

Mark Scheme (Results)

January 2013

GCSE History A (5HA02/2A)

Unit 2: Modern World Depth Study

Option 2A: Germany, 1918-39

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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.
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- 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.*

- 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: Modern World Depth Study

NB. The examples given are an indication of a level of thinking a candidate might display and should not be seen as a complete or required answer.

Option 2A: Germany, 1918-39

Question Number		
1 (a)		<p>What can you learn from Source A about Germany in the years immediately after the First World War?</p> <p>Target: Source comprehension, inference and inference support. (A03)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1	<p>Students do no more than copy/paraphrase the source.</p> <p><i>e.g. ...We can learn that it was a time when some Germans claimed that the German army had never been defeated.</i></p>
2	2-3	<p>Makes unsupported inference(s).</p> <p>An inference is a judgement that can be made from studying the source, but is not directly stated by it.</p> <p><i>e.g. ...We can learn that it was a time of great discontent.</i></p> <ul style="list-style-type: none"> • 2 marks for one unsupported inference. • 3 marks for two unsupported inferences.
3	4	<p>Makes supported inference(s).</p> <p>A supported inference is one which uses detail from the source to prove the inference.</p> <p><i>e.g. ... We can learn that it was a time of great discontent. The source tells us that people were complaining about the army being betrayed and the Versailles Treaty being unfair.</i></p>

Question Number		
1 (b)		Describe the weaknesses of the Weimar Constitution. Target: Key features/recall of knowledge (AO1/A02)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<p>Simple statement(s). One mark per simple statement made.</p> <ul style="list-style-type: none"> • One simple statement = 1 mark • Two simple statements = 2 marks • Three simple statements = 3 marks <p><i>e.g. ...A weakness of the Weimar Constitution was that it led to coalitions. Another weakness was that Article 48 gave the President too much power.</i></p>
2	4-6	<p>Developed statement(s). (A developed statement is a simple statement supported by factual detail.)</p> <ul style="list-style-type: none"> • One developed statement = 4-5 marks according to degree of support. • Two developed statements = 5-6 marks according to degree of support. <p><i>e.g... A weakness of the Weimar Constitution was that it led to coalitions. During the 1920s even parties with a small number of votes had seats in the Reichstag because a system of proportional representation was used. So no party had a majority and usually they had to come together to form a coalition. Sometimes the parties in the coalitions fell out because they wanted different things. So this made stable government difficult.</i></p> <p><i>Another weakness was that Article 48 was used too much. If the parties fell out and could not form an effective government, then this rule allowed the President to suspend the constitution and rule by decree. So the constitution looked weak and people might lose faith in it.</i></p>

Question Number	
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1 (c)		Explain the effects of the Dawes Plan (1924) on Germany. Target: Consequence/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<p>Simple or generalised statements of consequence(s). The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g The Dawes Plan helped Germany a lot in difficult times.</i></p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two or more simple statements.
2	3-5	<p>Developed statements of effect(s). The student supports the statement with relevant contextual knowledge, but does not explain effects.</p> <p><i>e.g. ... The Dawes Plan addressed the issue of reparations. Dawes was an American banker who came up with a solution to the fact that Germany could not pay its reparations. The Dawes Plan reduced payments to an affordable level and agreed that American banks would invest in German industry. The effects were to improve the German economy and to make the French leave the Ruhr.</i></p> <ul style="list-style-type: none"> • 3-4 marks for one developed statement. • 4-5 marks for two or more developed statements.
3	6-8	<p>Developed explanation of effect(s). The candidate explains one or more effect supported by selected knowledge.</p> <p><i>e.g. ...The Dawes Plan addressed the issue of reparations. Dawes was an American banker who came up with a solution to the fact that Germany could not pay its reparations. The Dawes Plan reduced payments to an affordable level and agreed that American banks would invest in German industry. The effects were to improve the German economy and to make the French leave the Ruhr.</i></p> <p><i>But there were wider effects. What the Dawes Plan did was to begin the steps of German recovery. So the German Chancellor, Stresemann was able to restore Germany's economy and to make it a respected nation again. This was seen when Germany signed the Locarno Pact and joined the League of Nations. Better relations with other countries stemmed from the success of the Dawes Plan.</i></p> <ul style="list-style-type: none"> • 6-7 marks for one or more explained statement. • 8 marks for answers which show links between effects.

Question Number	
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1 (d)		Explain why the German economy faced problems in the years 1919-23. Target: Causation/Recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<p>Simple or generalised statements of causation.</p> <p><i>e.g.The German economy suffered in the years 1919-23 because of reparations.</i></p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two or more simple statements.
2	3-5	<p>Developed statement(s) of causation.</p> <p>The candidate supports statement(s) with relevant contextual knowledge, but does not link causes to the outcome.</p> <p><i>e.g ... The German economy suffered in the years 1919-23 because of reparations. The Treaty of Versailles said that Germany was responsible for the war and that it had to pay for it. So in 1921 it was agreed that £6,600 million should be paid. Germany could not afford this.</i></p> <ul style="list-style-type: none"> • 3-4 marks for one developed cause. • 4-5 marks for two or more developed causes.
3	6-8	<p>Developed explanation of causation.</p> <p>The candidate explains why the cause(s) brought about the stated outcome. This may involve seeing links or prioritising to produce an 'overview'.</p> <p><i>e.g ... The German economy suffered in the years 1919-23 because the Germans had no money for investment. All the reserves of gold had been spent in the war and also Germany had to pay reparations. The Treaty of Versailles said that Germany was responsible for the war and that it had to pay for it. So in 1921 it was agreed that £6,600 million should be paid. Germany could not afford this and had no money to build up its economy after the war. In 1923 failure to make reparations payments led to the French occupying the Ruhr and German workers went on strike. As this was the main industrial area of Germany the economy suffered even more. Then the government printed more money and caused hyperinflation. Obviously, this damaged the economy more.</i></p> <ul style="list-style-type: none"> • 6-7 marks for one cause linked to outcome. • 7-8 marks for two or more causes linked to outcome. • Award 8 marks to any answer which prioritises causes or demonstrates how they combined to create the outcome.

Question Number		
2(a)		<p>Explain how the Nazi Party changed in the years 1924-28.</p> <p>Target: change/recall of knowledge (A01/A02) Spelling, punctuation and grammar (SPaG): up to 3 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<p>Simple or generalised statement(s) of change. One mark per simple statement made.</p> <p><i>e.g. ...During these years it got stronger and stronger.</i></p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two or more simple statements.
2	3-5	<p>Developed statement(s) of change. The candidate supports the statement with relevant contextual knowledge, but does not focus on change.</p> <p><i>e.g. ...Following the Munich Putsch the NSDAP had been banned and Hitler imprisoned. But in 1925 the ban on the party was lifted and Hitler was released from prison after only 8 months. He relaunched the party on 27 February 1925. Over 4000 people turned up to hear him speak. He also set up a new security force called the Schutzstaffel. The Nazis won 12 seats in the 1928 elections so they still weren't that popular.</i></p> <ul style="list-style-type: none"> • 3-4 marks for one developed statement. • 4-5 marks for two or more developed statements.
3	6-8	<p>Developed explanation of change. An explanation of one or more ways supported by selected knowledge. Candidates will explain how the changes produced a situation different from what went before.</p> <p><i>e.g. ...Following the Munich Putsch the NSDAP had been banned and Hitler imprisoned. But in 1925 the ban on the party was lifted and Hitler was released from prison after only 8 months. He relaunched the party on 27 February 1925. Firstly, it used propaganda to get its message across. They blamed the Jews and Communists for all Germany's problems and constantly repeated this message in speeches and newspapers. Secondly, they created an image of strength for the party. They had the SA and the SS to deal with opposition and to create the image of a strong, military like organisation. Many people thought the German army had been mistreated after the war and liked what the Nazis were offering. So the party had become more popular as a result of propaganda and organisation. However, perhaps the greatest change was as a result of Hitler's decision to use legitimate methods to win power. After the Munich Putsch he put aside the idea of armed uprising and decided to try to win power through the ballot box. So the Nazis changed from revolutionaries to a legitimate political party.</i></p> <ul style="list-style-type: none"> • 6-7 marks for one or more explained statements. • 8 marks for answers which show links between factors.

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	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	2	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	3	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		
2(b)		<p>Explain how Hitler dealt with opposition to his rule in the years 1933-34.</p> <p>Target: change/recall of knowledge (A01/A02)</p> <p>Spelling, punctuation and grammar (SPaG): up to 3 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<p>Simple or generalised statement(s) of ways. One mark per simple statement made.</p> <p><i>e.g... Hitler dealt with his opposition by using force.</i></p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two or more simple statements.
2	3-5	<p>Developed statement(s) of ways.</p> <p>The candidate supports the statement with relevant contextual knowledge.</p> <p><i>e.g ...Hitler dealt with opposition to his rule in years 1933-34 by using the Gestapo. This organisation was set up in 1933 by Hermann Goring and arrested anyone who spoke out against Nazi ideas. He also used concentration camps, the first of which was set up in Dachau in 1933. Another way was to arrest Rohm and execute him and six other SA leaders, because Hitler saw him as a rival.</i></p> <ul style="list-style-type: none"> • 3-4 marks for one developed statement. • 4-5 marks for two or more developed statements.
3	6-8	<p>Developed explanation of ways.</p> <p>An explanation of one or more way supported by selected knowledge. Candidates may be able to see links to establish an overview.</p> <p><i>e.g ...Hitler dealt with opposition by a policy of fear and repression. So in 1933 Goring set up the Gestapo to arrest anyone who spoke out against Nazi ideas. He also used concentration camps, the first of which was set up in Dachau in 1933, to imprison political opponents. He also took severe measures against those even suspected of being opponents. In early 1934 he executed Rohm and six other SA leaders, because Hitler saw him as a rival. So opponents were dealt with by brutal force.</i></p> <ul style="list-style-type: none"> • 6-7 marks for one or more explained statements. • 8 marks for answers which show links between factors.

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	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	2	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	3	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		
*3(a)		<p>Was rearmament the policy which had the greatest impact on German economic problems in the years 1933-39? 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"> • Rearmament • National Labour Service • German Labour Front • Beauty of Labour and Strength Through Joy <p>Target: Analysis of effect/recall of knowledge (AO1/A02) Assessing QWC:</p> <ul style="list-style-type: none"> • For the highest mark in a level all criteria for the level, including those for QWC must be met. <p>Spelling, punctuation and grammar (SPaG): 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>Simple or generalised statements of impact.</p> <p>The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>Low level 1 (1-2) Repetition of the provided stimulus material or agrees/disagrees with no development.</p> <p><i>e.g. All these policies were important because the German economy needed help.</i></p> <p>High level 1 (3-4) For unfocused description.</p> <p><i>e.g. In 1929 the Wall St. Crash destroyed the US economy and the Americans asked for their loans to be repaid. As a result the German economy collapsed too. When Hitler came to power he introduced a series of measures to try to improve the economy. Most of those measures involved using state control to create jobs.</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>
QWC i-ii-iii		
2	5-8	<p>Developed statements of impact.</p> <p>Developed statements which agree and/or disagree using the stimulus and/or additional material. Mostly relevant and accurate with an implicit focus on the question.</p> <p>Low level 2 (5-6). Mainly narrative or development of one factor only.</p> <p><i>e.g. ... Hitler believed that a great nation should dominate its</i></p>

<p>QWC i-ii-iii</p>		<p><i>neighbours. He also believed that the German people were short of land and that they needed to win land from other countries. So he built up the army. Spending increased dramatically on the armed forces and the army increased from about 100,000 men in 1933 to 900,000 in 1939.</i></p> <p>High Level 2 (7-8) Development of two or more factors, but no explanation.</p> <p><i>e.g.... Hitler believed that a great nation should dominate its neighbours. He also believed that the German people were short of land and that they needed to win land from other countries. So he built up the army. Spending increased dramatically on the armed forces and the army increased from about 100,000 men in 1933 to 900,000 in 1939.</i></p> <p><i>Hitler set up two organisations to help working conditions. One of these was Beauty of Labour. It tried to ensure that workers had good standards at work. So it looked at safety, cleanliness, lighting, noise levels and the food that people got. Another was Strength through Joy which provided leisure activities for workers, such as theatre shows and sports facilities. The best workers could win holidays.</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.</p>
<p>3</p>	<p>9-12</p>	<p>Developed explanation of impact.</p> <p>Low Level 3 (9-10) Developed explanation of more than one factor, but with no attempt at prioritisation.</p> <p><i>e.g. ... Hitler believed that a great nation should dominate its neighbours. He also believed that the German people were short of land and that they needed to win land from other countries. So he built up the army. Spending increased dramatically on the armed forces and the army increased from about 100,000 men in 1933 to 900,000 in 1939. Obviously, rearmament had a huge impact on the economy. Almost a million people now had jobs which had not existed in 1933. Then on top of this, there were huge amounts of money spent to supply weapons, uniforms etc for these men. So all of this had an impact on the economy.</i></p> <p><i>Hitler set up two organisations to help working conditions. One of these was Beauty of Labour. It tried to ensure that workers had good standards at work. So it looked at safety, cleanliness, lighting, noise levels and the food that people got. Another was Strength through Joy which provided leisure activities for workers, such as theatre shows and sports facilities. The best workers could win holidays. These measures must have had an impact on the economy because they will have made the workers more content and work harder. Hitler took a hard line with the work force, but these measures show that he also understood that people work harder if they are happy in their work.</i></p>

<p>QWC i-ii-iii</p>		<p>Answers which explain only one factor should be marked at Level 2 (8).</p> <p>High Level 3 (11-12) Prioritises between two factors.</p> <p><i>e.g ... As Low Level 3, but also:</i></p> <p><i>I don't think you can really compare these two factors. One made the people happier in their work, but that would not have an impact anywhere near as big as finding nearly a million more jobs and increasing spending on the armed forces to almost 10 times what it had been.</i></p> <p>Answers which explain that one factor had the greatest impact but do not make a direct comparison with another factor should be marked at Level 3 (11).</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>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>A sustained argument.</p> <p>This considers the inter-relationship between a range of impacts from the factors and/or additional material.</p> <p>Low level 4 (13-14) Makes judgement on relative importance of more than two factors.</p> <p><i>e.g...High L3, plus also discusses the relative importance of a third factor, such as the German Labour Front in helping the German economy to recover...</i></p> <p>High level 4 (15-16) Illustrates that one 'most important factor on its own could not provide a satisfactory explanation – or all factors are of equal importance.</p> <p><i>e.g....As High L3 but explains how all the factors combined to have an impact - or perhaps argues that without rearmament the other factors would have been meaningless and had little impact.</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>

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	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	2-3	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	4	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		
* 3(b)		<p>Was the impact of Nazi social policies in the years 1933-39 greatest on education? 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"> • Impact on education • Impact on the Jews • Impact on women • Impact on the Arts <p>Target: Analysis of effect/recall of knowledge (AO1/A02) Assessing QWC:</p> <ul style="list-style-type: none"> • For the highest mark in a level all criteria for the level, including those for QWC must be met. <p>Spelling, punctuation and grammar (SPaG): 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>Simple or generalised statements of impact.</p> <p>The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>Low level 1 (1-2) Repetition of the provided stimulus material or agrees/disagrees with no development.</p> <p><i>e.g The Nazis were a totalitarian government. They believed in controlling all aspects of German life. So there was an impact in education, the role of women, the Arts and how Jews were treated.</i></p> <p>High level 1 (3-4) For unfocused description.</p> <p><i>e.g ...Hitler understood that to get complete obedience from the German people it was necessary for the government to control how people were educated and what their views were towards ethnic minorities and the Arts.</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>
QWC i-ii-iii		
2	5-8	<p>Developed statements of impact.</p> <p>Developed statements which agree and/or disagree using the stimulus and/or additional material. Mostly relevant and accurate with an implicit focus on the question.</p> <p>Low level 2 (5-6). Mainly narrative or development of one factor only.</p> <p><i>e.g. ...The Nazis had different ideas about how boys and girls were to be educated. Boys were seen as being trained for paid work and to join the armed forces. Girls were educated with a</i></p>

<p>QWC i-ii-iii</p>		<p><i>view to being good wives and mothers. So what they were taught at school reflected this.</i></p> <p>High Level 2 (7-8) Development of two or more factors, but no explanation.</p> <p><i>e.g... The Nazis had different ideas about how boys and girls were to be educated. Boys were seen as being trained for paid work and to join the armed forces. Girls were educated with a view to being good wives and mothers. So what they were taught at school reflected this.</i></p> <p><i>The Nazis controlled the Arts in Germany. Goebbels set up the Reich Chamber of Culture and writers, musicians, actors and artists had to be members. If the Nazis did not approve of the work of anyone in the Arts, they were banned. People were also encouraged to take their own steps against 'undesirable influences'. So on one occasion there was a huge bonfire in Berlin on which 20,000 books written by Jews and Communists were burned by students.</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.</p>
<p>3</p>	<p>9-12</p>	<p>Developed explanation of impact.</p> <p>Low Level 3 (9-10) Developed explanation of two or more effects, with no attempt at prioritisation.</p> <p><i>e.g. ...The Nazis had different ideas about how boys and girls were to be educated. Boys were seen as being trained for paid work and to join the armed forces. Girls were educated with a view to being good wives and mothers. So what they were taught at school reflected this. Obviously, this had a major effect on German society because it influenced the roles of men and women in later life. It became accepted as the norm for men to want to be part of the great German expansion plan and be part of the armed forces achieving this. For women, they had been taught to be subservient to the needs of the State and stay at home to be mothers.</i></p> <p><i>The Nazis controlled the Arts in Germany. Goebbels set up the Reich Chamber of Culture and writers, musicians, actors and artists had to be members. If the Nazis did not approve of the work of anyone in the Arts, they were banned. People were also encouraged to take their own steps against 'undesirable influences'. So on one occasion there was a huge bonfire in Berlin on which 20,000 books written by Jews and Communists were burned by students. This form of control and propaganda had a major impact on German society. Nazi views dominated because they were portrayed as the 'right ones' and the views of 'unacceptable' authors etc (men like Einstein) were ignored or ridiculed. So the way people thought was influenced.</i></p> <p>Answers which explain only one factor should be marked</p>

<p>QWC i-ii-iii</p>		<p>at L2 (8).</p> <p>High Level 3 (11-12) Prioritises between two factors.</p> <ul style="list-style-type: none"> e.g ... Low L3 plus: <p><i>Of the two, I think that education had the greatest social impact because it influenced minds which were easy to influence. If children are given a social message at an early age, they are very likely to accept it and it will become part of their adult thinking. Whereas control of the Arts involved changing the views of adults. There must have been millions of people who did not agree with what they were being told and didn't believe it. They just went along with it to avoid getting in trouble.</i></p> <p>Answers which explain that one stimuli had the greatest impact but do not make a direct comparison with another stimuli should be marked at Level 3 (11).</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>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>A sustained argument.</p> <p>This considers the inter-relationship between a range of impacts from the stimulus and/or additional material.</p> <p>Low level 4 (13-14) Makes judgement on relative importance of more than two factors.</p> <p><i>e.g...As High L3 but explains a third factor, such as Nazi policies towards women and compares its impact to that of education and policies towards the Arts.</i></p> <p>High level 4 (15-16) Illustrates that one 'most important factor on its own could not provide a satisfactory explanation – or all stimuli are of equal importance.</p> <p><i>e.g...As Low L4, but sees how the various factors are all part of an all embracing totalitarian regime and combine together to give a general impact.</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>

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	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	2-3	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	4	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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