

## **GCSE**

### **History B (Schools history project)**

Unit **J411/39**: The Making of America, 1798-1900 with Living under Nazi Rule, 1933-45

General Certificate of Secondary Education

**Mark Scheme for June 2018**

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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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## Annotations

<b>Stamp</b>	<b>Annotation Name</b>	<b>Description</b>
	Tick 1	Level 1
	Tick 2	Level 2
	Tick 3	Level 3
	Tick 4	Level 4
	Tick 5	Level 5
	Tick 6	Level 6
	SEEN	Noted but no credit given
	NAQ	Not answered question
	Wavy Line	Development / Evidence / Support of valid point
	BP	Blank page

## Mark Scheme

## Section A: The Making of America, 1789-1900

<b>Question 1–3 marks</b>	
<p>(a) Name one slave state added to the USA between 1793 and 1838.</p> <p>(b) Name one Indian tribe living on the Plains between 1839 and 1860</p> <p>(c) Give one example of a difficulty faced by Homesteaders farming the Plains.</p>	
<b>Guidance</b>	<b>Indicative content</b>
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<p><b>For 1(a)</b>, valid responses are: Tennessee, Louisiana, Mississippi, Alabama, Missouri, or Arkansas.</p> <p><b>For 1(b)</b>, likely valid responses include: Apache, Arapaho, Cheyenne, Comanche, Crow, Kiowa, Lakota Sioux, or Pawnee.</p> <p><b>For 1(c)</b>, likely valid responses include: Water shortages, extremes of weather, ploughing, lack of wood for fencing, protecting crops, failure of traditional crops, or natural hazards such as fires or locusts, building houses, keeping healthy.</p> <p>For 1(b) and 1(c) any other historically valid response is acceptable and should be credited.</p>
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)	

<p><b>Question 2–9 marks</b> Write a clear and organised summary that analyses the American expansion from 1789 to 1838. Support your summary with examples.</p>	
<p><b>Levels</b></p> <p><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b></p> <p><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 3 marks</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 3 (7–9 marks)</b></p> <p>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).</p> <p>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).</p>	<p><i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i></p> <p><b>Answers could consider aspects of one or more of the following:</b> the defeat of the Indians in 1794 at the Battle of Fallen Timbers opening up land in the Northern Territory following Washington's use of 80% of government budget; Treaty of Greenville; Thomas Jefferson's belief in a democracy of 'yeoman farmers'- splitting up land and selling 640 acres at a time; Land speculators potential for big profits e.g. Wisconsin ½ million acres bought by 68 men; Louisiana Purchase added 530 acres of land to USA; 1820 Missouri compromise saw Maine added as a free state; Frontier men setting up farms on Indian lands in the Southern Territory; trade with Indians and the growth in the Fur Trade as well as trade routes to the Pacific Coast; Constitutional provision for expansion, i.e. Territories becoming states. Wars with Indians – Seminole Wars, Creeks and Cherokee – by 1838 Jackson's govt had removed over 46,000 Indians from their land and added an extra 25 million acres east of Mississippi for settlement and slavery.</p>
<p><b>Level 2 (4–6 marks)</b></p> <p>Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1).</p> <p>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).</p>	
<p><b>Level 1 (1–3 marks)</b></p> <p>Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1).</p> <p>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).</p>	
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	

**Question 2–9 marks Write a clear and organised summary that analyses the American expansion from 1789 to 1838. Support your summary with examples.**

DO NOT ALLOW: 13 states independence, Homestead Act, Salt Lake City and Mormons, Gold Rush – all common answers but all outside of the time frame.

*Lewis and Clark; Indian Removal Act.*

*Use of conceptual understanding to organise the response might in this case involve dealing with **causation and consequence** (e.g. why frontier men encouraged further settlement) or **diversity** (i.e. recognising different reasons for different groups). Reward appropriate use of any other second order concept including organisation by understanding of chronology.*

*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).*

**No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.**

<b>Question 3–10 marks</b>	
<b>Why did Reconstruction do little to improve the lives of many African Americans? Support your answer with examples.</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 5 (9–10 marks)</b> 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).	<b>Explanations could consider:</b> ‘Black codes’ established in Southern States and their effects (e.g. limiting the rights of African American workers, preventing black people serving on juries or giving evidence against white people, outlawing interracial marriage, preventing black ownership, tying former slaves to the land of their former slave owners); continuing influence of plantation owners, even after Radical Reconstruction; Southern resistance to Radical Reconstruction (i.e. accusations of corruption, misunderstanding effects of the 14 <sup>th</sup> Amendment and fears about illiterate African Americans voting); closure of Freedmen’s Bureau 1872 and objections to costs of Reconstruction; Republicans losing the 1874 election; increasingly in the 1870s black citizens targeted by extremist groups such as Ku Klux Klan; ‘sharecropping’ leading to white landowner control; public voting deterring African Americans; Supreme Court rulings 1873 and 1875 leading to the reintroduction of segregation, exclusion of black voters leading to ex-Confederate white soldiers dominating state governments; loss of support from North for Reconstruction; withdrawal of the US Army in
<b>Level 4 (7–8 marks)</b> 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).	
<b>Level 3 (5–6 marks)</b> 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).	
<b>Level 2 (3–4 marks)</b> 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).	
<b>Level 1 (1–2 marks)</b> 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).	

**Question 3–10 marks****Why did Reconstruction do little to improve the lives of many African Americans? Support your answer with examples.****0 marks**

No response or no response worthy of credit. DO NOT CREDIT HOMESTEAD ACT - 1862

*1877 from Southern States so no help for black vote; Lands which had been given to ex-slaves was returned to confederates only 2,000 slaves held onto the land they had been given.*

*Explanations are most likely to show understanding of the second order concept of **change and continuity** as well as **causation and consequence** but reward appropriate understanding of any other second order concept.*



<b>Question 4*–18 marks</b>	
<b>‘The discovery of gold was the main reason for migration to the West between 1839 and 1860.’ How far do you agree with this statement? Give reasons for your answer.</b>	
<b>Levels</b>	<b>Notes and guidance specific to the question set</b>
<b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b>	
<b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>	
<b>Level 6 (16–18 marks)</b>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of migration to the west before the Civil War, the discovery of gold or any other factor.</i></p> <p><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 at least one other factor (e.g. the Mormons escaping religious persecution) even if the response goes on to argue that the discovery of gold was the most important factor.</i></p> <p><i>Answers are most likely to show understanding of the second order concept of causation but reward appropriate understanding of any other second order concept.</i></p>
<p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1).</p> <p>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).</p> <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	
<b>Level 5 (13–15 marks)</b>	
<p>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).</p> <p><i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i></p>	
<b>Level 4 (10–12 marks)</b>	
<p>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).</p> <p><i>There is a developed line of reasoning which is clear, relevant and logically structured.</i></p>	

<b>Question 4*–18 marks</b>	
<b>‘The discovery of gold was the main reason for migration to the West between 1839 and 1860.’ How far do you agree with this statement? Give reasons for your answer.</b>	
<p><b>Level 3 (7–9 marks)</b></p> <p>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).</p> <p><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	<p><b>Grounds for agreeing include:</b> increased scale of migration following the 1848 discovery of gold in California or 1858 discovery at Pikes Peak; including the 50,000 ‘forty-niners’; impact of speculation and rumour re gold in 1848 especially in press but other forms of popular culture such as songs; business opportunities in supplying miners e.g. Levi Strauss, expansion of timer and agriculture businesses alongside mining;</p> <p><b>Grounds for disagreeing include:</b> the West offered land in enormous quantities; rich speculators bought large areas of land to sell to new settlers and spread rumours in the East; the 1841 Pre-emptive Act- farmers who built a house and cleared trees given the surrounding land; Manifest Destiny and the US constitutional provisions for expansion; Mountain Men and traders pioneering trails – safe maps; nothing to lose in east due to the 1837 economic depression or 1857 recession; population growth and farmers in the Mississippi Valley feeling ‘crowded’, Christian Missionaries desire to convert the Indians; Mormons escaping religious persecution; rumours of climate and quality of land attracted people to California.</p>
<p><b>Level 2 (4–6 marks)</b></p> <p>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).</p> <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
<p><b>Level 1 (1–3 marks)</b></p> <p>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).</p> <p><i>The information is communicated in a basic/unstructured way.</i></p>	
<p><b>0 marks</b></p> <p>No response or no response worthy of credit. Indian removal Act not valid.</p>	

<b>Question 5*–18 marks</b>	
<b>‘The most significant change for the Plains Indians in the period 1877-1900 was the destruction of the buffalo.’ How far do you agree with this statement? Give reasons for your answer.</b>	
<b>Levels</b>	<b>Notes and guidance specific to the question set</b>
<b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b>	
<b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>	
<b>Level 6 (16–18 marks)</b>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of the destruction of the buffalo or Plains Indians’ way of life.</i></p> <p><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 at least one other factor (e.g. reservations) even if the response goes on to argue that the destruction of the buffalo was the most important factor.</i></p> <p><i>Answers are most likely to show understanding of the second order concepts of causation and consequence or change and continuity, but reward appropriate understanding of any other second order concept.</i></p> <p><b>Grounds for agreeing include:</b> the importance of the buffalo to a nomadic way of life, its multiple uses to enable survival on the Plains, the cultural importance of warrior societies and the hunt, identity and role of both men and women in relation to buffalo, religious beliefs associated with buffalo; destruction of the southern herd by 1875 and northern herd by 1883.</p>
<p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1).</p> <p>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).</p> <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	
<b>Level 5 (13–15 marks)</b>	
<p>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).</p> <p><i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i></p>	
<b>Level 4 (10–12 marks)</b>	
<p>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).</p> <p><i>There is a developed line of reasoning which is clear, relevant and logically structured.</i></p>	

**Question 5\*–18 marks**

**‘The most significant change for the Plains Indians in the period 1877-1900 was the destruction of the buffalo.’ How far do you agree with this statement? Give reasons for your answer.**

**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).

*There is a line of reasoning presented which is mostly relevant and which has some structure.*

**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).

*There is a line of reasoning which has some relevance and which is presented with limited structure.*

**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).

*The information is communicated in a basic/unstructured way.*

**0 marks**

No response or no response worthy of credit.

**Grounds for disagreeing include:** Government Policy and Indian Bureau of Affairs; poor quality of reservation conditions – poverty, hunger and disease; role of reservations in the destruction of Indian culture – territorially (e.g. reduction of the Great Sioux Reservation between 1868 and 1889 - confined to reservations by the US govt and split up), politically (i.e. Government assumed all legal matters from 1885, distribution of rations to heads of families reduced the authority of Chiefs, 1887 Dawes General Allotment Act – had to give up tribe links), economically (i.e. after 1877 ban on leaving reservations to hunt – could only be farmers), religiously (banning of feasts, dances and ceremonies such as the Sun Dance, involvement of Christian missionaries, also created the ‘Ghost Dance’) and educationally (forced removal of children to boarding schools); Indian restriction to reservations in 1877 predated commencement of the destruction of the northern herd in 1880; the role of the US Army and consequences of the Indian Wars between 1862-1877; the role of settlers – homesteaders, cattlemen, miners or railroad construction. Pueblo herds die due to fencing; wild foods picked and canned also led to no food for Nomads.

## Section B: Living under Nazi Rule, 1933–1945

**Question 6 – 7 marks**

**What can Source A tell us about Hitler and the Nazi Party in January 1933? 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 levels 1, AO3 carries greater weight in level 2 and greater weight again in level 3.**

**Notes and guidance specific to the question set****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 analyses 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).

*Valid features that answers could identify include:*

- *Surface features – tells us the Nazis are now in power; tells us about problems facing Germany and Nazi policies eg help for farmers and unemployed.*
- *Inferences from the source – tells us about Nazi aims and ideology, eg anti-Communism, racial purity, building a ‘greater’ Germany; tells us how the Nazis value a Volksgemeinschaft or National Community; tells us about the thinly-veiled intolerance of the regime and how opposition will suffer under Gleichschaltung (‘unity’ ... ‘national discipline’); we learn that this was deemed an important event (millions listened to speech); tells us that particular groups were important to the Nazis and were an important part of their support ie farmers, middle classes and to some extent the unemployed.*
- *Inferences from the source’s broadcast: tells us about the importance of propaganda to the regime and how the Nazis were keen to ensure that they had ‘genuine’ popularity rather than just using force or violence.*

**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 analyses 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.

*Examples of relevant additional characteristic features shown at levels 2 or 3 could include: Hitler had been made Chancellor but still faced a wide range of legal and popular opposition; his position was relatively weak, eg only 33% vote in Nov 1932, did not have majority in Reichstag, President Hindenburg could remove him, civil service, judiciary and government contained non-Nazis – only 2 in cabinet. Therefore was very important to exploit propaganda apparatus and rally support for his government.*

*There is no requirement to mention limitations but examples of limitations include:– The source is limited because it shows Hitler’s view of how Germany should be, and this is not necessarily how many people felt – most had not voted for the Nazis at the last election. So actually the source tells us the Nazis were aware of the need to drum up support.*

*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.*

*No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.*

<b>Question 7 – 15 marks</b>	
<b>How useful are Sources B and C and Interpretation D for a historian studying total war in Germany between 1943 and 1945? In your answer, refer to the two sources and the interpretation as well as your own knowledge.</b>	
<p><b>Levels</b></p> <p><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b></p> <p><b>AO3</b> Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. <b>Maximum 5 marks</b></p> <p><b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. <b>Maximum 5 marks</b></p> <p><b>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.</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 5 (13–15 marks)</b></p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).</p> <p>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).</p> <p>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).</p>	<p><i>Analysis of the sources and interpretation could identify features such as:</i></p> <ul style="list-style-type: none"> <li><i>Surface features of sources – eg B useful for showing that victory will be a ‘struggle’ and that people support the idea of total war; C useful for showing us that German cities were bombed; D useful for showing that some Germans did well out of the war and supported it.</i></li> <li><i>Inferences from the sources – eg B useful as evidence of the propaganda efforts / techniques used in war; B useful as evidence of low morale and therefore actually reveals lack of support for total war because of need for propaganda; C is useful about the impact of allied bombing and how destructive it was; D supports B to some extent and suggests popular support for total war but because of material</i></li> </ul>
<p><b>Level 4 (10–12 marks)</b></p> <p>Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).</p> <p>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).</p> <p>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</p>	

<p><b>Question 7 – 15 marks</b></p> <p><b>How useful are Sources B and C and Interpretation D for a historian studying total war in Germany between 1943 and 1945? In your answer, refer to the two sources and the interpretation as well as your own knowledge.</b></p>	
<p>and generally convincing evaluation reaching a substantiated judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).</p>	<p><i>benefits.</i></p> <p><i>Understanding of appropriate characteristic features could include: knowledge of how defeat at Stalingrad 1943 led to low morale could be used explain purpose of Goebbels' speech in Source B (some candidates may know that the audience for the speech was carefully chosen); knowledge of the extent and impact of allied bombing of German cities; knowledge of scarcity and hardship 1944-45, SD reports on low morale and anti-Hitler jokes might be used to challenge typicality of experiences in interpretation D or support shown in B.</i></p>
<p><b>Level 3 (7–9 marks)</b></p> <p>Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1).</p> <p>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).</p> <p>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).</p>	<p><i>Responses which comment on limitations that may affect usefulness could include –</i></p> <ul style="list-style-type: none"> <li><i>Developed comments on how bias and purpose sources make them more useful eg Source C makes it a very useful source because it suggests the British civilians feel guilty about the extent of the bombing so the govt need propaganda to get them on side, which in turn suggests the horrific impact of such bombing. Source B is useful because it suggests a necessity to build popular enthusiasm for total war. Interpretation D's argument in relation to lack of hardship during war appears to be a minority view and therefore suggests large</i></li> </ul>
<p><b>Level 2 (4–6 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1).</p> <p>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).</p> <p>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).</p>	
<p><b>Level 1 (1–3 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period (AO1).</p> <p>Analyses the source(s) to identify features appropriate to the question e.g. by considering</p>	



**Question 7 – 15 marks**

**How useful are Sources B and C and Interpretation D for a historian studying total war in Germany between 1943 and 1945? In your answer, refer to the two sources and the interpretation as well as your own knowledge.**

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

**0 marks**

No response or no response worthy of credit.

*numbers of Germans did not prosper in this way.*

- *Developed comments on how purpose and tone of Interpretation D makes it less useful because it presents an unrepresentative picture, ie the author may be overstating how comfortable Germans were during the war out of a sense of guilt about the actions of his country – Germans may not have suffered as much as occupied regions but they still endured hardships and of course bombing.*
- *Less well developed comments supporting or challenging evidence in sources with candidates' own knowledge, rendering sources more or less useful in terms of typicality or reliability. Candidates may show how the sources/interpretation agree and/or disagree with each other.*
- *Undeveloped comments on how provenance of sources make them unreliable and therefore not useful, eg B from propaganda ministry and therefore not useful; C from British perspective and therefore not useful; D anecdotal and therefore not useful.*

*Candidates should not be rewarded for simply saying what is 'missing' from the sources. 'ie Not useful because it has no information about ...' Note: Not useful only – limited to 4 marks.*

**Question 7 – 15 marks**

How useful are Sources B and C and Interpretation D for a historian studying total war in Germany between 1943 and 1945? In your answer, refer to the two sources and the interpretation as well as your own knowledge.

*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.*

*No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.*

<b>Question 8* – 18 marks</b>	
<b>“Terror was more important than propaganda in controlling people in Nazi Germany between 1933 and 1939”. How far do you agree with this view?</b>	
<b>Levels</b>	<b>Notes and guidance specific to the question set</b>
<b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b>	
<b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>	
<b>Level 6 (16–18 marks)</b>	<p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. To reach Levels 5 and 6, this must involve examining both sides of the argument.</i></p> <p><i>Answers are most likely to show understanding of the second order concepts of <b>causation and consequence</b> (reasons for people supporting the regime or not opposing it); <b>similarity/difference</b> (diversity of experiences among different people) and <b>change</b> (effects of terror and propaganda on free speech, opposition, etc.).</i></p> <p><b>Grounds for agreeing may include:</b> Role of the SD, SS and concentration camps in removing opposition, eg between 1933 and 1939, about 225,000 Germans convicted and imprisoned for political crimes. By 1939, another 162,000 placed in ‘protective custody’ without trial. This was effective – by end of 1934 there were only around 3,000 prisoners in camps, mostly Communists,</p>
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>	
<b>Level 5 (13–15 marks)</b>	
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>	
<b>Level 4 (10–12 marks)</b>	
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>	
<b>Level 3 (7–9 marks)</b>	
Demonstrates sound knowledge of key features and characteristics of period in ways that show	

<p><b>Question 8* – 18 marks</b></p> <p><b>“Terror was more important than propaganda in controlling people in Nazi Germany between 1933 and 1939”. How far do you agree with this view?</b></p>	
<p>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).</p> <p><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	<p><i>and there was talk of shutting the camps down. But this rose again with the imprisonment of ‘asocials’ – 21,400 total camp population by September 1939. Work of the Gestapo – used network of informers to spy on citizens and had powers to send people to concentration camps without trial. Role of the police and courts – Nazis appointed judges and opponents did not receive a fair trial. Orpo/Kripo provided intelligence and arrested enemies of Nazism.</i></p> <p><i>Some candidates may provide evidence that many Germans were not receptive to propaganda, eg many arrived late to the cinema to avoid the Nazi newsreels at the start; fewer Germans bought newspapers because they were dull – circulation fell by 10%.</i></p> <p><b>Grounds for disagreeing may include:</b></p> <p><i>Role of propaganda – believed to be of central importance to control by Hitler and Goebbels. Propaganda made it clear to people what was expected of them through rallies (like those at Nuremburg), radio (listening to foreign broadcasts banned,</i></p>
<p><b>Level 2 (4–6 marks)</b></p> <p>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).</p> <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
<p><b>Level 1 (1–3 marks)</b></p> <p>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).</p> <p><i>The information is communicated in a basic/unstructured way.</i></p>	
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p> <p><b>DO NOT CREDIT STAR OF DAVID FOR JEWS CAUSING ANTI-SEMITIC PERSECUTION – outside of period in Germany.</b></p>	

**Question 8\* – 18 marks**

**“Terror was more important than propaganda in controlling people in Nazi Germany between 1933 and 1939”. How far do you agree with this view?**

*production of cheap ‘People’s Receivers’, loudspeakers in the street/bars to broadcast Hitler’s speeches), film (all film had to carry a pro-Nazi message), books (public book burnings), posters, newspapers (Goebbels controlled the news as papers were not allowed to print ant-Nazi ideas Jewish editors and journalists were replaced and anti-Nazi papers shut down), art and music. Propaganda reminded people of the benefits of the Nazi regime, eg economic recovery, KDF, etc. The effectiveness of the propaganda/censorship machine meant that there was no way to openly express any criticism of the regime.*

*Some candidates may argue the limits of terror, eg Gestapo had only 15,000 agents for the whole of Germany in 1939. Most Gestapo investigations prompted by public denunciations, suggesting people believed the propaganda that the Gestapo were everywhere.*

<b>Question 9* – 18 marks</b>	
<b>“German people’s lives got worse as a result of Nazi policies.” How far do you agree with this view of Germany between 1933 and 1939?</b>	
<b>Levels</b>	Notes and guidance specific to the question set
<b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b>	
<b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>	
<b>Level 6 (16–18 marks)</b>	<i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. To reach Levels 5 and 6, this must involve evaluating how far the statement is true, eg examining ways in which people gained and lost out as a result of Nazi rule.</i>
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>	
<b>Level 5 (13–15 marks)</b>	<i>Answers are most likely to show understanding of the second order concepts of <b>change and continuity</b> (how far people’s lives got worse, stayed the same or improved), <b>causation</b> (reasons for people’s lives changing as a result of policies) and <b>diversity</b> (similarity/difference in the experience of different groups of Germans) but reward appropriate understanding of any other second order concept.</i>
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>	
<b>Level 4 (10–12 marks)</b>	<b>Grounds for agreeing may include:</b> All groups – Loss of freedom of speech/association. Women – married women forced to give up jobs; discrimination against women in applying for jobs encouraged; female enrolment at universities limited to 10% of all students. The
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>	

<b>Question 9* – 18 marks</b>	
<b>“German people’s lives got worse as a result of Nazi policies.” How far do you agree with this view of Germany between 1933 and 1939?</b>	
<p><b>Level 3 (7–9 marks)</b></p> <p>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).</p> <p><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	<p><i>unemployed – many jobs were created only through conscription to the army. Workers – loss of their main political party, the SDP; trade unions and strikes outlawed; DAF kept strict controls on workers; wages remained comparatively low. Farmers – because of Reich Entailed Farm Law, banks were unwilling to lend money to entrepreneurial farmers; there was rural depopulation. Small businesses – small shops and those companies producing luxury goods did not particularly benefit; large department stores were not closed despite Nazi promises. Youth – school curriculum narrowed; shutting down of alternative youth clubs. Jews and other minorities – faced increasing persecution, eg sterilisation of those with hereditary illnesses; so-called ‘asocials’ sent to concentration camps; Jews banned from civil service, teaching and other occupations; social exclusion of Jews; boycott of Jewish shops and businesses; Nuremburg Laws 1935 and other anti-Semitic legislation 33-39; Kristallnacht 1938.</i></p> <p><i>Grounds for disagreeing may include: Women – financial incentives offered to married couples who had children, eg marriage loan; motherhood celebrated, eg Honour Cross of German Mother, suited many women who had traditional ideals; women in employment 33-39 did actually increase though. The unemployed – 6 million were unemployed in 1933 and Nazis / Schacht organised public works programmes as</i></p>
<p><b>Level 2 (4–6 marks)</b></p> <p>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).</p> <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
<p><b>Level 1 (1–3 marks)</b></p> <p>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).</p> <p><i>The information is communicated in a basic/unstructured way.</i></p>	
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	

**Question 9\* – 18 marks**

**“German people’s lives got worse as a result of Nazi policies.” How far do you agree with this view of Germany between 1933 and 1939?**

*employment (eg the autobahn, rearmament and the railways). Workers – KDF offered cheap leisure activities; Beauty of Labour improved conditions in factories; Winter Relief fund. Farmers – Reich Food estate and Reich Entailed Farm Law supported farmers through financial difficulties. Small businesses – some did well from government orders because of rearmament. Big business – huge benefits from lack of strikes and trade union bargaining; companies like IG Farben, Volkswagen and Mercedes gained government contracts due to rearmament; income of managers of these companies rose. Youth – some enjoyed aspects of HJ and BDM, eg holiday camps.*



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