



Pearson

## **Mark Scheme**

Summer 2017

5HA02/2A

Pearson Edexcel GCSE  
in History A (5HA02)

Paper 02

Unit 2: Modern World Depth Study:  
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, ie if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

### Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
- **2 mark bands**  
Start with the presumption that the mark will be the higher of the two.  
An answer which is poorly supported gets the lower mark.
- **3 mark bands**  
Start with a presumption that the mark will be the middle of the three.  
An answer which is poorly supported gets the lower mark.  
An answer which is well supported gets the higher mark.
- **4 mark bands**  
Start with a presumption that the mark will be the upper middle mark of the four.  
An answer which is poorly supported gets a lower mark.  
An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

### Quality of Written Communication (QWC)

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

## **Spelling, Punctuation and Grammar (SPaG) marking guidance**

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, ie if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria to a candidate's response, the team leader must be consulted.
- Crossed-out work should be marked unless the candidate has replaced it with an alternative response.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Examiners are advised to consider the marking criteria in the following way:
  - How well does the response communicate the meaning?
  - What range of specialist terms is used?
  - How accurate is the spelling, punctuation and grammar?

| Question Number |            |  |
|-----------------|------------|--|
| <b>1 (a)</b>    |            | <p>What can you learn from Source A about Nazi rule in Germany?</p> <p><b>Target:</b> source comprehension, inference and inference support (AO3).</p>   |
| Level           | Mark       | Descriptor   |
|                 | <b>0</b>   | No rewardable material.  |
| <b>1</b>        | <b>1</b>   | <p><b>Candidates do no more than copy/paraphrase the source.</b></p> <p><i>e.g. I can learn that Jews were no longer allowed to run businesses.</i></p>  |
| <b>2</b>        | <b>2–3</b> | <p><b>Unsupported inference(s).</b></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. I can tell that it was anti-Jewish.</i></p> <ul style="list-style-type: none"> <li>• 2 marks for one unsupported inference.</li> <li>• 3 marks for two unsupported inferences.</li> </ul> |
| <b>3</b>        | <b>4</b>   | <p><b>Supported inference(s).</b></p> <p>A supported inference is one that uses detail from the source to prove the inference.</p> <p><i>e.g. I can tell that it was anti-Jewish. I know this because it tells me that the Jews were attacked, then they were fined and banned from business.</i></p>  |

| Question Number |            |  |
|-----------------|------------|--|
| <b>1 (b)</b>    |            | Describe the key features of the Night of the Long Knives in 1934.<br><br><b>Target:</b> knowledge recall and selection, key features and characteristics of the periods studied (AO1/AO2).  |
| Level           | Mark       | Descriptor   |
|                 | <b>0</b>   | No rewardable material.  |
| <b>1</b>        | <b>1–3</b> | <p><b>Simple statement(s).</b></p> <p><i>e.g. It was in June 1934. Stormtroopers were killed.</i></p> <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2 marks for two simple statements.</li> <li>• 3 marks for three or more simple statements.</li> </ul>   |
| <b>2</b>        | <b>4–6</b> | <p><b>Developed statement(s).</b></p> <p>A developed statement is a simple statement supported by factual detail.</p> <p><i>e.g. One key feature of the Night of the Long Knives was that it was when Hitler decided to get rid of Röhm, who was a possible rival for leadership of the Nazi Party. On 30 June 1934 Röhm and hundreds of the Stormtroopers were executed. Hitler was making sure everyone realised that he was the man in charge...</i></p> <p><i>Another feature...</i></p> <ul style="list-style-type: none"> <li>• 4–5 marks for one developed statement, according to the degree of support.</li> <li>• 5–6 marks for two or more developed statements.</li> </ul> |

| Question Number |            |  |
|-----------------|------------|--|
| <b>1 (c)</b>    |            | <p>Explain the effects of Hitler's policies towards the Churches in Germany in the years 1933-39.</p> <p><b>Target:</b> knowledge recall and selection, consequence within a historical context (AO1/AO2).</p>   |
| Level           | Mark       | Descriptor   |
|                 | <b>0</b>   | No rewardable material.  |
| <b>1</b>        | <b>1–2</b> | <p><b>Simple or generalised statement(s) of consequences.</b><br/>The candidate makes statements that lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. Hitler took control of the Churches.</i></p> <ul style="list-style-type: none"> <li>• 1 mark for one simple or generalised statement.</li> <li>• 2 marks for two or more simple or generalised statements.</li> </ul>  |
| <b>2</b>        | <b>3–5</b> | <p><b>Developed statement(s) of consequences.</b><br/>The candidate supports the statement with relevant contextual knowledge.</p> <p><i>e.g. The Churches came under Nazi control in Germany. Although Hitler signed the Concordat with the Catholics in 1933, he began to ignore it and this led to him being criticised by the Pope in 1937. Protestant Churches came under the Reich Church and anyone who caused trouble was sent to a concentration camp...</i></p> <ul style="list-style-type: none"> <li>• 3–4 marks for one developed statement.</li> <li>• 4–5 marks for two or more developed statements.</li> </ul>  |
| <b>3</b>        | <b>6–8</b> | <p><b>Developed explanation of consequences.</b><br/>An explanation of one or more consequences, supported by selected knowledge.</p> <p><i>e.g. One effect of the policy towards the Churches was that it made Germany even more of a totalitarian state where everything was controlled by the Nazis. The Churches came under Nazi control in Germany. Although Hitler signed the Concordat with the Pope in 1933, he began to ignore it and this led to him being criticised by the Pope in 1937. Protestant Churches came under the Reich Church and anyone who caused trouble was sent to a concentration camp. So now, even the way people worshipped was controlled...</i></p> <ul style="list-style-type: none"> <li>• 6 marks for one explained statement.</li> <li>• 7–8 marks for two or more explained statements.</li> <li>• 8 marks for answers which show links between factors.</li> </ul> |

| Question Number |            |   |
|-----------------|------------|---|
| <b>1 (d)</b>    |            | Explain why Hitler introduced the Nuremberg Laws in 1935.<br><br><b>Target:</b> knowledge recall and selection, causation within a historical context (AO1/AO2).  |
| Level           | Mark       | Descriptor  |
|                 | <b>0</b>   | No rewardable material.   |
| <b>1</b>        | <b>1–2</b> | <p><b>Simple or generalised statement(s) of causation.</b></p> <p><i>e.g. He did this because he wanted to restrict the rights of the Jews.</i></p> <ul style="list-style-type: none"> <li>• 1 mark for one simple or generalised statement.</li> <li>• 2 marks for two or more simple or generalised statements.</li> </ul>  |
| <b>2</b>        | <b>3–5</b> | <p><b>Developed statement(s) of causation.</b></p> <p>The candidate supports statement(s) with relevant contextual knowledge.</p> <p><i>e.g. He did this because he wanted to restrict the rights of the Jews. In 1935 the Nuremberg Laws were passed. They said that it was illegal for Jews to marry non-Jews and Jews were deprived of German citizenship. They were also stopped from using swimming pools, restaurants and other public facilities...</i></p> <ul style="list-style-type: none"> <li>• 3–4 marks for one developed cause.</li> <li>• 4-5 marks for two or more developed causes.</li> </ul>  |
| <b>3</b>        | <b>6–8</b> | <p><b>Developed explanation of causation.</b></p> <p>The candidate explains why the cause(s) brought about the stated outcome.</p> <p><i>e.g. Hitler introduced the Nuremberg Laws because he wanted to stress how Jews were no longer a legitimate part of society. To emphasise this, Jews were deprived of their citizenship, so they could no longer vote in elections. That showed they had no role to play. Preventing them from marrying non-Jews showed how they were different and this was made even more plain by not allowing them to use swimming pools and restaurants. All of this would gain Hitler support as his propaganda had already suggested Jews were to blame for all the things wrong in Germany...</i></p> <ul style="list-style-type: none"> <li>• 6 marks for one cause linked to outcome.</li> <li>• 7–8 marks for two or more causes linked to outcome.</li> <li>• 8 marks for answers which prioritise causes or demonstrate how they combined to produce the outcome.</li> </ul> |



| Question Number |            |  |
|-----------------|------------|--|
| <b>2 (a)</b>    |            | <p>Explain how the economic work of Stresemann in the years 1923-24 changed Germany.</p> <p><b>Target:</b> knowledge recall and selection, change within a historical context (AO1/AO2).</p>   |
| Level           | Mark       | Descriptor   |
|                 | <b>0</b>   | No rewardable material.  |
| <b>1</b>        | <b>1–2</b> | <p><b>Simple or generalised statement(s) of change.</b></p> <p><i>e.g. Stresemann introduced measures that saved the German economy.</i></p> <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2 marks for two or more simple statements.</li> </ul>  |
| <b>2</b>        | <b>3–5</b> | <p><b>Developed statement(s) of change.</b></p> <p>The candidate supports the statement with relevant contextual knowledge.</p> <p><i>e.g. Stresemann inherited lots of problems. To put these right he introduced the Rentenmark in 1923. This, together with cuts in the number of government employees, helped restore confidence and ended inflation. Loans from the USA through the Dawes Plan in 1924 helped improve the German economy...</i></p> <ul style="list-style-type: none"> <li>• 3–4 marks for one developed statement.</li> <li>• 4–5 marks for two or more developed statements.</li> </ul>   |
| <b>3</b>        | <b>6–8</b> | <p><b>Developed explanation of change.</b></p> <p>An explanation of one or more changes, supported by selected knowledge.</p> <p><i>e.g. Germany changed significantly as a result of the economic work of Stresemann. When Stresemann took office Germany was in difficulties because of the impact of the French occupation and hyperinflation. Stresemann introduced the Rentenmark in 1923. This, together with cuts in the number of government employees, helped restore confidence and ended inflation. Loans from the USA through the Dawes Plan in 1924 helped improve the German economy. But what was more important was that this work changed the mood in Germany. Before Stresemann's work the government was under threat and the economy was in ruins. As a result of what Stresemann did, there was much more stability and much more support for the Weimar governments...</i></p> <ul style="list-style-type: none"> <li>• 6–7 marks for one explained change.</li> <li>• 7–8 marks for two or more explained changes.</li> <li>• 8 marks for answers which prioritise changes or show links between them.</li> </ul> |

| Question Number |            |   |
|-----------------|------------|---|
| <b>2 (b)</b>    |            | <p>Explain how education in schools changed under the Nazis in the years 1933-39.</p> <p><b>Target:</b> knowledge recall and selection, change within a historical context (AO1/AO2).</p>   |
| Level           | Mark       | Descriptor  |
|                 | <b>0</b>   | No rewardable material.   |
| <b>1</b>        | <b>1–2</b> | <p><b>Simple or generalised statement(s) of change.</b></p> <p><i>e.g. The Nazis changed education by taking full control of it.</i></p> <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2 marks for two or more simple statements.</li> </ul>   |
| <b>2</b>        | <b>3–5</b> | <p><b>Developed statement(s) of change.</b></p> <p>The candidate supports the statement with relevant contextual knowledge.</p> <p><i>e.g. The Nazis used education to indoctrinate the young. The Nazis controlled which subjects were taught in schools and there was greater emphasis on physical education to prepare boys for the army and girls for producing children. Subjects such as Race Studies and Ideology were introduced. The Nazis also made sure that teachers were supporters of the Nazi party...</i></p> <ul style="list-style-type: none"> <li>• 3–4 marks for one developed statement.</li> <li>• 4–5 marks for two or more developed statements.</li> </ul>   |
| <b>3</b>        | <b>6–8</b> | <p><b>Developed explanation of change.</b></p> <p>An explanation of one or more changes, supported by selected knowledge.</p> <p><i>e.g. The most significant change to education during this time was the introduction of control. This involved not only introducing new subjects that allowed the teaching of Nazi views, such as Race Studies and Ideology, but also using existing subjects, such as History and Mathematics, to show examples of how the Jews could not be trusted. This control also extended to who was allowed to teach in schools. They had to be loyal Nazis. So things changed from schools having a degree of freedom to one where who taught and exactly what was taught was dictated by the Nazis.</i></p> <ul style="list-style-type: none"> <li>• 6–7 marks for one explained change.</li> <li>• 7–8 marks for two or more explained changes.</li> <li>• 8 marks for answers which prioritise changes or show links between them.</li> </ul> |

| Question Number     |            |   |
|---------------------|------------|---|
| <b>3 (a)</b>        |            | <p>Was the Kapp Putsch the greatest problem faced by the Weimar governments in the years 1919-22?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> <li>• The Kapp Putsch</li> <li>• Weaknesses in the Constitution</li> </ul> <p>You <b>must</b> also include information of your own.</p> <p><b>Target:</b> knowledge recall and selection, analysis of consequence within a historical context (AO1/AO2).<br/> <b>Assessing QWC i-ii-iii:</b> for the highest mark in a level <b>all</b> criteria for the level, including those for QWC, must be met.<br/> <b>Spelling, punctuation and grammar (SPaG):</b> up to 4 additional marks will be awarded for SPaG.</p>  |
| Level               | Mark       | Descriptor  |
|                     | <b>0</b>   | No rewardable material.   |
| <b>1</b>            | <b>1–3</b> | <p><b>Simple or generalised statements of consequence</b><br/> The candidate makes statements that lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>At this level candidates will</p> <ul style="list-style-type: none"> <li>• agree or disagree without development</li> <li>• write on the stimulus points or other consequences without specific detail.</li> </ul> <p><i>e.g. I agree the Kapp Putsch was a very serious threat to the Weimar Republic.</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>   |
| <b>QWC i-ii-iii</b> |            |   |
| <b>2</b>            | <b>4–7</b> | <p><b>Developed statements of consequence</b><br/> Developed statements which agree and/or disagree with the question. These answers provide detail, but do not explain the consequence.</p> <ul style="list-style-type: none"> <li>• 4–5 marks for developing one consequence.</li> <li>• 5–6 marks for developing two consequences.</li> <li>• 6–7 marks for developing three consequences.</li> </ul> <p><i>e.g. The Kapp Putsch happened after Ebert tried to disband the Freikorps. They rebelled and marched on Berlin. They announced that Dr Wolfgang Kapp was Germany's new leader. The government fled but the revolt was put down when the people responded to a request for a general strike. It had been a major threat...</i></p> <p><i>The Weimar Constitution was drawn up by the newly elected National Assembly. The assembly met in Weimar so the constitution took that name. It was a much more democratic constitution than the Germans were used to as now all men and women aged 21 or over could vote, but it had a number of weaknesses. Voting was to be by proportional</i></p> |
| <b>QWC i-ii-iii</b> |            |   |

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|  | <p><i>representation. The head of government was the Chancellor and the head of state was the President...</i></p> <p><b>Maximum 6 marks for answers that do not detail a problem in addition to those prompted by the stimulus material, for example the problems created by the Treaty of Versailles.</b></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> |
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|--|---|--|
| <p style="text-align: center;">3</p> <p style="text-align: center;">QWC<br/>i-ii-iii</p> | <p style="text-align: center;">8–12</p> | <p><b>Developed explanation of consequence</b><br/> Developed explanation of consequence, agreeing and/or disagreeing with the question.</p> <ul style="list-style-type: none"> <li>• 8–9 marks for one consequence explained.</li> <li>• 9–10 marks for two consequences explained.</li> <li>• 11–12 marks for three or more consequences explained.</li> </ul> <p><i>e.g. The Kapp Putsch happened after Ebert tried to disband the Freikorps. They rebelled and marched on Berlin. They announced that Dr Wolfgang Kapp was Germany's new leader. The government fled but the revolt was put down when the people responded to a request for a general strike. This was a very serious problem for the Weimar as it showed just how unstable the country was and how insecure their grip on power was. Kapp was defeated only because he was not a very popular leader and the workers had gone on strike. There was no real support for the government.</i></p> <p><i>The Weimar Constitution was drawn up by the newly elected National Assembly. The assembly met in Weimar so the constitution took that name. It was a much more democratic constitution than the Germans were used to as now all men and women aged 21 or over could vote, but it had a number of weaknesses. The head of government was the Chancellor and the head of state was the President who could rule by decree in an emergency. This new constitution presented a number of problems for the Weimar government. Firstly, the system of proportional representation meant that between 1919 and 1933 governments had to be formed by making coalitions. This was a problem because...</i></p> <p><i>Another major problem for the Weimar governments was the impact of the cost of the war and, in particular the Treaty of Versailles. This was a problem because...</i></p> <p><b>Maximum 10 marks for answers that do not explain a problem beyond those prompted by the stimulus material, for example the problems created by the Treaty of Versailles.</b></p> <p>Writing communicates ideas using historical terms accurately</p> |
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|                               |              | 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.   |
| <b>4</b>                      | <b>13–16</b> | <p><b>Prioritises consequences or sees link between them.</b><br/>This considers the relationship between a range of problems. (This level can be achieved only if the response has explained at least three consequences and has made explicit comparisons of the relative importance of two of them in coming to a judgement.)</p> <p><i>e.g.</i> As Level 3 plus:<br/><i>... I believe the threat posed by the Kapp Putsch was not as important as that posed by the Treaty of Versailles. Kapp was important because the government was nearly overthrown, but the problems caused by Versailles were ongoing and undermined everything the government tried to do...</i></p> <ul style="list-style-type: none"> <li>• 15–16 marks for judgement of the relative importance of more than two consequences or for an answer which shows the interrelationship between three consequences in coming to a judgement.</li> </ul> <p><i>e.g.</i> As Level 3 plus:<br/><i>... But neither of these two factors were as important as the constitution because...</i></p> <p><b>NB: No access to Level 4 for answers that do not explore a factor beyond those prompted by the stimulus material, for example the problems created by the Treaty of Versailles.</b></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> |
| <b>QWC</b><br><b>i-ii-iii</b> |              |   |
|                               |              | <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>     | 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                  | <b>2–3</b>   | 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                          | <b>4</b>     | Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in   |

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|  |  | 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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| Question Number     |            |  |
|---------------------|------------|--|
| <b>3 (b)</b>        |            | <p>Was Nazi propoganda the main reason why the Weimar Republic came to an end in March 1933?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> <li>• Nazi propoganda</li> <li>• Fear of communism</li> </ul> <p>You <b>must</b> also include information of your own.</p> <p><b>Target:</b> knowledge recall and selection, analysis of causation within a historical context (AO1/AO2).<br/> <b>Assessing QWC i-ii-iii:</b> for the highest mark in a level <b>all</b> criteria for the level, including those for QWC, must be met.<br/> <b>Spelling, punctuation and grammar (SPaG):</b> up to 4 additional marks will be awarded for SPaG.</p>   |
| Level               | Mark       | Descriptor   |
|                     | <b>0</b>   | No rewardable material.  |
| <b>1</b>            | <b>1–3</b> | <p><b>Simple or generalised statements of causation.</b><br/> The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>At this level candidates will</p> <ul style="list-style-type: none"> <li>• agree or disagree without development</li> <li>• write on the stimulus points or other causes without specific detail.</li> </ul> <p><i>e.g. Nazi propoganda helped win support from the people.</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>  |
| <b>QWC i-ii-iii</b> |            |  |
| <b>2</b>            | <b>4–7</b> | <p><b>Developed statements of causation.</b><br/> Developed statements which agree and/or disagree with the question. These answers provide detail, but do not explain the causes.</p> <ul style="list-style-type: none"> <li>• 4–5 marks for developing one cause.</li> <li>• 5–6 marks for developing two causes.</li> <li>• 6–7 marks for developing three causes.</li> </ul> <p><i>e.g. The Nazis were masters of the use of propoganda. They campaigned against the Weimar Republic and won a great deal of support by portraying themselves as a party of strength who could resolve the problems that Germany was facing...</i></p> <p><i>Fear of communism was a major factor in the downfall of the Weimar Republic. Support for communism was growing, and when Marinus van der Lubbe was caught setting fire to the Reichstag building, there was a fear that a communist revolution was about to take place...</i></p> |



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| <p><b>QWC<br/>i-ii-iii</b></p>                 |                     | <p><b>Maximum 6 marks for answers that do not detail a cause in addition to those prompted by the stimulus material, for example, high unemployment.</b></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><b>3</b></p> <p><b>QWC<br/>i-ii-iii</b></p> | <p><b>8–12</b></p>  | <p><b>Developed explanation of causation.</b><br/>Developed explanation of causes, agreeing and/or disagreeing with the question.</p> <ul style="list-style-type: none"> <li>• 8–9 marks for one cause explained.</li> <li>• 9–10 marks for two causes explained.</li> <li>• 11–12 marks for three or more causes explained.</li> </ul> <p><i>e.g. The Nazis were masters of the use of propaganda. They campaigned relentlessly against the Weimar Republic and won a great deal of support by portraying themselves as a party of strength who could resolve the problems that Germany was facing. As the number of unemployed increased, so people became more ready to accept the anti-Weimar propaganda, which claimed that the government was weak and unable to solve the economic problems. The propaganda convinced people that it was time for a radical change...</i></p> <p><i>Fear of communism was a major factor in the downfall of the Weimar Republic. Support for communism was growing, and when Marinus van der Lubbe was caught setting fire to the Reichstag building, there was a fear that a communist revolution was about to take place. This helped bring about the end of the Weimar Republic because it was already seen as under threat from communism (the number of communist seats in the Reichstag had doubled between 1928 and Nov 1932). Major industrialists, like Krupp and Thyssen, began to support the Nazis because they were anti- communist, thus helping bring about the end of the Weimar Republic...</i></p> <p><i>High unemployment was also an important cause because...</i></p> <p><b>Maximum 10 marks for answers that do not explain a cause beyond those prompted by the stimulus material, for example, high unemployment.</b></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><b>4</b></p>                                | <p><b>13–16</b></p> | <p><b>Prioritises causes or sees link between them.</b><br/>This considers the relationship between a range of causes. (This level can be achieved only if the response has</p>   |

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| QWC<br>i-ii-iii |            | <p>explained at least three causes and has made explicit comparisons of the relative importance of two of them in coming to a judgement.)</p> <p><i>e.g. As Level 3 plus... of course, the most important cause was fear of communism. Without this the people would not have listened to the Nazi propaganda...</i></p> <ul style="list-style-type: none"> <li>• 15–16 marks for judgement of the relative importance of more than two causes or for an answer which shows the interrelationship between three causes in coming to a judgement.</li> </ul> <p><i>e.g. As Level 3 plus... fear of communism was more important than Nazi propaganda but less important than e.g. high unemployment because...</i></p> <p><b>NB: No access to Level 4 for answers that do not explore a factor beyond those prompted by the stimulus material, for example high unemployment.</b></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   |
|                 | <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>   | 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    | <b>2–3</b> | 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            | <b>4</b>   | 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.  |