

# Mark Scheme (Results)

January 2013

GCSE History B (5HB02/2C)

Unit 2: Schools History Project Depth  
Study

Option 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.*

## Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria 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.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
  - How well does the response communicate the meaning?
  - What range of specialist terms is used?
  - How accurate is the spelling, punctuation and grammar?

## 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 Hitler Youth?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>Source A:</b> A photograph taken in 1937 of a Hitler Youth meeting. The boy is reading a newspaper published by the Nazi Party.</p>  </div> <p>Target: comprehension and inference from source (AO3a: 4 marks)</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-2</b>	<p><b>Simple statement</b>            Student offers a piece of information from the source or makes an unsupported inference.</p> <p>Award 1 mark for each relevant item.</p> <p><i>E.g they wore uniforms, they read Nazi newspapers, it is only boys</i></p>
<b>2</b>	<b>3-4</b>	<p><b>Developed statement</b>            An inference is drawn and supported from the source.</p> <p><i>E.g used by the Nazis to spread ideas and beliefs, military style uniforms</i></p>

Question Number				
2		<p>The boxes below show two terms of the Treaty of Versailles.</p> <p>Choose <b>one</b> and explain the effects of the term on Germany.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Reparations</td> <td style="text-align: center;">Loss of land</td> </tr> </table> <p>Target: recall; analyse effects and consequences (AO1 and AO2: 9 marks)</p>	Reparations	Loss of land
Reparations	Loss of land			
Level	Mark	Descriptor		
	<b>0</b>	No rewardable material		
<b>1</b>	<b>1-3</b>	<p><b>Generalised statements with little specific content.</b>  Comments are unsupported statements about the term  OR  Comments could apply to either</p> <p><i>E.g Germany lost power, made weaker, less money, could not fight</i></p>		
<b>2</b>	<b>4-6</b>	<p><b>Descriptive answer which will state but not examine the effects of the terms</b>  Student gives a description or narrative of the term.</p> <p><i>E.g Reparations – describes the costs  Loss of land– describes territorial terms</i></p>		
<b>3</b>	<b>7-9</b>	<p><b>The focus is on the effects of the terms on Germany</b>  Student will show an understanding of the effects of the term on Germany.</p> <p><i>E.g Reparations - explains the difficulties Germany faced paying reparations  Loss of land - explains how the loss of territory caused resentment, loss of industry</i></p>		

Question Number		
<b>3</b>		<p>In what ways did people in Germany try to oppose the Nazi government in the years 1933-45?</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> <li>• 1934: The German Confessional Church was set up by Pastor Niemöller.</li> <li>• 1939: There were 2,000 members of the Edelweiss Pirates.</li> <li>• 1944: The July Bomb Plot.</li> </ul> <p>Target: recall, analyse significance or importance (AO1 and AO2: 12 marks)</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 states example(s) of opposition without development</p> <p><i>E.g they tried to kill Hitler, they gave out leaflets</i></p> <p>Reserve top of level for answers which state more than one example</p> <p><b>N.B Do not credit repetition of the bullet points without Development.</b></p>
<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/narrates opposition to the Nazi Government</p> <p><i>E.g gives narrative or descriptive accounts of individuals or groups that tried to oppose the Nazi government such as the White Rose Group, Niemöller, Edelweiss Pirates, von Stauffenberg</i></p> <p>Reserve top of level for quality of supporting detail used.</p>
<b>3</b>	<b>9-12</b>	<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 the nature of opposition from a range of groups/individuals to the Nazi government</p> <p><i>E.g explains the activities and methods used by various opposition groups and individuals to oppose the Nazi government from slogans, distributing leaflets, criticising Nazi policies, assassination attempts</i></p> <p>Reserve top of level for range of groups/individuals shown.</p>

Question Number		
4		<p>In what ways did the Nazi persecution of the Jews change in the years 1938-45?</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> <li>• 1938: Jewish children were not allowed to attend non-Jewish German schools.</li> <li>• 1939: Special identity cards had to be carried by all Jews in Nazi Germany.</li> <li>• 1942: The start of the 'Final Solution'.</li> </ul> <p>Target: recall, analyse the process of change (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 Jews were shot, the Nazis used gas chambers</i></p> <p>Reserve top of level for answers which state more than one example</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 the Nazi government's treatment of the Jews in the years 1938 to 1945.</p> <p><i>E.g describes/narrates persecution of the Jews from Kristallnacht, use of Einsatzgruppen, ghettos, the "Final Solution."</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 the different nature of/escalation of Nazi persecution of the Jews in the years 1938 to 1945</p> <p><i>E.g explains how Nazi policy changed between 1938 and 1945 as a result of Kristallnacht, the start of the Second World War and the Nazis attempts to find "solutions" to the "Jewish problem."</i></p> <p>Reserve top of level for coverage of date range or links shown.</p>

Question Number		
<b>5 (a)</b>		Describe the effects of the Wall Street Crash on the lives of German people in the years 1929-32.  Target: recall; analyse effects and consequences (AO1 and AO2: 9 marks)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	<b>Simple statement(s) offered, showing some relevant knowledge.</b> Student makes valid statements about the Wall Street Crash  <i>E.g people lost jobs, more people voted for the Nazis</i>  Reserve top of level for answers which offer several valid points.
<b>2</b>	<b>4-6</b>	<b>Statements are developed with support from material which is mostly relevant and accurate.</b>  Student describes the effects of the Wall Street Crash  <i>E.g businesses bankrupt, rising unemployment, blame on Weimar Republic, more support for extremist political parties</i>  Reserve top of level for depth and range of supporting details
<b>3</b>	<b>7-9</b>	<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 effects of the Wall Street Crash on the lives of German people  <i>E.g shows how Wall Street Crash led to problems for the German people such as rising unemployment, increasing support for extremist political parties, problems for farmers, businesses, working class.</i>  Reserve top of level for a range of effects shown

Question Number		
<b>5 (b)</b>		<p>'Life improved for German workers in the years 1933-39'. 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"> <li>• Between 1933 and 1939 unemployment fell by over 5 million.</li> <li>• 'Strength Through Joy' provided leisure activities for workers.</li> <li>• By 1939 many Germans worked for 47 hours a week.</li> </ul> <p>Target: recall; analysis effects or change 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 <b>all</b> criteria for the level, including those for QWC must be met.</p> <p><b>Spelling, punctuation and grammar (SPaG):</b> up to 4 additional marks will be awarded for spelling, punctuation and grammar.</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 life in Germany in the years 1933 to 1939.</p> <p><i>E.g there were more jobs, there were cheap holidays</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>
<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 life for German workers in the years 1933 to 1939.</p> <p><i>E.g describes the fall in unemployment, the activities provided by Strength Through Joy, the facilities offered by Beauty of Labour</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>
		<b>QWC i-ii-iii</b>
		<b>QWC i-ii-iii</b>

<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 changes in Germany in the years 1933 to 1939 to show that life did improve for German workers OR did that life did not improve</p> <p><i>E.g explains how the Nazis reduced unemployment and set up organisations but also “invisible unemployment”, increased hours of work, fall in real wages, the role of the German Labour Front, the limited benefits of organisations such as Strength Through Joy, low Volkswagen production</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 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 improvements to workers lives weighed up against other factors to make a judgement.</p> <p><i>E.g shows how improvements to living standards often had shortcomings to sustain a judgement on the extent to which workers’ lives did improve</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>

		<b>Marks for SPaG</b>
Performance	Mark	Descriptor
	<b>0</b>	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	<b>1</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	<b>2-3</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	<b>4</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number		
<b>6 (a)</b>		Describe the Nazi Party's beliefs on the role of women.  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>	<b>Simple statement(s) offered, showing some relevant knowledge.</b> Student states valid example(s) without development.  <i>E.g to stay at home, not to go out to work, have more children</i>  Reserve top of level for answers which offer several valid points.
<b>2</b>	<b>4-6</b>	<b>Statements are developed with support from material which is mostly relevant and accurate.</b>  Student describes women in Nazi Germany.  <i>E.g appearance, the home, have large families</i>  Reserve top of level for depth and range of supporting details included.
<b>3</b>	<b>7-9</b>	<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 links between the Nazi Party's beliefs and the role of women.  <i>Related to ideas on education, employment, the home, families, future of Germany, may show how policies had later to be reversed.</i>  Reserve top of level for depth of answer in context of Nazi Germany.

Question Number		
<b>6 (b)</b>		<p>'Hitler became Chancellor in January 1933 because he had so much support from the German people'. 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"> <li>• By 1932 the SA had over 500,000 members.</li> <li>• July 1932 elections: The Nazis won 230 seats in the Reichstag.</li> <li>• 30 January 1933: President Hindenburg asked Hitler to become Chancellor.</li> </ul> <p>Target: recall; analyse 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.  <b>Spelling, punctuation and grammar (SPaG)</b>: up to 4 additional marks will be awarded for spelling, punctuation and grammar.</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 Hitler's rise to power.</p> <p><i>E.g he got more votes, the Nazis beat people up</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>
<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 support for the Nazi Party and/or narrates Hitler's rise to power</p> <p><i>E.g narrates events from 1928 to 1933 such as Wall Street Crash, Reichstag Elections, Hitler becoming Chancellor and/or describes support for Hitler</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>
		<b>QWC i-ii-iii</b>
		<b>QWC i-ii-iii</b>

<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 support for Hitler from various groups in society and/or other factors to explain Hitler becoming Chancellor in 1933</p> <p><i>E.g support from the middle class, young people, farmers, women, deals made by Papen and Hindenburg, Hitler's appeal, support from industrialists</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>
<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 make a judgement on the extent of support for Hitler weighed up against other factors to explain why Hitler became Chancellor in January 1933.</p> <p><i>E.g the increased electoral appeal and other factors such as support from other influential individuals and groups as an explanation for Hitler becoming Chancellor, weakness of other political parties</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>

		<b>Marks for SPaG</b>
Performance	Mark	Descriptor
	<b>0</b>	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	<b>1</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	<b>2-3</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	<b>4</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

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