

Year 9 December Exam Mark Scheme
50-minute exam – Marked out of 28 (inclusive of 4 marks SPaG)

Marking Guidance:

It is essential that the same marking standard is applied across the Trust. As with exam board mark schemes, it is a case of applying the mark scheme as accurately and consistently as possible. Do not attempt to apply your own standard. You may see the example answers as too easy/hard, but this is the standard you must apply to ensure we have parity between schools so that fair comparisons can be made.

Question 1 (4 marks) – Sentence completion:

- a) The Treaty of **Versailles** was signed following World War One.
- b) The British Prime Minister Winston **Churchill** led Britain during World War Two.
- c) The codename for the evacuation of Allied soldiers from Dunkirk in 1940 was Operation **Dynamo**.
- d) After World War Two, the USA and **USSR** emerged as the world's leading superpowers.

Question 2 (4 marks) – Missing words:

- a) The Nazis believed that what group of people were superior in society?
Aryan
- b) Which country was home to many Jewish communities destroyed during the Holocaust, including in Warsaw and Krakow?
Poland
- c) What laws, put in place in 1935, changed the lives of Jewish people in Germany?
Nuremburg Laws
- d) What method did the Nazis use - through newspapers, radio and films – to spread antisemitic ideas and control public opinion?
Propaganda

Question 3 (4 marks): Explain one difference in the leadership of Winston Churchill and Adolf Hitler

Level 1 (1 mark):

A simple statement that identifies a difference but gives no explanation or detail

e.g. Churchill was a democratic leader, but Hitler was a dictator

e.g. They had different beliefs.

Level 2 (2-3 marks):

Identifies difference with some supporting detail/explanation, but it may be general or partially developed

e.g. *Churchill was elected, but Hitler controlled Germany as a dictator* (2 marks).

e.g. *Churchill was chosen in a democracy, but Hitler ruled as a dictator who controlled the government and removed opposition* (3 marks)

Level 3 (4 marks):

Identifies difference with clear, well-developed explanation of the difference.

e.g. *One difference was that Churchill led within a democracy and had to work with parliament, whereas Hitler was a dictator who removed opposition and used fear and violence to stay in power. This meant Churchill relied on persuasion in speeches and democratic support, whereas Hitler used totalitarian control through the Nazi Party and SS.*

Question 4 (4 marks):

How useful is Source A for finding out about how Jews were treated in Nazi Germany?

Source A

Today Nazis stormtroopers stood outside my shop, shouting that no one should buy from Jews. They painted the word 'Jude' on my windows. Many of my regular customers walked past without looking at me. I have done nothing wrong, yet I feel like a criminal in my own country. My children ask why people hate us.

Extract from a letter written by a Jewish shopkeeper in Berlin, April 1933

4a. Use Source A to identify evidence for the following point, then add something from your own knowledge to support your evidence (2 marks)

The Nazis organised boycotts of Jewish businesses.

1 mark for an accurate source quote

1 mark for accurate supporting knowledge.

4b. Give two reasons why the source provenance is useful for helping us to find out how Jews were treated in Nazi Germany (2 marks)

1 mark per accurate reason

e.g. *The letter was written by a Jewish shopkeeper so they would have first-hand experience of treatment.*

e.g. *The letter was written in April 1933. The Nazis had been in power for 3 months at this point and had started to treat Jews badly.*

Question 5a (8 marks + 4 SpAG):

Tell me the story of how the Nazis rose to power in Germany

You may include the following information in your answer

- **Problems in Germany after WWI**
- **Promises from Hitler and the Nazis**
- **You may also use information of your own**

Award marks according to the accuracy, chronological coherence, and explanation of key events.

Level (Marks)	Guidance
Level 1 (1-3 marks)	<ul style="list-style-type: none">• Limited or partly inaccurate narrative• Weak chronology• May only mention that <i>Hitler became leader of Germany</i>• Little sense of events building over time• Paragraphing may be absent or unclear <p>For example:</p> <ul style="list-style-type: none">• <i>Only mentions the Treaty of Versailles or only the Great Depression</i>• <i>Jumps between events with confusion</i>
Level 2 (4-6 marks)	<ul style="list-style-type: none">• Generally accurate description with some sense of chronological order• Covers more than one stage in the rise to power• Some correct detail (e.g. Weimar problems, Depression, etc).• Paragraphs may be attempted but uneven• Some sense of causes but not fully developed <p>For example:</p> <ul style="list-style-type: none">• <i>Mentions economic problems and growing Nazi popularity</i>• <i>States key moments (e.g. Hitler appointed Chancellor in 1933)</i>• <i>Some explanation of why people supported the Nazis</i>
Level 3 (7-8 marks)	<ul style="list-style-type: none">• Clear, well-developed chronological narrative with three well-structured paragraphs• Accurate and relevant detail throughout• Explains <i>why</i> each stage mattered, not just <i>what</i> happened

	<ul style="list-style-type: none"> Shows understanding that the rise was due to long-term weaknesses, short-term crises and political deals Uses correct historical vocabulary <p>For example:</p> <ul style="list-style-type: none"> <i>Explains Weimar problems → Nazi reorganisation and Depression → political promises</i> <i>Clear sense of progression leading to January 1933</i>
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Question 5b (8 marks + 4 SpAG):

Tell me the story of Kristallnacht

You may include the following information in your answer

- How Jews were treated before 1938**
- The smashing of shops and burning of synagogues 9th – 10th November 1938**
- You may also use information of your own**

Award marks according to the accuracy, chronological coherence, detail and level of explanation in the answer. A strong answer will show understanding of the steps in the process and the human impact.

Level (Marks)	Guidance
Level 1 (1-3 marks)	<ul style="list-style-type: none"> Simple, brief, or partly inaccurate narrative Limited awareness of chronology May only describe the violence with little context Paragraphing may be weak or absent <p>For example:</p> <ul style="list-style-type: none"> <i>Only mentions synagogues being burned or shops smashed</i> <i>Little understanding of earlier discrimination (e.g. Nuremberg Laws)</i> <i>No reference to what happened after 10th November</i> <p><i>Or just any one of these 3 aspects</i></p>
Level 2 (4-6 marks)	<ul style="list-style-type: none"> Generally accurate description with some sense of chronological order Covers at least two stages (e.g. pre-1938 persecution and the pogrom itself) Some correct detail (e.g. Nuremberg Laws, destruction of property, arrests) Paragraphs present but may be unbalanced. <p>For example:</p>

	<ul style="list-style-type: none"> • <i>Mentions discrimination before 1938 (e.g. boycotts, laws restricting rights)</i> • <i>Describes violence on 9th – 10th November (burning synagogues, smashed shops)</i> • <i>May mention arrests or fines but not in detail</i>
Level 3 (7-8 marks)	<ul style="list-style-type: none"> • Clear, confident chronological narrative with three well-structured paragraphs • Accurate and sensitive description of pre-1938 persecution (e.g. Nuremberg Laws, segregation, propaganda); Events of Kristallnacht (organised attacks on synagogues, businesses, homes; role of SA/police); Immediate consequences (e.g. 30,000 Jewish men arrested and sent to camps; Jews fined) • Shows understanding of the wider context of Nazi antisemitism • Uses appropriate historical terms <p>For example:</p> <ul style="list-style-type: none"> • <i>Explains long-term discrimination → Outbreak of violence → Escalation afterwards</i> • <i>Notes that attacks were orchestrated by Nazi leaders, not a spontaneous riot</i> • <i>Mentions consequences for Jewish families and communities.</i>

Spelling, Punctuation & Grammar	
4 marks:	<ul style="list-style-type: none"> • Writing is fluent and accurate • Correct paragraphing (3 clear sections) • Accurate spelling, punctuation and grammar • Uses historical terms accurately (e.g. <i>succession, shield wall, coronation, feigned retreat</i>)
3 marks:	<ul style="list-style-type: none"> • Mostly accurate writing; some minor errors • Paragraphing mostly clear • Some use of historical terms
2 marks:	<ul style="list-style-type: none"> • Frequent errors but meaning is usually clear • Paragraphing attempted but not consistent
1 mark:	<ul style="list-style-type: none"> • Many errors making meaning difficult

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| <ul style="list-style-type: none">• Weak or absent paragraph structure |
| 0 marks: <ul style="list-style-type: none">• Writing is unclear or incomprehensible |