

GCSE (9-1)

History B Schools History Project

**J411/39: The Making of America, 1789-1900 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

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: The Making of America, 1789–1900

Question 1 – 3 marks a) Name one Native American tribe of the East who were affected by the Indian Removal Act of 1830. b) Give one reason why the early Mormon settlers journeyed to Utah in 1847 c) Identify one law passed to improve the lives of African Americans during the period of Reconstruction (1865–1877).	
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: Cherokee, Chickasaw, Choctaw, Creek, Seminole. Also allow names of smaller tribes belonging to these five nations, e.g. Coweta, Guale, Tohome, etc. For 1(b), likely valid responses include e.g. They had been kicked out of Ohio/ Missouri/ Illinois (or details relating to this, e.g. blame for economic crisis; State Governor of Illinois withdrew Mormons' Charter; arrest and murder of Joseph Smith); people objected to their beliefs and practices (e.g. vision of land ownership, polygamy, Danite army, Mormon opposition to slavery, fears about control, dislike of Joseph Smith's power); Utah was very isolated and not on the established trails; there were reports suggesting there was water and farmland; it was not in the United States but under Mexican control. NOTES: Allow 'religious persecution' but not 'persecution' on its own Allow 'their leader was arrested/murdered' but do not allow an incorrect name. For 1(c) likely valid responses include: 1865 13th Amendment to US Constitution (abolition of slavery); 1866 Civil Rights Act (stopped any state from taking away the civil rights of some of its people; affirmed that all citizens are equally protected by the law; granted citizenship to all people born in the US, regardless of race, colour, or previous condition of servitude); 1866 Creation/ extension of Freedmen's Bureau (took land from ex-slave holders and gave it out to ex-slaves); 1867 Reconstruction Acts (took away the powers of Southern state governments; put the US army in charge of the South; banned anyone from voting if they had fought for the South in the Civil War; told the army to protect all black people's rights; ordered all Southern states to give black Americans the vote. They could only have their own state government again after they did this); 1868 14th Amendment to the US Constitution (similar to CRA – citizenship regardless of race); 1870 15th Amendment to the US Constitution (right to vote regardless of race); 1871 Enforcement Act (gave the U.S. federal government power to combat the Ku Klux Klan). NOTES: Candidates may either name the law OR identify what the law did. 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 American settlement on the Plains between 1861 and 1877. 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. Answers could consider aspects of one or more of the following:</i> ● Causation (reasons for settlement on the Plains), e.g. <i>railroads enabled people to easily move to start a new life after 1869; railroad companies sold land to people they had been given by the government; railroad companies launched huge advertising campaigns; cow towns formed around railroad terminals; Lincoln and Pacific Railroad Act – offering companies financial incentives and granting land; after the 1862 Homestead Act hundreds of thousands of families settled on the Plains to cultivate their patch of 160 acres; role of cattle industry, e.g. cow towns in the 1860s and cattle ranches in the 1870s increased settlement on the plains to service the cattle industry; after gold was found in Pike’s Peak in the Rockies settlers were also attracted to farm on the edge of the Plains, east of the Rockies to provide food for the miners; Manifest Destiny.</i> NOTE: At L2+, responses that use economic collapse as a push factor must clearly link it to the correct period (e.g. the Panic of 1873, economic depression caused by the collapse of the railroad industry, etc.). ● Causation (reasons settlement was difficult), e.g. <i>for homesteaders (the challenge of lack of water and the extremes of the climate; difficulties in ploughing virgin land and maintaining machinery; the lack of wood for building houses, keeping warm and fencing land; natural hazards like fire and locusts; dealing with isolation, cleanliness and illness in an environment where there were few neighbours); for cowboys (e.g. hard and tiring work; dangerous job which took great skill; lonely and isolated job; poorly paid; often let go during winter months; attacks by Native Americans; cattle stampedes; violence in cow towns).</i> ● Causation/ consequence (reasons why Homesteaders used the techniques they did, given the problems with farming outlined above), e.g. <i>lack of water led to development of wind pumps, dry farming techniques, etc.</i> ● Consequence, i.e. impact of settlement (e.g. <i>‘cow towns’ brought gambling, drinking and violence; it divided buffalo hunting grounds; it led to scarcity of water and grass for buffalo; it brought disruption and destruction to Native American way of life; buffalo hunting on a huge scale begins in this period – around 200,000 were killed each year and the southern herd of the bison was more or less wiped out in the 1870s; all this led to conflict between Native Americans and settlers/ US government, e.g. Little Crow’s War, Sand Creek Massacre, Red Cloud’s War and Great Sioux War).</i> ● Diversity, i.e. similarity and difference: (comparison of experience of different groups), e.g. <i>difficult experiences/ failure of many homesteaders compared to success/ positive experience of cattle entrepreneurs.</i> ● Change and continuity: <i>poverty drove many to the Plains, and many on the Plains remained poor, especially homesteaders (continuity); poverty drove people to the Plains but later became rich, e.g. ranch owners and cattle entrepreneurs (change/ consequence)</i> ● Consequence (impact of difficult experiences), e.g. <i>many cowboys gave up the job because it was so hard and poorly paid; more than half the homesteaders returned to the eastern cities.</i> <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>
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).	
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).	
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).	
0 marks No response or no response worthy of credit.	
Question 2–9 marks	

Write a clear and organised summary that analyses American settlement on the Plains between 1861 and 1877. 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. NOTE: Answers organised exclusively around problems and solutions (cause/ consequence) need more than one problem and solution for L3. [Causation] Americans settled on the Plains in this period for a variety of reasons. For example, the Homestead Act offered 160 acres of land for a small fee to anyone who was prepared to settle and farm on the Plains for at least five years. This led to hundreds of thousands of Americans rushing to claim land on the Plains. Another reason was the newly built railroads, which enabled people to travel more easily to the Plains. The railroad companies ran huge advertising campaigns, promoting the west as a land of opportunity. This attracted people from the east to buy land from the railroad companies and become Homesteaders in places like Kansas. [8] [Consequence] American settlement on the Plains had an important impact on the Native Americans who lived there. For example, by the 1870s, cattle ranching had spread across the Plains and this led to a lack of water and grass for the buffalo herds, and the disruption of the hunting grounds of tribes like the Lakota. Some faced starvation as a result. Furthermore, this competition between settlers and Native Americans led to conflict on the Plains. For instance, the discovery of gold in Montana in 1862 led to settlers and miners flooding in on the Bozeman Trail, which cut through Lakota hunting grounds. This led to ‘Red Cloud’s War’ in 1866, where Lakota attacked US army forts and settlers. [9]
Level 2 (4–6 marks)	Typically, a summary based on a second order concept with one valid supporting example, e.g. [Causation] Settlement on the Plains was difficult for various reasons. One reason was that there were many natural hazards. For example, swarms of locusts could eat the crops, as well as boots, clothes and the window frames. This could destroy a homestead and leave families with no crops to sell. [THRESHOLD – 4 MARKS] [Causation/ Consequence] Life was hard on the Plains as there was a lack of timber. This meant that Homesteaders had to be inventive on their farms and use materials to substitute for wood. For example, they built sod houses from dry blocks of earth and covered the roof with grass. For fuel, they burned dried buffalo droppings. Later on, they were able to fence the land using barbed wire. [5] [Diversity, i.e. difference] Many settlers on the Plains had difficult experiences, such as the homesteaders, who struggled with things like soil and climate. However, the experiences of other settlers were far more positive. For example, there were entrepreneurs in the cattle business, such as Charles Goodnight and Oliver Loving, who made a fortune by supplying US forts, Indian reservations, miners and railroad builders with beef. [6]
Level 1 (1–3 marks)	Typically, descriptions of settlement/ relevant events with no organising historical concept, e.g. - The Homesteaders had really basic houses. Most had an earth floor and walls, and a grass roof. There were hot summers and freezing cold winters. The Homesteaders tended to burn dried buffalo and cow droppings to keep warm. Sometimes there were locusts as well. [3] OR Typically, statement(s) based on second order concept with EITHER no valid specific examples OR development, e.g. (Diversity) Some settlers like the Homesteaders had difficult experiences whereas there were others like cattle ranchers who made lots of money. (Consequence) Many Homesteaders had difficult experiences and as a consequence many returned to the east.
0 marks	

Question 3 – 10 marks How did the Civil War affect the lives of African Americans between 1861 and 1865? 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 could consider:</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).	NORTH/ UNION ARMY 1862: First black regiment (First South Carolina Volunteers) formed from freed slaves. 1863: 54th Massachusetts became the first Northern black regiment. 33,000 Northern black men (70%) joined the Union army. - Black soldiers were denied officer roles and often assigned heavy labour until this was banned in 1864. - They were paid less than white soldiers until equal pay was granted in June 1864. - Fighting alongside black soldiers led some white Americans to view them more as equals. - Some black soldiers were executed for demanding equal pay. - Riots in New York in July 1863, after Conscription Act. White working class attacked homes and workplaces of African Americans, as well as carrying out lynching and violent attacks.
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).	SOUTH - Enslaved people in the South worked for the Confederate army, building defences/ moving supplies - As the Union army pushed into the South, slaves who escaped to help the north (or were captured by the North) could work for the Union army but not as soldiers - The 1862 Second Confiscation Act said that slaves on slave holding land confiscated by Union army could become free; this had big impact on Sea Islands where 10,000 ex-slaves were freed and kept the land for themselves; the Sea Islanders were helped by norther volunteers like Harriet Tubman who came and offered healthcare and education - Impact of Emancipation Proclamation 1863: on the captured southern plantations slaves were theoretically freed and some were given or able to rent former slave owners' land; it also encouraged southern slaves towards the Union - The freedom of all slaves was guaranteed in Jan 1865 with the 13th Amendment - US government offered help for freed slaves (e.g. education; employment on lands taken from South; banning of whipping; General Sherman gave many ex-slaves '40 acres of land and a mule') - Some ex-slaves found paid jobs and labourers, fireman or barbers; some started businesses.
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).	
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).	
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).	
0 marks No response or no response worthy of credit.	NOTES: - Allow Freedmen's Bureau as this was created in March 1865. - Do not allow evidence of change from reconstruction era after 1865, e.g. Civil Right Act, etc

Question 3–10 marks	
How did the Civil War affect the lives of African Americans between 1861 and 1865? Explain your answer.	
Guidance and indicative content	
NOTE: The question is asking about ways that African American lives were affected/ changed, so answers which comment on lack of change should not be credited above L2.	
Level 5 (9-10 marks)	Typically, two or more effects of the Civil War on the lives of African Americans identified and fully explained, e.g. <i>The war affected the lives of enslaved African Americans because they were freed. In January 1863, President Lincoln announced that once the Union won the war all slaves would become free. In January 1865, he made this the 13th Amendment of the Constitution, and when the Union won in April, all slaves were freed. This affected the lives of African Americans because in the slave states like Texas, almost all African Americans had been enslaved, with no freedom or rights.</i> <i>African American lives were also affected during the war itself. In the autumn of 1862, the first black regiment made up of ex-slaves was set up, followed by the first northern black regiment in January 1863. In the end, 33,000 northern African Americans joined the Union army. Previously, African Americans had not been allowed to join the army, so this was a huge change to their lives, as they fought and gave their lives for the Union, alongside whites. [10]</i>
Level 4 (7-8 marks)	Typically, one effect of the Civil War on the lives of African Americans identified and fully explained, e.g. <i>The civil war affected the lives of African Americans in the South, as they were emancipated by the Union army. For example, many learned to read and write, and others left the plantations and found jobs such as being firemen. This meant they now had more opportunities and freedom. [THRESHOLD – 7 MARKS]</i> Explained points must: • identify a valid claim/ argument which clearly says how lives were affected • offer specific evidence to support the argument
Level 3 (5-6 marks)	Typically, identification of valid, specific effect(s)/ impact(s) which don't meet criteria for an explained point, e.g. • <i>The union army set up Black regiments so some African Americans became soldiers.</i> • <i>Some ex-slaves were given land, such as the 10,000 ex-slaves on the Sea Islands.</i> • <i>Enslaved African Americans were freed.</i> NOTE: One L3 = 5–6 marks Two L3s = 6 marks
Level 2 (3-4 marks)	Typically, describes relevant events without identifying impact on African American lives, e.g. • <i>President Lincoln did not initially allow African Americans to join the Union army. (3)</i> • <i>Harriet Tubman went to the Sea Islands and worked as a nurse. (3)</i>
Level 1 (1–2 marks)	Typically, valid but general assertion(s), e.g. • <i>There was lots of fighting so people got hurt.</i> • <i>There was more opportunity.</i>
0 marks	

Question 4* – 18 marks ‘Plantation owners were the main group who benefitted from slavery’s expansion between 1793 and 1838’. 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; causation and consequence 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: - Plantation owners made massive profits as they used slaves as unpaid labour to grow cash crops, especially following the introduction of the Cotton Gin. - As slavery expanded, so did the use of the land for large plantations. The number of plantations grew massively, e.g. in Deep South following Louisiana purchase. Grounds for disagreeing: Other groups benefitted, including: Northern banks and business owners: profited by selling goods to Southern plantations and processing slave-grown cotton in their textile mills. Banks and insurance companies also made money by financing and insuring the slave trade and plantation operations. Ordinary workers, both in the North (e.g. had steady jobs in factories making cloth from cotton) and in the South (e.g. workers on boats that carried cotton and enslaved people; people who ran/ worked in the auction houses). Land speculators (including wealthy individuals and banks), who bought land in the South and sold it for great profit when slavery spread. Transport entrepreneurs and owners who built and/or ran new rail lines, canals and sailing boats to carry the products the plantations and slaves grew and harvested. Slave traders and auction house owners and related industries which expanded and/or became more profitable as slavery expanded. ‘The South’ as a whole (political power): gained political power through the 3/5 Compromise, which increased its representation by counting enslaved people. The Missouri Compromise allowed slavery to expand westward while maintaining the balance in Congress, helping the South protect and spread slavery as it grew more powerful nationally.
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>	
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.	

	• 'The South' / 'The USA' as a whole (economic benefit): As slavery expanded, the U.S. economy grew rapidly, especially through the cotton trade. By 1820, cotton made up 42% of all U.S. exports. This boosted both Southern plantation wealth and Northern industry, as factories relied on slave-grown cotton to produce cloth. • US government expanded their control and new states were created, strengthening the Federal governments control over the continent. NOTE: 1. Focus of question is <i>who benefitted from slavery's expansion</i> (rather than <i>why slavery expanded</i>). So answers at L3+ must be directing their evidence at this question.
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Question 4* – 18 marks	
‘Plantation owners were the main group who benefitted from slavery’s expansion between 1793 and 1838’. 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 <u>OR</u> three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks , e.g. <i>Certainly plantation owners benefitted. Their plantations were reliant on slave labour and as slavery was allowed to expand, so did the use of the land for large plantations. For example, new cotton plantations were opened in the new states of Louisiana and Alabama after the Louisiana Purchase. This meant that plantation owners benefitted because they made huge profits on their sales of tobacco, rice and cotton farmed by enslaved people.</i> <i>On the other hand, they were not the only group that benefitted. Slave traders known as ‘Georgia men’ bought slaves from ships that docked at the coast of the old slave states of Maryland, Virginia and North Carolina. They then marched them hundreds of miles to the ‘Deep South’ where slavery had been allowed to expand into the Southwest Territory. They benefitted because they then sold the slaves for enormous profits at auction houses, often earning over \$1000 per slave.</i> <i>Equally, as slavery expanded, trade in the products of the plantations was able to grow. For example, by 1820, cotton made up 42% of all US exports. The US economy became increasingly reliant on slavery, with northern factories making cloth from the cotton grown by slaves. This meant that factory owners grew rich and workers in the factories (as well as in the ports and on boats) had a reliable income. Without slavery expanding, this industry would have been much slower to develop.</i> <i>Other northerners were able to benefit as well. Banks based in the north loaned thousands of dollars to new plantation owners to set up their farms and buy enslaved people. The banks also became land speculators and bought up land in the South. They were then able to sell it on. Therefore, the banks benefitted by making a great deal of profit from interest on loans and the sale of land, which was all based on slave labour.</i> <i>Overall, I agree that plantation owners were the group who benefitted most directly from slavery’s expansion. Whilst so much of the US economy benefitted from slavery, it was the plantation owners whose way of farming was almost entirely reliant on it.</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>Certainly plantation owners benefitted. Their plantations were reliant on slave labour and as slavery was allowed to expand, so did the use of the land for large plantations. For example, new cotton plantations were opened in the new states of Louisiana and Alabama after the Louisiana Purchase. This meant that plantation owners benefitted because they made huge profits on their sales of tobacco, rice and cotton farmed by enslaved people.</i> <i>On the other hand, they were not the only group that benefitted. Slave traders known as ‘Georgia men’ bought slaves from ships that docked at the coast of the old slave states of Maryland, Virginia and North Carolina. They then marched them hundreds of miles to the ‘Deep South’ where slavery had been allowed to expand into the Southwest Territory. They benefitted because they then sold the slaves for enormous profits at auction houses, often earning over \$1000 per slave.</i> <i>Equally, as slavery expanded, trade in the products of the plantations was able to grow. For example, by 1820, cotton made up 42% of all US exports. The US economy became increasingly reliant on slavery, with northern factories making cloth from the cotton grown by slaves. This meant that factory owners grew rich and workers in the factories (as well as in the ports and on boats) had a reliable income. Without slavery expanding, this industry would have been much slower to develop.</i>

Level 4 (10-12 marks)	Typically, a one sided argument, two explained points of support (2–0), e.g. <i>I disagree because they were not the only group that benefitted. Slave traders known as ‘Georgia men’ bought slaves from ships that docked at the coast of the old slave states of Maryland, Virginia and North Carolina. They then marched them hundreds of miles to the ‘Deep South’ where slavery had been allowed to expand into the Southwest Territory. They benefitted because they then sold the slaves for enormous profits at auction houses, often earning over \$1000 per slave.</i> <i>Equally, as slavery expanded, trade in the products of the plantations was able to grow. For example, by 1820, cotton made up 42% of all US exports. The US economy became increasingly reliant on slavery, with northern factories making cloth from the cotton grown by slaves. This meant that factory owners grew rich and workers in the factories (as well as in the ports and on boats) had a reliable income. Without slavery expanding, this industry would have been much slower to develop.</i> Alternatively, and typically, a balanced argument; one explained point on each side (1–1), e.g. <i>Certainly plantation owners benefitted. Their plantations were reliant on slave labour and as slavery was allowed to expand, so did the use of the land for large plantations. For example, new cotton plantations were opened in the new states of Louisiana and Alabama after the Louisiana Purchase. This meant that plantation owners benefitted because they made huge profits on their sales of tobacco, rice and cotton farmed by enslaved people.</i> <i>On the other hand, they were not the only group that benefitted. Slave traders known as ‘Georgia men’ bought slaves from ships that docked at the coast of the old slave states of Maryland, Virginia and North Carolina. They then marched them hundreds of miles to the ‘Deep South’ where slavery had been allowed to expand into the Southwest Territory. They benefitted because they then sold the slaves for enormous profits at auction houses, often earning over \$1000 per slave.</i>
Level 3 (7-9 marks)	Typically, a one sided argument; one explained point of support (1–0), e.g. <i>I agree. The plantations were reliant on slave labour and as slavery was allowed to expand, so did the use of the land for large plantations. For example, new cotton plantations were opened in the new states of Louisiana and Alabama after the Louisiana Purchase. This meant that plantation owners benefitted because they made huge profits on their sales of tobacco, rice and cotton farmed by enslaved people.</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 they made huge profits from selling products like cotton that slaves farmed. • No, northern businesses owners also benefitted. 1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks Alternatively, and typically, description of expansion of slavery /related events in this period, e.g. <i>Plantation owners farmed cash crops like cotton in the South of the USA. (4) They used the forced labour of enslaved people on their plantations to pick the cotton. (5) After the Cotton Gin was invented in 1793, they used more slave labour on their farms because the Gin could process raw cotton more quickly. (6)</i>
Level 1 (1-3 marks)	Typically, valid but general assertion(s), e.g. • Yes, the plantation owners made lots of profit. • No, other people also had jobs which were reliant on slavery.

Question 5* – 18 marks 'The most important development that took place in the USA between 1877 and 1900 was the changes to the lives of the Native Americans of the Plains.' 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 change, causation and consequence, but reward appropriate understanding of any other second order concept.</i> <i>Grounds for agreeing include:</i> • Impact of the destruction of the buffalo: Buffalo hunters killed increasing numbers after 1877 and by the mid-1880s both the northern and southern herds were virtually eradicated; Native Americans became completely dependent on US Government handouts which were usually inadequate; lack of buffalo meant they had to adapt to farming, which was a massive change and often unsuccessful because the reservation land was usually poor; massive psychological trauma from seeing the millions of buffalo carcasses rotting on the Plains. • Tough life on the reservations: they were encouraged to grow crops like squash and corn, struggled to grow in harsh Plains conditions; they therefore had to depend on government beef rations; the US government Indian agents controlled the supply of food, clothing and other essentials and some were corrupt. • Loss of power (Bureau of Indian Affairs): reliance on government agents weakened the power of tribal leaders; the government set up special councils which also undermined the power of chiefs; Native American leaders who would cooperate with the authorities were given special privileges and some became part of the Indian Police, which gave them power and prestige over other Native Americans. • Destruction of Native American culture on the reservations: The US government deliberately split up tribes, e.g. southern Cheyenne and Arapaho made to share reservations and over time, this diluted their identities; rituals like the Sun Dance were banned; hunting and war were no longer part of their lives and so there was no way for a 'brave' to gain status – many suffered mental health problems and turned to alcohol; encouraged to live in houses instead of tipis (which became fewer in number anyway because of the lack of buffalo skins); parents were forced to send children to schools where they were forbidden from using their own language and they were given Christian names; the sense of hopelessness and despair can be seen in the Ghost Dance movement; US government reaction to the Ghost Dance movement led to the massacre at Wounded Knee in 1890, where hundreds of Lakota were killed by the U.S. Army. • Impact of the 'Friends of the Indian' group: Worked to remove corrupt agents who took government money; set up boarding schools with the aim of providing 'better' education (e.g. in 1889, Susan La Flesche Picotte graduated and became a doctor); and in 1887, helped to persuade the US government to pass the Dawes Act. However, their efforts often supported assimilation policies that undermined Native American culture and identity, and the Dawes Act led to the loss of millions of acres of tribal land. • Impact of the Dawes Act: Individual Native Americans were offered the chance to leave the reservation and take up their own plots; they would also get American citizenship; but they struggled to adapt to living and working as individual farmers and as individuals; most of them gave up their plots and sold them to white settlers; by 1900, nearly two-thirds of the land that Indian tribes had held in 1877 was owned by white Americans. This broke up tribal landholding and further eroded Native American culture and independence.
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>	<i>Grounds for disagreeing include outlining other, just as/ more important changes in this period:</i> • Changes to African American lives: Exodusters took advantage of the Homestead Act – by 1880, Kansas had around 15,000 black citizens; Booker T. Washington's schools helped some lift themselves out of poverty. e.g. by 1900, there were 23,866 black teachers, 417 black doctors and 300 black lawyers; Black churches thrived and helped to build a strong sense of community – by 1900, there were 26 black bishops; Black academics emerged, e.g. W.B. DuBois, a professor of history at Atlanta university; there were many black musicians, artists & writers; the KKK, after having been suppressed, had re-formed in the 1890s and was terrorising African Americans; Southern states had introduced 'Jim Crow' laws in the 1890s to separate black and white people in places like trains, shops, churches and schools. • Growth of big business: Cotton mills doubled between 1880-1900 making the US cotton industry huge; railroad corporations grew; corporations dominated the manufacturing industry, e.g. by 1900, the USA's 5300 manufacturing firms had been absorbed by just 334 corporations; creation of fortunes for individuals/ owners like Carnegie; emergence of Bonanza Farms and cattle ranches put small farmers out of business and farmers moved to the cities; positive impact on economy/ job creation; increase in number of strikes and industrial disputes (e.g. strike at Pullmans in 1893, where 26 workers were shot); growth of mining and farming caused environmental damage (e.g. deforestation, toxic chemicals in water supply; use of limited supplies of water). • Growth of cities: led to changes in freedoms, education and social lives (e.g. theatres, parks, school, newspapers, political meetings); had a positive impact on the economy (e.g. skyscrapers created demand for iron, steel, coal and copper/silver for cables, which in turn created jobs); affected living conditions (e.g. poorly designed tenement buildings, overcrowding, poor sanitation and high death rates among infants); led to increased migration (e.g. from Europe). • Mass migration to America: improving economy led to increased migration (7 million between 1877 and 1900), mainly from Europe, e.g. 600,000 migrants from Italy in 1890s; increased migration led to anti-immigrant violence and prejudice, particularly against Catholics, Jews and Chinese migrants (in West); led to US government limiting Chinese migration.
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.	

Question 5* – 18 marks	
'The most important development that took place in the USA between 1877 and 1900 was the changes to the lives of the Native Americans of the Plains.' 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 <u>OR</u> three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks , e.g. <i>In some ways I agree. For example, the destruction of the buffalo led to a massive change in the way of life for the Native Americans of the Plains. Buffalo hunters killed increasing numbers after 1877 and by the mid-1880s the herds were virtually eradicated. This was an important change because, the lack of buffalo meant the Native Americans had to adapt to farming, which was often unsuccessful because the reservation land was usually poor.</i> <i>Furthermore, the culture of the Native Americans on the Plains was being eradicated on the reservations. Rituals like the Sun Dance were banned, tribes were encouraged to live in houses instead of tipis; and parents were forced to send children to schools where they were forbidden from using their own language. All this meant that, over time, the Native Americans' identity was diluted and it led to a real sense of hopelessness, as can be seen by the Ghost dance movement.</i> <i>However, there were also other important changes which took place in this period. For example, southern states had introduced 'Jim Crow' laws in the 1890s to separate African Americans and White Americans in places like trains, shops, churches and schools. The Supreme Court had ruled in 1896 that this was legal. This was an important change because it stopped African Americans' lives from improving since Reconstruction, ensuring that discrimination continued.</i> <i>Finally, the growth of big business and the American economy was arguably a more important change. For instance, the growth of factories and railroads in the late 1800s led to a huge demand for resources such as coal and iron to power and build them. These industries in turn employed more people. This was an important change as it led to a surge of migration to the USA, mainly from Europe, with over 7 million people moving in this period.</i> <i>Overall, although I think that although this was a period of rapid change for many different groups, I do agree that the most important change was to the lives of Native Americans. This is because, unlike with other groups, by 1900, their way of life had been so completely destroyed that there was no way back. Winning equal rights or gaining access to better food or medication would never return their traditional way of life to them.</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>In some ways I agree. For example, the destruction of the buffalo led to a massive change in the way of life for the Native Americans of the Plains. Buffalo hunters killed increasing numbers after 1877 and by the mid-1880s the herds were virtually eradicated. This was an important change because, the lack of buffalo meant the Native Americans had to adapt to farming, which was often unsuccessful because the reservation land was usually poor.</i> <i>Furthermore, the culture of the Native Americans on the Plains was being eradicated on the reservations. Rituals like the Sun Dance were banned, tribes were encouraged to live in houses instead of tipis; and parents were forced to send children to schools where they were forbidden from using their own language. All this meant that, over time, the Native Americans' identity was diluted and it led to a real sense of hopelessness, as can be seen by the Ghost dance movement.</i> <i>However, there were also other important changes which took place in this period. For example, southern states had introduced 'Jim Crow' laws in the 1890s to separate African Americans and White Americans in places like trains, shops, churches and schools. The Supreme Court had ruled in 1896 that this was legal. This was an important change because it stopped African Americans' lives from improving since Reconstruction, ensuring that discrimination continued.</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, the destruction of the buffalo led to a massive change in the way of life for the Native Americans of the Plains. Buffalo hunters killed increasing numbers after 1877 and by the mid-1880s the herds were virtually eradicated. This was an important change because, the lack of buffalo meant the Native Americans had to adapt to farming, which was often unsuccessful because the reservation land was usually poor.</i> <i>Furthermore, the culture of the Native Americans on the Plains was being eradicated on the reservations. Rituals like the Sun Dance were banned, tribes were encouraged to live in houses instead of tipis; and parents were forced to send children to schools where they were forbidden from using their own language. All this meant that, over time, the Native Americans' identity was diluted and it led to a real sense of hopelessness, as can be seen by the Ghost dance movement.</i> Alternatively, and typically, a balanced argument; one explained point on each side (1–1), e.g. <i>In some ways I agree. For example, the destruction of the buffalo led to a massive change in the way of life for the Native Americans of the Plains. Buffalo hunters killed increasing numbers after 1877 and by the mid-1880s the herds were virtually eradicated. This was an important change because, the lack of buffalo meant the Native Americans had to adapt to farming, which was often unsuccessful because the reservation land was usually poor.</i> <i>However, there were also other important changes which took place in this period. For example, southern states had introduced 'Jim Crow' laws in the 1890s to separate African Americans and White Americans in places like trains, shops, churches and schools. The Supreme Court had ruled in 1896 that this was legal. This was an important change because it stopped African Americans' lives from improving since Reconstruction, ensuring that discrimination continued.</i>
Level 3 (7-9 marks)	Typically, a one sided argument; one explained point of support (1–0), e.g. <i>I agree. For example, the destruction of the buffalo led to a massive change in the way of life for the Native Americans of the Plains. Buffalo hunters killed increasing numbers after 1877 and by the mid-1880s the herds were virtually eradicated. This was an important change because, the lack of buffalo meant the Native Americans had to adapt to farming, which was often unsuccessful because the reservation land was usually poor.</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>I agree, because the increased number of buffalo hunters destroyed the Native Americans' traditional way of life.</i> • <i>I disagree because a more important change was the growth of cities like Chicago.</i> 1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks Alternatively, and typically, description of relevant events/ developments in this period, e.g. • <i>After the Great Sioux War, hunters began to start killing the buffalo of the northern Plains in large numbers. (4) The main demand was for hides, because buffalo leather turned out to be very suitable for making belts that powered machinery in the factories in the cities of the East. (5) Special excursion trains were run so that people could go out and shoot buffalo for sport. (6)</i>
Level 1 (1-3 marks)	Typically, valid but general assertion(s), e.g. • <i>Yes, the Native Americans' lifestyle and housing were completely changed in this period.</i> • <i>No, I think there were more changes for African Americans.</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.	

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 policies. 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	Typically, lifts surface detail from source or provenance to address question (2 marks), e.g.

(1–2 marks)	• The source tells us about the date of important events, such as Hitler becoming Chancellor on 30 January 1933. • The source tells us that there was a boycott of Jewish shops in April 1933. • The source tells us that the Nazis used torchlit processions. OR Typically, makes valid but general assertion(s) (MAX 1 mark) • The source tells us about the different events which happened at this time. • The source tells us about how Jews were treated. • It shows how people were brainwashed/ manipulated. OR Typically, makes comments on source without addressing the question of what it can tell us about ... (MAX 1 mark), e.g. • This is a diary written by a teacher from Hamburg. She was depressed when her husband was excluded from the SA.
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 it was not safe/ possible to publish this from within
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).	<i>Germany by 1934, showing the control that the Nazi state had achieved by this point/ nature of the terror state.</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). 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>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. 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. 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. 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. 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]

	• <i>C</i> is useful for showing how corrupt the Nazi regime was. [7] • Interpretation <i>D</i> is useful because it tells us why Hitler carried out the Night of the Long Knives – to win over the German army. [7] • <i>D</i> 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 <i>B</i>, <i>C</i> or <i>D</i> are useful or not useful because they are (un)reliable, e.g. • <i>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.</i> 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. • <i>B</i> 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) • <i>C</i> 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) • <i>D</i> 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) • <i>B</i> 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. <i>D</i> 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. • <i>B</i> 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. • <i>C</i> 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>I think B is useful because it shows us what Hitler did on the Night of the Long Knives.</i> OR Typically, descriptions of / comments on the sources/ source provenances (1–3 marks) e.g. • <i>Source B shows a murdered member of the SA and Hitler's name in blood.</i> • <i>The purpose of Source C is just to cover up for the Nazis' actions.</i> Alternatively, and typically, argues not useful because of what information the source(s) do not contain (MAX 1 mark), e.g. <i>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.</i>
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 <i>Nazis</i> 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> 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 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>	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 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>	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 children in Berlin, only 40,000 participated.
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>	
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>	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: Arguments relating to Nazis' use of general propaganda to be marked at Level 1 only. Some points above can be used to argue for or against the statement. Allow either, as long as candidates make a valid argument. 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. .
0 marks No response or no response worthy of credit.	

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 Nazi 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 Nazi 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	Typically, a one sided argument, two explained points of support (2–0), e.g

(10-12 marks)	<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	

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). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	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> 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. • No, I disagree because in Hungary there were farmers who collaborated by rounding up of Jews. • Yes, I agree because there were many groups who resisted occupation such as the communists in Poland. • No, I disagree because in some countries there were already right-wing groups who then helped the Nazis recruit member to the SS. 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. • No, people in many different countries actually collaborated with the Nazis. • Yes, I agree because there was resistance in France.
0 marks	

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