounds for agreeing include:</i> Conquest was a great achievement: Defeat of Edmund Ironside and English nobility at Battle of Ashington 1016; initially took all England north of Thames, then re-took the whole of England after Edmund's death; taking of England was a lasting military success; England was Cnut's main base of power 1018 – 1035; ruthlessly executed some Anglo-Saxon leaders and took Wessex for himself; created an Anglo-Danish aristocracy by replacing Anglo-Saxon leaders and giving land to Danish jarls (establishment of earldoms); married Emma of Normandy (Ethelred's widow). <i>[accept arguments which refer to what the conquest allowed him to achieve in England – see below]</i>
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	Grounds for disagreeing include: Other achievements were just as 'great' or 'greater': Brought stability and peace to England/ rule as a capable and effective king: created a fleet of 40 ships to defend the country against further Viking raids, driving off 30 Viking ships in 1018; raised a standing army (housecarls) to defend the country and crush rebellions; issued strict laws which were practical and kept the peace; establishment of earldoms Achieved good relationship with the Church: he was the first Viking king to fully accept Christianity and be accepted by the English church (e.g. by giving land and relics to monasteries and doing penance for murder of King Edmund); good relations with the Pope and the Church helped to cement stability in England; he worked to Christianise the Vikings in his Anglo-Scandinavian Empire; visited Rome in 1027 and attended coronation of Holy Roman Emperor – one of many kings, dukes, archbishops, etc., showing his recognition and status as a great monarch in Europe.
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	
0 marks	

No response or no response worthy of credit.	• International relations/ trade: marriage to Emma helped to guarantee peace with Normandy and encouraged trade across the channel; gained control of trade routes between North Sea and the Baltic; formed an alliance with Poland which improved trade between England and the Baltic; lordship in Scotland and the islands helped peace and trade in those areas. • Creation of an Anglo-Scandinavian Empire: through campaign against Olaf, took the whole of Norway in 1028; defeated Olaf again and killed him in 1030; ensured he became king of Denmark after Harald's death in 1018; in Scania, subdued Thorkell the Tall; made himself overlord of part of Sweden; persuaded rulers of Scotland, Isle of man and Orkneys to accept him as their overlord.
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Question 5* – 18 marks 'Cnut's greatest achievement was the conquest of England'. How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	Typically, a balanced argument; two valid explained points on each side OR three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks, e.g. <i>There is plenty of evidence to support the statement. For example, Cnut invaded England with a fleet of 160 ships and perhaps as many as 10,000 men. He fought a series of battles across southern England and eventually defeated Edmund Ironside at the battle of Ashington in 1016. By the end of that year he had successfully conquered all of England and became its king. This was a great achievement because it showed Cnut's strength as a leader and his ability to take control of a powerful and well-defended kingdom.</i> <i>However, it could be argued that what he achieved in England was just as 'great' as conquering it. He increased England's security by creating a fleet of 40 ships to defend the country against Viking raids. This was successful and drove away 30 Viking ships in 1018. Cnut also raised the housecarls – a standing army to defend the country and crush rebellions. This was a great achievement because Cnut's rule brought a period of peace and stability to England, after years of turmoil and raids.</i> <i>Furthermore, Cnut's creation of an Anglo-Scandinavian Empire could be considered his greatest achievement. This incorporated Denmark, Norway and Scania, whilst the rulers of Scotland, the Isle of Man and the Orkneys accepted him as their overlord. This improved trade and ensured peace between England and these areas. This was a great achievement, shown by the fact that in Rome in 1027, Cnut was recognised by other kings, dukes and bishops as one of the greatest European monarchs.</i> <i>Finally, it could also be argued that his building of a solid relationship with the English Church was his greatest achievement. He put effort and money into this. For example, he did penance for historic Viking crimes such as the killing of King Edmund in 869. He also gave portions of land to monasteries. This was a great achievement because he was able to gain support from English bishops and clergy, and contributed to a period of stability in England.</i> <i>Overall, I would say that Cnut's greatest achievement was indeed the conquest of England. England was Cnut's main power base (he conquered England before re-taking Norway and Denmark). Furthermore, without conquering England, Cnut would not have succeeded with his other achievements, such as building up his relationship with the Church and the Pope.</i>
Level 5 (13-15 marks)	Typically, a balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1), e.g. <i>There is plenty of evidence to support the statement. For example, Cnut invaded England with a fleet of 160 ships and perhaps as many as 10,000 men. He fought a series of battles across southern England and eventually defeated Edmund Ironside at the battle of Ashington in 1016. By the end of that year he had successfully conquered all of England and became its king. This was a great achievement because it showed Cnut's strength as a leader and his ability to take control of a powerful and well-defended kingdom.</i> <i>However, it could be argued that what he achieved in England was just as 'great' as conquering it. He increased England's security by creating a fleet of 40 ships to defend the country against Viking raids. This was successful and drove away 30 Viking ships in 1018. Cnut also raised the housecarls – a standing army to defend the country and crush rebellions. This was a great achievement because Cnut's rule brought a period of peace and stability to England, after years of turmoil and raids.</i> <i>Furthermore, Cnut's creation of an Anglo-Scandinavian Empire could be considered his greatest achievement. This incorporated Denmark, Norway and Scania, whilst the rulers of Scotland, the Isle of Man and the Orkneys accepted him as their overlord. This improved trade and ensured peace between England and these areas. This was a great achievement, shown by the fact that in Rome in 1027, Cnut was recognised by other kings, dukes and bishops as one of the greatest European monarchs.</i>

Level 4 (10-12 marks)	Typically, a one-sided argument, two explained points of support (2–0), e.g. <i>I agree. Cnut invaded England with a fleet of 160 ships and perhaps as many as 10,000 men. He fought a series of battles across southern England and eventually defeated Edmund Ironside at the battle of Ashington in 1016. By the end of that year he had successfully conquered all of England and became its king. This was a great achievement because it showed Cnut's strength as a leader and his ability to take control of a powerful and well-defended kingdom.</i> <i>Furthermore, his conquest of England allowed him to build a solid relationship with the English Church. He put effort and money into this. For example, he did penance for historic Viking crimes such as the killing of King Edmund in 869. He also gave portions of land to monasteries. In this way, he was able to gain support from English bishops and clergy; other kings and the Pope also accepted him as a true Christian. This was a great achievement because and contributed to a period of stability in England.</i> Alternatively, and typically, balanced argument; one explained point on each side (1–1), e.g. <i>In some ways I agree. For example, Cnut invaded England with a fleet of 160 ships and perhaps as many as 10,000 men. He fought a series of battles across southern England and eventually defeated Edmund Ironside at the battle of Ashington in 1016. By the end of that year he had successfully conquered all of England and became its king. This was a great achievement because it showed Cnut's strength as a leader and his ability to take control of a powerful and well-defended kingdom.</i> <i>However, it could be argued that what he achieved in England was just as 'great' as conquering it. He increased England's security by creating a fleet of 40 ships to defend the country against Viking raids. This was successful and drove away 30 Viking ships in 1018. Cnut also raised the housecarls – a standing army to defend the country and crush rebellions. This was a great achievement because Cnut's rule brought a period of peace and stability to England, after years of turmoil and raids.</i>
Level 3 (7-9 marks)	Typically, a one-sided argument; one explained point of support (1–0), e.g. <i>I agree. Cnut invaded England with a fleet of 160 ships and perhaps as many as 10,000 men. He fought a series of battles across southern England and eventually defeated Edmund Ironside at the battle of Ashington in 1016. By the end of that year he had successfully conquered all of England and became its king. This was a great achievement because it showed Cnut's strength as a leader and his ability to take control of a powerful and well-defended kingdom.</i> Explained points must: • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 2 (4-6 marks)	Typically, identification of reason(s) to support/challenge which don't meet criteria for an explained point, e.g. <i>Yes, I agree because Cnut defeated the Anglo-Saxons in 1016 and became king of the whole of England.</i> 1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks Alternatively, and typically, description of relevant events in this period, e.g. <i>In 1016, Cnut defeated Edmund Ironside at the Battle of Ashington. (4) Whilst King of England, he did penance for historic Viking crimes such as the killing of King Edmund in 869. (5) He married Emma of Normandy, who was Ethelred's widow. (6)</i>
Level 1 (1-3 marks)	Valid but general assertion(s), e.g. • <i>I disagree because he also conquered a number of places in Scandinavia.</i> • <i>Yes, I agree because no Viking had done this before.</i>

Section B: Living under Nazi Rule 1933 - 1945

Question 6 – 7 marks	
What can Source A tell us about Nazi Germany between 1933 and 1936? Use the source and your own knowledge to support your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 2 marks AO3 Analyse sources (contemporary to the period). Maximum 5 marks Please note that that while the weightings of AO1 to AO3 are equal in level 1, AO3 carries greater weight in level 2 and greater weight again in level 3.	Notes and guidance specific to the question set <i>Valid features that answers could identify include:</i> • <i>Surface features (L1) – tells us Hitler became Chancellor; tells us the Nazis held torchlit processions; tells us Luise thought this was marvellous; tells us there was a boycott of Jewish shops; tells us Jews were excluded from the SA and Officers' Associations; tells us Hitler visited Hamburg and was greeted by cheering crowds; tells us Hitler re-introduced conscription; tells us Hitler sent soldiers into the Rhineland.</i> • <i>Inferences from the source's content (L2) – tells us that the regime is enjoying a lot of support; tells us about the reasons that people supported the regime, e.g. nationalism, militarism, restoring Germany's national prestige, figure/personality/cult of Hitler himself; (allow propaganda if used in a valid way);</i> • <i>Higher level inferences (L3): Tells us that some people, like Luise, continued to support Hitler despite the fact that their family members were targets of antisemitic policies; reveals the central importance of Nazi policies of nationalism / rearmament in generating support, because of this; tells us how German people underestimated Nazi aims and policies; tells us that some people who the Nazis had classified as Jewish did not see themselves as Jewish (Friedrich was actually trying to join the SA and the Nazi War Officers' Association).</i> <i>There is no requirement to mention any possible limitations of the source. Candidates will be credited for recognising features of the source such as its production or tone and explaining how these are helpful to historians.</i> <i>No reward can be given for raising concerns over the limitations of the source unless this is explicitly used to help to say what the source "can tell us" in relation to the focus of the question.</i> <i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i>
Level 3 (6–7 marks) The response shows knowledge and understanding of relevant key features and characteristics (AO1). Shows strong awareness of how sources can be used critically and constructively by e.g. considering the limitations and/or benefits of the source, using wider contextual knowledge to confirm, challenge or raise questions about what the source says or shows to analyse the source to identify a wide range of features that relate to the focus of the question; some of which may be inferred rather than directly stated in the source (AO3).	
Level 2 (3–5 marks) The response shows knowledge and understanding of relevant key features and characteristics (AO1). Shows some awareness of how sources can be used critically and constructively by e.g. considering the limitations and/or benefits of the source, using wider contextual knowledge to confirm, challenge or raise questions about what the source says or shows to analyse the source to identify some features that relate to the focus of the question; some of which may be inferred rather than directly stated in the source (AO3).	
Level 1 (1–2 marks) The response shows knowledge of features and characteristics (AO1). Analyses the source to identify at least one feature that relates to the focus of the question; this may be inferred rather than directly stated in the source (AO3).	
0 marks No response or no response worthy of credit.	

Question 6 – 7 marks What can Source A tell us about Nazi Germany between 1933 and 1936? Use the source and your own knowledge to support your answer.	
Guidance and indicative content	
Level 3 (6-7 marks)	Typically, a sophisticated inference, i.e. ... Explains how the source reveals the support for the Nazis despite their antisemitic policies which affected even close family members: - The source reveals people like Luise, whose families were being discriminated against by Nazi policy against Jews, nevertheless continued to support Hitler and the Nazis. (6) Luise describes being 'depressed' when her own husband is excluded from the SA because of his Jewish background. Yet she continues to praise Nazi polices. For example, she says she was 'completely overpowered' by the moment the German army marched into the Rhineland. (7) NOTES: Answers with relevant source support = 6–7 marks; Answers with no relevant source support = 6 marks The following are all less likely but also allow ... OR Explains how the source reveals the central importance of Nazi policies of nationalism / rearmament in generating support: - The source shows how restoring national pride was so important to the German people, to the extent that they were prepared to overlook other Nazi policies they disapproved of. (6) Even Luise, whose husband was a target of the Nazis because of his Jewish background, and who called the Jewish boycott a 'bitter April Fool's joke', greatly admires Hitler. She says that when conscription was announced, 'I rose to my feet. the moment was too great.' (7) OR Explains how German people underestimated Nazi antisemitic aims / policies: - In her diary, Luise criticises the Jewish 'boycott' in April 1933, describing it as a 'bitter April Fool's Joke'. She also describes how her husband has been 'excluded' from the SA because of his Jewish background. Despite this, she carries on supporting Hitler ('What a great moment I have just lived through' ... 'the greatness of Hitler'). This shows how many Germans underestimated the Nazis' anti-Semitism in this period. (7) OR Explains how the source shows the difference between the Nazi definition of being 'Jewish' (in a 'racial' /hereditary way), and the cultural/ religious definition, e.g. - It tells us that some people classified as Jewish under Nazi racial laws did not see themselves as Jewish. (6) Friedrich was classified as Jewish but was in fact trying to be part of the SA – his wife was 'depressed' when he was 'excluded'. Luise does not seem to view supporting the Nazis as strange contradiction to having a husband whose citizenship has been taken away from him – even after this has happened, she comments on the 'greatness of Hitler'. (7)
Level 2 (3-5 marks)	Typically, explains what the source tells us about Nazi Germany between 1933 and 1936 by using a valid inference from the content of source, e.g. - It tells us that the Nazi regime/ Hitler was popular and was supported by lots of people. (3 marks) - The source tells us why some people supported the Nazis – because Hitler seemed to be restoring national pride to Germany and people like Luise liked this. She says that when conscription was announced, 'I rose to my feet. The moment was too great.' (4) She was also 'completely overpowered' when German soldiers marched into the Rhineland, which was reversing Germany's humiliation. (5 marks) - The source shows how not everyone who supported the Nazis also supported the boycott against Jewish businesses in April 1933. Luise calls it a 'bitter April Fool's joke' and criticises the 'energy' wasted on things like this. (4) - The source tells us that life was becoming harder for Jewish people in Nazi Germany. (3) - It tells us that some people supported Hitler and the Nazis because they were impressed by their propaganda. Luise writes about how 'marvellous' the 'huge torchlit procession' was. (4) [Must have Luise's reaction to torchlit procession/ radio etc. to be awarded for relevant support. Answers which assert that she must have supported them because of propaganda without substantiating this must be marked at L2, 3 marks – see examples below] - It tells us that Nazi propaganda was effective. (3) OR It tells us that people were indoctrinated by the Nazis. (3) - It tells us that people were taken in/indoctrinated by Nazi propaganda. Luise is 'delighted' by Hitler and will 'never forget the moment' she saw Hitler. (3 marks – not showing how they have inferred that propaganda/ indoctrination is the reason for support) NOTES: - Valid inference(s) with no relevant support from the source = 3 marks. (Source detail must be linked to the inference) - One supported inference = 4–5 marks - One supported inference + 2nd inference (supported or unsupported) = 5 marks

Level 1 (1–2 marks)	Typically, lifts surface detail from source or provenance to address question (2 marks), e.g. • <i>The source tells us about the date of important events, such as Hitler becoming Chancellor on 30 January 1933.</i> • <i>The source tells us that there was a boycott of Jewish shops in April 1933.</i> • <i>The source tells us that the Nazis used torchlit processions.</i> OR Typically, makes valid but general assertion(s) (MAX 1 mark) • <i>The source tells us about the different events which happened at this time.</i> • <i>The source tells us about how Jews were treated.</i> • <i>It shows how people were brainwashed/ manipulated.</i> OR Typically, makes comments on source without addressing the question of what it can tell us about ... (MAX 1 mark), e.g. • <i>This is a diary written by a teacher from Hamburg. She was depressed when her husband was excluded from the SA.</i>
0 marks	0 marks No response or no response worthy of credit.

Question 7 – 15 marks How useful are Sources B and C and Interpretation D for a historian studying the Nazi dictatorship in 1934? In your answer, refer to the two sources and the interpretation as well as your own knowledge.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. Maximum 5 marks AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. Maximum 5 marks Please note that while the descriptors for AO3 and AO4 are given separately in the levels, the analysis and evaluation of sources and interpretations may be combined in responses.	<i>Analysis of the sources and interpretation could identify features such as:</i> Surface features of sources, e.g. • Source B is useful for showing the SA were attacked/ killed on the NOTLK; B is useful for showing the date of the NOTLK. • Source C is useful for giving details about the law passed on 3 July 1934, e.g. making the previous action taken on NOTLK legal; [be careful not to credit 'this is useful because we learn that the Nazis carried out the NOTLK because there was a plot, etc.]. • Interpretation D is useful for showing how the numbers of the SA fell from 2.9 million to 1.6. million; D is useful for telling us the SA were left disillusioned and without a role; D is useful for telling us how the SA's membership declined; D is useful for showing the army officers celebrated after the NOTLK; D is useful for showing how General Blomberg thanked Hitler after the NOTLK and said he had the army's devotion. Inferences from the content of the sources, e.g. • B is useful for showing that some people were critical of Hitler's/ the Nazis' actions on the NOTLK; B is useful for showing the reliance on brutal violence involved in establishing the dictatorship. • C is useful for showing how the Nazis tried to justify/ defend/ present the actions taken on the NOTLK, i.e. by saying they were necessary to defend the state and act against treason; useful for revealing the corruption in the regime. • D is useful for showing the reasons that Hitler/ the Nazis carried out the NOTLK, i.e. to subdue the SA and secure the loyalty of the army; D is useful for showing the impact / significance of the NOTLK, i.e. securing of the regime; removing internal threats/ opposition from the army because of the SA; significantly reducing the SA's influence/ power. Inferences from the sources' existence or purpose, e.g. • B – the fact that a source criticising Hitler's actions on the NOTLK was published in Czechoslovakia shows how
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the usefulness of the source(s) in relation to the issue in the question (AO3). Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences etc.). Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).	
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the usefulness of the source(s) in relation to the issue in the question (AO3). Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).	
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the usefulness of the source(s) in relation to the issue in the question (AO3).	

Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).	
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Gives a basic evaluation with some limited explanation of ideas and a loosely supported judgment about usefulness of the source(s) in relation to the issue in the question (AO3). Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Gives a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).	<i>it was not safe/ possible to publish this from within Germany by 1934, showing the control that the Nazi state had achieved by this point/ nature of the terror state.</i> • <i>C – the fact that the Nazis felt the need to go through the motions of passing this law tells us it was important to Hitler/ the Nazis to at least maintain an outward appearance/ veneer of respectability or a legal gloss to their regime.</i> <i>Understanding of appropriate characteristic features could include: the events of the Night of the Long Knives; the Nazis' machinery of terror; the role of the Reichstag by 1934.</i>
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Analyses the source(s) to identify features appropriate to the question e.g. by considering specific details, provenance, making valid inferences, making appropriate cross-references or identifying significant themes that they have in common.(AO3) Analyses the interpretation(s) to identify features appropriate to the question e.g. by considering specific details, provenance, making valid inferences, making appropriate cross-references or identifying significant themes that they have in common.(AO4) There is either no attempt to evaluate and reach a judgment about usefulness of the interpretation(s) and the source(s) in relation to the issue in the question, or there is an assertion but this lacks any support or historical validity	• <i>Responses which comment on features of extract(s) which make them particularly interesting or useful to historians (L5) rather than seeing them as limitations could include – see L5 comments above.</i> • <i>Less well developed comments will probably include comments which support or challenge the evidence presented in sources with candidates' own knowledge, rendering sources more or less useful in terms of typicality or reliability; undeveloped comments on how provenance of sources make them reliable/unreliable and therefore useful/not useful, e.g. C is a Nazi source and therefore unreliable; D is useful because it is written by a historian who has done lots of research and therefore more useful.</i>
0 marks No response or no response worthy of credit.	<i>Candidates should not be rewarded above Level 1 for simply saying what is 'missing' from the sources. 'ie Not useful because it has no information about ...'</i> <i>No reward can be given for raising concerns over the limitations unless this is explicitly used to help to say how it affects usefulness for the context given. Evaluation of usefulness may also involve making valid substantiated suggestions of other lines of enquiry for which the collection may be useful, but the focus given in the question must also be addressed.</i> <i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i>

Question 7 – 15 marks How useful are Sources B and C and Interpretation D for a historian studying the Nazi dictatorship in 1934? In your answer, refer to the two sources and the interpretation as well as your own knowledge.	
Guidance and indicative content	
Level 5 (13-15 marks)	Typically, supported inferences (support from sources) from <u>content</u> of <u>two</u> of B, C or D to explain why they are useful as evidence about the Nazi dictatorship in 1934 (i.e. 2 x L4) Two x Level 4 examples below (must be from 2 different sources/ interpretations). NOTE: Place responses which make the SAME inference about the brutality of the dictatorship/ Nazis from B and C in L4. OR A very clear explanation of how B is useful evidence of the Nazi terror state because of criticism + where it was published, e.g. <i>Source B is useful for showing us how, by this point, the Nazis had created a one-party terror state where no opposition was tolerated. We can see this because the author is very critical of Hitler's' actions on the Night of the Long Knives. The SA member has been murdered and Hitler's name is dripping with blood. The fact that a source criticising Hitler's actions was published in Czechoslovakia shows how it was not safe or possible to publish this from within Germany by 1934.</i> OR A very clear explanation of how C is useful evidence of how the Nazis wished to maintain an appearance of legal rule, e.g. <i>C is really useful because we can see that just the day after they have carried out mass murder of opponents, the Nazis have immediately passed a law, officially legalising the action as a 'justifiable act of self-defence by the state' against 'treasonous attacks'. The fact that the Nazis felt the need to go through the motions in this way tells us it was important to Hitler to give a veneer of respectability or a legal gloss to the regime.</i> NOTE 1: 'Very clear explanations' must make use of the source – place unsupported inferences in L3. NOTE 2: (in relation to the 'OR' answers above): Answers with no valid comment on any other source (content or inference) = 13 marks.
Level 4 (10-12 marks)	Typically, supported inference(s) (support from source) from <u>content</u> of <u>one</u> of B, C or D to explain why it is useful as evidence about the dictatorship, e.g. Source B - Source B is useful for showing that some people were critical of Hitler's' actions on the Night of the Long Knives. We can see that the SA member has been attacked and he is lying dead on the floor. He still has his arm raised in the Heil Hitler salute, and Hitler's name is dripping with blood, so it seems like Heartfield is criticising Hitler for attacking the people that were his loyal supporters. (12) - B is useful for showing the use of brutal violence by Hitler and the Nazis because we can see the murdered brownshirt and Hitler's own name dripping with blood. (10) Source C - Source C is useful for showing the way in which the Nazis tried to justify/ defend/ present/ excuse the actions they took on the Night of the Long Knives. We can see the law that was passed retrospectively (to say what they did was legal) claims that the attacks were necessary 'for the defence of the state' and to 'strike down' treason.' (11) Interpretation D [inference must be framed in terms of D is useful for telling about 'REASONS' for carrying NOTLK; or about 'IMPACT' on army /SA] - D is useful for revealing the reasons that Hitler carried out the Night of the Long Knives. He did it to gain the support of the army. The source shows how, following the murders of the SA, the army leaders 'assured Hitler' of their 'complete devotion'. (11) - D is useful for showing the impact of the Night of the Long Knives – the power and influence of the SA was severely reduced. Evans describes how their numbers were drastically reduced. He says they were left 'without a role' and 'unable to act in the same way as before.' (11)

Level 3 (7-9 marks)	Typically, valid but unsupported inference(s) from content to explain why one or more of B, C, D are useful as evidence about the Nazi dictatorship, e.g. - Source B is useful for showing how there was criticism of Hitler's brutality on the Night of the Long Knives. [7] - C is useful for showing how corrupt the Nazi regime was. [7] - Interpretation D is useful because it tells us why Hitler carried out the Night of the Long Knives – to win over the German army. [7] - D is useful for showing how significant/ successful the Night of the Long Knives was in allowing Hitler to secure his dictatorship by gaining the army's support. [8] Alternatively, uses specific contextual knowledge to argue that one or more of B, C or D are useful or not useful because they are (un)reliable, e.g. - I don't think Source C is useful. It says that the measures taken during the Night of the Long Knives were just done to 'strike down treasonous attacks' but this is unreliable. Actually there was no evidence of a Röhm plot and in fact Hitler mainly wanted to subdue the SA and secure the loyalty of the army. NOTE: 1 source/ interpretation = 7–8 marks 2 or more = 8–9 marks
Level 2 (4-6 marks)	Typically, uses surface features or extracts to argue source(s) are useful about the Nazi dictatorship in 1934, e.g. - B is useful for showing the SA were attacked and killed on the 'Night of the Long Knives'. We can see the brownshirt dead on the floor and the 'Hitler' part of 'Heil Hitler' looks like dripping blood. (5) - C is useful for giving us details about the law which the Nazis passed on 3 July 1934. We can see that they made the previous action taken on Night of the Long Knives legal by saying it was done to 'strike down treasonous attacks'. (5) - D is useful for showing how the numbers of the SA fell from 2.9 million to 1.6 million after the Night of the Long Knives. (5) - B is useful for showing us what happened on the Night of the Long Knives because we can see the member of the SA has been murdered. D is also useful for showing the army officers celebrated and thanked Hitler after the Night of the Long Knives. (6) NOTE: 1 source/ interpretation = 5 marks 2 or more = 6 marks Alternatively, and typically, argues useful or not useful on the basis of undeveloped provenance (limit to 4 marks), e.g. - B was not produced inside Germany and looks as though it was made by an opponent of Hitler so I don't think it will be very useful. - C shows the Nazis lying about why they carried out the Night of the Long Knives so I don't trust it and don't think it's useful.
Level 1 (1–3 marks)	Typically, valid but general assertion(s) (MAX 1 mark), e.g. - I think B is useful because it shows us what Hitler did on the Night of the Long Knives. OR Typically, descriptions of / comments on the sources/ source provenances (1–3 marks) e.g. - Source B shows a murdered member of the SA and Hitler's name in blood. - The purpose of Source C is just to cover up for the Nazis' actions. Alternatively, and typically, argues not useful because of what information the source(s) do not contain (MAX 1 mark), e.g. Source B is not very useful. It shows a dead member of the SA but doesn't tell us anything else. I know that on the Night of the Long Knives etc.
0 marks	

A few points to remember ...

Below are some of the comments on each source that you will see most frequently but it is not an exhaustive list.
These pointers **do not replace the principal mark scheme** above and **there are other ways to achieve each level**, as shown in the mark scheme.

	Misinterpretations (No credit for these PARTS of an answer)	Assertions, descriptions and comments (L1)	Content examples (L2) <i>Useful for ...</i>	Inference examples (L3 & L4) <i>Useful for ...</i>	Sophisticated inference (L5) <i>Useful ...</i>
			Answers must address the question of being 'useful', e.g. 'It's useful because ...' / 'We learn that ...' / 'The source tells us that ...' / 'The source shows us that ...' etc.		
B	Misinterpretation, e.g. argues it is Nazi propaganda.	Comments on, descriptions of, and assertions about the sources that don't meet the L2 criteria.	... showing SA/ people were attacked/ killed on Night of the Long Knives. ... showing Nazis killed / attacked people.	... showing that the regime/ Hitler/ Nazis were brutal or they controlled by brutality/ violence. ... revealing criticism of the regime / Night of the Long Knives.	... as evidence of a terror state because of criticism AND where it was published
C	Misinterpretation, e.g. says the law is Nazi permission to carry on with NOTLK.		... showing the Nazis passed this law, which says giving us details about this law, which says ...	... showing that the Nazis tried to defend / justify their actions on the NOTLK. ... showing how they presented / put a spin on the events of the NOTLK, e.g. self-defence revealing the dictatorship was corrupt.	... because the fact that the Nazis went through the motions of passing this law shows they wanted to maintain the appearance of legality.
D	Misinterpretation, e.g. says the source tells us how leading Nazis celebrated with champagne.		... showing how membership of SA fell. ... telling us the army breathed a sigh of relief. ... Blomberg expressed his gratitude, etc.	[Must be framed in terms of REASONS FOR or IMPACT OF the NOTLK] ... showing SA lost power/ influence as a result. ... showing one impact was Hitler gaining support of the army. ... showing the reason he carried it out was to gain army backing.	

Question 8* – 18 marks 'The Nazis were successful in influencing and controlling the lives of young people in Germany.' How far do you agree? Give reasons for your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	Notes and guidance specific to the question set <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to reach Levels 5 and 6, this must involve considering both evidence to support and to challenge the statement.</i>
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers are most likely to show understanding of the second order concepts of change (change in lives from pre-1933) and consequence (impact of Nazi policies on young people's lives) but reward appropriate understanding of any other second order concept.</i>
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	Grounds for agreeing may include: Influence and control via education: School curriculum narrowed and moulded to reflect Nazi values; official anti-Semitic school textbooks issued on a national scale 1940 onwards; 'Politically unreliable' teachers forced to resign, so Nazis successfully controlled influence of teachers in young people's lives; by 1936, all teachers had to join Nazi Teachers' League, which ran 'political education' courses, so young people were influenced via their teachers; there were young people who reported their teachers to the Gestapo if they were teaching against Nazi principles, showing successful indoctrination; National Political Educational Centres (Napola)/ Order Castles / military cadet schools and Adolf Hitler schools set up to train future leaders and military leaders; by 1939 nearly all Church schools had been closed; in wartime, KLV evacuation programme sent children to disciplined camps and separated them from parents.
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	Influence and control via leisure: Alternative/ Church youth groups stopped in 1936 and control of leisure time via Hitler Youth/ associated groups – made compulsory from 1936; by 1939 over 80% of young people were in the Hitler Youth; meetings focussed on indoctrination, so influence was being exerted that way; HJ control of sporting facilities by late 1930s; circulation of antisemitic publications aimed at children, e.g. Der Gifpilz
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	Grounds for disagreeing may include: Education: Napola/ Order Castles/ Adolf Hitler schools introduced because regular schools not 'Nazi' enough; these special Nazi schools were something of a failure with only around 6000 students being taught there by 1939; until 1940, most schools still operated with old books they had used before and some small, rural schools never switched to anything else; during the war, many parents resisted the KLV evacuation programme: of the 260,000 eligible
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
Level 1 (1–3 marks)	

Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	<i>children in Berlin, only 40,000 participated.</i>
0 marks No response or no response worthy of credit.	Leisure:. <i>Church youth groups allowed to continue until 1936 so influence limited initially; membership of HJ was made compulsory in 1936 and yet by 1939, still only 82% of all 10-18 year olds were members, showing that a significant minority were not; various individual stories/ pieces of evidence could be cited to show that many young people were bored at HJ meetings and resented/ resisted the political messages (e.g. interviews with HJ members after the war, Tubach's research, reports from anti-Nazi spies); there was an increase in youth crime in the 1930s and particularly after 1939.</i> Opposition groups: <i>Existence of various youth opposition groups demonstrates Nazi inability to control and influence all young people (e.g. Young Communists, Christians, Swing Kids, Edelweiss Pirates, White Rose); opposition from youth rose dramatically during the war.</i> NOTES: 1. Arguments relating to Nazis' use of general propaganda to be marked at Level 1 only. 2. Some points above can be used to argue for or against the statement. Allow either, as long as candidates make a valid argument. 3. However, they must make <u>separate</u> points to be credited for each level. e.g. an explanation of how the Hitler Youth was successful in achieving influence, which then simply tags onto the end 'but only 82% of young people attended, so this was not successful' cannot then be credited for a separate explanation. .

Question 8* – 18 marks 'The Nazis were successful in influencing and controlling the lives of young people in Germany.' How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	Typically, a balanced argument; two valid explained points on each side OR three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks, e.g. <i>I agree because the Nazis successfully controlled the education system. After 1936, all teachers had to join the Nazi Teachers' League, which ran 'political education' courses. The school curriculum was narrowed and reorganised to indoctrinate students with Nazi values. For example, biology lessons focused on race and the superiority of 'Aryans' over Jews and Slavs. As education was compulsory, the Nazis were able to ensure their ideas could influence all young people via their schooling.</i> <i>Furthermore, the Nazis controlled the leisure time of young people. All Church and other, alternative youth groups were stopped in 1936 and membership of the Hitler Youth/ League of German Maidens was made compulsory. Over 80% of 10–18 year olds were in the Hitler Youth by 1939. Here, they were influenced via political lectures on war and race, and encouraged to inform on adults who expressed anti-Nazi ideas. This shows how the Nazis were able to further influence young people with their ideas, even outside of school time.</i> <i>However, there is evidence to suggest that the Nazis only had limited influence on young people, despite their control of education. For example, one of the reasons that the Nazis introduced the Napolas and Adolf Hitler Schools was that they were concerned that the regular schools were not 'Nazi enough'. These schools, run by the SS and Hitler Youth leaders, were meant to train future Nazi and military leaders. However, even these schools had only educated around 6000 young people by 1939, showing their limited impact.</i> <i>Additionally, there were many youth groups who opposed the Nazi regime. For example, the Swing Youth movement resented Nazi control and defied the Nazis by organising illegal dances and listening to American jazz. Wartime opposition from young people further increased during the war. For instance, the White Rose, led by Hans and Sophie Scholl, printed thousands of anti-Nazi leaflets in Munich. This demonstrates that the Nazis were not successful in making all young people fall into line and their influence was limited.</i> <i>Overall, I only partly agree with the statement – I would argue that whilst the Nazis did largely succeed in controlling the information and ideas that young people had access to outside of their immediate family, this is not the same as successfully influencing their beliefs. Furthermore, the Nazis didn't even completely succeed in controlling young people's actions, given the large minority who opposed the Nazis or refused to join the Hitler Youth.</i>
Level 5 (13-15 marks)	Typically, a balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1), e.g. <i>I agree because the Nazis successfully controlled the education system. After 1936, all teachers had to join the Nazi Teachers' League, which ran 'political education' courses. The school curriculum was narrowed and reorganised to indoctrinate students with Nazi values. For example, biology lessons focused on race and the superiority of 'Aryans' over Jews and Slavs. As education was compulsory, the Nazis were able to ensure their ideas could influence all young people via their schooling.</i> <i>Furthermore, the Nazis controlled the leisure time of young people. All Church and other, alternative youth groups were stopped in 1936 and membership of the Hitler Youth/ League of German Maidens was made compulsory. Over 80% of 10–18 year olds were in the Hitler Youth by 1939. Here, they were influenced via political lectures on war and race, and encouraged to inform on adults who expressed anti-Nazi ideas. This shows how the Nazis were able to further influence young people with their ideas, even outside of school time.</i> <i>However, there were many youth groups who opposed the Nazi regime. For example, the Swing Youth movement resented Nazi control and defied the Nazis by organising illegal dances and listening to American jazz. Wartime opposition from young people further increased during the war. For instance, the White Rose, led by Hans and Sophie Scholl, printed thousands of anti-Nazi leaflets in Munich. This demonstrates that the Nazis were not successful in making all young people fall into line and their influence was limited.</i>

Level 4 (10-12 marks)	Typically, a one sided argument, two explained points of support (2–0), e.g. <i>I agree because the Nazis successfully controlled the education system. After 1936, all teachers had to join the Nazi Teachers' League, which ran 'political education' courses. The school curriculum was narrowed and reorganised to indoctrinate students with Nazi values. For example, biology lessons focused on race and the superiority of 'Aryans' over Jews and Slavs. As education was compulsory, the Nazis were able to ensure their ideas could influence all young people via their schooling.</i> <i>Furthermore, the Nazis controlled the leisure time of young people. All Church and other, alternative youth groups were stopped in 1936 and membership of the Hitler Youth/ League of German Maidens was made compulsory. Over 80% of 10–18 year olds were in the Hitler Youth by 1939. Here, they were influenced via political lectures on war and race, and encouraged to inform on adults who expressed anti-Nazi ideas. This shows how the Nazis were able to further influence young people with their ideas, even outside of school time.</i> Alternatively, and typically, a balanced argument; one explained point on each side (1–1), e.g. <i>I agree because the Nazis successfully controlled the education system. After 1936, all teachers had to join the Nazi Teachers' League, which ran 'political education' courses. The school curriculum was narrowed and reorganised to indoctrinate students with Nazi values. For example, biology lessons focused on race and the superiority of 'Aryans' over Jews and Slavs. As education was compulsory, the Nazis were able to ensure their ideas could influence all young people via their schooling.</i> <i>However, there were many youth groups who opposed the Nazi regime. For example, the Swing Youth movement resented Nazi control and defied the Nazis by organising illegal dances and listening to American jazz. Wartime opposition from young people further increased during the war. For instance, the White Rose, led by Hans and Sophie Scholl, printed thousands of anti-Nazi leaflets in Munich. This demonstrates that the Nazis were not successful in making all young people fall into line and their influence was limited.</i>
Level 3 (7-9 marks)	Typically, a one sided argument; one explained point of support (1–0), e.g. <i>I agree because the Nazis successfully controlled the education system. After 1936, all teachers had to join the Nazi Teachers' League, which ran 'political education' courses. The school curriculum was narrowed and reorganised to indoctrinate students with Nazi values. For example, biology lessons focused on race and the superiority of 'Aryans' over Jews and Slavs. As education was compulsory, the Nazis were able to ensure their ideas could influence all young people via their schooling.</i> Explained points must: • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 2 (4-6 marks)	Typically, identification of reason(s) to support/challenge which don't meet criteria for an explained point, e.g. • Yes, I agree because by 1936 all young people had to join the Hitler Youth. • Yes, I agree because the school curriculum was changed to reflect Nazi ideology. • No, there were many young people who actually opposed the Nazis, like the Edelweiss Pirates. 1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks Alternatively, and typically, description of youth groups, education, youth opposition, or relevant events in this period, e.g. • Boys aged 14 to 18 joined the Hitler Youth. (4) They did things like Morse Code tests and map reading. (5) Girls joined the BDM and did things like military nursing. (6) • The Edelweiss Pirates were a youth group who carried out acts of sabotage. (4) They derailed trains to disrupt Nazi supply chains. (5)
Level 1 (1-3 marks)	Typically, valid but general assertion(s), e.g. • No, not all young people were influenced. There was some opposition. • Yes, they influenced education.

0 marks	
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Question 9* – 18 marks 'People living under Nazi occupation in eastern and western Europe resisted Nazi rule.' How far do you agree? Give reasons for your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	Notes and guidance specific to the question set <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. BUT, to reach Levels 5 and 6, this must involve considering evidence both to support and challenge the statement.</i> <i>Answers are most likely to show understanding of the second order concepts of consequence (impact of Nazi rule), causation (reasons for collaboration, accommodation and resistance) diversity (similarity/difference in the responses to Nazi rule) and significance (importance or otherwise of resistance movements) but reward appropriate understanding of any other second order concept.</i>
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	Grounds for agreeing may include: <i>[Other case studies are also valid – e.g. Soviet partisan activity – but these ones are most likely to come up]</i> Poland <i>Polish people formed one of the largest resistance movements; the Polish government escaped to London in 1939 and helped to set up Delegatura, a secret state within Poland; Warsaw Ghetto uprising April–May 1943; August 1944 Warsaw Uprising; the Bielski partisans numbered over 1000 and took part in acts of sabotage against the Nazis in the General Government; Polish citizens secretly rescued around 450,000 Jews.</i>
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	The Netherlands <i>On Prince Bernhard's birthday, many Dutch citizens wore carnations in support of the royal family in exile; Feb 1941 Dutch workers' strike organized by communists; Dutch resistance developed as men hid from forced labour and joined the resistance; by 1944, there were 300,000 men in hiding; many illegal printing presses were established, producing anti-Nazi leaflets; armed resistance began as registry offices were attacked for ration coupons and blank identity cards; in September 1944, the Dutch government in exile called for railway strikes and 30,000 rail workers went into hiding.</i>
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	Denmark <i>The Danish government refused to implement antisemitic laws; when Germany demanded more direct control (e.g., after 1943), the Danish government resigned rather than comply; Denmark was the only occupied country to save most of its Jewish population, smuggling over 7,000 of its 7,800 Jews to safety in Sweden in 1943; this operation was only possible due to the widespread support and mobilisation of Danish citizens.</i>
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2).	The Channel Islands <i>Evidence of resistance on Channel Islands, e.g. 4000 sentenced for breaking the law.</i> France <i>French Resistance movement underwent a guerilla war against the occupation; French communists carrying out assassinations, attacks on trains, the sabotage of communications, setting up of underground press; case study of Andre Trocmé; Paxton's estimates that 2 million people, about 10% of the population, read the underground newspapers; by spring 1942, Vichy surveillance reports showed that 'Down with Pétain propaganda' was no longer a rarity and that images of the Marshal were no longer greeted with applause in cinemas.</i>

<i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	Grounds for disagreeing may include: <i>[Other case studies are also valid – but these ones are most likely to come up]</i>
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	The Netherlands <i>At first there was compliance with Nazi regulations, e.g. in October 1940, when civil servants were forced to complete ancestry forms to remove ‘Jewish elements’, nearly everyone filled in the forms.</i> France <i>Evidence of widespread accommodation and collaboration in France, e.g. Petain’s government and their actions/ Forced Labour Service; case study of Coco Chanel; Paxton’s estimates – only 2% of the adult male population were resisters, so about 400,000 French; Burrin’s estimates that 1940-1942 between 1/5-1/6 of all French ‘favoured collaboration’ – so between 6.6 million and 8 million.</i>
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	Belgium <i>Flemish-speaking nationalists went along with the Nazis as a way of breaking away from French-speaking rulers; the DeVlag movement helped the Nazis recruit members to the Waffen-SS.</i> Croatia <i>The Ustasa built concentration camps and killed 25,000 Jews.</i> Serbia/ Yugoslavia <i>The Chetniks helped the Nazis that had invaded Yugoslavia.</i>
0 marks No response or no response worthy of credit.	Hungary <i>Hungarian farmers’ assistance in the transportation of Jews to the camps.</i> Denmark <i>‘Accommodation but not collaboration’: government co-operated with Nazis in limited ways in order to keep the occupation peaceful and retain some of its sovereignty, e.g. in return for keeping its government, parliament, police, they agreed to export food and other goods to Germany.</i> Channel Islands <i>Channel Islanders’ actions, e.g. relationships with German soldiers.</i> Greece <i>Greek Prime Ministers collaborated with the Nazis and persecuted Communists.</i> Latvia <i>Latvian students and former army officers joined the Arajs Kommando and took part in killing Jews and Communists.</i> NOTE: do not allow material relating to resistance (or collaboration, etc.) in Germany.

Question 9* – 18 marks 'People living under Nazi occupation in eastern and western Europe resisted Nazi rule.' How far do you agree? Give reasons for your answer. Guidance and indicative content	
Level 6 (16-18 marks)	Typically, a balanced argument; two valid explained points on each side OR three on one side and one on the other (3-1 or 2-2). Clinching argument = 18 marks, e.g. <i>There is plenty of evidence to support this statement. For example, Poland had one of the largest resistance movements in Europe. The Polish leaders (who escaped to London) helped to set up Detegatura – a secret state within Poland. In August 1944, there was a Polish uprising in Warsaw which lasted two months until it was brutally crushed by the Nazis. This shows that the people of Poland attempted to fight back against Nazi rule through organised resistance and through risking their lives.</i> <i>Furthermore, France also had a very famous resistance movement which carried out a guerilla war against the occupation. They attacked trains, sabotaged communications, set up an underground press and spied for the Allies. In June 1944, they created the French Interior Force which helped the Allies push the Nazis out of France. This shows that French resistance was significant in that it was organised and widespread enough to have an impact on the outcome of the war.</i> <i>However, there is also plenty of evidence of groups who worked with the Nazis. This happened in many places as the Nazis were very good at exploiting local divisions in order to get local people to police the territory for them. For instance, in Belgium, Flemish-speaking nationalists went along with the Nazis as a way of breaking away from their French-speaking rulers. They helped the Nazis recruit members to the Waffen-SS. So this shows how some Belgians actively collaborated with the Nazis rather than resist them, for personal advantage.</i> <i>Also, even though the French had a very famous resistance, probably less than 5% of the population were active resisters. Politicians in the south under Philippe Pétain collaborated with the Nazis and set up Vichy France and often went beyond what the Nazis asked them to do. For instance, French authorities were involved in the 'Vel' d'Hiv Roundup' in 1942, where French police arrested thousands of Jews (ready for deportation) in Paris. This is evidence of whole-hearted and methodical collaboration.</i> <i>Overall, I don't think the statement is completely right, although it depends how 'resistance' is defined. Although most people in occupied territories were not active collaborators, they were unlikely to be armed resisters either, given that life in occupied countries was very dangerous for those who actively resisted Nazi rule. Most people either accommodated the Nazis or took part in minor acts of resistance such as listening to the BBC, which is hard to measure.</i>
Level 5 (13-15 marks)	Typically, a balanced argument; three valid explained points (i.e. two on one side and one on the other) (2-1), e.g. <i>There is plenty of evidence to support this statement. For example, Poland had one of the largest resistance movements in Europe. The Polish leaders (who escaped to London) helped to set up Detegatura – a secret state within Poland. In August 1944, there was a Polish uprising in Warsaw which lasted two months until it was brutally crushed by the Nazis. This shows that the people of Poland attempted to fight back against Nazi rule through organised resistance and through risking their lives.</i> <i>Furthermore, France also had a very famous resistance movement which carried out a guerilla war against the occupation. They attacked trains, sabotaged communications, set up an underground press and spied for the Allies. In June 1944, they created the French Interior Force which helped the Allies push the Nazis out of France. This shows that French resistance was significant in that it was organised and widespread enough to have an impact on the outcome of the war.</i> <i>However, there is also plenty of evidence of groups who worked with the Nazis. This happened in many places as the Nazis were very good at exploiting local divisions in order to get local people to police the territory for them. For instance, in Belgium, Flemish-speaking nationalists went along with the Nazis as a way of breaking away from their French-speaking rulers. They helped the Nazis recruit members to the Waffen-SS. So this shows how some Belgians actively collaborated with the Nazis rather than resist them, for personal advantage.</i>

Level 4 (10-12 marks)	Typically, a one-sided argument, two explained points of support (2–0), e.g. <i>I agree. For example, Poland had one of the largest resistance movements in Europe. The Polish leaders (who escaped to London) helped to set up Detegatura – a secret state within Poland. In August 1944, there was a Polish uprising in Warsaw which lasted two months until it was brutally crushed by the Nazis. This shows that the people of Poland attempted to fight back against Nazi rule through organised resistance and through risking their lives.</i> <i>Furthermore, France also had a very famous resistance movement which carried out a guerilla war against the occupation. They attacked trains, sabotaged communications, set up an underground press and spied for the Allies. In June 1944, they created the French Interior Force which helped the Allies push the Nazis out of France. This shows that French resistance was significant in that it was organised and widespread enough to have an impact on the outcome of the war.</i> Alternatively, and typically, a balanced argument; one explained point on each side (1–1), e.g. <i>There is plenty of evidence to support this statement. For example, Poland had one of the largest resistance movements in Europe. The Polish leaders (who escaped to London) helped to set up Detegatura – a secret state within Poland. In August 1944, there was a Polish uprising in Warsaw which lasted two months until it was brutally crushed by the Nazis. This shows that the people of Poland attempted to fight back against Nazi rule through organised resistance and through risking their lives.</i> <i>However, there is also plenty of evidence of groups who worked with the Nazis. This happened in many places as the Nazis were very good at exploiting local divisions in order to get local people to police the territory for them. For instance, in Belgium, Flemish-speaking nationalists went along with the Nazis as a way of breaking away from their French-speaking rulers. They helped the Nazis recruit members to the Waffen-SS. So this shows how some Belgians actively collaborated with the Nazis rather than resist them, for personal advantage.</i>
Level 3 (7-9 marks)	Typically, a one-sided argument; one explained point of support (1–0), e.g. <i>I agree because Poland had one of the largest resistance movements in Europe. The Polish leaders (who escaped to London) helped to set up Detegatura – a secret state within Poland. In August 1944, there was a Polish uprising in Warsaw which lasted two months until it was brutally crushed by the Nazis. This shows that the people of Poland attempted to fight back against Nazi rule through organised resistance and through risking their lives.</i> Explained points must: • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 2 (4-6 marks)	Typically, identification of reason(s) to support/challenge which don't meet criteria for an explained point, e.g. • <i>No, I disagree because in Hungary there were farmers who collaborated by rounding up of Jews.</i> • <i>Yes, I agree because there were many groups who resisted occupation such as the communists in Poland.</i> • <i>No, I disagree because in some countries there were already right-wing groups who then helped the Nazis recruit member to the SS.</i> 1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks Alternatively, and typically, description of occupation/ resistance/ related events, e.g. <i>In the Netherlands, the Nazi occupation was much less harsh than in Poland. (4) Dutch education and culture were not changed and Dutch civil servants were allowed to continue work if they wished. (5) The Nazis tried to recruit Dutch men into the SS because they saw them as fellow 'Aryans'. (6)</i>
Level 1 (1-3 marks)	Typically, valid but general assertion(s), e.g. • <i>No, people in many different countries actually collaborated with the Nazis.</i> • <i>Yes, I agree because there was resistance in France.</i>
0 marks	

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