

# Mark Scheme (Results)

## Summer 2010

GCSE

### GCSE History (1336 C1)

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at [www.edexcel.com](http://www.edexcel.com).

If you have any subject specific questions about the content of this Mark Scheme that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

**This bit for subject advisor subjects only (any MFL, any Science, PE, History):  
OTHER SUBJECTS, DELETE THIS SENTENCE**

Alternatively, you can speak directly to a subject specialist at Edexcel on our dedicated **History** telephone line: **0844 576 0034**

Summer 2010

All the material in this publication is copyright  
© Edexcel Ltd 2010

## 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 1

|                 |      |   |
|-----------------|------|---|
| Question Number |      | What can you learn from these sources about the attitudes of people in Germany towards the new government?<br><br>Target  |
| 1 (a)           |      | Comprehension and inference from sources (AO2)  |
| Level           | Mark | Descriptor  |
|                 | 0    | No rewardable material  |
| 1               | 1-2  | Simple statements(s), extracts information from source(s)<br><i>e.g. the government is not strong; they think the leader is a pig.</i>  |
| 2               | 3-4  | Developed statement about the new government taking information from at least two sources, or making an inference supported from one source <i>e.g. physical image of President (A &amp; B); dislike of a dull Republic; government lacks strength (A &amp; C).</i> |
| 3               | 5    | Developed analysis, making inferences based on use of at least two sources in combination <i>e.g. ridicule of President; no confidence in government.</i>   |

|                 |      |  |
|-----------------|------|--|
| Question Number |      | Use your own knowledge to describe the importance of the work of Stresemann for the Weimar Republic in the years 1923-29.<br><br>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. made new currency; made treaties.</i>  |
| 2               | 3-5  | Developed statement supported by relevant knowledge about the work of Stresemann <i>e.g. describes how he ended the economic crisis; describes terms of Treaties.</i>  |
| 3               | 6-8  | Analysis of his work supported by appropriately selected information <i>e.g. considers importance of economic stability; examines consequences of treaties on business, employment, status of Weimar Republic.</i> |

|                 |      |  |
|-----------------|------|--|
| Question Number |      | Explain why the German people were angered by the terms of the Treaty of Versailles in 1919.   |
|                 |      | Target   |
| 1 (c) (i)       |      | Recall; causation and motivation (AO1)   |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-4  | Simple statement(s) supported by some knowledge of terms of Treaty of Versailles <i>e.g. loss of land/industry/armed forces; size of reparations</i>   |
| 2               | 5-8  | Developed statement(s) supported by relevant knowledge about Treaty of Versailles <i>e.g. describes terms of Treaty .Asserts</i> that people were upset.   |
| 3               | 9-12 | Analysis supported by appropriately selected information about the terms of the Treaty to <b>demonstrate</b> its impact on Germany <i>e.g. loss of national pride; army angry; economic effects of loss of industrial areas and reparations; unfairness of terms</i> |

|                 |      |  |
|-----------------|------|--|
| Question Number |      | Explain why events in 1923 caused problems for the Weimar Republic.  |
|                 |      | Target   |
| 1 (c) (ii)      |      | Recall; cause and consequence (AO1)  |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-4  | Simple statement(s) supported by some knowledge <i>e.g. Ruhr invaded; Hyper inflation/money became worthless</i>   |
| 2               | 5-8  | Developed statement(s) supported by relevant knowledge of events of 1923 <i>e.g. narrative of events in the Ruhr; describes effects of hyperinflation on people. Asserts</i> problems for government.  |
| 3               | 9-12 | Analysis of events to <b>demonstrate</b> impact on Weimar Republic, supported by appropriately selected knowledge <i>e.g. examines how events in Ruhr created need for more money; reasons why government blamed for hyperinflation; growing weakness of Weimar.</i> |

## Question 2

| Question Number |       | <p>Why was the Nazi party able to increase its support from the German people in the years 1924-31? Explain your answer.</p> <p>You could include the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> <li>• In 1925 Hitler published his book, <i>Mein Kampf</i>.</li> <li>• In October 1929 the Wall Street Crash occurred.</li> <li>• In 1930 the President had to use the emergency powers of Article 48.</li> </ul> <p>Target</p> |
|-----------------|-------|--|
| 2               |       | <p>Recall; analysis of cause and consequence (AO1)</p> <p>N.B. Do not credit simple copying of stimulus material without elaboration.</p>  |
| Level           | Mark  | Descriptor   |
|                 | 0     | No rewardable material   |
| 1               | 1-4   | <p>Simple statement(s) supported by some knowledge from the correct period <i>e.g. made promises; threatened people.</i></p> <p>Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.</p>   |
| 2               | 5-8   | <p>Developed statement(s) supported by knowledge relevant to period stated <i>e.g. describes methods of propaganda/ meetings/promises made; details Hitler's role; account of Wall Street Crash.</i></p> <p>Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.</p>  |
| 3               | 9-12  | <p>Analysis supported by appropriately selected knowledge from the period <i>e.g. examines change of tactics; considers appeal to specific groups; demonstrates significance of Depression following the Wall Street Crash; instability of government.</i></p> <p>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.</p>  |
| 4               | 13-15 | <p>Sustained judgement on importance of identified factors and events in this period to growth of Nazi party supported by precisely selected knowledge <i>e.g. evaluates impact of factor(s) on support of Nazi Party.</i></p> <p>Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical construction with some sense on style; uses a broad range of specialist terms adeptly and with precision.</p>                                  |

### Question 3

| Question Number |       | <p>Was the Nazis' use of propaganda the main reason for their control over the German people in the years 1933-39? Explain your answer.</p> <p>You could include the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> <li>• In 1933 Goebbels was appointed Minister of Public Enlightenment and Propaganda.</li> <li>• In 1936 the Gestapo became the state secret police under the command of Himmler.</li> <li>• In 1936 the Olympic Games were held in Berlin.</li> </ul> <p>Target</p> |
|-----------------|-------|--|
| 3               |       | <p>Recall; cause and consequence (AO1)</p> <p>N.B. Do not credit simple copying of stimulus material without elaboration.</p>  |
| Level           | Mark  | Descriptor   |
|                 | 0     | No rewardable material   |
| 1               | 1-4   | <p>Simple statement(s) supported by some knowledge of Nazi propaganda <i>e.g. made posters, films; produced cheap radios; controlled newspapers.</i></p> <p>Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.</p>   |
| 2               | 5-8   | <p>Developed statement(s) supported by knowledge relevant to period stated <i>e.g. describes propaganda methods; details use of fear to control people.</i></p> <p>Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.</p>   |
| 3               | 9-12  | <p>Analysis supported by appropriately selected knowledge from the period <i>e.g. examines range of propaganda: news, entertainment, rallies, education; considers role of SS and fear; demonstrates improved conditions.</i></p> <p>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.</p>   |
| 4               | 13-15 | <p>Sustained judgement on importance of identified aspects of the Nazi state in exerting control, supported by precisely selected knowledge <i>e.g. evaluates relative significance of methods used - must consider carrot <u>and</u> stick.</i></p> <p>Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical construction with some sense on style; uses a broad range of specialist terms adeptly and with precision.</p>  |





Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467  
Fax 01623 450481

Email [publications@linneydirect.com](mailto:publications@linneydirect.com)

Summer 2010

For more information on Edexcel qualifications, please visit [www.edexcel.com/quals](http://www.edexcel.com/quals)

Edexcel Limited. Registered in England and Wales no.4496750  
Registered Office: One90 High Holborn, London, WC1V 7BH