

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Edexcel GCSE**

**History A (The Making of the Modern World)**  
**Unit 2: Modern World Depth Study**  
**Option 2A: Germany, 1918–39**

Sample Assessment Material

**Time: 1 hour 15 minutes**

Paper Reference

**5HA02/2A**

**You do not need any other materials.**

Total Marks

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **six** questions (1(a), (b), (c), (d), 2(a) or 2(b), 3(a) or 3(b)).
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

### Information

- The total mark for this paper is 57.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (\*) are ones where the quality of your written communication will be assessed.
- The marks available for spelling, punctuation and grammar are clearly indicated.

### Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Check your answers if you have time at the end.

Turn over ►

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**PEARSON**



(b) Describe the economic problems Germany experienced in the years 1919–22.

(6)

Area with horizontal dotted lines for writing the answer.

The live question paper will contain one further page of lines.



(c) Explain the effects of hyperinflation in 1923 on Germany and its people.

(8)

A series of horizontal dotted lines for writing the answer.

The live question paper will contain one further page of lines.



(d) Explain why there was a period of recovery for Germany in the years 1924–29.

(8)

Area with horizontal dotted lines for writing the answer.

The live question paper will contain one further page of lines.

**(Total for Question 1 = 26 marks)**





Answer EITHER Question 3(a) OR 3(b).

Spelling, punctuation and grammar will be assessed in this question.

EITHER

\*3 (a) Was the use of propaganda the main reason Hitler was able to establish a dictatorship of the Nazi Party in the years 1935–39? Explain your answer.

(16)

You may use the following in your answer and any other information of your own.

- The use of propaganda
- The use of censorship
- The police state
- Persecution of the churches

OR

\*3 (b) Were attacks on Jewish businesses the worst effects of Nazi persecution of the Jews in the years 1933–39? Explain your answer.

(16)

You may use the following in your answer and any other information of your own.

- Attacks on Jewish businesses
- Education
- 1935 Nuremberg Laws
- 1938 Kristallnacht

(Total for spelling, punctuation and grammar = 4 marks)

(Total for Question 3 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ~~☒~~ and then indicate your new question with a cross ☒.

Chosen Question Number: Question 3(a)

Question 3(b)

.....

.....

.....

.....

The live question paper will contain a further three pages of lines.

**TOTAL FOR PAPER = 57 MARKS**



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Mark Scheme

Sample Assessment Material

GCSE History A (5HA02/2A)

Unit 2: Modern World Depth Study

Option 2A: Germany, 1918-39

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Sample Assessment Material

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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?

Question Number		
<b>1 (a)</b>		<p>What can you learn from Source A about the reasons for the failure of the Spartacist uprising of January 1919?</p> <p>Target: Source comprehension, inference and inference support (A03a)</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1</b>	<p><b>Students do no more than copy/paraphrase the source.</b></p> <p><i>e.g. You can learn that the Free Corps were fully equipped and ruthless.</i></p>
<b>2</b>	<b>2-3</b>	<p><b>Makes unsupported inferences.</b></p> <p>An inference is a judgement that can be made from studying the source, but is not directly stated by it.</p> <p><i>e.g. You can learn that the Spartacists were beaten because the Free Corps were too strong. It also tells me that the Spartacists uprising was not well-planned.</i></p> <ul style="list-style-type: none"> <li>• 2 marks for one unsupported inference.</li> <li>• 3 marks for two unsupported inferences.</li> </ul>
<b>3</b>	<b>4</b>	<p><b>Makes supported inferences.</b></p> <p>A supported inference is one which uses detail from the source to prove the inference.</p> <p><i>e.g. You can learn that the Spartacists were beaten because the Free Corps were too strong. It also tells me that the Spartacists uprising was not well-planned. If they had planned better, they would have known that they were not strong enough and they wouldn't have seen all the buildings retaken.</i></p>

Question Number		
<b>1 (b)</b>		Describe the economic problems Germany experienced in the years 1919-22.  Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-3</b>	<p><b>Simple statement(s)</b> 1 mark per simple statement made.</p> <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2 marks for two simple statements.</li> <li>• 3 marks for three or more simple statements.</li> </ul> <p><i>e.g. Germany had to pay a lot of reparations.</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 the degree of support</li> <li>• Two or more developed statements = 5-6 marks</li> </ul> <p><i>e.g. One problem Germany faced was the size of the reparation payments which were fixed at £6,600 million, which Germany was unable to afford to pay.</i></p>

Question Number		
<b>1 (c)</b>		<p>Explain the effects of hyperinflation in 1923 on Germany and its people.</p> <p>Target: Consequence/recall of knowledge (A01/A02)</p>
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. It had terrible effects on Germany and its people.</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 consequence(s).</b> The student supports the statement with relevant contextual knowledge.</p> <p><i>e.g. One effect was on pensioners, whose pensions could not keep pace with the rise in prices and who could not afford everyday necessities.</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 consequence(s).</b> An explanation of one or more consequence, supported by selected knowledge.</p> <p><i>e.g. ....Hyperinflation had a terrible effect on people's lives. For many, there standard of living was totally destroyed. Pensioners were a very good example of this. Workers could get more wages, but many pensioners were on a fixed income. The price of everyday necessities such as food and clothes was far higher than their income, and their pensions became worthless. Pensioners, unlike workers, had no way of getting a rise. Workers on fixed wages experienced the same problems and were soon having to be paid daily rather than weekly to try to keep up with the rate of inflation.</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 there was a period of recovery for Germany in the years 1924-29.  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. One reason was the Dawes Plan.</i></p> <p>or</p> <p><i>e.g. The Germans carried out a lot of changes.</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 student supports statement(s) with relevant contextual knowledge.</p> <p><i>e.g. One reason was the Dawes Plan, which reduced the reparation payments to a level which Germany could afford</i></p> <ul style="list-style-type: none"> <li>• 3-4 marks for one developed cause.</li> <li>• 4-5 marks for two or more developed causes.</li> </ul>
<b>3</b>	<b>6-8</b>	<p><b>Developed explanation of causation.</b></p> <p>The candidate explains why the cause(s) brought about the stated outcome.</p> <p><i>e.g. ...I think it was all down to Stresemann. He restored relations with other countries and he also introduced a new currency. These two measures helped restore Germany's reputation and encourage trade. They also gave people a fresh belief in their country's economy after the horrors of hyper-inflation.</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 produce the outcome.</li> </ul>

Question Number		
<b>2(a)</b>		<p>Explain how the Nazi Party developed in the years 1920-28.</p> <p>Target: Change/recall of knowledge (A01/AO2).</p> <p><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> 1 mark per simple statement made.</p> <p><i>e.g. It had a lot more members. Hitler became its leader.</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 change</b> The student supports the statement with relevant contextual knowledge.</p> <p><i>e.g. the Nazi party began to become known when Hitler took control in 1921. He had already worked with Drexler to devise a 25 Point Plan, setting out ideas such as scrapping the Treaty of Versailles and in the same year persuaded the party to change its name to the NSDAP. In 1921 Hitler created the Stormtroopers and in 1923 launched the Munich Putsch. It was a failure, however, and he was imprisoned.</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> An explanation of one or more change supported by selected knowledge.</p> <p><i>e.g. What happened in this period was that the Nazi Party changed from nonentities to a party people had heard of. Few people had heard of it in 1921 and even in 1923 when the Nazis launched the Munich Putsch, it had only 35,000 members in 1923. This grew to 50,000 by 1926 and as Hitler and Goebbels began to spread the Nazi message, numbers grew to almost 100,000 by the end of 1928. But although the party was well-known, these were 'lean' years and the Nazis won only 2.6% of the vote in the general election of May 1928. It was to take the Wall St. Crash to get the party into power.</i></p> <ul style="list-style-type: none"> <li>• 6-7 marks for one explained change.</li> <li>• 7-8 marks for two or more explained changes.</li> <li>• 8 marks for answers which prioritise changes or show links between them</li> </ul>

<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 position of women in Germany changed in the years 1933-39.</p> <p>Target: Change/recall of knowledge (A01/A02).</p> <p><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 statements of change.</b> One mark per simple statement made.</p> <p><i>e.g. Women lost their jobs.</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 change.</b> The student supports the statement with relevant contextual knowledge.</p> <p><i>e.g. One way was through employment. Married women were made to give up their careers and concentrate on being wives and mothers.</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> An explanation of one or more change, supported by selected knowledge.</p> <p><i>e.g. Actually, things changed quite dramatically for them. In the time of the Weimar Republic, women were given the vote, were going out unaccompanied more and there was an increase in the number of women working, especially in the professions. This changed under the Nazis. They believed that women should stay at home and devote themselves to being mothers. So women began to leave the professions and devote themselves to 'children, kitchen and church'. Many of them even stopped wearing make up! They became second-class citizens.</i></p> <ul style="list-style-type: none"> <li>• 6-7 marks for one explained change.</li> <li>• 7-8 marks for two or more explained changes.</li> <li>• 8 marks for answers which prioritise changes or show links between them.</li> </ul>

<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 use of propaganda the main reason Hitler was able to establish a dictatorship of the Nazi Party in the years 1935-39? Explain your answer.</p> <p>Target: Analysis of causation/recall of knowledge (A01/A02)  <b>QWC Strands i-ii-iii.</b> Assessing QWC: For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.  <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>  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 disagree with the statement because the Nazis also used the police to set up their dictatorship.</i></p> <p>High Level 2 (3-4) For unfocused description.</p> <p><i>e.g. Hitler came to power in 1933 after the Wall St Crash had destroyed the German economy. He was determined to establish a Nazi dictatorship and introduced a number of methods to control opposition.</i></p> <p><b>QWC i-ii-iii</b>  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>2</b>	<b>5-8</b>	<p><b>Developed statements of causation.</b>  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 one of stimuli only.</p> <p><i>e.g. The Nazis used propaganda. This was under the control of Goebbels. The Nazis used posters and the radio to put forward the Nazi message and Hitler considered this very important ideas.</i></p> <p>High level 2 (7-8). Develops two or more of stimuli or other relevant information.</p> <p><i>The Nazis used propaganda. This was under the control of Goebbels. The Nazis used posters and the radio to put forward the Nazi message and Hitler considered this very important ideas. The Nazis also introduced a police state. The SS was a military group originally set up to be Hitler's</i></p>

<p><b>QWC</b> <b>i-ii-iii</b></p>		<p><i>personal bodyguard. The Gestapo was Hitler's non-uniformed police force set up in 1933 by Goering. Both these organisations kept control</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>QWC</b> <b>i-ii-iii</b></p>	<p><b>9-12</b></p>	<p><b>Developed explanation of causation.</b> Developed explanation of more than one reason, agreeing and/or disagreeing from stimulus and/or additional material. If only one reason explained, mark at level 2, 8 marks.</p> <p>Low level 3 (9-10). Considers a variety of reasons but no explicit judgement of relative importance.</p> <p><i>The Nazis also introduced a police state. The SS was a military group originally set up to be Hitler's personal bodyguard. The Gestapo was Hitler's non-uniformed police force set up in 1933 by Goering. Both these organisations kept control. They were very important in setting up the dictatorship of the Nazi Party because they dealt ruthlessly with any opposition. The Gestapo arrested anyone who spoke out against Nazi idea. The SS also carried out the Nazi policy of racial purification.</i></p> <p>High level 3 (11-12). Considers a variety of reasons and explains why one more important than one other.</p> <p><i>e.g. ...The most important reason was the use of propaganda. The Nazi control of the media, especially the radio, press and the cinema, enabled them to indoctrinate Germans with Nazi ideals on a daily basis. The Nazis even mass produced cheap radios to ensure they were affordable to the majority of households. This was more important than having the police state because there is only so much you can get from frightening people, whereas propaganda actually makes people want to support you.</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> 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>As level 3 plus:</p> <p><i>e.g. ...Propaganda was more important than the police state because it brought genuine support for Nazi ideals rather</i></p>

<b>QWC i-ii-iii</b>		<p><i>than support through fear. However censorship made propaganda far more effective because it ensured that the majority of Germans were not exposed to alternative views and ideas, whilst the police state forced most Germans to support the regime. So I think censorship was more important than propaganda or the police state.</i></p> <p>High level 4 (15-16). Illustrates that one 'most important' reason on its own could not provide a satisfactory explanation.</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>
	<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>Were attacks on Jewish businesses the worst effects of Nazi persecution of the Jews in the years 1933-39? Explain your answer.</p> <p>Target: Analysis of consequence/recall of knowledge (A01/A02)  <b>QWC Strands i-ii-iii.</b> Assessing QWC: for the highest mark in a level <b>all</b> criteria for the level, including those for QWC, must be met.  <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 consequence.</b>  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.  <i>e.g. I agree with the statement because Jewish businesses were attacked.</i></p> <p>High Level 2 (3-4). For unfocused description.  <i>e.g. The Jews had to wear the Star of David and were made to change their names. At school German children were taught that the Jews were inferior.</i></p> <p><b>QWC i-ii-iii</b>  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>2</b>	<b>5-8</b>	<p><b>Developed statements of consequence.</b>  Developed statements which agree and/or disagree using the stimulus and/or additional material. Mostly relevant and accurate and with an implicit focus on the question.</p> <p>Low level 2 (5-6). Mainly narrative or one stimulus only.  <i>e.g. Kristallnacht was a terrible experience. On Kristallnacht the Nazis encouraged the SS and German people to attack Jewish shops and businesses. Many windows were smashed, synagogues were burned to the ground, and a number of Jews were murdered.</i></p> <p>High level 2 (7-8). Develops two or more of stimuli or other relevant information.  <i>Kristallnacht was a terrible experience. On Kristallnacht the Nazis encouraged the SS and German people to attack Jewish shops and businesses. Many windows were smashed, synagogues were burned to the ground, and a number of</i></p>

<p><b>QWC i-ii-iii</b></p>		<p><i>Jews were murdered.</i></p> <p><i>In the Nuremberg Laws the Jews lost the right to vote , hold government office or have a German passport. They were forced to travel on different parts of buses and trains to non-Jews and they were not allowed to marry non-Jews.</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>QWC i-ii-iii</b></p>	<p><b>9-12</b></p>	<p><b>Developed explanation of consequence.</b> Developed explanation of more than one consequence agreeing and/or disagreeing from stimulus and/or additional material. If only one consequence explained, mark at level 2, 8 marks.</p> <p>Low level 3 (9-10). Considers a variety of consequences but no explicit judgement of relative importance.</p> <p><i>e.g. Kristallnacht was a terrible experience. On Kristallnacht the Nazis encouraged the SS and German people to attack Jewish shops and businesses. Many windows were smashed, synagogues were burned to the ground, and a number of Jews were murdered. This made the Jews really suffer. Their religion was damaged and so was their ability to make a living.</i></p> <p><i>In the Nuremberg Laws the Jews lost the right to vote , hold government office or have a German passport. They were forced to travel on different parts of buses and trains to non-Jews and they were not allowed to marry non-Jews. So this was a really serious effect of Nazi persecution because it made the Jews non-citizens – almost outside the law.</i></p> <p>High level 3 (11-12). Considers a variety of consequences and explains why one more important than one other.</p> <p><i>e.g. ... Kristallnacht was a terrible experience. On Kristallnacht the Nazis encouraged the SS and German people to attack Jewish shops and businesses. Many windows were smashed, synagogues were burned to the ground, and a number of Jews were murdered. Not only was there considerable damage and loss of life but the Nazis blamed the Jews for the damage caused and forced them to pay a huge fine. This was worse than the earlier attacks on Jewish businesses because it encouraged much greater persecution in the months that followed as well as moving some Jews into ghettos.</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>

<b>4</b>	<b>13-16</b>	<p><b>A sustained argument.</b> This considers the inter-relationship between a range of consequences from the stimulus and/or additional material.</p> <p>Low level 4 (13-14). Makes judgement on relative importance of more than two consequences.</p> <p>High level 4 (15-16). Illustrates that one 'most important' consequence on its own could not provide a satisfactory explanation.</p> <p>As Level 3 plus:</p> <p><i>e.g. ... However, it was the gradual culmination of a number of factors which gradually affected the Jews in Germany and undermined their position, beginning with the boycott of Jewish shops in 1934, to the loss of citizenship and other rights with the Nuremberg Laws, the discrimination and victimisation in schools, through to the systematic attacks on Jewish businesses and synagogues on Kristallnacht.</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>
<b>QWC</b> <b>i-ii-iii</b>		
<b>Marks for SPaG</b>		
Performance	Mark	Descriptor
	<b>0</b>	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	<b>1</b>	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.



Write your name here

Surname

Other names

Centre Number

Candidate Number

**Edexcel GCSE**

**History A (The Making of the Modern World)**  
**Unit 2: Modern World Depth Study**  
**Option 2B: Russia, 1917–39**

Sample Assessment Material

**Time: 1 hour 15 minutes**

Paper Reference

**5HA02/2B**

**You do not need any other materials.**

Total Marks

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **six** questions (1(a), (b), (c), (d), 2(a) or 2(b), 3(a) or 3(b)).
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

### Information

- The total mark for this paper is 57.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (\*) are ones where the quality of your written communication will be assessed.
- The marks available for spelling, punctuation and grammar are clearly indicated.

### Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Check your answers if you have time at the end.

Turn over ►

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**PEARSON**

**Russia, 1917–39**

**Answer Questions 1(a) to (d), then Question 2(a) OR 2(b) and then Question 3(a) OR 3(b).**

**Question 1 – you must answer all parts of this question.**

Study Source A.

**Source A:** From a history of the Twentieth Century, published in 1999.

The Russian armies eventually collapsed in 1917, but this was due more to poor leadership, inadequate supplies and political developments at home, than to defeat in the field. Russia's cities experienced food shortages. There was inflation and enthusiasm for the war had been replaced by discontent and waves of strikes. By early 1917 all the ingredients for revolution existed in Russia.

(a) What can you learn from Source A about the problems facing Tsar Nicholas II in 1917?

(4)

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(c) Explain the effects of the February Revolution on Russia in 1917.

(8)

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The live question paper will contain one further page of lines.





(d) Explain why the Bolsheviks were able to seize power in October 1917.

(8)

Area containing horizontal dotted lines for writing the answer.

The live question paper will contain one further page of lines.

**(Total for Question 1 = 26 marks)**



Answer EITHER Question 2(a) OR 2(b).

Spelling, punctuation and grammar will be assessed in this question.

**EITHER**

2 (a) Explain how the economic policies of Lenin's government changed in the years 1918–24. (8)

**OR**

2 (b) Explain how Stalin was able to overcome his leadership rivals in the years 1924–28. (8)

**Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .**

Chosen Question Number: **Question 2(a)**  **Question 2(b)**

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The live question paper will contain one further page of lines.

**(Total for spelling, punctuation and grammar = 3 marks)**  
**(Total for Question 2 = 11 marks)**



**Answer EITHER Question 3(a) OR 3(b).**

**Spelling, punctuation and grammar will be assessed in this question.**

**EITHER**

**\*3** (a) Was the use of propaganda the main reason Stalin was able to achieve complete control over the Soviet Union by 1939? Explain your answer.

**(16)**

You may use the following in your answer and any other information of your own.

- The use of propaganda
- The purges
- The show trials
- Control over education

**OR**

**\*3** (b) Was the Stakhanovite movement the main reason for the rapid expansion of Soviet industry in the 1930s? Explain your answer.

**(16)**

You may use the following in your answer and any other information of your own.

- The Stakhanovite Movement
- Gosplan
- The First Five-Year Plan
- Role of women

**(Total for spelling, punctuation and grammar = 4 marks)**

**(Total for Question 3 = 20 marks)**

**Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box  and then indicate your new question with a cross .**

Chosen Question Number: **Question 3(a)**

**Question 3(b)**

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The live question paper will contain three further pages of lines.

**TOTAL FOR PAPER = 57 MARKS**



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Mark Scheme

Sample Assessment Material

GCSE History A (5HA02/2B)

Unit 2: Modern World Depth Study

Option 2B: Russia, 1917-39

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Sample Assessment Material

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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?

Question Number		
<b>1 (a)</b>		<p>What can you learn from Source A about the problems facing Tsar Nicholas II in 1917?</p> <p>Target: Source comprehension, inference and inference support (A03a)</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1</b>	<p><b>Students do no more than copy/paraphrase the source.</b></p> <p><i>e.g. You can learn that by early 1917 all the ingredients for revolution existed in Russia.</i></p>
<b>2</b>	<b>2-3</b>	<p><b>Makes unsupported inferences.</b></p> <p>An inference is a judgement that can be made from studying the source, but is not directly stated by it.</p> <p><i>e.g. You can learn that the Tsar was facing very severe problems.</i></p> <ul style="list-style-type: none"> <li>• 2 marks for one unsupported inference.</li> <li>• 3 marks for two unsupported inferences.</li> </ul>
<b>3</b>	<b>4</b>	<p><b>Makes supported inferences.</b></p> <p>A supported inference is one which uses detail from the source to prove the inference.</p> <p><i>e.g. You can learn that the Tsar was facing very severe problems. It mentions food shortages, inflation and strikes. It also says the ingredients for revolution existed.</i></p>

Question Number		
<b>1 (b)</b>		Describe the key features of the government of Russia under Tsar Nicholas II before the revolution in February 1917.  Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-3</b>	<p><b>Simple statement(s)</b> 1 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. One key feature was autocracy.</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> <p>1 mark within level per developed statement.</p> <ul style="list-style-type: none"> <li>• One developed statement = 4-5 marks according to the degree of support</li> <li>• Two or more developed statements = 5-6 marks</li> </ul> <p><i>e.g. One key feature was autocracy. Nicholas II believed that he alone should rule Russia and did not want to share power with a parliament.</i></p>

Question Number		
<b>1 (c)</b>		Explain the effects of the February Revolution on Russia in 1917. Target: Consequence/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-2</b>	<b>Simple or generalised statements of consequence(s).</b> The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.  <i>e.g. It had important effects on Russia and its people.</i>  <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>	<b>Developed statements of consequence(s).</b> The student supports the statement with relevant contextual knowledge.  <i>e.g. One effect was that the Tsar was forced to abdicate. The Duma refused the Tsar's orders to dissolve and the Tsar lost control of his government.</i>  <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>	<b>Developed explanation of consequence(s).</b> An explanation of one or more consequence, supported by selected knowledge.  <i>e.g. The major effect was that the old Tsarist regime came to an end. It seemed that the people had decided that they could no longer put up with his absolute and corrupt ways. The Tsar was forced to abdicate when the Duma refused the Tsar's orders to dissolve and the Tsar lost control of his government. Now Russia was under the control of the Provisional Government (or, as seemed to be the case in some places, under the control of revolutionary Soviets)</i>  <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 Bolsheviks were able to seize power in October 1917.  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. The Bolsheviks seized power when they overthrew the Provisional Government.</i></p> <p>or</p> <p><i>e.g. Because the Provisional Government wasn't any good.</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 student supports statement(s) with relevant contextual knowledge.</p> <p><i>e.g. The Provisional Government made many mistakes. It decided to continue the war. Russian armies were ordered to launch a new offensive in June and the soldiers responded by deserting in large numbers.</i></p> <ul style="list-style-type: none"> <li>• 3-4 marks for one developed cause.</li> <li>• 4-5 marks for two or more developed causes.</li> </ul>
<b>3</b>	<b>6-8</b>	<p><b>Developed explanation of causation.</b></p> <p>The candidate explains why the cause(s) brought about the stated outcome.</p> <p><i>e.g. ...The Provisional Government made many mistakes. It decided to continue the war. Russian armies were ordered to launch a new offensive in June and the soldiers responded by deserting in large numbers. Disillusionment with what was going on in the war was one of the reasons why the Tsar was overthrown. It helped the Bolsheviks seize power, because when they launched their revolution, people didn't want to support the Provisional Government.</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 produce outcome.</li> </ul>

Question Number		
<b>2 (a)</b>		<p>Explain how the economic policies of Lenin's government changed in the years 1918-24.</p> <p>Target: Change/recall of knowledge (A01/A02)</p> <p><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 statements of change.</b> 1 mark per simple statement made.</p> <p><i>e.g. All Russians hated War Communism.</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 change.</b> The student supports the statement with relevant contextual knowledge.</p> <p><i>e.g. One change was to War Communism in 1918, in which all private industry, trading and farming was banned and the government controlled industry and agriculture.</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> An explanation of one or more change supported by selected knowledge.</p> <p><i>e.g. As level 2. The major change in economic policies under Lenin was from War Communism to the New Economic Policy. But it was a change in much more than name. War Communism had been a policy to bring the economy completely under government control to help win the civil war and destroy all opposition to communism. It ended the free market for food and meant government control of industry and banks. The National Economic policy was a loosening of the shackles. The Bolsheviks had been frightened by the Kronstadt Mutiny and took a pace back from War Communism. The state stopped taking grain from the peasants and factories with under 20 workers could be privately owned.</i></p> <ul style="list-style-type: none"> <li>• 6-7 marks for one explained change.</li> <li>• 7-8 marks for two or more explained changes</li> <li>• 8 marks for answers which prioritise changes or show links between them.</li> </ul>

<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 Stalin was able to overcome his leadership rivals in the years 1924-28.</p> <p>Target: Key feature/recall of knowledge (A01/A02)</p> <p><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 statements of ways.</b> One mark per simple statement made.</p> <p><i>e.g. Stalin got rid of his rivals.</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 ways.</b> The student supports the statement with relevant contextual knowledge.</p> <p><i>e.g. Stalin overcame Trotsky by ensuring that he was unable to attend Lenin's funeral. He gave Trotsky the wrong date.</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 ways.</b> An explanation of one or more way supported by selected knowledge.</p> <p><i>e.g. Stalin was able to overcome his leadership rivals by cleverly exploiting his position as a member of the Politburo and General Secretary of the Communist Party. He made sure that his work kept him in Moscow, where he was close to Lenin. He seemed friendly with the leader so people were keen to please him. As General Secretary he had control of certain jobs so, again, people wanted to please him. This meant he developed a body of support which enabled him to prevent Lenin's Testament being read to the Congress of Soviets. This was a clever use of his power because the Testament said Stalin should not be the next leader.</i></p> <ul style="list-style-type: none"> <li>• 6-7 marks for one explained way.</li> <li>• 7-8 for two or more explained ways.</li> <li>• 8 marks for answers which prioritise ways or show links between them.</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 use of propaganda the main reason Stalin was able to achieve complete control over the Soviet Union by 1939? Explain your answer.</p> <p>Target: Analysis of causation/recall of knowledge (A01/A02)  <b>QWC Strands i-ii-iii.</b> Assessing QWC: for the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.  <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>  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.  <i>e.g. I disagree with the statement because the purges were the most important reason.</i></p> <p>High Level 1 (3-4). For unfocused description.  <i>e.g. During the purges Stalin got rid of anyone who was against him. He used his secret police to arrest people and he kept a very tight control on the country.</i></p> <p><b>QWC i-ii-iii</b>  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>2</b>	<b>5-8</b>	<p><b>Developed statements of causation.</b>  Developed statements which agree and/or disagree using the stimulus and/or additional material. Mostly relevant and accurate but with an implicit focus on the question.</p> <p>Low level 2 (5-6). Mainly narrative or one of stimuli only.  <i>e.g. Stalin used the purges to get rid of his rivals. At first he purged leading Bolsheviks who might threaten his position as leader. This was followed by purges of the armed forces and even leaders of the secret police.</i></p> <p>High level 2 (7-8). Develops two or more of stimuli or other relevant information.  <i>e.g. Stalin used the purges to get rid of his rivals. At first he purged leading Bolsheviks who might threaten his position as leader. This was followed by purges of the armed forces and even leaders of the secret police. Stalin also used the Show Trials. These started in 1936. Sixteen Old Bolsheviks were tried for treason and for being involved in the assassination</i></p>

<p><b>QWC i-ii-iii</b></p>		<p><i>of Kirov. They all confessed and were all shot.</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>QWC i-ii-iii</b></p>	<p><b>9-12</b></p>	<p><b>Developed explanation of causation.</b> Developed explanation of more than one reason agreeing and/or disagreeing from stimulus and/or additional material. If only one reason explained, mark at Level 2, 8 marks.</p> <p>Low level 3 (9-10). Considers a variety of reasons but no explicit judgement of relative importance.</p> <p>High level 3 (11-12). Considers a variety of reasons and explains why one more important than one other.</p> <p><i>e.g. ...The most important reason was the purges. These established a climate of fear and terror and enabled Stalin to remove any key rivals to his position as leader. More especially he feared commanders in the armed forces and, in a series of purges in 1937, he removed the commander-in-chief and seven other generals. By 1941 90% of Soviet generals had been purged. This is much more important than education, because it was much more direct. You can teach the children to respect the regime, but that is not as important as making them fear they will be killed.</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> 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>As level 3 plus:</p> <p><i>e.g. ... but the purges would not have been successful without the show trials which provided publicity for the so-called crimes of the old Bolsheviks, his leading opponents, and the justification for their removal. The show trials are also more important than propaganda, because you can always choose what it is you want to believe. There wasn't much choice in the show trials!</i></p> <p>High level 4 (15-16). Illustrates that one 'most important' reason on its own could not provide a satisfactory explanation.</p>

<b>QWC i-ii-iii</b>		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.
<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 Stakhanovite movement the main reason for the rapid expansion of Soviet industry in the 1930s? Explain your answer.</p> <p>Target: Analysis of causation/recall of knowledge (A01/A02)  <b>QWC Strands i-ii-iii.</b> Assessing QWC: for the highest mark in a level <b>all</b> criteria for the level, including those for QWC, must be met.  <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>  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.  <i>e.g. I disagree with the statement because Stalin used the Five-Year Plan.</i></p> <p>High Level 1 (3-4). For unfocused description.  <i>e.g. Stalin knew that the Soviet Union was 50-100 years behind the other major powers in terms of its industrial development. So he decided to introduce plans to help it catch up quickly.</i></p> <p><b>QWC i-ii-iii</b>  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>2</b>	<b>5-8</b>	<p><b>Developed statements of causation.</b>  Developed statements which agree and/or disagree using the stimulus and/or additional material. Mostly relevant and accurate but with an implicit focus on the question.</p> <p>Low level 2 (5-6). Mainly narrative or one of stimuli only.  <i>e.g. The Stakhanovite Movement was about Alexei Stakhanov who claimed that he shifted 102 tonnes of coal during one shift. Other workers were encouraged to follow his example and became known as Stakhanovites..</i></p> <p>High level 2 (7-8). Develops two or more of stimuli or other relevant information.  <i>e.g. The Stakhanovite Movement was about Alexei Stakhanov who claimed that he shifted 102 tonnes of coal during one shift. Other workers were encouraged to follow his example and became known as Stakhanovites. The first</i></p>

<p><b>QWC</b> <b>i-ii-iii</b></p>		<p><i>Five-Year Plan started in 1928 and only lasted four years. It concentrated on heavy industry. Targets were set for the production of important raw materials like steel, iron, and electricity and the workers really pushed to achieve those targets.</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>QWC</b> <b>i-ii-iii</b></p>	<p><b>9-12</b></p>	<p><b>Developed explanation of causation.</b> Developed explanation of more than one reason agreeing and/or disagreeing from stimulus and/or additional material. If only one reason explained, mark at level 2, 8 marks.</p> <p>Low level 3 (9-10). Considers a variety of reasons but no explicit judgement of relative importance.</p> <p>High level 3 (11-12). Considers a variety of reasons and explains why one more important than one other.</p> <p><i>e.g. ...The most important reason was the first Five-Year Plan. This set the foundations for other success because it brought about rapid increase in the output of heavy industries such as coal, iron and oil. This presented the necessary foundation for further expansion and the success of the second and third Five-Year Plans. It was more important than the Stakhanovites because they were just one example, whereas the Five Year Plans applied to everything.</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> 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. The most important reason was the first Five-Year Plan. This set the foundations for other success because it brought about rapid increase in the output of heavy industries such as coal, iron and oil. This presented the necessary foundation for further expansion and the success of the second and third Five-Year Plans. It was more important than the Stakhanovites because they were just one example, whereas the Five Year Plans applied to everything. It was also more important than the role of women. They played a part in increasing production, but it was the 5 year plans which directed them into effective work</i></p>

<b>QWC i-ii-iii</b>		High level 4 (15-16). Illustrates that one 'most important' reason on its own could not provide a satisfactory explanation.  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.
	<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.





Write your name here

Surname

Other names

Centre Number

Candidate Number

**Edexcel GCSE**

**History A (The Making of the Modern World)**  
**Unit 2: Modern World Depth Study**  
**Option 2C: The USA, 1919-41**

Sample Assessment Material  
**Time: 1 hour 15 minutes**

Paper Reference  
**5HA02/2C**

**You do not need any other materials.**

Total Marks

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **six** questions (1(a), (b), (c), (d), 2(a) or 2(b), 3(a) or 3(b)).
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

### Information

- The total mark for this paper is 57.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (\*) are ones where the quality of your written communication will be assessed.
- The marks available for spelling, punctuation and grammar are clearly indicated.

### Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Check your answers if you have time at the end.

Turn over ►

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**PEARSON**

## The USA, 1919-41

Answer Questions 1(a) to (d), then Question 2(a) or 2(b) and then Question 3(a) or 3(b)

**Question 1 – you must answer all parts of this question.**

Study Source A.

**Source A:** From a history of the USA 1919-41, published in 1998.

The First World War helped the US economy in several ways. Throughout the war there was a one-way trade with Europe. Money poured into the USA for food, raw materials and munitions. The USA took over European overseas markets and many industries became more successful than their European competitors. The war also saw advances in technology such as mechanisation and new materials like plastics.

- (a) What can you learn from Source A about the impact of the First World War on the economy of the USA?

(4)

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(b) Describe USA government policies towards industry in the 1920s.

(6)

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The live question paper will contain one further page of lines.





(d) Explain why there was a depression in agriculture in the 1920s.

(8)

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The live question paper will contain one further page of lines.

**(Total for Question 1 = 26 marks)**



**Answer EITHER Question 2(a) OR 2(b).**

**Spelling, punctuation and grammar will be assessed in this question.**

**EITHER**

2 (a) Explain how the role of women in US society changed in the 1920s. (8)

**OR**

2 (b) Explain how Roosevelt tackled the problems of unemployment in the years 1933-41. (8)

**Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .**

Chosen Question Number: **Question 2(a)**  **Question 2(b)**

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The live question paper will contain one further page of lines.

**(Total for spelling, punctuation and grammar = 3 marks)**

**(Total for Question 2 = 11 marks)**



**Answer EITHER Question 3(a) OR 3(b).**

**Spelling, punctuation and grammar will be assessed in this question.**

**EITHER**

**\*3 (a)** Was the poor treatment of black people the most serious problem facing US society in the 1920s? Explain your answer.

(16)

You may use the following in your answer and any other information of your own.

- The poor treatment of black people
- Prohibition
- Organised crime
- The treatment of immigrants

**OR**

**\*3 (b)** Was over-production the main reason for the Wall Street Crash of 1929? Explain your answer.

(16)

You may use the following in your answer and any other information of your own.

- Over-production
- Unequal distribution of incomes
- Protection
- Problems in the stock market

**(Total for spelling, punctuation and grammar = 4 marks)**

**(Total for Question 3 = 20 marks)**

**Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .**

Chosen Question Number:    **Question 3(a)**                          **Question 3(b)**   

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The live question paper will contain three further pages of lines.

**TOTAL FOR PAPER = 57 MARKS**



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Mark Scheme

Sample Assessment Material

GCSE History A (5HA02/2C)

Unit 2: Modern World Depth Study

Option 2C: The USA, 1919-41

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Sample Assessment Material

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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?

Question Number		
<b>1 (a)</b>		<p>What can you learn from Source A about the impact of the First World War on the economy of the USA?</p> <p>Target: Source comprehension, inference and inference support (A03a)</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1</b>	<p><b>Students do no more than copy/paraphrase the source.</b></p> <p><i>e.g. You can learn that there was a one-way trade with Europe.</i></p>
<b>2</b>	<b>2-3</b>	<p><b>Makes unsupported inferences.</b></p> <p>An inference is a judgement that can be made from studying the source, but is not directly stated by it.</p> <p><i>e.g. You can learn that the war was good for the American economy.</i></p> <ul style="list-style-type: none"> <li>• 2 marks for one unsupported inference.</li> <li>• 3 marks for two unsupported inferences.</li> </ul>
<b>3</b>	<b>4</b>	<p><b>Makes supported inferences.</b></p> <p>A supported inference is one which uses detail from the source to prove the inference.</p> <p><i>e.g. You can learn that the war was good for the American economy. The USA was able to take over European overseas markets and make money.</i></p>

Question Number		
<b>1 (b)</b>		Describe USA government policies towards industry in the 1920s.  Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-3</b>	<p><b>Simple statement(s).</b> 1 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. The government took steps to control imports.</i></p>
<b>2</b>	<b>4-6</b>	<p><b>Developed statement(s)</b> (A developed statement is where a simple statement is supported by factual detail.)</p> <p>1 mark within level per developed statement.</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</li> </ul> <p><i>e.g. The government took steps to control imports. It did this by putting tariffs on goods coming in from other countries to prevent foreign competition.</i></p>

Question Number		
<b>1 (c)</b>		Explain the effects developments in the car industry had on the economy in the 1920s.  Target: Consequence/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-2</b>	<b>Simple or generalised statements of consequence(s).</b> The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.  <i>e.g. The car industry had great effects on the economy.</i>  <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>	<b>Developed statements of consequence(s).</b> The student supports the statement with relevant contextual knowledge.  <i>e.g. One effect was it led to new techniques of mass production. Henry Ford was the first to use the assembly line, in which the parts were added to the car as it travelled along the line.</i>  <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>	<b>Developed explanation of consequence(s).</b> An explanation of one or more consequence supported by selected knowledge.  <i>e.g. Developments in the car industry had a really important effect on the US economy. Ford produced cars far quicker and cheaper than before. By the 1920s he was producing a car every ten seconds and his company was making huge profits. So the process of mass production was soon applied to other consumer products. Factories were churning out products quickly and, therefore cheaply, so people could afford to buy them and there was an economic boom. Of course the car industry also stimulated the economy by creating a need for road building, garages, motels etc. Developments in the car industry were the most important reason for the US economic boom.</i>  <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 there was a depression in agriculture in the 1920s. 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. Farmers had a very hard time in the 1920s.</i></p> <p>or</p> <p><i>e.g. This was because the farmers had been over-producing.</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 student supports statement(s) with relevant contextual knowledge.</p> <p><i>e.g. This was because the farmers had been over-producing to provide for the market in Europe during the First World War. There was less demand after the war.</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 student explains why the cause(s) brought about the stated outcome.</p> <p><i>e.g. ...This was because the farmers had been over-producing to provide for the market in Europe during the First World War. There was less demand after the war. As there was less demand prices dropped and farmers' income fell. Since many of them had borrowed money to expand during the war, they were very badly hit.</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 produce outcome.</li> </ul>

Question Number		
<b>2 (a)</b>		<p>Explain how the role of women in US society changed in the 1920s.</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 statements of change.</b>  1 mark per simple statement made.</p> <p><i>e.g. All women got better rights.</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 change.</b>  The student supports the statement with relevant contextual knowledge.</p> <p><i>e.g. One change was the flappers, the name given to liberated women in towns or cities who wore short skirts, bright clothes, lots of make-up and had their hair cut short.</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>  An explanation of one or more change, supported by selected knowledge.</p> <p><i>e.g. What we are talking about here is something much more important than just the growth of flappers. It's true that more women wore make up and had short skirts etc, but the real change was in attitudes to women and women's attitudes to themselves. Although many women lost their jobs when the soldiers came home, it wasn't true of all of them. The number of women in professional employment grew steadily in the 1920s. Women had been given the vote in 1920 and they were more confident and assertive. The flappers were a good example of this. Of course, it is true that most women continued to be conservative and were either in manual work or staying at home to look after the family – but things were changing.</i></p> <ul style="list-style-type: none"> <li>• 6-7 marks for one explained change.</li> <li>• 7-8 marks for two or more explained changes</li> <li>• 8 marks for answers which prioritise changes or show links between them.</li> </ul>

<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 Roosevelt tackled the problems of unemployment in the years 1933-41.</p> <p>Target: Key feature/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 statements of ways</b>  One mark per simple statement made.</p> <p><i>e.g. Roosevelt did a lot to help the unemployed.</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 ways</b>  The student supports the statement with relevant contextual knowledge.</p> <p><i>e.g. Roosevelt did a lot to help the unemployed. One thing was the Civilian Conservation Corps (CCC), which was set up in 1933 to create jobs for many men who were hobos or lived in Hoovervilles.</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>2</b>	<b>6-8</b>	<p><b>Developed explanation of ways</b>  An explanation of one or more way supported by selected knowledge.</p> <p><i>e.g. Roosevelt tackled the problems of unemployment in a number of ways. One thing he did was to try to restore confidence. He did this by making inspiring speeches in which he said things like 'there is nothing to fear but fear itself' He reinforced this with 'Fireside Chats' where he talked to the people on the radio. He also closed the banks and only let them re-open after they had been inspected. Another way he tackled problems was by government intervention. If business wasn't creating jobs, then the government would. So he introduced the 'Hundred Days' measures. In this he established organisations like the Civilian Conservation Corps (CCC), which was set up in 1933 to create jobs for many men who were hobos or lived in Hoovervilles.</i></p> <ul style="list-style-type: none"> <li>• 6-7 marks for one explained way</li> <li>• 7-8 marks for two or more explained ways</li> <li>• 8 marks for answers which prioritise ways or show links between them</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 poor treatment of black people the most serious problem facing US society in the 1920s? Explain your answer.</p> <p>Target: Analysis of consequence/recall of knowledge (A01/A02)  <b>QWC Strands i-ii-iii.</b> Assessing QWC: for the highest mark in a level <b>all</b> criteria for the level, including those for QWC, must be met.  <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 consequence.</b>  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.  <i>e.g. I agree with the statement because black people were treated badly.</i></p> <p>High Level 1 (3-4). For unfocused description.  <i>e.g. The Ku Klux Klan believed that Americans had to be white and Protestant. They attacked black people.</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 of consequence.</b>  Developed statements which agree and/or disagree using the stimulus and/or additional material. Mostly relevant and accurate and with an implicit focus on the question.</p> <p>Low level 2 (5-6). Mainly narrative or one of stimuli only.  <i>e.g. Black people were treated badly. The Jim Crow Laws were in operation in Southern States. This led to segregation in housing, schools and public places such as pools, restaurants, parks and libraries.</i></p> <p>High level 2 (7-8). Develops two or more of stimuli or other relevant information.  <i>e.g. Black people were treated badly. The Jim Crow Laws were in operation in Southern States. This led to segregation in housing, schools and public places such as pools, restaurants, parks and libraries. Prohibition was also a problem. When the manufacture and sale of alcohol was banned, many people still wanted a drink. So drink was</i></p>

<p><b>QWC</b> <b>i-ii-iii</b></p>		<p><i>supplied by gangsters. This could be illegally distilled alcohol called moonshine and it would be served in illegal bars called speakeasies.</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>QWC</b> <b>i-ii-iii</b></p>	<p><b>9-12</b></p>	<p><b>Developed explanation of consequence.</b> Developed explanation of more than one consequence, agreeing and/or disagreeing from stimulus and/or additional material. If only one consequence explained, mark at level 2, 8 marks.</p> <p>Low level 3 (9-10). Considers a variety of consequences but no explicit judgement of relative importance.</p> <p><i>e.g. Black people were treated badly. The Jim Crow Laws were in operation in Southern States. This led to segregation in housing, schools and public places such as pools, restaurants, parks and libraries. Obviously this was a serious problem. It was not right that such a huge element of the population should be treated in such a degrading way. Prohibition was also a problem. When the manufacture and sale of alcohol was banned, many people still wanted a drink. So drink was supplied by gangsters. This could be illegally distilled alcohol called moonshine and it would be served in illegal bars called speakeasies. This was a problem because the control of the alcohol trade was something which the gangs fought over, so there were often deaths caused by the fighting. There was also widespread corruption as gangsters bribed police and politicians to get their way.</i></p> <p>High level 3 (11-12). Considers a variety of consequences and explains why one more important than one other.</p> <p><i>e.g. ...The greatest problem was the treatment of black people who also suffered discrimination in employment and were often attacked by the KKK. It was obviously a more serious problem that millions of black people were discriminated against than prohibition was. Prohibition could be ended by just passing one law (and it was in 1933)</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> This considers the inter-relationship between a range of consequences from the stimulus and/or additional material.</p> <p>Low level 4 (13-14). Makes judgement on relative importance of more than two consequences.</p>

<b>QWC</b> <b>i-ii-iii</b>		<p>As level 3 plus:</p> <p><i>e.g. ...All the problems were serious for different groups in US society. The poor treatment of black people was especially severe in the Southern States where white racism was deep rooted. The problems caused by prohibition were worst in the industrial centres of the north. Prohibition did create problems (explanation of problems such as bootleggers, smugglers, speakeasies and corrupt agents) but these were short-lived. Prohibition, itself, worsened the problem of organised crimes as gangs competed for control of the illegal trade in liquor.</i></p> <p>High level 4 (15-16). Illustrates that one 'most important' consequence on its own could not provide a satisfactory explanation.</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>
	<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 over-production the main reason for the Wall Street Crash of 1929? Explain your answer.</p> <p>Target: Analysis of causation/recall of knowledge (A01/A02)  <b>QWC Strands i-ii-iii.</b> Assessing QWC: for the highest mark in a level <b>all</b> criteria for the level, including those for QWC, must be met.  <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>  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 agree with the statement because industry was producing a lot.</i></p> <p>High Level 1 (3-4). For unfocused description.</p> <p><i>e.g. Many people bought shares on the margin. This meant that they borrowed money to buy stocks and shares. Almost everyone was involved.</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 of causation.</b>  Developed statements which agree and/or disagree using the stimulus and/or additional material. Mostly relevant and accurate but with an implicit focus on the question.</p> <p>Low level 2 (5-6). Mainly narrative or one of stimuli only.</p> <p><i>e.g. Business wanted protection against foreign competition. Businessmen complained that cheap foreign imports would destroy American jobs. So the government introduced tariffs. In 1922 it passed the Fordney-McCumber Tariff Act which increased those tariffs.</i></p> <p>High level 2 (7-8). Develops two or more of stimuli or other relevant information.</p> <p><i>e.g. Business wanted protection against foreign competition. Businessmen complained that cheap foreign imports would destroy American jobs. So the government introduced tariffs. In 1922 it passed the Fordney-McCumber Tariff Act which increased those tariffs.</i></p>

<p><b>QWC i-ii-iii</b></p>		<p><i>Problems in the stock market involved the share craze. During the 1920s people were very keen to buy shares because their value kept rising. If you put \$1000 dollars into shares in 1920, you would have \$3250 dollars by 1929. That really encouraged people to buy.</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>QWC i-ii-iii</b></p>	<p><b>9-12</b></p>	<p><b>Developed explanation of causation.</b> Developed explanation of more than one reason agreeing and/or disagreeing from stimulus and/or additional material. The answer mainly focuses on the question. If only one consequence explained, mark at level 2, 8 marks.</p> <p>Low level 3 (9-10). Considers a variety of reasons but no explicit judgement of relative importance.</p> <p><i>e.g. ...Overproduction was important because mass production methods meant that production of consumer goods rapidly expanded. By the late 1920s too many goods were being made, so there was a problem with selling them. If the goods could not be sold then factories would have to stop making them and workers would be laid off. Then there would be less money to buy goods and things would just spiral downwards. That's exactly what happened.</i></p> <p>High level 3 (11-12). Considers a variety of reasons and explains why one more important than one other.</p> <p><i>e.g. ...The most important reason was over-production The market became saturated and those who could afford goods had already bought them. There were not enough people who could afford them and they could not sell them abroad. That was more important than protection. What protection did was to create a false market by making sure only American goods were purchased. That didn't really matter if there were too many American goods to sell.</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> 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>As level 3 plus:</p> <p><i>e.g. The most important reason was over-production. The</i></p>

<b>QWC i-ii-iii</b>		<p><i>market became saturated and those who could afford goods had already bought them. There were not enough people who could afford them and they could not sell them abroad. Protection was less important because although it reduced sales abroad, it did not affect the fall in US sales. Over-production was also more important than problems on the stock market because it was the over-production that caused the problems. As companies found they couldn't sell goods, so their share price dropped.</i></p> <p>High level 4 (15-16). Illustrates that one 'most important' reason on its own could not provide a satisfactory explanation.</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>
		<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.