

# Results Mark Scheme Summer 2007

GCSE

## GCSE History (1336/3336) Paper C1

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C1: Germany c.1919 - c.1945

1. (a) Study Sources A ,B and C.

*What can you learn from these sources about the reasons why large numbers of young Germans joined the Hitler Youth in the 1930s ?*

(5)

Target: Comprehension and inference from sources (AO2)

Level 1 Simple statement(s), extracts information from source(s) *e.g. they wanted to; they were encouraged to join.*

(1 -2)

Level 2 Developed statement(s), taking relevant information from at least two sources or makes supported inference from one *e.g. the government encouraged them to join; they did marching*

(3 -4)

Level 3 Analysis, making inferences based on the use of all three sources separately or at least two of them in combination *e.g. they were expected to join and to become strong*

(5)

(b) Use your own knowledge to explain why the Nazis wanted to control the newspapers, radio and films in Germany from 1933.

(8)

Target; Recall; analysis of causation (AO1)

Level 1 Simple statement(s) supported by some knowledge; offers ways or reasons *e.g. propaganda; achieve control; win support; stifle opposition*

(1 -2)

Level 2 Developed statement supported by relevant knowledge *e.g. describes measures taken to control. e.g Ministry of Propaganda; free radios; new laws*

(3 -5)

Level 3 Analysis supported by appropriately selected knowledge which examines the purpose of control at that time *e.g. examines specifics of messages given or withheld and/or effects on specific groups.*

(6 - 8)

(c) Use your own knowledge.

- (i) Why was there so little opposition to Hitler from the Churches in Germany in the years 1934 -45? (12)

*Target: Recall; analysis of cause and consequence (AO1)*

*Level 1 Simple statement(s) supported by some knowledge; offers reasons e.g. people were afraid of the Nazi party (1 - 4)*

*Level 2 Developed statement(s) supported by relevant knowledge e.g. describes the actions taken to control the churches OR describes the opposition OR agreement reached with church (5 -8)*

*Level 3 Analysis supported by appropriately selected knowledge e.g. shows how support was won by working with the church; demonstrates the role of fear in preventing opposition; for top mark must consider more than one church group. (9 - 12)*

OR

- (ii) Explain how the Nazis used education as propaganda. (12)

*Target: Recall; analysis of causation.*

*Level 1: Simple statement(s) supported by some knowledge; offers methods e.g. had to read Mein Kampf. (1 -4)*

*Level 2: Developed statement(s) supported by relevant knowledge e.g. describes lessons in schools (5 -8)*

*Level 3: Analysis supported by appropriately selected knowledge e.g. demonstrates purpose of lessons; control of teachers; differences in curriculum for boys and girls (9-12)*



2. How far were the problems faced by the Weimar Republic in the years 1919 to 1923 caused by the Treaty of Versailles? Explain your answer.

You could include the following in your answer and any other information of your own.

- The Weimar government was set up by a new constitution in July 1919
  - The Treaty of Versailles imposed reparations of £6,600 million on Germany
  - The Munich Putsch took place in 1923
- (15)

*Target: Recall; analysis of cause and consequence. (AO1)*

*Level 1: Simple statement supported by some knowledge, offers examples of problems or reasons. No credit for copying stimulus material without elaboration.*

*Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.*

(1 - 4)

*Level 2: Developed statement supported by relevant knowledge e.g. describes terms of Treaty of Versailles or events of 1919-23.*

*Spells, punctuates and used the rules of grammar with general accuracy; uses a range of specialist terms with facility.*

(5 - 8)

*Level 3: Analysis supported by appropriately selected knowledge e.g. demonstrates how some terms of the Treaty caused problems or how other factors caused problems for the government.*

*Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.*

(9 - 12)

*Level 4: Sustained argument supported by precisely selected knowledge.*

*Examines a range of reasons for unpopularity of Weimar and assesses relative importance of these.*

*Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.*

(13 - 15)

3. Why did support for the Nazi party increase so much in the years 1929 to 1932? Explain your answer.

You could include the following in your answer and any other information of your own.

In the 1928 election the Nazi party gained 12 seats in the Reichstag with 2.6% of the vote. The Wall Street Crash occurred in October 1929. There were 7 political parties represented in the Reichstag.

(15)

*Target: Recall; analysis of causation and consequence. (AO1)*

*Level 1: Simple statement supported by some knowledge e.g. made promises; changed methods. No credit for copying stimulus material without elaboration. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.*

(1 - 4)

*Level 2: Developed statement supported by relevant knowledge e.g. describes promises made by Nazis or actions of the SA/SS. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.*

(5 - 8)

*Level 3: Analysis supported by appropriately selected knowledge e.g. demonstrates how actions taken by the Nazi party increased votes; shows how other factors (WSC) gained voters for the Nazis. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.*

(9 - 12)

*Level 4: Sustained argument supported by precisely selected knowledge. Explores a range of events and actions which increased vote with an assessment of the significance of these. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.*

(13 - 15)

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12. Was his ability to pass new laws the main reason why Hitler was able to gain complete control over Germany in 1933 -34? Explain your answer.

You could include the following in your answer or any other information of your own.

- In February 1933 a Dutch Communist was arrested and charged with starting the Reichstag Fire
- The SS replaced the SA after the Night of the Long Knives
- 2 August, 1934 President Hindenburg died

(15)

*Target: Recall; analysis of causation and consequence. (AO1)*

*Level 1 Simple statement supported by some knowledge; offers reasons. No credit for copying stimulus material without elaboration.*

*Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.*

(1 - 4)

*Level 2 Developed statement supported by relevant knowledge about the events of 1933-4.*

*e.g. describes pattern of events in Hitler's rise to power.*

*Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.*

(5 - 8)

*Level 3: Analysis supported by appropriately selected knowledge e.g.*

*demonstrates importance of new Acts; Reichstag fire; weakness of opposition, etc.*

*Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expressions; uses a broad range of specialist terms with facility.*

(9 - 12)

*Level 4: Sustained argument supported by precisely selected knowledge.*

*Examines a range of events and factors and the ways in which they contributed to Hitler's increased grasp of power before assessing the relative significance of these.*

*Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.*

(13 - 15)