

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

History B (Schools History Project)

Unit 2: Schools History Project Depth Study

Option 2A: The transformation of British society, c.1815–51

Additional Sample Assessment Material

Time: 1 hour 15 minutes

Paper Reference

5HB02/2A

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 Questions 1 and 2, **EITHER** Question 3 **OR** 4 and then **EITHER** Question 5(a) and 5(b) **OR** 6(a) and 6(b).
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- 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
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

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 ►

N37274A

©2009 Edexcel Limited.

1/1/



edexcel 
advancing learning, changing lives

Answer Question 1 AND Question 2.

Question 1

Study Source A.

Source A: A picture of a workhouse ward for elderly women in the mid-nineteenth century.



2 The boxes below show two systems of poor relief.

Choose **one** and explain how successful the system was in dealing with poverty.

(9)

Roundsman System

Speenhamland System

A series of horizontal dotted lines for writing the answer.



Blank lined area for writing answers.

(Total for Question 2 = 9 marks)



Answer EITHER Question 3 OR Question 4.

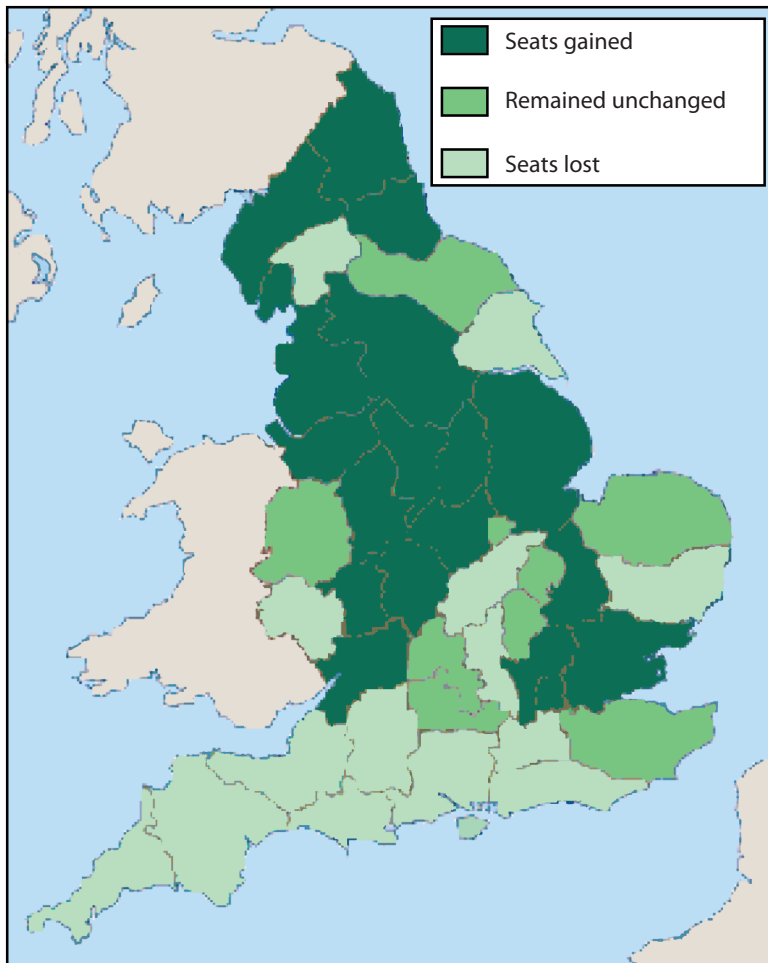
EITHER

3 In what ways did the 1832 Parliamentary Reform Act improve the electoral system of England?

(12)

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

The map below shows areas in England which gained and lost MPs after the 1832 Parliamentary Reform Act. After the Act was passed one in five men could vote.



(Total for Question 3 = 12 marks)



OR

4 Why did the Chartists fail to achieve their aims?

(12)

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

The picture shows the Newport Rising in 1839. Chartists were stopped by soldiers from trying to free some of their members that were held in prison.



(Total for Question 4 = 12 marks)



Blank lined writing area with horizontal dotted lines.



Lined writing area with horizontal dotted lines.



BLANK PAGE



Answer EITHER Question 5 OR Question 6.

You must answer both parts of the question you choose.

EITHER

5 (a) Describe the changes in the distribution of the population in Britain in the years 1815–51. (9)

*(b) 'The work of individuals was the most important factor in improving factory conditions in the years 1815–51.' Do you agree? Explain your answer. (16)

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

- Robert Owen did not employ children under the age of ten in his New Lanark Mills
- 1830: Oastler started campaigning for a Ten Hour working day
- 1850: Parliament passed a Factory Act

(Total for Question 5 = 25 marks)

OR

6 (a) Describe the role of navvies in the construction of railways in Britain. (9)

*(b) 'The most important effects of the railways were the improvements to lives of workers in towns.' Do you agree? Explain your answer. (16)

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

- Cheap day excursions became popular
- Fresh fish could be taken by train from the east coast to the north west of England in a day
- Iron was used to build railway lines

(Total for Question 6 = 25 marks)



Blank lined page for writing.



Handwriting practice area with 25 horizontal dotted lines.



Blank lined page for writing.



Blank writing area with horizontal dotted lines.

TOTAL FOR PAPER = 50 MARKS



BLANK PAGE



BLANK PAGE



BLANK PAGE

Every effort has been made to contact the copyright holders where possible. In some cases, every effort to contact copyright holders has been unsuccessful and Edexcel will be happy to rectify any omissions of acknowledgement at the first opportunity.



Mark Scheme

Additional Sample Assessment Material

GCSE

GCSE History B (5HB02/2A)

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.
- 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.

Unit 2: Schools History Project Depth Study

Option 2A: The transformation of British society, c.1815-51

Question Number		
1		What can you learn from Source A about life in a workhouse? Target: comprehension and inference from sources (AO3a: 4 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement Student offers a piece of information or states an unsupported inference. Award 1 mark for each relevant item. eg they are all women; wearing the same.
2	3-4	Developed statement An inference is drawn and supported from the source. eg conditions look controlled; single sex; tedious work; issued with a uniform; conditions look clean but basic.

Question Number		
2		<p>The boxes below show two systems of poor relief.</p> <p>Choose one and explain how successful the system was in dealing with poverty.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;">Roundsman System</div> <div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;">Speenhamland System</div> </div> <p>Target: recall; significance of event (AO1: 4 marks; AO2: 5 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Generalised statements with little specific content.</p> <p>Comments are unsupported statements about the system OR could apply to either system.</p> <p>Eg there was still a lot of poverty, many people hungry, it was not fair, amount people got varied.</p>
2	4-6	<p>Descriptive answer which will state but not examine the success of the system used.</p> <p>Student describes the system chosen. Links to success remain implicit.</p> <p>Roundsman - poor could move around, overseers gave tickets to the poor; created some work.</p> <p>Speenhamland - amount linked to bread prices; designed to prevent revolution; became expensive.</p>
3	7-9	<p>The focus is an examination of success in dealing with poverty of the chosen system of poor relief.</p> <p>Student will identify the key feature(s) of success/lack of success of the system.</p> <p>Roundsman - kept wages low; encouraged some to receive poor relief; not used widely.</p> <p>Speenhamland - became increasingly expensive; and hard to control; increasingly less used; encouraged farmers to pay low wages.</p>

Question Number		
3		<p>In what ways did the 1832 Parliamentary Reform Act improve the electoral system of England?</p> <p>Target: recall, cause and consequence (AO1: 6 marks; AO2: 6 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement(s) offered, showing some relevant knowledge.</p> <p>Student offers a valid statement without support.</p> <p>Eg some areas in the north gained and lost MPs; many areas in the south lost MPs; there was still no secret ballot.</p> <p>N.B. Do not credit description of picture or caption without Development.</p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student gives a narrative or descriptive answer of the 1832 Parliamentary Reform Act. Links to improvement of electoral system remain implicit.</p> <p>Eg more middle class got the vote; more MPs in northern industrial areas; still no secret ballot; working class did not get the vote; MPs still were not paid</p> <p>Reserve top of level for depth and range of supporting detail used.</p>
3	9-12	<p>The answer shows understanding of the focus of the question and is able to support the aspects identified with sufficient accurate and relevant detail.</p> <p>Student identifies and explains aspects of improvement and/or lack of improvement.</p> <p>Eg shows extent of improvement in giving the middle class the vote but still lack of representation for working class; continued problems of corruption and problem of lack of pay for MPs; may show links to rise of Chartism.</p> <p>Reserve top of level for a range of aspects explored to show the extent and significance of improvements made to the electoral system by the 1832 Reform Act.</p>

Question Number		
4		<p>Why did the Chartists fail to achieve their aims?</p> <p>Target: recall, cause and consequence (AO1: 6 marks; AO2: 6 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement(s) offered, showing some relevant knowledge.</p> <p>Student offers a valid comment without support.</p> <p>Eg seen as violent; they were divided; the government's forces were strong.</p> <p>N.B. Do not credit description of picture without development.</p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student gives a narrative or descriptive answer. Links of Chartist failure remain implicit.</p> <p>Eg describes Chartist methods; describes the different aims of Chartist leaders; gives details of the government's use of force.</p> <p>Reserve top of level for depth and range of supporting detail used.</p>
3	9-12	<p>The answer shows understanding of the focus of the question and is able to support the factors identified with sufficient accurate and relevant detail.</p> <p>Student identifies and explains reason(s) for the Chartists failure to achieve their aims.</p> <p>Eg discusses the nature of the Chartists' demands; the divisions in their leadership and the nature of the methods set against the forces available to the government and the link between Chartism and economic conditions.</p> <p>Reserve top of level for range of factors explored to show why the Chartists failed to achieve their aims.</p>

Question Number		
5 (a)		Describe the changes in the distribution of the population in Britain in the years 1815-51. Target: recall; understanding of key features (AO1: 5 marks; AO2: 4 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s) offered, showing some relevant knowledge. Student makes a simple statement about change that is unsupported. Eg the population was growing; many people moved to towns. Reserve top of level for answers which offer several valid points.
2	4-6	Statements are developed with support from material which is mostly relevant and accurate. Student describes the distribution of the population. Eg describes rural poverty and identifies it as a motive for rural migration; employment opportunities in towns. Reserve top of level for depth and range of supporting detail provided.
3	7-9	The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail. Student explains the changes in the distribution of the population. Eg: shows the decline of rural population and growth of urban population; migration from Scotland and Ireland. Reserve top of level for placing changes in historical context.

Question Number		
5 (b)		<p>'The work of individuals was the most important factor in improving factory conditions in the years 1815-51.' Do you agree? Explain your answer.</p> <p>Target: recall; analysis of factors of causation within an historical context (AO1: 8 marks; AO2: 8 marks) QWC Strands i-ii-iii Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement(s) offered, showing some relevant knowledge.</p> <p>Student may offer detail on work of individuals or other factor such as the government.</p> <p>Eg some factory owners treated workers better; the government passed laws to reduce hours.</p> <p>Writing uses everyday language and shows some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p>N.B. Do not credit repetition of bullet points without development.</p> <p>Reserve top of level for answers which offer several valid points.</p>
QWC i-ii-iii		
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student describes or narrates changes in factory conditions. Links to improvement remain implicit.</p> <p>Eg describes work of Owen; Oastler; Ten Hours Movement; describes Factory Acts.</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skill in selection 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>Reserve top of level for depth and range of supporting detail.</p>
QWC i-ii-iii		

<p>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p>The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and relevant detail.</p> <p>Student explains the campaign by individual(s) such as Owen and Oastler leading to issues raised in Parliament and the 1833 Factory Act; shows the significance of the continued work by reformers leading to later Acts.</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>Reserve top of level for answers for range of specific detail.</p>
<p>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>The answer has sustained focus on the question. It offers a judgement supported by precisely selected and accurate material.</p> <p>Student attempts to evaluate the role of individuals weighed against the role of the government to reach a judgement.</p> <p>eg the work of individuals in campaigning to raise awareness; the pressure they put on the government; may show limitations of 1833 Factory Act.</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> <p>Reserve top of level for answers which can make and support a judgement on the proposition in the question.</p>

Question Number		
6 (a)		Describe the role of navvies in the construction of railways in Britain. Target: recall; understanding of key features (AO1: 5 marks; AO2: 4 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s) offered, showing some relevant knowledge. Student offers a basic comment without support. Eg they did hard manual work. Reserve top of level for answers which offer several valid points.
2	4-6	Statements are developed with support from material which is mostly relevant and accurate. Student describes role of navvies. Eg physical work; worked in gangs that moved from one area of work to another; many had migrated from Scotland and Ireland; sometimes feared. Reserve top of level for depth and range of supporting detail provided.
3	7-9	The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail. Student explains the role of navvies in construction of railways. Eg shows importance of their work in the construction of railways in absence of machinery; explains the need for a large scale mobile workforce prepared to undertake dangerous work. Reserve top of level for precise historical context.

Question Number		
6 (b)		<p>'The most important effects of the railways were the improvements to lives of workers in towns.' Do you agree? Explain your answer.</p> <p>Target: recall; analysis of factors of causation within an historical context (AO1: 8 marks; AO2: 8 marks)</p> <p>QWC Strands i-ii-iii Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement(s) offered, showing some relevant knowledge.</p> <p>Student may offer detail on effects of railways on workers' lives.</p> <p>Eg they could travel more; there were jobs created in the construction of the railways</p> <p>Writing uses everyday language and shows some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p>N.B. Do not credit repetition of bullet points without development.</p> <p>Reserve top of level for answers which offer several valid points.</p>
QWC i-ii-iii		
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student describes effects on workers' lives. Links to improvement in workers' lives remains implicit.</p> <p>Eg development of seaside towns; railway towns; development of fishing towns; increased communication and employment.</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills in selection 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>Reserve top of level for depth and range of supporting detail.</p>
QWC i-ii-iii		

<p>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p>The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and relevant detail.</p> <p>Student shows the importance of changes to workers' lives OR offers an alternative "most important" effect of railways.</p> <p>Eg social changes brought by the railways, improved diets, leisure opportunities, growth of seaside resorts, employment opportunities, or the effect of railways on the national economy.</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>Reserve top of level for answers which achieve a balance of economic and other aspects.</p>
<p>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>The answer has sustained focus on the question. It offers a judgment supported by precisely selected and accurate material.</p> <p>Student attempts to evaluate the effects of railways in order to reach a judgement.</p> <p>Eg benefits of social changes are weighed against economic and industrial growth; benefits are weighed against ways in which workers' lives did not improve.</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> <p>Reserve top of level for answers which can make and support a judgement on the proposition in the question.</p>

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

History B (Schools History Project)

Unit 2: Schools History Project Depth Study

Option 2B: The American West, c1840–c1895

Additional Sample Assessment Material

Time: 1 hour 15 minutes

Paper Reference

5HB02/2B

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 Questions 1 and 2, **EITHER** Question 3 **OR** 4 and then **EITHER** Question 5(a) and 5(b) **OR** 6(a) and 6(b).
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- 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
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

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 ►

N37275A

©2009 Edexcel Limited.

1/1/



edexcel 
advancing learning, changing lives

Answer Question 1 AND Question 2.

Question 1

Study Source A.

Source A: The picture shows the finishing of the building of the first transcontinental railroad in May 1869 at Promontory Point in Utah.



© Corbis Picture Agency



2 The boxes below show two groups.

Choose **one** and explain why they travelled west in the 1840s.

(9)

Trappers and Mountain Men

Miners

Dotted lines for writing the answer.



Blank writing area with horizontal dotted lines.

(Total for Question 2 = 9 marks)



Answer EITHER Question 3 OR Question 4.

EITHER

3 Why were the Plains Indians able to live so successfully on the Great Plains?

(12)

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

The picture shows a Plains Indian village and the hunting of buffalos.



(Total for Question 3 = 12 marks)

OR

4 Why was it difficult to deal with problems of law and order in the 1860s and 1870s?

(12)

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

Being a lawman was both badly paid and dangerous. The quality of lawmen ranged from good to bad. Henry Plummer combined his job as sheriff with leading a band of outlaws. His double life ended when he was tried and lynched by vigilantes.

(Total for Question 4 = 12 marks)



A large rectangular area with rounded corners, containing numerous horizontal dotted lines for writing.



Lined writing area with horizontal dotted lines.



Answer EITHER Question 5 OR Question 6.

You must answer both parts of the question you choose.

EITHER

5 (a) Explain why Brigham Young decided to migrate to the Great Salt Lake in 1846. (9)

*(b) 'Severe weather was the main reason why it was so hard for Homesteaders to live and work on the Great Plains in the 1860s and 1870s.' Do you agree? Explain your answer. (16)

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

- Temperatures on the Great Plains ranged from 40°C in summer to minus 40°C in winter
- Few trees grew on the Great Plains
- Plagues of grasshoppers swept across the Plains

(Total for Question 5 = 25 marks)

OR

6 (a) Explain why Plains Indians resented living on the reservations. (9)

*(b) 'The invention of barbed wire was the main reason for the end of open range ranching on the Plains.' Do you agree? Explain your answer. (16)

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

- 1874: Gliddon developed barbed wire
- 1886–87: The winter was very severe
- Wind pumps were used in the 1880s

(Total for Question 6 = 25 marks)



Blank lined page for writing.



Handwriting practice area with 25 horizontal dotted lines.



Handwriting practice area with 20 horizontal dotted lines.



Blank lined area for writing.

TOTAL FOR PAPER = 50 MARKS



BLANK PAGE

Every effort has been made to contact the copyright holders where possible. In some cases, every effort to contact copyright holders has been unsuccessful and Edexcel will be happy to rectify any omissions of acknowledgement at the first opportunity.



Mark Scheme

Additional Sample Assessment Material

GCSE

GCSE History B (5HB02/2B)

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.
- 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.

Unit 2: Schools History Project Depth Study

Option 2B: The American West, c1840-c1895

Question Number		
1		What can you learn from Source A about the first transcontinental railroad across the USA? Target: comprehension and inference from sources (AO3a: 4 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement Student offers a piece of information or states an unsupported inference. Award 1 mark for each relevant item. eg many people watched it; both cowboys and Indians there; it was an important event.
2	3-4	Developed statement An inference is drawn and is supported from the source. eg sense of celebration from builders; the significance of joining east and west; the presence of the army and/or supplies in wagons suggests it was seen as significant; involved many people working on it.

Question Number		
2		<p>The boxes below show two groups.</p> <p>Choose one and explain why they travelled west in the 1840s.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Trappers and Mountain Men</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Miners</div> </div> <p>Target: recall; significance of event (AO1: 4 marks; AO2: 5 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Generalised statements with little specific content.</p> <p>Comments are unsupported statements about the group chosen OR could apply to either group.</p> <p>Eg to make money; for a new life.</p>
2	4-6	<p>Descriptive answer which will suggest rather state reasons for travelling west</p> <p>Student describes the group chosen. Links to why they travelled west remain implicit, or identifies a reason but offers limited supporting detail.</p> <p>Trappers and Mountain Men - collected furs and skins; hunted wild animals; worked with companies.</p> <p>Miners - narrates discoveries of gold.</p>
3	7-9	<p>The focus is on the reasons why they travelled west.</p> <p>Student will identify the specific reasons for the group travelling west.</p> <p>Trappers and Mountain Men - able to make profit from selling furs and skins; helped as guides for those early migrants.</p> <p>Miners - to California in 1849; combination of unemployment; wanted to make wealth; many unsuccessful; further discoveries up to Black Hills in 1874 led new miners to travel to the west.</p>

Question Number		
3		<p>Why were the Plains Indians able to live so successfully on the Great Plains?</p> <p>Target: recall, cause and consequence (AO1: 6 marks; AO2: 6 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement(s) offered, showing some relevant knowledge.</p> <p>Student offers a valid comment how Indians lived on the Plains.</p> <p>Eg used the buffalo for many things; they had beliefs and ideas that helped them</p> <p>Reserve top of level for answers which state more than one reason.</p> <p>N.B. Do not credit simple description of the image without development.</p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student gives a descriptive answer about the lives on the Plains Indians lives. Links to success remain implicit.</p> <p>Eg describes the Indians views on the land; ability to hunt; describes the use of the buffalo or the nomadic lifestyle.</p> <p>Reserve top of level for depth and range of supporting detail used.</p>
3	9-12	<p>The answer shows understanding of the focus of the question and supports the factors identified with sufficient accurate and relevant detail.</p> <p>Student identifies and explains reasons why Indians lived successfully on the Plains.</p> <p>Eg explains their skills in hunting and wide use of buffalo; the organisation of tribes; nomadic lifestyle.</p> <p>Reserve top of level for range of factors explored to show why the Plains Indians lived successfully on the Plains.</p>

Question Number		
4		<p>Why was it difficult to deal with problems of law and order in the 1860s and 1870s?</p> <p>Target: recall, cause and consequence (AO1: 6 marks; AO2: 6 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement(s) offered, showing some relevant knowledge.</p> <p>Student offers a valid comment about law and order.</p> <p>Eg they used troops; set up judges; or describes a problem.</p> <p>Reserve top of level for answers which state more than one reason.</p> <p>N.B. Do not credit repetition of bullet points without development.</p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student gives a narrative or descriptive answer on law and order. Links to effectiveness remain implicit.</p> <p>Eg describes the actions of judges, marshals and sheriffs; describes the problems of law and order.</p> <p>Reserve top of level for depth and range of supporting detail used.</p>
3	9-12	<p>The answer shows understanding of the focus of the question and is able to supports the factors identified with sufficient accurate and relevant detail.</p> <p>Student identifies and explains the difficulties in dealing with the problems of law and order.</p> <p>Eg government appointment of marshals and judges; other factors private protection groups; railroad and stage coaches had own systems for security.</p> <p>Reserve top of level for range of factors explored to show the effectiveness of the US government at overcoming law and order.</p>

Question Number		
5 (a)		<p>Explain why Brigham Young decided to migrate to the Great Salt Lake in 1846.</p> <p>Target: recall; understanding of key features (AO1: 5 marks; AO2: 4 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple statement(s) offered, showing some relevant knowledge.</p> <p>Student offers a basic reason without support.</p> <p>Eg Mormons were unpopular; they wanted to live by different beliefs.</p> <p>Reserve top of level for answers which offer several valid points.</p>
2	4-6	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student describes or narrates events. Links on reasons to migrate remain implicit.</p> <p>Eg describes events in Kirtland and in Nauvoo; describes Young's migration west.</p> <p>Reserve top of level for depth and range of supporting detail provided.</p>
3	7-9	<p>The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail.</p> <p>Student explains reasons for Brigham Young's decision to migrate west.</p> <p>Eg shows various factors for the unpopularity of the Mormons in the East; shows the effect on the Mormons of the increasing conflicts and clash of beliefs; how the death of Joseph Smith led to a new approach and leadership by Brigham Young.</p> <p>Reserve top of level for placing problems in precise context.</p>

Question Number		
5 (b)		<p>'Severe weather was the main reason why it was so hard for Homesteaders to live and work on the Great Plains in the 1860s and 1870s.' Do you agree? Explain your answer.</p> <p>Target: recall; analysis of factors of causation within an historical context (AO1: 8 marks; AO2: 8 marks) QWC Strands i-ii-iii Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement(s) offered, showing some relevant knowledge.</p> <p>Student may offer individual details about Homesteaders lives and work.</p> <p>Eg they lived in sod houses; they were isolated; the winters were very cold.</p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p>N.B. Do not credit repetition of bullet points without development.</p> <p>Reserve top of level for answers which offer several valid points.</p>
QWC i-ii-iii		
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student narrates or describes the lives and work of Homesteaders.</p> <p>Eg lack of water; grasshoppers; poor machinery; attacks from Indians; unsuitable crops; lack of timber.</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>Reserve top of level for depth and range of supporting detail.</p>
QWC i-ii-iii		

<p>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p>The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and relevant detail.</p> <p>Student explains the effect(s) of severe weather/other factor(s) on the lives and work of Homesteaders in the 1860s and 1870s.</p> <p>Eg extremes of weather and difficulty in farming the land and growing crops; needed to find new methods of farming and other crops; better technology needed.</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>Reserve top of level for indicating that there were variations in response/implementation.</p>
<p>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>The answer sustains its focus on the question. It is supported by precisely selected and accurate material.</p> <p>Student attempts to evaluate effects of severe weather weighed against other factors and overall context to reach a judgement.</p> <p>Eg weighs the significance of the weather against other problems such as isolation; lack of suitable crops; discusses specific context of the lives of homesteaders in the 1860s and 1870s.</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> <p>Reserve top of level for answers which evaluate a range of aspects against the criteria for success.</p>

Question Number		
6 (a)		<p>Explain why Plains Indians resented living on the reservations.</p> <p>Target: recall; understanding of key features (AO1: 5 marks; AO2: 4 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple statement(s) offered, showing some relevant knowledge.</p> <p>Student offers a basic reason without support.</p> <p>Eg it was a different lifestyle; Plains Indians were not used to living in a fixed place.</p> <p>Reserve top of level for answers which offer several valid points.</p>
2	4-6	<p>Statements are developed with support from material which is mainly relevant and accurate.</p> <p>Student describes conditions. Links on resentment to living on reservations remain implicit.</p> <p>Eg they were used to hunting; reservations changed their way of life.</p> <p>Reserve top of level for range of examples and detail included.</p>
3	7-9	<p>The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail.</p> <p>Student explains reason(s) for Indian resentment.</p> <p>Eg destroyed their way of life; could not be self-sufficient; reliance on the government; eroded the different roles of men and women; tried to make them adopt white values.</p> <p>Reserve top of level for some comparison of previous way of life.</p>

Question Number		
6 (b)		<p>'The invention of barbed wire was the main reason for the end of open range ranching on the Plains.' Do you agree? Explain your answer.</p> <p>Target: Target: recall; analysis of factors of causation within an historical context (AO1: 8 marks; AO2: 8 marks)</p> <p>QWC Strands i-ii-iii Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement(s) offered, showing some relevant knowledge.</p> <p>Student may offer individual details about open range ranching.</p> <p>Eg barbed wire fenced off the land.</p> <p>Writing uses everyday language and shows some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p>N.B. Do not credit repetition of bullet points without development.</p> <p>Reserve top of level for answers which offer several valid points.</p>
QWC i-ii-iii		
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>describes open range ranching or narrates the end of the open range.</p> <p>Eg homesteaders and cattlemen now fenced off land; describes extremes of weather; fall in demand for beef; Johnson County War.</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills in 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>Reserve top of level for depth and range of supporting detail.</p>
QWC i-ii-iii		

<p>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p>The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and relevant detail.</p> <p>Student explains effect(s) of barbed wire/other factor(s) on the end of open range ranching on the Great Plains.</p> <p>Eg shows effects of homesteaders becoming more successful with methods of farming; severe winter of 1886/87; effects of Johnson County War.</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>Reserve top of level for answers which achieve a balance of economic and other aspects.</p>
<p>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>The answer has sustained focus on the question. It offers an analysis judgement supported by precisely selected and accurate material.</p> <p>Student attempts to evaluate the effects of barbed wire weighed against other factors and overall context to reach a judgement.</p> <p>Eg shows a range of factors such as use of barbed wire; increasing success of homesteaders; reduction in demand for beef in the East; specific events such as the severe winter 1886/87 and the Johnson County War.</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> <p>Reserve top of level for answers which can make and support a judgement on the proposition in the question.</p>

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

History B (Schools History Project)

Unit 2: Schools History Project Depth Study

Option 2C: Life in Germany, c1919–c1945

Additional Sample Assessment Material

Time: 1 hour 15 minutes

Paper Reference

5HB02/2C

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 Questions 1 and 2, **EITHER** Question 3 **OR** 4 and then **EITHER** Question 5(a) and 5(b) **OR** 6(a) and 6(b).
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- 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
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

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 ►

N37276A

©2009 Edexcel Limited.

1/1/



edexcel 
advancing learning, changing lives

Answer Question 1 AND Question 2.

Question 1

Study Source A.

Source A: The arrival of a train of prisoners at Auschwitz in 1943.



Blank writing area with horizontal dotted lines.

(Total for Question 2 = 9 marks)



Answer EITHER Question 3 OR Question 4.

EITHER

3 Why was there an economic crisis in Germany in 1923?

(12)

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

- In 1921 the cost of reparations was fixed at 132,000 million gold marks
- In January 1923 France and Belgium occupied the Ruhr
- In November 1923 one egg cost 80,000 million marks

(Total for Question 3 = 12 marks)

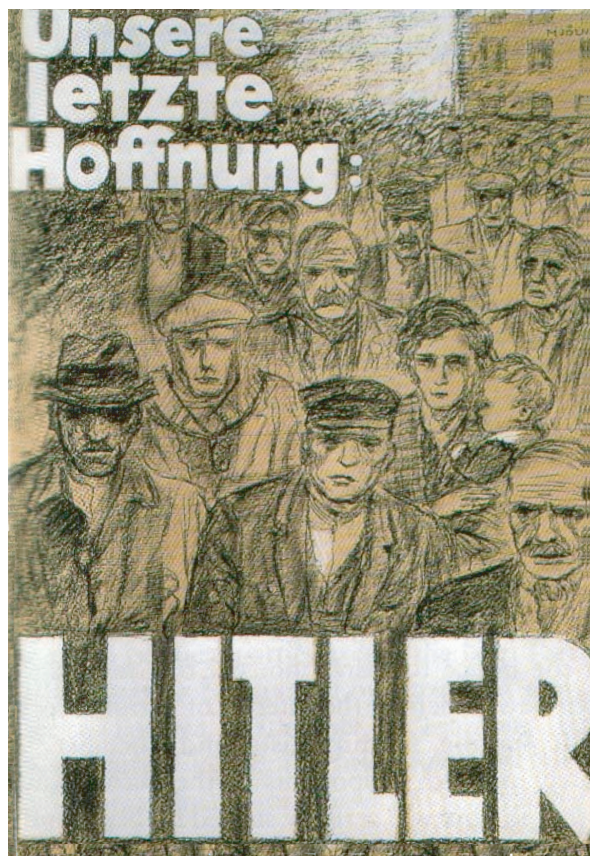
OR

4 Why were many German people supporting Hitler by 1932?

(12)

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

The picture shows a 1932 election poster with the slogan 'Our Last Hope: Hitler.'
In 1932 unemployment in Germany had reached 6 million.



(Total for Question 4 = 12 marks)



Lined writing area with horizontal dotted lines.



Lined writing area with horizontal dotted lines.



Answer EITHER Question 5 OR Question 6.

You must answer both parts of the question you choose.

EITHER

5 (a) Describe how the Nazis reduced unemployment in the years 1933–39. (9)

*(b) 'Stresemann was successful in overcoming Germany's problems in the years 1924–29.' Do you agree? Explain your answer. (16)

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

- 1924: The Dawes Plan
- 1926: Germany joined the League of Nations
- Between 1924 and 1929 Germany borrowed 300 million dollars from the USA

(Total for Question 5 = 25 marks)

OR

6 (a) Describe how the Nazis used Youth Groups to spread their ideas. (9)

*(b) Why was there so little opposition to the Nazi government after 1933? (16)

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

- March 1933: The first concentration camp opened in Dachau
- Block wardens reported on local residents
- Unemployment dropped to less than one million in 1939

(Total for Question 6 = 25 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 5** **Question 6**

[Dotted lines for writing]



Handwriting practice area with 25 horizontal dotted lines.



Lined writing area with horizontal dotted lines.



Blank lined page for writing.



Blank lined area for writing.

TOTAL FOR PAPER = 50 MARKS



BLANK PAGE

Every effort has been made to contact the copyright holders where possible. In some cases, every effort to contact copyright holders has been unsuccessful and Edexcel will be happy to rectify any omissions of acknowledgement at the first opportunity.



Mark Scheme

Additional Sample Assessment Material

GCSE

GCSE History B (5HB02/2C)

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.
- 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.

Unit 2: Schools History Project Depth Study

Option 2C: Life in Germany, c1919-c1945

Question Number		
1		What can you learn from Source A about the Final Solution? Target: comprehension and inference from sources (AO3a: 4 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement Student offers a piece of information or states an unsupported inference. Award 1 mark for each relevant item. eg the Jews were transported by train; they had to line up
2	3-4	Developed statement An inference about the Final Solution is drawn and supported from the source. eg the Jews were divided into groups; it was highly organised; SS guards were used to maintain control.

Question Number				
2		<p>The boxes below show two events.</p> <p>Choose one and explain how it helped Hitler to gain more power.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">The Night of the Long Knives in June 1934</td> <td style="width: 50%; padding: 5px;">Death of President Hindenburg in August 1934</td> </tr> </table> <p>Target: recall; significance of event (AO1: 4 marks; AO2: 5 marks)</p>	The Night of the Long Knives in June 1934	Death of President Hindenburg in August 1934
The Night of the Long Knives in June 1934	Death of President Hindenburg in August 1934			
Level	Mark	Descriptor		
	0	No rewardable material		
1	1-3	<p>Generalised statements with little specific content.</p> <p>Comments are unsupported statements about importance of event OR could apply to either event.</p> <p>The Night of the Long Knives - SA killed.</p> <p>Death of Hindenburg - Hitler became Fuhrer.</p>		
2	4-6	<p>Descriptive answer which will state but not examine how it helped Hitler to gain more power.</p> <p>Student describes the event chosen. Links on how it helped Hitler to gain more power remain implicit.</p> <p>The Night of the Long Knives - Rohm seen as a rival; Hitler wanted the army on his side; SA might overthrow Hitler; Army resented the SA; SA leaders shot.</p> <p>Death of Hindenburg - Hitler now Fuhrer; total leader; army now swore loyalty to Hitler</p>		
3	7-9	<p>The focus is on the importance of the event in helping Hitler to gain more power.</p> <p>Student will identify the importance of the event chosen. The impact of the event on Hitler gaining more power should be considered by showing how the situation changed.</p> <p>The Night of the Long Knives - showed ruthlessness of Hitler; reduced threat of SA to Hitler; German Army now gave more support to Hitler.</p> <p>Death of Hindenburg - role of Führer; made Hitler undisputed leader; significance of Army oath of loyalty to Hitler.</p>		

Question Number		
3		<p>Why was there an economic crisis in Germany in 1923?</p> <p>Target: recall, cause and consequence (AO1: 6 marks; AO2: 6 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement(s) offered, showing some relevant knowledge.</p> <p>Student offers a valid comment on Germany economy in 1923 without support.</p> <p>Eg money became worthless; people became poorer.</p> <p>N.B. Do not credit description of picture or caption without Development</p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student gives a narrative or descriptive answer on the economic crisis in Germany in 1923.</p> <p>Eg French occupation of the Ruhr; the government printed more money; people lost savings; example(s) given of how worthless money had become; widespread poverty; made the government unpopular.</p> <p>Reserve top of level for depth and range of supporting detail used.</p>
3	9-12	<p>The answer shows understanding of the focus of the question and is able to support the factors identified with sufficient accurate and relevant detail.</p> <p>Student identifies and explains reasons for the economic crisis in Germany in 1923.</p> <p>Eg Germany had fallen behind on reparation which led to French occupation of the Ruhr and Passive Resistance; the government printed more money; shows effects on various groups eg those with savings and pensioners lost the most; led to Beer Hall Putsch.</p> <p>Reserve top of level for range of factors explored to show the reasons for the economic crisis in Germany in 1923.</p>

Question Number		
4		Why were many German people supporting Hitler by 1932? Target: recall, cause and consequence (AO1: 6 marks; AO2: 6 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statement(s) offered, showing some relevant knowledge. Student offers a valid comment on support for Hitler. eg Hitler's ideas appealed to many, many Germans wanted a stronger Germany. N.B. Do not credit description of picture or caption without Development.
2	5-8	Statements are developed with support from material which is mostly relevant and accurate. Student gives a narrative or descriptive answer on support for Hitler by 1932. Eg describes increase in votes for Nazis from 1928; describes effects of Wall Street Crash; describes unpopularity of Weimar government. Reserve top of level for depth and range of supporting detail used.
3	9-12	The answer shows understanding of the focus of the question and is able to support the factors identified with sufficient accurate and relevant detail. Student identifies and explains reason(s) why many Germans supported Hitler by 1932. Eg identifies sections of the population supporting the Nazis; the appeal of Nazi policies; rise of increase in vote for extreme political parties. Reserve top of level for range of factors explored to show why many German people supported Hitler by 1932.

Question Number		
5 (a)		Describe how the Nazis reduced unemployment in the years 1933-39. Target: recall; understanding of key features (AO1: 5 marks; AO2: 4 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s) offered, showing some relevant knowledge. Student offers basic reason without support. eg they built motorways; people had to join the army. Reserve top of level for answers which offer several valid points.
2	4-6	Statements are developed with support from material which is mostly relevant and accurate. Student describes or narrates methods to reduce unemployment. Links remain implicit. eg describe Public Works schemes; rearmament; National Labour Service; women and Jews removed from unemployment figures. Reserve top of level for examples and detail included.
3	7-9	The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail. Student explains methods used to reduce unemployment. eg analyses methods used to reduce unemployment but also the removal of women and Jews from unemployment figures. Reserve top of level for depth of answer and precise context.

Question Number		
5 (b)		<p>“Stresemann was successful in overcoming many of Germany’s problems in the years 1924-29.” Do you agree? Explain your answer.</p> <p>Target: recall; analysis of factors of causation within an historical context (AO1: 8 marks; AO2: 8 marks)</p> <p>QWC Strands i-ii-iii Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement(s) offered, showing some relevant knowledge.</p> <p>Student may offer detail on Stresemann or on Germany 1924-29.</p> <p>eg Stresemann made agreements with other countries; Germany had more money to spend.</p> <p>Writing uses everyday language and shows some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p>N.B. Do not credit repetition of bullet points without development.</p> <p>Reserve top of level for answers which offer several valid points.</p>
QWC i-ii-iii		
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student describes or narrates Stresemann’s work. Links to success of his work remain implicit.</p> <p>Eg new currency; Germany’s increased international status; describes Dawes and Young Plans.</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills in selection 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>Reserve top of level for depth and range of supporting detail.</p>
QWC i-ii-iii		

<p>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p>The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and relevant detail.</p> <p>Student explains success/failure of Stresemann’s policy(ies) in relation to Germany’s problems.</p> <p>eg introduction of new currency; Dawes and Young Plans reduced reparation payments; loans from USA benefitted economy with new housing etc; wages rose.</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>Reserve top of level for answers for range of detail offered.</p>
<p>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>The answer sustains its focus on the question. It is supported by precisely selected and accurate material.</p> <p>Student evaluates extent of success of Stresemann’s policies in relation to Germany’s problems.</p> <p>eg introduction of Rentenmark but still many resented effects of hyperinflation; Dawes and Young Plans still meant paying reparations; loans from USA benefitted economy but meant reliance on USA; not all groups benefitted from economic improvements.</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> <p>Reserve top of level for answers which can make and support a judgement on the proposition in the question.</p>

Question Number		
6 (a)		Describe the how the Nazis used Youth Groups to spread their ideas. Target: recall; understanding of key features (AO1: 5 marks; AO2: 4 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s) offered, showing some relevant knowledge. Student offers basic use without support about Youth Groups. Eg they were taught to believe in Hitler; they were taught how to be soldiers. Reserve top of level for answers which offer several valid points.
2	4-6	Statements are developed with support from material which is mostly relevant and accurate. Student describes Youth Groups or describes Nazi policies in general terms. Links to Nazi use is implicit. Eg description of activities; separation of boys and girls; describes propaganda messages developed through youth activities; banning of other groups; Reserve top of level for examples and detail included.
3	7-9	The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail. Student explains how Youth Group were used to spread Nazi ideas. Eg identifies Nazi ideas and shows how youth groups were under Nazi control and activities developed these ideas; banning of other youth groups; spread of Nazi beliefs; role during wartime. Reserve top of level for depth of answer and context.

Question Number		
6 (b)		<p>Why was there so little opposition to the Nazi government after 1933?</p> <p>Target: recall; analysis of factors of causation within an historical context (AO1: 8 marks; AO2: 8 marks)</p> <p>QWC Strands i-ii-iii Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement(s) offered, showing some relevant knowledge.</p> <p>Student may offer detail of how people could not oppose the Nazis or an example of opposition.</p> <p>eg people were arrested; an example of opposition.</p> <p>Writing uses everyday language and shows some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p>N.B. Do not credit repetition of bullet points without development.</p> <p>Reserve top of level for answers which offer several valid points.</p>
QWC i-ii-iii		
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student narrates or describes Nazi methods of control/or form of opposition.</p> <p>eg control by the SS and Gestapo; Nazi control of major organisations such as the Church; censorship and propaganda OR examples of opposition groups such as Edelweiss Pirates; Niemoller and White Rose Group.</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills in selection 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>Reserve top of level for depth and range of supporting detail.</p>
QWC i-ii-iii		

<p>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p>The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and relevant detail.</p> <p>Student identifies reason(s) why there was so little opposition to the Nazi government or analyses difficulties faced by those who opposed the Nazi government.</p> <p>eg SS and Gestapo controlled many aspects of people's lives; censorship and propaganda meant information was unreliable; opposition groups unable to communicate or work together.</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>Reserve top of level for range of specific detail.</p>
<p>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>The answer has sustained focus on the question. It is supported by precisely selected and accurate material.</p> <p>Student shows range of reasons why there was so little opposition towards the Nazi government.</p> <p>eg shows the problems faced by opposition groups in Nazi Germany; may offer an example of where opposition did occur and changed Nazi policies (eg euthanasia programme); the treatment of those individuals and groups that did try to oppose the Nazi government.</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> <p>Reserve top of level for answers which can make and support a judgement.</p>