



GCSE

History A Explaining the Modern World

J410/02: Germany 1925-1955: The People and the State

General Certificate of Secondary Education

Mark Scheme for June 2022

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

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

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

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number of** standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.

5. Crossed Out Responses

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

Rubric Error Responses – Optional Questions

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

Contradictory Responses

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

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

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

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

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

Longer Answer Questions (requiring a developed response)

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

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

7. Award No Response (NR) if:

- there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

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

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

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

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

10. For answers marked by levels of response:

- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- b. **To determine the mark within the level**, consider the following:

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

11. Annotations

Annotation	Meaning
 1	Level 1
 2	Level 2
 3	Level 3
 4	Level 4
 5	Level 5
	Noted but no credit given
	Not answered question
	Extendable horizontal wavy line

1. Subject-specific Marking Instructions

INTRODUCTION

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

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

You should ensure that you have copies of these materials.

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

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

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

Germany 1925-1955: The People and the State

1. Describe **one** way in which Hitler removed opposition in the years 1933-34.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [2]
Additional Guidance	All content is indicative only and any other correct examples of Hitler's removal of opposition in the years 1933-34 should also be credited. 1 mark for identification + 1 mark for descriptive detail or 2 marks for 2 x identification

Levels	Indicative content	Marks
N/A Points marking	<i>Hitler removed opposition by banning trade unions (1). He established the DAF to look after workers so that everything was under his control (+1).</i> OR <i>One example of Hitler removing opposition was his dismantling of the SA (1). Rohm and many SA members were killed during the Night of the Long Knives in 1934 (+1).</i> OR <i>Political opponents were discredited (1).</i> <u>Possible alternative points</u> <i>Reichstag Fire was used to discredit and ban the communists (2) (note- Reichstag Fire can only be used in collaboration with the ban on Communists, no mark for Reichstag Fire alone)</i> <i>Emergency Powers gave him the right to target opponents.(1)</i> <i>The passing of the Enabling Act (1) allowed him to pass laws without consultation therefore there was no political opposition to anything he enacted (+1)</i> <i>Emergency Decree allowed Hitler to ban other political parties (1)- the Law Against Formation/Founding of New Parties (+1)</i> General valid points <i>Use of Gestapo to create fear in opposition (1)</i> <i>Use of the SS to get rid of opponents (1)</i> <i>Banned political parties (1)</i>	2

Levels	Indicative content	Marks

2. Explain how life was different in East Germany compared to West Germany between 1945 and 1955.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5] AO2: Explain and analyse historical events and periods studied using second order historical concepts. [5]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
Level 5 - Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. - This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question.	Level 5 answers will typically identify two or more ways in which life was different between East and West Germany 1945-1955 and explain them fully e.g. <i>One way in which life was different was that by 1955 West Germany's economy was doing well again, the standard of living was rising and shops were filling with consumer goods. This was not the same in the East, where Russia had stripped much of its industry, the economy was suffering and consumer goods were scarce. This is because rather than concentrating on making consumer goods, Ulbricht did what Stalin wanted and produced industrial and engineering goods which would be exported to Russia. It led to shortages in basic items and foodstuffs and a lower standard of living.</i> <i>Another difference was that people in the democratic West had freedom to express themselves. This was not the same in the East which by 1950 was firmly controlled by a communist government. A secret police (the Stasi) was set up here to monitor and arrest potential 'enemies of the state', and the state also watched teachers closely to make sure they taught only approved ideas. The media was also tightly controlled. In the West there was none of this censorship, and people were freer to express themselves, although it is true that a Socialist party was banned.</i> THRESHOLD ANSWERS <i>One difference was in the standard of living. By 1955 West Germany's economy was doing well and the standard of living was rising. This was not true in the East. Here the leader Ulbricht did what Stalin wanted and produced industrial and engineering goods which would be exported to Russia. It led to shortages in basic items and a lower standard of living.</i>	9–10

	<i>Another difference was that in the West people had freedom to express themselves. This was not the same in the East where the communists created a secret police (the Stasi) to monitor and arrest 'enemies of the state', and the media was controlled. In the West there was none of this censorship, and people were freer to express themselves as it was a liberal democracy.</i>	
Level 4 - Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. - This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.	Level 4 answers will typically identify one way in which life was different between East and West Germany 1945-1955 and explain it fully e.g. <i>One way in which life was different was that by 1955 West Germany's economy was doing well again, the standard of living was rising and shops were filling with consumer goods. This was not the same in the East, where Russia had stripped much of its industry, the economy was suffering and consumer goods were scarce. This is because rather than concentrating on making consumer goods, Ulbricht did what Stalin wanted and produced industrial and engineering goods which would be exported to Russia. It led to shortages in basic items and foodstuffs and a lower standard of living.</i> NB: this question is about HOW life was different, NOT WHY. Why can be used to explain, but there should be a clear presentation of what the difference is in the lives of people, even if brief.	7–8
Level 3 - Response demonstrates accurate knowledge and understanding that is relevant to the question. - This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.	Level 3 answers will typically identify and describe ways in which life was different in east and west Germany NB. Level 3 answers should identify why the impacts were different- e.g more fear etc. <i>In the East there was much less political freedom (Or in the West there was more political freedom). The standard of living rose in the West much more than in the East (Or observations about prosperity returning to the West).</i> <i>In the West there was more freedom of expression than in the East.</i> <i>There were greater levels of equality in the East than in the West.</i> <i>Life got easier in the West because there were more consumer goods available for people to buy like electronic items from western Europe.</i> <i>There was more fear in the East because of the Stasi had many informers who would beat people up.</i> <i>There were more plentiful resources in the West as they had support from the western allies.</i> <i>It was easier for people to travel into and out of the west than the east.</i>	5–6
Level 2 Response demonstrates some knowledge and understanding that is relevant to the question.	Level 2 answers will describe life in East and West Germany separately, with no direct comparison, e.g. <i>In West Germany, the economy was doing well again; the standard of living was rising and shops were filling with consumer goods. They lived in a democracy and had freedom of expression. People in the East were controlled by a</i>	3–4

This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.	<i>communist government and the secret police (Stasi). There were also lots of shortages and the standard of living was poor'.</i> Alternative Level 2- Identifies reason without further development - weak or generalised comparison/difference Life was worse in the East because the Stasi was watching people Life was better in the West because there was more democracy	
Level 1 - Response demonstrates basic knowledge that is relevant to the topic of the question. - There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.	Level 1 answers will typically contain general points or assertions e.g. <i>Life was harder in the East.</i> <i>There was more freedom in the West.</i> <i>People were poorer in the east.</i> <i>People were richer in the west.</i> <i>There was more fear in the east.</i>	1–2
Level 0 No response or no response worthy of credit.		0

3. Explain why the Nazis failed to gain widespread public support between 1925 and 1929.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5] AO2: Explain and analyse historical events and periods studied using second order historical concepts. [5]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
Level 5 - Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. - This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question.	Level 5 answers will typically identify two or more reasons for a lack of widespread public support between 1925-1929 and explain them fully, e.g. <i>The Nazis failed to gain widespread public support between 1925-29 because the Weimar Government improved the economy. Stresemann introduced a new currency after the hyperinflation crisis and negotiated huge loans from the US through the Dawes Plan of 1924. This gave many people confidence in Stresemann's government, which meant they were happy with him as leader and had no need to look at the Nazis.</i> <i>The Nazis also failed to gain widespread public support in this period because the Communists were a strong party. By 1928 the KPD had more than 10% of the vote, whereas the Nazis had less than 3%. Therefore, the Nazis failed to gain widespread support as other extremist parties were more appealing to German voters.</i> THRESHOLD ANSWERS <i>The Nazis failed to gain widespread public support because Germany's economy improved. Germany had negotiated loans from America, which meant it was experiencing economic prosperity by the mid-1920s. This gave people confidence in Stresemann's government.</i> <i>The Nazis also failed to gain widespread public support because the Communists were a strong party and had more seats in the Reichstag than the Nazis. Therefore, the Nazis failed to gain widespread support as other extremist parties were more appealing to German voters.</i>	9–10
Level 4 Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question.	Level 4 answers will typically identify one reason for a lack of widespread public support between 1925-1929 and explain it fully, e.g. <i>The Nazis failed to gain widespread public support between 1925-29 because the Weimar Government improved the economy. Stresemann introduced a new currency after the hyperinflation crisis and negotiated huge loans from</i>	7–8

This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.	<i>the US through the Dawes Plan of 1924. This gave many people confidence in Stresemann's government, which meant they were happy with him, as leader of Germany and did not turn to the Nazis.</i>	
Level 3 - Response demonstrates accurate knowledge and understanding that is relevant to the question. - This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.	Level 3 answers will typically identify and describe reason(s) for a lack of widespread public support between 1925-1929 without explaining them e.g. e.g.(Positives of the Weimar Republic leading to fewer people supporting extremist parties such as the Nazis) <i>Stresemann achieved economic and political success as a result of the introduction of a new currency/the Dawes Plan.</i> <i>There were numerous successes of the Weimar Government, which led to this period being entitled the 'Golden Age'</i> OR (negatives of the Nazi Party, in the period, turning voters away from them) <i>People thought the Nazis were too extreme, especially after the Munich Putsch, which put Hitler in prison.</i> <i>Hitler and the Nazi Party were limited in their ability to politically express themselves, Hitler was banned from speaking.</i> (Some other areas candidates may focus on are the popularity of the SPD, the Nazis' extremist views, lack of an effective campaign due to the ban on Hitler speaking publicly, divisions in the Nazi Party, Weimar's successes in foreign policy which restored German pride, vigilance from Weimar Government about Nazi Party activities).	5–6
Level 2 - Response demonstrates some knowledge and understanding that is relevant to the question. - This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.	Level 2 answers will typically identify briefly with no description (without further development) E.g. Stresemann achieved economic and political success People thought the Nazis were too extremists OR contain description of events linked to a lack of widespread public support, e.g. <i>Stresemann negotiated the Dawes Plan which saw Germany receive US loans. Germany also joined the League of Nations.</i>	3–4
Level 1 - Response demonstrates basic knowledge that is relevant to the topic of the question. - There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second	Level 1 answers will typically contain general points or assertions e.g. <i>The Nazis weren't offering the right things.</i> OR <i>People liked Germany's politicians.</i> OR	1–2

order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.	<i>Things were going well in Germany</i>	
Level 0 No response or no response worthy of credit.		0

4a Study Source A. Explain how this source is useful to a historian studying Germany during the Second World War.

Assessment Objectives	AO3 (a): Analyse sources contemporary to the period. [5]
Additional Guidance	No marks must be awarded for demonstration of knowledge and/or understanding in isolation, knowledge and understanding can only be credited where it is clearly and intrinsically linked to analysis of the source. The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.

Levels	Indicative content	Marks
Level 3 Response analyses the source by using relevant detail from the source content, provenance and historical context to construct a thorough and convincing argument in answer to the question about the source.	Level 3 answers will typically argue that the source is useful and support this with a valid inference from the source developed with effective use of content, provenance or context to support the inference. <i>This source is useful because it shows us the hopelessness and fear Jewish people felt in Germany during the war.. This source describes the fear 'of every knock at the door', and the 'hunger, restrictions, and dangers' of everyday life. This may relate to the forced ghettoization of Jews and the disappearance of Jews within towns and cities. Similarly, Krystallnacht and the Nuremberg Laws had ensured that Jews were considered as lesser humans and their civil rights removed. This meant that living in Germany during the war saw constant fear for many, like the author of the source.</i> <i>Alternative inferences include; the fact that there was some respite in Jewish lives, Dresden was heavily bombed but this was not all times, that not all Jewish people had been arrested, imprisoned etc and that it was a gradual process, this man was a Jew but had not yet been ghettoised or arrested- possibly because he was married to an Aryan.</i> NB: This question is about THIS SOURCE and not the general situation of the Jews. NB: Generally, reference to fear of death camps is not valid, as in 1942 German Jews would have largely been unaware of these.	4-5
Level 2 Response analyses the source by using relevant detail from the source content and provenance or historical context to construct an argument in answer to the question about the source.	Level 2 answers will typically argue the source is useful or not based on inferences that are either unsupported to too weak to credit <i>The source is useful because it is reliable. It is the diary of a Jew during the war, and one who was used to writing as he was a university literature professor. He probably wrote a diary because he was no longer able to work. He describes the fear of SS raids which is reliable as they often entered the ghettos to beat up Jews. He would be</i>	2-3

	<i>hungry as Jews were allowed only starvation rations and had to sell any goods they had left on the black market to survive.</i> <i>OR</i> <i>The source is useful because it shows us the hopelessness and fear of everyday life for Jews.</i> <i>The source is useful because it shows that there was some downtime and they weren't being bombed all the time</i> <i>The source is useful because it shows that not all Jews had been ghettoised or shipped off to camps</i>	
Level 1 Response analyses the source in a very basic way by selecting detail from the source content or provenance and using this to give a simple answer to the question about the source.	Level 1 answers will typically assert the usefulness of the content or focus on provenance, or context not linked to the source content eg <i>The source is useful for telling us what Jewish people went through.</i> <i>OR</i> <i>The source is not useful because it only shows the experience of one man.</i> <i>OR</i> <i>It is useful as it's a diary.</i> <i>OR</i> <i>It is useful because Jews went through some bad experiences like ghettoization</i> Alternative Level 1- shows some understanding of the source content <i>It is useful as it tells me that Jewish people feared a knock on the door and lived with restrictions</i>	1
Level 0 No response or no response worthy of credit.		0

4b Study Source B. Explain why this source was published in Germany at this time.

Assessment Objectives	AO3 (a): Analyse sources contemporary to the period. [5]
Additional Guidance	No marks must be awarded for demonstration of knowledge and/or understanding in isolation, knowledge and understanding can only be credited where it is clearly and intrinsically linked to analysis of the source. The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.

Levels	Indicative content	Marks
Level 3 Response analyses the source by using relevant detail from the source content, provenance and historical context to construct a thorough and convincing argument in answer to the question about the source.	Level 3 answers will typically make a clear statement of purpose based on intended outcome and/or audience and support this with reference to content of the source and context. <i>This article was published to actively support Germans to be supportive of the war effort through their actions. After a failed Nazi invasion of the Soviet Union in 1941, the Nazis' war effort was becoming increasingly expensive and so the regime needed as many people as possible to be supportive on the home front – people were asked to work longer hours, recycle their rubbish, and donate clothes. This source is typical of Goebbels' efforts to raise the morale of the German people at this time, which he hoped would bring increased support for the German war effort.</i> OR <i>This article is a recognition that things are not going well in the war by Goebbels, and therefore is encouraging the German people to be loyal the war effort and show this in their actions. The consistent bombing raids on German cities like Cologne and Mainz into 1942, had demoralised the German citizens. This, along with the fact that Moscow had not been taken and the next offensive in the Caucasus was well underway, showing the prolonged nature of the war, had started to see public support wain. This type of propaganda written by Goebbels intended to re-enthuse the population in support of the war efforts.</i> <i>Other typical purposes include:</i> <i>To inspire loyalty towards the cause</i> <i>To encourage support for the war effort</i> NB: This question is about 'Purpose'= a change of behaviour	4-5
Level 2 Response analyses the source by using relevant detail from the source content and provenance or historical context to construct an argument in answer to the question about the source.	Level 2 answers will typically identify and explain the message of the source using relevant source content or context. <i>This article was published to warn people of the dangers of not supporting the war effort. In the source Goebbels asks people to reject anything that won't help Germany in the war, and he stresses that people should be working together. This was supposed to show people on the home front that their help was needed, and that winning the war wouldn't just be down to the army.</i>	2-3

	<i>Other typical messages include -to tell, to inform, to show...</i>	
Level 1 Response analyses the source in a basic way by selecting detail from the source content or provenance and using this to give a simple answer to the question about the source.	Level 1 answers will typically argue the source was meant to provide information or identifies purpose/message without any development or providing accurate, yet unsupported context <i>e.g. it was published to boost morale.</i> OR <i>It was published to tell people they could do more to help.</i> OR <i>It was published to tell people to reject anything that didn't help the German war effort.</i> OR <i>It was published because German losses in Russia were happening at the time</i>	1
Level 0 No response or no response worthy of credit.		0

5. 'The Nazis were successful in their aim of creating a National Community in Germany between 1933 and 1939'. How far do you agree with this statement?

Assessment Objectives	AO2: Explain and analyse historical events and periods studied using second-order historical concepts. [10] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [8]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
Level 5 - The response has a full explanation and thorough analysis of historical events/periods, which uses relevant second order historical concepts, and is developed to reach a convincing, substantiated conclusion in response to the question. - This is supported by a range of detailed and accurate knowledge and understanding that is fully relevant to the question. - There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.	Level 5 answers will typically construct a balanced and well-supported argument which uses a range of supporting evidence to support the argument being made, NB: This question required an understanding of what is meant by national community/volksgemeinschaft in a Nazi context. NB: This is a question about social issues/policy, foreign policy examples like Hitler's invasion of the Sudetenland are not relevant <i>Hitler and the Nazi Party tried to create a 'National Community', or 'Volksgemeinschaft', in which they wanted all Aryans to come together to show loyalty to Hitler and the state. A lot of evidence shows that the Nazis were incredibly successful in achieving this. The KDF was set up for workers and provided them with cheap cinema tickets, trips and holidays: in 1937 alone, over 9 million Germans took part in in some type of KDF event. This shows the level of support for the 'National Community' as people were willingly getting involved in its activities. It can also be said the Nazis successfully created a 'National Community' when looking at the typical role of women in Germany. Nazi propaganda publicised women as child-bearers who were supposed to support their husbands. By 1939, the birth rate in Germany had increased, which shows women had accepted their role.</i> <i>But it's not fair to say the Nazis' creation of a 'National Community' was complete as not everyone was supportive. Some young people in Germany were involved in organisations to oppose Nazi control, such as the Swing Movement and Edelweiss Pirates. The Swing Movement was established in a number of German cities, and by 1939, there were an estimated 2,000 Edelweiss Pirate groups. Moreover, when looking at loyalty from the workers it is hard to estimate the true degree of support. Workers had to join the German Labour Front, which might not have happened if it was voluntary. Some complained that their standard of living was not improving under Nazi rule as wages were low. Not everyone had unquestioning loyalty to the National Community.</i>	15–18

	<i>Overall, whilst there were examples of lack of support, the limited extent of opposition is a good indicator that Hitler and the Nazis had created their 'National Community'. This was because people were too scared to speak out, but also because many did have loyalty to the Nazi regime as they benefited from it.</i> NB: 18 marks = As below plus a clinching argument 16-17 marks = 4 explained points (3-1 or 2-2) 15-16 marks = 3 explained points (2-1)	
Level 4 - The response has a full explanation and analysis of the historical events/periods, which uses relevant second order historical concepts, and is used to develop a fully supported answer to the question. - This is supported by a range of accurate knowledge and understanding that is fully relevant to the question. <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i>	Level 4 answers will typically construct a balanced or one-sided argument with support from at least two valid examples e.g. <i>Hitler and the Nazi Party tried to create a 'National Community', or 'Volksgemeinschaft', in which they wanted all Aryans to come together to show loyalty to Hitler and the state. A lot of evidence shows that the Nazis were incredibly successful in achieving this. The KDF was set up for workers and provided them with cheap cinema tickets, trips and holidays: in 1937 alone, over 9 million Germans took part in some type of KDF event. This shows the level of support for the 'National Community' as people were willingly getting involved in its activities. It can also be said the Nazis successfully created a 'National Community' when looking at the typical role of women in Germany. Nazi propaganda publicised women as child-bearers who were supposed to support their husbands. By 1939, the birth rate in Germany had increased, which shows women had accepted their role.</i> OR <i>Hitler and the Nazi Party tried to create a 'National Community', or 'Volksgemeinschaft', in which they wanted all Aryans to come together to show loyalty to Hitler and the state. A lot of evidence shows that the Nazis were incredibly successful in achieving this. The KDF was set up for workers and provided them with cheap cinema tickets, trips and holidays: in 1937 alone, over 9 million Germans took part in in some type of KDF event. This shows the level of support for the 'National Community' as people were willingly getting involved in its activities.</i> <i>But it's not fair to say the Nazis' creation of a 'National Community' was complete as not everyone was supportive. Some young people in Germany were involved in organisations to oppose Nazi control, such as the Swing Movement and Edelweiss Pirates. The Swing Movement was established in a number of German cities and by 1939, there were an estimated 2,000 Edelweiss Pirate groups.</i> NB: 14 marks- award for 2 explanations with a clinching argument or 3 explanations, on the same side of the argument. Standard mark is 12 marks unless one or more points are developed well.	11–14
Level 3	Level 3 answers will typically develop Level 2 answers (Identified reasons) with the addition of one explained point, serving one side of the argument	7–10

- The response has an analysis and explanation of the historical events/period, which uses relevant second order historical concepts, and is used to give a supported answer to the question. - This is supported by accurate knowledge and understanding that is relevant to the question. <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	<i>Hitler and the Nazi Party tried to create a 'National Community', or 'Volksgemeinschaft', in which they wanted all Aryans to come together to show loyalty to Hitler and the state. A lot of evidence shows that the Nazis were incredibly successful in achieving this. The KDF was set up for workers and provided them with cheap cinema tickets, trips and holidays: in 1937 alone, over 9 million Germans took part in in some type of KDF event. This shows the level of support for the 'National Community' as people were willingly getting involved in its activities.</i> NB: Award marks in the level for the number of additional IDs alongside the Explained point	
Level 2 - The response has an explanation about the historical events/period, which uses relevant second order historical concepts, and gives an answer to the question set. - This is supported by some knowledge and understanding that is relevant to the question. <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	Level 2 answers will typically describe the Nazis' 'National Community' and/or identify reasons to indicate the Nazis successfully created a 'National 'Community' but will not explain them e.g. NB: This needs to be linked to developing a sense of National Community <i>The Nazis wanted all women to be mothers and for all school children to learn traditional Nazi values.</i> OR <i>Lots of German workers benefited from the 'Strength Through Joy' scheme.</i> OR <i>The Nazis wanted Germany to be full of Aryans, and they wanted all Germans to show the utmost loyalty to the Führer.</i> OR <i>The Swing Movement was formed in opposition to the Nazis and the society they wanted to create.</i>	4–6
Level 1 - The response has a basic explanation about the historical events/period in the question, though the specific question may be answered only partially or the answer may be in the form of assertion that is not supported by the preceding explanation. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer. - There is basic knowledge that is relevant to the topic of the question. <i>The information is communicated in a basic/unstructured way.</i>	Level 1 answers will typically make general, unspecific assertions e.g. <i>The Nazis wanted loyalty.</i> <i>Traditional values were important.</i> <i>Women had more children</i> <i>Young people were encouraged to be Nazis</i>	1–3

Level 0 No response or no response worthy of credit.		0
NB: There are a range of sources of information that may be used including, but not limited to... Supporting argument: • Encouragement of women to have more children of Aryan and Germanic origin, to increase birth rate • Strength through Joy and the encouragement of workers • Working together for the common good. E.g. Blut Und Boden – Blood and Soil • Government encouragement in policies- e.g. Winter Relief and social welfare programmes, May Day as National Work Day, tax breaks for lower classes • Encouragement of breeding Germans with Aryans • The promotion of racial, Germanic, Aryan supremacy in the Berlin Olympics, 1936 Opposing argument: • Secret police forces, such as the Gestapo, were still needed to repress sizeable opposition • There continued the existence of Trade Unions, communist movements and strikes despite legal limitations • Nazis claimed to promote class equality, but in reality there was increasing amount of corruption and class division within the party • The treatment of the Jews and other minorities turned some Germans against the Nazis • Need for ongoing propaganda and government enforced breeding programmes was evidence that many Germans were unwilling to follow • Religious opposition was not effectively stamped out- Catholic opposition and protests of people like Martin Neimoller were well supported • Despite Nazi intentions, they did not achieve their plans regarding the rural community, where young men left rural areas to seek higher paid employment in industrial cities		

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