



Mark Scheme

Summer 2017

GCSE History B (5HB02/2C)

Unit 2: Schools History Project Depth Study

Option 2C: Germany, 1918-45

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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, ie 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.

Quality of Written Communication (QWC)

- Mark schemes will indicate within the table where, and which, strands of QWC are being assessed. The strands are as follows:
 - ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
 - select and use a form and style of writing appropriate to purpose and to complex subject matter*
 - organise information clearly and coherently, using specialist vocabulary when appropriate.*

Spelling, Punctuation and Grammar (SPaG) 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, ie 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.
- 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 the German economy in 1930?</p> <p>A photograph of Germans queueing to get work in 1930.</p>  <p>Target: comprehension and source inference (AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p>Simple statement. Candidate offers a piece of information from the source or states an unsupported inference.</p> <p><i>e.g. many people were looking for work, many people were unemployed</i></p> <p>Award 1 mark for each relevant statement to a maximum of 2.</p>
2	3–4	<p>Developed statement. A valid inference is drawn and supported from the source.</p> <p><i>e.g. there were not enough jobs, many people were desperate for work.</i></p>

Question Number					
2		<p>The boxes below show two groups of people. Choose one and explain the group's role during the Second World War, 1939-45.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">Youth Movements</td> <td style="width: 20px;"></td> <td style="padding: 5px;">Women</td> </tr> </table> <p>Target: knowledge recall and selection, analyse significance or importance in a historical context (AO1/AO2).</p>	Youth Movements		Women
Youth Movements		Women			
Level	Mark	Descriptor			
	0	No rewardable material.			
1	1–3	<p>Generalised statements with little specific content. Candidate offers generalised comments that could apply to either group, or offers limited detail about one.</p> <p><i>e.g. they helped fight, they worked in factories.</i></p>			
2	4–6	<p>Descriptive answer which will state but not examine the role of the group.</p> <p>Candidate describes/narrates the work done by youth movements or women during the Second World War.</p> <p><i>e.g. Youth movements - describes work as soldiers, helping the homeless, charity work. Women - describes work in factories, helping the homeless and the evacuation of children from cities.</i></p>			
3	7–9	<p>The focus is on the role of the group during the Second World War.</p> <p>Candidate will explain the role of youth movements or women on the German Home Front during the Second World War.</p> <p><i>e.g. Youth movements - explains role of the BDM in helping with evacuation, the homeless and charity work, the need for youth to help with harvests and the role of older members of the HJ in the later stages of the war as conscripts into the armed forces. Women - explains the role of women due to labour shortages in munitions factories, the role of the NSF in directing women during wartime.</i></p>			

Question Number		
3		<p>Why was the Treaty of Versailles unpopular in Germany?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • War guilt • Loss of land <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, analyse effects or consequences in a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>e.g. Germany was blamed for the war, lots of Germans no longer lived in Germany.</i></p>
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate gives a narrative or descriptive answer of the Treaty of Versailles.</p> <p><i>e.g. describes/lists the terms of the Treaty of Versailles, the lack of German representation during the peace talks.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example the reduction in armed forces, reparations.</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>Candidate identifies and explains reasons for the unpopularity of the Treaty of Versailles for most Germans.</p> <p><i>e.g. explains the unpopularity of terms of the Treaty of Versailles such as the effects of loss of land, the impact of reparations, the sense of unfairness with the war guilt clause and the consequences of reductions in Germany's armed forces.</i></p> <p>Maximum 10 marks for answers that do not explore an aspect in addition to those prompted by the stimulus material, for example the reduction in armed forces, reparations.</p>

Question Number		
4		<p>In what ways did many German workers benefit from the Nazi government's economic policies in the years 1933-39?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • Employment • Standards of living <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, analyse effects or change in a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>e.g. there were more jobs, factories were improved.</i></p>
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate gives a narrative or descriptive account of the Nazi government's economic policies AND/OR the lives of German workers under the Nazi government.</p> <p><i>e.g describes job creation schemes, rearmament, organisations such as Beauty of Labour and Strength Through Joy.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example Strength Through Joy, the building of autobahns.</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>Candidate identifies and explains ways in which many German workers benefitted from the Nazi government's economic policies.</p> <p><i>e.g. explains the benefits of job creation schemes in reducing unemployment, the consequences of rearmament on creating work, the rewards for workers with the setting up of Strength Through Joy and the improvements to working conditions due to Beauty of Labour.</i></p> <p>Maximum 10 marks for answers that do not explore an aspect in addition to those prompted by the stimulus material, for example Strength Through Joy, the building of autobahns.</p>

Question Number		
5 (a)		Describe the Nazi government's treatment of gypsies and disabled people. Target: knowledge recall and selection, analyse key features and characteristics of periods studied (AO1/AO2).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	Simple or generalised comment is offered, supported by some knowledge. Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question. <i>e.g. they were sent to camps, they were killed in death camps</i>
2	4–6	Statements are developed with support from material which is mostly relevant and accurate. Candidate describes the lives of gypsies and/or disabled people under the Nazi government. <i>e.g. describes the Nazis' beliefs about gypsies and/or disabled people, the Nazis' killing of gypsies and/or disabled people.</i> Reserve top of level for depth and range of supporting detail.
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. Candidate identifies and exemplifies the Nazi government's treatment of gypsies and/or disabled people. <i>e.g. describes control of the movement of gypsies, the treatment of the disabled such as sterilisation, the use of 'clinics' and the T4 programme.</i> Reserve top of level for depth of answer for both gypsies and disabled people.

Question Number		
5 (b)		<p>'The passing of the Enabling Act in March 1933 was the most important event in Hitler's rise to total power in the years 1933-34.'</p> <p>Do you agree? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • The Enabling Act • Hitler became 'The Führer' <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, analyse effects or significance in a historical context (AO1/AO2). Assessing QWC i-ii-iii: 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 SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>e.g. Hitler could pass what laws he wanted, he had total power.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
	QWC i-ii-iii	

<p style="text-align: center;">2</p> <p style="text-align: center;">QWC i-ii-iii</p>	<p style="text-align: center;">5–8</p>	<p>Statements are developed with support from material which is mostly relevant and accurate. Candidate describes/narrates Hitler’s rise to total power.</p> <p><i>e.g. describes/narrates Hitler becoming Chancellor, the Reichstag Fire, the Enabling Law, Night of the Long Knives, the death of Hindenburg.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example Hitler becoming Chancellor, the Reichstag Fire, the March 1933 election.</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 candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
<p style="text-align: center;">3</p> <p style="text-align: center;">QWC i-ii-iii</p>	<p style="text-align: center;">9–12</p>	<p>The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and relevant detail. Candidate identifies and explains if the Enabling Act was/was not the most important event in Hitler’s rise to total power in the years 1933-34.</p> <p><i>e.g. explains the importance of the Enabling Law AND/OR other events such as the Reichstag Fire, the Night of the Long Knives.</i></p> <p>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material, such as Hitler becoming Chancellor, the Reichstag Fire, the March 1933 election.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate 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 style="text-align: center;">4</p> <p style="text-align: center;">QWC</p>	<p style="text-align: center;">13–16</p>	<p>The answer has sustained focus on the question. It offers an analysis supported by precisely-selected and accurate material. Candidate attempts to assess the extent to which the Enabling Act was the most important event in Hitler’s rise to total power in the years 1933-34.</p> <p><i>e.g. weighs up the extent to which the Enabling Act was the most important event in Hitler’s rise to total power in the years 1933-34.</i></p> <p>NB: No access to Level 4 for answers which do not explore aspects beyond those prompted by the stimulus</p>

i-ii-iii		<p>material, such as Hitler becoming Chancellor, the Reichstag Fire, the March 1933 election.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
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	Candidates 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	Candidates 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	Candidates 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 ways in which the German economy improved in the years 1924-29. Target: knowledge recall and selection, analyse effects or change (AO1/AO2).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	Simple or generalised comment is offered, supported by some knowledge. Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question. <i>e.g. there were more jobs, the USA lent Germany money.</i>
2	4–6	Statements are developed with support from material which is mostly relevant and accurate. Candidate describes the German economy in the years 1924-29. <i>e.g. describes the more stable economy, falling inflation, agreements made to reduce reparations and loans from USA</i> Reserve top of level for depth and range of supporting detail included.

3	7-9	<p>The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail.</p> <p>Candidate identifies and exemplifies ways in which the German economy improved in the years 1924-29.</p> <p><i>e.g. describes stabilised currency, falling inflation, ways in which the Dawes and/or Young Plan brought improvements to the German economy with more realistic reparations payments and US loans.</i></p> <p>Reserve top of level for depth of answer in context of Germany in the years 1924 to 1929.</p>
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Question Number		
6(b)		<p>"The most important role of education for the Nazi government was to spread their ideas about race" Do you agree? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • Race Studies • Role of girls <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, analyse significance or importance in a historical context (AO1/AO2). Assessing QWC i-ii-iii: 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 SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge. Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>e.g. Jewish children were made fun of, books were rewritten, girls were taught to be good mothers.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate 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. Candidate describes education in Nazi Germany.</p> <p><i>e.g. describes the lessons for boys, lessons for girls, describes the content of Race Studies lessons.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example gender roles for boys.</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 candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
QWC i-ii-iii		

<p style="text-align: center;">3</p> <p style="text-align: center;">QWC i-ii-iii</p>	<p style="text-align: center;">9–12</p>	<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>Candidate identifies and explains that the most important role of education for the Nazi government was/was not to spread their ideas about race.</p> <p><i>e.g. explains that the most important role of education for the Nazi government was and/or was not to spread ideas about race such as the Nazis' beliefs about the 'master race', the inferiority of the Jews as well as Nazi ideas about the domestic role of women and the training of boys for military needs.</i></p> <p>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material such as different gender roles for boys.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate 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 style="text-align: center;">4</p> <p style="text-align: center;">QWC i-ii-iii</p>	<p style="text-align: center;">13–16</p>	<p>The answer has sustained focus on the question. It offers an analysis supported by precisely-selected and accurate material.</p> <p>Candidate attempts to assess the extent to which the most important role of education for the Nazi government was to spread their ideas about race.</p> <p><i>e.g. weighs up the extent to which the most important role of education for the Nazi government was to spread their ideas about race as compared to other roles such as different gender roles for boys compared to girls.</i></p> <p>NB: No access to Level 4 for answers which do not explore aspects beyond those prompted by the stimulus material, such as different gender roles for boys compared to girls.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>

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	Candidates 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	Candidates 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	Candidates 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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