

GCSE (9-1)

History B Schools History Project

J411/83: Living under Nazi rule, 1933-1945

General Certificate of Secondary Education

Mark Scheme for June 2022

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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 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 posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
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 or the RM Assessor messaging system, or by email.

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.*)

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 a tick to confirm that the work has been seen.

7. Award No Response (NR) if:

- there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

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.**

If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.

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:

- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- b. **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

Annotation	Meaning
✓ 1	Level 1
✓ 2	Level 2
✓ 3	Level 3
✓ 4	Level 4
✓ 5	Level 5
✓ 6	Level 6
SEEN	Noted but no credit given
NAQ	Not answered question
~~~~	Extendable horizontal wavy line

## 1. Subject-specific Marking Instructions

### INTRODUCTION

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

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

You should ensure that you have copies of these materials.

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

### 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.

## Mark scheme

## Living under Nazi Rule 11933 - 1945

Question 1 – 7 marks	
<b>What can Source A tell us about wartime opposition in Nazi Germany? Use the source and your own knowledge to support your answer.</b>	
<b>Levels</b>	<b>Notes and guidance specific to the question set</b>
<p><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 2 marks</b></p> <p><b>AO3</b> Analyse sources (contemporary to the period). <b>Maximum 5 marks</b></p> <p><b>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.</b></p>	
<b>Level 3 (6–7 marks)</b>  <p>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).</p>	<p><i>Valid features that answers could identify include:</i></p> <ul style="list-style-type: none"> <li>• <i>Surface features (L1) – tells us gatherings of youths became more common; tells us the youths are hanging around with musical instruments; tells us they are hostile to the Hitler Youth.</i></li> <li>• <i>Inferences from the source's content (L2) – tells us that young people are opposing the Nazis; tells us that the impact of war has increased levels of opposition; tells us about the nature of opposition from youth at this time, e.g. non-compliance/ rebellious behaviour.</i></li> <li>• <i>Inferences from the source's existence/tone/production (L3) The fact that Nazi Party reported this to the Gestapo tells us about their serious concerns about this opposition/ they are fearful of it, despite its low-level nature. Tone, e.g. 'this lowlife', reveals the importance/ centrality of youth to the Nazis.</i></li> </ul> <p><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. These could include the fact of the report's existence as outlined above.</i></p>
<b>Level 2 (3–5 marks)</b>  <p>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).</p>	

<b>Level 1 (1–2 marks)</b>  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).	<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>
<b>0 marks</b>  No response or no response worthy of credit.	

Question 1 – 7 marks	
What can Source A tell us about wartime opposition in Nazi Germany? Use the source and your own knowledge to support your answer.	
Guidance and indicative content	
Level 3 (6-7 marks)	<p><b>NOTE: Answers must relate to what Source A tell us about [wartime] opposition (e.g. as opposed to general youth, Nazi beliefs, etc.)</b></p> <p>Explains what the source reveals about how the Nazis viewed this kind of opposition as a serious threat to their ideology or regime, e.g.</p> <ul style="list-style-type: none"> <li>• <i>The source tells us how the Nazis viewed this kind of behaviour as a serious political threat to their regime. (6) We can see this because the local Nazi branch have reported the 'hanging around with musical instruments' to the Gestapo, even though this is quite petty rule-breaking. (7)</i></li> <li>• <i>The source reveals that the Nazis clearly view this kind of defiance by youths as very alarming and important enough to report to the Gestapo. (6).</i></li> </ul> <p>NOTE: Valid inference with valid <b>source</b> support = 7 marks, no valid <b>source</b> support = 6 marks</p>
	<p>Explains what source tells us about wartime <b>opposition</b> in Nazi Germany by using a valid inference from the content of source, e.g.</p> <ul style="list-style-type: none"> <li>• <i>It tells us that some young people are opposing the Nazis (3 marks).</i></li> <li>• <i>It tells us the Nazis are watching the young people who do this kind of thing because they are reporting their actions to the Gestapo. (3 marks)</i></li> <li>• <i>It tells us that the Nazis don't like the behaviour of some young people because they call them 'this lowlife'. (4 marks)</i></li> <li>• <i>It tells us about the types of things which young people did to defy the Nazi regime. We can see that they were engaged in rebellious behaviour which the Nazis disapproved of, such as 'hanging around' with 'musical instruments' and writing anti-Nazi slogans. (5 marks)</i></li> <li>• <i>It tells us the impact that the war has had on opposition. It seems that the war has increased levels of opposition because the report says 'gatherings of young people have become more common .... especially since the last bombing raid on Dusseldorf.' (5 marks)</i></li> </ul> <p>NOTE: Valid inference(s) with no <b>relevant</b> support from the <b>source</b> = 3 marks.</p>
Level 1 (1-2 marks)	<p>Lifts surface detail from source or general comments on provenance to address question, e.g.</p> <ul style="list-style-type: none"> <li>• <i>The source tells us that gatherings of youths became more common. [no reference to opposition/defiance]</i></li> <li>• <i>It tells us the youths are hanging around with musical instruments and writing anti-Nazi slogans. [i.e. no mention of defiance, etc.]</i></li> <li>• <i>We learn that the youths are hostile to the Hitler Youth.</i></li> <li>• <i>The source tells us that the Nazi Party were writing reports on the youth.</i></li> </ul> <p>Alternatively, makes valid but general assertion(s), e.g. <i>The source tells us that there was opposition.</i></p>

<b>0 marks</b>	<b>0 marks</b>
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No response or no response worthy of credit.

<b>Question 2 – 15 marks</b> <b>How useful are Sources B and C and Interpretation D for a historian studying Nazi camps in occupied Europe? In your answer, refer to the two sources and the interpretation as well as your own knowledge.</b>	
<b>Levels</b> <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>	<i>Analysis of the sources and interpretation could identify features such as:</i> <ul style="list-style-type: none"> <li>• <i>Surface features of sources (L2) – eg B is useful as it shows the camp was in a wooded area; B shows Jews are being led off towards a building; B shows there are men, women and children together; C is useful for showing there was a football match; C shows there were single women and girls in the camp; D is useful for showing there was a mass escape from Sobibor.</i></li> <li>• <i>Inferences from the content of the sources (L3 and L4) – eg B is useful for showing that Jews were taken to gas chambers (we can see the Crematorium with its chimneys in the background); B is useful for showing Jews were murdered upon arrival (they are in their own clothes and with suitcases); B is useful for showing the kinds of places selected for death camps – seclusion/isolation in the wooded area; C is useful for showing that the Nazis were making propaganda about the camps and covering up what the camps were really like – the commentary shows happy prisoners enjoying themselves in ‘comfortable’ surroundings; D is useful for showing the organised resistance in the camps by prisoners – there was a co-ordinated and elaborate escape plan; D is useful for telling us about the brutality or punishments in the camp – the SS would seek ‘revenge’ for the escape if any prisoner was left behind.</i></li> <li>• <i>Inferences from the sources’ existence or purpose (L5), e.g. B is useful for revealing resistance within the camps – the fact that the prisoner drew these events and hid the sketches tells us that prisoners were trying to document the conditions and events in the ghetto, such as the mass murders here; C is useful for showing that the Nazis were concerned about international opinion about the camps / as evidence of growing international concern/criticism of the camps/Jews’ treatment – the Nazis have clearly made this film to refute criticism and persuade people the Jews were being well treated.</i></li> </ul>
<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). 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).</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). 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).</p>	
<b>Level 3 (7–9 marks)</b> <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>Understanding of appropriate characteristic features could include: the nature of the Holocaust/ Final Solution, including the death camps; resistance within the camps; the Nazi machinery of terror.</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).</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>	<ul style="list-style-type: none"> <li>• Responses which comment on features of extract(s) which make them particularly interesting or useful to historians rather than seeing them as limitations could include (L5) –</li> <li>• Developed comments on how existence or purpose of sources make them more useful (see L5 comments above).</li> <li>• Less well developed comments will probably include –</li> <li>• (L3) 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. Candidates may show how the sources/interpretation agree and/or disagree with each other.</li> <li>• (L2) Undeveloped comments on how provenance of sources make them reliable/unreliable and therefore useful/not useful, eg B is by a prisoner who was actually there so is useful; C is Nazi propaganda and therefore not useful; D is just a film and therefore not useful.</li> </ul>
<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 specific details, provenance, making valid inferences, making appropriate cross-references or identifying significant themes that they have in common.(AO3)</p> <p>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)</p> <p>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</p>	<p><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></p>
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	<p><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></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>

Question 2 – 15 marks	
How useful are Sources B and C and Interpretation D for a historian studying Nazi camps in occupied Europe? 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)	<p>Explanation of why the existence/nature of B and/or purpose of C makes it useful evidence about Nazi camps in occupied Europe, e.g.</p> <ul style="list-style-type: none"> <li><i>B is useful for revealing resistance</i> within the camps – the fact that the prisoner <i>drew these events and hid the sketches</i> tells us that prisoners were trying to document the conditions and events in the camp, such as the mass murders shown here with the prisoners being led off to the gas chambers.</li> <li><i>C is useful as evidence of growing international concern about the camps.</i> We can work this out because the Nazis have clearly made this film to refute criticism and <i>persuade people the Jews were being well treated.</i> The film's commentary shows happy prisoners enjoying themselves in 'comfortable' surroundings.</li> <li><i>C is useful for showing us that the Nazis were concerned about international opinion about the camps.</i> We can work this out because ... [as above]</li> </ul> <p><b>NOTE 1:</b> Stating the purpose of C is not the same as making an inference <i>from</i> the purpose.</p> <p><b>NOTE 1:</b> Answers with no relevant <b>SOURCE</b> support = 13 marks.</p> <p><b>NOTE 2:</b> Answers with no valid comment on any other source (content or inference) = 13 marks.</p> <p>Alternatively, supported inferences (<b>support from source</b>) from <u>content of two</u> of B, C or D to explain why at they are <b>useful</b> as evidence about Nazi camps in occupied Europe (i.e. 2 x L4), e.g.</p> <p><i>Source B is useful for showing that Jews were taken to gas chambers at Auschwitz. We can see the Stars of David on the prisoners' clothing and the Crematorium with its chimneys in the background. It shows how they were murdered on arrival because they are still wearing their own clothes and have hold of their suitcases. Source C is also very useful for showing that the Nazis were making propaganda about the camps to cover up what they were really like – the commentary shows happy prisoners enjoying themselves in 'comfortable' surroundings. [15]</i></p>
Level 4 (10-12 marks)	<p>Supported inference(s) (<b>support from source</b>) from <u>content of one</u> of B, C or D to explain why it is <b>useful</b> as evidence about Nazi camps in occupied Europe, e.g.</p> <ul style="list-style-type: none"> <li><i>Source B is useful for showing that Jews were taken to gas chambers at Auschwitz.</i> We can see the <i>Crematorium</i> with its chimneys in the background.</li> <li><i>B is useful for showing Jews were murdered upon arrival</i> at Auschwitz – the prisoners are <i>wearing their own clothes</i> and they still have their <i>suitcases</i>.</li> <li><i>B is useful for showing the kinds of places selected for death camps.</i> We can see the camp is in a wooded area, suggesting they were in <i>secluded</i> places.</li> <li><i>Source C is useful for showing that the Nazis were making propaganda about the camps to cover up</i> what they were really like – the commentary <i>shows happy prisoners</i> enjoying themselves in 'comfortable' surroundings.</li> <li><i>Interpretation D is useful for showing the organised resistance</i> in the camps by prisoners – there was a co-ordinated and '<i>ambitious</i>' escape plan.</li> <li><i>D is useful for telling us about the brutality of punishments in the camp</i> – the SS would seek 'revenge' for the escape if any prisoner was left behind.</li> </ul>

Level 3 (7-9 marks)	<p>Valid but <b>unsupported inference(s)</b> from content to explain why one or more of B, C, D are <b>useful</b> as evidence about Nazi camps in occupied Europe, e.g.</p> <ul style="list-style-type: none"> <li>• <i>Source B is useful for showing that Jews were taken to gas chambers at Auschwitz.</i></li> <li>• <i>Source C is useful for showing that the Nazis were making propaganda about the camps to cover up what they were really like.</i></li> </ul> <p>Alternatively, <b>uses specific contextual knowledge (or purpose of C)</b> to argue that one or more of B, C or D are <b>useful or not useful</b> because they are <b>(un)reliable</b>, e.g.</p> <ul style="list-style-type: none"> <li>• <i>Interpretation D tells us about the escape from Sobibor. This is useful because it is accurate – in 1944, Jews rose up and killed eleven SS guards.</i></li> <li>• <i>I don't think Source C is useful because I don't trust it. It's propaganda, trying to convince people in neutral countries that the Jews were not being mistreated so it is unlikely to show what Terezin was really like.</i></li> </ul>
Level 2 (4-6 marks)	<p>Uses <b>surface features or extracts</b> to argue source(s) are <b>useful</b> about Nazi camps in occupied Europe, e.g.</p> <ul style="list-style-type: none"> <li>• <i>C is useful for showing there were single women and girls in the camp. (4)</i></li> <li>• <i>B is useful as it shows the camp was in a wooded area. It shows how Jews were all led off together. They have suitcases. (5)</i></li> <li>• <i>Source D is useful because we learn there was a mass escape from Sobibor in October 1943. It involved every prisoner. I also think B is useful because we can see that men, women and children are being led off towards a building, all together in a group. (6)</i></li> </ul> <p>Alternatively, argues <b>useful or not useful</b> on the basis of <b>undeveloped provenance</b>, e.g.</p> <ul style="list-style-type: none"> <li>• <i>C is just Nazi propaganda and therefore not useful because it will not tell the truth. (4)</i></li> <li>• <i>B is by a prisoner who was actually there so is useful. (4)</i></li> <li>• <i>D is just a film and therefore not useful because it's probably been exaggerated to make it exciting and dramatic. (4)</i></li> </ul> <p><b>NOTE: undeveloped provenance – limit to 4 marks</b></p>
Level 1 (1-3 marks)	<p>Valid but <b>general assertion(s)</b> and/or <b>descriptions</b> of the sources e.g.</p> <ul style="list-style-type: none"> <li>• <i>Interpretation D talks about an escape plan from Sobibor and I know that did happen.</i></li> <li>• <i>Source C is useful because it tells us about the Terezin Camp. B shows a sketch from Auschwitz.</i></li> </ul> <p>Alternatively, argues <b>not useful</b> because of <b>what information the source(s) do not contain</b>, e.g.</p> <p><i>Source C is not very useful. It's about the Terezin camp but it doesn't actually tell us what happened to Jews there. I know that ...</i></p>
0 marks	

<b>Question 3* – 18 marks</b> <b>‘The lives of women and girls became worse as a result of Nazi policies.’ How far do you agree with this view of Nazi Germany between 1933 and 1939?</b>	
<b>Levels</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>Notes and guidance specific to the question set</b>
<b>Level 6 (16–18 marks)</b> 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>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 considering evidence both to support and challenge the statement.</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>	Answers are most likely to show understanding of the second order concepts of change and continuity (how far women’s/ girls’ lives got worse, stayed the same or improved), causation (reasons for women’s/ girls’ lives changing as a result of policies) and diversity (similarity/difference in the experience of different groups of women) but reward appropriate understanding of any other second order concept.
<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>	<i>Grounds for agreeing may include: Married women forced to give up jobs, candidates could explain this with Marriage Loan Scheme too; discrimination against women in applying for jobs encouraged; female enrolment at universities limited to 10% of all students; school curriculum narrowed for girls; 3K's/C's; limits on freedom for women e.g. no smoking, dieting, simple dress etc, Lebensborn (1935)</i>
<b>Level 3 (7–9 marks)</b> 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 may include: 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 despite Nazi aims; some girls enjoyed aspects of HJ and BDM, eg holiday camps benefitted the working class.</i>
<b>Level 2 (4–6 marks)</b> 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>	
<b>Level 1 (1–3 marks)</b> 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>	
<b>0 marks</b> No response or no response worthy of credit.	

<p><b>Question 3* – 18 marks</b>  <b>'The lives of women and girls became worse as a result of Nazi policies.' How far do you agree with this view of Nazi Germany between 1933 and 1939?</b></p>	
<p><b>Guidance and indicative content</b></p> <p><b>NOTE: Comments on wartime work/Total War are not valid due to the dates in the question</b></p>	
<b>Level 6 (16-18 marks)</b>	<p><b>Balanced argument, two valid supporting examples each side (or three on one side and one on the other) 2-2/3-1/1-3 . Clinching argument = 18 marks , e.g.</b></p> <p><i>There is plenty of evidence to support the statement. Firstly, because the Nazis wanted to encourage motherhood and homemaking, women's participation in higher education was severely limited. Female enrolment at universities was limited to 10 per cent of all students and this seems to have been successful because the numbers of women at German universities significantly fell in this period. So some women's lives got worse because they were unable to pursue their chosen career paths.</i></p> <p><i>Furthermore, as soon as the Nazis came to power, they forced many professional women to quit their jobs. Women were banned from civil service jobs in 1933 and within a year, over 350,000 women had been forced out of the workforce. In 1936, women were barred from working as lawyers and serving on juries. So the lives of many middle class women got worse because they were unable to keep their well-paid and interesting jobs.</i></p> <p><i>However, it could be argued that lives improved for women who chose to stay at home and have families. The Nazis wanted to keep women at home, so incentives were offered to couples who married and had children through the marriage loan. For every child women had, the loan was reduced by a quarter. Many ordinary working-class women actually preferred domestic life to hard and often boring factory work. So their lives improved because they got more financial help for their families.</i></p> <p><i>Furthermore, in relation to girls, the BDM was the main Nazi youth organisation for girls. Although this organisation indoctrinated girls with Nazi propaganda, there were aspects of membership which many enjoyed, particularly those from a working class background. For example, they were able to get out of the towns and cities and into the countryside and take part in activities such as hiking and camping. So their lives improved because they could access to activities they couldn't afford beforehand.</i></p> <p><i>Overall, I agree with the statement. The benefits for working class girls, such as camps and hikes, though enjoyable, were relatively short-term. And although there were women who welcomed things like the marriage loan, the fact that choices about marriage and employment were removed – or at least restricted – meant that most women's lives did not improve. For some – mainly in the middle classes – life got much worse in the long-term as their education and careers suffered.</i></p>
<b>Level 5 (13-15 marks)</b>	<p><b>Balanced argument supported by three valid supporting examples (i.e. two on one side and one on the other) 2-1/1-2, e.g.</b></p> <p><i>There is plenty of evidence to support the statement. Firstly, because the Nazis wanted to encourage motherhood and homemaking, women's participation in higher education was severely limited. Female enrolment at universities was limited to 10 per cent of all students and this seems to have been successful because the numbers of women at German universities significantly fell in this period. So some women's lives got worse because they were unable to pursue their chosen career paths.</i></p> <p><i>Furthermore, as soon as the Nazis came to power, they forced many professional women to quit their jobs. Women were banned from civil service jobs in 1933 and within a year, over 350,000 women had been forced out of the workforce. In 1936, women were barred from working as lawyers and serving on juries. So the lives of many middle class women got worse because they were unable to keep their well-paid and interesting jobs.</i></p> <p><i>However, it could be argued that lives improved for women who chose to stay at home and have families. The Nazis wanted to keep women at home, so incentives were offered to couples who married and had children through the marriage loan. For every child women had, the loan was reduced by a quarter. Many ordinary working-class women actually preferred domestic life to hard and often boring factory work. So their lives improved because they got more financial help for their families.</i></p>

Level 4 (10-12 marks)	<p><b>One sided argument, supported by two or more examples, 2-0/0-2 e.g.</b></p> <p><i>I agree. Firstly, because the Nazis wanted to encourage motherhood and homemaking, women's participation in higher education was severely limited. Female enrolment at universities was limited to 10 per cent of all students and this seems to have been successful because the numbers of women at German universities significantly fell in this period. So some women's lives got worse because they were unable to pursue their chosen career paths.</i></p> <p><i>Furthermore, as soon as the Nazis came to power, they forced many professional women to quit their jobs. Women were banned from civil service jobs in 1933 and within a year, over 350,000 women had been forced out of the workforce. In 1936, women were barred from working as lawyers and serving on juries. So the lives of many middle class women got worse because they were unable to keep their well-paid and interesting jobs.</i></p> <p><b>Alternatively, a balanced argument, supported by one example on each side, 1-1 e.g.</b></p> <p><i>There is plenty of evidence to support the statement. Firstly, because the Nazis wanted to encourage motherhood and homemaking, women's participation in higher education was severely limited. Female enrolment at universities was limited to 10 per cent of all students and this seems to have been successful because the numbers of women at German universities significantly fell in this period. So some women's lives got worse because they were unable to pursue their chosen career paths.</i></p> <p><i>However, it could be argued that lives improved for women who chose to stay at home and have families. The Nazis wanted to keep women at home, so incentives were offered to couples who married and had children through the marriage loan. For every child women had, the loan was reduced by a quarter. Many ordinary working-class women actually preferred domestic life to hard and often boring factory work. So their lives improved because they got more financial help for their families.</i></p>
Level 3 (7-9 marks)	<p><b>One sided argument, supported by one example, 1-0/0-1 e.g.</b></p> <p><i>I agree. Because the Nazis wanted to encourage motherhood and homemaking, women's participation in higher education was severely limited. Female enrolment at universities was limited to 10 per cent of all students and this seems to have been successful because the numbers of women at German universities significantly fell in this period. So some women's lives got worse because they were unable to pursue their chosen career paths.</i></p>
Level 2 (4-6 marks)	<p><b>Identification of reason(s) to support/challenge without full explanation, e.g.</b></p> <ul style="list-style-type: none"> <li>• Yes, I agree because the numbers of women in higher education went down.</li> <li>• No, I disagree because many women gained from the marriage loan.</li> </ul> <p><b>Alternatively, description of Nazi policies towards women/ women's lives without linking this to the question or without full explanation, e.g.</b></p> <ul style="list-style-type: none"> <li>• The Nazis said that women should dress plainly with no makeup. They criticised women who wore trousers or high heels, or who smoked.</li> <li>• The Honour Cross of the German Mother was issued to women who had large families. There was a bronze medal for four or five children, silver for six or seven children and gold for eight or more children.</li> </ul>
Level 1 (1-3 marks)	<p><b>Valid but general assertion(s), e.g.</b></p> <p><i>No, there were some benefits and some women were financially better off.</i></p>
0 marks	

<b>Question 4* – 18 marks</b> <b>'The most serious threat to the Nazis came from the Churches.'</b> <b>How far do you agree with this view of opposition to the Nazis in Germany between 1933 and 1939?</b>		Notes and guidance specific to the question set
<b>Levels</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> 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>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 considering both evidence to support and to challenge the statement.</i>  <i>Answers are most likely to show understanding of the second order concepts of causation (why the church or other groups opposed the Nazis), consequence (impact of opposition on the Nazis or the groups themselves) and diversity (similarity/difference in the experience and responses of different opposition groups) but reward appropriate understanding of any other second order concept.</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 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>		<b>NOTE: DO NOT CREDIT WARTIME OPPOSITION, E.G.</b> <b>ARMY BOMB PLOT, GALEN'S WARTIME SERMONS, BONHOEFFER'S WORK WITH THE WARTIME RESISTANCE, PROTESTS IN THE ROSENSTRASSE, REVOLTS IN GHETTOS/CAMPS, THE WHITE ROSE, OTTO AND ELISE HAMPEL, ETC.</b>
<b>Level 2 (4–6 marks)</b> 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>		<i>Grounds for agreeing may include: By 1939 all Church youth groups were stopped and nearly all Church schools had been shut, suggesting that the Nazis considered them to be a threat; Martin Niemoller's Confessional Church, established against the Reich Church, attracted 6000 pastors, leaving only 2000 in the Reich Church; the Confessional Church preached against Nazi policy and over 800 pastors were arrested and sent to concentration camps; Paul Schneider posed a serious threat because he refused to stop preaching against the Nazis and even banned Nazi parishioners from attending his services;</i>
<b>Level 1 (1–3 marks)</b> Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic		

<p>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><i>despite Concordat, the Pope wrote the 'burning anxiety' letter which was read out in all Catholic Churches in Germany in 1937, condemning Nazi beliefs and methods – Gestapo seized all copies, suggesting they believed this to be a serious threat; Galen gave sermons against Nazi racial policy after 1934 – he was very high profile and the Nazis did not remove him from power so this is arguably a 'serious' threat because he was somewhat untouchable; Jehovah's Witnesses refused to give the Nazi salute or take part in military service – the Nazis created a special unit to combat JWs suggesting again they were seen as a threat.</i></p>
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	<p><i>Grounds for disagreeing may include:</i></p> <p><i>There were other groups which arguably posed a more serious threat, e.g. Swing Kids (listening to jazz and swing; wearing modern clothes – Himmler saw this as dangerous and many arrested and sent to camps); Young Communists (met in secret, went on hikes, write anti-Nazi leaflets – there were at least 1500 members / 20 gangs and so arguably serious); Social Democrats (formed small resistance groups producing anti-Nazi leaflets – 1200 arrested in Ruhr region alone) and Communists (visible resistance with meetings and propaganda, e.g. The Red Flag produced 10,000 copies a month – but visibility meant soon arrested by Gestapo. George Elser attempted to kill Hitler in 1939. Passive Resistance methods e.g. failing to give heil Hitler salute/anti-Nazi jokes. Internal opposition e.g. NLK and SA, Constitutional opposition: Hindenburg.</i></p> <p><i>Another valid line of argument would be that the Nazis effectively controlled the opposition from certain groups, e.g. shutting down of the trade unions and political parties; thousands placed in camps; Schneider murdered; Gestapo raids on Catholic Churches, etc. – all of which might be used to argue that opposition from certain groups was not 'serious'.</i></p> <p><b>NOTE: THE RESPONSE MUST COVER OPPPOSITION FROM CHURCHES AND AT LEAST ONE OTHER GROUP TO REACH LEVELS 5 AND 6.</b></p>

Question 4* – 18 marks 'The most serious threat to the Nazis came from the Churches.' How far do you agree with this view of opposition to the Nazis in Germany between 1933 and 1939?	
<p><b>Guidance and indicative content</b></p> <p><b>NOTE: DO NOT CREDIT WARTIME OPPPOSITION, E.G. ARMY BOMB PLOT, GALEN'S WARTIME SERMONS, BONHOEFFER'S WORK WITH THE WARTIME RESISTANCE, PROTESTS IN THE ROSENSTRASSE, REVOLTS IN GHETTOS/CAMPS, THE WHITE ROSE, OTTO AND ELISE HAMPEL, ETC.</b></p>	
<b>Level 6 (16-18 marks)</b>	<p>Balanced argument, two valid supporting examples each side (or three on one side and one on the other). <b>2-2/3-1/1-3</b> Clinching argument = 18 marks , e.g.</p> <p><i>There is lots of support for this statement because there was lot of opposition from the Churches. For example, Martin Niemöller was a Protestant pastor who criticised the Nazis and preached against their racial policies. He refused to join the Reich Church and started up the non-Nazi Confessional Church. By 1934, 6000 pastors had joined, as compared to just 2000 in the Reich Church. This was a serious threat to the Nazis because it undermined their ability to spread their ideology.</i></p> <p><i>However, the Nazis were able to effectively control the opposition from the Churches. For example, they arrested Paul Schneider who preached against Nazi policy in 1933 and then again in 1935. In 1937 he banned parishioners who were Nazi Party members from attending his services. However, he was imprisoned at Buchenwald and then murdered by lethal injection in 1939. This shows that the Churches weren't a serious threat because the Nazi terror state was able to silence their opposition.</i></p> <p><i>Nevertheless, there was some opposition the Church which they felt they could not silence. In 1934, the Catholic Cardinal Galen began to give sermons which mocked and criticised the Nazis. He also helped to write and promote a letter from the Pope called 'With burning concern' in 1937, which criticised Nazi policies. The Gestapo were sent to question Galen but he was too high profile to persecute so he continued to resist, showing that he was a serious threat.</i></p> <p><i>Despite this, there were other groups that posed a serious threat to the Nazis. For example, the Swing Youth movement resented Nazi control and defied the Nazis by organising illegal dances and listening to American jazz and swing. They deliberately dressed in English clothes because they knew it annoyed the Nazi authorities. The Nazi regime certainly saw this kind of behaviour as a serious threat because Himmler personally asking the Gestapo to deal with them and many were arrested.</i></p> <p><i>Overall, I would say that the Churches did pose the most serious threat to the Nazis because they were the biggest 'competitor' for people's hearts and minds which could not fully be silenced, notwithstanding the removal of Schneider. Though groups like the Swing Kids were more than a nuisance to the Nazis, these constituted a tiny minority of young people, as opposed to membership and allegiance to the various churches, which were the largest non-Nazi organisations in Germany.</i></p>
<b>Level 5 (13-15 marks)</b>	<p>Balanced argument supported by three valid supporting examples (i.e. two on one side and one on the other), <b>2-1/1-2</b> e.g.</p> <p><i>There is lots of support for this statement because there was lot of opposition from the Churches. For example, Martin Niemöller was a Protestant pastor who criticised the Nazis and preached against their racial policies. He refused to join the Reich Church and started up the non-Nazi Confessional Church. By 1934, 6000 pastors had joined, as compared to just 2000 in the Reich Church. This was a serious threat to the Nazis because it undermined their ability to spread their ideology.</i></p> <p><i>However, the Nazis were able to effectively control the opposition from the Churches. For example, they arrested Paul Schneider who preached against Nazi policy in 1933 and then again in 1935. In 1937 he banned parishioners who were Nazi Party members from attending his services. However, he was imprisoned at Buchenwald and then murdered by lethal injection in 1939. This shows that the Churches weren't a serious threat because the Nazi terror state was able to silence their opposition.</i></p> <p><i>On top of this, there were other groups that posed a serious threat to the Nazis. For example, the Swing Youth movement resented Nazi control and defied the Nazis by organising illegal dances and listening to American jazz and swing. They deliberately dressed in English clothes because they knew it annoyed the Nazi authorities. The Nazi regime certainly saw this kind of behaviour as a serious threat because Himmler personally asking the Gestapo to deal with them and many were arrested.</i></p> <p><b>NOTE: For L5+, RESPONSES MUST COVER OPPPOSITION FROM CHURCHES AND AT LEAST ONE OTHER GROUP.</b></p>

Level 4 (10-12 marks)	<p><b>One sided argument, supported by two or more examples, 2-0/0-2 e.g.</b></p> <p><i>I agree because there was lot of opposition from the Churches. For example, Martin Niemöller was a Protestant pastor who criticised the Nazis and preached against their racial policies. He refused to join the Reich Church and started up the non-Nazi Confessional Church. By 1934, 6000 pastors had joined, as compared to just 2000 in the Reich Church. This was a serious threat to the Nazis because it undermined their ability to spread their ideology.</i></p> <p><i>Furthermore, in 1934, the Catholic Cardinal Galen began to give sermons which mocked and criticised the Nazis. He also helped to write and promote a letter from the Pope called 'With burning concern' in 1937, which criticised Nazi policies. The Gestapo were sent to question Galen but he was too high profile to remove from power or persecute so he continued to resist, showing that he was a serious threat.</i></p> <p><b>Alternatively, a balanced argument, supported by one example on each side, 1-1 e.g.</b></p> <p><i>There is lots of support for this statement because there was lot of opposition from the Churches. For example, Martin Niemöller was a Protestant pastor who criticised the Nazis and preached against their racial policies. He refused to join the Reich Church and started up the non-Nazi Confessional Church. By 1934, 6000 pastors had joined, as compared to just 2000 in the Reich Church. This was a serious threat to the Nazis because it undermined their ability to spread their ideology.</i></p> <p><i>However, there were other groups that posed a serious threat to the Nazis. For example, the Swing Youth movement resented Nazi control and defied the Nazis by organising illegal dances and listening to American jazz and swing. They deliberately dressed in English clothes because they knew it annoyed the Nazi authorities. The Nazi regime certainly saw this kind of behaviour as a serious threat because Himmler personally asking the Gestapo to deal with them and many were arrested.</i></p>
Level 3 (7-9 marks)	<p><b>One sided argument, supported by one example, 1-0/0-1 e.g.</b></p> <p><i>I agree because there was lot of opposition from the Churches. For example, Martin Niemöller was a Protestant pastor who criticised the Nazis and preached against their racial policies. He refused to join the Reich Church and started up the non-Nazi Confessional Church. By 1934, 6000 pastors had joined, as compared to just 2000 in the Reich Church. This was a serious threat to the Nazis because it undermined their ability to spread their ideology.</i></p>
Level 2 (4-6 marks)	<p><b>Identification of reason(s) to support/challenge without full explanation, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>No, I disagree because the Social Democrats were effective in producing anti-Nazi leaflets.</i></li> <li>• <i>Yes, Dietrich Bonhoeffer set up an illegal scheme to train pastors.</i></li> </ul> <p><b>Alternatively, description of churches/ opposition 1933–1939 without addressing question of threat to the Nazis, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>Over 800 pastors from the non-Nazi Confessional Church were arrested and sent to concentration camps. Niemöller was sent to Sachsenhausen and then Dachau.</i></li> <li>• <i>Many people opposed the regime by refusing to conform. For example, people refused to give the Heil Hitler salute or told jokes about Hitler.</i></li> </ul>
Level 1 (1-3 marks)	<p><b>Valid but general assertion(s), e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>Yes, because some clergy did criticise the Nazis.</i></li> <li>• <i>It was too dangerous to oppose the Nazis to pose much of a threat.</i></li> </ul>
0 marks	

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