

Mark Scheme (Results) Summer 2011

GCSE History A (5HA02/2A)

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at www.edexcel.com.

If you have any subject specific questions about the content of this Mark Scheme that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can contact our History Advisor directly by sending an email to Mark Battye on HistorySubjectAdvisor@EdexcelExperts.co.uk

You can also telephone 0844 576 0034 to speak to a member of our subject advisor team.

June 2011

Publications Code UG028172

All the material in this publication is copyright

© Edexcel Ltd 2011

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 position of the Jews in Nazi 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. ... We can learn that some 7,500 Jewish businesses were destroyed and over 30,000 Jews were sent to concentration camps.</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. ... We can learn that the Jews were not considered worthy of respect.</i> <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. <i>e.g. ... We can learn that the Jews were not considered worthy of respect. We know this because the source tells us that just because one diplomat was murdered, the Nazis sent 30,000 Jews to concentration camps.</i>

Question Number		
1 (b)		Describe the key features of the Weimar Constitution. 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><i>e.g. ...The Weimar Republic's constitution was democratic. It had checks and balances.</i></p>
2	4-6	<p>Developed statement(s). (a developed statement is a simple statement supported by factual detail.)</p> <ul style="list-style-type: none"> • One developed statement = 4-5 marks according to degree of support. • Two developed statements = 5-6 marks according to degree of support. <p><i>e.g. ... The Weimar Republic's constitution was democratic and it had checks and balances. It was democratic because all men and women aged over 20 could vote, using a secret ballot. There were elections to the Reichstag every four years and a system of proportional representation was used. There were checks and balances because the Chancellor, who was head of the government could not pass laws without the support of the Reichstag.</i></p>

Question Number		
1 (c)		Explain the effects in 1923 of the French occupation of the Ruhr. Target: Consequence/recall of knowledge (A01/AO2)
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><i>e.g ... The major effect of the French occupation of the Ruhr was to make it hard for the Weimar government to govern effectively.</i></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><i>e.g. ... The major effect of the French occupation of the Ruhr was to make it hard for the Weimar government to govern effectively.</i> <i>When the Germans failed to keep up with their reparations payments, the French sent troops into the German industrial area beside the Ruhr. They confiscated raw materials, manufactured goods and industrial machinery. This crippled the German economy and led to hyperinflation.</i></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 candidate explains one or more consequence(s) supported by selected knowledge.</p> <p><i>e.g. ... The major effect of the French occupation of the Ruhr was to make it hard for the Weimar government to govern effectively.</i> <i>When the Germans failed to keep up with their reparations</i></p>

payments, the French sent troops into the German industrial area beside the Ruhr. They confiscated raw materials, manufactured goods and industrial machinery. This crippled the German economy.

The occupation had a very bad effect on the Weimar government. The German people resented the way that they were being treated by the French and blamed the government for allowing it. So the government was unpopular (as shown in the Munich Putsch) and found it difficult to govern effectively.

- 6-7 marks for one or more explained statement
- 8 marks for answers which show links between factors

Question Number		
1 (d)		<p>Explain why the Treaty of Versailles created difficulties for the German government in the years 1919–20.</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><i>e.g. ...The Treaty of Versailles made Germany difficult to govern in these years because it was so harsh.</i></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 causation.</p> <p>The candidate supports statement(s) with relevant contextual knowledge</p> <p><i>e.g ... The Treaty of Versailles made Germany difficult to govern in these years because it was so harsh. Germany lost huge amounts of land and was divided in two by the Polish Corridor. It also lost its colonies. When you add this to the decision to make Germany pay reparations and the cost of the war, you can see that the economy was in ruins.</i></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>Developed explanation of causation.</p> <p>The candidate explains why the cause(s) brought about the stated outcome.</p> <p><i>e.g ... The Treaty of Versailles made Germany difficult to govern in these years because it was so harsh. Germany lost huge amounts of land and was divided in two by the Polish Corridor. It also lost its colonies. When you add this to the decision to make Germany pay reparations and the cost of the war, you can see that the economy was in ruins.</i></p> <p><i>But there was more to it than this. It wasn't just the economic problems created by Versailles, or the restrictions placed on the military. What made Germany difficult to govern was the resentment at the insult of</i></p>

		<p><i>dictated peace. The Weimar Republic came into existence after the acceptance of the treaty and the government signed it. So the people had no faith in the government, as you could see by the Kapp Putsch.</i></p>
--	--	---

- 6-7 marks for one cause linked to outcome.
- 7-8 marks for two or more 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)		Explain how Hitler dealt with the Catholic and Protestant churches 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>Simple or generalised statement(s) of ways.</p> <p>One mark per simple statement made</p> <p><i>e.g... At first Hitler tried to co-operate with the Protestant and Catholic churches. Then he turned on them.</i></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 candidate supports the statement with relevant contextual knowledge.</p> <p><i>e.g ... At first Hitler tried to co-operate with the Protestant and Catholic churches. Then he turned on them. In 1933 Hitler signed a Concordat with the Pope promising not to interfere with Catholic worship, but as the 1930s went on he arrested priests, and banned Catholic youth activities.</i></p> <p><i>... Hitler and the Protestant churches got on well in the early years and a German Christian Movement was started. But gradually opposition grew and so did Nazi persecution. For example, Pastor Niemoller was sent to a concentration camp.</i></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 one or more way supported by selected knowledge.</p> <p><i>e.g ... The Catholic and Protestant churches were treated just like every other institution in Germany. They were controlled. If they behaved they were left alone. If they stood up to the Nazis they were persecuted. In 1933 Hitler signed a Concordat with the Pope promising not to interfere with Catholic worship. Hitler and the</i></p>

	<p><i>Protestant churches got on well in the early years and a German Christian Movement was started. But gradually opposition grew and so did Nazi persecution. For example, Pastor Niemoller was sent to a concentration camp. As the 1930s went on Hitler arrested Catholic priests, and banned Catholic youth activities.</i></p>
--	---

- 6-7 marks for one or more explained statement.
- 8 marks for answers which show links between factors.

Question Number		
2(b)		Explain how the standard of living for people in Germany changed in the years 1933–39. Target: change/recall of knowledge (A01/A02)
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><i>e.g. ... The standard of life for many Germans improved during the 1930s.</i></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 candidate supports the statement with relevant contextual knowledge.</p> <p><i>e.g. ... The standard of life for many Germans improved during the 1930s. When Hitler came to power there were nearly 5 million people unemployed and many families lived in poverty. Hitler introduced policies like RAD (National Labour Service) to provide manual labour for the unemployed. He also stepped up spending on armaments and increased the size of the army. Unemployment fell to 0.5 million in 1938 and many people were better off.</i></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>An explanation of one or more way supported by selected knowledge.</p> <p><i>e.g. ... The standard of living changed for different people in different ways in this period. When Hitler came to power there were nearly 5 million people unemployed and many families lived in poverty. Hitler introduced policies like RAD (National Labour Service) to provide manual labour for the unemployed. He also stepped up spending on armaments and increased the size of the army. Unemployment fell to 0.5 million in 1938 and many people were better off. So the people in Germany had a much better standard of</i></p>

	<p><i>living because they had economic stability. No the fears of unemployment and not being able to afford decent housing and healthy food were gone. Hitler brought a situation where there was full employment and job security. At first, this might not have applied to women, who were encouraged to stay at home. But in time, they too were encouraged to work.</i></p>
--	---

- 6-7 marks for one or more explained statement.
- 8 marks for answers which show links between factors.

Question Number		
3(a)		<p>Was agreeing the Dawes Plan the most important action taken by Stresemann in bringing stability to Germany in the years 1924–29? 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"> • Agreeing the Dawes Plan • Introducing the Rentenmark • Signing the Locarno and Kellogg-Briand Pacts • Agreeing the Young Plan <p>Target: Analysis of effect/recall of knowledge (AO1/A02)</p> <p>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 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 little development.</p> <p><i>e.g I think agreeing the Dawes and Young Plans were the most important as they made the economy better.</i></p> <p>High level 1 (3-4) For unfocused description</p> <p><i>e.g ... Stresemann set up a new currency .He also set up a new bank.</i></p> <p>QWC i-ii-iii</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>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>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. ... Stresemann decided to get rid of the existing currency because of hyper-inflation. He set up a new currency called the Rentenmark and a new independent bank, the Reichsbank was put in charge of it.</i></p> <p>High Level 2 (7-8) Develops two or more of stimuli or other relevant information.</p> <p><i>e.g... Stresemann decided to get rid of the existing currency because of hyper-inflation. He set up a new currency called the Rentenmark and a new independent bank, the Reichsbank was put in charge of it. Stresemann also agreed the Dawes Plan. This said that annual payments of reparations were to be reduced and that American banks would invest in Germany. So Germany's economy improved. Industrial output doubled and unemployment declined.</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 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. If only one factor explained, mark at level 2, 8 marks.</p> <p>Low Level 3 (9-10) Considers a variety of reasons but judgement implicit</p> <p><i>e.g. ... Stresemann decided to get rid of the existing currency because of hyper-inflation. He set up a new currency called the Rentenmark and a new independent bank, the Reichsbank was put in charge of it. This helped bring stability because it increased confidence in Germany's economy in Germany and outside.</i></p> <p><i>Stresemann also agreed the Dawes Plan. This said that annual payments of reparations were to be reduced and that American banks would invest in Germany. So Germany's economy improved. Industrial output doubled and unemployment declined. As the economy improved so Germany became more stable.</i></p>

<p>QWC i-ii-iii</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 ... Stresemann decided to get rid of the existing currency because of hyper-inflation. He set up a new currency called the Rentenmark and a new independent bank, the Reichsbank was put in charge of it. This helped bring stability because it increased confidence in Germany's economy in Germany and outside.</i></p> <p><i>Stresemann also agreed the Dawes Plan. This said that annual payments of reparations were to be reduced and that American banks would invest in Germany. So Germany's economy improved. Industrial output doubled and unemployment declined. As the economy improved so Germany became more stable.</i></p> <p><i>I think the introduction of the rentenmark is more important, because it dealt with a very serious immediate problem – hyperinflation. Until that was solved, Germany could never have stability.</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... Stresemann decided to get rid of the existing currency because of hyper-inflation. He set up a new currency called the Rentenmark and a new independent bank, the Reichsbank was put in charge of it. This helped bring stability because it increased confidence in Germany's economy in Germany and outside.</i></p> <p><i>Signing the Locarno Pact was important. This was a treaty between Germany, Britain, France, Italy and Belgium. Germany agreed to respect its new border with France and Belgium and so Allied troops were withdrawn from Germany and talks began on Germany joining the League. Obviously this brought stability to Germany's foreign relations.</i></p>

<p>QWC i-ii-iii</p>	<p><i>Stresemann also agreed the Dawes Plan. This said that annual payments of reparations were to be reduced and that American banks would invest in Germany. So Germany's economy improved. Industrial output doubled and unemployment declined. As the economy improved so Germany became more stable.</i></p> <p><i>I think the introduction of the Rentenmark is more important, because it dealt with a very serious immediate problem – hyperinflation. Until that was solved, Germany could never have stability. Nor would it have been able to have successful relations with foreign countries.</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>e.g.... (as above)</i></p> <p><i>So in the end it depends what you are looking at. If stability is having good relations with other countries, then Locarno and Kellogg-Briand are the most important. If it is developing your economy then its introducing the Rentenmark and agreeing the Dawes and Young Plans. You might say none of the other measures could have happened without ending hyper-inflation.</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>
--------------------------------	--

Question Number		
3(b)		<p>Was the use of propaganda the main reason why support for the Nazi Party grew in the years 1929–32? 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"> • The use of propaganda • The effects of the Wall Street Crash • Nazi opposition to Communism • Activities of the <i>Sturmabteilung</i> (SA) <p>Target: Analysis of consequence/recall of knowledge (AO1/A02)</p> <p>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 consequence.</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 little development.</p> <p><i>e.g Yes it was propaganda. That was very important in making people think the right way.</i></p> <p>High level 1 (3-4) For unfocused description</p> <p><i>e.g... In October 1929 share prices crashed on Wall St. American banks recalled loans they had made to German industries and banks and many of them had to close so unemployment rose.</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>Developed statements of consequence.</p> <p>Developed statements which agree and/or disagree using the stimulus and/or additional material. Mostly relevant</p>

<p>QWC i-ii-iii</p>		<p>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... ... The effects of the Wall St Crash were important in explaining why people supported the Nazi party. In October 1929 share prices crashed on Wall St. American banks recalled loans they had made to German industries and banks and many of them had to close, so unemployment rose. People wanted help.</i></p> <p>High Level 2 (7-8) Develops two or more of stimuli or other relevant information.</p> <p><i>e.g... The effects of the Wall St Crash were important in explaining why people supported the Nazi party. In October 1929 share prices crashed on Wall St. American banks recalled loans they had made to German industries and banks and many of them had to close, so unemployment rose. People wanted help.</i></p> <p><i>Fear of the SA was another reason. The SA was like a private army for the Nazis. By 1930 there were 400,000 people in the SA. They spent their time attending rallies to show the power of the Nazis and in disrupting opposition rallies. Armed troops tore down opposition posters and intimidated voters.</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 consequence.</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>If only one factor explained, mark at Level 2, 8 marks.</p> <p>Low Level 3 (9-10) Considers a variety of reasons but judgement implicit</p> <p><i>e.g... The effects of the Wall St Crash were important in explaining why people supported the Nazi party. In October 1929 share prices crashed on Wall St. American banks recalled loans they had made to German industries</i></p>

<p>QWC i-ii-iii</p>		<p><i>and banks and many of them had to close, so unemployment rose. People wanted help and so they turned to the Nazis who promised to create jobs.</i></p> <p><i>Fear of the SA was another reason. The SA was like a private army for the Nazis. By 1930 there were 400,000 people in the SA. They spent their time attending rallies to show the power of the Nazis and in disrupting opposition rallies. Armed troops tore down opposition posters and intimidated voters. With this sort of force, the Nazis impressed some people into supporting them and frightened others.</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 effects of the Wall St Crash were important in explaining why people supported the Nazi party. In October 1929 share prices crashed on Wall St. American banks recalled loans they had made to German industries and banks and many of them had to close, so unemployment rose. People wanted help and so they turned to the Nazis who promised to create jobs.</i></p> <p><i>Fear of the SA was another reason. The SA was like a private army for the Nazis. By 1930 there were 400,000 people in the SA. They spent their time attending rallies to show the power of the Nazis and in disrupting opposition rallies. Armed troops tore down opposition posters and intimidated voters. With this sort of force, the Nazis impressed some people into supporting them and frightened others.</i></p> <p><i>But I think the main reason was the Nazi promise to reduce unemployment. People were much more concerned with getting jobs than seeing the Nazis as politically strong.</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 effects from the stimulus and/or additional material.</p> <p>Low level 4 (13-14) Makes judgement on relative</p>

<p>QWC i-ii-iii</p>	<p>importance of more than two reasons.</p> <p><i>e.g... The effects of the Wall St Crash were important in explaining why people supported the Nazi party. In October 1929 share prices crashed on Wall St. American banks recalled loans they had made to German industries and banks and many of them had to close, so unemployment rose. People wanted help and so they turned to the Nazis who promised to create jobs.</i></p> <p><i>Fear of the SA was another reason. The SA was like a private army for the Nazis. By 1930 there were 400,000 people in the SA. They spent their time attending rallies to show the power of the Nazis and in disrupting opposition rallies. Armed troops tore down opposition posters and intimidated voters. With this sort of force, the Nazis impressed some people into supporting them and frightened others.</i></p> <p><i>All of this was reinforced by the Nazi propaganda. The Nazis used the media to attack the Weimar government and push their views on racial purity etc. They held spectacular mass rallies and used up-to-date technology, such as films and radio . Hitler flew from place to place, sometimes speaking in five cities in one day.</i></p> <p><i>Propaganda and fear helped people accept the Nazi message, but I think the main reason was the Nazi promise to reduce unemployment. People were much more concerned with getting jobs than seeing the Nazis as politically strong.</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><i>e.g....(as above, plus)</i></p> <p><i>All the factors played a role in winning support for the Nazis. Nazi opposition to Versailles and the use of propaganda made the Nazi message popular. The fear of the SA made it difficult to resist that message – or stand against it. But in addition to all this was the need for jobs to deal with the economic effects of the Wall St. Crash – and that is what the Nazis offered.</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>
---------------------------------------	--

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publication.orders@edexcel.com

Order Code UG028172 June 2011

For more information on Edexcel qualifications, please visit
www.edexcel.com/quals

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

