

# Mark Scheme (Results)

Summer 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 role of the SA?</p> <p><b>Source A:</b> The burning of books by members of the SA in Berlin, May 1933.</p>  <p>Target: comprehension and inference from source (A03a: 4 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p><b>Simple statement</b></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 they burnt books</i></p>
2	3-4	<p><b>Developed statement</b></p> <p>An inference is drawn and supported from the source.</p> <p><i>e.g in open public, sense of ceremony, censorship</i></p>

Question Number		
<b>2</b>		<p>The boxes below show two different Nazi ideas.</p> <p>Choose <b>one</b> and explain how these ideas were spread to young people.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Ideas about the 'Master Race'</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Ideas about the roles of girls and boys</div> </div> <p>Target: recall; analysis of key features (AO1 and AO2: 9 marks)</p>
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></p> <p>Comments are unsupported statements/could apply to either option</p> <p><i>E.g books were used, teachers told Nazi ideas</i></p>
<b>2</b>	<b>4-6</b>	<p><b>Descriptive answer which will state but not examine ways in which Nazi ideas were spread to young people</b></p> <p>Student gives a narrative or descriptive account. Use by the Nazi government to spread beliefs is asserted or implied. Links remain implicit.</p> <p><i>E.g Ideas about the 'Master Race': describes content of lessons in schools, the Hitler Youth, treatment of Jewish children, propaganda posters, speeches</i></p> <p><i>Ideas about the roles of boys and girls: different lessons in schools, propaganda images in books, speeches, the Hitler Youth and BDM</i></p>
<b>3</b>	<b>7-9</b>	<p><b>The focus is on how the Nazi government spread their ideas to young people</b></p> <p><i>E.g Ideas about the "Master Race": shows how Nazi ideas were spread in schools, Race Studies, control of teachers to spread Nazi ideas, the use of youth groups, use of propaganda ideas about the role of boys and girls: curriculum used to show different roles, propaganda images, control of teachers to spread Nazi message, different activities of Hitler Youth and the BDM</i></p>

Question Number		
<b>3</b>		<p>In what ways was Stresemann important for the recovery of Weimar Germany in the years 1924-29?</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>• 1924: The Dawes Plan..</li> <li>• In the years 1924-28 Nazi seats in the Reichstag reduced from 32 to 12.</li> <li>• 1929: The Young Plan.</li> </ul> <p>Target: recall, analysis effects or change (AO1 and A02; 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 offers a valid comment</p> <p><i>E.g they had more money, they had help from other countries</i></p> <p>Reserve top of level for answers which state more than one reason.</p> <p><b>N.B. Do not credit repetition of 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 the Weimar Germany/the work of Stresemann during the years 1924 to 1929. Links remain implicit.</p> <p><i>E.g Dawes Plan and reduction in reparations, entry to the League of Nations, Young Plan.</i></p> <p>Reserve top of level for depth and range of supporting detail used</p>
<b>3</b>	<b>9-12</b>	<p>The answer shows understanding of the focus of the question and is able to support the factors identified with sufficient accurate and relevant detail.</p> <p>Student identifies and explains the importance of Stresemann in Weimar Germany's recovery in the years 1924 to 1929</p> <p><i>E.g shows how Stresemann reached agreements with other countries which aided the economy, the reduction in political extremism and threats to the Weimar Germany, may add limits/challenge the extent of recovery.</i></p> <p>Reserve top of level for range of policies explored or the links between factors shown.</p>



Question Number		
<b>4</b>		<p>In what ways did the Nazi government control the Churches 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>• 1933: The Concordat was signed.</li> <li>• 1933: The Reich Church was set up.</li> <li>• Pastor Niemöller spent seven years in concentration camps.</li> </ul> <p>Target: recall, analysis of changes (AO1 and AO2; 12 marks)</p>
	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 a valid comment</p> <p><i>E.g they arrested people, killed people, they made agreements</i></p> <p>Reserve top of level for answers which state more than one reason.</p> <p><b>N.B. Do not credit repetition of 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 narrates or describes the Nazi government's control over Churches.</p> <p><i>E.g describes agreement made with the Catholic Church, the creation of the Reich Church, opposition from the Confessional Church, treatment of individuals such as Niemöller</i></p> <p>Reserve top of level for depth and range 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 identifies and explains a number of ways used by the Nazi government to control the Churches</p> <p><i>E.g explains various methods of control from co-operation to repression, support for the Nazi government with setting up of the Reich Church, Nazi government's treatment of individuals, may add limits/ challenge the extent of control.</i></p> <p>Reserve top of level for range of ways explored or the links between factors shown.</p>

Question Number		
<b>5 (a)</b>		Describe the ways in which the Labour Service and the New Plan reduced unemployment in Nazi Germany.  Target: recall, analysis of key features (AO1 and A02: 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 offers a simple detail.  <i>E.g built motorways, German factories made more goods</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 ways in which unemployment was reduced in Nazi Germany with some links to the New Plan and the Labour Service  <i>E.g describes the ways in which unemployment was reduced in Nazi Germany with public works schemes, the rise in German exports, the removal of some groups from employment, some links made to the Labour Service and/or New Plan</i>  Reserve top of level for depth and range of supporting detail provided.
<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 ways in which the New Plan and the Labour Service reduced unemployment in Germany.  <i>E.g shows how the New Plan increased German exports and so created jobs, shows how the Labour Service created employment opportunities.</i>  <b><i>Peg at 8 answers which only deal with one of New Plan and Labour Service</i></b>  Reserve top of level for depth of answer

Question Number		
5 (b)		<p>'The Treaty of Versailles was the main reason for the problems facing Weimar Germany in the years 1919-23.' 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>• The Weimar Constitution used a system of proportional representation.</li> <li>• 1920: The Kapp Putsch.</li> <li>• January 1923: French troops marched into the Ruhr.</li> </ul> <p>Target: recall, analysis of causation (AO1 and A02: 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
	0	No rewardable material
1	1-4	<p><b>Simple statement(s) offered, showing some relevant knowledge.</b></p> <p>Student may offer a simple detail on the Treaty of Versailles OR asserts whether or not the Treaty was responsible for the problems facing Germany in the years 1919 to 1923.</p> <p><i>E.g Germany had to pay for war damage, they could only have a small army</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>  Reserve top of level for answers which offer several valid points.</p>
QWC i-ii-iii		
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student narrates or describes the Treaty of Versailles and/or the Weimar Republic in the years 1919 to 1923. Links remain implicit.</p> <p><i>E.g describes the paying of reparations, French occupation of the Ruhr, hyper-inflation, the Munich Putsch</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.  Reserve top of level for depth and range of supporting detail.</p>
QWC i-ii-iii		

<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 explain the problems facing Weimar Germany in the years 1919 to 1923 and whether or not these were caused by the Treaty of Versailles</p> <p><i>E.g explains how uprisings were due to resentment of the Treaty of Versailles, how failure to pay reparations was due to the Treaty and how the government was forced to print money leading to hyperinflation.</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 supporting detail</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 reach a judgement on the extent to which the Treaty of Versailles was to blame for the problems facing Germany in the years 1919 to 1923.</p> <p><i>E.g weighs up the problems in Germany which were a direct result of the Treaty of Versailles against other reasons for the problems such as the constitution of the Weimar Republic.</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>

		Marks for SPaG
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 ways in which the Nazi Party grew in the years 1928-32.  Target: recall, analyse effects or causation (AO1 and A02: 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 offers a simple detail.  <i>E.g they used posters, they had rallies, people believed in Hitler</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 mainly relevant and accurate.</b>  Student describes or narrates the growth in support for the Nazi Party up to 1932. Links remain implicit.  <i>E.g describes the appeal of Hitler, describes support from various social groups, describes the Wall Street Crash</i>  Reserve top of level for range of examples and detail 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 reasons for the growth of the Nazi Party in the years 1928-32.  <i>E.g shows how events in 1929 led to an increase in support for the Nazi Party, the reasons for support from specific groups, the organisation of the Nazi party, the role of Goebbels</i>  Reserve top of level for depth of answer and historical context

Question Number		
<b>6 (b)</b>		<p>'Fear was the most important way in which the Nazi government controlled the German people in the years 1934-39.' 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>• August 1934: The German Army swore an oath of loyalty to Hitler as Führer.</li> <li>• 1934-39: Unemployment fell from six million to one million.</li> <li>• Block wardens were members of the Nazi Party.</li> </ul> <p>Target: recall; analysis of effects or causation (AO1 and AO2: 9 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. <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 a simple detail on fear and/or on Nazi methods of control</p> <p><i>E.g control by secret police, use of concentration camps</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. <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>QWC i-ii-iii</b>		
<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 Nazi fear and/or methods of control. Links remain implicit.</p> <p><i>E.g describes methods of control such as the SS, use of concentration camps, describes why some Germans supported Nazi policies.</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. Reserve top of level for depth and range of supporting detail.</p>
<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 role of fear AND/OR other factors for the Nazi government's control of Germany</p> <p><i>E.g explains how fear was used to control the German people and/or other methods of control such as use of force; and/or how propaganda, economic policies increased support for the Nazi government.</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 which achieve a balance of fear and other aspects.</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 role of fear as a reason for the Nazi government's control of Germany weighed up against other factors.</p> <p><i>E.g weighs up the importance of fear as a reason for the Nazi government's control of Germany against other factors such as the role of propaganda and the appeal of some policies which gained support for the government.</i></p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p> <p>Reserve top of level for answers which can make and support a judgement on the proposition in the question.</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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