

# Mark Scheme (Results)

January 2012

GCSE History

5HA02 2A: Germany 1918-39

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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 policies towards young people in Germany?  Target: Source comprehension, inference and inference support. (A03)
Level	Mark	Descriptor
	0	No rewardable material
1	1	Students do no more than copy/paraphrase the source.  <i>e.g. ... They set up the Hitler Youth which had 100,000 members.</i>
2	2-3	Makes unsupported inference(s).  An inference is a judgement that can be made from studying the source, but is not directly stated by it.  <i>e.g. ... They obviously thought it was important to influence them to believe in Nazi policies.</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. ... They obviously thought it was important to influence them to believe in Nazi policies. The source tells us that they set up special organisations for boys and girls.</i>

Question Number		
1 (b)		Describe the key features of Stresemann's successes abroad in the years 1924-28.  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. ...He developed good relations with other countries.</i></p>
2	4-6	<p><b>Developed statement(s).</b> (a developed statement is a simple statement supported by factual detail.)</p> <ul style="list-style-type: none"> <li>• One developed statement = 4-5 marks according to degree of support.</li> <li>• Two or more developed statements = 5-6 marks according to degree of support.</li> </ul> <p><i>e.g... He developed good relations with other countries. For example in 1925 he signed the Locarno Pact with Britain, France, Italy and Belgium. In this treaty Germany agreed to keep its border with France and Germany as agreed in the Versailles treaty. The other powers also agreed to open talks about Germany joining the League of Nations.</i></p>

Question Number		
1 (c)		Explain the effects of the Nazi policies towards the Jews in the years 1933-38. Target: Consequence/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p><b>Simple or generalised statements of consequence(s).</b> The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g ... The Jews were treated very badly in this period.</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 effect(s).</b> The student supports the statement with relevant contextual knowledge, but does not concentrate on effects</p> <p><i>e.g. ... In 1935 a set of laws was introduced, called the Nuremburg Laws. These placed restrictions on Jews. For example, they lost the right to vote, to hold government office or to have a German passport. They were also not allowed to marry German citizens.</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 effect(s).</b> The candidate explains one or more effect supported by selected knowledge.</p> <p><i>e.g. ... During this period the Jews went from being ordinary citizens in Germany to being a persecuted minority. The Nazis were anti-Semitic and so removed the Jews political rights as well as restricted their opportunities to make a living. These placed restrictions on Jews. In terms of their political rights, they were banned from government jobs and the army in 1933. Then in September 1935 the Nuremburg Laws were introduced. For example, they lost the right to vote, confirmed they could not hold government office or said they were not to have a German passport. They were also not allowed to marry German citizens. Their opportunities to make a living were restricted by the Nuremberg Laws, (they could no longer be doctors, dentists or lawyers) and there were regular boycotts of Jewish businesses, they were not allowed to inherit land and had to suffer attacks such as Kristallnacht when 814 shops were destroyed on a night of terror in which 100 Jews were killed.</i></p> <ul style="list-style-type: none"> <li>• 6-7 marks for one explained statement.</li> <li>• 7-8 marks for two or more explained statements.</li> <li>• 8 marks for answers which show links between factors.</li> </ul>

Question Number		
1 (d)		<p>Explain why Hitler acted against the <i>Sturmabteilung</i> (SA) on the Night of the Long Knives (30 June 1934).</p> <p>Target: Causation/Recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p><b>Simple or generalised statements of causation.</b></p> <p><i>e.g. ...He was worried about the growing power of the SA.</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 candidate supports statement(s) with relevant contextual knowledge.</p> <p><i>e.g ... Hitler took steps because the leader of the SA, Ernst Rohm was becoming too big a rival to Hitler. The SA had 3 million members and Hitler was worried that this gave Rohm the opportunity to challenge his authority.</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 candidate explains why the cause(s) brought about the stated outcome. This may involve seeing links or prioritising to produce an 'overview'.</p> <p><i>e.g ... There were a number of reasons and they all involve around Hitler's own insecurity.</i></p> <p><i>Firstly he was worried that Ernst Rohm was becoming too big a rival to Hitler. The SA had 3 million members and Hitler was worried that this gave Rohm the opportunity to challenge his authority.</i></p> <p><i>Secondly Rohm was also in favour of different policies to those Hitler wanted. Rohm believed in...So Hitler feared that he might not be able to introduce his policies.</i></p> <p><i>Thirdly, the German army was also worried about Rohm because...</i></p> <p><i>I think of all the reasons, the fears of the German Army explain Why Hitler carried out the Night of the Long Knives. If Hitler did not have the support of the Army leaders, he would find it very difficult to govern effectively. So the power of the SA had to be broken.</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)		Explain how the Nazis used propaganda to win support in Germany in the years 1933-39. Target: change/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p><b>Simple or generalised statement(s) of ways.</b> One mark per simple statement made.</p> <p><i>e.g... They controlled everything. Only what the Nazis liked was allowed.</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 candidate supports the statement with relevant contextual knowledge.</p> <p><i>e.g ... Goebbels set up the Reich Chamber of Culture and made sure that writers, musicians, actors and artists joined. Millions of books were taken from university and public libraries and banned. Jazz music and music written by Jews was looked down on. Film makers had to send the plot of every new film to Goebbels to be approved. Radio stations were also controlled by the Nazis.</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 or more way supported by selected knowledge. Candidates may be able to see links to establish an overview.</p> <p><i>e.g ... The Nazis used the Arts, radio and cinema in the same way they used all propaganda. So things of which the Nazis approved were promoted and things of which they disapproved were banned. Basically, cultural life was censored. Goebbels set up the Reich Chamber of Culture and made sure that writers, musicians, actors and artists joined. Those of whom the Nazis disapproved were banned. Millions of books were taken from university and public libraries and burned because they were by unsuitable authors, such as Jews or Communists. Jazz music and music written by Jews was looked down on, but 'proper' German music, like that by Wagner, was encouraged.. Film makers had to send the plot of every new film to Goebbels to be approved. But pro-Nazi newsreels were shown and Hitler made many broadcasts on the radio, where stations were also controlled by the Nazis.</i></p> <ul style="list-style-type: none"> <li>• 6-7 marks for one explained statement.</li> <li>• 7-8 marks for two or more explained statements.</li> <li>• 8 marks for answers which show links between factors.</li> </ul>



Question Number		
2(b)		Explain how the German economy changed in the years 1928-32. Target: change/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p><b>Simple or generalised statement(s) of change.</b></p> <p><b>One mark per simple statement made</b></p> <p><i>e.g. ... Things got a lot worse.</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 change.</b></p> <p>The candidate supports the statement with relevant contextual knowledge, but does not focus on change</p> <p><i>e.g. ... In 1929 the Wall St. Crash occurred in the USA. America had loaned Germany large amounts in the Dawes and Young Plans. This money had been lent out to German companies. To pay back the money German companies had to reduce output or close. So unemployment rose.</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 change.</b></p> <p>An explanation of one or more way supported by selected knowledge. Candidates will explain how the differences produced a situation different from what went before.</p> <p><i>e.g. ... The period after the Wall St Crash saw a major change in Germany's economy. Some people have talked about the Stresemann years as being a golden period when the economy boomed in Germany as a result of loans from the USA in the Dawes and Young Plans. The money was lent out to German companies who used it to invest in new machinery and boost production. After the Crash things changed dramatically. The boom was over as German companies had to reduce output or close. This meant industrial production almost halved in the period 1929-32 and unemployment rose from just over 1 million to almost six million. The 'golden age' was over and the Depression had arrived.</i></p> <ul style="list-style-type: none"> <li>• 6-7 marks for one explained statement.</li> <li>• 7-8 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 Treaty of Versailles the most serious problem faced by the Weimar Republic in the years 1919-23? Explain your answer.</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> <li>• The Treaty of Versailles</li> <li>• Hyperinflation</li> <li>• Attacks on the government</li> <li>• The weaknesses of the Constitution</li> </ul> <p>Target: Analysis of key features/recall of knowledge (AO1/A02) Assessing QWC:</p> <ul style="list-style-type: none"> <li>• For the highest mark in a level <b>all</b> 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 feature.</b></p> <p>The candidate 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><i>e.g I think hyperinflation was the most important because it caused lots of problems.</i></p> <p>High level 1 (3-4) For unfocused description</p> <p><i>e.g ... A paragraph about the Munich Putsch but no link to the question.</i></p> <p><b>QWC i-ii-iii</b></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>
2	5-8	<p><b>Developed statements about features</b></p> <p>Developed statements which agree and/or disagree using the stimulus and/or additional material.</p> <p>Low level 2 (5-6). Mainly narrative or development of one stimuli only.</p> <p><i>e.g. ... A paragraph giving details of hyperinflation</i></p> <p>High Level 2 (7-8) Development of two or more stimuli, but no attempt at prioritisation.</p> <p><i>e.g... A paragraph giving the details of hyperinflation, followed by a paragraph giving details of the impact of the Treaty of Versailles.</i></p>



Question Number		
*3(b)		<p>How successful was the Nazi Government in dealing with the economic problems it faced in the years 1933-39? Explain your answer.</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> <li>• Changes in the standard of living</li> <li>• Rearmament</li> <li>• Controlling the workforce</li> <li>• Public works</li> </ul> <p>Target: Analysis of effect/recall of knowledge (AO1/A02) 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 success/failure.</b></p> <p>The candidate 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><i>e.g I think it was successful because it got things done.</i></p> <p>High level 1 (3-4) For unfocused description</p> <p><i>e.g ... Writes about the rearmament policy, but without linking to the question.</i></p> <p><b>QWC i-ii-iii</b></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>
2	5-8	<p><b>Developed statements of success/failure.</b></p> <p>Developed statements which agree and/or disagree using the stimulus and/or additional material.</p> <p>Low level 2 (5-6). Mainly narrative or development of one stimuli only.</p> <p><i>e.g. ... Describes the successes of the rearmament policy (or failures).</i></p> <p>High Level 2 (7-8) Development of two or more stimuli, but no attempt at prioritisation.</p> <p><i>e.g... Describes the successes of the rearmament policy (or failures) and how the standard of living improved (or not).</i></p> <p>Writing communicates ideas using a limited range of historical</p>



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