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 2023

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

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

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

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PREPARATION FOR MARKING
RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor assessor Online Training*; *OCR Essential Guide to Marking*.

2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal http://www.rm.com/support/ca

3. Log-in to RM Assessor and mark the **required number** of practice responses ("scripts") and the **number of required** standardisation responses.

MARKING

1. Mark strictly to the mark scheme.

2. Marks awarded must relate directly to the marking criteria.

3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.

4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.

5. **Crossed Out Responses**
   Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

   Rubric Error Responses – Optional Questions
   Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Contradictory Responses
When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)
Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)
If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)
Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:
   - there is nothing written in the answer space

   Award Zero '0' if:
   - anything is written in the answer space and is not worthy of credit (this includes text and symbols).

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

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

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

9. A*ssistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*

10. For answers marked by levels of response:
    a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
    b. **To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. **Annotations**

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

12. Subject Specific Marking Instructions

INTRODUCTION

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

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

You should ensure that you have copies of these materials.

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

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

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

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

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

Section A: The Mughal Empire, 1526–1707

Question 1 – 3 marks ***a) Name one place where Akbar based his court.*** ***b) Give one example of a decree (official order) issued by Jahangir.*** ***c) Give one feature of the Taj Mahal.***	
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: Agra, Sikri (Fatehpur Sikri), Lahore, Delhi.* *For 1(b), likely valid responses include: ban on making or selling alcohol or drugs such as cannabis, ban on punishments involving physical mutilation, no government official allowed to seize land by force, Jahangir would pay for new hospitals and doctors around the empire, all prisoners in captivity to be released.* *For 1(c) likely valid responses include: Complex occupies 16 hectares of land, land enclosed by walls, enclosed space divided into a four-part garden representing the gardens of paradise, main entrance to the south, water pool at the centre, white marble tomb sits on a raised platform.* 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)	

Question 2 – 9 marks Write a clear and organised summary that analyses the power and strength of the Mughal Empire between 1658 and 1707 (during the reign of Aurangzeb) . 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:* ***Changing extent of empire/ power/ strength of empire over this period (change)**, i.e. Empire grew to its greatest size in this period (conquering/ annexation of Gond states; addition of Bijapur, Golconda and Karnataka).* ***Change in level of control/ security/stability in this period (change)**, i.e. relatively stable in 1658 but growing unrest by 1707 (e.g. series of revolts against Mughal authority, growth of Sikh independence, etc.).* ***Reasons for problems within the empire/ weakening of (causation/ consequence)**, e.g. size, expense and administration of the Empire (expansion/ 'grow or die' policy Empire was difficult to control, flaws in system of administration meant that there was corruption and no incentive to look after the people); impact of religious policy (Aurangzeb's piety distanced him from the people, Hindu-Muslim relations strained by new laws and restrictions, some risings against the Mughals caused by religious grievances); condition/ poverty of the peasantry (e.g. some rebellions against Mughal rule linked to peasant unrest); issues with trade and the economy (e.g. instability in the south and west threatened the stability needed for trade with Europe); lack of scientific and technological development (e.g. little interest in European or Asian thinking, printing press was rejected and weaponry was poor, no shipbuilding or navy); internal divisions (e.g. peace was disrupted by attacks in both north and south; internal divisions between Muslims and Hindus); inability to defeat the Marathas.* ***Different levels of strength/ control across the Empire (diversity)**, e.g. high level of strength/ control over some areas compared to others, e.g. settled parts of the Empire led to growth (e.g. Bengal in north-east) vs regions of unrest such as the Deccan in the south (Maratha raids) or the north which was troubled by various revolts and unrest (e.g. Jat Revolt, Afghan tribesmen, etc.).* *Answers may show understanding of second order concepts such as cause; consequence; change; 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 power and strength of the Mughal Empire between 1658 and 1707 (during the reign of Aurangzeb). Support your summary with examples.	
Guidance and indicative content	
Level 3 (7–9 marks)	**Summary based on second order concept(s) with two or more valid supporting examples, e.g.** **[Change]** *Between 1658 and 1707, the Mughal Empire **grew in extent, whilst becoming weaker and more unstable**. In **1658**, its most **southern extent was the Deccan region**. However, **by 1687**, Mughal armies **had conquered the Gond states** (Hindu lands annexed by Aurangzeb), as well as the **Bijapur and Golconda regions**. By **1705**, Aurangzeb claimed also to rule **most of Karnataka, and the empire now stretched 1,800** miles form north to south. **[7]*** **[Causation]** *The Mughal Empire was **weakened** in this period. **One reason was that Aurangzeb tightened his grip over religious policy**. For instance, in 1669 he announced **that Hindu temples would be demolished** and in 1679 he imposed a Muslim ruler on the Hindu area of Marwar. These policies strained Muslim-Hindu relations and led to unrest, such as the **Rajput rebellion**.* *Another **reason** was the **condition of the peasantry,** which was leading to unrest. Peasants had to pay a proportion as high as **50% of their produce** to the emperor and there was a great deal of poverty, with many peasants selling their wives and children into slavery. This **led to many joining armies of resistance like the Marathas or the Jats**. **[9]***
Level 2 (4–6 marks)	**Summary based on a second order concept with one valid supporting example, e.g.** **[Causation/ consequence]** *Between 1658 and 1707, the Mughal Empire **grew in size**, and this had an **important impact on its strength**. The Mughals relied on a policy of 'grow or die', rather than developing economic growth within their existing borders. **For example, by 1707, Aurangzeb conquered the Gond states, Bijapur, Golconda and most of Karnataka**. This **weakened the Empire** as vast sums of money were fight wars, and the empire overstretched itself, becoming more difficult to control. **[6]*** **[Diversity]** *The Mughal Empire was **stronger and more stable in in some areas than in others** in this period. There were **settled** parts of the empire like the **north-east**. However, there **were wars and instability** in many areas. **For example, there were Maratha raids in the south**. The Marathas were skilled at guerrilla warfare and often plundered Mughal lands. **[4]***
Level 1 (1–3 marks)	**Lists or describes empire/ relevant developments in this period with no organising concept, e.g.** • *The Mughal Empire grew too big and was too expensive to maintain. The peace of the Empire was disrupted by the Marathas in the south. **[2]*** • *There was lots of unrest such as the Jat Revolt in 1669, near Delhi, which was supported by 20,000 men. But Aurangzeb managed to crush the rebellion. Sikhs in the north also started to work hard for independence in this period. **[3]*** *OR* **Statement based on second order concept with no development or no valid specific examples, e.g.** *Weaknesses were developing in The Mughal Empire in this period because it had had a policy of 'grow or die' and it got too big**. [1]***
0 marks	

Question 3 – 10 marks **Why was Shah Jahan involved in so many wars between 1627 and 1658? 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:* *To take control of land/ strengthen his control (e.g. Ahmednagar, Bijapur and Golconda – allow the Deccan; attempt at Balkh); to subdue European power (e.g. against the Portuguese at Hugli); to subdue disloyal Muslim leaders (e.g. Bundelkhand); to gain extra income via tribute (e.g. Baltistan); to end disruption to trade/attacks from bandits (e.g. Sindh); to reclaim lost land (e.g. Kandahar).*
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-suported 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 Shah Jahan involved in so many wars between 1627 and 1658? Explain your answer.	
Guidance and indicative content	
Level 5 (9-10 marks)	**Two or more reasons that Shah Jahan was involved in wars identified and explained, e.g.** *One reason that Shah Jahan was involved in so many wars was that he* ***needed to replace disloyal local leaders and strengthen his own control****. For example, Shah Jahan and Aurangzeb fought wars against* ***Bijapur and Golconda as they were run by Muslim leaders who refused to accept Shah Jahan's over lordship****. Both states were subdued, and Shah Jahan was able to* ***install a loyal ruler*** *who he could control. These states agreed to pay a large amount of tribute,* ***further strengthening the Mughal Empire****.* *Another reason that Shah Jahan became involved in wars was because he wanted* ***to limit European powers in Mughal lands****. For example, the Portuguese had a* ***trading base at Hugli but Shah Jahan believed they were overstepping their reach*** *by imposing tolls on the Indian ships in their area, and competing with the Mughal port of Satgaon.* ***So in 1632, the emperor sent a huge force to attack the port and thousands of Portuguese died****. [10]* **NOTE 1: Question asks about 'so many wars' so do not allow two reasons for the same war at this level. Answers must refer to at least two different conflicts.** **NOTE 2: Allow answers which deal separately with two different wars, but which have the same underlying cause (e.g. to extend Mughal control).**
Level 4 (7-8 marks)	**One reason that Shah Jahan was involved in wars identified and explained, e.g.** *One reason that Shah Jahan became involved in wars was* ***to end disruption to trade****. Shah Jahan built forts and waged war against* ***bandit tribes in the Sindh*** *who were* ***disrupting valuable trade between the north and the sea****. Thousands of tribesmen were killed or sold into slavery, and* ***Mughal wealth through trade was increased****. [7]*
Level 3 (5-6 marks)	**Identifies a reason(s) and uses this to address question (but does not provide precise evidence), e.g.** • *One reason that Shah Jahan became involved in wars was because he wanted to limit European powers in Mughal lands. This is why attacked the Portuguese and thousands died.* • *One reason that Shah Jahan was involved in so many wars was that he needed to replace disloyal local leaders and strengthen his own control. This led to wars against the Muslim leaders in Bijapur and Golconda.* **OR** **Identifies a reason(s) and gives precise evidence (but does not go on to say why that led to war), e.g.** • *Shah Jahan became involved in wars because he wanted to limit European powers in Mughal lands. For example, the Portuguese had a trading base at Hugli but Shah Jahan believed they were overstepping their reach by imposing tolls on Indian ships, and competing with the Mughal port of Satgaon.* • *One reason that Shah Jahan was involved in so many wars was that he needed to replace disloyal local leaders and strengthen his own control. For example, both Bijapur and Golconda were run by Muslim leaders who refused to accept Shah Jahan's over lordship.* **NOTE: 5 marks for one reason identified; 6 marks for two or more**

Level 2 (3-4 marks)	**Describes examples of wars/ related events, e.g.** • *Shah Jahan sent a force to take the port of Hugli from the Portuguese.* • *In Bundelkhand, Shah Jahan replaced Hindu temples with Mosques.* **OR Identifies one or more reason but with neither of the following:** • **support from precise evidence** • **explaining why the reason led to war, e.g.** • *Shah Jahan was involved in wars in places like Bundelkhand order to replace local leaders he thought had betrayed him. [no detail about the betrayal]* • *Shah Jahan went to war in Kandahar to take it back from the Persians.*
Level 1 (1–2 marks)	**Valid but general assertion(s), e.g.** *Shah Jahan became involved in wars in order to strengthen the Empire.*
0 marks	

Question 4* – 18 marks **'Babur's conquests in northern India were successful because he was a skilled military commander.' How far do you agree with this view of Babur's reign between 1526 and 1530? 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 reasons to support and reasons to challenge the statement.* *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.* *Grounds for agreeing include: Successful raids into Hindustan; decision to use/ practical use of matchlock muskets and cannons; tactical skill at Panipat (e.g. creation of a strong defensive position; use of coordinated cavalry and infantry attack; position in the centre to oversee the army); use of firepower and tactics to defeat the Rajput Confederacy.* *Grounds for disagreeing include: Disunity made Hindustan vulnerable; disunited dynasties competed for power; weakness and inexperience of Ibrahim Lodi; lack of opposition to the invasion of 1526; wealth of Delhi allowed Babur to reward supporters well; ruthless treatment of prisoners and rebels; superior firepower through use of modern weaponry.*
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 Babur's conquests in northern India were successful because he was a skilled military commander.' How far do you agree with this view of Babur's reign between 1526 and 1530? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	**Balanced argument; two valid explained points on each side OR three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks , e.g.** *Overall, I agree. Babur **won the Battle of Panipat against Ibrahim Lodi in 1526 by using clever tactics**. For example, he created **a strong defensive position** by positioning his troops between the town and the river, and using buildings, ditches and barriers of fallen trees and 700 carts to prevent attack. This **shows his skills as a commander because he made it very difficult for enemy forces to do any serious damage** to his army during battle, even though they were outnumbered.* *Secondly, he was skilful in **provoking Ibrahim Lodi's forces into an attack**. By ordering part of his army to attack the Sultan's camp, Babur **made sure that the enemy would try to charge the front lone of the Mughal army**, which was very difficult due to the defences he had set up. His forces then **used their muskets, cannons and cavalry** to attack Lodi's troops and elephants. So because of Babur's tactics, the Mughals **won the Battle of Panipat, which marked the beginning of Mughal control**.* *On the other hand, the Mughal armies had **superior weapons** which were just as crucial as tactics and skill. They had **several thousand musketeers**, trained to use **matchlock muskets**, which they had acquired from the Ottoman Turks. They also had **several hundred cannon**. These weapons were not used in Hindustan, so this **firepower gave the Mughals a definite advantage over their enemies** in northern India.* *Finally, Babur benefited from **the weakness of the Hindustan forces.** Sultan Lodi faced internal opposition of his own, and the Mughal army met with little resistance as it travelled across the Punjab. Even though his army outnumbered the Mughal forces, Lodi was **young and lacking in battle experience**, so fell for Babur's tactic of provoking him into attacking first. This meant that **Lodi's army tried to attack the Mughal front line with a cavalry charge, which was unsuccessful**.* *Overall, I believe that Babur did achieve military successes because of his skills as a commander. He did have superior weapons, but he was able to incorporate their use into his battle plans, and this enabled his army to defeat much larger enemy forces.*
Level 5 (13-15 marks)	**Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1) e.g.** *Overall, I agree. Babur won the Battle of Panipat against Ibrahim Lodi in 1526 by using clever tactics. For example, he created a strong defensive position by positioning his troops between the town and the river, and using buildings, ditches and barriers of fallen trees and 700 carts to prevent attack. This shows his skills as a commander because he made it very difficult for enemy forces to do any serious damage to his army during battle, even though they were outnumbered.* *Secondly, he was skilful in provoking Ibrahim Lodi's forces into an attack. By ordering part of his army to attack the Sultan's camp, Babur made sure that the enemy would try to charge the front line of the Mughal army, which was very difficult due to the defences he had set up. His forces then used their muskets, cannons and cavalry to attack Lodi's troops and elephants. So because of Babur's tactics, the Mughals won the Battle of Panipat, which marked the beginning of Mughal control.* *On the other hand, the Mughal armies had superior weapons which were just as crucial as tactics and skill. They had several thousand musketeers, trained to use matchlock muskets, which they had acquired from the Ottoman Turks. They also had several hundred cannon. These weapons were not used in Hindustan, so this firepower gave the Mughals a definite advantage over their enemies in northern India.*

Level 4 (10-12 marks)	**One sided argument, two explained points of support (2–0), e.g.** *I agree. Babur won the Battle of Panipat against Ibrahim Lodi in 1526 by using clever tactics. For example, he created a strong defensive position by positioning his troops between the town and the river, and using buildings, ditches and barriers of fallen trees and 700 carts to prevent attack. This shows his skills as a commander because he made it very difficult for enemy forces to do any serious damage to his army during battle, even though they were outnumbered.* *Secondly, he was skilful in provoking Ibrahim Lodi's forces into an attack. By ordering part of his army to attack the Sultan's camp, Babur made sure that the enemy would try to charge the front lone of the Mughal army, which was very difficult due to the defences he had set up. His forces then used their muskets, cannons and cavalry to attack Lodi's troops and elephants. So because of Babur's tactics, the Mughals won the Battle of Panipat, which marked the beginning of Mughal control.* **Alternatively, balanced argument; one explained point on each side (1–1), e.g.** *In some ways, I agree. Babur won the Battle of Panipat against Ibrahim Lodi in 1526 by using clever tactics. For example, he created a strong defensive position by positioning his troops between the town and the river, and using buildings, ditches and barriers of fallen trees and 700 carts to prevent attack. This shows his skills as a commander because he made it very difficult for enemy forces to do any serious damage to his army during battle, even though they were outnumbered.* *On the other hand, the Mughal armies had superior weapons which were just as crucial as tactics and skill. They had several thousand musketeers, trained to use matchlock muskets, which they had acquired from the Ottoman Turks. They also had several hundred cannon. These weapons were not used in Hindustan, so this firepower gave the Mughals a definite advantage over their enemies in northern India.*
Level 3 (7-9 marks)	**One sided argument; one explained point of support (1–0), e.g.** *I agree. Babur won the Battle of Panipat against Ibrahim Lodi in 1526 by using clever tactics. For example, he created a strong defensive position by positioning his troops between the town and the river, and using buildings, ditches and barriers of fallen trees and 700 carts to prevent attack. This shows his skills as a commander because he made it very difficult for enemy forces to do any serious damage to his army during battle, even though they were outnumbered.*
Level 2 (4-6 marks)	**Identification of reason(s) to support/challenge without full explanation, e.g.** • *No, I disagree because he was fighting against inexperienced enemies like Lodi.* • *Yes, I agree because Babur won the Battle of Panipat, using clever defensive tactics, and then provoking his enemy into attacking first.* **Alternatively, description of relevant events using this to address the question of reasons for success, e.g.** *In 1526, Babur won the Battle of Panipat. He was heavily outnumbered by Lodi's forces but used matchlock muskets and cannons. He also defeated Rana Sanga and made a tower out of the heads of his enemies.* **1 identifications/ description = 4–5 marks** **2 identifications/ descriptions = 5–6 marks** **3 identifications/ descriptions = 6 marks**
Level 1 (1-3 marks)	**Valid but general assertion(s), e.g.** *Babur was clearly a skilful warrior as he won many battles, so must have had good tactics.*

Question 5* – 18 marks **'Akbar's military conquests were his greatest achievement between 1556 and 1605'. 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 reasons to support and reasons to challenge the statement.* *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: Gaining control over Rajasthan 1567-8; use of force against the Rana of Mewar; use of tunnels dug under the walls and cannons to take Chitor, showing that it was impossible to resist Mughal rule; further conquests 1570-1605, including Gujurat in the south-west, Bengal, Bihar and Orissa in the east, defeat of the Sind in the north-west, conquest of the Deccan in the south; Akbar's determination and military skill.* *Grounds for disagreeing include: Creation of a powerful and efficient system of administration; Empire divided into provinces and ruled by governor, revenue official and military commander; effective use of communication use of ministers as an advisory group; use of the 'mansabdari system'; efficient system of tax collection to boost revenue; open-minded treatment of and interest in other religions.*
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 'Akbar's military conquests were his greatest achievement between 1556 and 1605'. How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	**Balanced argument; two valid explained points on each side OR three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks , e.g.** *Overall, I agree with the statement. Akbar achieved **key military victories, such as the seizure of the Mewar capital of Chitor in 1567**, following the refusal of the Rana of Mewar to accept Mughal rule. Akbar used **tactics such as tunnelling under the walls** and **using gunpowder** to try and take the city. He then used **cannons to bring down the walls** and killed the commander of Chitor. This was a **great achievement because it demonstrated that resistance to Mughal rule would be punished.*** *Akbar's military conquests were also great achievements because he **gained control over rich and productive areas of land**. For example, he seized territory in **Gujarat, where there was a lot of valuable agricultural land**, as well as **seaports** which were key bases for **trade**. In the east, he conquered Bengal, Bihar and Orissa, which were important **trading and manufacturing areas**. So his military conquests were a **great achievement because they increased the wealth of the Empire.*** *On the other hand, it could be argued that Akbar's **policies of religious toleration** were his biggest achievement. For example, he **financially supported Hindu temples**. He also built a **large hall for religious debates and opened these up** to include Hindus, Jains, Christians, Jews and Zoroastrians This was **a great achievement because**, by respecting other religions, **Akbar strengthened Mughal rule** by making sure that his rule was accepted by the more people within the Empire.* *It could also be argued that Akbar's creation of a **powerful and effective administration** was his biggest achievement. For example, he introduced a new system of **tax collection**, whereby his officials produced **records for each village**, even listing the exact size of fields, which crops were grown, and what the yields were. Tax had to be **collected at specific times** and paid in cash. This was a **huge achievement because it led to a massive increase in Mughal revenues**.* *Overall I agree with the statement, because it was only through greatly increasing the size of the Mughal Empire with his military conquests that Akbar was able to increase levels of production, trade and taxation, making the Empire richer.*
Level 5 (13-15 marks)	**Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1) e.g.** *There is much evidence to support the statement. Akbar's military conquests were great achievements because he gained control over productive areas of land. For example, he seized territory in Gujarat, where there was a lot of rich agricultural land, as well as seaports which were key bases for trade. In the east, he conquered Bengal, Bihar and Orissa, which were trading and manufacturing areas. So his military conquests were a great achievement because they increased the Empire's wealth.* *On the other hand, it could be argued that Akbar's policies of religious toleration were his biggest achievement. For example, he financially supported Hindu temples. He also built a large hall for religious debates and opened these up to include Hindus, Jains, Christians, Jews and Zoroastrians This was a great achievement because, by respecting other religions, Akbar strengthened Mughal rule by making sure that his rule was accepted by the more people within the Empire.* *It could also be argued that Akbar's creation of a powerful and effective administration was his biggest achievement. For example, he introduced a new system of tax collection, whereby his officials produced records for each village, even listing the exact size of fields, which crops were grown, and what the yields were. Tax had to be collected at specific times and paid in cash. This was a huge achievement because it led to a massive increase in Mughal revenues.*

Level 4 (10-12 marks)	**One sided argument, two explained points of support (2–0), e.g.** *I disagree because Akbar's policies of religious toleration were his biggest achievement. For example, he financially supported Hindu temples. He also built a large hall for religious debates and opened these up to include Hindus, Jains, Christians, Jews and Zoroastrians This was a great achievement because, by respecting other religions, Akbar strengthened Mughal rule by making sure that his rule was accepted by the more people within the Empire.* *It could also be argued that Akbar's creation of a powerful and effective administration was his biggest achievement. For example, he introduced a new system of tax collection, whereby his officials produced records for each village, even listing the exact size of fields, which crops were grown, and what the yields were. Tax had be collected at specific times and paid in cash. This was a huge achievement because it led to a massive increase in Mughal revenues.* **Alternatively, balanced argument; one explained point on each side (1–1), e.g.** *There is much evidence to support the statement. Akbar's military conquests were great achievements because he gained control over productive areas of land. For example, he seized territory in Gujarat, where there was a lot of rich agricultural land, as well as seaports which were key bases for trade. In the east, he conquered Bengal, Bihar and Orissa, which were trading and manufacturing areas. So his military conquests were a great achievement because they increased the Empire's wealth.* *On the other hand, it could be argued that Akbar's policies of religious toleration were his biggest achievement. For example, he financially supported Hindu temples. He also built a large hall for religious debates and opened these up to include Hindus, Jains, Christians, Jews and Zoroastrians This was a great achievement because, by respecting other religions, Akbar strengthened Mughal rule by making sure that his rule was accepted by the more people within the Empire.*
Level 3 (7-9 marks)	**One sided argument; one explained point of support (1–0), e.g.** *I agree with the statement. Akbar's military conquests were great achievements because he gained control over productive areas of land. For example, he seized territory in Gujarat, where there was a lot of rich agricultural land, as well as seaports which were key bases for trade. In the east, he conquered Bengal, Bihar and Orissa, which were trading and manufacturing areas. So his military conquests were a great achievement because they increased the Empire's wealth.*
Level 2 (4-6 marks)	**Identification of reason(s) to support/challenge without full explanation, e.g.** • *No, I think it was his use of an effective system of administration was his greatest achievement because this allowed him to increase Mughal revenues.* • *Yes, I agree because he took control of places such as Bengal and Gujarat which was a great achievement because it extended the Mughal Empire across India.* **Alternatively, description of military conquests and/or other events without explaining why this was a great achievement, e.g.** • *Akbar took the city of Chitor by digging tunnels under the walls, then filling these with gunpowder. He then used cannons to blast through the walls.* • *Akbar extended the Empire to include Sindh, Gujarat and Bengal. He developed systems of administration and he was very tolerant of other religions.* **1 identifications/ description = 4–5 marks** **2 identifications/ descriptions = 5–6 marks** **3 identifications/ descriptions = 6 marks**
Level 1 (1-3 marks)	**Valid but general assertion(s), e.g.** *Yes, Akbar made many military conquests, and made the Mughal Empire much stronger.*

Section B: Living under Nazi Rule, 1933–1945

Question 6 – 7 marks **What can Source A tell us about the Nazi government in March 1933? Use the source and your own knowledge to support your answer.**	
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 (L1) – tells us the Nazis were introducing an Enabling Act to get laws passed without the Reichstag's approval; tells us there were economic problems; tells us the government wanted strong leadership.* • *Inferences from the source (L2) – tells us how the Nazis were persuading the Reichstag to pass it, e.g. by emphasising economic and political problems and as a measure only to be used with 'vital' legislation; tells us how they 'sold' or presented the Act, i.e. as a 'remedy' for the 'distress' of the people, framing it as a positive; tells us about Nazi beliefs, e.g. anti-communism and authoritarianism.* • *Inferences from the source's existence (L3) – the fact that the Nazis felt the need to pass legislation to (effectively) get rid of the Reichstag is revealing, e.g. suggests they had not yet secured enough power to ignore Reichstag completely / uncovers the Nazi desire to maintain a veneer of legality or respectability to their illegal actions.* *Candidates will be credited for explaining how features of the source such the source's existence or tone* ***are helpful*** *to historians. e.g. formal tone suggests Hitler/ Nazis were keen to emphasise the legality of their actions/ laws.* *There is no requirement to mention any possible limitations of the source and indeed in this particular source it is difficult to see what limitations candidates could refer to beyond generic or speculative comments about reliability eg that Hitler is lying.* *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.*
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.	

Question 6 – 7 marks What can Source A tell us about the Nazi government in March 1933? Use the source and your own knowledge to support your answer.	
Guidance and indicative content	
Level 3 (6-7 marks)	**Explains what source reveals about the Nazis' lack of 'total' power OR about their wish to maintain the appearance of legal rule, e.g.** • *In the source, Hitler is persuading the Reichstag to pass the Enabling Act and lists all the reasons it is necessary, such as dealing with the 'economic catastrophe'. He reassures them this in not the end of the Reichstag completely. The fact that the Nazis were getting this law passed by the Reichstag* ***tells us they had not yet secured enough power to ignore Reichstag completely****. (7)* • *The fact that the Nazis felt it necessary to go through the motions of passing this law through the Reichstag* ***tells us that they wanted to maintain a veneer of legality or respectability*** *to their actions. (6)* **NOTE: Valid inference with valid source support = 7 marks, no valid source support = 6 marks**
Level 2 (3-5 marks)	**Explains what source tells us about the Nazi government in March 1933 by using a valid inference from content of source, e.g.** • *The source tells us* ***how the Nazi government managed to become more powerful in 1933****. Hitler says 'it would be inconsistent with our national uprising' if the Nazis have to 'request the approval of the Reichstag in every case', which reveals how the Act was designed, in effect, to abolish the Reichstag. (5)* • *The source tells us tells us* ***how the Nazis persuaded the Reichstag to pass the Enabling Act****. They emphasised Germany's economic and political problems and said it was a measure only to be used with 'vital' legislation. (4)* • *It tells us* ***how the Nazis presented and packaged the Enabling Act as something positive****. They said it was a law to 'remedy' the 'distress' of the people, framing it as a helpful law. (4)* • *It tells us about* ***Nazi beliefs****,* ***like anti-communism****. (3 marks – no support)* **NOTE: Valid inference(s) with no *relevant* support from the source (or support from attribution ONLY) = 3 marks. Quotations must be linked by candidate to their inference.** **NOTE 2: 1 supported inference + 2nd inference (supported or unsupported) = 5 marks**

Level 1 (1–2 marks)	**Lifts surface detail from source or general comments on provenance to address question (2 marks), e.g.** • *The source tells us the Nazis were introducing an Enabling Act to get laws passed without the Reichstag's approval.* • *It tells us the government had to deal with economic problems.* • *It tells us the government wanted 'strong leadership'.* **Alternatively, makes valid but general assertion(s) OR** **Answers which make comments on source without <u>addressing the question of what it can tell us</u> about the Nazi government (1 mark), e.g.** • *The source informs us about what the Enabling Act was for.* • *The source tells us that Hitler/ the Nazis are very controlling and manipulative.* • *Source A is a speech given by Hitler to the Reichstag. In this speech he talks about the 'evils of communism.'*
0 marks	**0 marks** No response or no response worthy of credit.

<table>
<tr><td colspan="2">Question 7 – 15 marks
How useful are Sources B and C and Interpretation D for a historian studying Nazi occupation in western Europe between 1940 and 1945?
In your answer, refer to the two sources and the interpretation as well as your own knowledge.</td></tr>
<tr><td>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.</td><td>Notes and guidance specific to the question set</td></tr>
<tr><td>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).m
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).</td><td rowspan="4">Analysis of the sources and interpretation could identify features such as:

• Surface features of sources (L2) – eg B useful for showing war / Germany military in the Netherlands; C is useful for telling us that Dutch ex-soldiers were taken captive and transported to Germany / put in prison camps; D is useful for telling us that the Nazis joined forced with local factions; D useful for telling us that Flemish-speaking Belgians were released from camps whilst French-speakers remained for the duration of the war.
• Inferences from the sources (L3–L5) – eg B useful as evidence that the Nazis tried to recruit Dutch men into the Waffen SS; C is useful as evidence about the impact of/ violence of/ nature of occupation in the Netherlands, i.e. forced-labour; D is useful as evidence of collaboration and the reasons for it; D is useful for showing one way that the Nazis kept control of local populations, i.e. divide and rule/ exploiting local factionalism.
• Inferences from the sources' publication, audience purpose or existence (L5), e.g. audience (Dutch men) and purpose of B (to persuade them to join the Waffen SS) reveals how the Nazis saw the Dutch as potential 'Aryan' allies in their army – could reveal treatment of the occupied Dutch which was different to (for example) treatment of Poles; the existence of C as an illegal underground newspaper reveals that there was organised resistance against the Nazi occupation; the purpose of C – to enthuse and rally</td></tr>
<tr><td>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).</td></tr>
<tr><td>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).</td></tr>
<tr><td>Level 2 (4–6 marks)
Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1).</td></tr>
</table>

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).	*people to the cause – could indicate a fall in morale on the resistance side.* • *Understanding of appropriate characteristic features could include: the Nazi view/treatment of western Europeans as opposed to their view/ treatment of eastern Europeans; range of collaboration, accommodation and resistance in occupied territories.*
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 –* • *See L5 comments above.* • *Less well developed comments will probably include:* • *(L3) Comments which support or challenge the evidence presented in sources with candidates' own knowledge, rendering sources more or less useful in terms of typicality or reliability. Candidates may show how the sources/interpretation agree and/or disagree with each other.* • *(L2) Undeveloped comments on how provenance of sources make them (un)reliable and therefore not useful, e.g. B is Nazi propaganda and therefore not useful; D produced after the war and therefore not useful.*
0 marks No response or no response worthy of credit.	*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 Nazi occupation in western Europe between 1940 and 1945? In your answer, refer to the two sources and the interpretation as well as your own knowledge.	
Guidance and indicative content	
Level 5 (13-15 marks)	**Explanation of why the purpose/ audience of B makes it useful as evidence of nature of occupation in western Europe (as compared to east) , e.g.** • *Source B is useful for showing us how the **nature of Nazi occupation in western Europe was different to occupation in eastern Europe**. The poster is aimed at Dutch men and it is trying to persuade them to join the Waffen SS to fight alongside the Germans in the war by talking about 'honour' and 'conscience'. This reveals how the Nazis saw the Dutch as potential 'Aryan' allies in their army, and this might suggest **less harsh treatment** of the occupied Dutch.* **OR explanation of why the existence of C makes it useful as evidence of organised Dutch resistance** **OR why the purpose of C makes it useful as evidence of fall in morale of Dutch resistance, e.g.** • *Source C is an **illegal, underground newspaper published in the Netherlands in 1943**, telling people about how the Germans were transporting the Dutch as forced labour to Germany. **The fact this existed and was being circulated** is useful **evidence of organised resistance** **against the Nazi occupation**.* • ***[NB: 'It shows resistance' on its own with no development = L3]*** • *Source C is an article from a resistance newspaper. It was published to rally Dutch people to their cause by reporting the terrible treatment of Dutch people by the Germans. This is **useful because it could therefore indicate a fall in morale on the resistance side**.* **NOTE 1: Identifying/ explaining the purpose of B/C is not the same as making an inference *from* the purpose and therefore not L5.** **NOTE 2: Answers with no valid comment on any other source (content or inference) = 13 marks.** **Alternatively, supported inferences (support from source) from content of two of B, C or D to explain why at they are useful as evidence about Nazi occupation in western Europe (i.e. 2 x L4), e.g.** *Source C is useful as evidence about the **harsh nature of occupation** in the Netherlands. We can see that in April 1943, the Nazis were using Dutch ex-soldiers as forced-labour. It says that 'hundreds of thousands' were taken captive or faced being thrown in a prison camp if they refused. D is useful as **evidence of collaboration** that happened and **the reasons for it** – it says that in Belgium, some Flemish-speaking people sided with the Nazis as a way of fighting the French-speaking rulers.*
Level 4 (10-12 marks)	**Supported inference(s) (support from source) from content of one of B, C or D to explain why it is useful as evidence about occupation in western Europe, e.g.** • *Source B is useful because it's evidence of the **ways in which Nazis relied on the local population**. We can see that the Nazis tried to recruit Dutch men into the Waffen SS by appealing to them to fight for 'honour' and against Communism.* • *Source C is useful as evidence about the **harsh nature of occupation** in the Netherlands. We can see that in April 1943, the Nazis were using Dutch ex-soldiers as forced-labour. It says that 'hundreds of thousands' were taken captive or faced being thrown in a prison camp if they refused.* • *Interpretation D is useful as **evidence of collaboration** that happened and the **reasons for it** – it says that in Belgium, some Flemish-speaking people sided with the Nazis as a way of fighting the French-speaking rulers.* • *Interpretation D is useful for **telling us about the methods the Nazis used to keep control in the occupied territories** by **taking advantage of local conflicts**. We can see that in Belgium, the Nazis 'tempted' the Flemish-speaking nationalists onto their side by appearing to be on their side against the 'French-speaking rulers'.* **NOTE: Support from source must be linked to the inference.**

Level 3 (7-9 marks)	**Valid but unsupported inference(s) from content to explain why one or more of B, C, D are useful as evidence about occupation in western Europe, e.g.** *Interpretation D is useful for telling us about the Nazis' methods and how they exploited local conflict to keep control in the occupied territories.* **Alternatively, uses specific contextual knowledge to argue that one or more of B, C or D are useful or not useful because they are (un)reliable, e.g.** • *I think C is useful because it's true. It says hundreds of thousands of Dutch men were taken captive and that's right – **around 500,000 Dutch men ended up being forced into labour** in Germany.* **NOTE: 1 source = 7–8 marks; 2 or more sources = 8–9 marks**
Level 2 (4-6 marks)	**Uses surface features or extracts to argue source(s) are useful about occupation in western Europe, e.g.** • *C is useful for telling us that the Dutch were taken captive and transported to Germany. (5)* • *D is useful for telling us that the Nazis joined forces with local groups. It says that they released Flemish-speaking prisoners of war but kept the French-speakers in POW camps. (5)* • *B is useful because it shows the Nazis used the Dutch in the Waffen SS when they occupied the Netherlands. C is useful for telling us that hundreds of thousands of Dutch people were taken captive and transported to Germany. (6)* **NOTE: 1 source = 5 marks; 2 or more sources = 6 marks** **Alternatively, argues useful or not useful on the basis of undeveloped provenance, e.g.** • *Source B is not very useful. It's Nazi propaganda trying to convince people to join the Waffen SS. So it won't show the negative impact of Nazi occupation. (4)* • *Source C was published by an illegal resistance group so I don't think it's that useful because it will be too biased and exaggerate things. (4)* **NOTE: undeveloped provenance – limit to 4 marks**
Level 1 (1–3 marks)	**Valid but general assertion(s), and/or comments on the sources which don't answer the question, e.g.** • *The sources are really useful because they tell us about different things.* • *The purpose of Source B is to get Dutch men to join the Waffen SS. [doesn't say how this is useful for a historian studying **occupation in western Europe**]* • *Source C is an extract from an illegal Dutch newspaper. [as above]* **Alternatively, argues not useful because of what information the source(s) do not contain, e.g.** *Interpretation D is not very useful. It's only about Belgium and it doesn't tell us information about collaboration in other places. For example, I know that the Danes were allowed to keep their own government in return for good relations with the Nazis, but it doesn't mention that.*
0 marks	

Question 8* – 18 marks 'Between 1939 and 1945, wartime opposition to Hitler and the Nazis in Germany was small-scale and insignificant.' How far do you agree?	
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 reasons to support and reasons to challenge the statement* *Answers are most likely to show understanding of the second order concepts of diversity (similarity/difference in the different types of opposition); causation (reasons for opposition being passive or not) and change/ continuity (changing nature of opposition as war went on) but reward appropriate understanding of any other second order concept.* *Grounds for agreeing may include: Widespread passive resistance could be considered small-scale and/or insignificant, e.g. anti-Nazi graffiti/ jokes; listening to the BBC; reading banned literature; reasons for lack of more public/ active resistance, e.g. fear, Nazi propaganda, Nazi successes; from 1943 the regime took a tougher line on trivial offences.* *Grounds for disagreeing may include: Examples of active/ larger-scale or significant resistance, e.g. growing resistance within the army resulted in the July 1944 bomb plot; Cardinal Galen was public and vocal in his opposition; Dietrich Bonhoeffer's opposition was conducted in secret but not 'insignificant' as he was spying and helping Jews to escape; other examples of people hiding Jews could not be considered 'insignificant'; the women protesting on the Rosenstrasse were committing active and public opposition so arguable nether small-scale nor insignificant; the White Rose were an organised group who spread ant-Nazi propaganda and were executed for their resistance so the Nazis did not consider them 'insignificant'; Otto and Elise Hampel are a further example.*
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 8* – 18 marks 'Between 1939 and 1945, wartime opposition to Hitler and the Nazis in Germany was small-scale and insignificant.' How far do you agree?	
Guidance and indicative content	
Level 6 (16-18 marks)	**Balanced argument; two valid explained points on each side <u>OR</u> three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks , e.g.** *There is some evidence which can support the statement. Firstly, there were a lot of acts of passive resistance amongst the German population which could be considered small-scale.* ***Many people did commit small acts of defiance*** *such as listening to the BBC, reading banned literature and telling anti-Nazi jokes. So these kinds of things that* ***could be considered fairly insignificant and did not threaten the regime****.* *Secondly, it was likely that* ***these acts were increasing during the war years*** *because from 1943, the* ***Nazis started to take a tough line of very minor offences****; for example, in 1944, a worker from Berlin was executed for telling an anti-Nazi joke. This* ***shows the Nazis were increasingly concerned with this kind of thing****.* *On the other hand, there are plenty of* ***examples of very significant and larger-scale acts of resistance****. For example, in July 1944, Colonel Stauffenberg and others were involved in* ***Operation Valkyrie****, which was an attempt to assassinate Hitler. The plot failed and they were executed,* ***but this was not a small-scale act of defiance.*** *In addition, the* ***White Rose group*** *were students led by Hans and Sophie Scholl who* ***carried out very organised opposition*** *to the Nazis. They printed thousands of leaflets in Munich trying to persuade people to turn against the regime.* ***This was very active resistance and they were executed when they were caught, demonstrating that the Nazis believed their opposition to be incredibly significant.*** *Overall, I think that the statement is only partly true. Examples of larger-scale resistance such as the White Rose and the July Bomb Plot stand out because they were so unusual. We don't know how much passive resistance actually took place but it is likely to be much more widespread than examples like assassination and running an organised underground press. However, this does not mean it was insignificant as the Nazis aimed to win over the popular and active support of all Germans, so the fact that they did not shows that they failed in that respect.*
Level 5 (13-15 marks)	**Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1) e.g.** *There is some evidence which can support the statement. Firstly, there were a lot of acts of passive resistance amongst the German population which could be considered small-scale. Many people did commit small acts of defiance such as listening to the BBC, reading banned literature and telling anti-Nazi jokes. So these kinds of things that could be considered fairly insignificant and did not threaten the regime.* *Secondly, it was likely that these acts were increasing during the war years because from 1943, the Nazis started to take a tough line of very minor offences; for example, in 1944, a worker from Berlin was executed for telling an anti-Nazi joke. This shows the Nazis were increasingly concerned with this kind of thing.* *On the other hand, there are plenty of examples of very significant and larger-scale acts of resistance. For example, in July 1944, Colonel Stauffenberg and others were involved in Operation Valkyrie, which was an attempt to assassinate Hitler. The plot failed and they were executed, but this was not a small-scale act of defiance.*

Level 4 (10-12 marks)	**One sided argument, two explained points of support (2–0), e.g.** *I agree because resistance by groups like the 'Swing Kids' could be considered insignificant. During the war, 'swing clubs' sprang up in cafes and night-clubs in big cities. Members met to listen to swing and jazz music, which was banned by the Nazis. They wore wide trousers and grew long hair. Although quite widespread, I don't believe this was significant resistance, as this kind of behaviour was quite passive and did not pose a direct challenge the Nazi regime.* *Furthermore, there were a lot of acts of passive resistance amongst the German population which could be considered small-scale. Many people did commit small acts of defiance such as listening to the BBC, reading banned literature and telling anti-Nazi jokes. So these kinds of things that could be considered fairly insignificant and did not threaten the regime.* **Alternatively, balanced argument; one explained point on each side (1–1), e.g.** *There is some evidence which can support the statement. Firstly, there were a lot of acts of passive resistance amongst the German population which could be considered small-scale. Many people did commit small acts of defiance such as listening to the BBC, reading banned literature and telling anti-Nazi jokes. So these kinds of things that could be considered fairly insignificant and did not threaten the regime.* *On the other hand, the resistance by the 'Swing Kids' was not insignificant. These young people wanted to listen to swing and jazz music which was banned by the Nazis. During the war, 'swing clubs' sprang up in most big cities where members met. They wore wide trousers and grew long hair. The Nazis were outraged and harshly punished some of these youths. For example, Hasso Schutzendorff was put a concentration camp in 1942. The fact that the Nazis saw these groups as a clear threat to their ideology shows they were not insignificant.*
Level 3 (7-9 marks)	**One sided argument; one explained point of support (1–0), e.g.** *I disagree because the resistance by various youth groups could be considered significant. For example, the 'Edelweiss Pirates' went on excursions, organised camps and sang songs. Some went further: one group in Cologne attacked the Gestapo headquarters. The Nazis ordered a crackdown on the group in 1944, and thirteen of them were publicly hanged in Cologne. This shows that their actions were significant as the Nazis saw their actions as a serious enough threat to their authority to execute them.*
Level 2 (4-6 marks)	**Identification of reason(s) to support/challenge without full explanation, e.g.** • *No, I disagree because the 1944 Bomb Plot was incredibly significant.* **Alternatively, identification/ description of opposition / relevant events without linking this to the question or without full explanation, e.g.** • *The Church provided opposition to the Nazis.* • *Dietrich Bonhöffer was a Protestant pastor who opposed the Nazis. In the war he joined the military intelligence and acted as a spy. He helped Jews to escape to Switzerland.* **1 identifications/ description = 4–5 marks** **2 identifications/ descriptions = 5–6 marks** **3 identifications/ descriptions = 6 marks**
Level 1 (1-3 marks)	**Valid but general assertion(s), e.g.** *No, there were many examples of significant resistance. There were people who did speak out publicly at great risk.*
0 marks	

Question 9* – 18 marks
'Between 1933 and 1939, the main way the Nazis controlled the German people was by winning them over with popular policies.' How far do you agree?

Levels **AO1** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **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 to support and to challenge the statement.* *Answers are most likely to show understanding of the second order concepts of causation/ consequences (reasons for support and impact of policies, propaganda, terror, etc.), diversity (range of different methods used) significance (importance of different methods) but reward appropriate understanding of any other second order concept.* *Grounds for agreeing may include: The unemployed welcomed policies to get more into work such as public works programmes on the autobahn, rearmament and the railways; financial incentives offered to married couples who had children, such as marriage loan; KDF offered cheap leisure activities; Beauty of Labour improved conditions in factories; Winter Relief fund; support from farmers because the Reich Food estate and Reich Entailed Farm Law supported them through financial difficulties; small businesses were pleased with government orders because of rearmament; big businesses were pleased with lack of strikes and trade union bargaining; companies like IG Farben, Volkswagen and Mercedes gained government contracts due to rearmament; youth policies popular with some who enjoyed aspects of HJ and BDM, e.g. holiday camps.* *Grounds for disagreeing may include:* *The role of terror in controlling the population, e.g. the SA intimidated opponents and were believed to have murdered 600 political opponents in 1933; the work of the Gestapo (and the SD) created fear – tapped telephones, opened mail, used a network of informers to spy on citizens, used torture and had powers to send people to concentration camps without trial; despite the limits of the Gestapo, many investigations were prompted by public denunciations, suggesting people believed the propaganda that the Gestapo were everywhere; the work of the SS – used the Emergency Power Decree of February 1933 to take suspects into 'protective custody' – by 1939 162,000 were in 'protective custody' without trial; between 1933 and 1939 another 225,000 Germans were convicted and imprisoned for political crimes; use of SS on 'Night of the Long Knives' to kill political opponents; the role of the concentration camps in creating fear and controlling the population; role of propaganda in controlling the population –made it clear to people what was expected of them through rallies (like those at Nuremburg), radio (listening to foreign broadcasts banned, production of cheap 'People's Receivers', loudspeakers in the street/bars to broadcast Hitler's speeches), film (all film had to carry a pro-Nazi message), books (public book burnings), posters, newspapers (Goebbels controlled the news as papers were not allowed to print ant-Nazi ideas Jewish editors and journalists were replaced and anti-Nazi papers shut down), art and music.*
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 'Between 1933 and 1939, the main way the Nazis controlled the German people was by winning them over with popular policies.' How far do you agree?	
Guidance and indicative content **NOTE: This question is about methods of control – do not credit responses which argue how far / whether or not the German people supported the Nazi regime.**	
Level 6 (16-18 marks)	**Balanced argument; two valid explained points on each side <u>OR</u> three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks, e.g.** *There is some evidence to support the statement. The Nazis tried to win over **workers and the unemployed through policies,** such as through organising public works programmes as employment; for example, on the autobahns. Unemployment had been reduced from 6 million to 35,000 by 1939. Workers also had the KDF which offered cheap leisure activities and holidays. So this group were **controlled because they felt their lives were improving in some ways so they supported the Nazis**.* *Also, I think that **some women and couples may have supported the Nazis** because of policies. Incentives were offered to couples who married and had children through the marriage loan and the Honour Cross of German Mother. This suited many people who agreed with the Nazis' traditional ideals **and they therefore didn't oppose the regime**.* *On the other hand, there much evidence against the statement. People were **also controlled through the terror state**. The Gestapo was deeply feared and had the power to arrest and imprison any person suspected of opposing the Nazis. They used a network of informers to spy on citizens and interrogated people who were reported to them. So people were **kept under control because they were scared of the consequences if they spoke out.*** *Also, **propaganda was important in controlling people**. For example, Goebbels made cheap radios available so all Germans could buy one and he controlled all the radio stations. There were also loudspeakers in the streets and public bars. Hitler's speeches were repeated on the radio over and over again until the ideas expressed in them came to be believed by many German people. So **people were controlled because they were constantly fed positive information** about the regime.* *Overall, I think that popular policies were important but on their own could not have controlled the population. Propaganda reminded people about the good things the Nazis did and was also used to spread fear about terror. Likewise, terror was so effective was because people knew about it. So all three aspects worked together.*
Level 5 (13-15 marks)	**Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1) e.g.** *There is some evidence to support the statement. The Nazis tried to win over workers and the unemployed through policies, such as through organising public works programmes as employment; for example, on the autobahns. Unemployment had been reduced from 6 million to 35,000 by 1939. Workers also had the KDF which offered cheap leisure activities and holidays. So this group were controlled because they felt their lives were improving in some ways so they supported the Nazis.* *Also, I think that some women and couples may have supported the Nazis because of policies. Incentives were offered to couples who married and had children through the marriage loan and the Honour Cross of German Mother. This suited many people who agreed with the Nazis' traditional ideals and they therefore didn't oppose the regime.* *On the other hand, there much evidence against the statement. People were also controlled through the terror state. The Gestapo was deeply feared and had the power to arrest and imprison any person suspected of opposing the Nazis. They used a network of informers to spy on citizens and interrogated people who were reported to them. So people were kept under control because they were scared of the consequences if they spoke out.*

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

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