

# Mark Scheme (Results) Summer 2011

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		
<b>1</b>		What can you learn from Source A about methods used by the Nazis to spread their ideas?  Target: comprehension and inference from source (AO3a: 4 marks)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-2</b>	<b>Simple statement</b>  Student offers a piece of information or describes source  Award 1 mark for each relevant item.  <i>E.g people listened to the radio, the government gave radio broadcasts, government used posters.</i>
<b>2</b>	<b>3-4</b>	<b>Developed statement</b>  An inference is drawn and supported from the source.  <i>E.g radio used to transmit to wide audience, spread of propaganda messages, sense of national unity created, comments on nature of poster.</i>

Question Number		
2		<p>The boxes below show actions taken by Stresemann.</p> <p>Choose <b>one</b> and explain how it helped Weimar Germany to recover in the 1920s.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>The introduction of a new currency (Rentenmark) in 1923</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>The Dawes Plan (1924) and the Young Plan (1929)</p> </div> </div> <p>Target: recall; importance of key individuals and 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 could apply to either</p> <p><i>E.g Germany had more money, the economy improved, the government was more popular</i></p>
2	4-6	<p><b>Descriptive answer which will state but not examine the importance of the action in helping Germany to recover</b></p> <p>Student gives a description or narrative of the action</p> <p><i>E.g Rentenmark –issued in limited numbers, describes hyperinflation, became Reichsmark Dawes and Young Plans – reduced the reparations payments,</i></p>
3	7-9	<p><b>The focus is on the importance of the action in helping Germany to recover</b></p> <p>Student will show an understanding of the importance of the event chosen and links to the recovery of Weimar Germany.</p> <p><i>E.g Rentenmark –effects of issue in limited numbers, the improved/stabilised economy, reduction in support for extremist political parties Dawes and Young Plans – set against Germany's abilities to pay, more co-operation with other countries, growth of industry, eventual French withdrawal from Ruhr</i></p>

Question Number		
3		<p>In what ways did the Reichstag Fire in February 1933 help Hitler increase his control over Germany?</p> <ul style="list-style-type: none"> <li>• January 1933: Hitler was appointed Chancellor.</li> <li>• March 1933 Election: The Nazis gained 288 seats.</li> <li>• March 1933: The Enabling Act.</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 states example(s) without development</p> <p><i>E.g the communists were blamed, van der Lubbe was later</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 the 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/narrates the Reichstag Fire and/or its immediate effects</p> <p><i>E.g van der Lubbe killed, Hitler blamed the Communists, emergency laws were passed, narrates Hitler's rise to power.</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 support the factors identified with sufficient accurate and relevant detail.</b></p> <p>Student explains how the Reichstag Fire helped Hitler to increase his control over Germany.</p> <p><i>E.g used by Nazis to show communist threat to Germany, Hindenburg persuaded to pass emergency laws, increased police powers, lead-up to March 1933 election, may challenge question that even in climate of intimidation did not lead to Nazi majority in March 1933</i></p>

		Reserve top of level for range of factors explored or links between the factors shown.
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Question Number		
4		<p>In what ways did the Nazis make use of youth groups in the years 1933-45?</p> <ul style="list-style-type: none"> <li>Girls aged 14-18 could join the BDM (League of German Maidens).</li> <li>1936: Members of the Hitler Youth performed displays at the Berlin Olympics.</li> <li>1943: Hitler Youth groups had military units.</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 states example(s) without development</p> <p><i>E.g they were prepared to be soldiers/mothers; helped out in the war cities</i></p> <p>Reserve top of level for answers which state more than one the Nazi government used youth groups</p> <p><b>N.B Do not credit repetition of the 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 youth groups during the period 1933 to 1945</p> <p><i>E.g peg at 6 if education; boys prepared to be soldiers; girls to be mothers; some reported on parents; charity and collection work; later young boys recruited to the army, helped to defend cities, worked with fire brigades, girls helped the homeless</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 support ways identified with sufficient accurate and relevant detail.</b></p> <p>Student explains different ways in which the Nazi government used youth groups</p> <p><i>E.g explains their role in Nazi Germany, later changes when needed for the war effort due to heavy losses, boys</i></p>

		<p><i>recruited into the armed forces, helped with the recovery of bombed out cities</i></p> <p>Reserve top of level for coverage of full date range or links between the ways shown.</p>
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Question Number		
<b>5 (a)</b>		Describe the Nazi party's beliefs on Aryan supremacy and the 'master race'.  Target: recall; understanding of key features (AO1 and AO2: 9 marks)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	<p><b>Simple statement(s) offered, showing some relevant knowledge.</b></p> <p>Student makes valid statements about Nazi party beliefs.</p> <p><i>E.g they were against the Jews, they wanted a pure race, wanted people with blonde hair/blue eyes</i></p> <p>Reserve top of level for answers which offer several valid points.</p>
<b>2</b>	<b>4-6</b>	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student describes the Nazi Party's beliefs on Aryan supremacy and or the "master race."</p> <p><i>E.g believed in pure German race, Aryan physical looks, other races were inferior, blamed the Jews for Germany's problems</i></p> <p>Reserve top of level for depth and range of supporting details included.</p>
<b>3</b>	<b>7-9</b>	<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 implications of Nazi Party's beliefs on Aryan supremacy and the "master race."</p> <p><i>E.g Nazi Party's actions to create a master race, ideas of racial superiority and inferiority; desire for a 'pure' race; lebensraum and anti-Semitism</i></p> <p>Reserve top of level for depth of answer in context of Nazi Germany.</p>

Question Number		
<b>5 (b)</b>		<p>'Germans benefited from rising living standards in the years 1933-39.' Do you agree? Explain your answer.</p> <ul style="list-style-type: none"> <li>• 1933: Six million Germans were unemployed.</li> <li>• During the 1930s 7,000 km of motorways were built.</li> <li>• 1935: The Reich Labour Service was introduced.</li> </ul> <p>Target: recall; analysis of factors of change 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
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-4</b>	<p><b>Simple statement(s) offered, showing some relevant knowledge.</b></p> <p>Student offers detail(s) on German living standards 1933 to 1939</p> <p><i>E.g there were more jobs, they built cheap cars</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 development.</b></p> <p>Reserve top of level for answers which offer several valid points.</p>
<b>QWC i-ii-iii</b>		
<b>2</b>	<b>5-8</b>	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student describes living standards in the years 1933-1939 and/or Nazi policies</p> <p><i>E.g job creation schemes, National Labour Service, rearmament, pay and hours of work, Labour Front, Strength Through Joy.</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>
<b>QWC i-ii-iii</b>		

		Reserve top of level for depth and range of supporting detail.
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<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>QWC i-ii-iii</b></p>	<p style="text-align: center;"><b>9-12</b></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 the benefits of Nazi policies on the standard of living or explains ways in which living standards did not improve</p> <p><i>E.g job creation schemes led to fall in unemployment, National Labour Service provided labour for building work, rearmament created jobs in industry, Strength Through Joy gave benefits to Workers</i></p> <p><i>Lack of improved standards such as wage levels, fewer opportunities for women and other groups within Germany</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 depth and range of material.</p>
<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>QWC i-ii-iii</b></p>	<p style="text-align: center;"><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 assess the extent of the improvement in living standards weighed against other factors to make a judgement.</p> <p><i>E.g the limitations of Nazi claims to improved living standards such as the lack of affordable cars, the few Strength Through Joy activities, the forced nature of measures, those groups in Germany that did not benefit</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</p>

		considerable accuracy, although some spelling errors may still be found.
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		Reserve top of level for answers which can make and support a judgement on the proposition in the question.
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Question Number		
<b>6 (a)</b>		Describe the role of the SS in the years 1933-45.  Target: recall; understanding of key features (AO1 and AO2: 9 marks)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	<p><b>Simple statement(s) offered, showing some relevant knowledge.</b></p> <p>Student states valid example(s) without development.</p> <p><i>E.g they arrested people, they worked in the camps</i></p> <p>Reserve top of level for answers which offer several valid points.</p>
<b>2</b>	<b>4-6</b>	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student describes the SS.</p> <p><i>E.g killed SA during Night of the Long Knives, they arrested opponents to Nazi rule, worked as informers, killed Jews in Nazi-occupied territory, worked in the death camps</i></p> <p>Reserve top of level for depth and range of supporting details included.</p>
<b>3</b>	<b>7-9</b>	<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 identifies and explains the role of the SS.</p> <p><i>E.g dealt with opposition to Nazi government such as Night of the Long Knives, arrested and informed on opposition, implemented ideological beliefs of Nazism, involvement in the deportation and the extermination of Jewish and other minority groups</i></p> <p>Reserve top of level for depth of answer in context of Nazi Germany</p>

Question Number		
<b>6 (b)</b>		<p>'The Munich (Beer Hall) Putsch was a total failure for the Nazi Party.' Do you agree? Explain your answer.</p> <ul style="list-style-type: none"> <li>• 9 November 1923: Hitler marched into Munich with 3,000 Nazis.</li> <li>• During his trial, Hitler was on the front page of many German newspapers.</li> <li>• 1925: The Nazi Party was re-launched.</li> </ul> <p>Target: recall; analysis of consequence 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
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-4</b>	<p><b>Simple statement(s) offered, showing some relevant knowledge.</b></p> <p>Student offers detail(s) of the Munich Putsch.</p> <p><i>E.g Hitler tried to take power by force, he was arrested,</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><i>N.B. Do not credit repetition of bullet points without development.</i></b></p> <p>Reserve top of level for answers which offer several valid points.</p>
<b>QWC i-ii-iii</b>		
<b>2</b>	<b>5-8</b>	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student describes the Munich Putsch.</p> <p><i>E.g Hitler's march into the Beer Hall, his escape from the Beer Hall, his trial and arrest; changes in Nazi Party after 1924</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>
<b>QWC i-ii-iii</b>		



		Reserve top of level for depth and range of supporting detail.
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<b>3</b>	<b>9-12</b>	<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 the effects of the Beer Hall Putsch and ways in which it can be seen as a failure and/or as a success.</p> <p><i>E.g failed to take power and led to his arrest and imprisonment; increased publicity for Hitler, time to formulate ideas, led to new Nazi strategy of using democratic means to achieve power</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 for depth and range of answer</p>
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<b>4</b>	<b>13-16</b>	<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 assess the extent of failure of the Munich Putsch to make a judgement.</p> <p><i>E.g the failure of Hitler to gain power during the Munich Putsch and his imprisonment set against publicity gained and the rethinking of Nazi strategy to gain power which was eventually to prove successful</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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