

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCSE
in History A (5HA02)

Paper 2A

Unit 2: Modern World Depth Study
Option 2A: Germany, 1918–39

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number		
1 (a)		<p>What can you learn from Source A about the development of the Nazi Party in the years 1925-28?</p> <p>Target: source comprehension, inference and inference support (AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1	<p>Candidates do no more than copy/paraphrase the source.</p> <p><i>e.g. I can learn that by the end of 1926 the Nazi Party had 50,000 members and had become a nationally-known party.</i></p>
2	2–3	<p>Unsupported inference(s).</p> <p>An inference is a judgement that can be made from studying the source, but is not directly stated by it.</p> <p><i>e.g. I can learn that the party was growing.</i></p> <ul style="list-style-type: none"> • 2 marks for one unsupported inference. • 3 marks for two unsupported inferences.
3	4	<p>Supported inference(s).</p> <p>A supported inference is one which uses detail from the source to prove the inference.</p> <p><i>e.g. I can learn that there was still a long way to go before the party was successful. I know this because the source says it had 50,000 members but was only the eighth-largest party.</i></p>

Question Number		
1 (b)		Describe the key features of the French occupation of the Ruhr in 1923. Target: knowledge recall and selection, key features and characteristics of the periods studied (AO1/AO2).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	Simple statement(s). <i>e.g. The French did it because they were angry that the Germans didn't keep up their reparations payments</i> <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	Developed statement(s). A developed statement is a simple statement supported by factual detail. <i>e.g. One key feature was the cause of the occupation. The Weimar government was bankrupt and Germany had used up all its money fighting the war. It struggled to pay the reparations imposed on it in the Treaty of Versailles and by 1923 it could no longer pay. So the French sent troops into the industrial area of the Ruhr to take what they were owed in kind. They confiscated raw materials, manufactured goods and industrial machinery.</i> <i>Another key feature was the consequences of the occupation...</i> <ul style="list-style-type: none"> • 4–5 marks for one developed statement, according to the degree of support. • 5–6 marks for two or more developed statements.

Question Number		
1 (c)		<p>Explain the effects of Stresemann's foreign policy on Germany in the years 1924-29.</p> <p>Target: knowledge recall and selection, consequence within a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p>Simple or generalised statement(s) of consequences. The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. Stresemann had a foreign policy which involved having good relations with other countries.</i></p> <ul style="list-style-type: none"> • 1 mark for one simple or generalised statement. • 2 marks for two or more simple or generalised statements.
2	3–5	<p>Developed statement(s) of consequences. The candidate supports the statement with relevant contextual knowledge.</p> <p><i>e.g. Stresemann's foreign policy involved improving relations with other countries. He borrowed large sums of money from the USA and in 1925 he signed the Locarno Pact with France and Belgium. The countries agreed to respect the borders between them. He also took Germany back into the League of Nations in 1926. In 1928 Germany was one of the countries which signed the Kellogg-Briand Pact against the use of war in foreign policy.</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 consequences. An explanation of one or more consequences, supported by selected knowledge.</p> <p><i>e.g. Stresemann's foreign policy had a dramatic effect on Germany. As a result of his work Germany was no longer seen as the cause of all Europe's problems and began to be treated on equal terms. In 1925 he signed the Locarno Pact with France and Belgium. The countries agreed to respect the borders between them. He also took Germany back into the League of Nations in 1926. In 1928 Germany was one of the countries which signed the Kellogg-Briand Pact against the use of war in foreign policy. Germany was once again a member of the world's 'international family'.</i></p> <p><i>A second effect was that he helped Germany's industrial recovery through his foreign policy. He was on good terms with the USA which...</i></p> <ul style="list-style-type: none"> • 6 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)		Explain why the Nazis wanted to control education and youth movements in the years 1933-39. Target: knowledge recall and selection, causation within a historical context (AO1/AO2).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	Simple or generalised statement(s) of causation. <i>e.g. They wanted to control education because they wanted to make sure children were brought up properly.</i> <ul style="list-style-type: none"> • 1 mark for one simple or generalised statement. • 2 marks for two or more simple or generalised statements.
2	3–5	Developed statement(s) of causation. The candidate supports statement(s) with relevant contextual knowledge. <i>e.g. The Nazis wanted to indoctrinate young people. That way they would have the 'correct' views and be obedient. They wanted to make sure that girls were fit to have children and boys were properly prepared to be in the military. So boys were encouraged to join the Hitler Youth to learn military skills.</i> <ul style="list-style-type: none"> • 3–4 marks for one developed reason. • 4-5 marks for two or more developed reasons.
3	6–8	Developed explanation of causation. The candidate explains why the reason(s) brought about the stated outcome. <i>e.g. The Nazis wanted to indoctrinate young people. That way they would have the 'correct' views and be obedient. They were aware that the most effective means of getting their beliefs accepted by the German people was to start with children. They wanted to make German children 'buy into' the Nazi message that warfare was good and society should be organised to support it.</i> <i>Control of education and youth movements provided an excellent opportunity to spread Nazi propaganda to groups of an impressionable age who would then follow the Nazi message for the rest of their lives. So controlling education and youth movements was done to instil the right message and to give Nazis the opportunity to create the sort of society they wanted. This was a nationalist, militaristic society where boys were expected to join the armed forces and girls were taught to follow the Nazi ideal of obedient wives giving birth to the next generation of soldiers and mothers.</i> <ul style="list-style-type: none"> • 6 marks for one reason linked to outcome. • 7–8 marks for two or more reasons linked to outcome. • 8 marks for answers which prioritise reasons or demonstrate how they combined to produce the outcome.

Question Number		
2 (a)		<p>Explain how culture and the arts changed in Germany in the years 1933-39.</p> <p>Target: knowledge recall and selection, change within a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p>Simple or generalised statement(s) of change.</p> <p><i>e.g. The Nazis tightened up on the arts.</i></p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two or more simple statements.
2	3–5	<p>Developed statement(s) of change.</p> <p>The candidate supports the statement with relevant contextual knowledge.</p> <p><i>e.g. The Nazis tightened up on the arts. Goebbels set up the Reich Chamber of Culture and writers, musicians, artists and actors had to be members. Books which the Nazis didn't like were censored. Music was censored too and jazz was banned because it was seen as black music and so inferior. Examples of great 'German' music by composers such Wagner and Beethoven were encouraged.</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.</p> <p>An explanation of one or more changes, supported by selected knowledge.</p> <p><i>e.g. There was a significant change in government policy towards culture and the arts in these years. Under Weimar there was no policy of restriction or blatant use of the arts for propaganda reasons. Now such policies were introduced. The Nazis tightened up on the arts. Goebbels set up the Reich Chamber of Culture and writers, musicians, artists and actors had to be members. Books which the Nazis didn't like were censored. This applied particularly to those by Jewish authors. Music was censored too and jazz was banned because it was seen as black music and so inferior. So Hitler was restricting the arts using his racial policies. He used the arts as a means of propaganda too. Examples of great 'German' music by composers such Wagner and Beethoven were encouraged to show...</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.

Question	
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2 (b)		<p>Explain how Nazi policies towards the Churches in Germany changed in the years 1933-39.</p> <p>Target: knowledge recall and selection, change within a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p>Simple or generalised statement(s) of change.</p> <p><i>e.g. The Nazis took much more control. Hitler set up the Reich Church.</i></p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two or more simple statements.
2	3–5	<p>Developed statement(s) of change.</p> <p>The candidate supports the statement with relevant contextual knowledge.</p> <p><i>e.g. Under the Nazis, the Churches were brought under control. In 1933 the Catholic Church and the Nazis signed the Concordat, in which the Church promised not to comment on political matters if the Nazis left religion alone. But in 1937 Pope Pius XI was forced to denounce Nazism as anti-Christian and the Nazis sent nuns and priests to prison.</i></p> <p><i>The Protestant Church also had difficulties and around 800 of its clergy were sent to labour camps for criticising the Nazis.</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.</p> <p>An explanation of one or more changes, supported by selected knowledge.</p> <p><i>e.g. The Nazis changed the position of the Churches dramatically between 1933 and 1939. When the Nazis first came to power they had beliefs which the Churches were happy to support. Amongst these were traditional family values. So at first the Nazis cooperated with the Churches and the Nazi government. This could be seen in 1933 when the Catholic Church and the Nazis signed the Concordat, in which the Church promised not to comment on political matters if the Nazis left religion alone. When it became apparent that the Nazis believed in full control (including closing down Catholic youth movements) the relationship turned sour. In 1937 Pope Pius XI was forced to denounce Nazism as anti-Christian and the Nazis sent nuns and priests to prison.</i></p> <p><i>The Protestant Church also had difficulties. The Nazis toughened up their policies here too. Around 800 Protestant clergy were sent to labour camps for criticising the Nazis. Most famous of these was Pastor Niemoller whose opposition showed how the relation had turned from cooperation to opposition.</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.

Question Number		
3 (a)		<p>Was the Munich Putsch the most threatening uprising faced by the Weimar Republic in the years 1919-23? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • The Munich Putsch • The Spartacist uprising <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, analysis of consequence within 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	1–3	<p>Simple or generalised statements of consequence. 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"> • agree or disagree without development • write on the stimulus points or other causes without specific detail. <p><i>e.g. I don't agree that the Munich Putsch was the most important uprising. It was dealt with easily.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
QWC i-ii-iii		
2	4–7	<p>Developed statements of consequence. Developed statements which agree and/or disagree with the question. These answers provide detail, but do not explain the consequences.</p> <ul style="list-style-type: none"> • 4–5 marks for developing one consequence. • 5–6 marks for developing two consequence • 6–7 marks for developing three consequences <p><i>e.g. Yes, the Munich Putsch was a serious uprising. The German government faced serious problems because of the unpopularity it had as a result of the Treaty of Versailles. In 1923 Hitler announced that he was taking over the government of Munich, but he was arrested.</i></p> <p><i>The Spartacist uprising had also been very important. The Spartacists, led by Rosa Luxembourg and Karl Liebknecht were a group of socialists who, in December 1918 founded the German Communist Party. In January 1919, the Communists rose up in revolt in Berlin. However, Ebert withdrew the government to Weimar and the Freikorps and</i></p>
QWC i-ii-iii		

		<p><i>what remained of the regular army defeated the uprising.</i></p> <p>Maximum 6 marks for answers that do not detail a consequence in addition to those prompted by the stimulus material, for example the Kapp Putsch.</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>3</p> <p>QWC i-ii-iii</p>	<p>8–12</p>	<p>Developed explanation of consequence. Developed explanation of consequence, agreeing and/or disagreeing with the question.</p> <ul style="list-style-type: none"> • 8–9 marks for one consequence explained. • 9–10 marks for two consequences explained. • 11–12 marks for three or more consequences explained. <p><i>e.g. '...In 1923 at a meeting of 3000 officials of the Bavarian government in a beer hall in Munich, 600 of Hitler's SA burst in. Hitler announced that he was taking over the government of Munich. The next day he tried to declare himself President of Germany. But the state police overcame the Stormtroopers and Hitler was arrested. This was not really a serious uprising because it was dealt with so easily.</i></p> <p><i>Another uprising was the Kapp Putsch. In 1920, 5000 right wing supporters of Dr Wolfgang Kapp marched on Berlin to overthrow the Weimar Republic and bring back the Kaiser. The government was forced to flee and had to call on the people to defy Kapp by going on general strike. This was a very serious threat because the government was seen to not have the power to deal with the uprising itself. It relied on the people to resist Kapp. Fortunately, very few people wanted the Kaiser to return and the uprising failed.</i></p> <p>Maximum 10 marks for answers that do not explain a further uprising beyond the two prompted by the stimulus material, for example the Kapp Putsch.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p>4</p>	<p>13–16</p>	<p>Prioritises consequences or sees link between them. This considers the relationship between a range of consequences. (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</p>

QWC i-ii-iii		<p>of them in coming to a judgement.)</p> <p><i>e.g. As Level 3 plus</i></p> <p><i>So the Kapp Putsch was much more of a threat because it forced the government to flee and for a time looked like it might bring the government down. This was never true of the Munich Putsch, which was just a local uprising which was easily dealt with.</i></p> <ul style="list-style-type: none"> • 13-14 marks for judgement of the relative importance of two consequences. • 15-16 marks for judgement of the relative importance of more than two consequences or for an answer which shows the interrelationship between three causes in coming to a judgement. <p>NB: No access to Level 4 for answers which do not explore an aspect beyond those prompted by the stimulus material, for example the Kapp Putsch.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
	Marks for SPaG	
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	1	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	2-3	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	4	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number	
3 (b)	Was the Great Depression the main reason why Hitler

		<p>became Chancellor of Germany in January 1933? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • The Great Depression • The role of the <i>Sturmabteilung</i> (SA) <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, analysis of causation within a historical context (AO1/AO2).</p> <p>Assessing QWC i-ii-iii: for the highest mark in a level all criteria for the level, including those for QWC, must be met.</p> <p>Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<p>Simple or generalised statements of causation. 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"> • agree or disagree without development • write on the stimulus points or other consequences without specific detail. <p><i>e.g. The Great Depression was the main reason why the Nazis came to power in Germany. The Great Depression had a huge impact in Germany, which made the Nazis more popular.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
QWC i-ii-iii		
2	4–7	<p>Developed statements of causation Developed statements which agree and/or disagree with the question. These answers provide detail, but do not explain the consequences.</p> <ul style="list-style-type: none"> • 4–5 marks for developing one cause. • 5–6 marks for developing two causes. • 6–7 marks for developing three causes. <p><i>e.g. The Sturmabteilung played a major part in Hitler's rise. They were created in 1921 and were his private army. They were created from the unemployed, ex-soldiers and students.</i></p> <p><i>Another reason why the Nazis came to power was the Great Depression. In 1929 the Wall St. Crash in the USA led to the USA economy collapsing. This had an impact on Germany too as the Americans recalled loans.</i></p> <p>Maximum 6 marks for answers that do not detail a consequence in addition to those prompted by the stimulus</p>

<p>QWC i-ii-iii</p>		<p>material, for example the threat of communism or the wide appeal of Nazism.</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>3</p> <p>QWC i-ii-iii</p>	<p>8–12</p>	<p>Developed explanation of causation Developed explanation of causes, agreeing and/or disagreeing with the question.</p> <ul style="list-style-type: none"> • 8–9 marks for one cause explained. • 9–10 marks for two causes explained. • 11–12 marks for three or more causes explained. <p><i>e.g. A major reason why the Nazis came to power was the strength of the Stormtroopers. The SA was a very disciplined group who paraded in favour of the Nazis and disrupted the meetings of other parties. In the elections of 1930 and 1932 they tore down opposition posters and intimidated opponents. With the SA breaking up opposition rallies and frightening their voters, it is not surprising that support for the Nazis grew, especially as many people were looking for discipline and firm government.</i></p> <p><i>Another reason was the Nazis came to power was the threat of communism. The impact of the depression led many Germans to look for extreme solutions to their problems. One of these was communism. Support for the Communist Party grew steadily and this frightened German businessmen. So businessmen and industrialists like Krupps and Benz gave the Nazis money to run their campaigns, which helped them spread propaganda and win support.</i></p> <p>Maximum 10 marks for answers that do not explain a cause beyond those prompted by the stimulus material, for example the threat of communism or the wide appeal of Nazism.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p>4</p>	<p>13–16</p>	<p>Prioritises causes or sees link between them. This considers the relationship between a range of causes. (This level can be achieved only if the response has 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>eg as Level 3 plus</p> <p><i>I think the effects of the Great Depression are more</i></p>

<p>QWC i-ii-iii</p>		<p><i>important than the threat of communism. There was a threat from communism, but it was only real because of the problems caused by the Great Depression. Unemployment and poverty drove people to support communism. So that was a consequence of the Great Depression.</i></p> <ul style="list-style-type: none"> • 13-14 marks for judgement of the relative importance of two consequences. • 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. <p>NB: No access to Level 4 for answers which do not explore an aspect beyond those prompted by the stimulus material, for example the threat of communism or the wide appeal of Nazism.</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
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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.

