

# Mark Scheme (Results) January 2011

GCSE

GCSE History B (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 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		What can you learn from Source A about how the Nazis spread their ideas?  Target: comprehension and inference from source (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>Eg; they learnt about the Jews; they were told what Jews look like</i>
2	3-4	<b>Developed statement</b>  An inference about how the Nazis spread their ideas is drawn and supported from the source.  <i>Eg; education was used to spread Nazi ideas; propaganda spread/taught in schools</i>

Question Number		
2		<p>The boxes below show two actions taken against German Jews.</p> <p>Choose <b>one</b> and explain how it affected the lives of Jews living in Germany.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">The passing of the Nuremberg Laws, 1935</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Kristallnacht (Night of the Broken Glass) 1938</div> </div> <p>Target: recall; importance of key events(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 the action OR comments which could apply to either.</p> <p><i>Eg: their lives became harder</i>  <i>Nuremberg Laws: their lives were more controlled; they could not marry pure Germans</i>  <i>Kristallnacht: there was a lot of violence; many homes and synagogues destroyed</i></p>
2	4-6	<p><b>Descriptive answer which will state but not examine the effects of the actions.</b></p> <p>Student gives an account or a narrative of the action taken. How it affected the lives of Jews living in Germany is asserted or implied.</p> <p><i>Eg: Nuremberg Laws: loss of citizenship; banning of sexual relations and marriage</i>  <i>Kristallnacht: damage to Jewish shops and synagogues; Jews required to meet the costs; some German Jews killed; arrests made</i></p>
3	7-9	<p><b>The focus is on how the measure affected the lives of Jews living in Germany.</b></p> <p>Student will show an understanding of the effects of the action chosen. The significance/influence of the measure will be considered.</p> <p><i>Eg: Nuremberg Laws: German Jews were now subjects; they could not hold government office; they could not participate in elections; sexual and marriage regulations to help develop a pure race</i>  <i>Kristallnacht: Jewish exclusion from economic life; lack of protest from rest of German public; encouraged some to emigrate</i></p>

Question Number		
3		<p>In what ways were the Nazis able to control the Churches in Germany?</p> <ul style="list-style-type: none"> <li>• 1933: The Reich Church was set up.</li> <li>• July 1933: The Concordat was signed.</li> <li>• 1937: Pastor Niemöller was sent to a concentration camp.</li> </ul> <p>Target: recall, cause and consequence (AO1 and AO2: 10 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 the Nazis control of Churches without support.</p> <p><i>Eg; they made agreements; they arrested church leaders</i></p> <p>Reserve top of level for answers which state more than one change</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 the Churches under the Nazis. Links remain implicit.</p> <p><i>Eg; 1933 Concordat with Catholic Church; attacks followed on Catholic Church and youth groups banned; arrest of priests; setting up of the Reich Church</i></p> <p>Reserve top of level for depth and range of supporting detail used.</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 explains methods used by the Nazis to control the Churches.</p> <p><i>Eg; Pope's anti-communism; Hitler able to break Concordat and attack Catholic Church; Protestant groups willing to form the Reich Church; setting up of German Christians; arrest of Church leaders opposed to Nazism</i></p> <p>Reserve top of level for range of factors explored or the links between factors shown.</p>

Question Number		
4		<p>In what ways did the lives of women change under the Nazis in the years 1933-39?</p> <ul style="list-style-type: none"> <li>• 1933: Law for the Encouragement of Marriage.</li> <li>• Domestic Science was taught to girls in schools.</li> <li>• 1936: There was a shortage of workers in Germany.</li> </ul> <p>Target: recall, cause and consequence (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 on women in Nazi Germany.</p> <p><i>Eg; they were expected to have more children; lost their jobs.</i></p> <p>Reserve top of level for answers which state more than one change.</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 the lives of women under the Nazis. Links remain implicit.</p> <p><i>Eg; women encouraged to give up their jobs; policies to encourage marriage, more births and laws against abortion and birth-control; use of medals; ideal women's appearance.</i></p> <p>Reserve top of level for depth and range of supporting detail used.</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 explains changes to the lives of women under the Nazis</p> <p><i>Eg; the need to increase the birth rate; women forced to leave their jobs and discouraged from higher education; propaganda aimed at women; may explain changes in Nazi policies towards women with labour shortage from 1936 onwards.</i></p> <p>Reserve top of level for range of factors explored or the links between factors shown.</p>

Question Number		
5 (a)		In what ways did the Nazi Party try to increase its popularity in the years 1924-29?  Target: recall; understanding of key features (AO1 and A02:9 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 the Nazi party in the years 1924 to 1929.  <i>Eg; Hitler's book was published, they had meetings</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 Nazi Party in the years 1924 to 1929. Links remain implicit.  <i>Eg; Hitler's leadership, reorganisation, increased membership, increased appeal to middle class</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 explains how the Nazi Party tried to increase its popularity in the years 1924 to 1929.  <i>Eg; need for more effectiveness following the failed Putsch; need to broaden appeal; recognition of need to achieve power through democratic means; use of public meetings; immediate impact of Wall Street crash</i>  Reserve top of level for sense of context of Weimar Germany.

Question Number		
5*(b)		<p>'The problems facing the Weimar government in 1923 were caused by the Treaty of Versailles'. Do you agree? Explain your answer.</p> <ul style="list-style-type: none"> <li>• The Weimar Constitution used proportional representation.</li> <li>• 1922: Germany fell behind with reparations payments.</li> <li>• 1923: A loaf of bread cost 100,000 million marks.</li> </ul> <p>Target: recall; analysis of factors of causation within an historical context (AO1 and AO2: 16 marks)</p> <p><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 or assert extent of Treaty of Versailles as a reason for the problems faced by the Weimar government in 1923.</p> <p><i>Eg; Germany had lost land; they had to pay money; the government was weak</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 Treaty of Versailles and/or narrates and describes the problems faced by the Weimar government in 1923.</p> <p><i>Eg; describes the terms of the Treaty of Versailles; narrates events 1919 to 1923 or events of 1923</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>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 Treaty of Versailles led/did not lead to the problems faced by the Weimar government in 1923.</p> <p><i>Eg; explains how some terms of the Treaty of Versailles caused problems in Germany and/or how other factors such as opponents of democracy and proportional representation caused problems for the Weimar governments</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 indicating various problems in Germany in 1923 and how they were linked/not linked to the Treaty of Versailles.</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 extent to which the Treaty Versailles was responsible for the problems faced by the Weimar government in 1923.</p> <p><i>Eg Germany unable to pay reparations following Versailles; use of passive resistance following French invasion of the Ruhr; hyperinflation; opportunity seized by Hitler for Munich Putsch set against wider issues of opponents of democracy in Germany and effects of Treaty of Versailles</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 Goebbels' role as Minister of Enlightenment and Propaganda.  Target: recall; understanding of key features (AO1 and A02: 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 statement on the work of Goebbels but without development.</p> <p><i>Eg; he controlled newspapers and radio</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 mainly relevant and accurate.</b></p> <p>Student describes or narrates the work of Goebbels. Links remain implicit.</p> <p><i>Eg control of the media; ordered mass production of radios; films made to convey Nazi ideology; organised Nazi rallies</i></p> <p>Reserve top of level for range of 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 the importance of the work of Goebbels.</p> <p><i>Eg Goebbel's skills in putting across the Nazi message; use of radios to spread Nazi beliefs; Goebbel's use of more subtle propaganda techniques; Goebbel's ordering of book burning; Goebbel's use of rallies</i></p> <p>Reserve top of level for depth of answer and context of Nazi Germany.</p>

Question Number		
6 *(b)		<p>'The use of terror was the most important reason for Hitler's rise to total power in the years 1933-34.' Do you agree? Explain your answer.</p> <ul style="list-style-type: none"> <li>• January 1933: Hitler was appointed Chancellor of Germany</li> <li>• March 1933: The first Nazi concentration camp opened at Dachau.</li> <li>• August 1934: Death of President Hindenburg.</li> </ul> <p>Target: recall; analysis of factors of causation within an historical context (AO1 and AO2: 16 marks)</p> <p><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 or assert extent to which terror was the most important reason for Hitler's rise to power.</p> <p><i>Eg; people put into concentration camps; political parties banned</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 Hitler's rise to power 1933 to 1934 or describes use of terror.</p> <p><i>Eg; Hitler's appointment as Chancellor; Reichstag Fire; Enabling Law; Night of the Long Knives; death of Hindenburg Concentration camps; Communists arrested; role of secret police and the SS</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>
QWC i-ii-iii		

		Reserve top of level for depth and range of supporting detail.
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<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 the part played by terror in Hitler's rise to total power and/or explains other factors in Hitler's rise to total power.</p> <p><i>Eg; use of first concentration camps from 1933 for political opponents; banning of other political parties and trade unions; Night of the Long Knives; role of propaganda; control of the army; extent of popular 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>Reserve top of level for indicating variety of factors.</p>
<p>4</p> <p>QWC i-ii-iii</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 part played by terror in Hitler's rise to power weighed against other factors to make a judgement.</p> <p><i>Eg; increasing use of terror from the opening of the first concentration camps and the Night of the Long Knives set against the role of individuals, other political parties and the general public in acting out of fear or support for Hitler</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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