

Mark Scheme (Results)

Summer 2012

GCSE History B (5HB02/2C)
Unit 2: Schools History Project Depth
Study
Option 2C: Life in Germany, c1919-
c1945

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please visit our website at www.edexcel.com.

Our website subject pages hold useful resources, support material and live feeds from our subject advisors giving you access to a portal of information. If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

www.edexcel.com/contactus

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2012

Publications Code UG032477

All the material in this publication is copyright

© Pearson Education Ltd 2012

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 the treatment of Jews in Nazi Germany?
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple statement</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. the shops were smashed up, describes Kristallnacht, or unsupported inference – Jews treated as second class citizens</i></p>
2	3-4	<p>Developed statement</p> <p>An inference is drawn and supported from the source.</p> <p><i>E.g Jews were badly treated supported by loss of business, sense of physical/violent attacks on Jewish community in Germany.</i></p>

Question Number		
2		<p>The boxes below show two events in 1933.</p> <p>Choose one and explain how it helped Hitler increase his power.</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">The Reichstag Fire (February 1933)</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">The Enabling Act (March 1933)</div> </div> <p>Target: recall; analyse significance or consequences (AO1 and AO2: 9 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Generalised statements with little specific content.</p> <p>Comments are unsupported statements or could apply to either</p> <p><i>E.g. people were arrested, people against the Nazis were sent to camps, Hitler could pass laws</i></p>
2	4-6	<p>Descriptive answer which will state but not examine the significance of the event in Hitler's rise to power.</p> <p>Student gives a narrative or descriptive account. The significance of the event in Hitler's rise to power is asserted or implied. Links remain implicit.</p> <p><i>E.g. Reichstag Fire –narrates or describes events surrounding the Fire Enabling Act – describes the passing of the Enabling Act</i></p>
3	7-9	<p>The focus is on the importance of the event in Hitler's rise to power</p> <p>Student will identify the significance of the event in Hitler's rise to power.</p> <p><i>E.g. Reichstag Fire – shows how the Fire was used by the Nazis to spread fear of communism/take measures to deal with the threat of communism Enabling Act –shows how the Enabling Act gave Hitler far-reaching powers in establishing a dictatorship</i></p>

Question Number		
3		<p>In what ways did the Nazi government reduce unemployment in Germany in the years 1933-39?</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • 1933: Marriage loans were introduced. • 1938: The German Army had 900,000 men. • By 1939 Germany had 7,000 km of motorways. <p>Target: recall, analyse change (AO1 and AO2; 12 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement(s) offered, showing some relevant knowledge.</p> <p>Student offers a valid comment.</p> <p><i>E.g they created more jobs, people built motorways</i></p> <p>Reserve top of level for answers which state more than one reason.</p> <p>N.B. Do not credit repetition of bullet points without Development</p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student narrates or describes Nazi policies on unemployemet. Links remain implicit</p> <p><i>E.g describes job creation schemes, National Labour Service, Jobs created with rearmament, conscription, women encouraged to give up work</i></p> <p>Reserve top of level for explanation of one policy</p>
3	9-12	<p>The answer shows understanding of the focus of the question and is able to support the groups identified with sufficient accurate and relevant detail</p> <p>Student identifies and explains how the Nazis successfully reduced unemployment (may also challenge the question)</p> <p><i>E.g explains the effects of various methods used by the Nazis to reduce unemployment</i></p> <p>Reserve top of level for range of policies explored or the links between methods shown</p>

Question Number		
4		<p>In what ways did the Nazi government use education to spread their ideas about race and minority groups?</p> <p>You may use the following in your answer and any other information of your own.</p> <p>Most teachers in Nazi Germany were members of the Nazi Teachers' Association. School textbooks were rewritten and Race Studies was a compulsory part of the curriculum.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement(s) offered, showing some relevant knowledge.</p> <p>Student offers a valid comment on education and/or ideas about race</p> <p><i>E.g Jews were made fun of, they were written about in school books</i></p> <p>Reserve top of level for answers which state more than one point N.B. Do not credit repetition of bullet points without development</p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student narrates or describes examples of Nazi education policies relating to race and/or ideas about race and/or minority groups. Links remain implicit</p> <p><i>E.g describes lessons taught, content of textbooks</i></p> <p>Reserve top of level for depth and range of supporting detail</p>
3	9-12	<p>The answer shows understanding of the focus of the question and is able to support the factors identified with sufficient accurate and relevant detail</p> <p>Student identifies and explains how education was used by the Nazi government to spread their ideas about race and/or minority groups.</p> <p><i>E.g shows how the curriculum was used to spread Nazi ideas about race</i></p> <p>Reserve top of level for answers covering both aspects of the question, i.e ideas about race/treatment of Jews and treatment of disabled/gipsies/black people/homosexuals</p>

Question Number		
5 (a)		Describe the reasons for the failure of the Munich (Beer Hall) Putsch in November 1923. Target: recall, analyse causation (AO1 and AO2: 9 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s) offered, showing some relevant knowledge. Student offers simple detail(s). <i>E.g the police stopped them, they did not have enough support</i> Reserve top of level for answers which offer several valid points.
2	4-6	Statements are developed with support from material which is mostly relevant and accurate. Student describes or narrates the events of the Munich Putsch. Links remain implicit. <i>E.g describes the events of 8/9 November 1923</i> Reserve top of level for depth and range of supporting detail provided.
3	7-9	The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail. Student explains reasons for the failure of the Munich (Beer Hall) Putsch <i>E.g shows links between lack of organisation and the police being prepared; lack of support; some economic recovery already underway</i> Reserve top of level for depth of answer and historical context

Question Number		
5 (b)		<p>'Nazi methods of control were effective in dealing with opposition in the years 1933-45.' Do you agree? Explain your answer.</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • 1933: The first Nazi concentration camp was set up at Dachau. • Nazi Party Block Wardens wrote reports on local residents. • 1941: The White Rose Group was set up. <p>Target: evaluation of consequence (AO1 and AO2: 16 marks)</p> <p>QWC Strands i-ii-iii</p> <p>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
		<p>0 No rewardable material</p>
QWC i-ii-iii	1	<p>1-4 Simple statement(s) offered, showing some relevant knowledge.</p> <p>Student may offer simple detail on Nazi methods of control or opposition to the Nazi government.</p> <p><i>E.g opponents were sent to camps, there was a secret police</i></p> <p>Writing uses 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>N.B. Do not credit repetition of bullet points without development.</p> <p>Reserve top of level for answers which offer several valid points.</p>
QWC i-ii-iii	2	<p>5-8 Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student narrates or describes Nazi methods of control and/or describes opposition in Nazi Germany. Links remain implicit.</p> <p><i>E.g describes the use of concentration camps, means of keeping control (censorship, propaganda, police state, block wardens) and/or describes opposition such as White Rose Group, Edelweiss Pirates, Church leaders</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>

		Reserve top of level for depth and range of supporting detail.
--	--	--

3 QWC i-ii-iii	9-12	<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 Nazi forms of control and the consequent lack of opposition in Nazi Germany AND/OR how some opposed the Nazi government</p> <p><i>E.g explains ways in which Nazi methods were still/ were not effective in dealing with opposition</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>
4 QWC i-ii-iii	13-16	<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 reach a judgement on how far Nazi forms of control were able to prevent opposition to the government</p> <p><i>E.g weighs up the extent of Nazi control over attempts of some groups/individuals to oppose the government</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 and covers <u>both</u> pre and post 1939.</p>

Question Number		
6 (a)		Describe the reasons for the growth of support for the Nazi Party after the Wall Street Crash in 1929. Target: recall, analyse causation (AO1 and AO2: 9 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s) offered, showing some relevant knowledge. Student offer a simple detail(s). <i>E.g. people lost their jobs, Hitler made promises</i> Reserve top of level for answers which offer several valid points.
2	4-6	Statements are developed with support from material which is mostly relevant and accurate. Student describes or narrates the Wall Street Crash and/or growth of support for the Nazi Party after 1929. <i>E.g describes the effects of the Wall Street Crash on Germany, rising unemployment, describes examples of poverty, wider appeal of Nazi Party</i> Reserve top of level for depth and range of supporting detail provided.
3	7-9	The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail. Student explains the effects of the Wall Street Crash on growth in support for the Nazi Party after 1929. <i>E.g explains how support for the Nazi party increased as a result of increased support from specific groups, changes in Nazi party organisation, Nazi policies to deal with the economic crisis.</i> Reserve top of level for range of examples in answer

Question Number		
6 (b)		'Hyperinflation was the most difficult problem facing the Weimar government in 1923.' Do you agree? Explain your answer. You may use the following in your answer and any other information of your own. <ul style="list-style-type: none">• January 1923: The French invaded the Ruhr.• November 1923: A loaf of bread cost 201,000 million marks.• November 1923: Munich (Beer Hall) Putsch. Target: recall, analyse effects or causation (AO1 and AO2: 16 marks) QWC Strands i-ii-iii Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.
Level		Descriptor
		0 No rewardable material
QWC i-ii-iii	1	1-4 Simple statement(s) offered, showing some relevant knowledge. Student may offer simple detail on hyperinflation and/or Weimar Germany in the early 1920s <i>E.g people had no money, Hitler tried to take power</i> 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. N.B. Do not credit repetition of bullet points without development. Reserve top of level for answers which offer several valid points.
QWC i-ii-iii	2	5-8 Statements are developed with support from material which is mostly relevant and accurate. Student narrates or describes hyper-inflation and/or Weimar Germany in 1923 <i>E.g describes/lists problems facing Weimar Germany in the early 1920s</i> 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.

		Reserve top of level for depth and range of supporting detail.
--	--	--

3 QWC i-ii-iii	9-12	<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 problems caused by hyper-inflation AND/OR other problems facing the Weimar government in 1923</p> <p><i>E.g explains the economic problems facing Germany in 1923 AND/OR explains other problems such as Hitler trying to take 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>
4 QWC i-ii-iii	13-16	<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 reach a judgement on hyper-inflation as the most difficult problem facing the Weimar government in 1923</p> <p><i>E.g weighs up the extent to which hyper-inflation was the most difficult problem facing the Weimar government against other problems such as the French invasion of the Ruhr/Hitler's Beer Hall Putsch.</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>

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publication.orders@edexcel.com

Order Code UG032477 Summer 2012

For more information on Edexcel qualifications, please visit our website
www.edexcel.com

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government


Rewarding Learning