

Examiners' Report

June 2015

GCSE History 5HB02 2C

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Introduction

In nearly all of the examination scripts candidates had completed the required number of questions and there were very few entirely blank pages. There were almost no rubric offences such as answering both questions 3 and 4 or combining a) and b) sections from both questions 5 and 6. There was a wide variation in the numbers choosing specific questions; approximately three-quarters of candidates choose question 3 rather than question 4 and a similar proportion chose question 6 in preference to question 5. Although the numbers choosing the optional element of Question 2 are not available as data gathered from scanned answer booklets it was clear that the vast majority of students chose Goebbels rather than Himmler. This was largely to be expected as Goebbels has been the focus of previous examination questions whereas Himmler was not explicitly mentioned in the previous specification.

This was the first examination of the revised 'strengthened' specification. The main change for this Depth Study Unit was the altered nature of the stimulus material in questions 3, 4, 5b and 6b to two short bullet points and the mark scheme requirement for candidates to use information beyond the stimulus material to reach the higher marks within Levels 2 and 3 for questions 3, 4, 5b, 6b. In 5b and 6b information beyond the stimulus is needed to enter Level 4. What was clearly noticeable is that some candidates were clearly answering a previously set question. This meant that their response might have had sufficient and accurate details but did not show an understanding of the focus of the set question and consequently was awarded very low Level 3 or high level 2.

Question 1

The vast majority of candidates were able to make a valid supported inference from the source about bank notes becoming almost worthless. Weaker responses tended to make a comment about the content of the source without making an inference or made an inference without explicit support from the source.

Some candidates made invalid inferences about the rich having too much money, mistook the fire for a safe, that the notes were items of propaganda or that the woman was a communist. There were still some candidates that scored zero with lengthy and often accurate descriptions of Germany during hyperinflation but made no reference at all to the source. Such responses cannot be rewarded as this question has to be assessed with Assessment Objective 3 - comprehension and source inference.

- 1 What can you learn from Source A about life in Germany during hyperinflation in 1923?

(4)

In this source I can see that the woman is burning money to keep herself warm therefore this suggests money was worthless.

In this source I can also see that there is a lot of money lying on the floor this suggests that it was worthless because she would normally put it in her savings.



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Examiner Comments

The candidate has made an inference from the source about the money being worthless. It is supported from the source with the woman burning the money as well as not keeping them safe.

Question 2

The vast majority of candidates chose Goebbels. Candidates gaining access to level 3 were able to show how his role in government as Minister of Propaganda, together with strict censorship, were means to control the German people. Responses at level 3 were also clear in only focusing on Goebbels role in the government and did not write accounts about his role in the Nazi Party's rise to power. Answers at this level often supported their explanations with some of the following: specific examples of propaganda such as 'The Eternal Jew', details of his control of the media, demands for the mass production of cheap radios and the 1936 Berlin Olympics. There were also some examples of Goebbels control of Germany during the Second World War often citing his 'Total War' speech. Level 2 responses were more descriptive accounts of the individual and Nazi propaganda without an explicit focus on the control aspect of the question. Many of these responses also included comments on Goebbels and the Nazi Party prior to forming the government and the ways in which he helped the NSDAP make electoral gains. Level 1 answers gave general comments such as 'he supported Hitler' or 'he made poster' as well as the occasional candidates who described his physical appearance or extra-marital affairs. There were also some students who believed Goebbels controlled the Hitler Youth, set up the Wannsee meeting or was responsible for the Final Solution.

There were some excellent responses at level 3 which included Himmler's leadership of the SS, his support for the purging of the SA in June 1934, and his control of the Nazis' concentration and death camps. Candidates showed how Himmler's deliberate expansion of the SS and its direct supervision of the Gestapo meant that

Nazi Germany, from its almost very beginnings to final days was a police state. Himmler was therefore responsible for leading the state apparatus which tightly controlled the entire German population. Some candidates at this level also showed that it is generally accepted, although not proven, that it was mainly Himmler that determined the Nazi government's change in policy towards the Jews from resettlement in the ghettos to extermination. In level 2 candidates often gave lengthy descriptions of various features of the Nazi police state such the work of the SS, the Gestapo and the use of concentration camps. These responses tended to refer to Himmler only at the very start and then often gave lengthy descriptions of various features of the Nazi police state such the work of the SS, the Gestapo and the use of concentration camps and with a less explicit explanation on how these features allowed the individual chosen and Nazi government to control Germany. There were very few level 1 responses but there were some unrewardable comments which clearly confused Himmler with Hindenburg and a few examples where Himmler and the SS were killed during the Night of the Long Knives.

2 The boxes below show two individuals.

Choose **one** and explain his role in the Nazi government's control of Germany in the years 1933–45.

(9)

Goebbels

Himmler

Josef Goebbels was the Minister of Enlightenment and Propaganda in Nazi Germany during this time period. This made him responsible for all propaganda in Nazi Germany.

His department made sure that all of Germany was constantly being exposed to and indoctrinated by Nazi ideology.

Propaganda came in many forms. There were the stereotypical posters (e.g. "Ein Volk, Ein Reich, Ein Führer!") radio channels and public speeches which all preached Nazi ideals directly. Nazi beliefs were also incorporated into music, art, books and films, as all Jewish or anti-Nazi media was prohibited and pro-Nazi media became very successful. Cinemas often showed propaganda films but the majority of it was spent on showing entertainment films with subtle Nazi messages.

By constantly exposing the German people to Nazi beliefs, support for Hitler rose, and cemented his control over the German people. In 1933, Hitler had become Chancellor, and support for him was rising. However, he still didn't yet have quite enough power or support to become the Führer. Goebbels' propaganda portrayed Hitler as a god-like figure, which played on the fact that Germany had lost a great leader

(Gustav Stresemann) and had promptly been thrust into an economic crisis. Stresemann's successes and Hindenburg's failures caused the average German to believe that a strong leader would revive Germany, and Hitler Goebbels portrayed Hitler as that very person.

Goebbels' propaganda also helped to portray the Reichstag fire as the work of communists, which helped to cement Hitler's power by removing support from one of his biggest sources of opposition.

Goebbels' propaganda also helped to maintain power after becoming the Fuhrer. Anti-semitic and anti-Communist messages kept support for anti-Nazi groups at a minimum, and encouraged the people to spy on each other.

Overall, Goebbels' role in censorship, propaganda and his control over the public kept Nazi control in Germany by playing on people's beliefs and turning them against each other.



ResultsPlus Examiner Comments

This is a high level 3 response. It has a clear focus on the set question on the role of Goebbels in the Nazi government's control of Germany. The response is supported with a range of examples.



ResultsPlus Examiner Tip

Candidates should remember that their response should be focused on the issue in the main part of the question above the two boxes. Question 2 uses a variety of forms including the names of individuals, key events, factors, themes and group within society.

Question 3

Nearly all of the responses at Levels 2 and 3 included varying degrees of accurate and relevant details on both the stimulus points - The German Communist Party (KPD) and the Emergency Laws. The feature of Hitler's increasing power in the years 1933-34 most commonly referred to in addition to those prompted by the stimulus material was the Enabling Act and some candidates wrote about more police powers and the March 1933 election. Level 3 answers focused clearly on how the Reichstag Fire led to the Nazis being able to create a climate of fear regarding a communist threat to Germany and how this led to the passing of the Emergency Laws, more police powers and the increase in power gained with the Enabling Act. At Level 2 many candidates described the events of the Fire and frequently explained the various theories of who was responsible. Level 1 responses were often a short description of van der Lubbe or simple comments about communists being blamed. A common misunderstanding by a significant number of candidates was confusion between the Emergency Laws and the Enabling Act.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 3** **Question 4**

Whether the Nazi's were responsible for the Reichstag Fire is questionable but it certainly helped Hitler increase his power.

The Fire was blamed on a Dutch communist found drunk inside the Reichstag. Hitler used the communist angle to his advantage as it enabled him to get rid of more competition as it resulted in the German Communist Party being banned from taking seats in the Reichstag eliminating more opposition. It made press as Hitler gained publicity from protecting Germany from the 'evil communists'.

The removal of the communists increased Hitler's power because it led to a decrease in the KPD's support and increased the Nazis' support and helped Hitler to achieve his goal of being an unopposed great Leader of Germany.

The result from the Reichstag Fire was the Emergency laws that Hitler was given by President Hindenburg.

Hitler was given 4 years of unopposed dictatorship over Germany to improve the situation and make the country strong. This increased his power massively and gave him the total control he wanted.

Hitler was given new powers in order to 'protect Germany' which enabled him to basically ~~to~~ completely remove his opposition.

Concentration camps were introduced, the first being Dachau in the 1930s which was there to 're-educate' people. Arbitrary power of arrest was given to the SS so people

could be arrested and put into
concentration camps with no
evidence or any day or a trial.

This meant Hitler could simply have
anyone who opposed him arrested, thus
almost completely removing any public

opposition of his Regime.

Hitler's power was increased because
of a lack of opposition and
the appearance that he was improving
the country gained him mass support.

Hitler was given total control
of Germany and was able to run
it his way. The Reichstag fire
led to all of these events
and enabled Hitler to become strong
and unopposed.

The emergency laws saw Hitler
become ~~an~~ an unopposed leader
who was making Germany strong
again.

He had total control and could
make whatever changes he liked.



ResultsPlus

Examiner Comments

This response is high Level 3. It focuses on the set question and the explanation is supported with accurate and relevant details. Although not explicitly mentioned the response clearly refers to the Enabling Law. The response therefore covers the 1933-34 date range in the set question.



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Examiner Tip

When dates are given in the question candidates should try to ensure that they cover the full period. Frequently candidates also write outside of the time frame stipulated in the set question. Whilst marks are not deducted, it means that candidates are wasting valuable examination time by included material which cannot be credited.

Question 4

Nearly all of the responses at Levels 2 and 3 included varying degrees of accurate and relevant details on both the stimulus points - Pastor Niemöller and the July Bomb plot. The individuals and opposition groups most commonly referred to in addition to those prompted by the stimulus material were the White Rose Group, the Edelweiss Pirates, Bishop Galen and Bonhoeffer. There were also some responses which used ghetto uprisings as an example for opposition to the Nazi government. Level 3 responses focused on the ways in which the Nazi government were opposed and some very skilful answers were explicitly organised in terms of various methods used. These responses typically explained the secret handing out of leaflets by the White Rose Group, those such as Niemöller that spoke out in public, acts of not conforming to the Nazi government's ideals to the assassination attempt on Hitler in the July 1944 Bomb Plot. On the White Rose Group specifically Level 3 responses emphasised that the movement wanted to make the German public aware of what was happening to Jews in occupied parts of eastern Europe and that Hitler was needlessly sacrificing soldiers in an increasingly futile conflict with the USSR.

Level 2 answers were predominantly narrative or descriptive accounts and would for example narrate the distribution of leaflets, arrest by the caretaker, trial and execution of Hans and Sophie Scholl. Similarly many students could give a short biography of Niemöller or tell the story of the July Bomb Plot. These responses often remained in level 2 because the methods were not sufficiently developed or the student drifted into areas such as why the individual or group failed or how successful they were in opposing the Nazi government. Level 1 answers were usually a simple statement on the means used to oppose the Nazi government together with a detail about the individual or group.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: Question 3 Question 4

Many people tried to resist the Nazi government when they were in power.

The Edelweiss Pirates were a group of young students who refused to conform to Nazi ideals. They wanted freedom of speech. The youths listened to American music and were ^{especially} set against the Hitler Youth especially. Members of the group would hunt down Hitler Youth and beat them up. This was their way of opposing the Nazi government.

The Confessional Church was set up ~~up~~ after Hitler came to power in 1933. Martin Niemöller insisted that the Nazis were not religious and that the Nazi churches were putting Hitler before God. In his sermons he would warn the congregation of the Nazi's powers. He said they were evil. The Confessional Church did not agree with what the Nazis were saying about race discrimination or ~~racism~~ superiority. Pastor Niemöller preached anti-Nazi messages publicly and, as a result, was sent to a concentration camp in 1938.

In July 1944 Hitler ~~was almost assassinated.~~ ~~murder~~ ^{was almost assassinated.} ~~was~~ attempted. This was the biggest threat to the party so far. Middle class men (who were army officials and the like) opposed Hitler's ideals and they secretly met up regularly. They decided to kill Hitler. A bomb was placed in a suitcase that was ~~placed~~ ^{put} next to Hitler ~~at~~ ^{at} a meeting. The bomb went off but was not successful in killing him. 5,000 people were ~~executed~~ ^{executed} as a result of Hitler's fury.

The Rose Group was another opposition group. They consisted of university students like Sophie Scholl and her brother, Hans. They resisted the German government by handing out anti-Nazi leaflets. They were secretive. The group also met up regularly to discuss what the Nazis were doing. They tried to expose the party's weaknesses in the papers and make people aware of concentration camps.

Political opponents also tried to resist the Nazi government by voting against them but they were overpowered and many were sent to concentration camps.



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Examiner Comments

This response is full marks. It covers a wide range of methods that were used by both groups and individuals to oppose the Nazi government. The range of examples given are supported with accurate and relevant details.

Question 5

Question 5a

Candidates at level 3 usually described the ways in which Strength Through Joy scheme and activities were put in place by the Nazi government with the intention to both motivate and to control workers, and often offering an assessment on the success or otherwise of the organisation. A large number of students focussed on the fact that many of the promises were not delivered and went on to describe the Volkswagen scheme. Level 2 responses were mainly descriptions of activities offered by the Strength Through Joy organisation although at times some students were clearly thinking of other Nazi organisations such as The Labour Front or Beauty of Labour. Level 1 responses were very general comments such as 'it organised cheap holidays' or 'it sent people on cruise ships'.

Question 5b

Nearly all of the responses at Levels 2 to 4 included varying degrees of accurate and relevant details on the Wall Street Crash. Nazi Party ideas was seen as either meaning ideology or about the party's organisation and methods used to increase support. If responses included both of these as Nazi Party ideas it was regarded as an aspect in addition to those prompted by the stimulus and therefore credited. Aspects in addition to the bullet points included fear of communism, Nazi propaganda, the unpopular and weak late Weimar governments and the appeal of Hitler himself. There were also a few candidates who explained the importance of support from business groups and some newspapers by the very early 1930s. Level 4 answers weighed up a range of factors and produced a sustained analysis of the extent to which the Wall Street Crash weighed up against at least two other factors explains the increasing share of the vote for the Nazis in the period from 1928 to July 1932. Many of the responses at this level analysed the influence of key individuals in the 1932-33 period in Hitler becoming Chancellor and also pointed out that the share of the vote for the NSDAP actually fell in November 1932. There were also a significant number of candidates that commented on how the Wall Street Crash led to more support for the KPD as well as for the Nazis.

Level 3 responses were generally an explanation with supporting detail on the Wall Street Crash and then a list of three or four other reasons why support for the Nazi Party increased from 1928 to 1932. Level 2 answers generally described the Wall Street and its effects or gave a narrative account of the Nazis rise to power but these accounts often began much earlier or continued into post-1933 and gave details of the Nazi government's measures to reduce unemployment once in power such as rearmament and the building of autobahns. There was also the usual confusion with responses at the lower end of level 2 of candidates confusing the Wall Street Crash with hyperinflation.

Level 1 answers were often simple comments which mainly referred to what the Nazi Party promised in the late Weimar elections or to measures taken by the later government such as 'they promised people jobs' or 'men had to join the army.'

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 5** **Question 6**

The strength through joy organisation was part of the KPD.
It gave workers parks, such as ^{cheap} ~~free~~ holidays and ^{cheap} ~~free~~
products and consumer goods. This made the workers feel

more valued, even though their actual beliefs were now unable to be heard. The main reason for this organisation was to lure people into feeling they were being valued and thought of, that Hitler was a good leader and that working wasn't a bad thing to do and in some ways, it did work well.

It enabled all of the different social classes to mix and work together, go to camps together and enjoy themselves so therefore they liked it. ^{→ especially the working class} However, the organisation required payments in order to be part of it and only those who contributed the most actually benefitted. In one case, the strength through joy was promoting the opportunity to receive a brand new Volkswagen car, people payed lots of installments and then the factory manufacturing the cars had to change production to warfare so therefore knowone actually got the car they had been paying for. The key features were designed so that they could sustain votes for their Nazi party.

Yes, rising unemployment was the main reason why votes for the Nazi party increased from 1928 until July 1932. This was because Germany had been borrowing lots of loans from the US, due to the Dawes plan. This meant that it was inevitable that eventually they were going to ask for these loans back. The wall street crash occurred in 1929, when the US became bankrupt and therefore they asked/demanded for all of their loans back. Of course, Germany could not

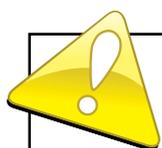
do this, they had spent all of the loans on rebuilding up the economy, building new schools, hospitals etc and given this, they were still highly dependent on the US loans. This all spiralled into the depression. Major businesses had to close down leaving many unemployed. Benefits were reduced and taxes were raised so people were becoming very poor. Just buying of a loaf of bread was what most people could suffice. Many Germans felt let down by the government for using so many loans inadequately and therefore they turned to extremist groups such as the Nazis. Due to the fact that working ~~was~~ parties had raised taxes, the Germans felt betrayed and so decided to turn to their only other option, the Nazis. The Nazis seemed the only strong and powerful group and the one that many believed could provide 'work and bread', so the Wall Street crash majorly helped in increasing Nazi support.

Furthermore, Stresemann, who had improved Germany's state during the period 1924-1929, died, this enabled Hindenburg to take his position. Hindenburg was not as nice and democratic as Stresemann so this further encouraged more people into voting for the Nazis.

Therefore, given all this information, I have ~~have~~ decided that the rising levels of unemployment was a prime factor in

the increased votes during this period because people were so depressed and desperate for work so they could earn money to provide for their families, that they turned to the Nazis in order to help. However, later on, we realise that the unemployment could not have been the main reason, because when a ~~later~~ election took place determining whether or not Hitler would be able to become chancellor, he did not get the majority vote. Hitler actually became chancellor due to a sneaky political deal between Hindenburg and von Papen. Von Papen persuaded Hindenburg to appoint Hitler chancellor due to the fact that he believed he could control him if he was vice chancellor. Hindenburg agreed because they believed Hitler would be unable to take control.

So therefore, the unemployment during this period of time had no effect on the votes for the Nazi party, however given that the ~~dates~~ ^{dates} are 1928 - July 1932, then yes, the main ^{dates} was due to unemployment ~~and~~ at the time and a need for security. Germans believed Hitler was that security, that leader that would run the country well, and provide more jobs that were greatly needed.



ResultsPlus Examiner Tip

Part a) is low Level 3. It has one of the requirements for level 3 with a sufficient range of accurate and relevant details. For high level 3 it needs some organisation to show the focus of the question with the candidate defining what they regard as 'key features' of the Strength Through Joy organisation. This could be, for example the features of i) motivating workers ii) supporting Nazi ideals iii) that the benefits to many workers were less significant than much of the propaganda suggested.

Part b) is high Level 2. The first half of the response is mainly a descriptive account of the effects of the Wall Street Crash on Germany. Although the second part of the response is more focused on the ways in which rising levels of unemployment was a factor in the increase in votes for the Nazis there is not sufficient detail.

Question 6

Question 6a

At level 3 most candidates gave several key features of education in Nazi Germany and supported these with specific and accurate details. The most common features described were the role of education in preparing boys and girls for different future roles, the ways in which education was used to spread Nazi ideology and the ways in which teachers were controlled. Supporting details therefore often included the emphasis on different subjects studied for boys and girls, the writing of textbooks and the inclusion of Race Studies, and the ways in which teachers demonstrated loyalty to the Nazi state. There were some responses that included details on the elite schools for the training of future Nazi leaders and for the SS. Level 2 responses were descriptions of education in Nazi Germany such as the ways in which different subjects were made to fit Nazi ideology and often with lengthy examples of arithmetic problems for bomber planes.

Question 6b

Nearly all of the responses at Levels 2 to 4 included varying degrees of accurate and relevant details on the Kapp Putsch and the Treaty of Versailles. Aspects in addition to the bullet points included Germany's defeat in the First World War, the Spartacists, the Freikorps, and the Weimar Constitution. There were some very impressive and perceptive Level 4 answers. The majority argued from the very outset that the Treaty of Versailles was the biggest problem facing Germany and continued with a sustained analysis by showing that it led to other political and economic problems. Most of these analyses argued that 'violent uprisings' were an indication of both the fragility and unpopularity of the early Weimar Republic. Level 3 answers generally explained how the Treaty of Versailles was a problem for post-war Germany as well as other issues that were a problem such as the provided Kapp Putsch and then also included the Spartacist Uprising and sometimes the Weimar Constitution. It was then in the conclusion that the biggest decision facing Germany in the years 1918-20 was decided. Level 2 answers were normally accurate and detailed descriptions of the terms of the Treaty of Versailles together with some information on either the Kapp Putsch. At the lower to mid mark range of Level 2 many candidates were writing outside of the time period with details on hyperinflation, the French occupation, the Munich Putsch and some even went as far as mention Dawes and Young Plans. Level 1 answers were generally vague comments that could have applied to any uprising such as 'they wanted to bring down the government' or comments on the Treaty of Versailles such as 'Germany lost a lot of land.'

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 5** **Question 6**

a) During Nazi Germany girls were taught things such as ~~home~~ economics, sewing and how to be a good housewife. This was so that one day they could be good ~~the~~ ~~organ~~ mothers. The Nazis^w believed that

a woman's contribution to society was to reproduce and raise children in order for the future of Germany to be strong.

Boys were taught a lot of PE and skills which were needed in the army. This was because Hitler wanted to ensure that Germany had a strong army, which was one of his promises that he made if he were to be in charge of Germany. Boys were taught more academic things than girls such as science and maths.

Schools in Nazi Germany taught that Jewish people were evil, greed child molesters so that it was drilled into their brains from an early age. They were

taught to fear Jews. School children were also taught 'eugenics' which was a lesson on the Aryan race. Children were trained into the thinking of Nazis and Hitler's ideas.

b) I agree that violent uprisings were the biggest problem for Germany between 1918 and 1920 as the Spartacists revolt, although posed no real threat, exposed that the Weimar Republic was weak and vulnerable which lessened the German people's faith in the democracy. By sending in the Freikorps to attack, Ebert showed Germany that he was scared and so he panicked. When in actual fact, the Spartacists revolt would have had no real impact, ^{Instead} ~~leaving~~ ^{Leibnrecht} Karl ~~Leibnrecht~~ and Rosa Luxemburg were publically executed, showing fear and panic. I also agree with this as in 1920 when Wolfgang Kapp and members of the Freikorps ~~had~~ revolted, it was clear that the ~~we~~ German army had no real faith in Ebert. This uprising led to Ebert fleeing Germany, once again showing weakness. This weakness ~~is~~ joined with the lack of army allegiance was a very big problem for the Weimar Republic.

However, I disagree with this because the Spartacists revolt wasn't an actual & direct threat to the Weimar as it did not

have enough support. I also disagree because I think that the biggest problem Germany faced was the 1919 Treaty of Versailles. The treaty left Germany in pieces: taking away 13% of its land, including the Polish Corridor; asking for £6.6 billion in reparations, which Germany couldn't afford; reducing Germany's army to 100,000 men and forcing Germany to take the blame for World War One. This treaty left the people of Germany feeling betrayed by their government for a second time, after being 'stabbed in the back' after losing WWI in 1918. I believe it left the country vulnerable and at risk.

Overall, I think that violent uprisings were partly the biggest problem for Germany from 1918-20 because although the short term effects were big, such as a lack of trust, there were no real long term issues for Germany. This is unlike the long term issues caused by the reparations in the Treaty of Versailles.



Part a) This is a mid Level 3 response, It has sufficient accurate and relevant details. The answer is organised implicitly into three key features of education - for girl, for boys and the spread of Nazi anti-Semitism,

Part b) This is a mid Level 3 response. It has the level 3 qualities of focus on the set question with sufficient accurate details to support the explanation offered. The inclusion of material on the Spartacists also gives a mark above 10. Full marks could have been awarded if the conclusion had been consistent with the opening paragraph,

Paper Summary

On the basis of this year's paper candidates are offered the following advice to improve their performance in future tests:

- Focus on the set question rather than using a pre-prepared response to a previously set question.
- If there is a date range in the set question try to ensure that the response covers the full date range but does not give details outside of the given time frame.
- For questions 3 and 4, 5b and 6b include at least three factors or aspects in the response. This can be the two stimulus points and the candidates' own, one of the stimulus points and two of the candidates' own or three entirely of the candidates' own choices. Three factors or aspects are necessary for high Level 2 and 3 to be awarded in questions 3,4,5b and 6b and for Level 4 in questions 5b and 6b.

Grade Boundaries

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