

# Mark Scheme (Results)

## Summer 2010

GCSE

GCSE History (5HA02 2A)

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Summer 2010

Publications Code UG024111

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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 the treatment of women in Nazi 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.  <i>e.g. ... Women in Germany were forced to stay at home</i>
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.  <i>e.g. ... I think it tells us that women were treated as second class citizens.</i> <ul style="list-style-type: none"><li>• 2 marks for one unsupported inference.</li><li>• 3 marks for two unsupported inferences.</li></ul>
3	4	Makes supported inference(s). A supported inference is one which uses detail from the source to prove the inference.  <i>e.g. ... I think it tells us women were second class citizens because it says that they were sacked from professional jobs and made to conform to Nazis beliefs about fashion and child-bearing.</i>

Question Number		
1 (b)		Describe the policies of the Nazi government towards the young in the years 1933-39.  Target: Key features/recall of knowledge (AO1/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p><b>Simple statement(s).</b> One mark per simple statement made.</p> <ul style="list-style-type: none"> <li>• One simple statement = 1 mark</li> <li>• Two simple statements = 2 marks</li> <li>• Three simple statements = 3 marks</li> </ul> <p><i>e.g. ... They made them join the Hitler Youth</i></p>
2	4-6	<p><b>Developed statement(s).</b> (a developed statement is a simple statement is supported by factual detail.)</p> <ul style="list-style-type: none"> <li>• One developed statement = 4-5 marks</li> <li>• Two developed statements = 5-6 marks</li> </ul> <p><i>e.g. ... They made them join the Hitler Youth because they believed that by doing so boys would be introduced to the Nazi beliefs in physical fitness and preparing to be in the army. They also controlled what the children were taught at school. The reason for doing this was to make sure that the children were taught only the message that the Nazis wanted them to hear - like the Jews were inferior.</i></p>

Question Number		
1 (c)		<p>Explain the effects of Stresemann's economic policies in the years 1924-29.</p> <p>Target: Consequence/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p><b>Simple or generalised statements of consequence(s).</b></p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g ... The effects of Stresemann's economic policies were that Germany's economy recovered.</i></p> <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2 marks for two or more simple statements.</li> </ul>
2	3-5	<p><b>Developed statements of consequence(s).</b></p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>e.g. ... One of the effects of Stresemann's economic policy was that the currency was stabilised. Germany was suffering from hyperinflation which was driving thousands of people into poverty. By introducing the Rentenmark, Stresemann restored confidence in the currency and brought about stability.</i></p> <ul style="list-style-type: none"> <li>• 3-4 marks for one developed statement.</li> <li>• 4-5 marks for two or more developed statements.</li> </ul>
3	6-8	<p><b>Developed explanation of consequence(s).</b></p> <p>The student explains one or more consequence supported by selected knowledge.</p> <p><i>e.g. ... One of the effects of Stresemann's economic policy was that the currency was stabilised. Germany was suffering from hyperinflation which was driving thousands of people into poverty. By introducing the Rentenmark, Stresemann restored confidence in the currency and brought about stability. Another effect was that money was provided for investment to enable Germany to invest in its industries. The Young Plan and the Dawes Plan both provided money in loans from the United States.</i></p> <ul style="list-style-type: none"> <li>• 6-7 marks for one or more explained statements.</li> <li>• 8 marks for answers which show links between statements.</li> </ul>

Question Number		
1 (d)		Explain why the German people disliked the Treaty of Versailles. Target: Causation/Recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p><b>Simple or generalised statements of causation.</b></p> <p><i>e.g. ...The Germans disliked the Treaty of Versailles because the terms were too harsh.</i></p> <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2 marks for two or more simple statements.</li> </ul>
2	3-5	<p><b>Developed statement(s) of causation.</b></p> <p>The student supports statement(s) with relevant contextual knowledge</p> <p><i>e.g ... This was because the Germans were appalled by the terms they had to accept. They had to give up their colonies, allow the Rhineland to be demilitarised and pay reparations.</i></p> <ul style="list-style-type: none"> <li>• 3-4 marks for one developed cause.</li> <li>• 4-5 marks for two or more developed causes.</li> </ul>
3	6-8	<p><b>Developed explanation of causation.</b></p> <p>The student explains why the cause(s) brought about the stated outcome.</p> <p><i>e.g ... This was because the Germans were appalled by the terms they had to accept. They had to give up Alsace-Lorraine the Rhineland to be demilitarised and pay reparations. The Germans had captured Alsace Lorraine from the French in 1871 and possessing this disputed territory was a matter of national honour. They were also a proud military nation so having to agree to restrictions on which parts of their own country they could station their troops was a real blow to their pride and made them dislike the treaty.</i></p> <ul style="list-style-type: none"> <li>• 6-7 marks for one cause linked to outcome.</li> <li>• 7-8 marks for two or more causes linked to outcome.</li> <li>• Award 8 marks to any answer which prioritises causes or demonstrates how they combined to create the outcome.</li> </ul>

Question Number		
2(a)		<p>Explain how Hitler was able to overcome opposition to his government in the years 1933-34.</p> <p>Target: key feature/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p><b>Simple or generalised statement(s) of ways.</b></p> <p>One mark per simple statement made</p> <p><i>e.g... He did it by taking tough measures.</i></p> <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2 marks for two or more simple statements.</li> </ul>
2	3-5	<p><b>Developed statement(s) of ways.</b></p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>e.g ...He did it by taking tough measures against his opponents. For example, after the Reichstag fire, he persuaded Hindenburg to declare a state of emergency. This was used to prevent other parties getting their message across.</i></p> <ul style="list-style-type: none"> <li>• 3-4 marks for one developed statement.</li> <li>• 4-5 marks for two or more developed statements.</li> </ul>
3	6-8	<p><b>Developed explanation of ways.</b></p> <p>An explanation of one way or more than one way supported by selected knowledge.</p> <p><i>e.g ...He did it by taking tough measures against his opponents. For example, after the Reichstag fire, they persuaded Hindenburg to declare a state of emergency. This was used to prevent other parties getting their message across. Therefore organisation which might have proved to be a threat to him were made less powerful. The same happened in the Night of Long Knives when Roehm and other leading Stormtroopers were put to death. They were a kind of opposition because they were rivals, but Hitler made sure the Stormtroopers would never be serious opposition by removing its leadership.</i></p> <ul style="list-style-type: none"> <li>• 6-7 marks for one or more explained statements.</li> <li>• 8 marks for answers which show links between factors.</li> </ul>

Question Number		
2(b)		<p>Explain how the position of Jews in Germany changed in the years 1933-39.</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> <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2 marks for two or more simple statements.</li> </ul>
2	3-5	<p>Developed statement(s) of change.</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>e.g ... Things got a lot worse for them. In 1935 the Nuremburg Laws were passed. It was now illegal for Jews to marry non-Jews and for them to use public facilities like swimming pools and some restaurants.</i></p> <ul style="list-style-type: none"> <li>• 3-4 marks for one developed statement.</li> <li>• 4-5 marks for two or more developed statements.</li> </ul>
3	6-8	<p>Developed explanation of change.</p> <p>The student explains one change or more supported by selected knowledge</p> <p><i>e.g ... Things got a lot worse for them. In 1935 the Nuremburg Laws were passed. It was now illegal for Jews to marry non-Jews and for them to use public facilities like swimming pools and some restaurants. Jews had now become second rate citizens within their own country. They were singled out for special treatment , were deprived of citizenship and not allowed to vote. This was a significant change from the position before 1933.</i></p> <ul style="list-style-type: none"> <li>• 6-7 marks for two or more explained statements.</li> <li>• 8 marks for answers which show links between factors.</li> </ul>

Question Number		
3(a)		<p>Was the growth of unemployment after 1929 the main reason why the Nazi party was able to take power in Germany in 1933? Explain your answer.</p> <p>Target: analysis of causation/recall of knowledge (AO1/A02)  <b>QWC Strands i ii iii</b>  Assessing QWC:</p> <ul style="list-style-type: none"> <li>For the highest mark in a level all criteria for the level, including those for QWC must be met.</li> </ul>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple or generalised statements of causation.</b></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>High level 1 (3-4) For unfocused description</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><b>QWC i-ii-iii</b></p>
2	5-8	<p><b>Developed statements of causation.</b></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 development of one of stimuli only.</p> <p><i>e.g... After the beginning of the economic decline in 1929, the Nazis were able to take control by exploiting the fears of Communism, . Whenever there are economic problems, Communism grows and in 1932 the Communists had 89 seats in the Reichstag compared to 54 in 1928. People saw Hitler as a means of stopping communism.</i></p> <p>High Level 2 (7-8) Develops two or more of stimuli or other relevant information.</p>

<p>QWC i-ii-iii</p>		<p><i>e.g... After the beginning of the economic decline in 1929, the Nazis were able to take control by exploiting the fears of Communism,. Whenever there are economic problems. Communism grows and in 1932 the Communists had 89 seats in the Reichstag compared to 54 in 1928. People saw Hitler as a means of stopping communism.</i></p> <p>People also saw the Nazis as the means of ending unemployment. The impact of the Wall St Crash was world wide and Germany saw its economy crash too. Unemployment soured to over 6 million by 1932. The Nazi Party promised to create jobs in the army and through public works, so that would lower unemployment.</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>QWC</p>	<p>9-12</p>	<p><b>Developed explanation of causation.</b></p> <p>Developed explanation of more than one reason agreeing and/or disagreeing from stimulus and/or additional material.</p> <p>Low Level 3 (9-10) Considers a variety of reasons but judgement implicit</p> <p><i>e.g... After the beginning of the economic decline in 1929, the Nazis were able to take control by exploiting the fears of Communism,. Whenever there are economic problems. Communism grows and in 1932 the Communists had 89 seats in the Reichstag compared to 54 in 1928. People saw Hitler as a means of stopping communism and that led to Nazi success.</i></p> <p><i>People also saw the Nazis as the means of ending unemployment. The impact of the Wall St Crash was world wide and Germany saw its economy crash too. Unemployment soured to over 6 million by 1932. The Nazi Party promised to create jobs in the army and through public works, so that gained them support and helped them win seats in the elections.</i></p> <p>High Level 3 (11-12) Considers a variety of reasons and explains why one more important than others.</p> <p><i>e.g ... I think of these two reasons, the growth of unemployment was the more important. People are less bothered about who governs them than they are about their own jobs.</i></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</p>



Question Number		
3(b)		<p>Was the Spartacist uprising the most important problem faced by the Weimar Republic in the years 1919-24? Explain your answer.</p> <p>Target: Analysis of effect/recall of knowledge (AO1/A02)  <b>QWC Strands i ii iii</b>            Assessing QWC:</p> <ul style="list-style-type: none"> <li>For the highest mark in a level all criteria for the level, including those for QWC must be met.</li> </ul>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple or generalised statements of effect.</b></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>High level 1 (3-4) For unfocused description</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><b>QWC i-ii-iii</b></p>
2	5-8	<p><b>Developed statements of effect</b></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 development of one of stimuli only.</p> <p><i>e.g... The Weimar Republic faced serious problems in the way that the constitution worked. Voting was by proportional representation, so many parties gained seats and coalitions had to be formed.</i></p> <p>High Level 2 (7-8) Develops two or more of stimuli or other relevant information.</p> <p><i>e.g... The Weimar Republic faced serious problems in the way</i></p>

<p>QWC i-ii-iii</p>		<p><i>that the constitution worked. Voting was by proportional representation, so many parties gained seats and coalitions had to be formed.</i></p> <p><i>It also faced the problem of the Munich Putsch when Hitler and 3000 supporters marched through Munich claiming that they would be the new government.</i></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><b>Developed explanation of effect.</b></p> <p>Developed explanation of more than one reason agreeing and/or disagreeing from stimulus and/or additional material. Low Level 3 (9-10) Considers a variety of reasons but judgement implicit</p> <p><i>e.g... The Weimar Republic faced serious problems in the way that the constitution worked. Voting was by proportional representation, so many parties gained seats and coalitions had to be formed. This meant that decisive action could not be taken because there were too many 'partners' in government had to be kept happy to stop the government falling</i></p> <p><i>It also faced the problem of the Munich Putsch when Hitler and 3000 supporters marched through Munich claiming that they would be the new government. There was considerable discontent at the time because of hyperinflation and there was a real danger that the putsch might receive national support.</i></p> <p>High Level 3 (11-12) Considers a variety of reasons and explains why one more important than others.</p> <p><i>The Weimar Republic faced serious problems in the way that the constitution worked. Voting was by proportional representation, so many parties gained seats and coalitions had to be formed. This meant that decisive action could not be taken because there were too many 'partners' in government had to be kept happy to stop the government falling</i></p> <p><i>It also faced the problem of the Munich Putsch when Hitler and 3000 supporters marched through Munich claiming that they would be the new government. There was considerable discontent at the time because of hyperinflation and there was a real danger that the putsch might receive national support. So for that reason the putsch was more importance. The constitution was a nuisance but it wasn't going to result in the government being overthrown.</i></p> <p>Writing communicates ideas using historical terms accurately and</p>

QWC i-ii-iii		<p>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>
QWC i-ii-iii	4 13-16	<p><b>A sustained argument.</b></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><i>... The Weimar Republic faced serious problems in the way that the constitution worked. Voting was by proportional representation, so many parties gained seats and coalitions had to be formed. This meant that decisive action could not be taken because there were too many 'partners' in government had to be kept happy to stop the government falling</i></p> <p><i>It also faced the problem of the Munich Putsch when Hitler and 3000 supporters marched through Munich claiming that they would be the new government. There was considerable discontent at the time because of hyperinflation and there was a real danger that the putsch might receive national support. So for that reason the putsch was more importance. The constitution was a nuisance but it wasn't going to result in the government being overthrown.</i></p> <p><i>But it was not as important as the Spartacist uprising. The Munich putsch was dealt with very easily and Hitler and Ludendorff were arrested. Hitler was then sent to prison and the movement declined. The Spartacist uprising was much more of a threat because it took a government army of 4000 men to put it down and for a while it looked like it might succeed.</i></p> <p>High level 4 (15-16) Illustrates that one 'most important' reason on its own could not provide a satisfactory explanation.</p> <p><i>Of course each of the factors is part of a bigger picture with regard to the decline of the Weimar Republic. It was unpopular from the start (as shown by the Spartatists, it suffered from a weak consitution and events such as the French occupation of the Ruhr and the Munich putsch just made it even more unpopular.</i></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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Order Code UG024111 Summer 2010

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