

Edexcel GCSE History A: The Making of the Modern World

Unit 2 Teacher Support Booklet

This Teacher Support Booklet has been designed to support you with the changes to Unit 2 of the History A (The Making of the Modern World) specification from September 2013. This specification is for first certification in June 2015.

What are the changes to content in Unit 2?

Changes to content are minimal. Where changes have been made, they are highlighted in the [matching charts on the Edexcel website](#). A summary is given in the table below.

Unit 2 Option A Germany 1918-39	Some content has been moved between key topics to improve coherence. There is some rewording and additional amplification of content.
Unit 2 Option B Russia 1914-39	This option now starts in 1914, not 1917, in order to improve comparability between options. There is additional amplification of content for the 1914–17 period. There is some further clarification of existing content.
Unit 2 Option C USA 1919-41	Some content has been moved between key topics to improve coherence. There is some rewording and additional amplification of content.

What are the changes to the Unit 2 assessment?

The table below gives an overview of the assessment in Unit 2. The key changes to be aware of are:

- Spelling, punctuation and grammar (SPaG) are no longer assessed in question 2.
- Stimulus in question 3 has been reduced to two bullet points and candidates are now required to bring in their own knowledge. There has been a revision of the allocation of marks across levels in the mark scheme, with a clearer progression between Level 3 and Level 4 defined in the mark scheme.
- As before, students should be aware that questions may cross key topics and their bullet points: key topics should not be considered in isolation. Students should also be aware that questions do not run chronologically within the exam paper.

Question	Change?
Question 1(a) (inference)	No change
Question 1(b) (description of key features)	No change
Question 1(c) (analysis of consequence)	No change
Question 1(d) (analysis of causation)	No change
Question 2 (analysis of change/process)	No change to question or main mark scheme; removal of marks for SPaG
Question 3 (reaching a judgement)	Question 3 is broadly the same as the old question 3. The stimulus has been reduced to two bullet points, with a requirement for additional own knowledge. There have been some amendments to the mark scheme. <i>See below.</i>

Question 3: reaching a judgement*Sample assessment materials Unit 2A question 3(a)*

3(a) Was the use of propaganda the main reason Hitler was able to establish a dictatorship of the Nazi Party in the years 1935–39? Explain your answer.

(16)

You may use the following in your answer.

- The use of propaganda
- The police state

You must also include information of your own.

(Total for spelling, punctuation and grammar = 4 marks)

(Total for Question 3 = 20 marks)

Sample assessment materials: 2A question 3(a) mark scheme

1	1–3	<p>Simple or generalised statements of causation.</p> <p>The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations. At this level candidates will</p> <ul style="list-style-type: none"> • agree or disagree without development • write on the stimulus points or other causes without specific detail. <p><i>eg 'I agree this was the main reason. Hitler did use propaganda.'</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
QWC i-ii-iii		
2	4–7	<p>Developed statements of causation.</p> <p>Developed statements which agree and/or disagree with the question. These answers provide detail, but do not explain the causes.</p> <ul style="list-style-type: none"> • 4–5 marks for developing one cause. • 5–6 marks for developing two causes. • 6–7 marks for developing three causes. <p><i>eg 'The Nazis used propaganda. This was under the control of Goebbels. The Nazis used posters and the radio to put forward the Nazi message and Hitler considered this very important. The Nazis also introduced a police state. The SS was a military group originally set up to be Hitler's personal bodyguard. The Gestapo was Hitler's non-uniformed police force set up in 1933 by Goering. Both these organisations kept control.'</i></p> <p>Maximum 6 marks for answers that do not detail a cause in addition to those prompted by the stimulus material, for example the use of censorship.</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 candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
QWC i-ii-iii		

<p>3</p> <p>QWC i-ii-iii</p>	<p>8-12</p>	<p>Developed explanation of causation. Developed explanation of causation, agreeing and/or disagreeing with the question.</p> <ul style="list-style-type: none"> • 8–9 marks for one cause explained. • 9–10 marks for two causes explained. • 11–12 marks for three or more causes explained. <p><i>eg '...The Nazis also introduced a police state. The SS was a military group originally set up to be Hitler's personal bodyguard. The Gestapo was Hitler's non-uniformed police force set up in 1933 by Goering. Both these organisations kept control. They were very important in setting up the dictatorship of the Nazi Party because they dealt ruthlessly with any opposition. The Gestapo arrested anyone who spoke out against Nazi ideas. The SS also carried out the Nazi policy of racial purification.'</i></p> <p>Maximum 10 marks for answers that do not explain a cause beyond those prompted by the stimulus material, for example the use of censorship or persecution of the churches.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate 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>QWC i-ii-iii</p>	<p>13-16</p>	<p>Prioritises causes or sees link between them. This considers the relationship between a range of causes. (This level can be achieved only if the response has explained at least three causes and has made explicit comparisons of the relative importance of two of them in coming to a judgement.)</p> <p><i>eg As Level 3 plus '...The most important reason was the use of propaganda. The Nazi control of the media, especially the radio, press and the cinema, enabled them to indoctrinate Germans with Nazi ideals on a daily basis. The Nazis even mass produced cheap radios to ensure they were affordable for the majority of households. This was more important than having the police state because there is only so much you can get from frightening people, whereas propaganda actually makes people want to support you.'</i></p> <ul style="list-style-type: none"> • 15–16 marks for judgement of the relative importance of more than two causes or for an answer which shows the interrelationship between three causes in coming to a judgement for an answer which shows the interrelationship between three causes in coming to a judgement. <p><i>eg As Level 3 plus '...Propaganda was more important than the police state because it brought genuine support for Nazi ideals rather than support through fear. However, censorship made propaganda far more effective because it ensured that the majority of Germans were not exposed to alternative views and ideas, whilst the police state forced most Germans to support the regime. So I think censorship was more important than propaganda or the police state.'</i></p> <p>NB: No access to Level 4 for answers which do not explore an aspect beyond those prompted by the stimulus material, for example censorship or persecution of the churches.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>

Marks for SPaG		
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	1	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	2-3	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	4	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Creating mock exam papers for Unit 2

The changes to the assessment approach to Unit 2 are minor, and past papers can be used with the amendments indicated below. The very few content excisions in Unit 2 are indicated in red in the matching charts for each option, posted on the Edexcel website. These charts can be consulted as a check that a past-paper question is not testing content which is no longer relevant (for example, Hitler's career during the First World War).

Unit 2B has an extended chronology. Some questions on the causes of the collapse of the Tsarist regime, the reasons for the unpopularity of the Tsar, the growth of opposition to the Tsar, or questions on the impact of the First World War on Russia could be adapted to begin earlier than 1917. Many candidates already include such material in their answers, but centres should note that there is no expectation that the pre-1914 period will be taught in any greater detail than as brief background.

1(a)	Past-paper questions can be used.
1(b)	Past-paper questions can be used.
1(c)	Past-paper questions can be used.
1(d)	Past-paper questions can be used.
2	Questions from January 2010, June 2010, January 2011, June 2011, January 2012 and June 2012 can be used. Questions from January 2013, June 2013 and June 2014 will need to have SPaG marks removed.
3	Past-paper questions can be used, but the stimulus bullet points will need to be reduced to two points (including the one in the question itself) and the requirement for own material will need to be added. Changes to the mark scheme should be noted in marking question 3. SPaG marks will need to be added for any questions from papers before January 2013.