

Mark Scheme (Results)

Summer 2016

GCSE History B (5HB02/2C)
Unit 2: Schools History Project
Depth Study

Option 2C: Germany, 1918-45

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2016

Publications Code 5HB02_2C_1606_MS

All the material in this publication is copyright

© Pearson Education Ltd 2016

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.

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:
 - i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
 - ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*
 - iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

Spelling, Punctuation and Grammar (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		
1		<p>What can you learn from Source A about the 'Strength Through Joy' organisation?</p> <p>Source A: A poster published by the 'Strength Through Joy' organisation in the 1930s. It shows passengers getting on to a cruise ship called 'Bremen'.</p> <p style="text-align: center;">Picture to be changed</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. People travelled, people went on holiday.</i></p> <p>Award 1 mark for each relevant statement to a maximum of 2.</p>
2	3–4	<p>Developed statement. An inference is drawn and supported from the source.</p> <p><i>e.g. States that Source A shows that Strength Through Joy created leisure opportunities, more people could travel.</i></p>

Question Number				
2		<p>The boxes below show two revolts.</p> <p>Choose one and explain why the revolt failed.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">Kapp Putsch 1920</td> <td style="padding: 5px;">Munich (Beer Hall) Putsch 1923</td> </tr> </table> <p>Target: knowledge recall and selection, analysis of causation (AO1/AO2).</p>	Kapp Putsch 1920	Munich (Beer Hall) Putsch 1923
Kapp Putsch 1920	Munich (Beer Hall) Putsch 1923			
Level	Mark	Descriptor		
	0	No rewardable material.		
1	1–3	<p>Generalised statements with little specific content. Candidate offers generalised comments about revolts that could apply to either Putsch, or offers limited detail about specific Putsch.</p> <p><i>e.g. The government was too strong, not enough support.</i></p>		
2	4–6	<p>Descriptive answer which will state but not examine the reasons for the failure of the Putsch. Candidate describes and/or narrates the events of the chosen Putsch.</p> <p><i>e.g. Kapp Putsch - describes the post-war disbanding of the Freikorps and/or the attempt to take power in Berlin, the government's move to Dresden, the general strike in Berlin, Kapp could not take over the government. Munich Putsch - describes/narrates Hitler's actions in the Beer Hall and/or the march, Hitler's arrest, trial, imprisonment.</i></p>		
3	7–9	<p>The focus is on reasons for the failure of the Putsch. Candidate will explain reasons for the failure of the Putsch.</p> <p><i>e.g. Kapp Putsch -explains the problems in Berlin caused by the strike and/or the reasons why Kapp could not take control. Munich Putsch - explains the attacks by police on the march and/or, the deaths of Nazis, the arrest of Hitler, his trial and imprisonment.</i></p>		

Question Number		
3		<p>In what ways were the years 1924-29 'Golden Years' for Weimar Germany?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • The Dawes Plan • The League of Nations <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, analysis of key features 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. There were more jobs, Germany's economy got better.</i></p>
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate describes/narrates Germany during the 'Golden Years' 1924 to 1929.</p> <p><i>e.g. Describes/narrates the Dawes and/or Young Plan, Germany's entry into the League of Nations, Stresemann's actions.</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 Young Plan.</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 will explain reason(s) why the years 1924 to 1929 in Germany are referred to as 'The Golden Years'.</p> <p><i>e.g. Shows the ways in which the Dawes and/or Young Plan, Germany's entry into the League of Nations, Stresemann's foreign policy helped to improve Germany's domestic and economic situation in the years 1924 to 1929.</i></p> <p>Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, for example the Young Plan.</p>

Question Number		
4		<p>Why did support for the Nazi Party increase so much in the years 1929-32?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • Hitler's appeal • The SA <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, analysis of causation 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. Hitler promised jobs, firms closed down, people were starving.</i></p>
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate describes the increasing support for the Nazi Party.</p> <p><i>e.g. Describes problems in Germany and/or the unpopularity of the German government, the popularity of the Nazi Party, use of propaganda.</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 propaganda, role of Goebbels.</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 explains reasons for increasing support for the Nazi Party which is linked to the period 1929 to 1932.</p> <p><i>e.g. Explains different reasons for increasing support for the Nazi Party in the years 1929 to 1932 such as the impact of the Wall Street Crash, rapid rise in unemployment, propaganda aimed at specific groups.</i></p> <p>Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, for example the Wall Street Crash, propaganda, role of Goebbels.</p>

Question Number		
5 (a)		Describe the key features of the July Bomb Plot (1944). 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. the plotters tried to kill Hitler, Hitler survived, leaders were killed.</i>
2	4–6	Statements are developed with support from material which is mostly relevant and accurate. Candidate describes/narrates events of the July 1944 Bomb Plot. <i>e.g. Describes Stauffenberg's plan and/or the conference, Hitler's revenge.</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 July 1944 Bomb Plot. <i>e.g. Describes the seriousness of opposition from the army, the nature of 'Operation Valkyrie', the extent of Hitler's revenge.</i> Reserve top of level for depth of answer in context of Germany during the second World War.

Question Number		
5 (b)		<p>'Kristallnacht (Night of the Broken Glass) in 1938 was a turning-point in the Nazis' treatment of the Jews in the years 1933-45.' Do you agree? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • Shop boycotts • Attacks on synagogues <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, evaluation of continuity and change 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. Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>e.g. Shops were smashed up, people were killed, people were sent to camps.</i></p> <p>QWC i-ii-iii 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>
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate. Candidate describes/narrates the Nazis' treatment of the Jews.</p> <p><i>e.g. Describes/narrates shop boycotts and/or Nuremberg Laws, Kristallnacht, emigration, use of ghettos, the 'Final Solution'.</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 use of ghettos and/or the nature of the extermination camps.</p> <p>QWC i-ii-iii 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>
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. Candidate explains that Kristallnacht was and/or was not a turning-point in the Nazis' treatment of the Jews.</p> <p><i>e.g. Explains the physical and violent nature of Kristallnacht contrasts to the Nuremberg Laws and/or shop boycotts OR explains Kristallnacht as part of an overall escalation of policies</i></p>

QWC i-ii-iii		<p><i>towards the Jews from 1933 onwards.</i></p> <p>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material, such as the use of ghettos and/or the nature of the extermination camps.</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>
4	13–16	<p>The answer has sustained focus on the question. It offers an analysis supported by precisely-selected and accurate material.</p> <p>Candidate analyses Kristallnacht as a turning-point in the Nazis treatment of the Jews in the years 1933 to 1945.</p> <p><i>e.g. Weighs up the violent and physical attacks on the Jews during Kristallnacht as a turning-point compared to measures passed before (such as shop boycotts, Nuremberg Laws) and/or after 1938(such as emigration and/or the start of the use of ghettos).</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 use of ghettos and/or the nature of the extermination camps.</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>
Performance	Mark	<p>Marks for SPaG</p> <p>Descriptor</p>
	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 role of the SS in the Nazi State. 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. They killed people against Hitler, they protected Hitler.</i>
2	4–6	Statements are developed with support from material which is mostly relevant and accurate. Candidate describes the SS. <i>e.g. Describes the SS's work as Hitler's bodyguards and/or removing the SA, work in concentration and extermination camps.</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 role of the SS within Nazi Germany. <i>e.g. Describes role(s) of the SS such as work as Hitler's bodyguards and or book-burning, removal of the SA, implementation of Nazi racial policies.</i> Reserve top of level for depth of answer in context of Germany in the years 1933 to 1945.

Question Number		
6(b)		<p>'In the years 1933-39 the Nazi government successfully controlled the lives of young people.' Do you agree? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • The Hitler Youth • The Edelweiss Pirates <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, evaluation of cause and consequence 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. Children had to join the Hitler Youth, children were taught to hate Jews.</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 Nazi government's treatment of young people.</p> <p><i>e.g. The activities of the Hitler Youth and/or the content of lessons in schools, describes the Edelweiss Pirates.</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 BDM, Nazi control of education.</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 how the government successfully controlled and/or did not control the lives of young people in the years 1933 to 1939.</p>

		<p><i>e.g. Explains how children were controlled in youth groups that were used to spread Nazi ideology, the Nazi government's control of education and/or explains the lack of Nazi total control over youth such as opposition groups.</i></p> <p>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material, such as the BDM, the Nazi government's control of education.</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>
QWC i-ii-iii		
4	13–16	<p>The answer has sustained focus on the question. It offers an analysis supported by precisely-selected and accurate material.</p> <p>Candidate analyses the extent to which the Nazi government were successful in controlling the lives of young people.</p> <p><i>e.g. Weighs up the control of young people in schools and/or Nazi youth groups against some opposition such as some refusing to join youth groups and opposition by some to the Nazi government.</i></p> <p>NB: No access to Level 4 for answers which do not explore aspects beyond those prompted by the stimulus material the Nazi control of education, the BDM.</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>
QWC i-ii-iii		
Performance	Mark	Marks for SPaG 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.