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 2019

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

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

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

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Annotations

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

Subject–specific Marking Instructions

INTRODUCTION

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

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

You should ensure that you have copies of these materials.

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

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.

2 The specific task–related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for ‘what must be a good answer’ would lead to a distorted assessment.

3 Candidates’ answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate’s thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

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

Question 1 – 3 marks **(a) Give one example of a group that traded with the Volga Vikings.** **(b) Identify one reason why Vikings left their homelands.** **(c) Name one feature of Harald Bluetooth's rule.**	
Guidance	**Indicative content**
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	*For 1(a), likely valid responses include:* ***Arabs, Abbasids, Byzantines, Slavs, Franks***
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:* ***population pressure, social structures and younger sons, searching for more fertile lands, wealth, fame, adventure, invasion, trade, finding new items to bring back, raiding***
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	*For 1(c) likely valid responses include:* ***communication, connecting up his kingdom, bridge-building, moving his capital to Roskilde; defence through forts like Trelleborg and ramparts such as the Danevirke system; Christianisation; expansion into parts of Norway; defeat by his own son and subsequent death, improved trade*** Any other historically valid response is acceptable and should be credited.

<table>
<tr><td colspan="2">Question 2 – 9 marks
Write a clear and organised summary that analyses the trading activities of the Volga Vikings. Support your summary with examples.</td></tr>
<tr><td>Levels
AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks
AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 3 marks</td><td>Notes and guidance specific to the question set</td></tr>
<tr><td>Level 3 (7–9 marks)
Demonstrates a well-selected range of valid knowledge of characteristic features that are fully relevant to the question, in ways that show secure understanding of them (AO1).
The way the summary is organised shows sustained logical coherence, demonstrating clear use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).</td><td rowspan="4">Answers should show connections in the situation defined in the question and use these to organise the answer logically.

Answers could consider aspects of one or more of the following: trade, settling and ruling, raids. Trade is likely to feature prominently and may include: the establishment of a base at Staraya Ladoga from which to trade; the development of trade routes along the Volga, Dnieper and Don. Consequent growth and development of Novgorod and Kiev. Importance of these settlements and of rulers such as Rurik, Oleg and Vladimir. Answers are likely to focus on the areas reached at the end of the trade routes, namely Constantinople and across the Caspian Sea to Baghdad. Reference may be made to the raids on Constantinople and the role played by the Varangian guard, but also to specific items traded there and in the Arab world: items brought from Scandinavia (such as honey, wax, furs, slaves, walrus ivory) and those brought back (such as amber, silk, olive oil, wine, spices, semi-precious stones….). Specific mention may also be made of the importance of silver to the Vikings. The ‘extent’ or reach of Viking trade, the success and duration of settlement and rule in the east may also be addressed.

Use of conceptual understanding to organise the response might in this case involve diversity, e.g. distinguishing by geographical regions – Russia, Byzantium or the Arab World.

Answers may show understanding of second order concepts such as diversity (e.g. not just traders but raiders, setters and rulers, difference in impact between different geographical areas, different types of items traded); similarity and difference within situations (e.g. between the Rus and Constantinople); significance – influential were the Vikings were in the east.

Please note that answers do not need to name the second order concepts being used to organise their answer, but the concepts do need to be apparent from the connections and chains of reasoning in the summary in order to meet the AO2 descriptors (see levels descriptors).
No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</td></tr>
<tr><td>Level 2 (4–6 marks)
Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1).
The way the summary is organised shows some logical coherence, demonstrating use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).</td></tr>
<tr><td>Level 1 (1–3 marks)
Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1).
The summary shows a very basic logical coherence, demonstrating limited use of at least one second order concept in attempting to find connections and to provide a logical chain of reasoning to summarise the historical situation in the question (AO2).</td></tr>
<tr><td>0 marks
No response or no response worthy of credit.</td></tr>
</table>

Question 2 – 9 marks **Write a clear and organised summary that analyses the trading activities of the Volga Vikings. Support your summary with examples.**	
Guidance and indicative content	
Level 3 (7–9 marks)	Answers at L3 will typically be organised around a second order concept such as causes/ consequences, change/continuity, diversity. Answers will be **supported with two or more valid examples** e.g. *[Significance]* *The Volga Vikings were effective traders who created a trading network which gave them access to new products. For example, they established trading with Constantinople where the Volga Vikings were able to exchange timber, furs and slaves for items such as spices, silk, fruit and wine. The Volga Vikings became richer as a result and this allowed them to build a powerful trading network). In addition, the Volga Vikings were also able to use their trading routes to form new relationships and to gain influence in the East. They became the Varangian guard to the Byzantine emperor due to the ferocious way that they fought in battle and this afforded them more power and wealth in this region.* **Nutshell: Summary based on second order concept(s) with two or more valid supporting examples** ***Other valid areas might include:*** *Diversity (e.g. not just traders but raiders, setters and rulers, difference in impact between different geographical areas, different types of items traded); similarity and difference within situations (e.g. between the Rus and Constantinople); significance – influential were the Vikings were in the east.*
Level 2 (4–6 marks)	Answers at L2 will typically be organised around a second order concept, **supported with one valid example**, e.g. *[Significance]* *The Volga Vikings were effective traders who created a trading network which gave them access to new products. For example, they established trading with Constantinople where the Volga Vikings were able to exchange timber, furs and slaves for items such as spices, silk, fruit and wine. The Volga Vikings became richer as a result and this allowed them to build a powerful trading network.* **Nutshell: Summary based on a second order concept with one valid supporting example** **NOTE: Answers which consist of a list of examples and a disconnected/weak concept will be awarded at 4 marks**
Level 1 (1–3 marks)	Answers at L1 will typically **list relevant events or developments,** e.g. *The Volga Vikings developed trading routes such as Staraya Ladoga. They built trading routes along the Volga river. They were involved in settlement and raids.* **Nutshell: List of events / developments with no organising concept.**
0 marks	

<table>
<tr><td colspan="2">Question 3 – 10 marks
What was the impact of the Great Heathen Army’s invasion of England? Explain your answer with examples.</td></tr>
<tr><td>Levels
AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks
AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks</td><td>Notes and guidance specific to the question set</td></tr>
<tr><td>Level 5 (9–10 marks)
Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).
Uses these to show sophisticated understanding of one or more second order concepts in a fully sustained and very well-supported explanation (AO2).</td><td rowspan="6">Explanations could consider: the first full invasion of the country by Vikings; over-wintering had occurred before but the purpose in 865 was entirely clear. The army remained for fourteen years focusing on different areas and shoring up their gains: references will be made to the impact felt across different parts of the country from the invasion: the capture of York and establishment of a Northumbrian kingdom; base at Thetford and subsequent success in East Anglia; over-wintering in Repton and taking of parts of Mercia in 873-4. Therefore the army conquered parts of three of the four kingdoms. Attempts to conquer Wessex in 870-1 and 875-8 and consequent treaty made between Alfred and Guthrum – displays impact in terms of permanence of the invasion but also that England was not completely conquered. Establishment of the Danelaw area formally dividing the country and the significant impact afterwards, through settlement and adoption of Danish laws.

Explanations are most likely to show understanding of the second order concept of consequence and significance (extent of conquest, significance of changes to settlement, laws and customs) but reward appropriate understanding of any other second order concept. Candidates may explore the idea of the limitations of the invasion – for example not taking all four kingdoms, the defence of Wessex, the integration of Viking settlers into Anglo-Saxon society. They may also focus for a significant part of the response on the longer-term impact of the invasion, in terms of the features of the Danelaw and how long it lasted.

Answers which simply describe the Great Heathen Army cannot reach beyond Level 1.</td></tr>
<tr><td>Level 4 (7–8 marks)
Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).
Uses these to show strong understanding of one or more second order concepts in a sustained and well-supported explanation (AO2).</td></tr>
<tr><td>Level 3 (5–6 marks)
Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1).
Uses these to show sound understanding of one or more second order concepts in a generally coherent and organised explanation (AO2).</td></tr>
<tr><td>Level 2 (3–4 marks)
Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1).
Uses these to show some understanding of one or more second order concepts in a loosely organised explanation (AO2).</td></tr>
<tr><td>Level 1 (1–2 marks)
Demonstrates some knowledge of features and characteristics of the period (AO1).
Uses these to show some basic understanding of one or more second order concepts, although the overall response may lack structure and coherence (AO2).</td></tr>
<tr><td>0 marks
No response or no response worthy of credit.</td></tr>
</table>

Question 3 – 10 marks **What was the impact of the Great Heathen Army's invasion of England? Explain your answer with examples.**	
Guidance and indicative content	
Level 5 (9-10 marks)	Level 5 answers will typically identify at least **two examples of impact that the Great Heathen Army had on England and explain these fully** e.g. *The impact of the Great Heathen Army's invasion was the establishment of the Danelaw in central and eastern England where the Danes were able to rule according to their own laws. This was important because it created an area of territory for the Vikings in England where their laws were upheld and whilst this eventually led to King Athelstan driving them out, the changes to customs and practices had already been established in this part of England.* *Another impact of the Great Heathen Army's invasion was the organisation of settlements which led to cultural assimilation. This began with a practice of over-wintering which led to the invaders focusing on different areas to take over longer term. For example, the capture of York, Thetford and Repton led to the Vikings settling in larger parts of England. As a result of all this activity, the impact of Old Norse on the Old English dialects being spoken by the native population was significant and had far-reaching implications. It was the interaction between the Viking settlers and their English neighbours, their trading and farming activities and their eventual intermarriage and assimilation that helped to create the melting pot of two languages.* **Nutshell: Two or more examples of impact explained**
Level 4 (7-8 marks)	Level 4 answers will typically identify **one examples of impact that the Great Heathen Army had on England and explain this fully** e.g. *The impact of the Great Heathen Army's invasion was the establishment of the Danelaw in central and eastern England where the Danes were able to rule according to their own laws. This was important because it created an area of territory for the Vikings in England where their laws were upheld and whilst this eventually led to King Athelstan driving them out, the changes to customs and practices had already been established in this part of England.* **Nutshell: One example of impact explained** **NOTE: Answers at L4 will often identify and describe several reasons but only fully explain one of them** **NOTE: Allow examples of change as impact**
Level 3 (5-6 marks)	Level 3 answers will typically **identify at least one valid impact** e.g. • *The Great Heathen Army established the Danelaw in central and eastern England* • *The Great Heathen Army organised settlements in England over time* **Nutshell: Identifies one or more valid reason(s) but no supporting evidence OR no full explanation of impact** **NOTE: 5 marks for one impact identified; 6 marks for two or more** **NOTE: Allow examples of change as impact**
Level 2 (3-4 marks)	Level 2 answers will typically contain correct general **descriptions of the invasion of the Great Heathen Army**. e.g. • *The Great Heathen Army invaded England in 865* • *The Great Heathen Army landed on the Isle of Thanet used East Anglia as their starting point for invasion* **Nutshell: Describes features of the invasion**
Level 1	Level 1 answers will typically contain **general points, unsupported assertions or descriptions of the Great Heathen Army** e.g.

(1–2 marks)	*The 'Great Heathen Army' was a large force who were determined to pillage England. They were fierce warriors.* **Nutshell: Assertion(s) and/or descriptions of the Great Heathen Army**
0 marks	

Question 4* – 18 marks
'Religion was the most important factor in the lives of Vikings in their homelands'. How far do you agree with this statement? Give reasons for your answer.

Levels **AO1** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **Maximum 6 marks** **AO2** Explain and analyse historical events and periods studied using second-order historical concepts. **Maximum 12 marks**	**Notes and guidance specific to the question set**
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). *There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.*	*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 religion and at least one other factor e.g. landscape, trade, society and social structures. Considering more than one alternative factor may be a feature of highest level answers.* *Answers are most likely to show understanding of the second order concepts of significance (importance of religion and other factors in shaping everyday life), diversity (different factors involved in shaping everyday life) and potentially cause and consequence (how religion and other factors like landscape and trade led to Vikings behaving in particular ways and making decisions as a result of those factors). Reward appropriate understanding of any other second order concept.* *Grounds for agreeing include: centrality of belief in Viking gods. Different gods with specific roles that had links to aspects of life e.g. Odin, God of War Thor, God of thunder and lightning, Baldur the god of summer sun, Freyr being the god of weather, linking to the need to produce a good annual harvest of crops. Vikings made offerings and sacrifices to the gods to ensure good harvests but also for rites of passage such as births and deaths. The tree Yggdrasil at the centre of the universe with gods living on Asgard and humans on Midgard, a different level. Role of Valhalla and Ragnarok in developing attitudes to fighting, war and having a glorious death.* *Grounds for disagreeing include: whilst belief in Viking gods was important, in itself it didn't shape everyday life so much as react to the nature of everyday life. The actual shaping was done by the particular demands of the Scandinavian landscape. Limited amounts of good farming land led to a reliance on the produce of forests and fjords. Harsh winters led to the preserving and pickling of foodstuffs. Many settlements were clustered around coastal inlets or fjords. Interaction (trading and raiding) with other countries also had an impact – the items brought back by the Volga Vikings, for example (such as spices) or the Vikings that raided Britain and brought back plunder and slaves. Social structures – from kings, to jarls, to the role of women and existence of Thralls (slaves), with limited movement occurring between groups, clearly shaped everyday life for Vikings to a large degree.*
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). *There is a well-developed line of reasoning which is coherent, relevant and logically structured.*	
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). *There is a developed line of reasoning which is clear, relevant and logically structured.*	
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). *There is a line of reasoning presented which is mostly relevant and which has some structure.*	
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). *There is a line of reasoning which has some relevance and which is presented with limited structure.*	
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment	

on the issue in the question is unclear or lacks historical validity (AO2). *The information is communicated in a basic/unstructured way.*	
0 marks No response or no response worth of credit.	

Question 4* – 18 marks **'Religion was the most important factor in the lives of Vikings in their homelands'. How far do you agree with this statement? Give reasons for your answer.**	
Guidance and indicative content	
Level 6 (16-18 marks)	Level 6 answers will typically set out a balanced argument explicitly supported by at least **4 valid examples**. **For 18 marks, candidates present a valid clinching argument** e.g. *Religion was an important aspect of Viking life because gods such as Freyr (God of Weather) were a central feature of their customs and traditions. The Vikings made offerings and sacrifices to the gods to ensure good harvests and therefore this was a very important aspect of how they understood the world. Another element of religion which was important was the idea of Valhalla which the Vikings understood as an afterlife overseen by Odin (God of War) who would heal the wounds of fallen soldiers who had fought courageously. This idea was important as it influenced the Viking culture of waging war and pursuing battle to achieve glory.* *On the other hand the Vikings were also committed to practical farming and managing their harsh landscapes to stay alive in the real world. Vikings relied on the produce from forests, fjords and picking their food so that they could survive harsh winters. This was an equally important aspect of life in their homelands as it allowed them to survive. It is also important to note that settlements were based around coastal areas that allowed Vikings to trade and raid and the items brought back from other countries was also important. For example, the Vikings that invaded Britain brought back plunder and slaves. Therefore, these were equally important features to the Viking homelands.* *Overall, whilst the Vikings may have attributed many of their successes to religion and this clearly played a role in their cultural mindset, I believe that the most important aspect of their lives was their ingenuity and hardiness forged by their physical environment. The Vikings mastered their terrain, and this gave them the resources and skills to survive at home and thrive in their development of trading networks over time.* **Nutshell: Balanced argument; two valid supporting examples each side OR three on one side and one on the other. 2-2 OR 3-1** **Clinching argument = 18 marks**
Level 5 (13-15 marks)	Level 5 answers will typically set out a balanced argument explicitly supported by at least **3 valid examples**, e.g. *Religion was an important aspect of Viking life because gods such as Freyr (God of Weather) were a central feature of their customs and traditions. The Vikings made offerings and sacrifices to the gods to ensure good harvests and therefore this was a very important aspect of how they understood the world. Another element of religion which was important was the idea of Valhalla which the Vikings understood as an afterlife overseen by Odin (God of War) who would heal the wounds of fallen soldiers who had fought courageously. This idea was important as it influenced the Viking culture of waging war and pursuing battle to achieve glory.* *On the other hand the Vikings were also committed to practical farming and managing their harsh landscapes to stay alive in the real world. Vikings relied on the produce from forests, fjords and picking their food so that they could survive harsh winters. This was an equally important aspect of life in their homelands as it allowed them to survive.* **Nutshell: Three explained points of support (i.e. two on one side and one on the other); clinching argument top of level. 2-1 OR 3-0**

Level 4 (10-12 marks)	Level 4 answers will typically construct a one-sided answer explicitly supported by **two valid examples** e.g. *Overall I agree with the statement. Religion was the most important aspect of Viking life because gods such as Freyr (God of Weather) were a central feature of their customs and traditions. The Vikings made offerings and sacrifices to the gods to ensure good harvests and therefore this was a very important aspect of how they understood the world. Another element of religion which was important was the idea of Valhalla which the Vikings understood as an afterlife overseen by Odin (God of War) who would heal the wounds of fallen soldiers who had fought courageously. This idea was important as it influenced the Viking culture of waging war and pursuing battle to achieve glory.* **Nutshell: One sided argument, two explained points of support; clinching argument top of level 2-0** **Alternatively, Level 4 answers will construct a balanced argument with each side explicitly supported by one example, e.g.** *Religion was an important aspect of Viking life because gods such as Freyr (God of Weather) were a central feature of their customs and traditions. The Vikings made offerings and sacrifices to the gods to ensure good harvests and therefore this was a very important aspect of how they understood the world. On the other hand the Vikings were also committed to practical farming and managing their harsh landscapes to stay alive in the real world. Vikings relied on the produce from forests, fjords and picking their food so that they could survive harsh winters. This was an equally important aspect of life in their homelands as it allowed them to survive.* **Nutshell: Balanced argument; one explained point on each side; clinching argument top of level. 1-1** **NOTE Answers at L4 may attempt more than two points but only provide explicit supporting evidence for two**
Level 3 (7-9 marks)	Level 3 answers will typically construct a one-sided argument explicitly supported by **one valid example**, e.g. *Overall I agree with the statement. Religion was the most important aspect of Viking life because gods such as Freyr (God of Weather) were a central feature of their customs and traditions. The Vikings made offerings and sacrifices to the gods to ensure good harvests and therefore this was a very important aspect of how they understood the world.* **Nutshell: One sided argument; one explained point of support 1-0** **NOTE Answers at L3 may attempt more than one point but only provide explicit supporting evidence for one**
Level 2 (4-6 marks)	Level 2 answers will typically **identify valid reason(s) to agree or disagree** but without full explanation or supporting evidence, e.g. - *I agree that religion was the most important feature because Vikings had different gods such as Odin who was the God of War* - *I disagree because farming was more important as they had to grow their own food and survive harsh winters* **Nutshell: Identification of reason(s) to agree or disagree without full explanation. Description without explanation fits in this level.**
Level 1 (1-3	Level 1 answers will typically make general and **unsupported assertions** eg

marks)	*I agree because religion was a very important part of Viking lives and how they lived* **Nutshell General/ unsupported assertion(s)**
0 marks	

Question 5* – 18 marks **'Harald Bluetooth was more important than Svein Forkbeard in the development of a Viking kingdom'. How far do you agree with this statement? Give reasons for your answer**	
Levels **AO1** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **Maximum 6 marks** **AO2** Explain and analyse historical events and periods studied using second-order historical concepts. **Maximum 12 marks**	**Notes and guidance specific to the question set**
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). *There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.*	*It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description.* *Answers that seek to agree or disagree strongly with the statement must show awareness of the different actions and achievements of the two kings. Candidates may choose to address each king in turn and assess their roles in developing the kingdom; it is equally valid to approach the question thematically or to contrast the importance of one with the weaknesses of the other, though only at the highest levels will this be done for both kings. To achieve Level 6, answers should be displaying 'very secure and thorough understanding' of the reigns and actions of BOTH kings.* *Answers are most likely to show understanding of the second order concepts of significance and consequence (significant achievements of each king and the impact that they had). They could also consider similarity and difference (comparing specific areas from each king's life and reign, such as religion and war).* *Grounds for agreeing include: Jelling and conversion of the Danes to Christianity, unifying the Danish kingdom (and ruling over part of Norway between 963 and 974); moving capital to Roskilde and connecting the kingdom up through enhanced communications and building bridges. Enhancing the Danevirke ramparts, building of Trelleborg. Evidence for Forkbeard's limitations could*
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). *There is a well-developed line of reasoning which is coherent, relevant and logically structured.*	
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). *There is a developed line of reasoning which is clear, relevant and logically structured.*	
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). *There is a line of reasoning presented which is mostly relevant and which has some structure.*	
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a	

limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). *There is a line of reasoning which has some relevance and which is presented with limited structure.*	*include his focus on serially raiding England between 1003 and 1007, exploiting a weak English government under Ethelred, looting, burning and later extorting (which could be argued either way perhaps), his untimely death weeks after becoming king of England in 1014, making him England's shortest reigning king.* *Grounds for disagreeing include:* *Svein Forkbeard not only seized Denmark and then ruled the country from 986 until his death, he ruled over much of Norway from 1000 and also became king of England, a title which his own son Cnut was able to inherit. Marriage with Swedish widow Sigrid, creating an alliance with Sweden and preventing further incursions such as that of Eric in 994. Fighting Olaf Tryggvason to take control of Norway between 995 and 1000. Tolerating pagans as well as Christianity in Denmark. Successes in England from 1003 and full-scale invasion in 1013. Evidence for Bluetooth's limitations include losing the part of Norway ruled until 974, falling to rebellion by his son in 986. He also did not make any inroads into England. It was Svein who regained Hedeby from German control whilst Harald was still king. The role of Christian conversion can also be said to be a failing, as not only did many people continue to worship Viking gods, some of the chiefs who did not convert but remained pagan, ended up allying with Svein Forkbeard against Harald.*
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). *The information is communicated in a basic/unstructured way.*	
0 marks No response or no response worthy of credit.	

Question 5* – 18 marks **'Harald Bluetooth was more important than Svein Forkbeard in the development of a Viking kingdom'. How far do you agree with this statement? Give reasons for your answer**	
Guidance and indicative content	
Level 6 (16-18 marks)	Level 6 answers will typically set out a balanced argument explicitly supported by at least **4 valid examples**. **For 18 marks, candidates present a valid clinching argument** e.g. *Harald Bluetooth made an important contribution to the Viking kingdom by leading the Danes to Christianity. As a sign of his conversion he erected the Jelling stones to honour his parents after his father was re-buried in a church to symbolise his conversion. As a result of this conversion to Christianity gave the Vikings more influence with the church across Europe. In addition, Harald was also successful in unifying his kingdom by connecting his kingdom together through building bridges and improving communications. He moved the capital to Roskilde and ensured that the kingdom was protected by building forts such as Trelleborg. Therefore, this shows that Harald unified his kingdom through connectivity and brought his people together.* *Svein Forkbeard helped to develop an ambitious kingdom for the Vikings that included direct rule and alliances. Svein ruled over Denmark, Norway and England and was able to marry Sigrid of Sweden which forged an alliance and prevented further incursions such as that of Eric in 994. The combination of these achievements meant that he developed a powerful Viking kingdom. In addition, if we consider Harald Bluetooth's loss of part of Norway in 974 and falling to a rebellion by his son in 986 alongside his failure to expand into England, we can see that Svein's achievements are even more impressive and ultimately, he regained Hedeby from German control whilst Harald was still king.* *Overall, whilst Harald Bluetooth's legacy of connectivity was important at the time, some of his achievements were more superficial. Despite his conversion to Christianity this was never a fully accepted cultural change as many people continued to worship Viking gods and remained pagan. Svein Forkbeard's development of Viking territory and alliances were more compelling achievements and he was a more important to the development of the kingdom.* **Nutshell: Balanced argument; two valid supporting examples each side OR three on one side and one on the other. 2-2 OR 3-1** **Clinching argument = 18 marks**
Level 5 (13-15 marks)	Level 5 answers will typically set out a balanced argument explicitly supported by at least **3 valid examples**, e.g. *Harald Bluetooth made an important contribution to the Viking kingdom by leading the Danes to Christianity. As a sign of his conversion he erected the Jelling stones to honour his parents after his father was re-buried in a church to symbolise his conversion. As a result of this conversion to Christianity gave the Vikings more influence with the church across Europe. In addition, Harald was also successful in unifying his kingdom by connecting his kingdom together through building bridges and improving communications. He moved the capital to Roskilde and ensured that the kingdom was protected by building forts such as Trelleborg. Therefore, this shows that Harald unified his kingdom through connectivity and brought his people together.* *Svein Forkbeard helped to develop an ambitious kingdom for the Vikings that included direct rule and alliances. Svein ruled over Denmark, Norway and England and was able to marry Sigrid of Sweden which forged an alliance and prevented further incursions such as that of Eric in 994. The combination of these achievements meant that he developed a powerful Viking kingdom..* **Nutshell: Three explained points of support (i.e. two on one side and one on the other); clinching argument top of level. 2-1 OR 3-0**

Level 4 (10-12 marks)	Level 4 answers will typically construct a one-sided answer explicitly supported by **two valid examples** e.g. *Harald Bluetooth made an important contribution to the Viking kingdom by leading the Danes to Christianity. As a sign of his conversion he erected the Jelling stones to honour his parents after his father was re-buried in a church to symbolise his conversion. As a result of this conversion to Christianity gave the Vikings more influence with the church across Europe. In addition, Harald was also successful in unifying his kingdom by connecting his kingdom together through building bridges and improving communications. He moved the capital to Roskilde and ensured that the kingdom was protected by building forts such as Trelleborg. Therefore, this shows that Harald unified his kingdom through connectivity and brought his people together.* **Nutshell: One sided argument, two explained points of support; clinching argument top of level 2-0** **Alternatively, Level 4 answers will construct a balanced argument with each side explicitly supported by one example, e.g.** *Harald Bluetooth made an important contribution to the Viking kingdom by leading the Danes to Christianity. As a sign of his conversion he erected the Jelling stones to honour his parents after his father was re-buried in a church to symbolise his conversion. As a result of this conversion to Christianity gave the Vikings more influence with the church across Europe. On the other hand, Svein Forkbeard helped to develop an ambitious kingdom for the Vikings that included direct rule and alliances. Svein ruled over Denmark, Norway and England and was able to marry Sigrid of Sweden which forged an alliance and prevented further incursions such as that of Eric in 994. The combination of these achievements meant that he developed a powerful Viking kingdom.* **Nutshell: Balanced argument; one explained point on each side; clinching argument top of level. 1-1** **NOTE Answers at L4 may attempt more than two points but only provide explicit supporting evidence for two**
Level 3 (7-9 marks)	Level 3 answers will typically construct a one-sided argument explicitly supported by **one valid example**, e.g. *Harald Bluetooth made an important contribution to the Viking kingdom by leading the Danes to Christianity. As a sign of his conversion he erected the Jelling stones to honour his parents after his father was re-buried in a church to symbolise his conversion. As a result of this conversion to Christianity gave the Vikings more influence with the church across Europe.* **Nutshell: One sided argument; one explained point of support 1-0** **NOTE Answers at L3 may attempt more than one point but only provide explicit supporting evidence for one**
Level 2 (4-6 marks)	Level 2 answers will typically **identify valid reason(s) to agree or disagree** but without full explanation or supporting evidence, e.g. - *Harald Bluetooth was more important because he led the conversion to Christianity* - *Svein Forkbeard was more important because he ruled over Denmark, Norway and England* **Nutshell: Identification of reason(s) to agree or disagree without full explanation. Description without explanation fits in this level.**
Level 1 (1-3 marks)	Level 1 answers will typically make general and **unsupported assertions** eg *Harald Bluetooth was more important because he brought people together. Svein Forkbeard controlled more land than Bluetooth.* **Nutshell General/ unsupported assertion(s)**

0 marks	

Section B: Living under Nazi Rule, 1933–1945

Question 6 – 7 marks **What can Source A tell us about the Holocaust? Use the source and your own knowledge to support your answer.**	
Levels **AO1** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **Maximum 2 marks** **AO3** Analyse sources (contemporary to the period). **Maximum 5 marks** **Please note that that while the weightings of AO1 to AO3 are equal in levels 1, AO3 carries greater weight in level 2 and greater weight again in level 3.**	**Notes and guidance specific to the question set**
Level 3 (6–7 marks) The response shows knowledge and understanding of relevant key features and characteristics (AO1). Shows strong awareness of how sources can be used critically and constructively by e.g. considering the limitations and/or benefits of the source, using wider contextual knowledge to confirm, challenge or raise questions about what the source says or 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).	*Valid features that answers could identify include:* • *Surface features – tells us people were gassed, tells us their bodies were cremated, tells us prisoners believed they were going to have a bath before they were murdered; tells us the Nazis forced Jewish prisoners to work for them and take part in the disposal of bodies.* • *Inferences from the source – tells us the Nazis were systematically carrying out a policy of genocide within the camps; tells us about the scale of murder at Birkenau – the crematorium could not keep up with the pace of killing; tells us there are acts of resistance within the camps; tells us that prisoners took risks to publicise the murder inside the camps.* • *Inferences from the source's purpose production or receipt – the communication between different sets of prisoners and the Polish resistance tells us that there was an underground, organised network of resistance in Poland/within the camps; tells us that people outside the camps were aware of their existence.* *Candidates will be credited for recognising features of the source such as purpose or tone and explaining how these are helpful to historians. These could include the purpose of the source – to gain aid from polish resistance. This helps us to see the true horror and enormity of the Holocaust. Similarly the tone of the source is extremely urgent and agitated. This also highlights the trauma being inflicted on the Sonderkommando as well as the victims of murder.*
Level 2 (3–5 marks) The response shows knowledge and understanding of relevant key features and characteristics (AO1). Shows some awareness of how sources can be used critically and constructively by e.g. considering the limitations and/or benefits of the source, using wider contextual knowledge to confirm, challenge or raise questions about what the source says or shows to analyse the source to identify some features that relate to the focus of the question; some of which may be inferred rather than directly stated in the source (AO3).	
Level 1 (1–2 marks) The response shows knowledge of features and characteristics (AO1). Analyses the source to identify at least one feature that relates to the focus of the question; this may be inferred rather than directly stated in the source (AO3).	
0 marks No response or no response worthy of credit.	

	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 the letter is exaggerating. *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.*

Question 6 – 7 marks **What can Source A tell us about the Holocaust? Use the source and your own knowledge to support your answer.**	
Guidance and indicative content	
Level 3 (6-7 marks)	Level 3 answers will typically make a valid inference from the source's **purpose, production or receipt** to explain what this tells us about the Holocaust eg • **Production**: *The communication between different sets of prisoners and the Polish resistance tells us that there was an underground, organised network of resistance to the Holocaust in Poland/within the camps.(6) The Sonderkommando have smuggled a camera in to the camp and are smuggling out evidence of the Nazis' genocide. They are expecting more film in the future. (7)* • **Receipt**: *The source tells us that people outside the camps were aware of their existence. (6) This Polish resistance group have received evidence of the Nazis' genocide because the photos show piles of dead bodies which have been gassed (7)* • **Purpose**: *The letter was written to persuade the Polish resistance to support the Sonderkommando by convincing them of the scale of what was happening. This helps us to see the true horror and enormity of the Holocaust.* **Nutshell: Explains what source tells us about the Holocaust by using a valid inference from purpose, production/receipt of source** **NOTE: Valid inference with valid support = 7 marks, no valid support = 6 marks**
Level 2 (3-5 marks)	Level 2 answers will typically make a valid inference(s) to explain what the content of the source reveals about the Holocaust eg • *The source tells us the Nazis were systematically carrying out a policy of genocide within the camps – there are photos of Jews being gassed and their bodies being burned* • *The source tells us about the scale of murder at Birkenau – the crematorium could not 'keep up' with the pace of killing* • *The source tells us there are acts of resistance within the camps (3 marks – no support)* **Nutshell: Explains what source tells us the Holocaust by using a valid inference from content of source** **NOTE: Valid inference(s) with no *relevant* support = 3 marks.** **NOTE: Valid inference(s) with *relevant* support source or CK = Default to 5 marks unless very weak.** ***Relevant – directly linked to the source (Resistance movement; conditions in camps; scale of genocide)**
Level 1 (1–2 marks)	Level 1 answers will typically use surface features of the source to suggest what the source tells us about the Holocaust e.g. • *The source says that Jews were gassed and that their bodies were cremated* • *The source informs us the Nazis forced Jewish prisoners to work for them* • *The source informs us that prisoners believed they were going to have a bath before they were murdered* Alternatively, Level 1 answers will typically make valid but general assertions from the source to suggest what the source tells us about the Holocaust e.g. *The source says/informs us about what was going on at Auschwitz-Birkenau.* **Nutshell: Lifts surface detail from source or general comments on provenance to address question or makes general assertion(s)**
0 marks	**0 marks** No response or no response worthy of credit (including answers which just describe racial policy not the Holocaust)

Question 7 – 15 marks
How useful are Sources B and C and Interpretation D for a historian studying the establishment of the Nazi dictatorship between January and July 1933? In your answer, refer to the two sources and the interpretation as well as your own knowledge.

Levels	**Notes and guiance specific to the question set**
AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **Maximum 5 marks** **AO3** Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. **Maximum 5 marks** **AO4** Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. **Maximum 5 marks** **Please note that while the descriptors for AO3 and AO4 are given separately in the levels, the analysis and evaluation of sources and interpretations may be combined in responses.**	
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the usefulness of the source(s) in relation to the issue in the question (AO3). Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences etc.). Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).	*Analysis of the sources and interpretation could identify features such as:* • *Surface features of sources – eg B useful for showing that the Communists were arrested; C useful for showing us concentration camps were set up and members of the political opposition were imprisoned; D useful for showing that violence was used.* • *Inferences from the sources – eg B useful as evidence of how Nazis took advantage of the Reichstag Fire to introduce emergency measures and crush their Communist opposition, and as evidence of anti-Communist propaganda; C useful as evidence of the Nazis arranging staged visits/reports of the camps as propaganda to convince the population they were respectable/ necessary; D useful for revealing how the public reacted to the Emergency Decree and Nazi violence initially.* • *Understanding of appropriate characteristic features could include: In January 1933 Hitler was still in a relatively weak position. The Communists were repressed following the Reichstag Fire and the Emergency Decree which followed. The SA and SS used violence to intimidate their opponents. Nevertheless, the Nazis had only got 44% of the vote in the March 1933 elections so still faced considerable political opposition. The Enabling Act effectively disbanded democracy. By July 1933 the Nazis had banned all opposition parties and trade unions; and the civil service was purged of opposition. Thousands were arrested and placed in makeshift concentration camps.*
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the usefulness of the source(s) in relation to the issue in the question (AO3). Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).	
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the usefulness of the source(s) in relation to the issue in the question (AO3). Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).	
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some	

understanding of them (AO1). Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Gives a basic evaluation with some limited explanation of ideas and a loosely supported judgment about usefulness of the source(s) in relation to the issue in the question (AO3). Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Gives a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).	*Many were tortured or killed but most were released from these early camps, their spirits broken.*
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Analyses the source(s) to identify features appropriate to the question e.g. by considering specific details, provenance, making valid inferences, making appropriate cross-references or identifying significant themes that they have in common.(AO3) Analyses the interpretation(s) to identify features appropriate to the question e.g. by considering specific details, provenance, making valid inferences, making appropriate cross-references or identifying significant themes that they have in common.(AO4) There is either no attempt to evaluate and reach a judgment about usefulness of the interpretation(s) and the source(s) in relation to the issue in the question, or there is an assertion but this lacks any support or historical validity	• *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 –* • *Developed comments on how bias, purpose or context of sources/interpretation make them more useful eg purpose of C (to whitewash the camps and convince the public they were good/necessary) tells us about the importance of propaganda to the regime; tells us that there was or had been concern or criticism of the camps as the report is clearly aimed at refuting these. Purpose of B (to convince people to support the Emergency Decree) and C reveal to us how it was important to the Nazis for their actions to be seen as legal/legitimate – this made it harder to justify opposition.*
0 marks No response or no response worthy of credit.	• *Less well developed comments will probably include:* • *Comments which support or challenge the evidence presented in sources with candidates' own knowledge, rendering sources more or less useful in terms of typicality or reliability. Candidates may show how the sources/interpretation agree and/or disagree with each other.* • *Comments on how purpose of Source C makes it less useful for telling us about the camps themselves because it presents an unrepresentative picture, ie it shows the camps as the Nazis wanted to portray them – as places of protective custody for left-wing criminals.* • *Undeveloped comments on how provenance of sources make them unreliable and therefore not useful, eg B/C are Nazi propaganda and therefore not useful; D produced after the war and therefore not useful.*

	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 …' *No reward can be given for raising concerns over the limitations unless this is explicitly used to help to say how it affects usefulness for the context given. Evaluation of usefulness may also involve making valid substantiated suggestions of other lines of enquiry for which the collection may be useful, but the focus given in the question must also be addressed.* *No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.*

Question 7 – 15 marks **How useful are Sources B and C and Interpretation D for a historian studying the establishment of the Nazi dictatorship between January and July 1933? In your answer, refer to the two sources and the interpretation as well as your own knowledge.**	
Guidance and indicative content	
Level 5 (13-15 marks)	Level 5 answers will typically make inference(s) from the **purpose** of B or C to explain why this **makes it useful** to a historian studying the establishment of the Nazi dictatorship between January and July 1933. They will also make valid comments on **at least one other** source/ interpretation e.g. *Source C is very useful to a historian because we can tell that it has been produced to whitewash the camps and convince the public they were good or necessary places. This is clearly a staged visit to the camp; it says the camp is 'light' and airy and the prisoners are treated well. This is really useful because it tells us about how propaganda was used in setting up the dictatorship – it wasn't all by violence. (level 4) I also think Source B is useful because it's evidence of how Nazis took advantage of the Reichstag Fire to set up their dictatorship. We can see from the headline 'Now we will take ruthless steps' that they used it as an excuse to introduce emergency measures and crush their Communist opposition. (level 5)* **Nutshell: Supported explanation of why the bias/purpose of B and/or C makes it useful.** **NOTE: Answers that explain supported purpose of ONE of B or C = 14 marks.** **NOTE: Answers that explain supported purpose of BOTH B and C = 15 marks.** *Other valid uses of purpose at this level:* • ***Purpose of B*** *(to convince people to accept the Emergency measures or see the Nazis as the answer to the current crisis).* • ***Purpose of C*** *(to whitewash camps) to convince people that camps such as Dachau were necessary to maintain control.* **Alternatively,** Level 5 answers will typically make **inference(s)** from the **content** of **two or more** of B, C or D to explain why this **makes them useful** to a historian studying the establishment of the Nazi dictatorship between January and July 1933. Answers will be supported with reference to the source or contextual knowledge e.g. *Source C is useful for showing us how in 1933 the **Nazis were using concentration camps to get rid of their opposition** and establish a dictatorship. The 'political prisoners' who have 'opposed the Nazi Volk community' have been put to work. Finally, Interpretation D is also useful for **revealing popular support for the regime and the establishment of dictatorship**. For example, Kershaw says the Emergency Decree was actually 'warmly welcomed' even though it took away people's freedom.* **Nutshell: Valid, supported inferences to explain why at least two of B, C, D are useful as evidence about the establishment of dictatorship.** **NOTE 1: Answers that do this should be awarded 13 marks.** **NOTE 2: Unsupported inferences should be awarded Level 3.**
Level 4	Level 4 answers will typically make valid, supported inference(s) from the **content** of **at least one of** B, C or D to explain why this **makes it useful** to a

(10-12 marks)	historian studying the establishment of dictatorship. Answers will be supported with reference to the source or contextual knowledge e.g. • *Source B is useful because it's evidence of how Nazis took advantage of the Reichstag Fire to set up their dictatorship. We can see from the headline 'Now we will take ruthless steps' that they used it as an excuse to introduce emergency measures and crush their Communist opposition.* **Nutshell: Valid, supported inferences from content to explain why one of B, C, D are useful as evidence about the establishment of Dictatorship.**
Level 3 (7-9 marks)	Level 3 answers will typically identify purpose OR make valid but unsupported **inference(s)** from the **content** of **at least one of** of B, C or D • *Source B is useful because it's evidence of how Nazis took advantage of the Reichstag Fire to set up their dictatorship.* • *Source C is very useful to a historian because we can tell that it has been produced to whitewash the camps and convince the public they were good or necessary places.* **Nutshell: Valid but unsupported inference(s) from content to explain why one of B, C, D are useful as evidence about establishment of dictatorship. OR identified purpose.** **Alternatively,** Level 3 answers will argue that one or more of B, C or D are **useful** because they are reliable which will be supported by CK. • *I think Source B is useful because it suggests the Nazis blamed the Communists for the Reichstag Fire. I know this is true because the Nazis blamed Van der Lubbe for the fire despite it being likely that they were the ones to blame (7), which would help them to win the 5th March election (8).* **Nutshell: Cross reference with contextual knowledge to argue that one or more of B, C or D are useful because they are reliable.**
Level 2 (4-6 marks)	Level 2 answers will typically extract surface features or points from B, C or D and argue that these details are useful e.g. *Source B is useful for showing that the Communists were arrested. C useful for showing us concentration camps were set up.* **Nutshell: Uses surface features of extracts to argue source(s) are useful.** **OR** Level 2 answers may argue that the extract(s) are **not useful** on the grounds of provenance, bias or purpose e.g. *Source C is not very useful. It's a piece of propaganda trying to convince people that the camps are good places. So it presents an unrepresentative picture, i.e. it shows the camps as the Nazis wanted to portray them – as places of protective custody for left-wing criminals.* **Nutshell: Argues not useful on the basis of purpose, bias, reliability or provenance or what information the source(s) do not contain** Note: Not useful only – limited to 4 marks Note: Also use this level for inferences which are not related to the establishment of Nazi dictatorship e.g. Nazis hated Communists.
Level 1 (1–3 marks)	Level 1 answers will typically contain general points or unsupported assertions e.g. *The sources are not really useful. None of them are eyewitness reports.* **Nutshell: Assertion(s)**
0 marks	

Question 8* – 18 marks
"The lives of all workers improved as a result of Nazi policies between 1933 and 1939." How far do you agree with this view?

Levels **AO1** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **Maximum 6 marks** **AO2** Explain and analyse historical events and periods studied using second-order historical concepts. **Maximum 12 marks**	**Notes and guidance specific to the question set**
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). *There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.*	NOTE: There will be no penalty if candidates only talk about men although candidates reaching the top levels will address the use of the phrase '**all**' and may expand their responses to consider women, Jews or other groups of workers. *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 areas of improvements and areas of continuation/ deterioration in the lives of workers. Answers are most likely to show understanding of the second order concepts of change and continuity (how far all workers' lives got worse, stayed the same or improved), causation (reasons for all workers' lives changing as a result of policies) and diversity (similarity/difference in the experience of different men) but reward appropriate understanding of any other second order concept.* *Grounds for agreeing may include: 6 million were unemployed in 1933 Nazis helped e.g. Nazis/Schacht/Goering with New Plan and 4YP; Public works programmes as employment (eg the autobahn, rearmament and the railways). KDF offered cheap leisure activities; Beauty of Labour improved conditions in factories; Winter Relief fund. Farmers – Reich Food estate and Reich Entailed Farm Law supported farmers through financial difficulties. Working class women – many in agriculture and industry – figures grew between 1933-1939;DAF had 29 million paying members by 1939.* *Grounds for disagreeing may include: Loss of freedom of speech/association. The unemployed – many jobs were created only through conscription to the army. Loss of the workers' main political party, the SDP; trade unions and strikes outlawed; DAF kept strict controls on workers; wages remained comparatively low frozen at 1933 levels. Farmers – because of Reich Entailed Farm Law, banks were unwilling to lend money to entrepreneurial farmers; there was rural depopulation; Jews pushed out due to Civil Service Act; VW scheme no-one got car; RAD unpopular; 3% of salary to winter relief fund due to pressure from SA; Law to protect retail trade (craftsmen) had little impact, artisans fell from 1.6 million to 1.5m.* *Question is all workers and therefore candidates should be allowed to comment on Jewish workers losing their professions from '33 onwards e.g. doctors, lawyers,*
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). *There is a well-developed line of reasoning which is coherent, relevant and logically structured.*	
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). *There is a developed line of reasoning which is clear, relevant and logically structured.*	
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). *There is a line of reasoning presented which is mostly relevant and which has some structure.*	
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). *There is a line of reasoning which has some relevance and which is presented with limited structure.*	
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). *The information is communicated in a basic/unstructured way.*	
0 marks No response or no response worthy of credit. *NOTE: Examiners can use discretion on deciding whether a particular group of people (eg small businesses) constitutes as 'workers' although candidates who simply repeats everything they know about women, the middle class, etc. should not be credited.*	

	teachers.

Question 8* – 18 marks **"The lives of all workers improved as a result of Nazi policies between 1933 and 1939." How far do you agree with this view?**	
Guidance and indicative content	
Level 6 (16-18 marks)	Level 6 answers will typically set out a balanced argument explicitly supported by at least 4 valid examples. For 18 marks, candidates must present a valid clinching argument e.g. *There is some evidence which can support the statement. Firstly, it could be argued that workers who had been unemployed benefitted. In 1933 there had been 6 million unemployed and the Nazis organised public works programmes as employment to give these men jobs. For example, working on the autobahns or via rearmament so their lives improved because they had jobs again. Secondly, workers benefitted from the KDF who offered cheap leisure activities to workers such as theatre tickets and even cruises so the lives of these people improved because they could afford trips and holidays.* *On the other hand, there much evidence against the statement. Wages were frozen at 1933 levels and workers could not bargain for better pay and conditions – they had lost their main political party, the SDP, and their trade unions. Secondly, Jewish workers did not share in the benefits because of the Nazis' persecution. Between 1933 and 1939, Jews were banned from various professions such as being dentists, and from running retail businesses. In 1938 they were banned from attending places of leisure such as theatres and cinemas, so their lives got much worse.* *Overall, I think that it depends on a worker's previous situation. Comparatively, having employment due to Nazi policy would be far better that being out of a job, so workers would benefit despite frozen wages and lack of freedom. But for those already employed, the small benefits received via Nazi rule (e.g. trips) were not equal to what was lost, such as freedom and higher wages.* **Nutshell: Balanced argument; two valid supporting examples each side OR three on one side and one on the other. 2-2 OR 3-1** **Clinching argument = 18 marks**
Level 5 (13-15 marks)	Level 5 answers will typically set out a balanced argument explicitly supported by at least 3 valid examples, e.g. *There is some evidence which can support the statement. Firstly, it could be argued that workers who had been unemployed benefitted. In 1933 there had been 6 million unemployed and the Nazis organised public works programmes as employment to give these men jobs. For example, working on the autobahns or via rearmament so their lives improved because they had jobs again. Secondly, workers benefitted from the KDF who offered cheap leisure activities to workers such as theatre tickets and even cruises so the lives of these people improved because they could afford trips and holidays.* *On the other hand, there much evidence against the statement. Wages were frozen at 1933 levels and workers could not bargain for better pay and conditions – they had lost their main political party, the SDP, and their trade unions.* **Nutshell: Three explained points of support (i.e. two on one side and one on the other). 2-1** **NOTE: Candidates may argue three valid points on one side of the argument and this would be credited at this level. 3-0**

Level 4 (10-12 marks)	Level 4 answers will typically construct a one-sided answer explicitly supported by two valid examples e.g. *There is some evidence which can support the statement. Firstly, it could be argued that workers who had been unemployed benefitted. In 1933 there had been 6 million unemployed and the Nazis organised public works programmes as employment to give these men jobs. For example, working on the autobahns or via rearmament, so their lives improved because they had jobs again. Secondly, workers benefitted from the KDF who offered cheap leisure activities to workers such as theatre tickets and even cruises, so the lives of these people improved because they could afford trips and holidays.* **Nutshell: One sided argument, two explained points of support 2-0** Alternatively, Level 4 answers will construct a balanced argument with each side explicitly supported by one example, e.g. *There is some evidence which can support the statement. Firstly, it could be argued that workers who had been unemployed benefitted. In 1933 there had been 6 million unemployed and the Nazis organised public works programmes as employment to give these men jobs. For example, working on the autobahns or via rearmament, so their lives improved because they had jobs again. On the other hand, there much evidence against the statement. Wages were frozen at 1933 levels and workers could not bargain for better pay and conditions – they had lost their main political party, the SDP, and their trade unions.* **Nutshell: Balanced argument; one explained point on each side 1-1**
Level 3 (7-9 marks)	Level 3 answers will typically construct a one-sided argument explicitly supported by one valid example, e.g. *There is some evidence which can support the statement. Firstly, it could be argued that workers who had been unemployed benefitted. In 1933 there had been 6 million unemployed and the Nazis organised public works programmes as employment to give these men jobs. For example, working on the autobahns or via rearmament, so their lives improved because they had jobs again.* **Nutshell: One sided argument; one explained point of support 1-0**
Level 2 (4-6 marks)	Level 2 answers will typically identify valid reason(s) to support and/or challenge the statement but without full explanation or supporting evidence, e.g. *Yes, I agree because unemployment went down.* **Nutshell: Identification of reason(s) to support/challenge without full explanation** Alternatively, Level 2 answers will typically describe workers/relevant events/organisations, e.g. *The KDF was the 'Strength Through Joy' organisation for workers. It set up trips, holidays and gym evenings.* **Nutshell: Description of workers or related events/organisations without linking this to the question**
Level 1 (1-3 marks)	Level 1 answers will typically make general and unsupported assertions eg *No, there were many areas where workers lives actually got a lot worse. Improvements were limited.* **Nutshell: General/ unsupported assertion(s)**
0 marks	

Question 9* – 18 marks
"The German people supported the war between 1939 and 1945." How far do you agree with this view?

Levels **AO1** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **Maximum 6 marks** **AO2** Explain and analyse historical events and periods studied using second-order historical concepts. **Maximum 12 marks**	Notes and guidance specific to the question set
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). *There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.*	*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 of support for the war and evidence of lack of support from the German people.* *Answers are most likely to show understanding of the second order concepts of change (rise in opposition as a result of war or change in levels of support as the war went on), causation (reasons for growing opposition) and diversity (similarity/difference in the experience and responses of different groups of Germans) but reward appropriate understanding of any other second order concept.* *Grounds for agreeing may include: The first year of the war went well for Germany and food and luxury goods were imported from conquered territories so civilian morale was maintained; German industries prospered from war contracts, which meant there was a demand for workers; Allied bombing during Total War may have actually increased support for the war because people did not want to give in; welfare schemes helped those whose homes were destroyed by Allied bombing which convinced may people that the regime deserved their support; millions of people donated fur coats to help the German soldiers invading the Soviet Union; the 'Hitler myth' remained intact throughout the war – even in 1944, when the war was going badly, many people still believed Hitler would lead them to victory; there are many examples of people informing on resisters in this period, eg people reporting Protestant minister Wilhelm Kenath after he publicly criticised the war at the funeral of a young soldier or people handing in anti-Nazi postcards to the Gestapo in Berlin.* *Grounds for disagreeing may include:* *Rationing and shortages unpopular - emergence of black market; The tide of war began to turn after the invasion of the Soviet Union and Nazi propaganda campaigns urging people to save fuel and work harder are evidence of falling morale after 1941; as the war progressed, the popularity of Hitler Youth waned as it became increasingly focussed on military drill and organisations like the Edelweiss Pirates + SY appeared; there is evidence of growing opposition to the regime during this period, eg from the White Rose, Jewish groups such as that led by Gad Beck in Berlin, and church leaders like Bishop Galen, Dietrich Bonhoeffer and Martin Niemoller; senior army officers tried to assassinate Hitler in July 1944 because they believed Hitler was leading Germany to ruin in the war; SS and Gestapo reports show the regime's concern that people were becoming increasingly discontented by bombing raids, shortages and heavy casualties; there is evidence of a great deal of passive resistance in this period, eg telling ant-Nazi jokes, hiding Jews and writing anti-Nazi graffiti; women encouraged to go into factories but many chose not to – 1.5 million out of 30 million and during Total War only 1/3.. Evacuation – of the 260,000 eligible children in Berlin only 40,000 participated. Total War led to misery. Males forced to join Volkssturn in 1944.*
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). *There is a well-developed line of reasoning which is coherent, relevant and logically structured.*	
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). *There is a developed line of reasoning which is clear, relevant and logically structured.*	
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). *There is a line of reasoning presented which is mostly relevant and which has some structure.*	
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). *There is a line of reasoning which has some relevance and which is presented with limited structure.*	
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). *The information is communicated in a basic/unstructured way.*	
0 marks No response or no response worthy of credit.	

Question 9* – 18 marks **"The German people supported the war between 1939 and 1945." How far do you agree with this view?**	
Guidance and indicative content	
Level 6 (16-18 marks)	Level 6 answers will typically set out a balanced argument explicitly supported by at least 4 valid examples. For 18 marks, candidates must present a valid clinching argument e.g. *There is some evidence which can support the statement. For example, the first year of the war went well for Germany and food and luxury goods were imported from conquered territories. Germans were encouraged to settle in newly conquered land in the East. So civilian morale and support was generally maintained at the beginning of the war because of the material benefited. As well as this, German industries prospered from war contracts, which meant there was a demand for workers, so morale was generally high because of this.* *On the other hand, there much evidence against the statement. Nazi propaganda campaigns urging people to save fuel and work harder are evidence of falling morale after 1941 when the tide of war began to turn against Germany and cities like Hamburg and Dresden were destroyed by bombing. Secondly, there is evidence of growing opposition to the regime during this period. For example, senior army officers tried to assassinate Hitler in July 1944 because they believed Hitler was leading Germany to ruin in the war.* *Overall, I think that the statement support for 'the war' as a whole is an oversimplification because there was change within the period. There were some positive aspects in the first phase, so morale was maintained up until around 1941. However, the 'Total War' phase had an almost wholly negative impact so support for the war decreased rapidly after that point.* **Nutshell: Balanced argument; two valid supporting examples each side OR three on one side and one on the other. 2-2 OR 3-1** **Clinching argument = 18 marks**
Level 5 (13-15 marks)	Level 5 answers will typically set out a balanced argument explicitly supported by at least 3 valid examples, e.g. *There is some evidence which can support the statement. For example, the first year of the war went well for Germany and food and luxury goods were imported from conquered territories. Germans were encouraged to settle in newly conquered land in the East. So civilian morale and support was generally maintained at the beginning of the war because of the material benefited. As well as this, German industries prospered from war contracts, which meant there was a demand for workers, so morale was generally high because of this.* *On the other hand, there much evidence against the statement. Nazi propaganda campaigns urging people to save fuel and work harder are evidence of falling morale after 1941 when the tide of war began to turn against Germany and cities like Hamburg and Dresden were destroyed by bombing.* **Nutshell: Three explained points of support (i.e. two on one side and one on the other). 2-1** **NOTE: Candidates may argue three valid points on one side of the argument and this would be credited at this level. 3-0**

Level 4 (10-12 marks)	Level 4 answers will typically construct a one-sided answer explicitly supported by two valid examples e.g. *There is some evidence which can support the statement. For example, the first year of the war went well for Germany and food and luxury goods were imprinted from conquered territories. Germans were encouraged to settle in newly conquered land in the East. So civilian morale and support was generally maintained at the beginning of the war because of the material benefited. As well as this, German industries prospered from war contracts, which meant there was a demand for workers, so morale was generally high because of this.* **Nutshell: One sided argument, two explained points of support2-0** Alternatively, Level 4 answers will construct a balanced argument with each side explicitly supported by one example, e.g. *There is some evidence which can support the statement. For example, the first year of the war went well for Germany and food and luxury goods were imported rom conquered territories. Germans were encouraged to settle in newly conquered land in the East. So civilian morale and support was generally maintained at the beginning of the war because of the material benefited. On the other hand, there much evidence against the statement. Nazi propaganda campaigns urging people to save fuel and work harder are evidence of falling morale after 1941 when the tide of war began to turn against Germany and cities like Hamburg and Dresden were destroyed by bombing.* **Nutshell: Balanced argument; one explained point on each side1-1**
Level 3 (7-9 marks)	Level 3 answers will typically construct a one-sided argument explicitly supported by one valid example, e.g. *There is some evidence which can support the statement. For example, the first year of the war went well for Germany and food and luxury goods were imported from conquered territories. Germans were encouraged to settle in newly conquered land in the East. So civilian morale and support was generally maintained at the beginning of the war because of the material benefited.* **Nutshell: One sided argument; one explained point of support 1-0**
Level 2 (4-6 marks)	Level 2 answers will typically identify valid reason(s) to support and/or challenge the statement but without full explanation or supporting evidence, e.g. *No, I don't agree because bombing damaged morale.* **Nutshell: Identification of reason(s) to support/challenge without full explanation** Alternatively, Level 2 answers will typically describe the war/relevant events, e.g. *In In July 1943, the Allies bombed Hamburg. There was a firestorm and half of Hamburg was destroyed. More than 40,000 civilians were killed.* **Nutshell: Description of the war or related events without linking this to the question**
Level 1 (1-3 marks)	Level 1 answers will typically make general and unsupported assertions eg *Yes, even later on in the war there is evidence of the German people not giving up.* **Nutshell General/ unsupported assertion(s)**
0 marks	

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