

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCSE
in History B (5HB02)

Paper 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, 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.

Question Number		
1		<p>What can you learn from Source A about life in Germany during hyperinflation in 1923?</p> <p>Source A: A woman using banknotes to light a fire in 1923.</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 or states an unsupported inference.</p> <p><i>e.g. The money was worth less.</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. States that the banknotes were so worthless that they were sometimes used to light a fire.</i></p>

Question Number				
2		<p>The boxes below show two individuals.</p> <p>Choose one and explain his role in the Nazi government's control of Germany in the years 1933-45.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Goebbels</td> <td style="text-align: center;">Himmler</td> </tr> </table> <p>Target: knowledge recall and selection, significance and importance in a historical context (AO1/AO2).</p>	Goebbels	Himmler
Goebbels	Himmler			
Level	Mark	Descriptor		
	0	No rewardable material.		
1	1–3	<p>Generalised statements with little specific content. Candidate offers generalised comments about Nazi leaders that could apply to either individual, or offers limited detail about individual(s).</p> <p><i>e.g. He carried out Hitler's orders, Goebbels controlled newspapers, Himmler was in charge of the secret police.</i></p>		
2	4–6	<p>Descriptive answer which will state but not examine the individual's role in the Nazi government's control of Germany. Candidate describes the individual and his work in the Nazi government and/or Nazi Party.</p> <p><i>e.g. Describes propaganda in Nazi Germany, describes the SS in Nazi Germany.</i></p>		
3	7–9	<p>The focus is on the individual's role in the Nazi government's control of Germany. Candidate will explain the role of the individual in the Nazi government's control of Germany.</p> <p><i>e.g. Shows Goebbels' role in controlling Germany through propaganda and censorship, Goebbels' mobilisation for total war, shows Himmler's role in leading the SS and their implementation of Nazi racial policies in the war years.</i></p>		

Question Number		
3		<p>In what ways did the Reichstag Fire help Hitler increase his power in Germany in the years 1933-34?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • The German Communist Party (KPD) • Emergency Laws <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, analyse effects or consequence 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. The Communists were blamed, van der Lubbe was arrested.</i></p>
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate gives narrative or descriptive answer, detailing the events surrounding the Reichstag Fire and/or Hitler's increasing power in Germany.</p> <p><i>e.g. Van der Lubbe was killed, Hitler blamed the Communists, Emergency Laws were passed, narrates Hitler's rise to power.</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 more police powers.</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 how the Reichstag Fire was used by Hitler to increase his power in Germany in the years 1933 to 1934.</p> <p><i>e.g. Used by Nazis to increase fear of a communist threat to Germany, Hindenburg persuaded to pass emergency laws, increased police powers, lead-up to the March 1933 Election, events surrounding the Enabling Act and its effects on increasing Hitler's power.</i></p> <p>Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, for example more police powers.</p>

Question Number		
4		<p>In what ways did individuals and opposition groups try to resist the Nazi government in the years 1933-45?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • Pastor Niemöller • The July Bomb Plot <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, analyse key features (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. They told people to go against Hitler, Niemöller spoke out against Hitler, they tried to kill Hitler in the July Bomb Plot.</i></p>
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate gives narrative or descriptive answer, detailing individuals and/or opposition groups that resisted the Nazi government.</p> <p><i>e.g. Describes the work of Niemöller, the setting up of Confessional Church, describes the July Bomb Plot.</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 White Rose Group, Edelweiss Pirates.</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 different methods used by individuals and/or opposition groups to try and resist the Nazi government.</p> <p><i>e.g. Identifies and explains different methods such as Niemöller's setting up of the Confessional Church, the White Rose Group's distributing of leaflets, the Edelweiss Pirates refusal to comply with the Nazi ideal of youth, the July Bomb Plot as an assassination attempt by army officers.</i></p> <p>Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, for example Dietrich Bonhoeffer, the Edelweiss Pirates.</p>

Question Number		
5 (a)		Describe the key features of the Strength Through Joy organisation. Target: knowledge recall and selection, analyse key features (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. People got holidays, got cheap tickets.</i>
2	4–6	Statements are developed with support from material which is mostly relevant and accurate. Candidate describes the Strength Through Joy organisation. <i>e.g. Describes activities provided for workers such as holidays, cinema and theatre visits.</i> Reserve top of level for depth and range of supporting detail included.
3	7–9	The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail. Candidate identifies key features of the Strength Through Joy organisation and supports these. <i>e.g. Links the activities and aims of Strength Through Joy such as aims subsidised holidays including cruises, cheaper entry to cinemas and theatres to motivate and encourage workers.</i> Reserve top of level for range of examples in context.

Question Number		
5 (b)		<p>'Rising unemployment was the main reason why votes for the Nazi Party increased from 1928 until July 1932'. Do you agree? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • The Wall Street Crash • Nazi Party ideas <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> <p>Assessing QWC i-ii-iii: for the highest mark in a level all criteria for the level, including those for QWC, must be met.</p> <p>Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for 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 promised jobs, people wanted a strong Germany.</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.</p> <p>Candidate describes/narrates the increasing number of people voting for the Nazi Party and/or the period 1928 - 32.</p> <p><i>e.g. Describes the increasing unemployment and poverty, the use of soup kitchens, the increase in votes for extremist political parties, businesses going bankrupt.</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 fear of communism.</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		
3	9–12	<p>The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and relevant detail.</p> <p>Candidate explains the role of rising unemployment and/or other factors for the increasing number of people voting for the Nazi Party in the period 1928-1932.</p>

<p style="text-align: center;">QWC i-ii-iii</p>		<p><i>e.g. Explains rising unemployment was a reason for the increase in votes for the Nazis as well as other factors such as the appeal of Nazi ideas, support from newspapers, increasing opposition to Weimar governments.</i></p> <p>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material, such as Nazi propaganda, fear of communism.</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 assesses the role of rising unemployment as a factor for the increase in support for the Nazi Party against other factors to make a judgement.</p> <p><i>e.g. Weighs up the importance of rising unemployment as a factor in increasing support for the Nazi Party against the role of other factors such as weak Weimar governments, appeal of Nazi policies.</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 Nazi propaganda, fear of communism.</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 key features of education for boys and girls in Nazi Germany. Target: knowledge recall and selection, 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. Girls to be housewives, boys to be soldiers.</i>
2	4–6	Statements are developed with support from material which is mostly relevant and accurate. Candidate describes education for boys and girls in Nazi Germany. <i>e.g. Girls were taught subjects such as Domestic Science and singing and boys did more Science and boxing, all pupils were taught Race Studies.</i> Reserve top of level for depth and range of supporting detail included.
3	7–9	The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail. Candidate identifies the aims of education for boys and girls in Nazi Germany and supports these. <i>e.g. Girls were taught subjects such as Domestic Science to stress their future roles in the home and as mothers, boys did boxing lessons to help prepare them for future military roles; education also used to spread ideas about racial superiority, the Master Race to both boys and girls.</i> Reserve top of level for range of examples.

Question Number		
6 (b)		<p>'Violent uprisings were the biggest problem for Germany in the years 1918-20.' Do you agree? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • The Kapp Putsch • The Treaty of Versailles <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). 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. People tried to bring the government down, Germany had lost lots of land.</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> <p>QWC i-ii-iii</p>
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate describes/narrates the events in immediate post-First World War Germany 1918-20.</p> <p><i>e.g. Describes/narrates the terms of the Treaty of Versailles, the Weimar Constitution, the Spartacist Uprising, the Kapp Putsch.</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 Weimar Constitution, Spartacists.</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>QWC i-ii-iii</p>
3	9–12	<p>The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and relevant detail.</p> <p>Candidate explains the role of violent problems and/or other factors as being the main problems facing Germany in the years 1918-20.</p>

<p>QWC i-ii-iii</p>		<p><i>e.g. Explains how violent uprisings such as the Spartacists and the Kapp Putsch caused problems for the Weimar government were a big problem and/or other problems in the years 1918-20 such as the end of the First World War, the Weimar Constitution, 'stab in the back' theory.</i></p> <p>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material, such as the Spartacists and the Weimar Constitution.</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>4</p> <p>QWC i-ii-iii</p>	<p>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 assesses the effects of violent uprisings as a problem for Germany in the years 1918-20 against other factors to make a judgement.</p> <p><i>e.g. Weighs up the importance of the violent uprisings as a problem for Germany in the years 1918-20 against the role of other factors such as 'stab in the back' theory, the Spartacists, the Weimar Constitution.</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 the Spartacists and the Weimar Constitution.</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.

