

Mark Scheme (Results)

Summer 2014

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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. 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 2014

Publications Code UG039145

All the material in this publication is copyright

© Pearson Education Ltd 2014

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:

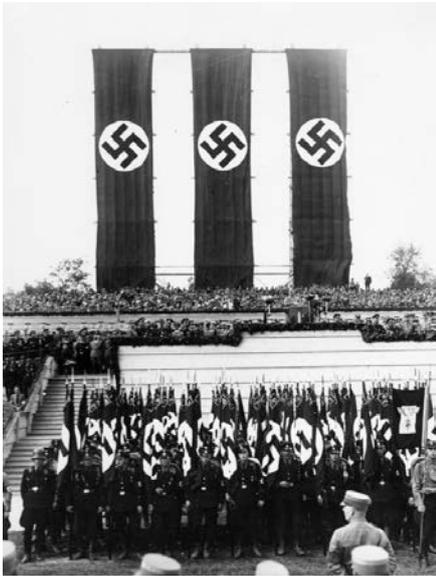
i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

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?

Question Number		
1		<p>What can you learn from Source A about Nazi methods of propaganda?</p> <p>Source A: A photograph of a Nazi rally in Nuremberg, 1933.</p>  <p>Target: comprehension and inference from source (AO3)</p>
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. lots of people there, flags with large swastikas.</i></p>
2	3-4	<p>Developed statement</p> <p>An inference is drawn and supported from the source.</p> <p><i>e.g. sense of occasion with large swastika flags, sense of power created with so many Nazis in uniform.</i></p>

Question Number		
2		<p>The boxes below show two economic problems.</p> <p>Choose one and explain its effects on people's lives in Germany.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;">1923: Hyperinflation</div> <div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;">1929: The Wall Street Crash</div> </div> <p>Target: recall; analyse effects (AO1/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<p>Generalised statements with little specific content.</p> <p>Comments are unsupported statements</p> <p>OR</p> <p>Makes unsupported statement about the effects of the chosen economic problem.</p> <p><i>e.g. people were poorer, people lost jobs, people were hungry.</i></p>
2	4-6	<p>Descriptive answer which will describe the effects of the event chosen on the lives of people in Germany.</p> <p>Student describes people's lives in Germany during Hyper-inflation or during the Wall Street Crash.</p> <p><i>e.g. Hyper-inflation: describes children playing with banknotes, wheelbarrows of money, fires lit with banknotes.</i> <i>Wall Street Crash: describes unemployment, people using soup kitchens, businesses going bankrupt.</i></p>
3	7-9	<p>The focus is on the effects of the event chosen on the lives of people in Germany.</p> <p>Student will explain how the chosen event affected the lives of people in Germany.</p> <p><i>e.g. Hyper-inflation: explains how inflation affected those on fixed incomes, the loss of savings, how some benefitted.</i> <i>Wall Street Crash: explains the increasing unemployment, fears for the future, led to more support for extremist political parties.</i></p>

Question Number		
3		<p>In what ways did the treatment of German Jews become increasingly harsh during 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"> • March 1933: The SA were ordered to send customers away from Jewish shops. • From 1935 Jews could not marry Aryans • November 1938: During <i>Kristallnacht</i> (Night of the Broken Glass) 91 German Jews were killed. <p>Target: recall, analyse effects or change (AO1/AO2)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Simple statement(s) showing some relevant knowledge.</p> <p>Student states example(s) without development.</p> <p><i>e.g. they lost jobs, they were attacked, they were made fun of.</i></p> <p>Reserve top of level for answers which state more than one change.</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 gives a description or narrative account of life for German Jews in the years 1933 to 1939.</p> <p><i>e.g. describes the shop boycott, treatment of Jewish children in schools, lists the terms of the Nuremberg Laws, narrates events surrounding Kristallnacht, lists anti-Semitic laws passed.</i></p> <p>Reserve top of level for the quality of supporting detail.</p>
3	9-12	<p>The answer shows understanding of the focus of the question and is able to support their response with sufficient accurate and relevant detail.</p> <p>Student explains how the lives of German Jews changed and became increasingly harsh during the years 1933 to 1939.</p> <p><i>e.g. shows the impact on German Jewish life with the intensification of Nazi anti-Semitic measures such as the loss of jobs, increasingly restricted activity, the violence of Kristallnacht, the use of concentration camps for Jewish prisoners.</i></p> <p>Reserve top of level for range of aspects explored or links between the aspects shown.</p>

Question Number		
4		<p>In what ways did German youth contribute to the war effort during the Second World War (1939-45)?</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • During the Second World War Germany suffered very heavy air raids. • Many girls were members of the League of German Maidens. • The German Army was very short of men in the last years of the war. <p>Target: recall, analyse effects or change (AO1/AO2)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Simple statement(s) showing some relevant knowledge.</p> <p>Student states example(s) without development.</p> <p><i>e.g. they were in the army, they helped out after air raids.</i></p> <p>Reserve top of level for answers which state more than one way.</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 gives a narrative or descriptive account of youth in Germany being prepared for war.</p> <p><i>e.g. describes the education of boys and girls.</i></p> <p>Reserve top of level for context of the Second World War</p>
3	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 contribution of German youth to the war effort the Second World War</p> <p><i>e.g. shows how German youth contributed to the war effort in various ways from fire fighting, charity collection to direct involvement in fighting.</i></p> <p>Reserve top of level for examples showing use of both boys and girls.</p>

Question Number		
5 (a)		Describe the effects in Germany of the changes made to the armed forces by the Treaty of Versailles. Target: recall, analyse effects or consequence (AO1/AO2)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	Simple statement(s), showing some relevant knowledge. Student states valid example(s) without development. <i>e.g. they had a smaller army, Germany was less powerful</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 the terms of the Treaty of Versailles on Germany's armed forces OR general effect(s) on Germany <i>e.g, states reductions in Germany's armed forces, caused anger.</i> Reserve top of level for depth and range of supporting detail included.
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 describes the effects in Germany of the reductions in armed forces made by the Treaty of Versailles. <i>e.g. explains the resentment at the Treaty of Versailles, the Freikorps, support for extreme political parties, French army able to invade in 1923, a key policy for the Nazi Party.</i> Reserve top of level for depth for response

Question Number		
5 (b)		<p>'In the years 1933–39 the Nazi government treated women unfairly.' 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"> • After 1933 many women doctors and teachers gave up their jobs. • 1933: Marriage loans were introduced. • 1936-39: There was a shortage of workers in many factories. <p>Target: recall, analysis of effects or change (AO1 and AO2)</p> <p>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.</p> <p>Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Simple statement(s) showing some relevant knowledge.</p> <p>Student offers detail(s) on women in Nazi Germany.</p> <p><i>e.g. they could not wear make-up, they had lots of children.</i></p> <p>Reserve top of level for answers which offer several valid points.</p> <p>N.B. Do not credit repetition of bullet points without development.</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>QWC i-ii-iii</p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student describes the lives of women in Nazi Germany.</p> <p><i>e.g. use of medals, education for girls, discouraged from work, Nazi ideal of Aryan women.</i></p> <p>Reserve top of level for depth and range of supporting details included.</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>QWC i-ii-iii</p>

3	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 how women were treated unfairly AND/OR were not treated unfairly.</p> <p><i>e.g. shows that Nazi policies on employment, education of women and Nazi ideals shows unfair treatment AND/OR led to women having a different role in society to men and were seen as important for the future of Germany.</i></p> <p>Reserve top of level for depth and range of answer.</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>
QWC i-ii-iii		
4	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 analyses the Nazi government's treatment of women and the extent to which it was unfair.</p> <p><i>e.g. weighs up the impact of Nazi government policies on women such as employment, education and work in the home against the importance of the way women were perceived by the Nazi government as vital for the continuation of the Third Reich'.</i></p> <p>Reserve top of level for answers which show a clear understanding of the historical context.</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>
QWC i-ii-iii		
Marks for SPaG		
Performance	Mark	Descriptor
	0	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	1	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	2-3	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	4	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		
6 (a)		Describe the role of the White Rose Group in opposing the Nazi government. Target: recall; significance or importance (AO1/AO2)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	Simple statement(s), showing some relevant knowledge. Student states valid example(s) without development. <i>e.g. did not agree with Hitler, made leaflets</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 the White Rose group in general terms <i>e.g. general comments on membership, activities, beliefs.</i> Reserve top of level for depth and range of supporting detail included.
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 describes the role of the White Rose Group with specific details <i>e.g. describes how the White Rose Group tried to oppose the Nazi government by the use of leaflets criticising the regime; the group's impact</i> Reserve top of level for depth of answer

Question Number		
6 (b)		<p>'Mistakes by Hitler's opponents were the main reason why Germany became a dictatorship between January 1933 and August 1934.' 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"> • January 1933: President Hindenburg asked Hitler to become Chancellor. • February 1933: The Reichstag Fire. • August 1934: The death of President Hindenburg. <p>Target: recall, analysis of causation (AO1 and AO2) 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. Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Simple statement(s) showing some relevant knowledge.</p> <p>Student offers detail(s) on Hitler and/or Germany in the period between January 1933 and August 1934</p> <p><i>e.g. he got more power, people could not vote, opponents were killed</i></p> <p>Reserve top of level for answers which offer several valid points.</p> <p>N.B. Do not credit repetition of bullet points without development.</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>
QWC i-ii-iii		
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student narrates or describes Hitler's rise to power and/or the events which led to Germany becoming a dictatorship.</p> <p><i>e.g. describes or narrates various events from Chancellorship, Reichstag Fire, Enabling Act, Night of the Long Knives and death of Hindenburg</i></p> <p>Reserve top of level for depth and range of supporting details included.</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.
3	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 how mistakes by Hitler's opponents were AND/OR were not the main reason for Germany becoming a dictatorship.</p> <p><i>e.g. explains the belief that Hitler could be controlled after January 1933 and the support given by other political parties for the Enabling Law and/or explains the role of other factors such as Hitler's own skill or how the support from others explain why Germany became a dictatorship by August 1934</i></p> <p>Reserve top of level for depth and range of answer.</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>
QWC i-ii-iii		
4	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 analyses the extent to which mistakes by Hitler's political opponents weighed up against other factors explain how Germany became a dictatorship by August 1934.</p> <p><i>e.g. weighs up the extent to which mistakes by Hitler's opponents such as the ability to control him when made Chancellor or supporting the Enabling Act against other factors such as Hitler's own political skills and support for the Nazis</i></p> <p>Reserve top of level for answers which show understanding of the historical context.</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>
QWC i-ii-iii		
		Marks for SPaG
Performance	Mark	Descriptor
	0	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	1	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	2-3	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	4	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.