

# Mark Scheme (Results)

## Summer 2010

GCSE

GCSE History (5HB02 2C)

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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.
- 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.*

## Unit 2: Schools History Project Depth Study

### Option 2C: Life in Germany, c.1919-c.1945

Question Number		
1		What can you learn from Source A about the work of the "Strength Through Joy" organisation?  Target: comprehension and inference from sources(AO3a: 4 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement  Student offers a piece of information or states an unsupported inference.  Award 1 mark for each relevant item.  <i>E.g they bought cars; people saved money.</i>
2	3-4	Developed statement  An inference is made and is supported from the source.  <i>E.g encouraged to save; Nazis' aims to increase support</i>

Question Number		
2		<p>Choose ONE and explain how they opposed the Nazi government.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">           Pastor Niemöller and Protestant Churches         </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">           Students and the White Rose Group         </div> </div> <p>Target: recall; significance of event (AO1 and AO2: 9 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p><b>Generalised statements with little specific content.</b></p> <p>Comments are unsupported statements about opposition to the Nazi government OR could apply to either Protestant Churches or students.</p> <p><i>E.g: Niemöller did not agree with Nazis view on the Church</i></p> <p><i>White Rose Group put up posters; wanted to get rid of Hitler.</i></p>
2	4-6	<p><b>Descriptive answer which will state but not examine their opposition to the Nazi government.</b></p> <p>Student describes or gives a narrative of the Protestant Churches or students. Links are implicit. Peg at 5 marks if answer describes only protestant churches/student opposition.</p> <p><i>E.g Niemöller and others against the Reich Church; set up their own Church; Niemöller arrested and sent to a concentration camp</i></p> <p><i>White Rose Group were students; led by Hans and Sophie Scholl; seen handing out leaflets opposing Hitler; arrested and executed</i></p>
3	7-9	<p><b>The focus is on their attempts to oppose the Nazi government.</b></p> <p>Student will identify their attempts to oppose the Nazi government and may consider the influence of the group.</p> <p><i>E.g Niemöller and others resisted the Reich Church; formed the Confessional Church; against Nazi racial views.</i></p> <p><i>White Rose Group used leaflets and posters opposing Nazi policies against the Jews and Poles; belief that they would gain public support against Hitler</i></p>

Question Number		
3		<p>Why was the Treaty of Versailles so unpopular in Germany? You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> <li>• Hitler called the Treaty of Versailles 'The Dictated Peace'</li> <li>• The Treaty of Versailles reduced the German Army to 100,000 men</li> <li>• Germany had to pay reparations</li> </ul> <p>Target: recall, cause and consequence (AO1 and AO2: 12 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement(s) offered, showing some relevant knowledge.</p> <p>Student offers a valid comment on reason for resentment towards of Versailles without support.</p> <p><i>E.g they lost land; they had to pay for the war; they had a small army</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>
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 answer of the Treaty of Versailles. Links remain implicit.</p> <p><i>E.g describes terms of the Treaty; describes in general terms that Germany was weakened because land was taken away, economy affected by reparations</i></p> <p>Reserve top of level for depth and range of supporting detail used</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><i>Student explains reasons for unpopularity of Treaty of Versailles.</i></p> <p><i>E.g consequences of territorial losses; loss of agricultural and industrial land; reparations made recovery difficult; anger at war guilt clause; reduction in armed forces made Germany weak</i></p> <p>Reserve top of level for range of factors explored or the</p>

	links between factors shown.
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Question Number		
4		<p>Why were the Nazis able to persecute the Jews and other minority groups in Germany in 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"> <li>• 1935: Nuremberg Laws were passed</li> <li>• Goebbel's Ministry for Propaganda gave daily orders to newspapers on what they could write</li> <li>• By 1939 the SS had more than 240,000 members</li> </ul> <p>Target: recall, cause and consequence (AO1 and AO2: 12 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement(s) offered, showing some relevant knowledge.</p> <p>Student offers a valid comment on reason for persecution.</p> <p><i>E.g they believed in a master race; some people agreed with them</i></p> <p>Reserve top of level for answers which state more than one reason.</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 answer of the Nazis persecution towards Jews and may consider other minority groups. Links remain implicit.</p> <p><i>E.g details of Nazi treatment of the Jews 1933-39; description of propaganda</i></p> <p>Reserve top of level for depth and range of supporting detail used.</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>Student identifies and explains reasons why the Nazis were able to persecute the Jews and other minority groups.</p> <p><i>E.g Nazi ideology to create a pure race; ideology of "subhumans" and "anti-socials"; use of SS and secret police; informers; role propaganda</i></p>

		Reserve top of level for range of reasons for ability to persecute groups is explored.
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Question Number		
5 (a)		Describe why the Munich Putsch failed in 1923.  Target: recall; understanding of key features (AO1 and AO2: 9 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p><b>Simple statement(s) offered, showing some relevant knowledge.</b></p> <p>Student offers simple statement without support.</p> <p><i>E.g it was not well planned; police were ready.</i></p> <p>Reserve top of level for answers which offer several valid points.</p>
2	4-6	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student describes or narrates events of Munich Putsch 1923. Links remain implicit.</p> <p><i>E.g describes events of 8/9 November; actions of the police</i></p> <p>Reserve top of level for examples and detail included.</p>
3	7-9	<p><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></p> <p>Student explains reasons for failure of Munich Putsch.</p> <p><i>E.g shows links between lack of organisation and the police being prepared; lack of support; some economic recovery already underway; may consider longer term impact and challenge extent of failure in the long term.</i></p> <p>Reserve top of level for depth of answer and context</p>

Question Number		
5 (b)		<p>“The Enabling Act in March 1933 was the most important factor in Hitler to gain total power in Germany.” Do you agree? Explain your answer. You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> <li>• February 1933: The Reichstag Fire was blamed on the Communists</li> <li>• June 1934: The Night of the Long Knives</li> <li>• August 1934: The death of President Hindenburg</li> </ul> <p>Target: recall; analysis of factors of causation within an historical context (AO1 and AO2: 16 marks)</p> <p><b>QWC Strands i-ii-iii</b> Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</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 offers simple statement on Hitler’s rise to power</p> <p><i>E.g Hitler could pass what laws he wanted; did not need Parliament anymore.</i></p> <p>Writing uses everyday language and shows some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p><i>N.B. Do not credit repetition of bullet points without development.</i></p> <p>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 Enabling Act or may narrate Hitler’s rise to power. Links remain implicit.</p> <p><i>E.g narrates series of events from Chancellor to death of Hindenburg; describes events after March 1933 election; describes how Hitler could now pass laws without Parliament’s or President’s consent.</i></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills in selection of material, but</p>
QWC i-ii-iii		

		<p>passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p> <p>Reserve top of level for depth and range of supporting detail.</p>
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3	9-12	<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 analyses factor(s) enabling Hitler to gain total power OR the role of Enabling Act in the context of Hitler's consolidation of power</p> <p><i>E.g shows Nazi failure to gain overall majority following March 1933 election led to Enabling Act OR shows importance of elimination of organisations which could oppose him</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 with awareness of change towards a dictatorship and total power.</p>
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QWC  
i-ii-iii

4	13-16	<p><b>The answer has sustained focus on the question. It offers a supported by precisely selected and accurate material.</b></p> <p>Student attempts to analyse role of Enabling Act weighed against other events or factors which allowed for Hitler's consolidation of power.</p> <p><i>E.g shows role of Enabling Act in awarding Hitler dictatorial powers weighed against other factors</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>
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QWC  
i-ii-iii

Question Number		
6 (a)		Describe the work of Stresemann in helping Germany to recover in the years 1924-1929.  Target: recall; understanding of key features (AO1 and AO2: 9 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p><b>Simple statement(s) offered, showing some relevant knowledge.</b></p> <p>Student offers basic comment on Stresemann or German recovery 1924-29</p> <p><i>E.g new currency; borrowed money from USA.</i></p> <p>Reserve top of level for answers which offer several valid points.</p>
2	4-6	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student describes or narrates work of Stresemann. Links remain implicit.</p> <p><i>E.g describes Rentenmark; Dawes Plan; entry to League of Nations</i></p> <p>Reserve top of level for examples and detail included.</p>
3	7-9	<p><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></p> <p>Student explains Stresemann's contribution to German recovery</p> <p><i>E.g Stresemann's work to achieve greater economic stability; greater recognition internationally.</i></p> <p>Reserve top of level for depth of answer and context of Germany 1924-29.</p>

Question Number		
6 (b)		<p>“The main role of education in Nazi Germany was to prepare boys and girls for different roles.” Do you agree? Explain your answer. You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> <li>• Girls studied Domestic Science</li> <li>• Boxing was compulsory in school for boys</li> <li>• All pupils had lessons in Race Studies</li> </ul> <p>Target: recall; analysis of factors of causation within an historical context (AO1 and AO2: 16 marks)  <b>QWC Strands i-ii-iii</b>  Assessing QWC:  For the highest mark in a level all criteria for the level, including those for QWC must be met.</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 offers simple detail on Nazi education policies or Nazi ideology on roles of boys and girls.</p> <p><i>E.g boys were taught to be soldiers and girls to be good mothers.</i></p> <p>Writing uses everyday language and shows some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p><i>N.B. Do not credit repetition of bullet points without development.</i></p> <p>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 describes Nazi education policies. Links remain implicit.</p> <p><i>E.g differences in education for boys and girls; content of lessons; teachers had to be loyal to regime.</i></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills in selection of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p> <p>Reserve top of level for depth and range of supporting detail.</p>
QWC i-ii-iii		

<p>3</p> <p>QWC i-ii-iii</p>	<p>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>Student explains Nazi education policies and uses details to show how they supported Nazi ideas about the roles of men and women</p> <p><i>E.g purpose of different curriculum for boys and girls; use of education used to spread Nazi propaganda.</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 show use of education to spread wider propaganda messages.</p>
<p>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>The answer has sustained focus on the question. It offers a supported by precisely selected and accurate material.</p> <p>Student analyses the aims of Nazi education policies.</p> <p><i>E.g weighs up use of education and roles for boys and girls versus wider ideological aims</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>



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