

# Mark Scheme (Results)

January 2012

GCSE History

5HB02 2C: Life in Germany c1919-  
c1945

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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.

- 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		<p>What can you learn from Source A about the Nazi government's treatment of Jews in Germany in 1933?</p> <p><b>Source A:</b> A photograph taken in Berlin during the official boycott of Jewish shops, April 1933. The sign reads 'Germans Defend Yourselves. Do not buy from the Jews'.</p>  <p>Target: comprehension and inference from source (AO3a: 4 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p><b>Simple statement</b></p> <p>Student offers a piece of information or states an unsupported inference.</p> <p>Award 1 mark for each relevant item.</p> <p><i>E.g. stood outside the shops, SA stopped people going in</i></p>
2	3-4	<p><b>Developed statement</b></p> <p>An inference is drawn and supported from the source.</p> <p><i>E.g sense of intimidation, appeal to nationalism, wanted Jews to go out of business</i></p>

Question Number		
2		<p>The boxes below show two ways in which the Nazi government controlled Germany.</p> <p>Choose <b>one</b> and explain how it helped the Nazi government to control Germany.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Propaganda</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">The removal of other political parties</div> </div> <p>Target: recall; analysis of significance or of consequences (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/could apply to either option</p> <p><i>E.g Propaganda: spread Hitler's ideas, made Hitler look very powerful</i></p> <p><i>The removal of other political parties : the Nazis were the only party, people could not vote for a different government</i></p>
2	4-6	<p><b>Descriptive answer which will state but not examine ways in which it helped the Nazi government to control Germany</b></p> <p>Student gives a narrative or descriptive account. Use by the Nazi government in controlling Germany is asserted or implied. Links remain implicit.</p> <p><i>E.g Propaganda: describes rallies, posters, use of radios</i></p> <p><i>Peg at 5 answers which are solely pre 1933</i></p> <p><i>The removal of other political parties: describes how the Nazis removed other political parties, the creation of a one-party state</i></p>
3	7-9	<p><b>The focus is on their use by the Nazi government in controlling Germany</b></p> <p>Student will identify use in controlling Germany</p> <p><i>E.g Propaganda: shows how a range of propaganda methods were used by the Nazis to control Germany</i></p> <p><i>The removal of other political parties: shows how the creation of a one-party state ensured Nazi control over Germany</i></p>

Question Number		
3		<p>In what ways did different groups oppose the Weimar Republic in the years 1919-22?</p> <ul style="list-style-type: none"> <li>• Rosa Luxemburg was a leader of the Spartacist League.</li> <li>• The Freikorps was made up of ex-soldiers.</li> <li>• 1921: The SA was set up.</li> </ul> <p>Target: recall, analysis of significance or importance (A01 and A02; 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.</p> <p><i>E.g they tried to take over the government, they used force.</i></p> <p>Reserve top of level for answers which state more than one action/threat.</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 describes different groups which opposed the Weimar Republic in the years 1919-1922. Links remain implicit</p> <p><i>E.g describes and narrates events such as the Spartacist Uprising and/or the Kapp Putsch, early years of the Nazi Party</i> <i>Peg at for answers only about Munich Putsch.</i></p> <p>Reserve top of level for depth and range if supporting detail.</p>
3	9-12	<p><b>The answer shows understanding of the focus of the question and is able to support the groups identified with sufficient accurate and relevant detail</b></p> <p>Student identifies and explains opposition from different group(s) to the Weimar Republic in the years 1919 to 1922.</p> <p><i>E.g shows the variety and range of political beliefs, aims and methods used to oppose the Weimar Republic in the years 1919 to 1922</i></p> <p>Allow 9 marks for answers which only analyse one group Reserve top of level for range of groups explored or the links between groups shown.</p>

Question Number		
4		<p>In what ways did the Nazi government prepare girls for their future roles?</p> <ul style="list-style-type: none"> <li>• Many girls aged 14-18 joined the League of German Maidens (BDM).</li> <li>• In PE lessons girls were taught the importance of being healthy.</li> <li>• 1933-38: The number of female university students fell from 150,000 to 50,000.</li> </ul> <p>Target: recall, analysis of change (AO1 and A02; 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</p> <p><i>E.g they were taught to have more children</i></p> <p>Reserve top of level for answers which state more than one way</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 narrates or describes Nazi policies towards girls. Links remain implicit</p> <p><i>E.g describes the education of girls in Nazi Germany, describes the BDM, describes Nazi policies towards women</i></p> <p>Reserve top of level for depth and range of supporting detail</p>
3	9-12	<p><b>The answer shows understanding of the focus of the question and is able to support the factors identified with sufficient accurate and relevant detail</b></p> <p>Student identifies and explains how Nazi policies towards girls were used to prepare them for their future role.</p> <p><i>E.g shows how Nazi education of girls was used to prepare them as mothers and their importance for the future of Germany, changing employment opportunities, role of BDM</i></p> <p>Reserve top of level for range of detail shown.</p>

Question Number		
5 (a)		Describe the importance of Kristallnacht (Night of the Broken Glass), November 1938.  Target: recall, analysis 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 simple detail.  <i>E.g shops were smashed up, the Jews had to pay for the damage</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 mostly relevant and accurate.</b>  Student describes or narrates the events of Kristallnacht. Links remain implicit.  <i>E.g narrates the events from the murder of von Rath and/or the events of the night itself, describes the immediate effects</i>  Reserve top of level for depth and range of supporting detail provided.
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 describes the importance of Kristallnacht/may discuss whether events were Nazi led or spontaneous/stage in the escalation of persecution  <i>E.g the response by the Nazis to the murder of von Rath, the extent of damage, mixed response from other Germans, the resulting decrees by the Nazi government</i>  Reserve top of level for depth of answer and historical context

Question Number		
5 (b)		<p>'The Weimar Republic successfully recovered from its early problems in the years 1924-28.' Do you agree? Explain your answer.</p> <ul style="list-style-type: none"> <li>• 1924: Stresemann agreed the Dawes Plan</li> <li>• 1926: Germany joined the League of Nations</li> <li>• 1928: The Nazis only had 12 seats in the Reichstag</li> </ul> <p>Target: recall, analysis of extent of change (AO1 and A02: 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 simple detail on the Weimar Republic during the period 1924 to 1928 OR asserts whether or not the Weimar Republic overcame its early problems.</p> <p><i>E.g they had a new currency, they paid less reparations, Germany made agreements with other countries</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>  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 Weimar Republic 1924 to 1928 and/or its early problems. Links remain implicit.</p> <p><i>E.g the reductions and extensions to reparation payments, loans from the USA, the new currency, agreements made with other countries, support for Stresemann</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>QWC i-ii-iii</p>	<p>9-12</p>	<p><b>The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and relevant detail.</b></p> <p>Student explains German recovery in the period 1924 to 1928/or explains the lack of recovery.</p> <p><i>E.g explains how events and measures taken between 1924 and 1928 improved the German economy and/or international standing OR may challenge the question re extent of recovery, dependent on US loans, Versailles still resented</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>QWC i-ii-iii</p>	<p>13-16</p>	<p><b>The answer has sustained focus on the question. It offers an analysis supported by precisely selected and accurate material.</b></p> <p>Student attempts to reach a judgement on the extent of Germany's in the years 1924 to 1928. Answers at this level should identify problem of evaluating extent of Germany's economic recovery.</p> <p><i>E.g weighs up the extent of German recovery in the years 1924 to 1928 from the immediate post-war years either by showing recovery and remaining problems OR by identifying problems and assessing success of measures to deal with them</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 ways in which hyperinflation affected Germany in 1923.  Target: recall, analysis of effects or consequences (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 simple detail.  <i>E.g people could not buy much, things were expensive.</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 mostly relevant and accurate.</b>  Student describes or narrates the hyperinflation in 1923. Links remain implicit.  <i>E.g describes the effects on German people and what they did to cope or how it affected the German government/economy</i>  Reserve top of level for depth and range of supporting detail provided.
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 describes a range of the effects of hyperinflation on Germany in 1923.  <i>E.g shows the various effects of hyperinflation on different groups of people and the response by the government / Nazis' attempt at a putsch / wider impact on the economy</i>  Reserve top of level for depth of answer and historical context

Question Number		
6 (b)		'Many Germans voted for the Nazis in the years 1928-33 because

		<p>they were afraid of communism.’ Do you agree? Explain your answer.</p> <ul style="list-style-type: none"> <li>• 1929: The Wall Street Crash</li> <li>• 1932: The SA had nearly 300,000 members</li> <li>• 1933: The Reichstag Fire</li> </ul> <p>Target: recall, analysis of causation (AO1 and A02: 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 simple detail on reasons for support for the Nazis in the period 1928 and 1933 OR on fear of communism</p> <p><i>E.g people thought Hitler would make things better, people were worried about Germany’s future, the Reichstag Fire made many fear communism</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><i>N.B. Do not credit repetition of bullet points without development.</i></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 support for the Nazi Party in the years 1928 to 1933 Links remain implicit.</p> <p><i>E.g describes/lists increasing support for Nazis in the years 1928 to 1933, describe why many feared communism</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		

3	9-12	The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and
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<p><b>QWC i-ii-iii</b></p>		<p>relevant detail.</p> <p>Student explains reasons for the increasing support for the Nazis in the years 1928 to 1933</p> <p><i>E.g shows reasons for support from specific groups of German people and the role of the fear of communism in increasing support for the Nazis, shows other reasons for support</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>The answer has sustained focus on the question. It offers an analysis supported by precisely selected and accurate material.</b></p> <p>Student attempts to reach a judgement on the role of the fear of communism as a reason for increased support for the Nazis in years 1928 to 1933 by weighing up fear of communism against other factors.</p> <p><i>E.g weighs up the importance of the fear of communism as a factor in the increased support for Nazism in the years 1928 to 1933.</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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