

# Mark Scheme (Results) January 2011

GCSE

GCSE History A (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 No.		
1 (a)		<p>What can you learn from Source A about the power of the Nazis in Germany?</p> <p>Target: Source comprehension, inference and inference support. (A03)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1	<p>Students do no more than copy/paraphrase the source.</p> <p><i>e.g. ... It tells me that Hitler used the SS to arrest and shoot leading members of the S.A.</i></p>
2	2-3	<p>Makes unsupported inference(s).</p> <p>An inference is a judgement that can be made from studying the source, but is not directly stated by it.</p> <p><i>e.g. ... I can learn that the Nazi Party must have been very powerful. I can also learn that the Nazis wanted to have a more legitimate basis for their power.</i></p> <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	<p>Makes supported inference(s).</p> <p>A supported inference is one which uses detail from the source to prove the inference.</p> <p><i>e.g... I can learn that the Nazi Party must have been very powerful. The source shows this because it says that in just a few days up to 200 people, including politicians were killed. I can also learn that the Nazis wanted to have a more legitimate basis for their power. We are told that the SA's continued violence was giving the Nazi regime a bad reputation. So, obviously, they were looking to improve it.</i></p>

Question Number		
1 (b)		Describe the economic policies of Gustav Stresemann in the years 1924-29.  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. ... Gustav Stresemann had two main policies. The first of these was to end inflation. The second policy was to restore the German economy.</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 developed statements = 5-6 marks</li> </ul> <p><i>e.g. ... Gustav Stresemann had two main policies. The first of these was to end inflation. There had been hyperinflation in Germany and this had made the mark almost worthless. People built kites out of banknotes. So Stresemann introduced a new currency, the Rentenmark. He also set up a new independent national bank, the Reichsbank, which was given control of the currency.</i></p> <p><i>He also wanted to restore the German economy. To do this he cut government spending and negotiated the Dawes Plan in which the USA loaned Germany money to boost its economy. In 1929 he also agreed the Young Plan which reduced Germany's debt to £2 billion and gave Germany a further 59 years to pay.</i></p>

Question Number		
1 (c)		Explain the effects of the Enabling Act (1933) in Germany. 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></p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g ... The major effect of the Enabling Act was to make Hitler a dictator.</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. ... The major effect of the Enabling Act was to make Hitler a dictator. The Act gave him the power to make laws without the Reichstag's approval for a period of four years. So Hitler was able to use these powers to control Germany.</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 candidate explains one or more consequence(s) supported by selected knowledge.</p> <p><i>e.g. ... The major effect of the Enabling Act was to make Hitler a dictator. The Act gave him the power to make laws without the Reichstag's approval for a period of four years. So Hitler was able to use these powers to turn Germany into a totalitarian state. Although they had used intimidation, the Nazis had risen to power by democratic means. They had won 288 of 647 seats in the Reichstag. But the Enabling Act changed Germany from a democracy to one where Hitler gradually used his powers to establish a Nazi dictatorship.</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		
1 (d)		Explain why Germany was difficult to govern in the years 1919-22 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. ...Germany was difficult to govern in this period because of the effects of the war.</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 ... Germany was difficult to govern in this period because of the effects of the war. After the war the Germans were forced to sign the War Guilt Clause and to agree that they should pay £6,600 million pounds in reparations. They also had to accept reductions in their armed forces and in their land size. In 1919 there was a communist uprising by the Spartacists. They were put down only when the government called on the Freikorps for help.</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.</p> <p><i>e.g ... Germany was difficult to govern in this period because of the effects of the war. After the war the Germans were forced to sign the War Guilt Clause and to agree that they should pay £6,600 million pounds in reparations. They also had to accept reductions in their armed forces and in their land size. These measures made the Weimar Republic very unpopular and there were attempts to overthrow it. For example in 1919 there was a communist uprising by the Spartacists. They were put down only when the government called on the Freikorps for help. Obviously it was difficult to govern Germany if the people resented the government.</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 the Nuremberg Laws changed the lives of Jews in Germany in the years 1935-39.</p> <p>Target: change/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<p><b>Simple or generalised statement(s) of change.</b></p> <p>One mark per simple statement made.</p> <p><i>e.g... As a result of the Nuremberg Laws the Jews were much worse off.</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.</p> <p><i>e.g ... As a result of the Nuremberg Laws the Jews lost a lot of their civil rights. They were deprived of German citizenship and outlawed from marrying or having sexual relations with non-Jews.</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.</p> <p><i>e.g ... As a result of the Nuremberg Laws the Jews lost a lot of their civil rights. They were deprived of German citizenship and outlawed from marrying or having sexual relations with non-Jews. So Jewish people had become second class citizens in their own country. Many men who had fought with honour in the First World War now could not even be citizens of the country for which they had fought.</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 Hitler used the Reichstag Fire to weaken opposition to the Nazis.</p> <p>Target: change/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 used it as an excuse to increase his power.</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 ... He used it as an excuse to increase his power. He persuaded President Hindenburg to sign a special decree preventing the Nazis' opponents from holding public meetings and also to arrest more communists.</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.</p> <p><i>e.g ... He used it as an excuse to increase his power. He persuaded President Hindenburg to sign a special decree preventing the Nazis' opponents from holding public meetings and also to arrest more communists. It was this decree which set Hitler up to become Chancellor. It allowed him to take measures against his opponents which meant that he was able to win the election. From then on Hitler cleverly manipulated the German party until he had full power. So you could argue that the long term effect was to allow the Nazis to set up a dictatorship.</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		
3(a)		<p>Was hyperinflation the main reason why the Weimar Republic found it difficult to govern Germany after 1922? 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>• Hyperinflation</li> <li>• The French occupation of the Ruhr</li> <li>• The growth of the Nazi Party</li> <li>• The impact of the Great Depression</li> </ul> <p>Target: Analysis of effect/recall of knowledge (AO1/A02)</p> <p><b>QWC Strands i ii iii</b> 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 causation.</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 . Yes it was. Hyperinflation caused a great deal of damage to the economy.</i></p> <p>High level 1 (3-4) For unfocused description</p> <p><i>e.g... The government could not afford to pay reparations, so it began to print money. By 1923 there were 300 paper mills and 2000 printing shops which did nothing else but print money.</i></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>
<b>QWC i-ii-iii</b>		
	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>QWC i-ii-iii</p>		<p>Low level 2 (5-6). Mainly narrative or focus on one of stimuli only.</p> <p><i>e.g... The government could not afford to pay reparations, so it began to print money. By 1923 there were 300 paper mills and 2000 printing shops which did nothing else but print money. All this money floating around made prices rise dramatically and soon there was hyperinflation. Savings were wiped out.</i></p> <p>High Level 2 (7-8) Develops two or more of stimuli or other relevant information.</p> <p><i>e.g... The government could not afford to pay reparations, so it began to print money. By 1923 there were 300 paper mills and 2000 printing shops which did nothing else but print money. All this money floating around made prices rise dramatically and soon there was hyperinflation. Savings were wiped out.</i></p> <p><i>The French Occupation of the Ruhr was another problem. Before the German government began printing money, it had tried to pay reparations. But it was bankrupt and had no gold reserves to make payments. By 1923 it could not make payments. So the French invaded the Ruhr to take the payments in kind.</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 causation.</b></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><i>e.g... The government could not afford to pay reparations, so it began to print money. By 1923 there were 300 paper mills and 2000 printing shops which did nothing else but print money. All this money floating around made prices rise dramatically and soon there was hyperinflation. Savings were wiped out. These were mostly middle class people whose lives were ruined almost overnight. They bitterly resented the government and so Germany became harder to govern.</i></p> <p><i>The French Occupation of the Ruhr was another problem. Before the German government began printing money, it had tried to pay reparations. But it was bankrupt and had no gold reserves to make payments. By 1923 it could not make payments. So the French invaded the Ruhr to take the payments in kind. The German people already hated what had happened at Versailles and blamed the government for it. Here was another insult to</i></p>

<p>QWC i-ii-iii</p>		<p><i>the country - and again the government was held to blame.</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 ... The government could not afford to pay reparations, so it began to print money. By 1923 there were 300 paper mills and 2000 printing shops which did nothing else but print money. All this money floating around made prices rise dramatically and soon there was hyperinflation. Savings were wiped out. These were mostly middle class people whose lives were ruined almost overnight. They bitterly resented the government and so Germany became harder to govern.</i></p> <p><i>The French Occupation of the Ruhr was another problem. Before the German government began printing money, it had tried to pay reparations. But it was bankrupt and had no gold reserves to make payments. By 1923 it could not make payments. So the French invaded the Ruhr to take the payments in kind. The German people already hated what had happened at Versailles and blamed the government for it. Here was another insult to the country - and again the government was held to blame.</i></p> <p><i>But I think the hyperinflation was more important. It hit everyone and ruined many lives. The Ruhr was an insult, but it didn't wipe out peoples' savings.</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 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><i>e.g... The government could not afford to pay reparations, so it began to print money. By 1923 there were 300 paper mills and 2000 printing shops which did nothing else but print money. All this money floating around made prices rise dramatically and soon there was hyperinflation. Savings were wiped out. These were mostly middle class people whose lives were ruined almost overnight. They bitterly resented the government and so Germany became harder to govern.</i></p>

<p>QWC i-ii-iii</p>	<p><i>The French Occupation of the Ruhr was another problem. Before the German government began printing money, it had tried to pay reparations. But it was bankrupt and had no gold reserves to make payments. By 1923 it could not make payments. So the French invaded the Ruhr to take the payments in kind. The German people already hated what had happened at Versailles and blamed the government for it. Here was another insult to the country - and again the government was held to blame. In 1929 there was a crash on the American stock market. This led to the American government recalling the loans it had made to Germany. German businesses depended on this money and so many of them laid off workers or closed down all together. Unemployment rose dramatically from 1.3 million in 1929 to 6.0 million in 1933. People became disillusioned with the government and began to support extreme parties like the Nazis. In the end Germany became so hard to govern that Bruning had to rule by decree. Then he was forced to resign in 1932.</i></p> <p><i>Hyperinflation was probably more important than the French occupation of the Ruhr. It hit everyone and ruined many lives. The Ruhr was an insult, but it didn't wipe out peoples' savings. However, the Great Depression actually brought down the Weimar Republic and led to the establishment of the Nazi regime. So that makes it the main reason.</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>e.g....(as above, plus)</p> <p><i>Of course, these things are all inter-related. Germany was difficult to govern at the time because the government was unpopular and it faced difficulties. Hyperinflation created difficulties and caused problems; so did the French occupation and the growth of the Nazis. The Great Depression was just the end of a long road.</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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Question Number		
3(b)		<p>Was rearmament the most important reason why people supported the Nazi Party 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>• Rearmament</li> <li>• Censorship and propaganda</li> <li>• Tackling unemployment</li> <li>• Youth movements</li> </ul> <p>Target: Analysis of effect/recall of knowledge (AO1/A02)</p> <p><b>QWC Strands i ii iii</b> 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 effect.</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. Rearmament was very important. It brought back pride.</i></p> <p>High level 1 (3-4) For unfocused description</p> <p><i>e.g... Newspapers were encouraged by the Nazis, but journalists were given regular briefings, containing the information that the government wanted printing.</i></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		
	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 focus on one of stimuli only.</p> <p><i>e.g... I think that censorship and propaganda was important. The Nazis wanted to control what people thought. Newspapers were encouraged by the Nazis, but journalists were given regular</i></p>

<p>QWC i-ii-iii</p>		<p><i>briefings, containing the information that the government wanted printing.</i></p> <p>High Level 2 (7-8) Develops two or more of stimuli or other relevant information.</p> <p><i>e.g... I think that censorship and propaganda was important. The Nazis wanted to control what people thought. Newspapers were encouraged by the Nazis, but journalists were given regular briefings, containing the information that the government wanted printing.</i></p> <p><i>Rearmament was also important. The Treaty of Versailles had limited the size of Germany's armed forces, but Hitler ignored that. He increased spending on rearmament from 3.5 million marks to 26 million. In 1939 the German army was almost 10 times the size it was in 1933.</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>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><i>e.g... I think that censorship and propaganda was important. The Nazis wanted to control what people thought. Newspapers were encouraged by the Nazis, but journalists were given regular briefings, containing the information that the government wanted printing. This won support for the Nazis because people received only the party message and came to believe it.</i></p> <p><i>Rearmament was also important. The Treaty of Versailles had limited the size of Germany's armed forces, but Hitler ignored that. He increased spending on rearmament from 3.5 million marks to 26 million. In 1939 the German army was almost 10 times the size it was in 1933. These measures gave the Germans their pride back and so they gave their support to the Nazis.</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 that censorship and propaganda was important. The Nazis wanted to control what people thought. Newspapers were encouraged by the Nazis, but journalists were given regular briefings, containing the information that the government</i></p>

<p>QWC i-ii-iii</p>		<p>wanted printing. This won support for the Nazis because people received only the party message and came to believe it.</p> <p>Rearmament was also important. The Treaty of Versailles had limited the size of Germany's armed forces, but Hitler ignored that. He increased spending on rearmament from 3.5 million marks to 26 million. In 1939 the German army was almost 10 times the size it was in 1933. These measures gave the Germans their pride back and so they gave their support to the Nazis.</p> <p>I think the censorship was the most important. The government could have whatever policies it wanted, but the Nazis could be sure of winning support only if the policies were reported in the right way.</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><b>A sustained argument.</b></p> <p>This considers the inter-relationship between a range of effects 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>e.g... I think that censorship and propaganda was important. The Nazis wanted to control what people thought. Newspapers were encouraged by the Nazis, but journalists were given regular briefings, containing the information that the government wanted printing. This won support for the Nazis because people received only the party message and came to believe it.</i></p> <p><i>Rearmament was also important. The Treaty of Versailles had limited the size of Germany's armed forces, but Hitler ignored that. He increased spending on rearmament from 3.5 million marks to 26 million. In 1939 the German army was almost 10 times the size it was in 1933. These measures gave the Germans their pride back and so they gave their support to the Nazis.</i></p> <p><i>Youth Movements were also important. The Nazis controlled education and linked to this were the heavily controlled organisations like the Hitler Youth and the League of German Nations. Boys and girls were taught that their own beliefs were less important than what the State wanted. Boys should be soldiers and girls should be mothers. This propaganda brainwashed children into supporting the Nazis.</i></p> <p><i>So censorship was more important than rearmament because the Nazis could only be sure of winning support if the policies were reported in the right way. But Youth Movements were the most</i></p>

<p>QWC i-ii-iii</p>	<p><i>important as once children were brainwashed into holding pro-Nazi views, they would keep them for ever.</i></p> <p>High level 4 (15-16) Illustrates that the most important effect on its own could not provide a satisfactory explanation.</p> <p>e.g....(as above, plus)</p> <p><i>Some of the reasons are interlinked. Rearmament was popular not just because it gave back pride; it was also an important part of tackling unemployment. It played a part in the propaganda movement which was also important in putting the right message across to the Youth movements.</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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