

**OCR**

Oxford Cambridge and RSA

**Practice Paper 1**

**GCSE (9–1) HISTORY B (SCHOOLS HISTORY PROJECT)**

**J411 Living Under Nazi Rule, 1933-1945**

**MARK SCHEME**

**Duration: 55 minutes**

**MAXIMUM MARK 40**

**This document consists of 15 pages**

**MARKING INSTRUCTIONS****PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on–screen marking: *scoris 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 scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**TRADITIONAL**

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

**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 scoris 50% and 100% (traditional 50% 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, email or via the scoris messaging system.

5. Work crossed out:
  - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
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. There is a NR (No Response) option. Award NR (No Response)
  - if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The scoris **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 scoris 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. Please note: the Assessment Objectives targeted by each question and the maximum marks available for each Assessment Objective are given at the top of each levels mark scheme for each question. Unless otherwise stated the weightings of the assessment objectives remain consistent throughout the levels. For example if the maximum marks are 6 AO1, 3 AO2, then the AO1/AO2 ratio will be 2/1 throughout the levels.

## 12. Annotations

| Annotation | Meaning |
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### 13. 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.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

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

**USING THE MARK SCHEME**

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

**INFORMATION AND INSTRUCTIONS FOR EXAMINERS**

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 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 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.
- 4 You are reminded that you have access to information about the chosen site submitted by each candidate's centre, and that you must refer to this if you are in any doubt about details included in the candidate's answers.

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| <p><b>Question 6 – 7 marks</b><br/> <b>What can Source A tell us about the impact of the Second World War on the German people? Use the source and your own knowledge to support your answer.</b></p>  |  |
| <p><b>Levels</b><br/> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 2 marks</b><br/> <b>AO3</b> Analyse sources (contemporary to the period). <b>Maximum 5 marks</b><br/> <b>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.</b></p>  | <p><b>Notes and guidance specific to the question set</b></p>  |
| <p><b>Level 3 (6–7 marks)</b><br/> 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).</p> | <p><i>Valid features that answers could identify include: shows German people had to make sacrifices in war to help the army, shows that the war years were difficult for German people / there were hardships at home. Reveals that the war was going badly for Germany at this point, shows that the regime was strongly involved in people's lives. Inferences from source's publication: publication of the source suggests that German people's morale required boosting by the regime 1943, the government was concerned about falling morale or support for the war.</i></p> <p><i>Examples of relevant additional characteristic features shown at levels 2 or 3 could include: Germany had invaded the USSR in 1941 and by 1943 German forces were being driven back. This poster was part of a propaganda campaign to keep up morale and get people to continue to support the war effort. By this stage every part of society was engaged in the war effort and anything that did not contribute was eliminated, e.g. professional sport. There was a labour shortage and people had to work longer hours (this might be linked to the words about 'hard times' and 'hard duties' on the poster. Women's lives had been affected, and they too were drafted into the labour force (this may be linked to the woman in the poster). Air raids in the cities became ferocious.</i></p> <p><i>There is no requirement to mention limitations but examples of limitations include: The source is limited because it shows the regime's view of how society should be, and this is not necessarily how many people felt. So actually the source tells us the regime was worried about morale and that's why they needed propaganda and portrayed people in this way.</i></p> <p><i>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.</i></p> <p><i>No reward can be given for wider knowledge of the period that is</i></p> |
| <p><b>Level 2 (3–5 marks)</b><br/> 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).</p>              |  |
| <p><b>Level 1 (1–2 marks)</b><br/> 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).</p>   |  |
| <p><b>0 marks</b><br/> No response or no response worthy of credit.</p>  |  |

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|  | <i>unrelated to the topic in the question.</i> |
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| Question 7 – 15 marks   |  |
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| <p><b>How useful are Interpretations B and C and Source D for a historian studying the work of the Gestapo between 1933 and 1939? In your answer, refer to the two interpretations and the source as well as your own knowledge.</b></p>  |  |
| <p><b>Levels</b><br/> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b><br/> <b>AO3</b> Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. <b>Maximum 5 marks</b><br/> <b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. <b>Maximum 5 marks</b><br/> <b>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.</b></p>  | <p><b>Notes and guidance specific to the question set</b></p>  |
| <p><b>Level 5 (13–15 marks)</b><br/> Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).<br/> 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).<br/> 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).</p> | <p><i>Analysis of the source and interpretations could identify features such as: B and D are useful for showing the power of the Gestapo – both imply the power of the Gestapo was far reaching and that ordinary citizens were fearful of them (B portrays them as ‘sinister’ and ‘vicious’ whilst D presents them as having powers to punish dissent). C is useful for revealing that the Gestapo was reliant on ordinary citizens’ support to obtain control. The fact that it disagrees with B and about the Gestapo being ‘dominant’ is useful because it shows that there is debate around this subject. D sounds like it is propaganda – this is useful because it shows that the Nazis used methods such as this to influence the population about the powers of the SS/Gestapo so that people thought they were more powerful than they were – this might be linked to the denunciations in C.</i></p> |
| <p><b>Level 4 (10–12 marks)</b><br/> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).<br/> 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).<br/> 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).</p>                                   | <p><i>Understanding of appropriate characteristic features could include: how Gestapo formed part of wider police state (e.g. SS, concentration camps), evidence for and/or against the Gestapo’s power/reach within society.</i></p>  |
| <p><b>Level 3 (7–9 marks)</b><br/> Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1).<br/> 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).<br/> 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).</p>   | <p><i>Limitations that may affect usefulness include –<br/> Comments on how the sensational nature of B reveals the long-lasting reputation of the Gestapo. Not from Nazi period but still useful because indicates that Gestapo still seen as frightening even in 1950s. Announcement in paper in D is clearly propaganda portraying Gestapo as powerful – useful for revealing the necessity to advertise police state – suggests the presence of dissent in some</i></p>  |
| <p><b>Level 2 (4–6 marks)</b></p>   |  |

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| <p>Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1).<br/>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).<br/>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).</p>  | <p><i>quantity at least.</i></p> <p><i>Comments on how the three extracts do not entirely agree – C and D tend to suggest B is sensational, providing a more rational view of Gestapo.</i></p> <p><i>Comments on how the overall impression is that Gestapo was very powerful but that this might be contradicted by candidates' own knowledge of dissent or resistance, thereby showing that the three extracts tell only part of the story, but a valid part nonetheless.</i></p>                                 |
| <p><b>Level 1 (1–3 marks)</b><br/>Demonstrates some knowledge of features and characteristics of the period (AO1).<br/>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)<br/>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)<br/>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</p> | <p><i>Comments on limitations in terms of factual content on basis of provenance, reliability or tone e.g. the language/image in B is sensational and therefore untrustworthy. The announcement in D is propaganda so is unreliable.</i></p> <p><i>Comments such as: we don't know the motivations for the denunciations in C – personal or fear or support for the regime?</i></p>   |
| <p><b>0 marks</b><br/>No response or no response worthy of credit.</p>  | <p><i>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.</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p> |

| Question 8* – 18 marks<br>“The Nazis were highly successful in achieving their aims in relation to women between 1933 and 1945”. How far do you agree with this view?   |  |
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| Levels  | Notes and guidance specific to the question set  |
| <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.<br><b>Maximum 6 marks</b><br><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>  |  |
| <b>Level 6 (16–18 marks)</b><br>Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1).<br>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).<br><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i> | <i>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 4 and 5, this must involve evaluating how successful Nazi policy towards women was.</i>  |
| <b>Level 5 (13–15 marks)</b><br>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).<br><i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>   | <i>Answers are most likely to show understanding of the second order concepts of causation (reasons for the Nazis introducing specific policies towards women); similarity/difference (diversity of experiences among women) and change (effect of policies).</i>  |
| <b>Level 4 (10–12 marks)</b><br>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).<br><i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>  | <i>Grounds for agreeing may include: increasing the number of ‘German’ births via policy of Marriage Loans – birth rate increased 1933–39 from 15 per thousand to 20 per thousand. Increase in pregnancies outside marriage and no. marriages increased slightly 1933–39. Evidence of the success of ensuring that women were fit and healthy (via National Socialist Welfare Organisation) may include the fact that infant mortality rates dropped. Answers may also point to the increased female participation in Nazi groups, fewer women entering higher education before 1937 (limit of 10% of university students could be female) and reducing the number of women in some professions like medicine and the civil service. Success might be measured in terms of reactions from women, many of whom welcomed a return to ‘traditional’ values and refused to go back to work during the war.</i> |
| <b>Level 3 (7–9 marks)</b><br>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).<br><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>  |  |
| <b>Level 2 (4–6 marks)</b><br>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).<br><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>   |  |
| <b>Level 1 (1–3 marks)</b><br>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).<br><i>The information is communicated in a basic/unstructured way.</i>   | <i>Grounds for disagreeing may include: lack of success in terms of no. marriages in 1937 being lower than in 1933 or the divorce rate increasing after 1938. Female employment overall actually increased 1933-39. The Nazis abolished Marriage Loans in 1937 and introduced a ‘duty year’ for women workers. Further backtracking during the war with the introduction of compulsory service for women in 1943. The number of</i>  |
| <b>0 marks</b><br>No response or no response worthy of credit.  |  |

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|  | <i>women in education increased after 1937.</i> |
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| <p><b>Question 9* – 18 marks</b><br/> <b>“Hitler’s position of total power by August 1934 was achieved mainly through the use of violence.” How far do you agree with this view of Germany between January 1933 and August 1934?</b></p>   |   |
| <p><b>Levels</b><br/> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.<br/> <b>Maximum 6 marks</b><br/> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts.<br/> <b>Maximum 12 marks</b></p>  | Notes and guidance specific to the question set   |
| <p><b>Level 6 (16–18 marks)</b><br/>         Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1).<br/>         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).<br/> <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p> | <p><i>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 4 and 5, this must involve evaluating whether violence was the ‘main’ way that Hitler achieved total power.</i></p> <p><i>Answers are most likely to show understanding of the second order concepts of causation (reasons for Hitler being able to take total control) and change (change from democracy to dictatorship) but reward appropriate understanding of any other second order concept.</i></p>   |
| <p><b>Level 5 (13–15 marks)</b><br/>         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).<br/> <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i></p>   | <p><i>Grounds for agreeing include: Use of SA to intimidate opponents in elections March 1933. More than 50 opponents killed and meetings were broken up. Helped the Nazis to achieve 44% of the vote. Use of the SS and SA to intimidate Reichstag into passing Enabling Act March 1933 – allowed Hitler to pass laws without the approval of Reichstag or President, e.g. Feb 1933 Civil Service Act passed, July 1933 all political parties banned. SA and believed to have murdered 600 political opponents in 1933. Over 100,000 had been arrested by October. Many imprisoned in concentration camps. June 1933 – Köpenick Week of Blood, Social Democrat shot three SA members. SA then arrested 500 men and tortured them – 91 died. All meant that political opposition was removed by 1934. Use of SS on ‘Night of the Long Knives’ to kill members of SA – reassured the army, who were suspicious of the SA. They took an oath of loyalty to Hitler Aug 1934.</i></p> |
| <p><b>Level 4 (10–12 marks)</b><br/>         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).<br/> <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i></p>  |   |
| <p><b>Level 3 (7–9 marks)</b><br/>         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).<br/> <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>  |   |
| <p><b>Level 2 (4–6 marks)</b><br/>         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).<br/> <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>   | <p><i>Grounds for disagreeing include: Role of chance and fear of Communism – Reichstag burned down Feb 1933 and a Dutch Communist found at the scene. Hitler exploited people’s fear of Communism and claimed it was part of a Communist plot. This persuaded President Hindenburg to grant him emergency powers – thousands of people who</i></p>   |
| <p><b>Level 1 (1–3 marks)</b><br/>         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).</p>  |   |

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| <i>The information is communicated in a basic/unstructured way.</i> |  |
| <b>0 marks</b><br>No response or no response worthy of credit.      | <i>opposed the Nazi party were then arrested. Role of propaganda – Nazis broadcast an anti-Communist message. Communists were then banned from voting on the Enabling Act. Role of political deals – Hitler persuaded Centre Party to vote for the Enabling Act, saying he would protect Catholic Church. Chance – was only death of Hindenburg that allowed Hitler to become Fuhrer. Role of democratic system itself, e.g. ability to rule by Presidential decree in an emergency established in constitution.</i> |