

# Mark Scheme (Results)

Summer 2012

GCSE History A (5HA02/2A)

Unit 2: Modern World Depth Study

Option 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.
  - **4 mark bands**  
Start with a presumption that the mark will be the upper middle mark of the four.  
An answer which is poorly supported gets a lower mark.  
An answer which is well supported and shows depth or breadth of coverage gets the higher mark.
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- 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

Question No.		
<b>1 (a)</b>		What can you learn from Source A about the Weimar Republic?  Target: Source comprehension, inference and inference support. (A03)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1</b>	<b>Students do no more than copy/paraphrase the source.</b>  <i>e.g. ... The Weimar system, established at the end of the First World War was regarded by the Nazis as being something very different from what had existed before.</i>
<b>2</b>	<b>2-3</b>	<b>Makes unsupported inference(s).</b> An inference is a judgement that can be made from studying the source, but is not directly stated by it.  <i>e.g. ... It was obviously unpopular.</i> <ul style="list-style-type: none"><li>• 2 marks for one unsupported inference.</li><li>• 3 marks for two unsupported inferences.</li></ul>
<b>3</b>	<b>4</b>	<b>Makes supported inference(s).</b> A supported inference is one which uses detail from the source to prove the inference.  <i>e.g... It was obviously unpopular. I know this because the source says that the Weimar governments were seen as having stabbed the German army in the back and needed to be destroyed.</i>

Question Number		
<b>1 (b)</b>		Describe Germany's territorial losses in the Treaty of Versailles. Target: Key features/recall of knowledge (AO1/A02)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	<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 lost land to France. They also lost their colonies.</i></p>
<b>2</b>	<b>4-6</b>	<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. ... They lost their colonies. These were 11 colonies in Africa and the Far East which were given to the victorious powers as mandates. These powers would look after them until they were ready for independence. For example, Samoa was given to New Zealand to govern.</i></p> <p><i>The Germans also lost land to Poland. Danzig was made a free city under the League of Nations so that Poland could have a port. Posen and West Prussia were given to Poland. This had the effect of cutting Germany in two by creating the 'Polish Corridor'.</i></p>

Question Number		
<b>1 (c)</b>		Explain the effects of the 1923 Munich Putsch. Target: Consequence/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-2</b>	<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 Munich Putsch happened in 1923. It made Hitler better known.</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>
<b>2</b>	<b>3-5</b>	<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 Munich Putsch happened in 1923. Hitler and his supporters marched on Munich but were fired on by state police. Hitler and three other leaders of the Putsch were arrested and put on trial. They were found guilty and Hitler was imprisoned for 5 years – though he was released after only nine months.</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>
<b>3</b>	<b>6-8</b>	<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 Munich Putsch happened in 1923. Hitler and his supporters marched on Munich but were fired on by state police. Hitler and three other leaders of the Putsch were arrested and put on trial. They were found guilty and Hitler was imprisoned for 5 years – though he was released after only nine months.</i></p> <p><i>So you would think that the effects were bad for the Nazis; their take-over failed and their leader was arrested and imprisoned. But there were some other interesting effects. Hitler used his trial to gain national publicity for his views and so the NSDAP became much better known. Also, Hitler used his time in gaol to write Mein Kampf setting out his political beliefs. So the Munich Putsch had the effect of making the NSDAP much better known.</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		
<b>1 (d)</b>		<p>Explain why Hitler became Chancellor of Germany in January 1933.</p> <p>Target: Causation/Recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-2</b>	<p><b>Simple or generalised statements of causation.</b></p> <p><i>e.g. ...Hitler became Chancellor of Germany in January 1933 because the Nazi Party won the most seats.</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>
<b>2</b>	<b>3-5</b>	<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 became Chancellor of Germany in January 1933 because in the election of November 1932 they won 196 seats, which was more than any other party.</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>
<b>3</b>	<b>6-8</b>	<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. ... Hitler became Chancellor of Germany in January 1933 because in the election of November 1932 they won 196 seats, which was more than any other party. As a result of this, the Chancellor, von Papen could no longer command a majority in the Reichstag. He also lost the confidence of President Hindenburg, who began looking around for alternatives. Since the Nazis had the most seats, he chose Hitler.</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		
<b>2(a)</b>		<p>Explain how the Weimar Republic dealt with attacks from right-wing and left-wing groups in the years 1919-22.</p> <p>Target: change/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-2</b>	<p><b>Simple or generalised statement(s) of ways.</b>  <b>One mark per simple statement made</b></p> <p><i>e.g...The government faced a number of attacks. There was the Spartacist uprising and the Kapp Putsch.</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>
<b>2</b>	<b>3-5</b>	<p><b>Developed statement(s) of ways.</b></p> <p>The candidate supports the statement with relevant contextual knowledge.</p> <p><i>e.g ... The government faced a number of attacks. There was the Spartacist uprising and the Kapp Putsch. The Spartacist uprising was put down by the Freikorps (demilitarised soldiers) who helped the Weimar Government arrest thousands of Spartacist supporters.</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>
<b>3</b>	<b>6-8</b>	<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 ... The government faced a number of attacks. There was the Spartacist uprising and the Kapp Putsch. They were put down in a variety of ways. In Jan 1918 they were too weak to handle the Spartacist uprising on their own, so they dealt with it by making an appeal to the Freikorps (demilitarised soldiers) who helped the Weimar Government arrest thousands of Spartacist. In the Kapp Putsch the Weimar government was again too weak to deal with the uprising. They fled to Dresden and called on the people not to co-operate with Kapp and instead to go on strike. Fortunately, they did and Kapp was arrested. So really, the Weimar Republic had just used whatever means it could to deal with the problems.</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		
<b>2(b)</b>		<p>Explain how the Nazi government dealt with the economic effects of the Great Depression in Germany in the years 1933-39.</p> <p>Target: change/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-2</b>	<p><b>Simple or generalised statement(s) of ways. One mark per simple statement made</b></p> <p><i>e.g...The Nazi government dealt with the effects of the Great Depression by setting up organisations to create jobs.</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>
<b>2</b>	<b>3-5</b>	<p><b>Developed statement(s) of ways.</b></p> <p>The candidate supports the statement with relevant contextual knowledge.</p> <p><i>e.g ... The Nazi government dealt with the effects of the Great Depression by setting up organisations to create jobs. In 1933 the RAD (National Labour Service) was set up to provide manual work for the unemployed. At first it was a voluntary scheme , but from 1935 it became compulsory to do six months in the RAD.</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>
<b>3</b>	<b>6-8</b>	<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 ..... The Nazi government dealt with the effects of the Great Depression in the way you would expect. It used a policy of compulsion and it created employment through linking work to the needs of the army. So it created manual work through the RAD and from 1935 all young men had to do a six month term. The RAD was organised like an army, with uniforms, drills and parades. Public works like building autobahns were done by the RAD. To stop opposition, trade unions were banned and a government union (DAF) was set up. Hitler had a Four Year Plan which involved huge increases in military spending. And this brought jobs in iron and steel industries. There was also increased production of plastic, oil and rubber to try to make Germany more self-sufficient. All this brought new jobs.</i></p> <ul style="list-style-type: none"> <li>• 6-7 marks for one or more explained statements.</li> </ul>

		<ul style="list-style-type: none"> <li>• 8 marks for answers which show links between factors.</li> </ul>
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Question Number		
<b>3(a)</b>		<p>How successful was Stresemann in dealing with the problems faced by the Weimar Republic 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"> <li>• Hyperinflation</li> <li>• The occupation of the Ruhr</li> <li>• Relations with other countries</li> <li>• The Young Plan</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
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-4</b>	<p><b>Simple or generalised statements of consequence.</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 . He was very successful and did a lot of good things.</i></p> <p>High level 1 (3-4) For unfocused description.</p> <p><i>e.g... There were many very successful measures taken in this period. Some were in domestic policy and some in foreign affairs.</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>		
<b>2</b>	<b>5-8</b>	<p><b>Developed statements of consequence.</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 his policy of working with the Americans was successful. In 1929 Stresemann agreed the Young Plan in which the total reparations debt was reduced from £6.6 million to £2</i></p>

<p><b>QWC</b> <b>i-ii-iii</b></p>		<p><i>billion. Germany was also given a further 59 years to pay. The reduced payments made it possible for the German government to reduce taxes..</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 his policy of working with the Americans was successful. In 1929 Stresemann agreed the Young Plan in which the total reparations debt was reduced from £6.6 million to £2 billion. Germany was also given a further 59 years to pay. The reduced payments made it possible for the German government to reduce taxes.</i></p> <p><i>His work to stop inflation was also successful. Gustav Stresemann introduced a new currency. This was the Rentenmark. He did this because people had lost faith in the old currency during the period of hyperinflation and he needed to restore confidence</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><b>3</b></p>	<p><b>9-12</b></p>	<p><b>Developed explanation of consequence.</b></p> <p>Developed explanation of more than one consequence 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 consequences but no explicit judgement of relative importance.</p> <p><i>e.g... Then in 1929 Stresemann agreed the Young Plan in which the total reparations debt was reduced from £6.6 million to £2 billion. Germany was also given a further 59 years to pay. The reduced payments made it possible for the German government to reduce taxes and this gave people more money to spend – which boosted German industry. So we can say that the Young Plan was a very successful part of Stresemann’s work.</i></p> <p><i>Firstly, he knew that restore confidence in the German currency he would need to replace it with a new currency. So he introduced the Rentenmark. Then he set up a new independent bank, the Reichsbank and gave it control over the new currency. These measures brought a clean break from the period of hyperinflation and restored confidence in Germany at home and abroad. So this was obviously successful in dealing with the problems created by hyperinflation.</i></p> <p>Answer which explain only one effect should be marked at Level 2 8 marks</p> <p>High Level 3 (11-12) Considers a variety of consequences and explains why one more important than others.</p>

<p><b>QWC i-ii-iii</b></p>		<p><i>e.g ... (as above) plus. I think his policies in dealing with hyperinflation are more important than the Young Plan. Hyperinflation was destroying Germany and required immediate action, whereas the Young Plan was just a continuation of something that had started 5 years earlier with the Dawes Plan. That was much easier to do.</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><b>4</b></p> <p><b>QWC i-ii-iii</b></p>	<p><b>13-16</b></p>	<p><b>A sustained argument.</b></p> <p>This considers the inter-relationship between a range of consequences from the stimulus and/or additional material.</p> <p>Low level 4 (13-14) Makes judgement on relative importance of more than two consequences.</p> <p><i>e.g... (As high Level 3) plus.</i></p> <p><i>But neither of them was as important as his work in developing relationships with other countries. After the First World War, Germany had been excluded from the League of Nations and was given the cold shoulder by all the European powers. Thanks to Stresemann, Germany signed the Locarno Pact in 1925 and also the Kellogg-Briand Pact of 1928. Even more importantly Germany was admitted into the League of Nations in 1926. This was much more important than tackling inflation or borrowing money from America. This made Germany a recognised great power once more.</i></p> <p>High level 4 (15-16) Illustrates that one most important consequence on its own could not provide a satisfactory explanation.</p> <p><i>e.g.... (as above, plus) When you look at it, it is the tackling of inflation that binds all this together. Without it, the French would not have left the Ruhr, other countries would not have wanted to be on good terms with an economically crippled Germany and the Americans would not have lent money in the Young Plan.</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		
<b>3(b)</b>		<p>Was the use of censorship the most effective way that Hitler dealt with opposition to Nazi rule 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>• Censorship</li> <li>• The Night of the Long Knives</li> <li>• Persecution of the Churches</li> <li>• The Gestapo</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
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-4</b>	<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. Yes it was. Censorship was very effective in keeping people under control.</i></p> <p>High level 1 (3-4) For unfocused description</p> <p><i>e.g... The Nazis used a wide number of measures to deal with opposition. Most of them were very tough.</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> <p><b>QWC i-ii-iii</b></p>
	<b>5-8</b>	<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... The Night of the Long Knives was very important in dealing with opposition. In 1934 Hitler decided to turn on the SA. Hitler Arranged for Ernst Rohm, its leader, and several other senior leaders to be arrested and shot. Over the next few days about 400 SA members were shot without trial. Hitler was now</i></p>

		<p><i>in charge.</i></p> <p>High Level 2 (7-8) Develops two or more of stimuli or other relevant information.</p> <p><i>e.g... The Night of the Long Knives was very important in dealing with opposition. In 1934 Hitler decided to turn on the SA. Hitler Arranged for Ernst Rohm, its leader, and several other senior leaders to be arrested and shot. Over the next few days about 400 SA members were shot without trial. Hitler was now in charge.</i></p> <p><i>Censorship was another way that the Nazis dealt with opposition. Newspapers were controlled and so were radio programmes. Only things which the Nazis approved of could broadcast or published.</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>
3	9-12	<p><b>Developed explanation of effect.</b></p> <p>Developed explanation of more than one effect 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 effects but no explicit judgement of relative importance.</p> <p><i>e.g... The Night of the Long Knives was very important in dealing with opposition. In 1934 Hitler decided to turn on the SA. Hitler Arranged for Ernst Rohm, its leader, and several other senior leaders to be arrested and shot. Over the next few days about 400 SA members were shot without trial. Hitler was now in charge. This act dealt very effectively with potential opposition. Hitler was concerned that Rohm might be a personal competitor for power and the regular army were reluctant to give full support to the Nazis whilst it had its own private army. These threats were now gone.</i></p> <p><i>Censorship was another way that the Nazis dealt with opposition. Newspapers were controlled and so were radio programmes. Only things which the Nazis approved of could broadcast or published. By controlling the media, Hitler was able to make sure that those people who did not like Nazi rule were not able to get their message across to the people of Germany. This would obviously stop opposition growing.</i></p> <p>Answers which explain only one effect should be marked at Level 2 8 marks.</p> <p>High Level 3 (11-12) Considers a variety of effects and explains why one more important than others.</p> <p>e.g ... (as Low Level 3) plus</p>

<p><b>QWC i-ii-iii</b></p>		<p><i>Of the two, I think the Night of the Long Knives was the most important as it meant that Hitler now had the support of the army. That meant he could stay in power. Censorship just stopped opponents getting publicity; they could be dealt with in other ways.</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><b>4</b></p> <p><b>QWC i-ii-iii</b></p>	<p><b>13-16</b></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 effects.</p> <p><i>...Another approach which Hitler used was to persecute the churches. So influential church leaders, like Pastor Niemoller were arrested and sent to concentration camps. This was a way of controlling people's thinking and removing the threat of opposition growing through an organisation outside the control of the party. But it wasn't as important as either censorship or the Night of the Long Knives because...</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) Perhaps the best way to look at this is to say that what the Nazis were doing was controlling those who could take action or influence opinion. The policy was the same in each case. It was about a totalitarian state where people did as they were told and thought how the Nazis wanted them too.</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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