

Mark Scheme (Results)

Summer 2014

Pearson Edexcel GCSE
History A (5HA02/2A)
Unit 2: Modern World Depth Study
Option 2A: Germany, 1918-39

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Summer 2014

Publications Code UG039111

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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.

- 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 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, 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

Option 2A: Germany, 1918-39

Question No.		
1 (a)		What can you learn from Source A about attitudes towards the Jews in Nazi Germany? Target: Source comprehension, inference and inference support. (A03a)
Level	Mark	Descriptor
	0	No rewardable material
1	1	Students do no more than copy/paraphrase the source. <i>e.g. ... Many Germans watched the events of Kristallnacht with alarm and concern</i>
2	2-3	Makes unsupported inference(s). An inference is a judgement that can be made from studying the source, but is not directly stated by it. <i>e.g. ... You can learn that there were many people who were sympathetic to the Jews.</i> <ul style="list-style-type: none">• 2 marks for one unsupported inference.• 3 marks for two unsupported inferences.
3	4	Makes supported inference(s). A supported inference is one which uses detail from the source to prove the inference. <i>e.g... You can learn that there were many people who were sympathetic to the Jews. I know this because the source says that Germans watched the events of Kristallnacht with alarm and concern.</i>

Question Number		
1 (b)		Describe the key features of the Nazi Party in the years 1920-21. Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<p>Simple statement(s) 1 mark per simple statement made.</p> <p><i>This was the time when the party really got going.</i></p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements. • 3 marks for three or more simple statements.
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 the degree of support • Two or more developed statements = 5-6 marks <p><i>e.g. One feature of the Nazi Party at this time was that it formally set out its beliefs in the Twenty-Five Point Programme. This document showed that the party was anti-Semitic. At this stage in its development it also had some socialist policies, though Hitler didn't agree with those.</i></p> <p><i>A second feature was that the party started using bully boy tactics to intimidate opponents. The Stormtroopers were founded in 1921 and they used to parade in brown uniforms and wear swastikas. This was really appealing to unemployed ex-soldiers.</i></p>

Question Number		
1 (c)		Explain the effects on Germany in 1923 of the French occupation of the Ruhr. Target: Consequence/recall of knowledge (A01/A02)
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 occupation made the government look weak.</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 consequence(s). The student supports the statement with relevant contextual knowledge.</p> <p><i>e.g. After the war the German government was bankrupt .It had trouble paying reparations and in 1923 stopped paying. In retaliation French and Belgian troops occupied the German industrial area of the Ruhr. They intended to take payment in kind. The German government urged workers to show passive resistance and some went on strike or carried out sabotage. The French and Belgians arrested strikers and brought in their own workers. Germany's industry was crippled.</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 consequence(s). An explanation of one or more consequence, supported by selected knowledge.</p> <p><i>e.g. ... In 1923 French and Belgian troops occupied the German industrial area of the Ruhr. The German government urged workers to show passive resistance and some went on strike or carried out sabotage. The French and Belgians arrested strikers and brought in their own workers. Germany industry was crippled.</i></p> <p><i>There were two major impacts of the occupation. Firstly, the Weimar government became even more unpopular because it did not offer resistance to the French and Belgians. It was thought that it had given in too easily. Secondly, the German economy went into freefall. The disruption meant a shortage of goods. This coupled with the government's decision to print money to pay wages of the workers in the Ruhr led to hyperinflation and further blame for the government.</i></p> <ul style="list-style-type: none"> • 6-7 marks for one explained statement. • 7-8 marks for two or more explained statements. • 8 marks for answers which show links between factors.

Question Number		
1 (d)		<p>Explain why so many Germans opposed the signing of the Treaty of Versailles.</p> <p>Target: Causation/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<p>Simple or generalised statements of causation.</p> <p><i>e.g. It was opposed because it treated the Germans so badly</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 student supports statement(s) with relevant contextual knowledge.</p> <p><i>e.g. The Treaty of Versailles said that Germany had to accept the blame for starting the war and, therefore had to pay for it. So the Germans had to agree to accept reparations. The Germans also had to accept military restrictions which reduced the army to just 100,000 men and said Germany should have no air force and a very small navy. Germany also lost land, including her colonies and giving back Alsace-Lorraine to France. So the Germans opposed the treaty.</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.</p> <p><i>e.g. ... The Treaty of Versailles said that Germany had to accept the blame for starting the war and, therefore had to pay for it. The Germans hated this because they felt it was unfair. They had asked for this to be changed, but the Allies refused. So the Germans thought the treaty had been forced on them and called it a diktat.</i></p> <p><i>So the Germans had to agree to accept reparations. The Germans also had to accept military restrictions which reduced the army to just 100,000 men and said Germany should have no air force and a very small navy. The Germans were a proud military nation and had just fought a war. Reducing their armed forces to the point where they were barely enough to control the country was seen as an insult and bitterly resented.</i></p> <p><i>Germany also lost land, including her colonies and giving back Alsace-Lorraine to France. The taking of German land was seen as another insult. By giving the Polish Corridor to France, Germany was split in two. Alsace and Lorraine was disputed territories on the border with France and losing them made the treaty very unpopular.</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.

		<ul style="list-style-type: none">• Award 8 marks to any answer which prioritises causes or demonstrates how they combined to produce the outcome.
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Question Number		
2(a)		<p>Explain how the German economy changed during the years 1924-29.</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 change 1 mark per simple statement made.</p> <p><i>e.g. Things were very good under Stresemann, but they were bad from 1929</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 change The student supports the statement with relevant contextual knowledge.</p> <p><i>e.g. Stresemann became Chancellor in 1923 he put in place reforms which changed the German economy. Firstly, he abolished the existing currency and introduced a new one-the Rentenmark. This was because Germany was suffering badly from inflation. Stresemann also agreed the Dawes Plan with the American banker, Charles G. Dawes. This reduced the annual reparations payments and agreed that the USA would invest in German industry. Then in 1929 there was the Wall St, Crash and the USA went bust. It recalled the loans it had made under the Dawes plan and the German economy collapsed.</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 change supported by selected knowledge.</p> <p><i>e.g. Stresemann became Chancellor in 1923 he put in place reforms which changed the German economy. Firstly, he abolished the existing currency and introduced a new one-the Rentenmark. This was because Germany was suffering badly from inflation. The measure improved the German economy because it increased confidence and stopped prices rising dramatically. The economy returned to stability from a time of crisis.</i> <i>Stresemann also agreed the Dawes Plan with the American banker, Charles G. Dawes. This reduced the annual reparations payments and agreed that the USA would invest in German industry. This brought about a dramatic improvement in the German economy. Industrial output</i></p>

		<p><i>doubled in these years, employment went up and exports increased. So things had changed dramatically, though they were dependent on loans from the USA. In 1929 there was the Wall St, Crash and the USA went bust. It recalled the loans it had made under the Dawes plan and the German economy collapsed. So there was another change from boom to bust.</i></p> <ul style="list-style-type: none"> • 6-7 marks for one explained change • 7-8 marks for two or more explained changes. • 8 marks for answers which prioritise changes or show links between them
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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 Germany's relations with other countries changed in the years 1924-28.</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 change 1 mark per simple statement made.</p> <p><i>e.g. Things got a lot better in these years.</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 change The student supports the statement with relevant contextual knowledge.</p> <p><i>e.g. This was a time when Germany signed a number of agreements with other countries. Germany signed the Dawes Plan which meant that the USA was prepared to invest in Germany. Germany also signed the Locarno Pact with Britain, France, Italy and Belgium. Then in September 1926 Stresemann persuaded the other great powers to let Germany join the League of Nations. This was followed in 1928 by Germany becoming one of 65 countries to sign the Kellogg-Briand Pact.</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 changes supported by selected knowledge.</p> <p><i>e.g. This was a time when Germany signed a number of agreements with other countries. During the period the relation changed from hostility to friendliness Germany signed the Dawes Plan which meant that the USA was prepared to invest in Germany. This agreement also changed relations with France and Belgium, because their troops now left the Ruhr and the bitterness the occupation had caused Germany also signed the Locarno Pact with Britain, France, Italy and Belgium. This meant that those other countries now accepted Germany as an equal partner, whereas since the First World War they had just dictated to it. This changed relationship was emphasised in September 1926 when Stresemann persuaded the other great powers to let Germany join the League of Nations. This was emphasised in 1928 by Germany becoming one of 65 countries to sign the Kellogg-Briand Pact.</i></p>

		<ul style="list-style-type: none"> • 6-7 marks for one explained change. • 7-8 marks for two or more explained changes. • 8 marks for answers which prioritise change or show links between them
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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 the Reichstag Fire the most important event in the growth of the influence of the Nazi Party in the period from the Munich Putsch in November 1923 to the election of March 1933? 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"> • The Reichstag Fire • The Munich Putsch • The impact of the Great Depression • The role of von Papen, von Schleicher and von Hindenburg, 1932-33 <p>Target: Analysis of effect/recall of knowledge (AO1/AO2)</p> <p>QWC Strands i-ii-iii. Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</p> <p>Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Simple or generalised statements of effect</p> <p>The student 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. I do agree that the Reichstag Fire was the most important event. After that, things were never the same again.</i></p> <p>High Level 2 (3-4) For unfocused description.</p> <p><i>e.g. The period 1923-33 was an interesting one for the Nazi Party. In 1923 they did not have very much support and their leader was in prison. By February 1933 they had formed the government and were on the way to total control.</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 effect.</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>QWC i-ii-iii</p>		<p><i>e.g. The Munich Putsch happened in November 1923. Hitler burst in on a meeting of 3000 officials of the Bavarian government in a beer hall in Munich. He announced that he was taking over control of the Bavarian government and would then march against the national government. However, the next day he and other leaders were arrested.</i></p> <p>High level 2 (7-8). Develops two or more factors.</p> <p><i>e.g. The Munich Putsch happened in November 1923. Hitler burst in on a meeting of 3000 officials of the Bavarian government in a beer hall in Munich. He announced that he was taking over control of the Bavarian government and would then march against the national government. However, the next day he and other leaders were arrested</i></p> <p><i>The Reichstag Fire was when a young Dutch communist was caught with matches and firelighters at the Reichstag shortly after it caught fire. He confessed and was guilty and then executed. Hitler told Hindenburg that this showed that there was a communist threat and persuaded him to declare a state of emergency.</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 more than one factor</p> <p>If only one factor explained, mark at level 2, 8 marks.</p> <p>Low level 3 (9-10). Explains a variety of factors but no attempt at prioritisation</p> <p><i>e.g. The Munich Putsch happened in November 1923. Hitler burst in on a meeting of 3000 officials of the Bavarian government in a beer hall in Munich. He announced that he was taking over control of the Bavarian government and would then march against the national government. However, the next day he and other leaders were arrested. It was an important event in the growth of the Nazi Party for a number of reasons. Not only did Hitler get widespread publicity which enabled him to spread Nazi views, but it also led to a more successful strategy. Hitler decided that it was best to work within the system, rather than try to win power by revolution.</i></p> <p><i>The Reichstag Fire was when a young Dutch communist was caught with matches and firelighters at the Reichstag shortly after it caught fire. He confessed and was guilty and then executed. Hitler told Hindenburg that this showed that there was a communist threat and persuaded him to declare a state of emergency. This enabled Hitler to imprison political opponents and get substantial support from communist-fearing industrialists. It was no surprise that the Nazis won</i></p>

<p>QWC i-ii-iii</p>		<p><i>the next election.</i></p> <p>High level 3 (11-12). Explains a variety of factors and explains why one more important than one other.</p> <p>Where there is an attempt at prioritisation, but no direct comparison between two or more factors Level 3 11 marks should be awarded.</p> <p><i>e.g. ... (as Low level 3 plus)</i></p> <p><i>Of the two I think the Munich Putsch was the most important because it got the Nazi Party known. Unless people knew the Nazis were anti-communist the Reichstag Fire could not have been exploited as it was.</i></p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p>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 factors.</p> <p>Low level 4 (13-14). Makes judgement on relative importance of more than two factors.</p> <p><i>e.g. ... (As High Level 3 plus compares a third factor):</i></p> <p><i>Of course neither of these two factors was as important as the Great Depression because....</i></p> <p>High level 4 (15-16). Illustrates that one 'most important' factor on its own could not provide a satisfactory explanation.</p> <p>At this level candidates are able to explain how (rather than just assert) that the factors are so inter-linked that the feed off each other.</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 Enabling Act the most important reason why the Nazi Party was able to control Germany in the period after the election of March 1933 to the outbreak of war in September 1939? 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"> • The Enabling Act • The use of the police state • The work of the Ministry of Propaganda • The control of education <p>Target: Analysis of causation/recall of knowledge (A01/A02)</p> <p>QWC Strands i-ii-iii. Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</p> <p>Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Simple or generalised statements of causation</p> <p>The student 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. Yes, the Enabling Act was very important because it was the basis of Hitler's power.</i></p> <p>High Level 2 (3-4) For unfocused description.</p> <p><i>e.g. In the period 1933-39 the Nazis had total control in Germany. They made sure that they controlled opposition and that the people were continually told about Nazi successes.</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 causation</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 Enabling Act was passed by the Reichstag in late</i></p>

<p>QWC i-ii-iii</p>		<p><i>March 1933. It meant that Hitler could make laws for four years without the consent of the Reichstag. It was passed by 444 votes to 94 after the members of the Reichstag were intimidated into voting for it. It was renewed in 1937.</i></p> <p>High level 2 (7-8). Develops two or more factors</p> <p><i>e.g. The Enabling Act was passed by the Reichstag in late March 1933. It meant that Hitler could make laws for four years without the consent of the Reichstag. It was passed by 444 votes to 94 after the members of the Reichstag were intimidated into voting for it. It was renewed in 1937</i></p> <p><i>The Nazis controlled education by making sure that children studied the correct subjects. History was used to teach the importance of the Nazi Party in the past and Biology taught Nazi racial beliefs. Boys were taught subjects to prepare them for the army and girls were educated to be mothers.</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 more than one factor</p> <p>If only one reason explained, mark at level 2, 8 marks.</p> <p>Low level 3 (9-10). Explains a variety of factors but no attempt at prioritisation</p> <p><i>e.g. The Enabling Act was passed by the Reichstag in late March 1933. It meant that Hitler could make laws for four years without the consent of the Reichstag. It was passed by 444 votes to 94 after the members of the Reichstag were intimidated into voting for it. It was renewed in 1937. This was really important in the Nazis having total control because it meant that they did not have to worry about what the Reichstag thought and could pass any laws they liked. This was total control</i></p> <p><i>The Nazis controlled education by making sure that children studied the correct subjects. History was used to teach the importance of the Nazi Party in the past and Biology taught Nazi racial beliefs. Boys were taught subjects to prepare them for the army and girls were educated to be mothers So the Nazis were able to win total control by winning the youth of Germany over to Nazi views from an early age. Once they believed in Nazi vales they would take those into adult life.</i></p> <p>High level 3 (11-12). Explains a variety of factors and explains why one more important than one other.</p> <p>Where there is an attempt at prioritisation, but no direct comparison between two or more factors Level 3 11 marks should be awarded.</p>

<p>QWC i-ii-iii</p>		<p>e.g. ...(as Low level 3 plus)</p> <p><i>Of the two I think the Enabling Act was the most important because it gave the Nazi Party complete 'legitimate' power. It was important to get the young people supporting the Nazis, but if the party didn't control the Reichstag, the Nazis could be voted out.</i></p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>A sustained argument. This considers the inter-relationship between a range of factors.</p> <p>Low level 4 (13-14). Makes judgement on relative importance of more than two factors</p> <p>e.g. ... As High Level 3 plus compares a third factor):</p> <p><i>Of course neither of these two factors was as important as the use of the police state because....</i></p> <p>High level 4 (15-16). Illustrates that one 'most important' factor on its own could not provide a satisfactory explanation.</p> <p>At this level candidates are able to explain how (rather than just assert) that the factors are so inter-linked that the feed off each other</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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