

# Mark Scheme (Results) January 2010

GCSE

GCSE History (5HB02/2C)

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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 re.g.arding 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: Schools History Project Depth Study

### Option 2C: Life in Germany, c1919-c1945

Question Number		
1		What can you learn from Source A about Nazi views of women?  Target: comprehension and inference from sources (AO3a: 4 marks)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<b>Simple statement</b>  Student offers a piece of information from the source or states an unsupported inference.  Award 1 mark for each relevant item.  <i>E.g. role as mothers; looking after children.</i>
2	3-4	<b>Developed statement</b>  An inference is drawn and supported from the source.  <i>E.g. racial purity; importance for the future of the nation.</i>

Question Number		
2		<p>The boxes below show two events.</p> <p>Choose <b>one</b> and explain its importance in challenging the government of the Weimar Republic.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">The Spartacist Revolt 1919</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">The Kapp Putsch 1920</div> </div> <p>Target: recall; significance of event (AO1 and AO2: 9 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p><b>Generalised statements with little specific content.</b></p> <p>Comments are unsupported statements about importance of event OR could apply to either event.</p> <p><i>E.g. Spartacists - wanted a revolution in Germany; leaders killed</i></p> <p><i>Kapp Putsch - ex-soldiers wanting power; did not last long.</i></p> <p><i>Both - showed Weimar government was not liked.</i></p>
2	4-6	<p><b>Descriptive answer which will suggest but not state the event's importance in challenging the Weimar Republic.</b></p> <p>Student describes or gives a narrative of the event.</p> <p><i>E.g. Spartacists - left-wing; role of Rosa Luxemburg; attempted revolution in 1919; its leaders murdered, Ebert's enquiry</i></p> <p><i>Kapp Putsch - right-wing; members included Freikorps; declared a new government; Ebert's government had to leave and ask for public support; strike led to collapse of Kapp Putsch.</i></p>
3	7-9	<p><b>The focus is on the importance of the event in showing challenge to the government of the Weimar Republic</b></p> <p>Student explains the challenge of the event to the Weimar government.</p> <p>Spartacists - left-wing attempted revolution; following Russian Revolution; lack of any real significant opposition</p> <p>Kapp Putsch - shows Army's resentment; lack of Army's support for government; government lacked power to deal with Army; not significant opposition to the Weimar government</p>

Question Number		
3		<p>Why was control of education so important to the Nazi government?</p> <ul style="list-style-type: none"> <li>• 97% of teachers joined the Nazi Teachers' League</li> <li>• Lessons on "Race Studies" were introduced in all schools</li> <li>• 1937: The first special "Adolf Hitler School" opened</li> </ul> <p>Target: recall, cause and consequence (AO1 and AO2: 12 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple statement(s) offered, showing some relevant knowledge.</b></p> <p>Student offers a valid comment on reason for control of education without support OR gives one valid example</p> <p><i>E.g. They wanted their ideas spread; so people accepted Nazis ideas, to brainwash children; to make them hate the Jews</i></p> <p>Reserve top of level for answers which state more than one reason.</p> <p><b>N.B. Do not credit repetition of bullet points without development</b></p>
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student gives a descriptive answer of education under the Nazis.</p> <p><i>E.g. describes education policies; content of lessons and curriculum; control of teachers</i></p> <p>Reserve top of level for quality of supporting detail used</p>
3	9-12	<p><b>The answer shows understanding of the focus of the question and is able to offer sufficient accurate and relevant detail.</b></p> <p>Student explains reason(s) for Nazi control of education.</p> <p><i>E.g. shows how education policies were used to increase support for the regime; to spread Nazi propaganda messages; to reinforce Nazi views on the roles of boys and girls; to spread anti-Semitism</i></p> <p>Reserve top of level for range of reasons explored</p>

Question Number		
4		<p>In what ways did the Nazis' treatment of the Jews change in the years 1938-45?</p> <ul style="list-style-type: none"> <li>• November 1938: German Jews and property were attacked during Kristallnacht (Night of the Broken Glass)</li> <li>• 1939: The beginning of the Second World War</li> <li>• 1942: The use of Zyklon B gas at Auschwitz</li> </ul> <p>Target: recall, cause and consequence (AO1 and AO2: 12 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple statement(s) offered, showing some relevant knowledge.</b></p> <p>Student offers a valid statement but without support.</p> <p><i>E.g. got more violent; wanted to kill all the Jews; they used ghettos; extermination camps</i>  OR only offers material prior to 1938.  Reserve top of level for answers which state more than one reason.</p> <p><b>N.B. Do not credit repetition of bullet points without development.</b></p>
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student gives a narrative or descriptive answer of change in the Nazis' treatment of the Jews from 1938 to 1945.  OR Describes treatment pre and post 1938</p> <p><i>E.g. violence of Kristallnacht, encouraged emigration, transportation to ghettos, describes extermination camps.</i>  <i>OR shows how measures post 1938 were more violent than before</i></p> <p>Reserve top of level for quality of supporting detail used.</p>
3	9-12	<p><b>The answer shows understanding of the focus of the question and is able to offer sufficient accurate and relevant detail.</b></p> <p>Student explains the changes in Nazis' treatment of the Jews from 1938 to 1945.  OR explains changes pre and post 1938</p> <p><i>E.g. violence and intimidation of Kristallnacht; Nazi occupied Territory; role of Einsatzgruppen; establishment of ghettos; war needs and use of slave labour; "Final Solution"; death marches</i>  <i>OR violence of post 1938 compared to measures pre 1938</i>  Reserve top of level for range of aspects explored.</p>

Question Number		
5(a)		Describe the effects of hyper-inflation on Germany in 1923.  Target: recall; understanding of key features (AO1 and AO2: 9 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p><b>Simple statement(s) offered, showing some relevant knowledge.</b></p> <p>Student offers a valid effect of hyper-inflation but without development.</p> <p><i>E.g. people lost money; the government looked weak; Hitler tried to take power.</i></p> <p>Reserve top of level for answers which offer several valid points.</p>
2	4-6	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student describes or narrates events of 1923. OR one effect well explained</p> <p><i>E.g. describes examples of money becoming worthless; people losing savings and pensions; government looked powerless; Hitler's attempted Munich Putsch.</i></p> <p>Reserve top of level for examples and detail included.</p>
3	7-9	<p><b>The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail.</b></p> <p>Student explains a range of effects of hyper-inflation.</p> <p><i>E.g. impact on middle-class; benefited those in debt; increased resentment of Weimar government; opportunity used by Hitler to attempt Munich Putsch.</i></p> <p>Reserve top of level for range of effects and context of 1923 crises facing Germany.</p>

Question Number		
5 (b)		<p>'The Wall Street Crash was the most important reason for the increase in support for the Nazis during the period 1928-32.' Do you agree? Explain your answer.</p> <p>1928: The Nazis had less than 3% of the vote  1932: A Nazi election poster had the caption "Hitler-Our Last Hope!"  1932: Unemployment in Germany reached 6 million</p> <p>Target: recall; analysis of factors of causation within an historical context (AO1 and AO2: 16 marks)  <b>QWC Strands i-ii-iii</b>  Assessing QWC:  For the highest mark in a level all criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple statement(s) offered, showing some relevant knowledge.</b></p> <p>Student may offer detail of Wall Street Crash/increase in Nazi votes or assert extent of Wall Street Crash as a reason for the increase in votes.</p> <p><i>E.g. many were unemployed; many thought the Nazis could solve Germany's problems</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>N.B. Do not credit repetition of bullet points without development.</b></p> <p>Reserve top of level for answers which offer several valid points.</p>
QWC i-ii-iii		
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student narrates or describes the Wall Street Crash and/or increase in votes for Nazis.</p> <p><i>E.g. Germany had to pay back loans to USA; businesses went bankrupt; rise in unemployment; appeal of Nazi policies; fear of communism.</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>Reserve top of level for depth and range of supporting detail.</p>
QWC i-ii-iii		

<p>3</p> <p><b>QWC i-ii-iii</b></p>	<p>9-12</p>	<p>The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and relevant detail.</p> <p>Student explains how the Wall Street Crash increased support for the Nazis AND/OR offers alternative view</p> <p><i>E.g. Wall Street Crash created economic problems; rise of support for extreme political parties; appeal of Nazi policies.</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>Reserve top of level for depth and range of supporting detail.</p>
<p>4</p> <p><b>QWC i-ii-iii</b></p>	<p>13-16</p>	<p>The answer has sustained focus on the question. It offers an analysis supported by precisely selected and accurate material.</p> <p>Student attempts to assess the increased support for the Nazis 1928-32 based on the effects of the Wall Street Crash and weighed against other factors to make a judgement.</p> <p><i>E.g. Nazis' ability to use effects of Wall St Crash but weighed against other factors; constitutional weaknesses of Weimar Republic; Nazi organisation and policies.</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> <p>Reserve top of level for answers which can make and support a judgement on the proposition in the question.</p>

Question Number		
6(a)		Describe the effects of the Reichstag Fire in February 1933 on Hitler's rise to power.  Target: recall; understanding of key features (AO1 and AO2: 9 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<b>Simple statement(s) offered, showing some relevant knowledge.</b>  Student offers a valid comment on Reichstag Fire.  <i>E.g. they blamed the Communists; people were scared.</i>  Reserve top of level for answers which offer several valid points.
2	4-6	<b>Statements are developed with support from material which is mainly relevant and accurate.</b>  Student describes or narrates events linked to the Reichstag Fire. Or one effect well explained <i>E.g. arrest of van der Lubbe; arrests following the Fire; Hindenburg gave Hitler emergency powers</i>  Reserve top of level for range of examples and detail included.
3	7-9	<b>The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail.</b>  Student explains the importance of the Reichstag Fire on Hitler's rise to power.  <i>E.g. propaganda value; increased public fears of Communist plot; used to make arrests; increased control; context of pre March 1933 election; led to Enabling Law and further consolidation of dictatorship</i>  Reserve top of level for depth and context of early 1933.

Question Number		
6(b)		<p>'The use of propoganda was the main reason for the lack of opposition to Nazi rule'. Do you agree? Explain your answer.</p> <ul style="list-style-type: none"> <li>• Cheap radios were made available</li> <li>• 1933:Dachau concentration camp opened</li> <li>• The "Strength Through Joy" organisation arranged holidays for workers</li> </ul> <p>Target: recall; analysis of factors of causation within an historical context (AO1 and AO2: 16 marks)  <b>QWC Strands i-ii-iii</b>  Assessing QWC:  For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple statement(s) offered, showing some relevant knowledge.</b></p> <p>Student offers example(s) of propoganda OR comment about opposition to Nazi rule.</p> <p><i>E.g. made Germany look powerful; people believed it; people were afraid</i></p> <p>Writing uses everyday language and shows 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>N.B. Do not credit repetition of bullet points without development.</b></p> <p>Reserve top of level for answers which offer several valid points</p>
QWC i-ii-iii		
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student describes Nazi propoganda and/OR lack of opposition to Nazi rule.</p> <p><i>E.g. the media was controlled; speeches on the radio; concentration camps set up; secret police was set up</i></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills in selection 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>Reserve top of level for depth and range of supporting detail.</p>
QWC i-ii-iii		

<p>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p>The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and relevant detail.</p> <p>Student explains effects of Nazi propaganda and/OR reasons for lack of opposition</p> <p><i>E.g. shows effectiveness of Nazi propaganda methods; role of Goebbels; methods of control and terror used; the problems in trying to oppose Nazi rule</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>Reserve top of level for answers which give some comment on factors limiting/reducing opposition to Nazi rule.</p>
<p>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>The answer has sustained focus on the question. It offers an analysis supported by precisely selected and accurate material.</p> <p>Student attempts to assess the use of propaganda weighed against the effect of other factors in explaining lack of opposition to reach a judgement.</p> <p><i>E.g. analyses effectiveness of propaganda; the problems facing groups opposing Nazi rule; the Nazis increasing use of control and terror; improved lives of ordinary Germans</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> <p>Reserve top of level for answers which can make and support a judgement on the proposition in the question.</p>

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