

Mark Scheme (Results) January 2010

GCSE

GCSE History (5HA02/2A)

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.
- **2 mark bands**
Start with the presumption that the mark will be the higher of the two.
An answer which is poorly supported gets the lower mark.
- **3 mark bands**
Start with a presumption that the mark will be the middle of the three.
An answer which is poorly supported gets the lower mark.
An answer which is well supported gets the higher mark.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

Unit 2: Modern World Depth Study

Option 2A: Germany, 1918-39

NB. The examples given are an indication of a level of thinking a candidate might display and should not be seen as a complete or required answer.

Question Number		
1 (a)		What can you learn from Source A about Nazi attitudes towards the Churches in Germany? Target: Source comprehension, inference and inference support
Level	Mark	Descriptor
	0	No rewardable material
1	1	Students do no more than copy/paraphrase the source. e.g. The Nazis did, however, try to reduce the influence of the Churches, with mixed results.
2	2-3	Makes unsupported inferences. An inference is a judgement that can be made from studying the source, but is not directly stated by it. e.g. ... I think it tells us that the Nazis were frightened to take on the power of the Churches. <ul style="list-style-type: none">• 2 marks for one unsupported inference.• 3 marks for two unsupported inferences.
3	4	Makes supported inference(s). A supported inference is one which uses detail from the source to prove the inference. e.g. ... I think it tells us that the Nazis were frightened to take on the power of the Churches because it says 'The Nazis never quite had the courage to destroy the Churches of Germany and risk the opposition this might have caused'.

Question Number		
1 (b)		Describe the measures taken in the Treaty of Versailles to limit German power. Target: Key features/recall of knowledge (AO1/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple statement(s). One mark per simple statement made.</p> <ul style="list-style-type: none"> • One simple statement = 1 mark • Two simple statements = 2 marks • Three simple statements = 3 marks <p>e.g. They limited Germany's armed forces and took away land.</p>
2	4-6	<p>Developed statement(s). (a developed statement is a simple statement which is supported by factual detail.)</p> <ul style="list-style-type: none"> • One developed statement = 4-5 marks • Two or more developed statements = 5-6 marks <p>e.g. ... They limited Germany's armed forces and took away land. Germany was not allowed to have tanks or military air planes. It also lost its colonies and had to give back Alsace-Lorraine to France.</p>

Question Number		
1 (c)		<p>Explain the effects of the Reichstag Fire in 1933.</p> <p>Target: Consequence/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple or generalised statements of consequence(s).</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>e.g. The Reichstag Fire was very important in helping Hitler gain control of Germany.</p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two or more simple statements.
2	3-5	<p>Developed statements of consequence(s).</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p>e.g. ... One of the effects of the Reichstag Fire was that Hitler was able to persuade President Hindenburg that a Communist uprising was about to take place and persuade him to pass a decree banning opponents of the Nazis from holding meetings.</p> <ul style="list-style-type: none"> • 3-4 marks for one developed statement. • 4-5 marks for two or more developed statements.
3	6-8	<p>Developed explanation of consequence(s).</p> <p>The student explains more than one consequence supported by selected knowledge.</p> <p>e.g. ... One of the effects of the Reichstag Fire was that Hitler was able to persuade President Hindenburg that a Communist uprising was about to take place and persuade him to pass a decree banning opponents of the Nazis from holding meetings. This enabled the Nazis to gain votes in the forthcoming election. Another effect was that Hitler was able to portray himself as the saviour of Germany against the hated Communism. This won him support from industrialists.</p> <ul style="list-style-type: none"> • 6-7 marks for one or more explained change. • 8 marks for answers which show links between factors.

Question Number		
1 (d)		<p>Explain why Hitler carried out a policy of persecution of the Jews and other minority groups in the years 1933-39.</p> <p>Target: Causation/Recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple or generalised statements of causation.</p> <p>e.g. Hitler carried out attacks on Jews because he didn't like them.</p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two or more simple statements.
2	3-5	<p>Explains causes.</p> <p>The student supports statement(s) with relevant contextual knowledge</p> <p>e.g. ... This was because Hitler thought that the Jews and other minorities (like gypsies) were second-rate people. He thought that the only true Germans were Aryans.</p> <ul style="list-style-type: none"> • 3-4 marks for one developed cause. • 4-5 marks for two or more developed causes.
3	6-8	<p>Explains why the causes brought about the stated outcome</p> <p>The student explains why the cause(s) brought about the stated outcome.</p> <p>e.g. ... Hitler wanted to create a German Aryan master race. He also wanted the people to give him full support in this policy. So he carried out a massive propaganda campaign against the minorities. For example, the Nuremberg Laws took away many of the civil rights of the Jews. This helped develop a hatred towards them and support for the Nazis who were dealing with this 'problem.'</p> <ul style="list-style-type: none"> • 6-7 marks for one cause linked to outcome. • 7-8 marks for two causes linked to outcome. • Award 8 marks to any answer which prioritises causes or demonstrates how they combined to create the outcome.

Question Number		
2(a)		<p>Explain how Germany recovered from its economic and political difficulties in the years 1924-29 under Stresemann's leadership.</p> <p>Target: Change/Recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple or generalised statement(s) of change.</p> <p>One mark per simple statement made.</p> <p>e.g. Things got a lot better. The economy picked up</p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two or more simple statements.
2	3-5	<p>Developed statement(s) of change.</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p>e.g. ... Things got a lot better. The economy picked up. When Stresemann came into power Germany was suffering from hyper-inflation and the currency had become worthless. Stresemann introduced the Rentenmark and borrowed money from the USA.</p> <ul style="list-style-type: none"> • 3-4 marks for one developed statement. • 4-5 marks for two or more developed statements.
3	6-8	<p>Developed explanation of change.</p> <p>The student explains more than one change supported by selected knowledge.</p> <p>e.g. ... Things got a lot better. The economy picked up. When Stresemann came into power Germany was suffering from hyper-inflation and the currency had become worthless. Stresemann introduced the Rentenmark and borrowed money from the USA. These measures restored confidence and Germany industrialists were able to invest once more and bring about economic growth. Moreover, Stresemann sought to improve relations with other countries, especially France. He ended passive resistance in the Ruhr and re-started reparations payments. This helped restore good relations between Germany and France.</p> <ul style="list-style-type: none"> • 6-7 marks for one or more explained change. • 8 marks for answers which show links between changes.

Question Number		
2(b)		<p>Explain how the position of young people changed in Germany in the years 1933-39.</p> <p>Target: key feature/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple or generalised statement(s) of ways.</p> <p>One mark per simple statement made</p> <p>e.g. Their position changed a lot. They had to join certain groups.</p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two or more simple statements.
2	3-5	<p>Developed statement(s) of ways.</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p>e.g. ... Their position changed a lot. At school they were taught Nazi propaganda in their lessons (so boys learned about how important military service was and girls were taught about the importance of being mothers). Outside school they were encouraged to join organisations such as the Hitler Youth or the League of German Maidens to learn the Nazi message.</p> <ul style="list-style-type: none"> • 3-4 marks for one developed statement. • 4-5 marks for two or more developed statements.
3	6-8	<p>Developed explanation of ways.</p> <p>An explanation of more than one way supported by selected knowledge.</p> <p>e.g. ... Their position changed a lot. They became pawns in the game that Hitler was playing to win total control. He believed that if the young were brought up to support Nazism, they would support it for life. At school young people were taught Nazi propaganda in their lessons (so boys learned about how important military service was and girls were taught about the importance of being mothers). Outside school they were encouraged to join organisations such as the Hitler Youth or the League of German Maidens to learn the Nazi message.</p> <ul style="list-style-type: none"> • 6-7 marks for one or more explained change. • 8 marks for answers which show links between changes.

Question Number		
3(a)		<p>Was the effect of reparations the main reason why the Weimar Republic found it difficult to govern Germany in the years 1919-24? Explain your answer.</p> <p>Target: Analysis of causation/recall of knowledge (AO1/A02) QWC Strands i ii iii Assessing QWC:</p> <ul style="list-style-type: none"> For the highest mark in a level all criteria for the level, including those for QWC must be met.
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple or generalised statements of causation.</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>Low level 1 (1-2) Repetition of the provided stimulus material or agrees/disagrees with no development.</p> <p>e.g. I think the war was the most important. It had a terrible effect.</p> <p>High level 1 (3-4) For unfocused description</p> <p>e.g. After the war Germany was in a very bad way. The costs of the war had been enormous. The Treaty of Versailles had placed an enormous strain on Germany</p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p>QWC i-ii-iii</p>
2	5-8	<p>Developed statements of causation.</p> <p>Developed statements which agree and/or disagree using the stimulus and/or additional material. Mostly relevant and accurate with an implicit focus on the question.</p> <p>Low level 2 (5-6). Mainly narrative or focus on one of stimuli only.</p> <p>e.g. ... After the war Germany was in a very bad way. The costs of the war had been enormous. The Treaty of Versailles had placed an enormous strain on Germany. 13 per cent of its land and 10 per cent of its population had been taken away. It was also forced to pay £6600 million in reparations.</p>

<p>QWC i-ii-iii</p>		<p>High Level 2 (7-8) Develops two or more of stimuli or other relevant information.</p> <p>e.g. ... After the war Germany was in a very bad way. The costs of the war had been enormous. The Treaty of Versailles had placed an enormous strain on Germany. 13 per cent of its land and 10 per cent of its population had been taken away. It was also forced to pay £6600 million in reparations.</p> <p>Attacks from right and left wing groups was also important. In 1919 there was the Kapp Putsch and another serious uprising in 1923 in Munich.</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
<p>3</p>	<p>9-12</p>	<p>Developed explanation of causation.</p> <p>Developed explanation of more than one reason agreeing and/or disagreeing from stimulus and/or additional material. The answer mainly focuses on the question.</p> <p>Low Level 3 (9-10) Considers a variety of reasons but judgement implicit</p> <p>e.g. ... Two very important reasons were attacks the French occupation of the Ruhr and the uprisings. The government found it difficult to rule when there were attacks from right wing groups such as the one led by Wolfgang Kapp and left wing groups such as the Spartacists. They also had serious economic problems which were made worse by the French occupation of the Ruhr, Germany's main industrial area.</p> <p>High Level 3 (11-12) Considers a variety of reasons and explains why one more important than others.</p> <p>e.g. ... Two very important reasons were attacks, the French occupation of the Ruhr and uprisings. The government found it difficult to rule when there were attacks from right wing groups such as the one led by Wolfgang Kapp and left wing groups such as the Spartacists. They also had serious economic problems which were made worse by the French occupation of the Ruhr, Germany's main industrial area.</p> <p>I think the attacks from the right and left wing groups was more important because the French occupation was not going to bring the government down - but the uprisings could have.</p>

QWC i-ii-iii		Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.
4	13-16	<p>A sustained argument.</p> <p>This considers the inter-relationship between a range of reasons from the stimulus and/or additional material.</p> <p>Low level 4 (13-14) Makes judgement on relative importance of more than two reasons.</p> <p>e.g. ... There were several important problems facing Weimar. After the war Germany was in a very bad way. The costs of the war had been enormous. The Treaty of Versailles had placed an enormous strain on Germany. 13 per cent of its land and 10 per cent of its population had been taken away. It was also forced to pay £6600 million in reparations. There were also the French occupation of the Ruhr and the uprisings. The government found it difficult to rule when there were attacks from right wing groups such as the one led by Wolfgang Kapp and left wing groups such as the Spartacists. They also had serious economic problems which were made worse by the French occupation of the Ruhr, Germany's main industrial area.</p> <p>I think the attacks from the right and left wing groups was more important because both the effects of the war and the French occupation were economic problems. They made the job hard but were not going to bring the government down - but the uprisings could have.</p> <p>High level 4 (15-16) Illustrates that one 'most important' reason on its own could not provide a satisfactory explanation.</p> <p>e.g. ... There were several important problems facing Weimar. After the war Germany was in a very bad way. The costs of the war had been enormous. The Treaty of Versailles had placed an enormous strain on Germany. 13 per cent of its land and 10 per cent of its population had been taken away. It was also forced to pay £6600 million in reparations. There were also the French occupation of the Ruhr and the uprisings. The government found it difficult to rule when there were attacks from right wing groups such as the one led by Wolfgang Kapp and left wing groups such as the Spartacists. They also had serious economic problems which were made worse by the French occupation of the Ruhr, Germany's main industrial area.</p> <p>I think the attacks from the right and left wing groups was more important because both the effects of the war and the French occupation were economic problems. They made the job hard but were not going to bring the government down - but the uprisings could have. But you could say they overcame the uprisings so</p>

<p>QWC i-ii-iii</p>		<p>perhaps they weren't that much of a problem after all.</p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
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Question Number		
3(b)		<p>Was the creation of a police state the most important effect of Nazi rule on the German people in the years 1933-39? Explain your answer.</p> <p>Target: Analysis of effect/recall of knowledge (AO1/A02) QWC Strands i ii iii Assessing QWC:</p> <ul style="list-style-type: none"> For the highest mark in a level all criteria for the level, including those for QWC must be met.
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple or generalised statements of effect.</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>Low level 1 (1-2) Repetition of the provided stimulus material or agrees/disagrees with no development.</p> <p>e.g. I don't agree. I think it was reduction in unemployment because it was needed.</p> <p>High level 1 (3-4) For unfocused description</p> <p>e.g. The Nazis were very powerful. They introduced a lot of measures to bring about changes in Germany. Hitler was a powerful leader who did not stand for opposition.</p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p>
QWC i-ii-iii		
2	5-8	<p>Developed statements of effect</p> <p>Developed statements which agree and/or disagree using the stimulus and/or additional material. Mostly relevant and accurate with an implicit focus on the question.</p> <p>Low level 2 (5-6). Mainly narrative or focus on one of stimuli only.</p> <p>e.g. ... The reduction in unemployment was a very important effect. The Nazis had come to power partly because of the impact of the Depression and the rise in unemployment. So unemployment was a real problem and reducing it was very important.</p>

<p>QWC i-ii-iii</p>		<p>High Level 2 (7-8) Develops two or more of stimuli or other relevant information.</p> <p>e.g. ... The reduction in unemployment was a very important effect. The Nazis had come to power partly because of the impact of the Depression and the rise in unemployment. So unemployment was a real problem and reducing it was very important.</p> <p>Of course, the persecution of the minorities was important too because it changed German society. When the Nuremburg Laws were introduced, a significant minority of Germans (the Jews) lost their civil rights.</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
<p>3</p>	<p>9-12</p>	<p>Developed explanation of effect.</p> <p>Developed explanation of more than one reason agreeing and/or disagreeing from stimulus and/or additional material. The answer mainly focuses on the question.</p> <p>Low Level 3 (9-10) Considers a variety of reasons but judgement implicit</p> <p>e.g. ... Two very important effects were the reduction of unemployment and the persecution of minorities. The reduction in unemployment saved a lot of Germans from poverty. The Nazis had come to power partly because of the impact of the Depression and the rise in unemployment. So unemployment was a real problem and reducing it was very important.</p> <p>Of course, the persecution of the minorities was important too because it changed German society. When the Nuremburg Laws were introduced, a significant minority of Germans (the Jews) lost their civil rights. It was the start of a policy which ended with the terrible Holocaust.</p> <p>High Level 3 (11-12) Considers a variety of reasons and explains why one more important than others.</p> <p>e.g. ... Two very important effects were the reduction of unemployment and the persecution of minorities. The reduction in unemployment saved a lot of Germans from poverty. The Nazis had come to power partly because of the impact of the Depression and the rise in unemployment. So unemployment was a real problem and reducing it was very important.</p> <p>Of course, the persecution of the minorities was important too because it changed German society. When the Nuremburg Laws were introduced, a significant minority of Germans (the Jews) lost their civil rights. It was the start of a policy which ended</p>

<p>QWC i-ii-iii</p>		<p>with the terrible Holocaust.</p> <p>I think the persecution of the minorities was the most important effect, because it was what made Germany stand out as different. It was also a warning about what was going to happen in the past. The reduction in unemployment was part of a policy all governments were trying to follow.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p>4</p>	<p>13-16</p>	<p>A sustained argument.</p> <p>This considers the inter-relationship between a range of reasons from the stimulus and/or additional material.</p> <p>Low level 4 (13-14) Makes judgement on relative importance of more than two reasons.</p> <p>e.g. ... Reduction of unemployment, the persecution of minorities and the police state are all important. The reduction in unemployment saved a lot of Germans from poverty. The Nazis had come to power partly because of the impact of the Depression and the rise in unemployment. So unemployment was a real problem and reducing it was very important. Of course, the persecution of the minorities was important too because it changed German society. When the Nuremberg Laws were introduced, a significant minority of Germans (the Jews) lost their civil rights. It was the start of a policy which ended with the terrible Holocaust.</p> <p>The police state is also important because it kept Germans in their place and made them support the Nazis through fear of the Gestapo etc.</p> <p>High level 4 (15-16) Illustrates that one 'most important' reason on its own could not provide a satisfactory explanation.</p> <p>e.g. ... Reduction of unemployment, the persecution of minorities and the police state are all important. The reduction in unemployment saved a lot of Germans from poverty. The Nazis had come to power partly because of the impact of the Depression and the rise in unemployment. So unemployment was a real problem and reducing it was very important. Of course, the persecution of the minorities was important too because it changed German society. When the Nuremberg Laws were introduced, a significant minority of Germans (the Jews) lost their civil rights. It was the start of a policy which ended with the terrible Holocaust.</p>

<p>QWC i-ii-iii</p>		<p>The police state is also important because it kept Germans in their place and made them support the Nazis through fear of the Gestapo etc.</p> <p>It is actually very difficult to say what the most important effect was. You could say that they are all linked. Without the success of the employment measures, reinforced by propaganda and the hardline approach of the Gestapo, perhaps the German people would not have accepted the persecution of the minorities.</p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
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