

Mark Scheme (Results)

Summer 2010

GCSE

GCSE History (3336 01)

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General Marking Guidance

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

Option A

Question 1

Question Number		What can you learn from these sources about the reasons why some people opposed the building of railways in Britain? Target
1 (a)		Comprehension and inference from sources (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement(s), extracts information from sources <i>e.g. smoke, dangerous</i>
2	3-4	Developed statement about opposition taking information from at least two sources or makes an inference supported from one source <i>e.g. dangers (B and C); unpopular with gentlemen</i>
3	5	Analysis, making inference(s) based on use of at least two sources in combination <i>e.g. fear of something new; concern for property</i>

Question Number		Use your own knowledge to explain the part played by the navvies in the building of the railways in Britain. 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 valid knowledge about navvies <i>e.g. they built the railways; people were frightened of them.</i>
2	3-5	Developed statement(s) supported by relevant knowledge <i>e.g. . describes the work/life of the navvies; the kind of people they were.</i>
3	6-8	Analysis supported by appropriately selected knowledge <i>e.g. examines the role of the navvies in the construction of railways; considers the impact of large numbers of itinerant workers.</i>

Question Number		Explain how the railways changed the lives of working people.
		Target
1 (c) (i)		Recall; causation and consequence(AO1)
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple valid statement(s) supported by some knowledge <i>e.g. people could travel; fresh food available; have holidays</i>
2	5-8	Developed statement(s) supported by relevant knowledge about the impact of railways <i>e.g. describes practical benefits for working people. Asserts these are changes.</i>
3	9-12	Analysis supported by specific knowledge to demonstrate the changes made <i>e.g. greater job opportunities; improved living conditions; education/knowledge spread; political awareness.</i>

Question Number		Why were railways important for the economy of Britain?
		Target
1 (c) (ii)		Recall; causation and consequence(AO1)
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple valid statement(s) supported by some knowledge <i>e.g. railways were faster; could carry heavy/fragile goods.</i>
2	5-8	Developed statement(s) supported by relevant knowledge <i>e.g. describes ways in which railways were used by industry; details demand for coal, iron, labour.</i>
3	9-12	Analysis supported by appropriately selected knowledge to demonstrate impact on the economy <i>e.g. considers investment and profits; exports; demonstrates growth of industry; impact of higher employment on demand for goods.</i>

Question 2

Question Number		<p>Was the New Poor Law system of 1834 a success? 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"> • By 1838, 575 Poor Law Unions had been set up, each with an elected Board of Guardians. • The cost of Poor Relief fell from £6,758,000 in 1833 to £4,773,000 in 1843. • In 1845 conditions in the Andover Workhouse were investigated. <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 valid statement(s) supported by some knowledge of Poor Law <i>e.g. workhouses were built; the rate payers were pleased.</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 New Poor Law <i>e.g. describes Old/New system of poor relief; describes conditions in workhouses.</i> May assert success/failure.</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 <i>e.g. considers reactions to workhouses; examines differences in North and South of Britain; demonstrates changes from Old Poor Law systems.</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 success of New Poor Law supported by precisely selected knowledge <i>e.g. evaluates impact on costs/removing faults of old system/dealing with poverty; considers extent of implementation and how long system lasted.</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>Why did the demand for electoral reform increase in the years 1815-32? 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"> • Only 1 in 10 adult men had the right to vote. • The Birmingham Political Union was formed in 1830. • Swing Riots took place in 1830-31. <p>Target</p>
3		<p>Recall; causation and motivation (AO10)</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. voting system unfair; only rich had power.</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 electoral system before 1832; details changes wanted; offers narrative of protests made.</i> States that change wanted.</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. demonstrates specific demands for reform from groups or new industrial towns; examines government reactions to demands; considers nature of demonstrations made.</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 argument supported by precisely selected knowledge of demand for reform in the context of the given period. <i>e.g. evaluates increasing numbers of reforming groups/newspapers; examines impact of events/demonstrations during the period; considers influence of events in Europe (revolutions) and Britain (cholera, poverty, unemployment).</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 4

Question Number		<p>How successful was the Chartist movement in the years 1836-50? 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"> • The People's Charter was published in 1838. • Over 500 leading Chartists were imprisoned in 1840. • By 1850, the Chartists had set up 130 Co-operative societies. <p>Target</p>
4		<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 of the Chartist movement <i>e.g. presented 3 charters; large numbers joined; they failed to get the Six Points.</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 relevant knowledge <i>e.g. gives account of events; details demands; lists reasons for failure.</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 <i>e.g. considers appeal of Chartism to large numbers; examines pr leadership/aims; demonstrates government's concerns over possi from Chartism.</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 success or failure supported by precisely selected knowledge <i>e.g. evaluates achievements: should consider not only political aims but show some understanding of economic and educational impact.</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>

Option B

Question Number		What can you learn from these sources about the problems faced by the women homesteaders who settled on the Plains in the nineteenth century? Target
5 (a)		Comprehension and inference from sources (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement(s), extracts information from sources <i>e.g. they had houses made of earth; there were mice; lots of housework.</i>
2	3-4	Developed statement(s) taking relevant information from at least two sources or making an inference supported from one source <i>e.g. the houses were small (A and B); the work was hard (B/C).</i>
3	5	Analysis, making inferences based on use of at least two sources in combination. <i>e.g. it was lonely (picture (A), wilds(B), no doctor (C); women had to work long hours; problems of health</i>

Question Number		Use your own knowledge to explain the role of women within the Plains Indian tribes. Target
5 (b)		Recall; analysis of key features (AO1)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement(s) supported by some knowledge of Plains Indians <i>e.g. they did everything; looked after men.</i>
2	3-5	Developed statement(s) supported by relevant knowledge <i>e.g. describes the work they did; gives details of marriage and polygamy. May assert importance.</i>
3	6-8	Analysis supported by appropriately selected knowledge to demonstrate their contribution to their society <i>e.g. value to husband (bought/work); value to tribe (work performed); had right to possessions; part in decisions.</i>

Question Number		Explain the importance of the buffalo to the way of life of the Plains Indians. Target
5 (c) (i)		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. they followed the buffalo; they used every part of buffalo.</i>
2	5-8	Developed statement(s) supported by relevant knowledge <i>e.g. describes nomadic lifestyle of Indians; details uses of buffalo; describes hunting rituals.</i> States importance.
3	9-12	Analysis supported by appropriately selected information to demonstrate the ways the lives of the Plains Indians are governed by their dependence on buffalo. <i>e.g. explores the consequences of being nomadic hunters: living in small bands with few possessions/exposure of old/no tradition of agriculture; only source of materials limits development; do not need to own land.</i>

Question Number		Explain how conditions on the Plains influenced the way of life of the Plains Indians. Target
5 (c) (ii)		Recall; causation and motivation (AO1)
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statement(s) supported by some knowledge <i>e.g. they worshipped nature; used herbs for medicine.</i>
2	5-8	Developed statement(s) supported by relevant knowledge <i>e.g. describes the life of the Plains Indians .Importance of Plains implicit.</i>
3	9-12	Analysis supported by appropriately selected knowledge linked explicitly to the Plains. <i>e.g. explains why they had to be hunters, not farmers; demonstrates that all materials used came from Plains; use of horses and buffalo; beliefs on land ownership and circles.</i>

Question 6

Question Number		<p>Why did large numbers of people move to the West of the United States in the 1840s and 1850s? 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"> • In 1837 there was a financial crisis in the eastern United States. • In 1843 the US government said that every family arriving in Oregon could claim 640 acres of free land. • In 1846 the Mormons travelled to the Great Salt Lake. <p>Target</p>
6		<p>Recall; causation and motivation (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. for a better life; gold found; stories of good land.</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 poor conditions in eastern America/Europe; details discovery of gold; may describe journey.</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. demonstrates push and pull factors; examines why Mormons moved</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 which encouraged migration on a large scale, supported by precisely selected knowledge <i>e.g. examines range of reasons - may include migration from Europe.</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 7

Question Number		<p>Did the building of railroads solve the problems faced by the homesteaders trying to settle on the Plains? 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"> • There was a lack of wood on the Plains for building and for fencing land. • The railroads transported machinery from the east to the Plains. • There were plagues of grasshoppers in 1871, 1874 and 1875. <p>Target</p>
7		<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 homesteaders on the Plains, <u>either</u> identifies problem(s) <i>e.g. weather was bad; soil hard; it was lonely</i>, <u>or</u> benefit of railways <i>e.g. brought machinery; took produce; easier to travel</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 relevant knowledge. <i>e.g. describes problems faced; states what railway did</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. <i>e.g. examines problems and identifies solutions; demonstrates importance of railways to settlers</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 the effects of railways to those settling the Plains supported by precisely selected knowledge. Explores the positive and negative consequences and those problems on which railways had no impact. <i>e.g. considers impact of Railway Companies encouragement of settlers; social and economic consequences; problems not solved (environmental issues)</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 8

Question Number		<p>Was the Indian victory at the Battle of Little Big Horn a lasting one? 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"> • Custer and 225 of his men were killed at Little Big Horn in 1876. • The Dawes Act was passed in 1887. • 250 Plains Indians were shot by the US army at Wounded Knee in 1891. <p>Target</p>
8		<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 of the Battle of Little Big Horn <i>e.g. Custer and Seventh Cavalry massacred; the US army wanted revenge.</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 relevant knowledge <i>e.g. describes Battle of Little Big Horn; offers a narrative of event to destruction of Indians tribes.</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 effect of Battle on attitudes to Indians; demonstrates ways the Indians were destroyed.</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 analysis of identified factors and events in this period to reach a judgement on significance of Battle, supported by precisely selected knowledge <i>e.g. evaluates short term victory against long term defeat.</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>

Option C

Question Number		What can you learn from these sources about the attitudes of people in Germany towards the new government?
		Target
9 (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) <i>e.g. the government is not strong ; they think the leader is a pig.</i>
2	3-4	Developed statement about Weimar Republic taking information from at least two sources, or making an inference supported from one source <i>e.g. physical image of President (A & B); dislike of a dull Republic; government lacks strength (A & C).</i>
3	5	Developed analysis, making inferences based on use of at least two sources in combination <i>e.g. ridicule of President; disliked by all other political groups; 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.
		Target
9 (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
9 (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 demonstrate its impact on Germany <i>e.g. loss of national pride; army angry; economic effects of loss of Ruhr and reparations; unfairness of terms.</i>

Question Number		Explain why events in 1923 caused problems for the Weimar Republic.
		Target
9 (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 demonstrate 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 10

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"> • In 1925 Hitler published his book, <i>Mein Kampf</i>. • In October 1929 the Wall Street Crash occurred. • In 1930 the President had to use the emergency powers of Article 48. <p>Target</p>
10		<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 as shown in election results/membership.</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 11

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"> • In 1933 Goebbels was appointed Minister of Public Enlightenment and Propaganda. • In 1936 the Gestapo became the state secret police under the command of Himmler. • In 1936 the Olympic Games were held in Berlin. <p>Target</p>
11		<p>Recall; cause and consequence (A01)</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>

Question 12

		<p>Why was there so little opposition to the Nazi party from the Churches in Germany? 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"> • In 1933 the Catholic Church signed a Concordat with Hitler. • In 1933 the Reich Church was set up. • Protestant preachers who set up the 'Confessional Church' were put into concentration camps. <p>Target</p>
12		<p>Recall; analysis of causation and motivation (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 <i>e.g. feared Hitler; agreed with Nazi ideas; offers general reasons for lack of opposition in Germany.</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 the Churches in Germany <i>e.g. details terms of Concordat; describes Faith Movement; broad narrative of dealings with churches; describes treatment of opponents.</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 of the Churches <i>e.g. examines Nazi policy towards religion; examines dealings with <u>specific</u> churches :Catholic /Protestant .</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 argument supported by precisely selected knowledge <i>e.g. evaluates and explains extent of opposition by specific churches and individuals.</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>

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