GCSE (9–1)

History B (Schools History Project)

J411/39: The Making of America, 1789-1900 with Living under Nazi Rule, 1933-1945

General Certificate of Secondary Education

Mark Scheme for June 2019

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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

Mark Scheme

Section A: The Making of America, 1789–1900

Question 1 – 3 marks **a) Give one example of a group of people who moved West 1839-60** **b) Give one example of a way in which the lives of Plains Indians changed in the years 1877-1900.** **c) Give one example of how African Americans were discriminated against after the Civil War**	
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: Migrants, Mormons, Gold miners; Christians; Plains Indians e.g. Apache, Lakota Sioux, Cheyenne; African Americans (By 1580 over 3,000 moved to California)* *For 1(b), likely valid responses include: destruction of buffalo; conflict with settlers; wars (Battle of Little Big Horn; Wounded Knee); Dawes Act 1887; Boarding Schools; Name changes; Houses or lodges rather than tipis; Rations; Conversion to Christianity; Reservations; Homesteaders on plains; Canning of foods; Oklahoma Land Rush; Ghost Dance.* *For 1(c) likely valid responses include: KKK; lynchings; segregation; Black Codes; poor housing; restricted employment opportunities; no serving on juries; no inter-racial marriage; not allowed to rent/own farmland; no owning weapons; work for same employer for 1 year without leaving land; sharecroppers; bullied out of voting boots; supreme court rulings.* Any other historically valid response is acceptable and should be credited.
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	

Note for **1a**: Do not allow mountain men (1820s) or Homesteaders (1862)

Question 2 – 9 marks Write a clear and organised summary that analyses big business in America in the years 1877-1900. 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:* ***for workers*** *- poor wages and working conditions (e.g. miners, cotton workers); the formation of trade unions; strikes e.g. Carnegie's Homestead steel company strike and Pullman Railroad Car Company; use of blacklists by employers; small scale farmers couldn't survive due to Bonanza Farms.* ***For Owners****: Corporations rather than family run businesses makes small numbers of men a fortune e.g. Railroad companies. American Tobacco Company; Cotton mills doubled between 1880-1900 making US cotton industry huge. Fossil Fuel companies such as Anaconda. Rockefeller – oil.* ***Ecological and environmental implications****; Deforestation due to fossil fuels; toxic chemicals into water supply; Bonanza farms used limited supplies of western water forcing Indians onto Reservations; dry farming made land unusable.* ***The shift away from family/individually owned business:*** *Bonanza Farms and Bonanza Cattle Ranches; put lots of small farms out of business many had to move to cities.* *Answers may show understanding of second order concepts such as cause and consequences; continuity and change* *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.	

Note: do not allow US Steel Corporation by Carnegie – 1901. However other comments on Carnegie valid; do not allow Negro Business League, grew after 1900; do not allow cotton gin – 1793. Do not allow Levis – 1840s.

Question 2–9 marks **Write a clear and organised summary that analyses big business in America in the years 1877-1900. 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 **OR** two separate second order concepts each supported by 1 example e.g. **[Consequence/change]** *Between 1877 and 1900 big business had an **important impact** in the USA. For example, corporations grew and these were much bigger that traditional family businesses, and run by shareholders. This **changed the nature of industries** such as manufacturing, whose thousands of firms had been absorbed by just a few hundred corporations by 1900. Another impact was on workers, who now had less power against these huge corporations. Their strikes were defeated, sometimes violently, such as the strike at Pullmans in 1893, where 26 workers were shot and others put on a black list.* **[Consequence/causation]** *The growth of business had **a negative impact** in many ways. For example, the huge mining operations to mine minerals in the West **caused damage** to the environment because huge forests were cut down to make mine shafts and toxic chemicals leaked into the water supply. Another impact stemmed from the development of 'Bonanza' farms and ranches which often bought up access to the best land and railroad links. This made it nearly impossible for small-scale farmers to survive and they moved to the cities or became wage workers on big farms.* **Nutshell: Summary based on second order concept with two or more valid supporting examples OR two separate second order concepts each supported by 1 example.** ***Other valid areas might include: Causation – why big business gre in this period; change – how big business changed the nature of different industries such as farming and mining; diversity – the impact of big business on different groups of people, e.g. workers and farmers; diversity – positive and negative impacts of business.***
Level 2 (4–6 marks)	Answers at L2 will typically be organised around a second order concept, supported with one valid example, e.g. **[Consequence]** *Big business had a **negative impact** in some ways. For example, the growth of the mining industry led to poor conditions for workers. Mine shafts were poorly constructed and there were accidents. The workers had no breathing equipment so many miners died of lung diseases. (4)* **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. *Andrew Carnegie formed the United States Steel Corporation, a company worth over $1 billion. He gave away most of his wealth to charities. There were lots of strikes in his steel companies.* **Nutshell: List of events / developments with no organising concept.**
0 marks	

NOTE: For level 3, at least ONE example needs to be specific to big business rather than secondary impacts such as city growth/immigration from 1877-1900.

Question 3 – 10 marks Why did the railroads have such a big impact on the plains? **Explain your answer**.	
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 are most likely to show understanding of the second order concepts of causation and consequence and change and continuity but reward appropriate understanding of any other second order concept.* *Explanations could consider: much easier and less dangerous method of travel therefore more people would move west; 1870s flood of homesteaders due to railroad companies selling land cheaply; divided land where natives hunted buffalo; Cattle ranches by 1870s had spread across the Plains – led to scarcity of water and grass for buffalo; helped cattle trade develop (e.g. cow towns); the impact on the buffalo herds and, therefore, the Indians; violent clashes between Indians and Ranchers; migrant workers to the Plains.*
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. **Do not allow Little Crow's War – 1861-62 before Railroad; also do not allow fort Laramie and Red Cloud's War – linked to gold miners not railroad.**	

Question 3–10 marks **Why did the railroads have such a big impact on the plains? Explain your answer.**	
Guidance and indicative content	
Level 5 (9-10 marks)	Level 5 answers will typically identify at least two reasons why the railroads had such a big impact on the plains and explain them fully e.g. *One reason that the railroads had such a big impact on the plains is that it made it easier for migrants to travel West and starting farming on the plains. The railways companies created demand for their railways by selling land cheaply to people who wanted to build farms and during the 1870s there was a flood of Homesteaders moving to the Plains.* *Another reason is that the railways encouraged the growth of 'cow towns', which were places along the railways where the ranchers and cowboys drove their cattle – they no longer had to drive them as far as the Northern cities. These cow towns changed the nature of settlement in the plains as at first, they were places with much drinking, gambling, prostitution and violence.* *[Alternatively, candidates may explain the impact of the railroads on the buffalo /Plains Indians]* **Nutshell: Two or more reasons that the railroads had such a big impact identified, with the impact on the settlement of the plains explained.**
Level 4 (7-8 marks)	Level 4 answers will typically identify one reason why the railroads had such a big impact on the plains and explain it fully e.g. *One reason that the railroads had such a big impact on the plains is that it made it easier for migrants to travel West and starting farming on the plains. The railways companies created demand for their railways by selling land cheaply to people who wanted to build farms and during the 1870s there was a flood of Homesteaders moving to the Plains.* **Nutshell: One reason that the railroads had such a big impact identified, with the impact on the settlement of the plains 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 e.g. • *The railroads had such a big impact because they made it easier for people to get to the Plains.* • *The railroads had an impact because they led to the growth of cow towns.* **Nutshell: Identifies one or more valid reason(s) but no supporting evidence OR no full explanation of its impact on the settlement of the Plains.** **NOTE: 5 marks for one reason identified; 6 marks for two or more**
Level 2 (3-4 marks)	Level 2 answers will typically contain correct general descriptions of the railroads, life on the Plains, cow towns, etc. e.g. • *Homesteaders moved to the Plains. Life was difficult because the land was dry.* • *The railroads were built with the help of 12,000 Chinese migrants and the work was very dangerous.* **Nutshell: Describes railroads, Plains, cow towns or other relevant events**
Level 1 (1–2 marks)	Level 1 answers will typically contain general points or unsupported assertions e.g. *The railways impacted on the lives of many groups and created competition and conflict.* **Nutshell: Assertion(s)**
0 marks	

Note: Answers go to top of level 4/5 if the explanation is tightly linked to the railroads.

Question 4* – 18 marks **'Slavery alone caused the civil war'. 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 highest level answers must consider both that slavery was the main cause as well as considering other factors before reaching a conclusion. Answers are most likely to show understanding of the second order concepts of significance; causation and consequence but reward appropriate understanding of any other second order concept.* *Grounds for agreeing include: slavery caused economic tensions north paid for workers and south didn't; influence of abolitionists (e.g. John Brown/Douglas/Tubman/Garrison and Tappan's anti-slavery society/Harriet Beecher-Stowe); 1846 Congress banned slavery in territories acquired from Mexico; 1850 compromise (the Fugitive Slave Act was amended and the slave trade in Washington, D.C., was abolished); Kansas-Nebraska Act; 1856 election of Buchanan Democrat supported Dred-Scott and spreading slavery above M.C line; 1857 supreme court ruling on slavery (dred-Scott case stated Americans descended from African Americans could not be citizens) Please note that a candidate may well successfully argue that slavery was a primary cause of secondary causes (e.g secession). As long as such arguments are valid and logical (and not self-contradicting) then they should be credited.* *Grounds for disagreeing include: long-term issues over state vs federal rights – south: strong state power, north: strong central govt; power struggles between north and south particularly over the size of states and number of voters – northern population continued to grow rapidly; social differences between north and south; establishment of Republican party and Lincoln's presidential victory; Lincoln's promise of transcontinental railroad in north not south; the secession of the southern states led by South Carolina.*
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 4* – 18 marks **'Slavery alone caused the civil war'. 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 must present a valid clinching argument e.g. *Overall I agree with the statement. Slavery was a very divisive issue and certainly contributed to the war. One of the biggest issues was **the entry of new states into the USA** and whether or not the new states should allow slavery. In the Northern States there was a lot of oppositions to slavery and support for abolishing it. However, in1854 the Kansas-Nebraska Act strengthened the power of the Southern landowners who supported slavery by arranging a popular vote of whether slavery should be allowed in these states. This led a lot of tension as Abolitionists flooded into the state so they could vote against it. Another slavery related factor was **the election of Abraham Lincoln as President in 1860**. He won the election by promoting himself as the friend of the ordinary American and the enemy of the wealthy slave owning landowners. Southern leaders began to feel very threatened.* *On the other hand there were other factors as well. There were **massive differences between the Southern and Northern States**. The Northern states were generally more industrial and were populated by many working class white Americans worked in factories or mills. The South was more based around agriculture, especially cotton. So there was rivalry about government policies in terms of which type of business should be promoted. Many Confederates believed that **the war was fought over the rights of states to rule their own affairs**. They disliked Lincoln deciding that new states would not allow slavery and they wanted new states to hold polls to decide this. In 1860-61 they gradually began to band together and formed the Confederacy and broke away from the USA.* *Overall I believe that slavery was the main the cause, because without it the other causes I have set out would probably not have happened or would not have been serious enough to cause the war. The most obvious example of this is states' rights, because the main right they fought for was the right to keep and extend slavery.* **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** **Note: 4-0 can be awarded at this level as many candidates have argued slavery was solely to blame for the Civil War.**
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. *Overall I agree with the statement. Slavery was a very divisive issue and certainly contributed to the war. One of the biggest issues was the entry of new states into the USA and whether or not the new states should allow slavery. In the Northern States there was a lot of oppositions to slavery and support for abolishing it. However, in1854 the Kansas-Nebraska Act strengthened the power of the Southern landowners who supported slavery by arranging a popular vote of whether slavery should be allowed in these states. This led a lot of tension as Abolitionists flooded into the state so they could vote against it. Another slavery related factor was the election of Abraham Lincoln as President in 1860. He won the election by promoting himself as the friend of the ordinary American and the enemy of the wealthy slave owning landowners. Southern leaders began to feel very threatened.* *On the other hand there were other factors as well. There were massive differences between the Southern and Northern States. The Northern states were generally more industrial and were populated by many working class white Americans worked in factories or mills. The South was more based around agriculture, especially cotton. So there was rivalry about government policies in terms of which type of business should be promoted.* **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. Slavery was a very divisive issue and certainly contributed to the war. One of the biggest issues was **the entry of new states into the USA** and whether or not the new states should allow slavery. In the Northern States there was a lot of oppositions to slavery and support for abolishing it. However, in1854 the Kansas-Nebraska Act strengthened the power of the Southern landowners who supported slavery by arranging a popular vote of whether slavery should be allowed in these states. This led a lot of tension as Abolitionists flooded into the state so they could vote against it. Another slavery related factor was **the election of Abraham Lincoln as President in 1860**. He won the election by promoting himself as the friend of the ordinary American and the enemy of the wealthy slave owning landowners. Southern leaders began to feel very threatened.* **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. *Overall I agree with the statement. Slavery was a very divisive issue and certainly contributed to the war. One of the biggest issues was **the entry of new states into the USA** and whether or not the new states should allow slavery. In the Northern States there was a lot of oppositions to slavery and support for abolishing it. However, in1854 the Kansas-Nebraska Act strengthened the power of the Southern landowners who supported slavery by arranging a popular vote of whether slavery should be allowed in these states. This led a lot of tension as Abolitionists flooded into the state so they could vote against it. On the other hand there were other factors as well. There were **massive differences between the Southern and Northern States**. The Northern states were generally more industrial and were populated by many working class white Americans worked in factories or mills. The South was more based around agriculture, especially cotton. So there was rivalry about government policies in terms of which type of business should be promoted.* **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. Slavery was a very divisive issue and certainly contributed to the war. One of the biggest issues was **the entry of new states into the USA** and whether or not the new states should allow slavery. In the Northern States there was a lot of oppositions to slavery and support for abolishing it. However, in1854 the Kansas-Nebraska Act strengthened the power of the Southern landowners who supported slavery by arranging a popular vote of whether slavery should be allowed in these states. This led a lot of tension as Abolitionists flooded into the state so they could vote against it.* **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 support and/or challenge the statement but without full explanation or supporting evidence, e.g. *No, I disagree because it was also about states' rights.* **Nutshell: Identification of reason(s) to support/challenge without full explanation** Alternatively, Level 2 answers will typically describe related events, e.g. *In 1860 Abraham Lincoln became President. Southern States divided to form the Confederacy and break away.* **Nutshell: Description of actions/ related events but no explanation of cause of war**
Level 1 (1-3 marks)	Level 1 answers will typically make general and unsupported assertions eg *On the whole it was about slavery because the South supported it.* **Nutshell General/ unsupported assertion(s)**

Question 5* – 18 marks
How far do you agree that control and ownership of land was the most important cause of conflict in the early years of America, 1789-1838? 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, change and continuity but reward appropriate understanding of any other second order concept.* ***Conflict can mean war/escalating tension.*** *Grounds for agreeing include: caused conflict with the Indians which went on to cause lots of future problems; The defeat of the Indians in 1794 at the Battle of Fallen Timbers opening up land in the Northern Territory following Washington's use of 80% of government budget; Treaty of Greenville; Thomas Jefferson's belief in a democracy of 'yeoman farmers'- splitting up land and selling 640 acres at a time; Land speculators potential for big profits e.g. Wisconsin ½ million acres bought by 68 men; Indian Removal Act; Louisiana Purchase added 530 acres of land to USA; Frontier men setting up farms on Indian lands in the Southern Territory; Wars with Indians – Seminole Wars, Creeks (trail of tears) and Cherokee – by 1838 Jackson's govt had removed over 46,000 Indians from their land and added an extra 25 million acres east of Mississippi for settlement and slavery; land speculators bought lots of land at the expense of small farmers; Lewis and Clark with Sioux Chief Black Buffalo.* *Grounds for disagreeing include: the growth of slavery (e.g. Missouri compromise; abolitionists; dependency on slavery); 1811 slavery rebellion of Charles Deslondes in Deep South inspired by St. Dominique; cultural conflict with the Indians.*
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. **Do not allow land from Britain: Taken in 1783**	

Question 5* – 18 marks **How far do you agree that control and ownership of land was the most important cause of conflict in the early years of America, 1789-1838? 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 must present a valid clinching argument e.g. *Overall I agree with the statement. Control of land was definitely a cause of conflict. For example, it caused **conflict between white Americans and the Indians**. Many of the lands taken over by the US government after they defeated the British were already occupied by Native American tribes. Frontiersmen set up farms in Indian lands, conflicts between the two sides. For example, there were wars with the Seminole tribes in the 1830s. Another way land caused conflict was the **tension between land speculators and settlers**. Thomas Jefferson had created systems to sell land to small farmers in the newly acquired territories. However, land speculators bought up large amounts of land from the government. This caused a lot of anger among the farmers who had begun to farm the land, hoping they could buy it later.* *On the other hand there were other factors as well. The acquisition of new land in the South led to the **growth of the cotton industry.** This made the Southern states wealthy and powerful enough to rival the Northern States. This caused conflict between Northerners and Southerners because many people in the North were worried that the Southern states were becoming too powerful. So there were disputes about whether or not to allow slavery to expand into new territories and states. This leads to a related cause of tension, **the growth of slavery**. This caused conflict between Northerners and Southerners but also between slavers and a small number of abolitionists who thought the growth of slavery was immoral. They set about trying to stop it.* *Overall I believe that land was the main the cause, because it was the acquisition of new land that led to the growth of the cotton industry and therefore the growth of slavery as well. So control and ownership of land was actually the root cause of all four conflicts or tensions in this period.* **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. *Overall I agree with the statement. Control of land was definitely a cause of conflict. For example, it caused conflict between white Americans and the Indians. Many of the lands taken over by the US government after they defeated the British were already occupied by Native American tribes. Frontiersmen set up farms in Indian lands, conflicts between the two sides. For example, there were wars with the Seminole tribes in the 1830s. Another way land caused conflict was the tension between land speculators and settlers. Thomas Jefferson had created systems to sell land to small farmers in the newly acquired territories. However, land speculators bought up large amounts of land from the government. This caused a lot of anger among the farmers who had begun to farm the land, hoping they could buy it later.* *On the other hand there were other factors as well. The acquisition of new land in the South led to the growth of the cotton industry. This made the Southern states wealthy and powerful enough to rival the Northern States. This caused conflict between Northerners and Southerners because many people in the North were worried that the Southern states were becoming too powerful. So there were disputes about whether or not to allow slavery to expand into new territories and states.* **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. Control of land was definitely a cause of conflict. For example, it caused conflict between white Americans and the Indians. Many of the lands taken over by the US government after they defeated the British were already occupied by Native American tribes. Frontiersmen set up farms in Indian lands, conflicts between the two sides. For example, there were wars with the Seminole tribes in the 1830s. Another way land caused conflict was the tension between land speculators and settlers. Thomas Jefferson had created systems to sell land to small farmers in the newly acquired territories. However, land speculators bought up large amounts of land from the government. This caused a lot of anger among the farmers who had begun to farm the land, hoping they could buy it later.* **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. *Overall I agree with the statement. Control of land was definitely a cause of conflict. For example, it caused conflict between white Americans and the Indians. Many of the lands taken over by the US government after they defeated the British were already occupied by Native American tribes. Frontiersmen set up farms in Indian lands, conflicts between the two sides. For example, there were wars with the Seminole tribes in the 1830s. On the other hand there were other factors as well. The acquisition of new land in the South led to the growth of the cotton industry. This made the Southern states wealthy and powerful enough to rival the Northern States. This caused conflict between Northerners and Southerners because many people in the North were worried that the Southern states were becoming too powerful. So there were disputes about whether or not to allow slavery to expand into new territories and states.* **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. Control of land was definitely a cause of conflict. For example, it caused conflict between white Americans and the Indians. Many of the lands taken over by the US government after they defeated the British were already occupied by Native American tribes. Frontiersmen set up farms in Indian lands, conflicts between the two sides. For example, there were wars with the Seminole tribes in the 1830s.* **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 support and/or challenge the statement but without full explanation or supporting evidence, e.g. *No, I disagree because it was also slavery which caused conflict.* **Nutshell: Identification of reason(s) to support/challenge without full explanation** Alternatively, Level 2 answers will typically describe related events, e.g. *In 1820 the USA bought a massive amount of land in the Louisiana Purchase.* **Nutshell: Description of related events but no explanation of cause of conflict**
Level 1 (1-3 marks)	Level 1 answers will typically make general and unsupported assertions eg *On the whole land caused a lot of problems especially with the Indians.* **Nutshell General/ unsupported assertion(s)**

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 opposition. Thousands were arrested and placed in makeshift concentration camps. Many were tortured or killed but most were released from*
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).	*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 professions from '33 onwards e.g. doctors, lawyers, teachers.*
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.*	

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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