

GCSE (9-1)

History B Schools History Project

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

General Certificate of Secondary Education

Mark Scheme for June 2023

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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 **number of required** 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

Stamp	RefNo.	Annotation Name	Description
✓ 1	1191	Tick 1	Level 1
✓ 2	1201	Tick 2	Level 2
✓ 3	1211	Tick 3	Level 3
✓ 4	1221	Tick 4	Level 4
✓ 5	1231	Tick 5	Level 5
✓ 6	1241	Tick 6	Level 6
SEEN	811	SEEN	Noted but no credit given
NAQ	501	NAQ	Not answered question
~~~~	1371	H Wavy Line	Incorrect/ muddled/ unclear
BP	1681	BP	Blank page
	151	Highlight	Part of response which is rewardable (at one of the levels on the MS)
✓	11	Tick	Tick

## 12. Subject Specific Marking Instructions

### INTRODUCTION

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

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

You should ensure that you have copies of these materials.

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

### INFORMATION AND INSTRUCTIONS FOR EXAMINERS

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

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

## Question 1 – 3 marks

- a) Identify one important trading town within the Viking homelands in c.750.
- b) Identify one Anglo-Saxon kingdom that became part of the Danelaw.
- c) Give one reason for Svein Forkbeard's attacks on England.

Guidance	Indicative content
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	For 1(a), likely valid responses include: Ribe, Hedeby, Birka and Kaupang.
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	For 1(b), likely valid responses include: Accept Mercia, Northumbria, East Anglia or Essex. <b>Do not accept Wessex, Sussex or Kent.</b>
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<p>For 1(c) likely valid responses include: Previous Viking successes in attacking England; England was richer than Denmark, England had weak/ divided government at the time; supply of silver from the far east had dried up, the massacre of St. Brice's Day; Danegeld/ extortion</p> <p><b>Do not accept: overly generalised comments which could apply to any Viking raids, any time, any place, e.g. 'For gold'. Do not accept 'Ethelred was only 12/ inexperienced (he had been on the thrones since 978 and 36 at the time of the first raids).</b></p> <p>Any other historically valid response is acceptable and should be credited.</p>

<b>Question 2 – 9 marks</b> <b>Write a clear and organised summary that analyses the role of gods in Viking society.</b> <b>Support your summary 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 6 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 3 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 3 (7–9 marks)</b> Demonstrates a well-selected range of valid knowledge of characteristic features that are fully relevant to the question, in ways that show secure understanding of them (AO1). The way the summary is organised shows sustained logical coherence, demonstrating clear use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	<i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i> <i>Answers could consider aspects of one or more of the following: impact of beliefs in gods on practices (causation/ consequence); change in Viking gods over time, e.g. from worship of pagan gods to the Christian god (change); the importance of gods in Viking society, (significance).</i>
<b>Level 2 (4–6 marks)</b> Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1). The way the summary is organised shows some logical coherence, demonstrating use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	<i>Answers may show understanding of second order concepts such as significance; cause and consequences; and change and continuity.</i> <i>Please note that answers do not need to name the second order concepts being used to organise their answer, but the concepts do need to be apparent from the connections and chains of reasoning in the summary in order to meet the AO2 descriptors (see levels descriptors).</i>
<b>Level 1 (1–3 marks)</b> Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1). The summary shows a very basic logical coherence, demonstrating limited use of at least one second order concept in attempting to find connections and to provide a logical chain of reasoning to summarise the historical situation in the question (AO2).	<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 2–9 marks	
Write a clear and organised summary that analyses the role of gods in Viking society. Support your summary with examples.	
Guidance and indicative content	
Level 3 (7–9 marks)	<p>Summary based on second order concept(s) with two or more valid supporting examples, e.g.</p> <p><b>[Consequence]</b>  <i>The Vikings honoured a range of gods and goddesses. This affected what happened in Vikings society at significant times. For example, they made offerings to the gods and called on them for help at important times, such as the birth of a baby.</i></p> <p><i>Vikings also believed the world would end with the final battle of Ragnarok ('doom of the gods') where everything would be destroyed. This belief may explain why they placed such value on fighting and living adventurously – because humankind was doomed anyway. [8]</i></p> <p><b>NOTE:</b> Answers must cover at least two different roles in society for this level.</p>
Level 2 (4–6 marks)	<p>Summary based on a second order concept with one valid supporting example, e.g.</p> <p><b>[Significance]</b>  <i>Viking gods played an important role in their society. For example, Vikings held gatherings in special places known as 'groves', led by a jarl. They built open-air altars and large statues of their gods. Sometimes these ceremonies lasted for several days and nights and included sacrifices. These were also places where important court cases or markets were held, showing how central to Viking society the gods were. [6]</i></p> <p><b>[Change]</b>  <i>In c.750, Vikings in Scandinavia were pagans who honoured gods like Odin and Thor. They made offerings to these gods on piles of stones called a horgr. However, this changed under Harald Bluetooth who was baptised as a Christian in 965. This led to Christianity becoming the official Danish religion and by the early 11th century Vikings were worshipping the Christian god – we can see this through the number of churches being built. [6]</i></p> <p><b>NOTE: Change involves saying <u>from</u> what <u>to</u> what.</b></p>
Level 1 (1–3 marks)	<p>Lists/descriptions of Viking gods/ role of gods in society with no organising concept, e.g.</p> <ul style="list-style-type: none"> <li>• <i>In the early Viking age, most Vikings were pagans. There were three main Viking gods – Odin, Thor and Frey. There is evidence of the Vikings carrying out animal sacrifices to the gods. [3]</i></li> <li>• <i>Harald Bluetooth built a church in Jelling, which tells us that he worshipped the Christian god. [2]</i></li> <li>• <i>They believed that three worlds made up the universe – Asgard, Midgard and Hel. [1]</i></li> </ul> <p><b>OR</b></p> <p>Statement based on second order concept with no development or no valid specific examples, e.g.</p> <p><i>At the start of this period the Vikings worshipped pagan gods but by the end they worshipped the Christian god. [1]</i></p>
0 marks	

<b>Question 3 – 10 marks</b> <b>What impact did the settlement of Volga Vikings have in eastern Europe? Explain 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).	<i>Explanations could consider: establishment of Staraya Ladoga as an important meeting point for trade; trade of goods from Scandinavia (e.g. honey, furs, ivory) and also from Constantinople and the Arab world (e.g. spices, silk, silver) with Vikings returning to Scandinavia via the settlements in eastern Europe; enslavement of Slav population to take to the Arab world and Byzantine Empire; control of the towns and river routes; establishment of defences; establishment of Novgorod and Kiev as major trading centres; Vladimir's rule and religious conversion brought Orthodox Christianity to Rus territory (along with the Greek alphabet, Byzantine law, education, culture, etc.).</i>
<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).	<i>Explanations are most likely to show understanding of the second order concept of consequence but reward appropriate understanding of any other second order concept.</i>
<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).	
<b>0 marks</b> No response or no response worthy of credit.	

Question 3–10 marks	
What impact did the settlement of Volga Vikings have in eastern Europe? Explain your answer with examples.	
Guidance and indicative content	
Level 5 (9-10 marks)	<p><b>Two or more impacts of Viking settlement in eastern Europe identified and fully explained e.g.</b></p> <p><i>One impact was the establishment of important trading stations and towns in eastern Europe, such as Staraya Lodoga, Novgorod and Kiev. Lots of trade took place in these settlements, including trade of goods from Scandinavia (e.g. honey, furs and ivory) and also from Constantinople and the Arab world (e.g. spices, silk and silver) with Vikings returning to Scandinavia via the settlements in eastern Europe. So Viking settlement increased prosperity and trade in the area.</i></p> <p><i>Another impact was on religion and culture in eastern Europe. Vladimir was the Rus ruler of Kiev from 987 to 1015. He had links with the Byzantine Empire and had converted to Christianity. His influence meant that Viking settlement had a big cultural impact, spreading Orthodox Christianity throughout the region, along with the Greek alphabet, Byzantine law, education and aspects of Byzantine music and literature. [10]</i></p>
Level 4 (7-8 marks)	<p><b>One impact of Viking settlement in eastern Europe identified and fully explained e.g.</b></p> <p><i>One impact was the capture of slaves. There was a trade in slaves to the Arab world and the Byzantine empire, and the Vikings were very effective in this business. They raided villages in eastern Europe and captured people to sell in the Byzantine and Islamic markets. So the Viking settlement in eastern Europe had a negative impact on some local people, who were displaced from their homes. [7]</i></p>
Level-3 (5-6 marks)	<p><b>Identifies an impact/ action of the Volga Vikings in EE and uses this to address question (but does not provide precise evidence), e.g.</b></p> <ul style="list-style-type: none"> <li><i>The Vikings enslaved local people. This meant that Viking settlement in eastern Europe had a negative impact on people who were displaced from their homes.</i></li> <li><i>Under Vladimir, the Vikings spread Christianity. This brought a whole new religion to these parts of eastern Europe.</i></li> <li><i>Riurik established the 'New Fortress' at Novgorod. This helped to secure Viking control over Slav lands in this area.</i></li> <li><i>The Volga Vikings intermarried with the Slav population. This meant that over time, the Vikings became more like their Slav subjects.</i></li> </ul> <p><b>OR</b></p> <p><b>Identifies an action of the Volga Vikings in EE and gives precise evidence (but does not explain the change or impact), e.g.</b></p> <ul style="list-style-type: none"> <li><i>The Vikings brought new goods to the area. For example, they brought honey, furs and ivory from Scandinavia.</i></li> <li><i>The Vikings established new towns in eastern Europe, such as Novgorod and Kiev. Oleg became ruler of Kiev in 882 and his brother Vladimir followed him.</i></li> </ul> <p><b>NOTE: 5 marks for one action/impact identified; 6 marks for two or more</b></p>

<b>Level 2</b> (3-4 marks)	<p><b>Describes settlements, journeys or relevant events without identifying impact on eastern Europe, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>The Volga Vikings from Sweden travelled from Staraya Lodata down the Volkhov and Dnieper Rivers.</i></li> <li>• <i>The Scandinavians were a minority in Slav lands. They were known as the Rus.</i></li> </ul> <p><b>OR Identifies one or more impacts/actions of the Volga Vikings in Eastern Europe but with <u>neither</u> of the following:</b></p> <ul style="list-style-type: none"> <li>• <b>support from precise evidence</b></li> <li>• <b>explaining why it was a change, e.g.</b></li> <li>• <i>They increased trade in the area.</i></li> <li>• <i>Riurik built a major fortified centre at Novgorod.</i></li> <li>• <i>They enslaved local people.</i></li> <li>• <i>They developed the area by establishing big towns such as Kiev.</i></li> <li>• <i>They brought Christianity to the area.</i></li> </ul>
<b>Level 1</b> (1-2 marks)	<p><b>Valid but general assertions, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>They developed the area.</i></li> </ul> <p><b>OR Simply identifies Viking settlements (without description), e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>The Vikings had an impact on Kiev.</i></li> </ul>
<b>0</b> marks	

<b>Question 4* – 18 marks</b> <b>'The Vikings were successful in attacking western Europe between 793 and 879 because of the quality of their ships.' How far do you agree? Give reasons for your answer.</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 BUT to achieve the highest two levels answers must consider both reasons to support and reasons to 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>	<i>Answers are most likely to show understanding of the second order concepts of causation and consequence but reward appropriate understanding of any other second order concept.</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>	<i>Grounds for agreeing include: speed of ships under oar and sail meant Viking raiders could attack targets with an element of surprise and make a quick getaway; design of the longships meant they did not need a jetty, so could be pulled up onto a beach and easily pushed out again, escaping pursuers; shallow-draughted boats gave them the ability to go inland up navigable rivers and muddy estuaries; size of the ships – large enough to carry a crew of over 50.</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 include: weakness of western Europe (e.g. local chieftans in Ireland; small kingdoms in England; weakness of Frankish empire following Charlemagne's and Louis the Pious' death) meant there was a lack of united opposition to the attacks; choice of targets for hit-and-run raids (e.g. isolated monasteries on the coast); use of winter camps meant raiding could begin early spring; use of holding monks to ransom; high-quality weapons (e.g. double-edged swords, axes, spears); tactics in battle (e.g. role of berserkers, brutality towards monks, use of the shield wall).</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.	

Question 4* – 18 marks 'The Vikings were successful in attacking western Europe between 793 and 879 because of the quality of their ships.' How far do you agree? Give reasons for your answer. Guidance and indicative content	
Level 6 (16-18 marks)	<p>Balanced argument; two valid explained points on each side <u>OR</u> three on one side and one on the other <b>(2-2 or 3-1)</b>. Clinching argument = 18 marks , e.g.</p> <p><i>I agree with this statement to a large extent. Advances in ship building were crucial for successful Viking attacks on western Europe. Firstly, the longships were light and slim and could therefore reach great speeds – 5 knots using the oars and up to 20 knots under the sail in strong winds. This meant that Viking attacks in western Europe were successful because they could arrive with an element of surprise and also allow the warriors to make a quick getaway with their plunder.</i></p> <p><i>Additionally, the shallow draught of the longships meant that they could float in quite shallow water and didn't need a jetty to land – they could simply be pulled up on a beach. This gave the Vikings the ability to go far inland up navigable rivers and muddy estuaries. This meant that they could successfully attack trading towns as well as just coastal monasteries, as they did in England and the Frankish Empire from the mid 800s, when they burned the town of Rouen.</i></p> <p><i>On the other hand, the success of the Viking attacks wasn't all down to their ships. Areas of western Europe were quite weak at this time, making them vulnerable to Viking attack. For example, England was divided into small kingdoms – East Anglia, Mercia, Wessex and Northumbria. The lack of united opposition was one reason for the successful invasion of England by the Great Heathen Army, because they could deal separately with each kingdom.</i></p> <p><i>Furthermore, Viking attacks were successful because of their military culture. The Vikings were fierce warriors. A key example would be their lack of respect for monks or their religion, and how they did not hesitate to use violence and murder in their raids on monasteries. For example, at Lindisfarne in 793, one Anglo-Saxon writer describes how the Vikings seized younger members of the community and led them off into captivity. So the Vikings were successful because they were ruthless in acquiring their plunder if there was any resistance.</i></p> <p><i>Overall, I do agree with the statement because although the Vikings did pick weaker targets and use brutal tactics, it was the superior design of their ships which allowed them to take advantage of these targets – without the ability to travel at speed and get away fast, their enemies may have been able to resist their tactics more successfully. [18]</i></p>
Level 5 (13-15 marks)	<p>Balanced argument; three valid explained points (i.e. two on one side and one on the other) <b>(2-1)</b> e.g.</p> <p><i>I agree with this statement to a large extent. Advances in ship building were crucial for successful Viking attacks on western Europe. Firstly, the longships were light and slim and could therefore reach great speeds – 5 knots using the oars and up to 20 knots under the sail in strong winds. This meant that Viking attacks in western Europe were successful because they could arrive with an element of surprise and also allow the warriors to make a quick getaway with their plunder.</i></p> <p><i>Additionally, the shallow draught of the longships meant that they could float in quite shallow water and didn't need a jetty to land – they could simply be pulled up on a beach. This gave the Vikings the ability to go far inland up navigable rivers and muddy estuaries. This meant that they could successfully attack trading towns as well as just coastal monasteries, as they did in England and the Frankish Empire from the mid 800s, when they burned the town of Rouen.</i></p> <p><i>On the other hand, the success of the Viking attacks wasn't all down to their ships. Areas of western Europe were quite weak at this time, making them vulnerable to Viking attack. For example, England was divided into small kingdoms – East Anglia, Mercia, Wessex and Northumbria. The lack of united opposition was one reason for the successful invasion of England by the Great Heathen Army, because they could deal separately with each kingdom.</i></p>

Level 4 (10-12 marks)	<p><b>One sided argument, two explained points of support (2-0), e.g.</b></p> <p><i>I agree with this statement. Advances in ship building were crucial for successful Viking attacks on western Europe. Firstly, the longships were light and slim and could therefore reach great speeds – 5 knots using the oars and up to 20 knots under the sail in strong winds. This meant that Viking attacks in western Europe were successful because they could arrive with an element of surprise and also allow the warriors to make a quick getaway with their plunder.</i></p> <p><i>Additionally, the shallow draught of the longships meant that they could float in quite shallow water and didn't need a jetty to land – they could simply be pulled up on a beach. This gave the Vikings the ability to go far inland up navigable rivers and muddy estuaries. This meant that they could successfully attack trading towns as well as just coastal monasteries, as they did in England and the Frankish Empire from the mid 800s, when they burned the town of Rouen.</i></p> <p><b>Alternatively, balanced argument; one explained point on each side (1-1), e.g.</b></p> <p><i>I agree with this statement to a large extent. Advances in ship building were crucial for successful Viking attacks on western Europe. Firstly, the longships were light and slim and could therefore reach great speeds – 5 knots using the oars and up to 20 knots under the sail in strong winds. This meant that Viking attacks in western Europe were successful because they could arrive with an element of surprise and also allow the warriors to make a quick getaway with their plunder.</i></p> <p><i>On the other hand, the success of the Viking attacks wasn't all down to their ships. Areas of western Europe were quite weak at this time, making them vulnerable to Viking attack. For example, England was divided into small kingdoms – East Anglia, Mercia, Wessex and Northumbria. The lack of united opposition was one reason for the successful invasion of England by the Great Heathen Army, because they could deal separately with each kingdom.</i></p>
Level 3 (7-9 marks)	<p><b>One sided argument; one explained point of support (1-0), e.g.</b></p> <p><i>I agree with this statement. Advances in ship building were crucial for successful Viking attacks on western Europe. Firstly, the longships were light and slim and could therefore reach great speeds – 5 knots using the oars and up to 20 knots under the sail in strong winds. This meant that Viking attacks in western Europe were successful because they could arrive with an element of surprise and also allow the warriors to make a quick getaway with their plunder.</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 I also think their battle tactics like the use of the shield wall and the berserkers made them successful.</i></li> <li>• <i>Yes, I agree because their longships were fast and allowed them to get away quickly after a raid.</i></li> </ul> <p><b>Alternatively, description of Viking ships/ warfare/ raiding/ invasions/ relevant events without using this to address the question of reasons for success, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>In 793 the Vikings were carrying out small hit-and-run raids in England but by 865 a large army launched a full invasion.</i></li> <li>• <i>Vikings used longships which had a shallow draught meaning they didn't need deep water. They had holes for oars, positioned low down the sides of the ships, and square sails.</i></li> </ul> <p>1 identifications/ description = 4–5 marks 2 identifications/ descriptions = 5–6 marks 3 identifications/ descriptions = 6 marks</p>
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, I agree because their ships were fast.</i></li> <li>• <i>No, they were successful because of things like good battle tactics.</i></li> </ul>

<b>Question 5* – 18 marks</b> <b>How far do you agree that Viking settlers transformed the places they settled in western Europe? Give reasons for your answer.</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. BUT, to achieve the two highest levels, answers must consider some of the grounds for arguing the opposite point of view to the one that they finally support.</i>
<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>	<i>Answers are most likely to show understanding of the second order concepts of causation and significance, but reward appropriate understanding of any other second order concept.</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>	<i>Grounds for agreeing include:</i> <b>Scotland and the islands:</b> Political changes, e.g. by 1000, the kings of Norway had set up an Earldom of the Orkneys, and a Kingdom of the Isles that included the Hebrides and the Isle of Man; some historians argue that the Picts were wiped out; the Shetlands and the Orkneys were dominated by the Vikings who brought wives and families from Norway; until the 18th century, some people on the islands spoke their own language, Norn, which was similar to Norwegian; all the place names on the islands are of Norse origin; high level of people on Shetland/Orkneys have male Scandinavian ancestors.
<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>England:</b> Political changes, e.g. Vikings held the Danelaw securely 878–927 (jarls, burhs, etc.); long-lasting influence of Viking customs, legal system, etc. in Danelaw and beyond; peasants given greater freedom in the Danelaw than elsewhere; impact of language and place names; development of Jorvik as a major Viking city and port (with extensive trading links) with a population of around 10,000.
<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>Ireland:</b> establishment of Dublin as a major trading base; enslavement and transportation of local
<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>population.</p> <p><b>France:</b> significant Viking settlement in Normandy under Rollo; impact seen in Scandinavian place names along coast and larger rivers.</p> <p><b>Iceland:</b> first people to settle the land on a large scale; majority of modern Icelandic residents descended from first Viking settlers; the Vikings recreated Norwegian society in Iceland.</p> <p><b>Greenland:</b> Vikings established two settlements there and lived there between c.983 and 1400s.</p> <p>Grounds for disagreeing include:</p> <p><b>Scotland and the islands:</b> Some archaeological evidence points to Vikings being eager to adopt local customs (e.g. choice of burial site special to the Picts); some historians think the Vikings settled and lived alongside the Picts;</p> <p><b>England:</b> absorption into local population and adoption of established Anglo-Saxon customs (e.g. use of sculptured tombstones) and adoption of its language(s); Pagan worship alongside Christianity but on balance the Christianisation of Vikings (e.g. churches built by Vikings in Jorvik); housing remains in Jorvik show that, at least until the mid-tenth century, Anglo-Saxon structures remained predominant; areas of Britain were less affected or unaffected by Viking settlement.</p> <p><b>Ireland:</b> few Vikings moving to /conquering the interior; loss of Viking identity, e.g. conversion to Christianity, intermarriage and becoming Gaelic-speakers.</p> <p><b>France:</b> Relatively little colonisation of Normandy further inland; Vikings in Normandy quickly took on a French identity, e.g. conversion to Christianity, marriage into French families and adoption of French language and customs (e.g. fighting on horseback).</p> <p><b>Greenland:</b> only two very small settlements; lack of integration with local Inuit population; disappearance by 1400s.</p>
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## Question 5* – 18 marks

How far do you agree that Viking settlers transformed the places they settled in western Europe? Give reasons for your answer.

## Guidance and indicative content

**NOTE: Candidates might approach this thematically (e.g. language, culture, religion, politics, etc.) or by looking at different areas of settlement. Either approach is acceptable.**

Level 6 (16-18 marks)	<p>Balanced argument; two valid explained points on each side <b>OR</b> three on one side and one on the other <b>(2-2 or 3-1)</b>. Clinching argument = 18 marks , e.g.</p> <p><i>There is plenty of evidence to support this statement. In England, Viking law and culture was well established in the Danelaw between 878 and 927, and had a lasting impact beyond that time. For example, they brought their use of 'things' to the system of law (from which the jury system derives). They also transformed Eoforwic into Jorvik and developed it into a major port city in northern Europe, with extensive trading links. So the Vikings left a distinctive mark in England in many ways.</i></p> <p><i>As well as this, it can be argued that the Vikings transformed many of the Scottish islands. By 1000, the kings of Norway had set up an Earldom of the Orkneys, and a Kingdom of the Isles that included the Hebrides and the Isle of Man. The Shetlands and the Orkneys were dominated by the Vikings who brought wives and families from Norway and right up until the 18th century, some people on the islands spoke their own language, Norn, which was similar to Norwegian. So the Scottish islands were transformed both politically and culturally.</i></p> <p><i>However, there is also an argument that the Vikings did not completely 'transform' England because in many ways the Vikings were absorbed into the local population and adapted many of the established Anglo-Saxon customs. For example, the Vikings converted quite quickly to Christianity soon after moving to England, and several churches in Jorvik were built by the Vikings. So it could be said that although the Vikings controlled England in the Danelaw, they did not completely 'transform' it.</i></p> <p><i>Furthermore, there are areas in western Europe where the Vikings themselves were highly influenced in the areas they settled. For instance, in Normandy, the Vikings quickly took on a French identity through conversion to Christianity, marriage into French families and adoption of French language and customs such fighting on horseback. This shows that far from 'transforming' Normandy, the Vikings shed a lot of their previous identity and took on a new one.</i></p> <p><i>In conclusion, the Vikings a large and lasting impact, but more so in some areas (such as the Scottish islands) than others (such as Normandy). Even in areas where their influence was very strong, such as England, one reason for their success was their adaptation of local customs and traditions, so it would be going too far to say they completely 'transformed' the places they settled.</i></p>
Level 5 (13-15 marks)	<p>Balanced argument; three valid explained points (i.e. two on one side and one on the other) <b>(2-1)</b> e.g.</p> <p><i>There is plenty of evidence to support this statement. In England, Viking law and culture was well established in the Danelaw between 878 and 927, and had a lasting impact beyond that time. For example, they brought their use of 'things' to the system of law (from which the jury system derives). They also transformed Eoforwic into Jorvik and developed it into a major port city in northern Europe, with extensive trading links. So the Vikings left a distinctive mark in England in many ways.</i></p> <p><i>As well as this, it can be argued that the Vikings transformed many of the Scottish islands. By 1000, the kings of Norway had set up an Earldom of the Orkneys, and a Kingdom of the Isles that included the Hebrides and the Isle of Man. The Shetlands and the Orkneys were dominated by the Vikings who brought wives and families from Norway and right up until the 18th century, some people on the islands spoke their own language, Norn, which was similar to Norwegian. So the Scottish islands were transformed both politically and culturally.</i></p> <p><i>However, there is also an argument that the Vikings did not completely 'transform' England because in many ways the Vikings were absorbed into the local population and adapted many of the established Anglo-Saxon customs. For example, the Vikings converted quite quickly to Christianity soon after moving to England, and several churches in Jorvik were built by the Vikings. So it could be said that although the Vikings controlled England it in the Danelaw, they did not completely 'transform' it.</i></p>

Level 4 (10-12 marks)	<p><b>One sided argument, two explained points of support (2-0), e.g.</b></p> <p><i>I agree. In England, Viking law and culture was well established in the Danelaw between 878 and 927, and had a lasting impact beyond that time. For example, they brought their use of 'things' to the system of law (from which the jury system derives). They also transformed Eoforwic into Jorvik and developed it into a major port city in northern Europe, with extensive trading links. So the Vikings left a distinctive mark in England in many ways.</i></p> <p><i>As well as this, the Vikings transformed many of the Scottish islands. By 1000, the kings of Norway had set up an Earldom of the Orkneys, and a Kingdom of the Isles that included the Hebrides and the Isle of Man. The Shetlands and the Orkneys were dominated by the Vikings who brought wives and families from Norway and right up until the 18th century, some people on the islands spoke their own language, Norn, which was similar to Norwegian. So the Scottish islands were transformed politically and culturally.</i></p> <p><b>Alternatively, balanced argument; one explained point on each side (1-1), e.g.</b></p> <p><i>There is plenty of evidence to support this statement. In England, Viking law and culture was well established in the Danelaw between 878 and 927, and had a lasting impact beyond that time. For example, they brought their use of 'things' to the system of law (from which the jury system derives). They also transformed Eoforwic into Jorvik and developed it into a major port city in northern Europe, with extensive trading links. So the Vikings left a distinctive mark in England in many ways.</i></p> <p><i>However, there is also an argument that the Vikings did not completely 'transform' England because in many ways the Vikings were absorbed into the local population and adapted many of the established Anglo-Saxon customs. For example, the Vikings converted quite quickly to Christianity soon after moving to England, and several churches in Jorvik were built by the Vikings. So it could be said that although the Vikings controlled England in the Danelaw, they did not completely 'transform' it..</i></p>
Level 3 (7-9 marks)	<p><b>One sided argument; one explained point of support (1-0), e.g.</b></p> <p><i>I agree. In England, Viking law and culture was well established in the Danelaw between 878 and 927, and had a lasting impact beyond that time. For example, they brought their use of 'things' to the system of law (from which the jury system derives). They also transformed Eoforwic into Jorvik and developed it into a major port city in northern Europe, with extensive trading links. So the Vikings left a distinctive mark in England in many ways.</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 there are lots of Scandinavian place names in England, such as Whitby and Lowestoft.</li> <li>• Yes, they transformed Ireland by taking local people as slaves.</li> <li>• No, they had to abandon Greenland because the climate became too difficult.</li> </ul> <p><b>Alternatively, description of Viking settlements/ relevant events without using this to address the question of change/ transformation, e.g.</b></p> <ul style="list-style-type: none"> <li>• The Vikings settled in various places in Britain, such as the Shetland and Orkney islands. On the Isle of Man, Viking graves have been found marked by the Christian cross as well as figures from Norse mythology.</li> <li>• In York, archaeologists have found many Viking items such cooking pots, brooches and shoes from the time of the Danelaw.</li> </ul> <p>1 identifications/ description = 4-5 marks 2 identifications/ descriptions = 5-6 marks 3 identifications/ descriptions = 6 marks</p>
Level 1 (1-3 marks)	<p><b>Valid but general assertion(s), or naming areas of settlement, e.g.</b></p> <ul style="list-style-type: none"> <li>• No, they often fitted in with the local population.</li> <li>• The Vikings settled in the Danelaw in England.</li> </ul>

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

<b>Question 6 – 7 marks</b> <b>What can Source A tell us about the Nazi government in March 1933? Use the source and your own knowledge to support your answer.</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 2 marks</b> <b>AO3</b> Analyse sources (contemporary to the period). <b>Maximum 5 marks</b> <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>	<b>Notes and guidance specific to the question set</b>
<b>Level 3 (6–7 marks)</b> 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).	<i>Valid features that answers could identify include:</i> <ul style="list-style-type: none"> <li>• <i>Surface features (L1) – tells us the Nazis were introducing an Enabling Act to get laws passed without the Reichstag's approval; tells us there were economic problems; tells us the government wanted strong leadership.</i></li> <li>• <i>Inferences from the source (L2) – tells us how the Nazis were persuading the Reichstag to pass it, e.g. by emphasising economic and political problems and as a measure only to be used with 'vital' legislation; tells us how they 'sold' or presented the Act, i.e. as a 'remedy' for the 'distress' of the people, framing it as a positive; tells us about Nazi beliefs, e.g. anti-communism and authoritarianism.</i></li> <li>• <i>Inferences from the source's existence (L3) – the fact that the Nazis felt the need to pass legislation to (effectively) get rid of the Reichstag is revealing, e.g. suggests they had not yet secured enough power to ignore Reichstag completely / uncovers the Nazi desire to maintain a veneer of legality or respectability to their illegal actions.</i></li> </ul> <p><i>Candidates will be credited for explaining how features of the source such as the source's existence or tone are helpful to historians. e.g. formal tone suggests Hitler/ Nazis were keen to emphasise the legality of their actions/ laws.</i></p>
<b>Level 2 (3–5 marks)</b> 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).	
<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).	
<b>0 marks</b> No response or no response worthy of credit.	<p><i>There is no requirement to mention any possible limitations of the source and indeed in this particular source it is difficult to see what limitations candidates could refer to beyond generic or speculative comments about reliability eg that Hitler is lying.</i></p> <p><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. No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>

**Question 6 – 7 marks****What can Source A tell us about the Nazi government in March 1933? Use the source and your own knowledge to support your answer.****Guidance and indicative content**

<b>Level 3 (6-7 marks)</b>	<p>Explains what source reveals <b>about the Nazis' lack of 'total' power OR about their wish to maintain the appearance of legal rule</b>, e.g.</p> <ul style="list-style-type: none"> <li>• <i>In the source, Hitler is persuading the Reichstag to pass the Enabling Act and lists all the reasons it is necessary, such as dealing with the 'economic catastrophe'. He reassures them this is not the end of the Reichstag completely. The fact that the Nazis were getting this law passed by the Reichstag <b>tells us they had not yet secured enough power to ignore Reichstag completely</b>.</i> (7)</li> <li>• <i>The fact that the Nazis felt it necessary to go through the motions of passing this law through the Reichstag <b>tells us that they wanted to maintain a veneer of legality or respectability</b> to their actions.</i> (6)</li> </ul> <p><b>NOTE:</b> Valid inference with valid <b>source</b> support = 7 marks, no valid source support = 6 marks</p>
<b>Level 2 (3-5 marks)</b>	<p>Explains what source <b>tells us about the Nazi government</b> in March 1933 by using a valid inference from content of source, e.g.</p> <ul style="list-style-type: none"> <li>• <i>The source tells us <b>how the Nazi government managed to become more powerful in 1933</b>. Hitler says 'it would be inconsistent with our national uprising' if the Nazis have to 'request the approval of the Reichstag in every case', which reveals how the Act was designed, in effect, to abolish the Reichstag.</i> (5)</li> <li>• <i>The source tells us tells us <b>how the Nazis persuaded the Reichstag to pass the Enabling Act</b>. They emphasised Germany's economic and political problems and said it was a measure only to be used with 'vital' legislation.</i> (4)</li> <li>• <i>It tells us <b>how the Nazis presented and packaged the Enabling Act as something positive</b>. They said it was a law to 'remedy' the 'distress' of the people, framing it as a helpful law.</i> (4)</li> <li>• <i>It tells us about <b>Nazi beliefs, like anti-communism</b>.</i> (3 marks – no support)</li> </ul> <p><b>NOTE:</b> Valid inference(s) with no <b>relevant</b> support from the <b>source (or support from attribution ONLY)</b> = 3 marks. Quotations must be linked by candidate to their inference.</p> <p><b>NOTE 2:</b> 1 supported inference + 2nd inference (supported or unsupported) = 5 marks</p>

<b>Level 1 (1–2 marks)</b>	<p><b>Lifts surface detail from source or general comments on provenance to address question (2 marks), e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>The source tells us the Nazis were introducing an Enabling Act to get laws passed without the Reichstag's approval.</i></li> <li>• <i>It tells us the government had to deal with economic problems.</i></li> <li>• <i>It tells us the government wanted 'strong leadership'.</i></li> </ul> <p><b>Alternatively, makes valid but general assertion(s) OR</b>  <b>Answers which make comments on source without <u>addressing the question of what it can tell us</u> about the Nazi government (1 mark), e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>The source informs us about what the Enabling Act was for.</i></li> <li>• <i>The source tells us that Hitler/ the Nazis are very controlling and manipulative.</i></li> <li>• <i>Source A is a speech given by Hitler to the Reichstag. In this speech he talks about the 'evils of communism.'</i></li> </ul>
<b>0 marks</b>	<p><b>0 marks</b>  No response or no response worthy of credit.</p>

<b>Question 7 – 15 marks</b> <b>How useful are Sources B and C and Interpretation D for a historian studying Nazi occupation in western Europe between 1940 and 1945?</b> <b>In your answer, refer to the two sources and the interpretation as well as your own knowledge.</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>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> <b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. <b>Maximum 5 marks</b> <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>	<b>Notes and guidance specific to the question set</b>
<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). 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).	<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 useful for showing war / Germany military in the Netherlands; C is useful for telling us that Dutch ex-soldiers were taken captive and transported to Germany / put in prison camps; D is useful for telling us that the Nazis joined forced with local factions; D useful for telling us that Flemish-speaking Belgians were released from camps whilst French-speakers remained for the duration of the war.</i></li> <li>• <i>Inferences from the sources (L3–L5) – eg B useful as evidence that the Nazis tried to recruit Dutch men into the Waffen SS; C is useful as evidence about the impact of/ violence of/ nature of occupation in the Netherlands, i.e. forced-labour; D is useful as evidence of collaboration and the reasons for it; D is useful for showing one way that the Nazis kept control of local populations, i.e. divide and rule/ exploiting local factionalism.</i></li> <li>• <i>Inferences from the sources' publication, audience purpose or existence (L5), e.g. audience (Dutch men) and purpose of B (to persuade them to join the Waffen SS) reveals how the Nazis saw the Dutch as potential 'Aryan' allies in their army – could reveal treatment of the occupied Dutch which was different to (for example) treatment of Poles; the existence of C as an illegal underground newspaper reveals that there was organised resistance against the Nazi occupation; the purpose of C – to enthuse and rally people to the cause – could indicate a fall in morale on the resistance side.</i></li> <li>• <i>Understanding of appropriate characteristic features could include: the Nazi view/treatment of western</i></li> </ul>
<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). 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).	
<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). Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the usefulness of the source(s) in relation to the issue in the question (AO3). Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).	
<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). 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>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><i>Europeans as opposed to their view/ treatment of eastern Europeans; range of collaboration, accommodation and resistance in occupied territories.</i></p>
<p><b>Level 1 (1–3 marks)</b> Demonstrates some knowledge of features and characteristics of the period (AO1). Analyses the source(s) to identify features appropriate to the question e.g. by considering specific details, provenance, making valid inferences, making appropriate cross-references or identifying significant themes that they have in common.(AO3) Analyses the interpretation(s) to identify features appropriate to the question e.g. by considering specific details, provenance, making valid inferences, making appropriate cross-references or identifying significant themes that they have in common.(AO4) There is either no attempt to evaluate and reach a judgment about usefulness of the interpretation(s) and the source(s) in relation to the issue in the question, or there is an assertion but this lacks any support or historical validity</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 –</li> <li>• 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 (un)reliable and therefore not useful, e.g. B is Nazi propaganda and therefore not useful; D produced after the war and therefore not useful.</li> </ul> <p><i>Candidates should not be rewarded above Level 2 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> 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>

<p><b>Question 7 – 15 marks</b></p> <p>How useful are Sources B and C and Interpretation D for a historian studying Nazi occupation in western Europe between 1940 and 1945? In your answer, refer to the two sources and the interpretation as well as your own knowledge.</p> <p><b>Guidance and indicative content</b></p>	
<p><b>Level 5 (13-15 marks)</b></p> <p><u>Explanation of why the purpose/ audience of B makes it useful as evidence of nature of occupation in western Europe (as compared to east)</u>, e.g.</p> <ul style="list-style-type: none"> <li>Source B is useful for showing us how the <b>nature of Nazi occupation in western Europe was different to occupation in eastern Europe</b>. The poster is aimed at Dutch men and it is trying to persuade them to join the Waffen SS to fight alongside the Germans in the war by talking about 'honour' and 'conscience'. This reveals how the Nazis saw the Dutch as potential 'Aryan' allies in their army, and this might suggest <b>less harsh treatment</b> of the occupied Dutch.</li> </ul> <p><b>OR explanation of why the existence of C makes it useful as evidence of organised Dutch resistance</b></p> <p><b>OR why the purpose of C makes it useful as evidence of fall in morale of Dutch resistance</b>, e.g.</p> <ul style="list-style-type: none"> <li>Source C is an <b>illegal, underground newspaper published in the Netherlands in 1943</b>, telling people about how the Germans were transporting the Dutch as forced labour to Germany. <b>The fact this existed and was being circulated</b> is useful <b>evidence of organised resistance against the Nazi occupation</b>.</li> <li><b>[NB: 'It shows resistance' on its own with no development = L3]</b></li> <li>Source C is an article from a resistance newspaper. It was published to rally Dutch people to their cause by reporting the terrible treatment of Dutch people by the Germans. <b>This is useful because it could therefore indicate a fall in morale on the resistance side</b>.</li> </ul> <p><b>NOTE 1:</b> Identifying/ explaining the purpose of B/C is <b>not the same as making an inference from the purpose</b> and therefore <b>not L5</b>.</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 (support from source) from <u>content of two of B, C or D</u> to explain <u>why at they are useful as evidence about Nazi occupation in western Europe</u> (i.e. 2 x L4), e.g.</p> <p>Source C is useful as evidence about the <b>harsh nature of occupation</b> in the Netherlands. We can see that in April 1943, the Nazis were using Dutch ex-soldiers as forced-labour. It says that 'hundreds of thousands' were taken captive or faced being thrown in a prison camp if they refused. D is useful as <b>evidence of collaboration</b> that happened and <b>the reasons for it</b> – it says that in Belgium, some Flemish-speaking people sided with the Nazis as a way of fighting the French-speaking rulers.</p>	<p><b>Explanation of why the purpose/ audience of B makes it useful as evidence of nature of occupation in western Europe (as compared to east)</b>, e.g.</p> <ul style="list-style-type: none"> <li>Source B is useful for showing us how the <b>nature of Nazi occupation in western Europe was different to occupation in eastern Europe</b>. The poster is aimed at Dutch men and it is trying to persuade them to join the Waffen SS to fight alongside the Germans in the war by talking about 'honour' and 'conscience'. This reveals how the Nazis saw the Dutch as potential 'Aryan' allies in their army, and this might suggest <b>less harsh treatment</b> of the occupied Dutch.</li> </ul> <p><b>OR explanation of why the existence of C makes it useful as evidence of organised Dutch resistance</b></p> <p><b>OR why the purpose of C makes it useful as evidence of fall in morale of Dutch resistance</b>, e.g.</p> <ul style="list-style-type: none"> <li>Source C is an <b>illegal, underground newspaper published in the Netherlands in 1943</b>, telling people about how the Germans were transporting the Dutch as forced labour to Germany. <b>The fact this existed and was being circulated</b> is useful <b>evidence of organised resistance against the Nazi occupation</b>.</li> <li><b>[NB: 'It shows resistance' on its own with no development = L3]</b></li> <li>Source C is an article from a resistance newspaper. It was published to rally Dutch people to their cause by reporting the terrible treatment of Dutch people by the Germans. <b>This is useful because it could therefore indicate a fall in morale on the resistance side</b>.</li> </ul> <p><b>NOTE 1:</b> Identifying/ explaining the purpose of B/C is <b>not the same as making an inference from the purpose</b> and therefore <b>not L5</b>.</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 (support from source) from <u>content of two of B, C or D</u> to explain <u>why at they are useful as evidence about Nazi occupation in western Europe</u> (i.e. 2 x L4), e.g.</p> <p>Source C is useful as evidence about the <b>harsh nature of occupation</b> in the Netherlands. We can see that in April 1943, the Nazis were using Dutch ex-soldiers as forced-labour. It says that 'hundreds of thousands' were taken captive or faced being thrown in a prison camp if they refused. D is useful as <b>evidence of collaboration</b> that happened and <b>the reasons for it</b> – it says that in Belgium, some Flemish-speaking people sided with the Nazis as a way of fighting the French-speaking rulers.</p>
<p><b>Level 4 (10-12 marks)</b></p> <p><b>Supported inference(s) (support from source)</b> from <u>content of one of B, C or D</u> to explain <u>why it is useful as evidence about occupation in western Europe</u>, e.g.</p> <ul style="list-style-type: none"> <li>Source B is useful because it's evidence of the <b>ways in which Nazis relied on the local population</b>. We can see that the Nazis tried to recruit Dutch men into the Waffen SS by appealing to them to fight for 'honour' and against Communism.</li> <li>Source C is useful as evidence about the <b>harsh nature of occupation</b> in the Netherlands. We can see that in April 1943, the Nazis were using Dutch ex-soldiers as forced-labour. It says that 'hundreds of thousands' were taken captive or faced being thrown in a prison camp if they refused.</li> <li>Interpretation D is useful as <b>evidence of collaboration</b> that happened and <b>the reasons for it</b> – it says that in Belgium, some Flemish-speaking people sided with the Nazis as a way of fighting the French-speaking rulers.</li> <li>Interpretation D is useful for <b>telling us about the methods the Nazis used to keep control in the occupied territories by taking advantage of local conflicts</b>. We can see that in Belgium, the Nazis 'tempted' the Flemish-speaking nationalists onto their side by appearing to be on their side against the 'French-speaking rulers'.</li> </ul> <p><b>NOTE:</b> Support from source must be linked to the inference.</p>	

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 as evidence about occupation in western Europe</b>, e.g. <i>Interpretation D is useful for telling us about the Nazis' methods and how exploited local conflict to keep control in the occupied territories.</i></p> <p>Alternatively, <b>uses specific contextual knowledge</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>I think C is useful because it's true. It says hundreds of thousands of Dutch men were taken captive and that's right – around 500,000 Dutch men ended up being forced into labour in Germany.</i></li> </ul> <p><b>NOTE:</b> 1 source = 7–8 marks; 2 or more sources = 8–9 marks</p>
Level 2 (4-6 marks)	<p>Uses <b>surface features or extracts</b> to argue source(s) are <b>useful about occupation in western Europe</b>, e.g.</p> <ul style="list-style-type: none"> <li>• <i>C is useful for telling us that the Dutch were taken captive and transported to Germany. (5)</i></li> <li>• <i>D is useful for telling us that the Nazis joined forces with local groups. It says that they released Flemish-speaking prisoners of war but kept the French-speakers in POW camps. (5)</i></li> <li>• <i>B is useful because it shows the Nazis used the Dutch in the Waffen SS when they occupied the Netherlands. C is useful for telling us that hundreds of thousands of Dutch people were taken captive and transported to Germany. (6)</i></li> </ul> <p><b>NOTE:</b> 1 source = 5 marks; 2 or more sources = 6 marks</p> <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>Source B is not very useful. It's Nazi propaganda trying to convince people to join the Waffen SS. So it won't show the negative impact of Nazi occupation. (4)</i></li> <li>• <i>Source C was published by an illegal resistance group so I don't think it's that useful because it will be too biased and exaggerate things. (4)</i></li> </ul> <p><b>NOTE:</b> undeveloped provenance – limit to 4 marks</p>
Level 1 (1-3 marks)	<p>Valid but <b>general assertion(s)</b>, and/or <b>comments on the sources which don't answer the question</b>, e.g.</p> <ul style="list-style-type: none"> <li>• <i>The sources are really useful because they tell us about different things.</i></li> <li>• <i>The purpose of Source B is to get Dutch men to join the Waffen SS. [doesn't say how this is useful for a historian studying occupation in western Europe]</i></li> <li>• <i>Source C is an extract from an illegal Dutch newspaper. [as above]</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>Interpretation D is not very useful. It's only about Belgium and it doesn't tell us information about collaboration in other places. For example, I know that the Danes were allowed to keep their own government in return for good relations with the Nazis, but it doesn't mention that.</i></p>
0 marks	

Question 8* – 18 marks 'Between 1939 and 1945, wartime opposition to Hitler and the Nazis in Germany was small-scale and insignificant.' How far do you agree?		Notes and guidance specific to the question set
<b>Levels</b> AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b> AO2 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 reasons to support and reasons to 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>		<i>Answers are most likely to show understanding of the second order concepts of diversity (similarity/difference in the different types of opposition); causation (reasons for opposition being passive or not) and change/ continuity (changing nature of opposition as war went on) but reward appropriate understanding of any other second order concept.</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>		<i>Grounds for agreeing may include: Widespread passive resistance could be considered small-scale and/or insignificant, e.g. anti-Nazi graffiti/jokes; listening to the BBC; reading banned literature; reasons for lack of more public/ active resistance, e.g. fear, Nazi propaganda, Nazi successes; from 1943 the regime took a tougher line on trivial offences.</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: Examples of active/ larger-scale or significant resistance, e.g. growing resistance within the army resulted in the July 1944 bomb plot; Cardinal Galen was public and vocal in his opposition; Dietrich Bonhoeffer's opposition was conducted in secret but not 'insignificant' as he was spying and helping Jews to escape; other examples of people hiding Jews could not be considered 'insignificant'; the women protesting on the Rosenstrasse were committing active and public opposition so arguably neither small-scale nor insignificant; the White Rose were an organised group who spread anti-Nazi propaganda and were executed for their resistance so the Nazis did not consider them 'insignificant'; Otto and Elise Hampel are a further example.</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.		

Question 8* – 18 marks 'Between 1939 and 1945, wartime opposition to Hitler and the Nazis in Germany was small-scale and insignificant.' How far do you agree? Guidance and indicative content	
Level 6 (16-18 marks)	<p>Balanced argument; two valid explained points on each side <u>OR</u> three on one side and one on the other (2-2 or 3-1). Clinching argument = 18 marks , e.g.</p> <p><i>There is some evidence which can support the statement. Firstly, there were a lot of acts of passive resistance amongst the German population which could be considered small-scale. Many people did commit small acts of defiance such as listening to the BBC, reading banned literature and telling anti-Nazi jokes. So these kinds of things that could be considered fairly insignificant and did not threaten the regime.</i></p> <p><i>Secondly, it was likely that these acts were increasing during the war years because from 1943, the Nazis started to take a tough line of very minor offences; for example, in 1944, a worker from Berlin was executed for telling an anti-Nazi joke. This shows the Nazis were increasingly concerned with this kind of thing.</i></p> <p><i>On the other hand, there are plenty of examples of very significant and larger-scale acts of resistance. For example, in July 1944, Colonel Stauffenberg and others were involved in Operation Valkyrie, which was an attempt to assassinate Hitler. The plot failed and they were executed, but this was not a small-scale act of defiance.</i></p> <p><i>In addition, the White Rose group were students led by Hans and Sophie Scholl who carried out very organised opposition to the Nazis. They printed thousands of leaflets in Munich trying to persuade people to turn against the regime. This was very active resistance and they were executed when they were caught, demonstrating that the Nazis believed their opposition to be incredibly significant.</i></p> <p><i>Overall, I think that the statement is only partly true. Examples of larger-scale resistance such as the White Rose and the July Bomb Plot stand out because they were so unusual. We don't know how much passive resistance actually took place but it is likely to be much more widespread than examples like assassination and running an organised underground press. However, this does not mean it was insignificant as the Nazis aimed to win over the popular and active support of all Germans, so the fact that they did not shows that they failed in that respect.</i></p>
Level 5 (13-15 marks)	<p>Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2-1) e.g.</p> <p><i>There is some evidence which can support the statement. Firstly, there were a lot of acts of passive resistance amongst the German population which could be considered small-scale. Many people did commit small acts of defiance such as listening to the BBC, reading banned literature and telling anti-Nazi jokes. So these kinds of things that could be considered fairly insignificant and did not threaten the regime.</i></p> <p><i>Secondly, it was likely that these acts were increasing during the war years because from 1943, the Nazis started to take a tough line of very minor offences; for example, in 1944, a worker from Berlin was executed for telling an anti-Nazi joke. This shows the Nazis were increasingly concerned with this kind of thing.</i></p> <p><i>On the other hand, there are plenty of examples of very significant and larger-scale acts of resistance. For example, in July 1944, Colonel Stauffenberg and others were involved in Operation Valkyrie, which was an attempt to assassinate Hitler. The plot failed and they were executed, but this was not a small-scale act of defiance.</i></p>

Level 4 (10-12 marks)	<p><b>One sided argument, two explained points of support (2-0), e.g.</b></p> <p><i>I agree because resistance by groups like the 'Swing Kids' could be considered insignificant. During the war, 'swing clubs' sprang up in cafes and night-clubs in big cities. Members met to listen to swing and jazz music, which was banned by the Nazis. They wore wide trousers and grew long hair. Although quite widespread, I don't believe this was significant resistance, as this kind of behaviour was quite passive and did not pose a direct challenge to the Nazi regime.</i></p> <p><i>Furthermore, there were a lot of acts of passive resistance amongst the German population which could be considered small-scale. Many people did commit small acts of defiance such as listening to the BBC, reading banned literature and telling anti-Nazi jokes. So these kinds of things that could be considered fairly insignificant and did not threaten the regime.</i></p> <p><b>Alternatively, balanced argument; one explained point on each side (1-1), e.g.</b></p> <p><i>There is some evidence which can support the statement. Firstly, there were a lot of acts of passive resistance amongst the German population which could be considered small-scale. Many people did commit small acts of defiance such as listening to the BBC, reading banned literature and telling anti-Nazi jokes. So these kinds of things that could be considered fairly insignificant and did not threaten the regime.</i></p> <p><i>On the other hand, the resistance by the 'Swing Kids' was not insignificant. These young people wanted to listen to swing and jazz music which was banned by the Nazis. During the war, 'swing clubs' sprang up in most big cities where members met. They wore wide trousers and grew long hair. The Nazis were outraged and harshly punished some of these youths. For example, Hasso Schutzendorff was put in a concentration camp in 1942. The fact that the Nazis saw these groups as a clear threat to their ideology shows they were not insignificant.</i></p>
Level 3 (7-9 marks)	<p><b>One sided argument; one explained point of support (1-0), e.g.</b></p> <p><i>I disagree because the resistance by various youth groups could be considered significant. For example, the 'Edelweiss Pirates' went on excursions, organised camps and sang songs. Some went further: one group in Cologne attacked the Gestapo headquarters. The Nazis ordered a crackdown on the group in 1944, and thirteen of them were publicly hanged in Cologne. This shows that their actions were significant as the Nazis saw their actions as a serious enough threat to their authority to execute them.</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 1944 Bomb Plot was incredibly significant.</i></li> </ul> <p><b>Alternatively, identification/ description of opposition / relevant events without linking this to the question or without full explanation, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>The Church provided opposition to the Nazis.</i></li> <li>• <i>Dietrich Bonhoeffer was a Protestant pastor who opposed the Nazis. In the war he joined the military intelligence and acted as a spy. He helped Jews to escape to Switzerland.</i></li> </ul> <p><b>1 identifications/ description = 4-5 marks</b>  <b>2 identifications/ descriptions = 5-6 marks</b>  <b>3 identifications/ descriptions = 6 marks</b></p>
Level 1 (1-3 marks)	<p><b>Valid but general assertion(s), e.g.</b></p> <p><i>No, there were many examples of significant resistance. There were people who did speak out publicly at great risk.</i></p>
0 marks	

Question 9* – 18 marks 'Between 1933 and 1939, the main way the Nazis controlled the German people was by winning them over with popular policies.' How far do you agree?	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b> AO2 Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>	Notes and guidance specific to the question set
<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> Answers are most likely to show understanding of the second order concepts of causation/ consequences (reasons for support and impact of policies, propaganda, terror, etc.), diversity (range of different methods used) significance (importance of different methods) but reward appropriate understanding of any other second order concept.  <i>Grounds for agreeing may include: The unemployed welcomed policies to get more into work such as public works programmes on the autobahn, rearmament and the railways; financial incentives offered to married couples who had children, such as marriage loan; KDF offered cheap leisure activities; Beauty of Labour improved conditions in factories; Winter Relief fund; support from farmers because the Reich Food estate and Reich Entailed Farm Law supported them through financial difficulties; small businesses were pleased with government orders because of rearmament; big businesses were pleased with lack of strikes and trade union bargaining; companies like IG Farben, Volkswagen and Mercedes gained government contracts due to rearmament; youth policies popular with some who enjoyed aspects of HJ and BDM, e.g. holiday camps.</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>	  <i>Grounds for disagreeing may include:</i> <i>The role of terror in controlling the population, e.g. the SA intimidated opponents and were believed to have murdered 600 political opponents in 1933; the work of the Gestapo (and the SD) created fear – tapped telephones, opened mail, used a network of informers to spy on citizens, used torture and had powers to send people to concentration camps without trial: despite the limits of the Gestapo, many investigations were prompted by public denunciations, suggesting people believed the propaganda that the Gestapo were everywhere; the work of the SS – used the Emergency Power Decree of February 1933 to take suspects into 'protective custody' – by 1939 162,000 were in 'protective custody' without trial; between 1933 and 1939 another 225,000 Germans were convicted and imprisoned for political crimes; use of SS on 'Night of the Long Knives' to kill political opponents; the role of the concentration camps in creating fear and controlling the population; role of propaganda in controlling the population –made it clear to people what was expected of them through rallies (like those at Nuremberg), radio (listening to foreign broadcasts banned, 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 anti-Nazi ideas Jewish editors and journalists were replaced and anti-Nazi papers shut down), art and music.</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>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.	

<b>Question 9* – 18 marks</b> <b>'Between 1933 and 1939, the main way the Nazis controlled the German people was by winning them over with popular policies.' How far do you agree?</b> <b>Guidance and indicative content</b>	
<p><b>NOTE: This question is about methods of control – do not credit responses which argue how far / whether or not the German people supported the Nazi regime.</b></p>	
<b>Level 6 (16-18 marks)</b>	<p>Balanced argument; two valid explained points on each side <u>OR</u> three on one side and one on the other (2-2 or 3-1). Clinching argument = 18 marks, e.g.</p> <p><i>There is some evidence to support the statement. The Nazis tried to win over <b>workers and the unemployed through policies</b>, such as through organising public works programmes as employment; for example, on the autobahns. Unemployment had been reduced from 6 million to 35,000 by 1939. Workers also had the KDF which offered cheap leisure activities and holidays. So this group were <b>controlled because they felt their lives were improving in some ways so they supported the Nazis</b>.</i></p> <p><i>Also, I think that <b>some women and couples may have supported the Nazis</b> because of policies. Incentives were offered to couples who married and had children through the marriage loan and the Honour Cross of German Mother. This suited many people who agreed with the Nazis' traditional ideals <b>and they therefore didn't oppose the regime</b>.</i></p> <p><i>On the other hand, there much evidence against the statement. People were <b>also controlled through the terror state</b>. The Gestapo was deeply feared and had the power to arrest and imprison any person suspected of opposing the Nazis. They used a network of informers to spy on citizens and interrogated people who were reported to them. So people were <b>kept under control because they were scared of the consequences if they spoke out</b>.</i></p> <p><i>Also, <b>propaganda was important in controlling people</b>. For example, Goebbels made cheap radios available so all Germans could buy one and he controlled all the radio stations. There were also loudspeakers in the streets and public bars. Hitler's speeches were repeated on the radio over and over again until the ideas expressed in them came to be believed by many German people. So <b>people were controlled because they were constantly fed positive information</b> about the regime.</i></p> <p><i>Overall, I think that popular policies were important but on their own could not have controlled the population. Propaganda reminded people about the good things the Nazis did and was also used to spread fear about terror. Likewise, terror was so effective was because people knew about it. So all three aspects worked together.</i></p>
<b>Level 5 (13-15 marks)</b>	<p>Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2-1) e.g.</p> <p><i>There is some evidence to support the statement. The Nazis tried to win over workers and the unemployed through policies, such as through organising public works programmes as employment; for example, on the autobahns. Unemployment had been reduced from 6 million to 35,000 by 1939. Workers also had the KDF which offered cheap leisure activities and holidays. So this group were controlled because they felt their lives were improving in some ways so they supported the Nazis.</i></p> <p><i>Also, I think that <b>some women and couples may have supported the Nazis</b> because of policies. Incentives were offered to couples who married and had children through the marriage loan and the Honour Cross of German Mother. This suited many people who agreed with the Nazis' traditional ideals <b>and they therefore didn't oppose the regime</b>.</i></p> <p><i>On the other hand, there much evidence against the statement. People were <b>also controlled through the terror state</b>. The Gestapo was deeply feared and had the power to arrest and imprison any person suspected of opposing the Nazis. They used a network of informers to spy on citizens and interrogated people who were reported to them. So people were <b>kept under control because they were scared of the consequences if they spoke out</b>.</i></p>

Level 4 (10-12 marks)	<p><b>One sided argument, two explained points of support (2-0), e.g.</b>  <i>I agree. The Nazis tried to win over workers and the unemployed through policies, such as through organising public works programmes as employment; for example, on the autobahns. Unemployment had been reduced from 6 million to 35,000 by 1939. Workers also had the KDF which offered cheap leisure activities and holidays. So this group were controlled because they felt their lives were improving in some ways so they supported the Nazis.</i></p> <p><i>Also, I think that some women and couples may have supported the Nazis because of policies. Incentives were offered to couples who married and had children through the marriage loan and the Honour Cross of German Mother. This suited many people who agreed with the Nazis' traditional ideals and they therefore didn't oppose the regime.</i></p> <p><b>Alternatively, balanced argument; one explained point on each side (1-1), e.g.</b>  <i>There is some evidence to support the statement. The Nazis tried to win over workers and the unemployed through policies, such as through organising public works programmes as employment; for example, on the autobahns. Unemployment had been reduced from 6 million to 35,000 by 1939. Workers also had the KDF which offered cheap leisure activities and holidays. So this group may have failed to speak out against the Nazis because they felt their lives were improving in some ways.</i></p> <p><i>On the other hand, there is much evidence against the statement. People were also controlled through the terror state. The Gestapo was deeply feared and had the power to arrest and imprison any person suspected of opposing the Nazis. They used a network of informers to spy on citizens and interrogated people who were reported to them. So people were kept under control because they were scared of the consequences if they spoke out.</i></p>
Level 3 (7-9 marks)	<p><b>One sided argument; one explained point of support (1-0), e.g.</b>  <i>I agree. The Nazis tried to win over workers and the unemployed through policies, such as through organising public works programmes as employment; for example, on the autobahns. Unemployment had been reduced from 6 million to 35,000 by 1939. Workers also had the KDF which offered cheap leisure activities and holidays. So this group were controlled because they felt their lives were improving in some ways so they supported the Nazis.</i></p>
Level 2 (4-6 marks)	<p><b>Identification of reason(s) to support/challenge without full explanation, e.g.</b>  <i>No, I don't agree because propaganda was also really important in controlling the population.</i></p> <p><b>Alternatively, description of policies, propaganda, terror, or relevant events without linking this to the question or without full explanation, e.g.</b>  <i>The Nazis introduced the KDF. It organised cheap leisure activities and holidays. People could even save up to buy a Volkswagen through their scheme.</i></p> <p><b>1 identifications/ description = 4-5 marks</b>  <b>2 identifications/ descriptions = 5-6 marks</b>  <b>3 identifications/ descriptions = 6 marks</b></p>
Level 1 (1-3 marks)	<p><b>Valid but general assertion(s), e.g.</b>  <i>Yes, they introduced a lot of policies which were popular with workers and also with young people.</i></p>
0 marks	

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