GCSE (9–1)

History B (Schools History Project)

J411/36: The Mughal Empire, 1526-1707 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.

Mark Scheme

Section A: The Mughal Empire, 1526–1707

Question 1 – 3 marks

a) **Name one feature of Akbar's administration**

b) **Give one example of how Jahangir supported art during his reign**

c) **Give one example of how Aurangzeb showed his religious piety**

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:* ***Empire divided into provinces; provinces ruled by a governor, revenue collector and military commander; runners used for communication; carrier pigeons; four ministers (finance, army, justice and royal household); mansabdars (including ranks and land); civil service, collected taxes***
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:* ***painting; miniatures; portraits***
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:* ***read theology; encouraged calligraphy rather than painting human form; made his own copies of the Qur'an; memorised Qur'an in full, new coins didn't have verses from the Qur'an; appointed new official (muhtasib); ended custom of appearing at*** **jharokha** ***window;*** Any other historically valid response is acceptable and should be credited.

Question 2 – 9 marks **Write a clear and organised summary that analyses the court of Shah Jahan. Support your summary with examples.**	
Levels **AO1** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **Maximum 6 marks** **AO2** Explain and analyse historical events and periods studied using second-order historical concepts. **Maximum 3 marks**	**Notes and guidance specific to the question set**
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).	*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: the luxury of his court (wealth shown through jewels, throne; patronage of arts;) and how he used his court to show his power; court culture used to show his power and prestige (portraits, fanfares of trumpets, encouragement of music and dancing). Reasons as to why Shah Jahan held court in this way - the differences between the courts of Akbar and Jahangir and his own e.g treatment of visitors; relationships with officials. Significance: impact of the court; influence of the court; effect on governance. Diversity within the court and different groups of people as well as between this court and earlier rulers may also be considered.* *Answers may show understanding of second order concepts such as cause and consequences; significance; diversity* *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.*
Level 2 (4–6 marks) Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1). The way the summary is organised shows some logical coherence, demonstrating use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	
Level 1 (1–3 marks) Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1). The summary shows a very basic logical coherence, demonstrating limited use of at least one second order concept in attempting to find connections and to provide a logical chain of reasoning to summarise the historical situation in the question (AO2).	
0 marks No response or no response worthy of credit.	

Question 2 – 9 marks **Write a clear and organised summary that analyses the court of Shah Jahan. 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]* *Shah Jahan's court was a means of demonstrating his power. His court was opulent and showed his wealth through jewels, artwork and a throne. These were significant features as they contributed to the prestige of his court and created an impression of superiority. In addition, the court also used fanfares of trumpets and encouragement of music and dance to further demonstrate power all of which was significant in creating a sense of awe, spectacle and power upon which the court was based.* **Nutshell: Summary based on second order concept(s) with two or more valid supporting examples**
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]* *Shah Jahan's court was a means of demonstrating his power. His court was opulent and showed his wealth through jewels, artwork and a throne. These were significant features as they showed his riches and encouraged a tradition of patronage. This contributed to the prestige of his court and created an impression of superiority.* **Nutshell: Summary based on a second order concept with one valid supporting example**
Level 1 (1–3 marks)	Answers at L1 will typically **list relevant events or developments,** e.g. *Shah Jahan's court was based on wealth and luxury. He had extensive art, jewels and a throne* **Nutshell: List of events / developments with no organising concept.**
0 marks	

Question 3 – 10 marks **Why was Humayun involved in so many conflicts in the years 1530 to 1556? Explain your answer with examples.**	
Levels **AO1** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **Maximum 5 marks** **AO2** Explain and analyse historical events and periods studied using second-order historical concepts. **Maximum 5 marks**	**Notes and guidance specific to the question set**
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).	*Explanations could consider: he faced external enemies to the south (Bahadur Shah, ruler of Gujarat) and east (Sher Shah, ruler of Bihar); he lacked Babur's determination and military genius; he faced threats from his half-brothers (Kamran, Askari and Hindal) who wanted to seize power* *Explanations are most likely to show understanding of the second order concepts of causation and consequence and significance but reward appropriate understanding of any other second order concept.*
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).	
Level 3 (5–6 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Uses these to show sound understanding of one or more second order concepts in a generally coherent and organised explanation (AO2).	
Level 2 (3–4 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Uses these to show some understanding of one or more second order concepts in a loosely organised explanation (AO2).	
Level 1 (1–2 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Uses these to show some basic understanding of one or more second order concepts, although the overall response may lack structure and coherence (AO2).	
0 marks No response or no response worthy of credit.	

Question 3 – 10 marks **Why was Humayun involved in so many conflicts in the years 1530 to 1556? Explain your answer with examples.**	
Guidance and indicative content	
Level 5 (9-10 marks)	Level 5 answers will typically identify at least **two examples and explain these fully** e.g. *One reason that Humayun was involved in conflict was because he had enemies to the South and East. In the south he faced Bahadur Shah who was the ruler of Gujarat and in the east he had to deal with Sher Shah the ruler of Bihar. Each of his rivals wanted to seize power and therefore he faced conflict for this reason.* *Another reason that Humayun was involved in conflict was that he lacked Babur's military genius. Humayun was a floored character which is reconciled with his drug use. His half-brothers were also threating and Kamran, Askari and Hindal each wanted to seize power from him. These factors also contributed to the increase in conflicts as he was vulnerable to competition.* **Nutshell: Two or more examples of impact explained**
Level 4 (7-8 marks)	Level 4 answers will typically identify **one examples and explain this fully** e.g. *One reason that Humayun was involved in conflict was because he had enemies to the South and East. In the south he faced Bahadur Shah who was the ruler of Gujarat and in the east, he had to deal with Sher Shah the ruler of Bihar. Each of his rivals wanted to seize power and therefore he faced conflict for this reason.* **Nutshell: One example of impact explained** **NOTE Answers at L4 will often identify and describe several reasons but only fully explain one of them**
Level 3 (5-6 marks)	Level 3 answers will typically **identify at least one valid reason without explanation** e.g. • *Humayun had competition in the south and east* • *Humayun lacked the military skill of Babur* **Nutshell: Identifies one or more valid reason(s) but no supporting evidence or explanation** **NOTE: 5 marks for one impact identified; 6 marks for two or more**
Level 2 (3-4 marks)	Level 2 answers will typically contain correct general **descriptions of conflicts** e.g. • *In June 1539 Sher Shah met Humayun in the Battle of Chausa* **Nutshell: Describes features of the conflicts**
Level 1 (1–2 marks)	Level 1 answers will typically contain **general points, unsupported assertions or descriptions of Humayun** e.g. *Humayun struggled to lead as he was a notorious drug addict*

	Nutshell: Assertion(s) and/or general descriptions
0 marks	

Question 4* – 18 marks **"Aurangzeb alone was to blame for the weakened state of the Mughal Empire in 1707'. How far do you agree? Give reasons for your answer.**	
Levels **AO1** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **Maximum 6 marks** **AO2** Explain and analyse historical events and periods studied using second-order historical concepts. **Maximum 12 marks**	**Notes and guidance specific to the question set**
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 highest two levels answers must consider both that the weakened state of the empire was a result of his policies and also that there were other factors contributing to it.* *Answers are most likely to show understanding of the second order concepts of causation and consequence and change over time but reward appropriate understanding of any other second order concept.* *Grounds for agreeing include: the impact of his religious piety (e.g. ongoing conflict with Marathas and the significance of this; reintroduction of the jizya and its consequences); the Deccan campaigns and their significance; concentraing on the north in the early years of his reign which allowed the Maratha raids to capture several Mughal fortresses* *Grounds for disagreeing include: succession crisis; the mansabdar system (introduced by Akbar) was easily corrupted which led to unrest; peasant unrest; growing presence and influence of*
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.*	*European traders; Mughal lack of interest in developing technology/navy etc which limited their power and wealth*
0 marks No response or no response worthy of credit.	

Question 4* – 18 marks **"Aurangzeb alone was to blame for the weakened state of the Mughal Empire in 1707'. How far do you agree? 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. I agree with this statement because Aurangzeb's religious piety was divisive. He imposed Jizya, a military tax on non-Muslims who were not fighting for Mughal Empire. This was deeply unpopular and weakened him as he lost the support of members of his empire. In addition, his focus on the north in the early years of his reign contributed to the Maratha raids being able to capture several Mughal fortresses. As a result, the empire was weakened due to his decision making. On the other hand, Aurangzeb faced external factors that were beyond his control. The growing presence and influence of European traders alongside peasant unrest which was the result of the mansabdar system and corruption left him with serious challenges that were not of his making. In addition, the lack of Mughal interest in developing a sufficient navy had limited their capacity to trade, conquer and develop power and wealth. Therefore, there were limitations on what he could achieve. Overall, I believe that Aurangzeb's religious reforms were divisive and unhelpful, but it is too great an oversimplification to suggest that he was alone to blame for the weakened state of the empire in 1707. The external influences and inherited problems that he faced were significant and not of his making. **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. I agree with this statement because Aurangzeb's religious piety was divisive. He imposed Jizya, a military tax on non-Muslims who were not fighting for Mughal Empire. This was deeply unpopular and weakened him as he lost the support of members of his empire. In addition, his focus on the north in the early years of his reign contributed to the Maratha raids being able to capture several Mughal fortresses. As a result, the empire was weakened due to his decision making. On the other hand, Aurangzeb faced external factors that were beyond his control. The growing presence and influence of European traders alongside peasant unrest which was the result of the mansabdar system and corruption left him with serious challenges that were not of his making. **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. I agree with this statement because Aurangzeb's religious piety was divisive. He imposed Jizya, a military tax on non-Muslims who were not fighting for Mughal Empire. This was deeply unpopular and weakened him as he lost the support of members of his empire. In addition, his focus on the north in the early years of his reign contributed to the Maratha raids being able to capture several Mughal fortresses. As a result, the empire was weakened due to his decision making. **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.**

	I agree with this statement because Aurangzeb's religious piety was divisive. He imposed Jizya, a military tax on non-Muslims who were not fighting for Mughal Empire. This was deeply unpopular and weakened him as he lost the support of members of his empire. On the other hand, Aurangzeb faced external factors that were beyond his control. The growing presence and influence of European traders alongside peasant unrest which was the result of the mansabdar system and corruption left him with serious challenges that were not of his making. **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. I agree with this statement because Aurangzeb's religious piety was divisive. He imposed Jizya, a military tax on non-Muslims who were not fighting for Mughal Empire. This was deeply unpopular and weakened him as he lost the support of members of his empire. **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. - Aurangzeb introduced taxes on some ethnic groups in the empire - The presence of European traders had become more prevalent during his reign **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 I agree because he was a really poor ruler and was too religious **Nutshell General/ unsupported assertion(s)**
0 marks	

Question 5* – 18 marks **How far do you agree that Nur Jahan played a more important role than Jahangir in ruling the Mughal Empire 1605-27? 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 some of the grounds for arguing the opposite point of view to the one that they finally support.* *Answers are most likely to show understanding of the second order concepts of significance, similarity and difference but reward appropriate understanding of any other second order concept.* *Grounds for agreeing include: the importance of her role within court (ruling on his behalf); influence of her father and brother, Asaf Khan, who were senior advisers to the emperor; Nur Jahan's Persian line, and, therefore, influence, was enhanced by the marriage of her niece to Shah Jahan; her name was added to orders in royal documents* *Grounds for disagreeing include: Jahangir increased trade with Europe; gained control of Mewar which Akbar had been unable to do; the argument that he did not abdicate power to her, rather he delegated to her due to her capability; she did not attend meetings;*
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 5* – 18 marks **How far do you agree that Nur Jahan played a more important role than Jahangir in ruling the Mughal Empire 1605-27? 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. *Nur Jahan held an important and influential role within court. She held the influence of her father and brother who were senior advisors to the emperor and benefitted from being from the Persian line. Therefore, this gave her influence and allowed her to negotiate feuds and dissent with credibility. In addition, Nur Jahan enhanced her influence further with the marriage of her niece to Shah Jahan. Her name was added to the orders in royal documents. Therefore, this meant she was able to play an important role in ruling the Mughal Empire.* *On the other hand, Jahangir increased trade with Europe. This was an important development as his trade arrangements involved textiles, alcohol and crops. This benefitted the empire as they had access to a wider range of goods and could exchange them in other trade networks. In addition, Jahangir gained control of Mewar which Akbar had been unable to do. This was another success and showed his importance in ruling the empire.* *Overall, I believe that Nur Jahan did play a more important role than Jahangir because the problems that she managed were more complex. She was an influential leader and managed the internal politics of the court in a way that allowed the empire to function.* **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. *Nur Jahan held an important and influential role within court. She held the influence of her father and brother who were senior advisors to the emperor and benefitted from being from the Persian line. Therefore, this gave her influence and allowed her to negotiate feuds and dissent with credibility. In addition, Nur Jahan enhanced her influence further with the marriage of her niece to Shah Jahan. Her name was added to the orders in royal documents. Therefore, this meant she was able to play an important role in ruling the Mughal Empire.* *On the other hand, Jahangir increased trade with Europe. This was an important development as his trade arrangements involved textiles, alcohol and crops. This benefitted the empire as they had access to a wider range of goods and could exchange them in other trade networks.* **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. *Nur Jahan held an important and influential role within court. She held the influence of her father and brother who were senior advisors to the emperor and benefitted from being from the Persian line. Therefore, this gave her influence and allowed her to negotiate feuds and dissent with credibility. In addition, Nur Jahan enhanced her influence further with the marriage of her niece to Shah Jahan. Her name was added to the orders in royal documents. Therefore, this meant she was able to play an important role in ruling the Mughal Empire.* **Nutshell: One sided argument, two explained points of support; clinching argument top of level 2-0** *Nur Jahan held an important and influential role within court. She held the influence of her father and brother who were senior advisors to the emperor and benefitted from being from the Persian line. Therefore, this gave her influence and allowed her to negotiate feuds and dissent with credibility.* *On the other hand, Jahangir increased trade with Europe. This was an important development as his trade arrangements involved textiles, alcohol and crops. This benefitted the empire as they had access to a wider range of goods and could exchange them in other trade networks.* **Alternatively, Level 4 answers will construct a balanced argument with each side explicitly supported by one example, e.g.** **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. *Nur Jahan held an important and influential role within court. She held the influence of her father and brother who were senior advisors to the emperor and benefitted from being from the Persian line. Therefore, this gave her influence and allowed her to negotiate feuds and dissent with credibility.* **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. - Jahangir established improved trading with Europeans - Nur Jahan managed internal feuds and disputes for the betterment of the empire **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 *They were both important leaders. Jahangir was successful with importing and exporting goods* **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 **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.**	**Notes and guiance specific to the question set**
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*
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).	*opposition. Thousands were arrested and placed in makeshift concentration camps. 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 (10-12 marks)	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 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*
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.*	

	professions from '33 onwards e.g. doctors, lawyers, 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*
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.	

	the 260,000 eligible children in Berlin only 40,000 participated. Total War led to misery. Males forced to join Volkssturn in 1944.

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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