

Mark Scheme (Results) Summer 2008

GCSE

GCSE History (1336) Paper C1

General Marking Guidance

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

Question Number		Target
1 (a)		Comprehension and inference form sources
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement(s) , extracts information from source(s) <i>e.g. wrote slogans on walls; told jokes</i>
2	3-4	Developed statement about opposition, taking relevant information from at least two sources, or making a supported inference from one source <i>e.g. the Church was a source of opposition; young people did not accept the Nazi ways</i>
3	5	Developed analysis, making inferences based on use of at least two sources in contribution OR well supported inferences for all three sources (AO2) <i>e.g. the opposition was only minor (jokes, graffiti); the opposition was not widespread or organised</i>

Question Number		Target
1 (b)		Recall; analysis of key features (AO1)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement(s) supported by some knowledge. <i>e.g. they arrested people; people feared them</i>
2	3-5	Developed statement supported by relevant knowledge about the activities of the SS <i>e.g. describes their actions</i>
3	6-8	Analysis of the role of the SS supported by appropriately selected information <i>e.g. demonstrates how they were used by Hitler and the Nazis to implement their aims.</i>

Question Number		Target
1 (c) (i)		Recall; analysis of cause and consequence (AO1)
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statement (s) supported by some knowledge of the Hitler Youth <i>e.g. all young boys were encouraged to join; they were trained for war</i>
2	5-8	Developed statement supported by relevant knowledge about the activities of the Hitler Youth <i>e.g. describes, activities, indoctrination, trained boys for war, trained girls for motherhood.</i>
3	9-12	Analysis supported by appropriately selected information to consider the loyalty of the Hitler Youth to the Fuhrer and the ways in which this was demonstrated <i>e.g. considers their role in informing/policing the public; serving the state and furthering Nazi beliefs.</i>

Question Number		Target
1 (c) (ii)		Recall; causation and motivation (AO1)
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge <i>e.g. made agreements with them; churches too strong</i>
2	5-8	Developed statement supported by relevant knowledge about the church (es) under Nazi rule <i>e.g. describes how government dealt with Protestant/Catholic church - to gain top mark needs to show some knowledge of both</i>
3	9-12	Analysis of reasons for Nazi policy/actions towards the churches supported by appropriately selected knowledge <i>e.g. at first tried to win support then made agreements which enabled him to use the churches to put across Nazi ideas</i>

Question Number		Target
2		Recall; analysis of cause and consequence (A01) N.B. Do not credit simple copying of stimulus material without elaboration.
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statement(s) supported by some valid knowledge of the correct period <i>e.g. recovered from hyperinflation; allowed to join League of Nations</i> . Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statement supported by relevant knowledge of events <i>e.g. describes Stresemann's work</i> . Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Analysis of events to examine success, supported by appropriately selected knowledge <i>e.g. how hyperinflation was overcome; importance of treaties with US</i> . Spells, punctuates and uses the rules of grammar with considerable accuracy; shows a variety of expression; uses a broad range of specialist terms with facility.
4	13-15	judgement on the degree of success of W.R. supported by precisely selected knowledge <i>e.g. considers how stable the economy was; examines value of close links with US</i> . 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.

Question Number		Target
3		Recall; cause and consequence (AO1) N.B. Do not credit simple copying of stimulus material without elaboration.
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statement supported by some knowledge of fire or other events <i>e.g. the Communists were blamed; he got rid of other political parties; killed S.A.</i> Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statement supported by relevant knowledge of burning the Reichstag or other events <i>e.g. describes his rise to power.</i> Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Analysis supported by appropriately selected knowledge of Reichstag fire and/or other events <i>e.g. considers importance of Enabling Act, Night of the Long Knives.</i> Spells, punctuates and uses the rules of grammar with considerable accuracy; shows a variety of expression; uses a broad range of specialist terms with facility.
4	13-15	Sustained judgement on importance of events within this period, which should also include events outside Hitler's control <i>e.g. age and death of Hindenburg; arguments between other political parties.</i> Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical construction with some sense of style; uses a broad range of specialist terms adeptly and with precision.