

Mark Scheme (Results)

Summer 2013

GCSE History A (5HA02/2A)

Unit 2: Modern World Depth Study

Option 2A: Germany, 1918-39

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## General Marking Guidance

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

### Placing a mark within a level mark band

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

- 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

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

Question Number		
<b>1 (a)</b>		What can you learn from Source A about the work of Stresemann?  Target: Source comprehension, inference and inference support. (A03)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1</b>	<b>Students do no more than copy/paraphrase the source.</b>  <i>e.g. ... Stresemann introduced a new currency, the Rentenmark, to replace the old currency.</i>
<b>2</b>	<b>2-3</b>	<b>Makes unsupported inference(s).</b>  An inference is a judgement that can be made from studying the source, but is <b>not directly stated by it</b> .  <i>e.g. ... You can learn that Stresemann was a very able man.</i> <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>	<b>Makes supported inference(s).</b>  A supported inference is one which uses detail <b>from the source</b> to prove the inference.  <i>e.g. ... You can learn that Stresemann was a very able man. We know this because the source tells us that he carried out economic measures (like changing the currency) and also diplomatic ones (like improving relations with other countries).</i>

Question Number		
<b>1 (b)</b>		Describe the key features of the Reichstag Fire (1933). Target: Key features/recall of knowledge (AO1/A02)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	<p><b>Simple statement(s).</b> One mark per simple statement made.</p> <ul style="list-style-type: none"> <li>• One simple statement = 1 mark</li> <li>• Two simple statements = 2 marks</li> <li>• Three simple statements = 3 marks</li> </ul> <p><i>e.g ...It gave Hitler the excuse he needed to take extreme actions.</i></p>
<b>2</b>	<b>4-6</b>	<p><b>Developed statement(s).</b> (a developed statement is a simple statement supported by factual detail.)</p> <ul style="list-style-type: none"> <li>• One developed statement = 4-5 marks according to degree of support.</li> <li>• Two or more developed statements = 5-6 marks according to degree of support.</li> </ul> <p><i>e.g... On 27<sup>th</sup> February 1933 a Dutch Communist called Marianus van der Lubbe was arrested at the site of the Reichstag shortly after it had been destroyed by fire. He confessed to having started the fire and was put on trial along with four other people. They were found not guilty, but van der Lubbe was found guilty and executed.</i></p> <p><i>Another feature of the Fire was ...</i></p>

Question Number		
<b>1 (c)</b>		Explain the effects of Nazi policies towards women. Target: Consequence/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-2</b>	<p><b>Simple or generalised statements of consequence(s).</b> The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g ... Women were not treated fairly.</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 statements of effect(s).</b> The student supports the statement with relevant contextual knowledge, but does not concentrate on <b>effects</b></p> <p><i>e.g. ... When the Nazis came to power in 1933 they introduced measures to bring women into line with Nazi philosophy. They set up the German Women's Enterprise to arrange classes and radio broadcasts which taught women how to be good mothers. Women were also encouraged to leave work and concentrate on the 3 ks- (the German for children, kitchen and church). Professional women were also forced to leave their jobs as doctors, lawyers or teachers.</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 effect(s).</b> The candidate explains one or more effect supported by selected knowledge.</p> <p><i>e.g. ...When the Nazis came to power in 1933 they introduced measures to bring women into line with Nazi philosophy. What the Nazis believed was that women should stay at home. In the Weimar period women had been given the vote and had obtained a large degree of equality with men. That now changed. The Nazis brought in measures which reduced women's rights and even controlled what they wore or how they did their hair. The Nazis set up the German Women's Enterprise to arrange classes and radio broadcasts which taught women how to be good mothers. Women were also encouraged to leave work and concentrate on the 3 ks- (the German for children, kitchen and church). Professional women were also forced to leave their jobs as doctors, lawyers or teachers.</i></p> <ul style="list-style-type: none"> <li>• 6-7 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 the Nazis attempted the Munich Putsch in November 1923.  Target: Causation/Recall of knowledge (A01/A02)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-2</b>	<p><b>Simple or generalised statements of causation.</b></p> <p><i>e.g. ...They did so because Hitler wanted to take over.</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 causation.</b></p> <p>The candidate supports statement(s) with relevant contextual knowledge</p> <p><i>e.g ... In November 1923 Hitler launched the Munich Putsch. This was an uprising against the Weimar government. There was a meeting of officials of the Bavarian government in a beer hall in Munich and Hitler led 600 Stormtroopers into the hall. He fired a shot into the ceiling and announced that he had taken over the control of the Bavarian government. Hitler did this because he disagreed with what the Weimar Government was doing and wanted firmer government.</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. This may involve seeing links or prioritising to produce an 'overview'.</p> <p><i>e.g ... In November 1923 Hitler launched the Munich Putsch. This was an uprising against the Weimar government. There was a meeting of officials of the Bavarian government in a beer hall in Munich and Hitler led 600 Stormtroopers into the hall. He fired a shot into the ceiling and announced that he had taken over the control of the Bavarian government. Hitler launched this attack because he wanted to publicise the beliefs of the NSDAP and to win himself power. At this time hyperinflation was making the lives of Germans very difficult and they were looking for a solution. Hitler thought that his putsch would result in him gaining support before Stresemann resolved the country's difficulties.</i></p> <ul style="list-style-type: none"> <li>• 6-7 marks for one cause linked to outcome.</li> <li>• 7-8 marks for two or more causes linked to outcome.</li> <li>• Award 8 marks to any answer which prioritises causes or demonstrates how they combined to create the outcome.</li> </ul>

Question Number		
<b>2(a)</b>		<p>Explain how the Enabling Act (1933) changed the way Germany was governed.</p> <p>Target: change/recall of knowledge (A01/A02)  <b>Spelling, punctuation and grammar (SPaG):</b> up to 3 additional marks will be awarded for spelling, punctuation and grammar.</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><b>One mark per simple statement made</b></p> <p><i>e.g. ... Hitler got much more power.</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, but does not focus on change</p> <p><i>e.g. ... The Enabling Act was the basis of Nazi power in Germany. It was passed in March 1933 by 444 votes to 94 and gave Hitler the right to make laws for four years without the consent of the Reichstag. It was renewed in 1937 and Hitler used it to rule as a dictator. So it changed how Germany was governed because decisions were made in a different way.</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>6-8</b>	<p><b>Developed explanation of change.</b></p> <p>An explanation of one or more way supported by selected knowledge. Candidates will explain how the differences produced a situation different from what went before.</p> <p><i>e.g. ...The Enabling Act brought about huge changes in Germany. The Weimar Constitution included a form of proportional representation which meant that small parties could have a say in how Germany was run by being represented in the Reichstag. As a result of the Enabling Act this democratic idea ended. It was passed in March 1933 by 444 votes to 94 and gave Hitler the right to make laws for four years without the consent of the Reichstag. It was renewed in 1937 and Hitler used it to rule as a dictator. Basically it marked the end of democratic government in Germany and the beginning of Nazi totalitarianism.</i></p> <ul style="list-style-type: none"> <li>• 6-7 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>

<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>	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	<b>2</b>	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	<b>3</b>	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		
<b>2(b)</b>		<p>Explain how the Nazi government changed the lives of children in Germany.</p> <p>Target: change/recall of knowledge (A01/A02)  <b>Spelling, punctuation and grammar (SPaG):</b> up to 3 additional marks will be awarded for spelling, punctuation and grammar.</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>  One mark per simple statement made</p> <p><i>e.g... They were much more controlled.</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 ... Under the Nazis what children learned at school was controlled. They were taught Nazi ideas, including the supremacy of the Aryan race. Outside school they were encouraged to join the various Youth movements (and later forced to) where they were taught how to become perfect German citizens.</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 ways supported by selected knowledge. Candidates may be able to see links to establish an overview.</p> <p><i>e.g ... Things changed dramatically for children under the Nazis. The type of freedom they had experienced in the Weimar Republic disappeared. Now children had to learn what it was the Nazis wanted them to learn. They were taught Nazi ideas, including the supremacy of the Aryan race. Outside school they were encouraged to join the various Youth movements (and later forced to) where they were taught how to become perfect German citizens.</i></p> <ul style="list-style-type: none"> <li>• 6-7 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>

<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>	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	<b>2</b>	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	<b>3</b>	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		
<b>*3(a)</b>		<p>Was the loss of territory the most important effect of the Treaty of Versailles on Germany in the years 1919-22? 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"> <li>• The loss of territory</li> <li>• The growth of political opposition to the Weimar Republic</li> <li>• The economic impact of the Treaty of Versailles</li> <li>• The loss of German pride</li> </ul> <p>Target: Analysis of consequence/recall of knowledge (AO1/A02)</p> <p>Assessing QWC:</p> <ul style="list-style-type: none"> <li>• For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.</li> </ul> <p><b>Spelling, punctuation and grammar (SPaG):</b> up to 4 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-4</b>	<p><b>Simple or generalised statements of effect.</b></p> <p>The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>Low level 1 (1-2) Repetition of the provided stimulus material or agrees/disagrees with no development.</p> <p><i>e.g They were all important because the Treaty caused so much resentment in Germany</i></p> <p>High level 1 (3-4) For unfocused description</p> <p><i>e.g ... The Treaty of Versailles imposed various terms on Germany. One of the things it did was to say that Germany could not link with Austria. It also took away Germany's colonies and made it pay reparations.</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>
<b>QWC i-ii-iii</b>		
<b>2</b>	<b>5-8</b>	<p><b>Developed statements about effect</b></p> <p>Developed statements which agree and/or disagree using the stimulus and/or additional material.</p> <p>Low level 2 (5-6). Mainly narrative or development of one effect only.</p> <p><i>e.g. ...The loss of territory was important. Germany lost its colonies and it also lost land to other European countries. So East Prussia went to Poland and Alsace-Lorraine was given to</i></p>

<p><b>QWC i-ii-iii</b></p>		<p><i>France...</i></p> <p>High Level 2 (7-8) Development of two or more effects, but no explanation</p> <p><i>e.g... The loss of territory was important. Germany lost its colonies and it also lost land to other European countries. So West Prussia went to Poland and Alsace-Lorraine was given to France...</i></p> <p><i>The economic impact was severe as well. According to the Treaty Germany was to blame for the war, so it had to pay for it in reparations. Although the actual sum was not fixed in the treaty, it was later it set at £6,600 million...</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><b>3</b></p>	<p><b>9-12</b></p>	<p><b>Developed explanation of effect.</b></p> <p>Developed explanation of two or more effects using the stimulus and/or additional material.</p> <p>Low Level 3 (9-10) Considers a variety of effects but with no explicit prioritisation</p> <p><i>e.g... The loss of territory was important. Germany lost its colonies and it also lost land to other European countries. So West Prussia went to Poland and Alsace-Lorraine was given to France. This was an important effect because it made Germany weaker and resentful. By giving West Prussia to Poland, Germany was divided in two, with East Prussia separated from the rest of Germany. Alsace-Lorraine was also a disputed territory, which the Germans considered was theirs. So the effect of these measures was to make some Germans determined to have another war to get these territories back.</i></p> <p><i>The economic impact was severe as well. According to the Treaty Germany was to blame for the war, so it had to pay for it in reparations. Although the actual sum was not fixed in the treaty, later it was set at £6,600 million. This was really not very wise, because what happened was that Germany couldn't afford to make these huge payments and so its economy was ruined. That meant that the Great Powers had to step in to help it out.</i></p> <p>Answers which explain only one effect should be marked at Level 2 (8).</p> <p>High Level 3 (11-12) Prioritises between two effects.</p> <p><i>e.g ... The loss of territory was important. Germany lost its colonies and it also lost land to other European countries. So West Prussia went to Poland and Alsace-Lorraine was given to France. This was an important effect because it made Germany weaker and resentful. By giving West Prussia to Poland,</i></p>

<p><b>QWC</b> <b>i-ii-iii</b></p>		<p><i>Germany was divided in two, with East Prussia separated from the rest of Germany. Alsace-Lorraine was also a disputed territory, which the Germans considered was theirs. So the effect of these measures was to make some Germans determined to have another war to get these territories back.</i></p> <p><i>The economic impact was severe as well. According to the Treaty, Germany was to blame for the war, so it had to pay for it in reparations. Although the actual sum was not fixed in the treaty, later it was set at £6,600 million. This was really not very wise, because what happened was that Germany couldn't afford to make these huge payments and so its economy was ruined. That meant that the Great Powers had to step in to help it out.</i></p> <p><i>I think the loss of territory was a much more important effect. The economic impact was important, but it was sorted out later. The loss of territory was something that the Germans had no ability to reverse on their own.</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><b>4</b></p>	<p><b>13-16</b></p>	<p><b>A sustained argument.</b></p> <p>This considers the inter-relationship between a range of effects from the stimulus and/or additional material.</p> <p>Low level 4 (13-14) Makes judgement on relative importance of more than two effects.</p> <p><i>e.g ... The loss of territory was important. Germany lost its colonies and it also lost land to other European countries. So West Prussia went to Poland and Alsace-Lorraine was given to France. This was an important effect because it made Germany weaker and resentful. By giving West Prussia to Poland, Germany was divided in two, with East Prussia separated from the rest of Germany. Alsace-Lorraine was also a disputed territory, which the Germans considered was theirs. So the effect of these measures was to make some Germans determined to have another war to get these territories back.</i></p> <p><i>The economic impact was severe as well. According to the Treaty, Germany was to blame for the war, so it had to pay for it in reparations. Although the actual sum was not fixed in the treaty, later it was set at £6,600 million. This was really not very wise, because what happened was that Germany couldn't afford to make these huge payments and so its economy was ruined. That meant that the Great Powers had to step in to help it out.</i></p> <p><i>The growth of political opposition also had an important effect because....</i></p> <p><i>I think the loss of territory was the most important effect. The economic impact was important, but it could be overcome by the Germans' own policies. The opposition to the Weimar</i></p>



<b>QWC i-ii-iii</b>	<p><i>Republic was defeated, but the loss of territory was something that the Germans had no ability to reverse.</i></p> <p>High level 4 (15-16) Illustrates that one 'most important effect on its own could not provide a satisfactory explanation – or all effects are of equal importance.</p> <p><i>e.g....(as above) but explains that one effect helped the others to occur or that they link together in a web.</i></p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
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<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>	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	<b>2-3</b>	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	<b>4</b>	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		
<b>*3(b)</b>		<p>Was the use of propaganda the most important reason why Hitler became Chancellor in 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"> <li>• The use of propaganda</li> <li>• The impact of the Wall Street Crash</li> <li>• The support of German businessmen</li> <li>• The work of the <i>Sturmabteilung</i> (SA)</li> </ul> <p>Target: Analysis of causation/recall of knowledge (AO1/A02)</p> <p>Assessing QWC:</p> <ul style="list-style-type: none"> <li>• For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.</li> </ul> <p><b>Spelling, punctuation and grammar (SPaG):</b> up to 4 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-4</b>	<p><b>Simple or generalised statements of causation</b></p> <p>The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>Low level 1 (1-2) Repetition of the provided stimulus material or agrees/disagrees with no development.</p> <p><i>e.g I think it was propaganda because the Nazis used it a lot.</i></p> <p>High level 1 (3-4) For unfocused description</p> <p><i>e.g ...In 1933 the Nazis came to power. Other people had tried to run Germany, but they were not successful. Hindenburg appointed Hitler after these people failed.</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> <p><b>QWC</b> <b>i-ii-iii</b></p>
<b>2</b>	<b>5-8</b>	<p><b>Developed statements of causation</b></p> <p>Developed statements which agree and/or disagree using the stimulus and/or additional material.</p> <p>Low level 2 (5-6). Mainly narrative or development of one reason only.</p> <p><i>e.g. ...In 1929 share prices began to fall on the Wall St stock exchange in America. People panicked and rushed to sell their shares.As a result prices dropped and people lost money. Soon this had an impact on banks, who were investors in the stock market too. They lost money and began to ask people to repay loans. This included Germany, which had borrowed large sums from US banks.</i></p>

<p><b>QWC</b> <b>i-ii-iii</b></p>	<p>High Level 2 (7-8) Development of two or more reasons, but no explanation.</p> <p><i>e.g ...In 1929 share prices began to fall on the Wall St stock exchange in America. People panicked and rushed to sell their shares. As a result prices dropped and people lost money. Soon this had an impact on banks, who were investors in the stock market too. They lost money and began to ask people to repay loans. This included Germany, which had borrowed large sums from US banks.</i></p> <p><i>Hitler used propaganda a lot. He worked with Goebbels to make sure that Hitler's speeches were reported in newspapers and on the radio. Hitler used airplanes to fly from place to place to make speeches – sometimes in 5 cities a day!</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><b>3</b></p>	<p><b>9-12</b></p> <p><b>Developed explanation of causation</b></p> <p>Developed explanation of two reasons using the stimulus material and/or additional material.</p> <p>Low Level 3 (9-10) Considers a variety of reasons but no explicit prioritisation</p> <p><i>e.g. In 1929 share prices began to fall on the Wall St stock exchange in America. People panicked and rushed to sell their shares. As a result prices dropped and people lost money. Soon this had an impact on banks, who were investors in the stock market too. They lost money and began to ask people to repay loans. This included Germany, which had borrowed large sums from US banks. This was important in explaining why Hitler became Chancellor because the Wall St Crash led to the collapse of the German economy and people wanted radical policies like the Nazis offered.</i></p> <p><i>Hitler used propaganda a lot. He worked with Goebbels to make sure that Hitler's speeches were reported in newspapers and on the radio. Hitler used airplanes to fly from place to place to make speeches – sometimes in 5 cities a day. Propaganda was important because it got the message across to people. If they didn't know what Hitler stood for, he wouldn't have had enough support to become Chancellor.</i></p> <p>Answers which explain only one reason should be marked at L2 (8)</p> <p>High Level 3 (11-12) Prioritises between two reasons.</p> <p><i>e.g. In 1929 share prices began to fall on the Wall St stock exchange in America. People panicked and rushed to sell their shares. As a result prices dropped and people lost money. Soon this had an impact on banks, who were investors in the stock market too. They lost money and began to ask people to repay loans. This included Germany, which had borrowed large sums from US banks. This was important in explaining why Hitler became Chancellor because the</i></p>

<p><b>QWC</b> <b>i-ii-iii</b></p>		<p><i>Wall St Crash led to the collapse of the German economy and people wanted radical policies like the Nazis offered.</i></p> <p><i>Hitler used propaganda a lot. He worked with Goebbels to make sure that Hitler's speeches were reported in newspapers and on the radio. Hitler used airplanes to fly from place to place to make speeches – sometimes in 5 cities a day. Propaganda was important because it got the message across to people. If they didn't know what Hitler stood for, he wouldn't have had enough support to become Chancellor.</i></p> <p><i>The Wall St Crash was much more important because without it people wouldn't have wanted the Nazis. They could use all the propaganda they wanted, but if people weren't ready to receive the message, it didn't do any good.</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><b>4</b></p>	<p><b>13-16</b></p>	<p><b>A sustained argument.</b></p> <p>This considers the inter-relationship between a range of reasons from the stimulus and/or additional material.</p> <p>Low level 4 (13-14) Makes judgement on relative importance of more than two reasons.</p> <p><i>e.g. In 1929 share prices began to fall on the Wall St stock exchange in America. People panicked and rushed to sell their shares. As a result prices dropped and people lost money. Soon this had an impact on banks, who were investors in the stock market too. They lost money and began to ask people to repay loans. This included Germany, which had borrowed large sums from US banks. This was important in explaining why Hitler became Chancellor because the Wall St Crash led to the collapse of the German economy and people wanted radical policies like the Nazis offered.</i></p> <p><i>Hitler used propaganda a lot. He worked with Goebbels to make sure that Hitler's speeches were reported in newspapers and on the radio. Hitler used airplanes to fly from place to place to make speeches – sometimes in 5 cities a day. Propaganda was important because it got the message across to people. If they didn't know what Hitler stood for, he wouldn't have had enough support to become Chancellor.</i></p> <p><i>Another important reason for Hitler becoming Chancellor was the work of the SA. This was important because...</i></p> <p><i>The Wall St Crash was much more important than propaganda or the SA because without it people wouldn't have wanted the Nazis. They could use all the propaganda they wanted, but if people weren't ready to receive the message, it didn't do any good. Equally, the SA could beat up people or even 'encourage them', but they still wouldn't really support the Nazis unless there as a reason like the economy was in a mess.</i></p> <p>High level 4 (15-16) Illustrates that one 'most important reason on its</p>

<b>QWC i-ii-iii</b>	<p>own could not provide a satisfactory explanation – or all reasons are of equal importance.</p> <p>e.g.... <i>(as above)</i> but explains that one reason helped the others to occur or that they link together in a web.</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>
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<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>	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	<b>2-3</b>	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	<b>4</b>	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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