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GCSE (9–1) History A (Explaining the Modern World)

J410/02 International Relations: the changing international order 1918–c.2001 with Germany 1925–1955: The People and the State

Sample Question Paper

Date – Morning/Afternoon

Time allowed: 1 hour 45 minutes

OCR supplied materials:
- the OCR 12-page Answer Booklet

Other materials required:
- None

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INSTRUCTIONS
- Section A – International Relations: the changing international order 1918–c.2001. Answer **all** the questions.
- Section B – Germany 1925–1955: The People and the State. Answer **all** the questions.
- Do **not** write in the bar codes.

INFORMATION
- The total mark for this paper is **105**.
- The marks for each question are shown in brackets **[ ]**.
- Quality of extended response will be assessed in questions marked with an asterisk (*****).
- Spelling, punctuation and grammar and the use of specialist terminology (SPaG) will be assessed in questions marked with a pencil (✎).
- This document consists of **8** pages.

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Section A

International Relations: the changing international order 1918–c.2001

Answer **all** the questions.
You are advised to spend about 1 hour on this section.

1. Outline the actions of the USSR in Eastern Europe from 1945 to 1948.

[5]

2. How successful were attempts at international co-operation in the 1920s? Explain your answer.

[10]

3. Study Interpretation A.

Do you think this interpretation is a fair comment on the policies of Neville Chamberlain in the period 1937–1939? Use your knowledge and other interpretations of the events of 1937–1939 to support your answer.

[25]

4. Study Interpretation B.

Explain why **not** all historians and commentators have agreed with this interpretation. Use other interpretations and your knowledge to support your answer.

[20]

(✎) Spelling, punctuation and grammar and the use of specialist terminology **[5]**

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Interpretation A

There was widespread and sincere admiration for Mr. Chamberlain's efforts to maintain peace. However, in writing this account it is impossible for me not to refer to the long series of miscalculations, and misjudgements which he made. The motives which inspired him have never been questioned. The course he followed required the highest degree of moral courage. To this I paid tribute two years later in my speech after his death.

From 'The Gathering Storm', a history of the Second World War by Winston Churchill, published in 1948.

Interpretation B

Here, then, was the difficulty after the war. The Western democracies wanted a form of security that would reject violence. Security was to be for everyone, it was not to be a benefit denied to some in order to provide it to others. Stalin saw things very differently: security came only by intimidating or eliminating potential challengers. The contrast, or so it would seem, made conflict unavoidable.

From 'We Now Know: Rethinking the Cold War' by the American historian John Lewis Gaddis, published in 1997. Gaddis was writing about relations between the USA and the USSR immediately after the Second World War.

Please turn over for Section B

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Section B

Germany 1925–1955: The People and the State

Answer **all** the questions
You are advised to spend about 45 minutes on this section.

5. Describe **one** example of Nazi policies in the 1920s. **[2]**

6. Explain how the Reichstag Fire helped the Nazis to secure control of Germany in 1933. **[10]**

7.

(a) Study Source A. Explain how this source is useful to a historian studying Nazi Germany. **[5]**

(b) Study Source B. Explain why this source was published in Germany at this time. **[5]**

Source A

The number of those who consciously criticise the regime is very small, quite apart from the fact that they have no way to express this criticism. The regime controls all of the press and radio stations.

Propaganda is everywhere. It does not stop people feeling discontent but propaganda tells them that to complain is to threaten the Third Reich – a prospect which would leave them horrified. They have seen what happens to the Jews and do not wish to share their fate. It becomes increasingly evident that the majority of the people have two faces; one which they show to their family and friends and people they see as reliable. The other face is for the authorities. The private face shows the sharpest criticism of everything that is going on now; the official face beams with optimism and contentment.

Extract from a secret report on attitudes in Nazi Germany in June 1937. It was written by Socialists inside Germany and sent to Socialist leaders who were in exile outside Germany.

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Source B

A poster published in Germany in 1943. The caption means 'The enemy sees your lights! Blackout!'

8.* 'The Nazi regime in Germany in the 1930s faced relatively little opposition because most Germans were afraid of it'. How far do you agree with this statement?

[18]

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Copyright Information:

Interpretation A: Adapted from Winston S. Churchill, The Second World War: The Gathering Storm: Volume I, Orion UK, 1948.

Interpretation B: Adapted from John Lewis Gaddis, We now know: Rethinking Cold War History, Clarendon Press UK, 1998.

Source A: Extract reproduced in Chris Hinton and John Hite, Weimar and Nazi Germany (SHP Advanced History Core Texts), Hodder Education UK, 2000.

Source B: German WWII poster, The enemy sees your light! © bpk Images, www.bpkgate.picturemaxx.com

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…day June 20XX – Morning/Afternoon

GCSE (9–1) History A (Explaining the Modern World)

J410/02 International Relations: the changing international order 1918–c.2001 with Germany 1925–1955: The People and the State

SAMPLE MARK SCHEME

Duration: 1 hour 45 minutes

MAXIMUM MARK 105

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This document consists of 32 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.

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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:

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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

Please note that the Assessment Objectives being assessed are listed at the top of the mark scheme for each question, above the 'Additional guidance'. Where more than one Assessment Objective is being assessed, the more heavily weighted Assessment Objective will be listed first, and the maximum number of marks for each Assessment Objective will be given so that the relative weightings are clear. When marking, you must therefore give greater priority to the more heavily weighted Assessment Objective when determining in which level and within a level to place an answer.

11. **Annotations**

Annotation	Meaning

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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.

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.

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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.

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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.

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International Relations: the changing international order 1918–c.2001

1. Outline the actions of the USSR in Eastern Europe from 1945 to 1948.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5]
Additional Guidance	All content is indicative only and any other correct examples of the actions of the USSR in Eastern Europe in the period 1945–1948 should also be credited.

Levels	Indicative content	Marks
Level 3 • Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. This is presented as a narrative that shows a clear understanding of the sequence or concurrence of events.	*In the final stages of the Second World War Soviet forces drove German forces back across much of Eastern Europe. Once the war ended the Soviets kept their troops in countries such as Poland and Czechoslovakia. Stalin wanted Eastern Europe to become a Soviet sphere of influence and he pushed for this at the Yalta and Potsdam Conferences in 1945. At the same time the USSR helped Communist parties to take power in several Eastern European countries. To help keep this control Stalin established the Cominform in 1947, an organization based in the USSR which effectively controlled the Communist parties of the Eastern European states.*	**4–5**
Level 2 • Response demonstrates some accurate knowledge and understanding that is relevant to the question. This is presented as a narrative that shows some understanding of the sequence or concurrence of events.	*In the final stages of the Second World War Soviet forces drove German forces back across much of Eastern Europe. Once the war ended the Soviets kept their troops in countries such as Poland and Czechoslovakia because Stalin wanted Eastern Europe to become a Soviet sphere of influence.*	**2–3**
Level 1 • Response includes some knowledge that is relevant to the question.	*The Soviet Union made a bloc of countries in Eastern Europe after the Second World War.*	**1**
Level 0 No response or no response worthy of credit.		**0**

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2. How successful were attempts at international co-operation in the 1920s? Explain your answer.

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 cover different aspects of the argument, supported by a range of more detailed description and fuller explanation that is directly relevant to the question e.g. *During the 1920s world leaders faced many problems still left over from the First World War. Because international rivalry had led to war they decided to try international co-operation.* *In many ways international co-operation was very successful. The most obvious example was the League of Nations. During the 1920s the League was able to sort out several disputes. For example in 1921 the League successfully resolved a dispute between Germany and Poland over Upper Silesia. The League held a vote which divided the area between Poland and Germany and both states accepted this. The League also succeeded in stopping a dispute between Bulgaria and Greece in 1925. Greek troops invaded Bulgaria after some Greek soldiers were killed. The League ruled against Greece and ordered it to leave Bulgaria and Greece obeyed. The League also did really important work in other fields. For example the League's Refugee Committee succeeded in returning over 400,000 displaced persons to their homes after the First World War. Its Finance Committee helped to repair a financial disaster in Austria and Hungary. The Health Committee helped to pay for research into vaccines against deadly diseases like malaria.* *The League was not the only type of international co-operation in the 1920s. For example in 1925 Germany reached an agreement with Belgium and France called the Locarno Treaties in which Germany accepted its borders as set out in the Treaty*	**9–10**

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	of Versailles, reducing tension with France greatly. And in 1928 65 nations, including the USA which was not in the League, signed the Kellogg Briand Pact agreeing to reject war as a means of achieving political aims. *Of course there were also failures in the 1920s. In 1923 Italy attacked the Greek island of Corfu after a dispute involving some of its troops. At first the League of Nations ruled against Italy but the Italian leader Mussolini pressured Britain and France and they agreed to support Mussolini. The League was forced to change its mind and back down. The League also failed to achieve one of its main aims, international disarmament. There was one agreement about limiting naval forces in 1921 but apart from this no progress was made.* *So on balance the attempts at international co-operation in the 1920s and 1930s were mixed, with some successes and some failures.*	
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 cover different aspects of the argument supported by description and explanation that is directly relevant to the question e.g. *In many ways international co-operation was very successful. The most obvious example was the League of Nations. During the 1920s the League was able to sort out several disputes. For example in 1921 the League successfully resolved a dispute between Germany and Poland over Upper Silesia. The League also succeeded in stopping a dispute between Bulgaria and Greece in 1925. The League also did really important work in other fields. For example, the League's Refugee Committee succeeded in returning over 400,000 displaced persons to their homes after the First World War.* *The League was not the only type of international co-operation in the 1920s. For example, in 1925 Germany reached an agreement with Belgium and France called the Locarno Treaties. And in 1928, 65 nations, including the USA which was not in the League, signed the Kellogg Briand Pact agreeing to reject war as a means of achieving political aims.* *Of course there were also failures in the 1920s. In 1923, Italy attacked the Greek island of Corfu after a dispute involving some of its troops. At first the League of Nations ruled against Italy but the Italian leader Mussolini forced the League back down. The League also failed to achieve one of its main aims, international*	**7–8**

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	disarmament. *So on balance the attempts at international co-operation in the 1920s and 1930s were mixed, with some successes and some failures.*	
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 cover one aspect of the argument supported with description and explanation that is directly relevant to the issue in the question e.g. *In many ways international co-operation was very successful. The most obvious example was the League of Nations. During the 1920s the League was able to sort out several disputes. For example, in 1921 the League successfully resolved a dispute between Germany and Poland over Upper Silesia. The League also succeeded in stopping a dispute between Bulgaria and Greece in 1925. The League also did really important work in other fields. For example, the League's Refugee Committee succeeded in returning over 400,000 displaced persons to their homes after the First World War.*	**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 contain description of events that is linked to the issue in the question e.g. *The League of Nations was the most important attempt at international co-operation in the 1920s.It had an assembly and a council and these were used to discuss international disputes.*	**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 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 e.g. *The League of Nations was set up in 1919 and was based in Geneva.*	**1–2**
Level 0 No response or no response worthy of credit.		**0**

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3. Study Interpretation A. Do you think this is a fair comment on the policies of Neville Chamberlain in the period 1937–1939? Use your knowledge and other interpretations of the events of 1937–1939 to support your answer.

Assessment Objectives	AO4 (a and d): Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. [20] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [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.

Levels	Indicative content	Marks
Level 5 • The response has a full and thoroughly developed analysis and evaluation of the given interpretation and of other interpretations studied in order to make a convincing and substantiated judgement of the interpretations in the context of historical events studied to answer the question. • The response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question.	Level 5 answers will typically contain fully developed analysis and evaluation of Interpretation A and its context and support this with consideration of other interpretations to address the question e.g. *The comment is fair about Chamberlain being sincere. He was trying to prevent another war. He was especially worried that a new war would involve civilians more than any previous war, through bombing. It is also fair to say that Chamberlain also made miscalculations. The most obvious one was that when he returned from his meeting with Hitler in 1938 he talked about the piece of paper in his hand which would bring peace in our time. Less than six months later Hitler broke his word and invaded the rest of Czechoslovakia and then went on to invade Poland.* *Churchill's view is supported by many other historians. In the Second World War journalists and historians wrote accounts of Chamberlain and his supporters and accused them of being responsible for the war, calling them 'The Guilty Men'. In the 1960s, during the Cold War, American politicians often referred back to the policy of appeasement saying that England fell asleep and used it to justify aggressive actions towards the USSR.* *On the other hand it could be argued that the comment is not fair. Many historians argue that Chamberlain did not miscalculate, he was playing for time. In 1938 intelligence reports suggested that Germany's air force was much larger and more advanced than Britain's. Historians have shown that this information was incorrect but they also argue that Chamberlain did not know it was incorrect so his policy made sense.* *Historians in the 1990s were able to use official government papers which were kept secret before then. These papers show that Britain was struggling financially. When Chamberlain was Chancellor of the Exchequer in 1936 he began planning for Britain's rearmament. So historians say Chamberlain did not miscalculate he just found himself in a difficult position and running out of time. Historians in the 1990s have also used government records to show that the government was very worried that the British people*	**21–25**

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	simply did not support going to war in 1938. Neither did Britain's Empire. By contrast, the British people did support the decision for war in 1939. *Finally, we have to be careful about accepting an account of events in the 1930s written by Winston Churchill. He was well known for glorifying his own role in history. He was also a marginalised and rejected figure in the 1930s and we can see his discontent in what he says about Chamberlain.*	
Level 4 • The response has a developed analysis and evaluation of the given interpretation and of other interpretations studied in order to make a fully supported judgement of the interpretations in the context of historical events studied to answer the question. • The response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question.	Level 4 answers will typically contain developed analysis and evaluation of Interpretation A and its context and support this with consideration of other interpretations to address the question e.g. *The comment is fair about Chamberlain being sincere. He was trying to prevent another war. He was especially worried that a new war would involve civilians more than any previous war, through bombing. It is also fair to say that Chamberlain also made miscalculations. The most obvious one was trusting Hitler's promise to leave Czechoslovakia and Poland in peace which he broke.* *Churchill's view is supported by other historians. In the Second World War journalists and historians described Chamberlain and his supporters as 'The Guilty Men'. In the 1960s, during the Cold War, American politicians often referred back to the policy of appeasement saying that England fell asleep.* *On the other hand not all historians are critical of Chamberlain. Historians in the 1990s used government records to show that the government was very worried that the British people simply did not support going to war in 1938. Neither did Britain's Empire. By contrast, the British people did support the decision for war in 1939.* *Finally, we have to be careful about accepting an account of events in the 1930s written by Winston Churchill. He was well known for glorifying his own role in history and even said history would be kind to him because he would write it.*	**16–20**
Level 3 • The response has some analysis and evaluation of the given interpretation and of other interpretations studied, and uses this to make a partially supported judgement of the interpretations in the context of historical events studied to answer the question. • The response demonstrates accurate knowledge and understanding that is relevant to the question.	Level 3 answers will typically contain some accurate analysis and evaluation of Interpretation A and its context and support this with consideration of other interpretations to address the question e.g. *The comment is fair because Chamberlain did make miscalculations. After Munich in 1938 he said he had gained peace in our time. Less than six months later Hitler broke his word and invaded the rest of Czechoslovakia.* *Also Churchill's comments might not be completely fair. Churchill was well known for*	**11–15**

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	emphasising his own achievements. By criticising Chamberlain, Churchill was emphasising his own qualities in leading Britain to victory in the Second World War. It is said that Churchill actually told US President Roosevelt that history would be kind because he would write the history.	
Level 2 • The response has some analysis and evaluation of the given interpretation and limited evaluation of other interpretations studied, and links this to a judgement of the given interpretation in the context of historical events studied to answer the question. • The response demonstrates some knowledge and understanding that is relevant to the question.	Level 2 answers will typically contain some analysis and evaluation of Interpretation A and its context and link this to considerations of other interpretations to address the question e.g. *The comment is fair because Chamberlain did make miscalculations. After Munich in 1938 he said he had gained peace in our time. Less than six months later Hitler broke his word and invaded the rest of Czechoslovakia.* OR *Churchill's criticisms of Chamberlain are not fair. By criticising Chamberlain, Churchill was emphasising his own qualities in leading Britain to victory in the Second World War. It is said that Churchill actually told US President Roosevelt that history would be kind because he would write the history.*	**6–10**
Level 1 • The response has a basic analysis of the given interpretation and evaluates it in terms of the question. Other interpretations may be mentioned but there is no analysis or evaluation of them. • The response demonstrates basic knowledge that is relevant to the topic of the question.	Level 1 answers will typically contain general points about Interpretation A accompanied by basic knowledge or a general statement about other interpretations e.g. *The comment is fair because Chamberlain trusted Hitler in 1937–1939 and he should have stood up to him at Munich.* OR *We cannot really say this comment is fair because Churchill was writing after the war and during the war many people criticised appeasement because it led to war.*	**1–5**
Level 0 No response or no response worthy of credit.		**0**

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4. Study Interpretation B. Explain why not all historians and commentators have agreed with this interpretations. Use other interpretations and your knowledge to support your answer.

Assessment Objectives	AO4 (a, b and c): Analyse individual interpretations and how and why interpretations differ. [10] 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.

Levels	Indicative content	Marks
Level 5 • The response analyses the given interpretation, and compares and contrasts a range of aspects of the given interpretation with aspects of other interpretations studied, to produce a thorough, detailed analysis of how the interpretations differ. • There is a fully supported and convincing analysis of why the given interpretation and other interpretations differ, explained in terms of when the interpretations were created and their place within the wider historical debate. • 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 provide a full analysis of Interpretation B and compare this with other interpretations of the same events in different ways, with an analysis of why these interpretations differ, e.g. *Gaddis argues that conflict between the USA and USSR was unavoidable at the end of the Second World War because the two sides simply could not see each other's' point of view although he also seems to say that the Western powers were innocent and that Stalin was to blame.* *Not all historians would agree with this interpretation of events. In the 1940s and 1950s Soviet historians effectively argued the exact opposite of what Gaddis was saying. They claimed that it was the USA which was the aggressive power. Many Soviet historians were Communists, and even if they were not, the tight control of universities and publications in the USSR would have ensured Soviet historians criticism of the USA's actions. For example they argued that that the development of the atomic bomb, and Truman's attempts to intimidate Stalin with the bomb at the Potsdam Conference, prove that it was the USA not the USSR which was the aggressor.* *On the other hand historians in the USA in the late 1940s and 1950s would have taken a very different view. In the period after the Second World War, the USA was gripped by a Red Scare, a fear of Communism. In this climate US historians pointed to the way Stalin took control of Eastern Europe in the years 1945-1948 and claimed that he was planning to extend Soviet control into western Europe.* *However, by the 1960s some US historians were painting a slightly different picture of*	**17–20**

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	the Cold War which would have disagreed with what Gaddis says. By the later 1960s many American historians had become disillusioned about their own country as a result of the Vietnam War. This made them look again at the actions of their own country in the early stages of the Cold War and argue that the USA was at least partly to blame, and even mainly to blame. According to this view, big business and military commanders joined together in aggressive policies because they gained from it through arms contracts and a well-supplied army. *By the 1990s and 2000s the situation in Russia and the USA had changed with the ending of the Cold War. Many historians gained access to archive sources, especially in the USSR, and these revealed that the Cold War was, to a great extent, the result of misunderstanding and mistrust. Each side was fearful of the other and so over-reacted to actions by the other side. So this view is similar to the view of Interpretation A, although not as critical of Stalin.*	
Level 4 • The response analyses the given interpretation, and compares and contrasts some aspects of the given interpretation with aspects of other interpretations studied, to produce an analysis of how the interpretations differ. • There is a supported analysis of why the given interpretation and other interpretations differ, explained in terms of when the interpretations were created and their place within the wider historical debate. • 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 provide an analysis of one aspect of Interpretation B and compare this with other interpretations of the same events in different ways, with an analysis of why these interpretations differ, e.g. *Gaddis argues that conflict between the USA and USSR was unavoidable at the end of the Second World War and he also seems to say that the Western powers were innocent and that Stalin was to blame.* *Not all historians would agree with this interpretation of events. In the 1940s and 1950s Soviet historians effectively argued the exact opposite of what Gaddis was saying. They claimed that it was the USA which was the aggressive power. For example, they argued that the use of the atomic bomb on Japan was to intimidate the USSR. They also argued that the formation of NATO in 1949 was an aggressive act by the USA.* *On the other hand historians in the USA in the late 1940s and 1950s would have taken a very different view. In the period after the Second World War the USA was gripped by a Red Scare, a fear of Communism. In this climate US historians pointed to the way Stalin took control of Eastern Europe even though people there generally did not support Communist parties.* *However, by the 1960s some US historians were painting a slightly different picture of the Cold War which would have disagreed with what Gaddis says. By the later 1960s many American historians, like many American people, had become disillusioned about their own country as a result of the Vietnam War. This made them look again at*	**13–16**

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	the actions of their own country and argue that the USA was at least partly to blame. For example, American historians argued that the network of US military bases around the world, supposedly to counter the threat of Communism, were actually a form of American imperialism.	
Level 3 • The response analyses the given interpretation, and compares and contrasts a few aspects of the given interpretation with aspects of other interpretations studied, to produce a partial analysis how the interpretations differ. • There is some analysis of why the given interpretation and other interpretations differ, explained in terms of when the interpretations were created and their place within the wider historical debate. • 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 provide an analysis of more than one aspect of Interpretation B and compare this with other interpretations of the same events in different ways, with a partial analysis of why these interpretations differ, e.g. *The Soviet historians who were writing in the late 1940s and early 1950s would certainly not have agreed with Interpretation B. They said the USSR was not responsible and was defending itself by supporting Communist regimes in Poland, Czechoslovakia and other states. They also said the USA caused the Cold War by actions like the Marshall Plan which they said was designed to give the USA dominance over Europe.* *However, some historians would agree with Interpretation B. For example, George Kennan had been a US diplomat in the years after the Second World War and had been involved in drawing up the Marshall Plan. He later became a historian and his experiences led him to write books which criticised Soviet actions but he also criticised US leaders.*	**9–12**
Level 2 • The response analyses the given interpretation, and compares and contrasts a few aspects of the given interpretation with aspects of at least one other interpretation studied, to show how the interpretations differ. • There is a basic explanation of why the given interpretation and the other interpretation(s) differ, explained in terms of when the interpretations were created and their place within the wider historical debate. • 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 provide an analysis of more than one aspect of Interpretation B and compare this with other interpretations of the same events in different ways, e.g. *Soviet historians who were writing in the late 1940s and early 1950s would not have agreed with Interpretation B. Historians and all other writers were controlled by the state so they would have argued that the USA was to blame.* *However, some American historians at the same time would have agreed. In the late 1940s America was gripped by McCarthyism and saw the USA as a threat. They argued that the USSR was trying to take over Europe and the rest of the world.*	**5–8**

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Level 1 • The response compares the candidate's own knowledge and understanding to the interpretation, or uses knowledge and understanding of the time in which it was created, to analyse the given interpretation. • There is no consideration or no relevant consideration of any other interpretations. • 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 provide a comparison between contextual knowledge and Interpretation B argue the source was meant to provide information e.g. *Soviet historians who were writing in the late 1940s and early 1950s would not have agreed with Interpretation B because they were controlled by the state. But others would agree because of how the USSR took over most of Eastern Europe after the war.*	**1–4**
Level 0 No response or no response worthy of credit.		**0**

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Germany 1922–1955: The People and the State

5. Describe **one** example of Nazi policy in the 1920s.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [2]
Additional Guidance	First mark for identification of policy + second mark for descriptive detail for each response. Note that a maximum of 1 mark can be given for correct identification of policies, even if more than one policy is identified. All content is indicative only and any other correct examples of Nazi policies in the 1920s should also be credited.

Levels	Indicative content	Marks
N/A Points marking	One example of a Nazi policy in the 1920s was the demand for the abolition of the Treaty of Versailles. It was seen as an unjust diktat and blamed for many of Germany's problems in the 1920s. OR One example of a Nazi policy in the 1920s was Lebensraum. This policy said that Germany needed to conquer a large empire in Eastern Europe to provide living space for the German people.	**2**

SPECIMEN

6. Explain how the Reichstag Fire helped the Nazis to secure control of Germany in 1933.

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 contain a range of more detailed description and fuller explanation that is directly relevant to the question e.g. *The Nazis were able to exploit the Fire to claim that it was part of a Communist plot to overthrow the State. The immediate gain was that the very next day Hindenburg granted Hitler emergency powers and the right to issue decrees. As a result of these Communists and other opponents were arrested and so could not take part in the elections on March 5. The Nazis could campaign on slogans like 'The Battle against Marxism'. Hence they won the election, although with a smaller majority, which shows how much they needed to attack the Communists. They could also use the Communist threat to pass the Enabling Act which gave Hitler more powers. So the Fire sparked a chain of events which brought Hitler complete control, quite legally.*	**9–10**
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 contain a range of description and explanation that is directly relevant to the question e.g. *The Fire gave Hitler a tremendous opportunity to consolidate his power. He used the fire to claim that it was the signal for an imminent Communist uprising. This in turn allowed Hitler to convince Hindenburg to give him special emergency powers, which were passed on February 28th. These powers allowed the police to hold suspects without trial. The Nazis used this to round up their opponents. Around 4000 Communists and other Nazi opponents were arrested. This obviously weakened opposition to Hitler and greatly strengthened his grip on power in Germany.*	**7–8**

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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 contain description with explanation that is directly relevant to the issue in the question e.g. *It allowed Hitler to convince Hindenburg to give him special emergency powers, which were passed on February 28th. These powers allowed the police to hold suspects without trial. The Nazis used this to round up their opponents. This obviously weakened opposition to Hitler and greatly strengthened his grip on power in Germany.*	**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 contain description of events that is linked to the issue in the question e.g. *The fire helped Hitler because it allowed him to claim there was an imminent Communist uprising. This confirmed what the Nazis had been saying in their propaganda and gave them extra support. Soon after the fire around 4000 Communists and other Nazi opponents were arrested.*	**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 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 e.g. *Around 4000 Communists and other Nazi opponents were arrested.* OR *Emergency powers were passed on February 28th. These powers allowed the police to hold suspects without trial.*	**1–2**
Level 0 No response or no response worthy of credit.		**0**

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7a. Study Source A. Explain how this source is useful to a historian studying Nazi Germany.

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 specific question about the source.	Level 5 answers will typically make a valid inference from the source, developed with effective use of content, provenance or context to support the inference e.g. *Although the source comes from the opposition to the Nazis this makes it strong evidence about the effectiveness of Nazi control (more than the Nazis claiming they were in control). The source tells us that the Nazis controlled the press and radio stations. We also see that people are affected by propaganda – they are too afraid to complain. This fits with what we know of Nazi Germany at this time. By 1937 the regime was well-established and fully in control of the dissemination of information through Goebbels' Ministry of Propaganda and Enlightenment. The source is useful to the historian because it gives really strong evidence about why opposition groups found it difficult in Germany.*	**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 3 answers will typically argue the source is useful or not useful based on reliability or will make a valid but more generalised assertion about the value of the source.eg. *The source is not useful because it was written by the Socialists who opposed the Nazi regime so it is not reliable. They were suppressed along with the Communists in 1934.* *OR* *The source is useful because it shows how Germans adapted to life under Nazi rule, keeping their heads down.*	**2–3**

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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 2 answers will typically assert that the source is useful/not useful because of selections from it or provenance e.g. *The source is not useful because it was written by the Socialists.* OR *The source is useful because it tells us that the Nazis controlled the press and radio stations.*	**1**
Level 0 No response or no response worthy of credit.		**0**

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7b. 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 intended purpose and develop this with reference to content of source and context e.g. *The poster was published to make sure Germans obeyed the blackout regulations in force. In 1943 Germany was being bombed by the Allies and the poster shows a British bomber bringing death to the Germans. The bomber can drop bombs much more accurately if it can see what is below at night and hence it was essential for Germans not to show any light but to ensure there was a black out. Not only did bombs damage houses in the cities but they also put industrial complexes out of action as in the Ruhr.*	**4–5**
Level 2 • Response analyses the source by using relevant detail from the source content and provenance or historical context to construct a supported 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 e.g. *This source was published to warn people that enemy aircraft could see lights from a long way away if they were allowed to shine out. This would guide the bombers to their target. During the Second World War American and British bombers carried out a massive bombing campaign against German cities and industrial targets. Berlin was bombed many times and cities like Hamburg and Dresden were destroyed by firestorms. Air raid wardens and police could even arrest people if they were found to be showing lights.*	**2–3**
Level 1 • Response analyses the source in a very basic way by selecting detail from the source content or provenance that is linked to the question.	Level 1 answers will typically argue the source was meant to provide information e.g. *It was published to tell people that there were air raids.* OR *It was published to show that the enemy could see lights a long way off.*	**1**

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Level 0 No response or no response worthy of credit.		**0**

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8. ‘The Nazi regime in Germany in the 1930s faced relatively little opposition because most Germans were afraid of it’. 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	At Level 3, at least two distinct reasons should be considered. At Level 4, at least two distinct reasons should be developed. At Level 5, responses should address why the Nazi regime faced **relatively** little opposition, based on a nuanced argument considering a range of possible reasons, with a conclusion. 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 well-supported argument around more than one factor which reaches a valid conclusion e.g. *The statement is true to a great extent. Nazi Germany was a terror state. The state controlled the police forces and the judiciary so if you were accused of a crime you had very little chance of a fair trial. Even more terrifying, the regime also had the secret police or Gestapo, which had informers everywhere and had a terrible reputation for torturing opponents of the regime. Finally there was also the SS. The SS ran the concentration camps and was responsible for persecuting Jews. This was not hidden as it terrorised the rest of the population.* *On the other hand, another reason why opposition to the Nazi regime in the 1930s was limited was that the opposition groups were weak and divided or they were too small scale and lacked resources. Even before Nazis came to power the Communists and the Socialists fought against each other rather than uniting against the threat of the Nazis. Communists and Socialists and other groups like trade unions were weakened when most of the leading figures were arrested after the Reichstag Fire in 1933. Another reason was that for many Germans under Nazis was acceptable in that they had work after the terrible unemployment of 1929–1933.*	**15–18**

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	Another important factor was that the Nazis had improved life for many Germans. They brought unemployment down from 6 million in 1933 to almost nothing. They also helped farmers and they provided schemes for workers like Strength Through Joy. *So overall, the statement is only partially true. Fear was probably the biggest factor because we know that Germans did grumble and complain in private but they did not do so in public, suggesting that even if they supported the opposition groups they would have been too scared to do anything about it.*	
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. • *There is a well-developed line of reasoning which is clear, relevant and logically structured.*	Level 4 answers will typically construct a well-supported argument around more than one factor why opposition was limited e.g. *The statement is true to a great extent. Nazi Germany was a terror state. The state controlled the police forces and the judiciary so if you were accused of a crime you had very little chance of a fair trial. Even more terrifying, the regime also had the secret police or Gestapo, which had informers everywhere and had a terrible reputation for torturing opponents of the regime. Finally there was also the SS. The SS ran the concentration camps and was responsible for persecuting Jews. This was not hidden as it terrorised the rest of the population.* *On the other hand, another reason why opposition to the Nazi regime in the 1930s was limited was that the opposition groups were weak and divided or they were too small scale and lacked resources. Even before Nazis came to power the Communists and the Socialists fought against each other rather than uniting against the threat of the Nazis. Communists and Socialists and other groups like trade unions were weakened when most of the leading figures were arrested after the Reichstag Fire in 1933. Another reason was that for many Germans under Nazis was acceptable in that they had work after the terrible unemployment of 1929–1933.*	**11–14**
Level 3 • 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	Level 3 answers will typically construct a supported argument around one factor e.g. *The statement is true. Nazi Germany was a terror state. The state controlled the police forces and the judiciary so if you were accused*	**7–10**

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relevant to the question. • *There is a line of reasoning presented which is mostly relevant and which has some structure.*	*of a crime you had very little chance of a fair trial. Even more terrifying, the regime also had the secret police or Gestapo, which had informers everywhere and had a terrible reputation for torturing opponents of the regime. Finally there was also the SS. The SS ran the concentration camps and was responsible for persecuting Jews. This was not hidden as it terrorised the rest of the population.*	
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. • *There is a line of reasoning which has some relevance and which is presented with limited structure.*	Level 2 answers will typically identify reason(s) why regime faced little opposition e.g. *The opposition did not really have much support.* OR *Opposition was limited because people were afraid to speak out against the regime.*	**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. • *The information is communicated in a basic/unstructured way.*	Level 1 answers will typically demonstrate simple knowledge of opposition or regime's reaction to it e.g. *The Nazis had the Gestapo, the SS and they also controlled the media.*	**1–3**
Level 0 No response or no response worthy of credit.		**0**

SPECIMEN

Spelling, punctuation and grammar and the use of specialist terminology (SPaG) mark scheme

High performance ***4–5 marks***	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
Intermediate performance ***2–3 marks***	• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
Threshold performance ***1 mark***	• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
No marks awarded ***0 marks***	• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

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Assessment Objectives (AO) grid

Section A

Question	AO1	AO2	AO3	AO4	SPaG	Marks
1	5					5
2	5	5				10
3	5			20		25
4	5	5		10	5	25
Total	20	10		30	5	65

Section B

Question	AO1	AO2	AO3	AO4	Marks
5	2				2
6	5	5			10
7 (a/b)			10		10
8	12	6			18
Total	19	11	10		40

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