**Mark Scheme GCSE History B (5HB02/2C)**

**Life in Germany, c1919-c1945**

**Question Number** **1**

What can you learn from Source X about Y?

Target: comprehension and inference from source (AO3a:4 marks)

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| Level | Mark | Descriptor |
|  | **0** | No rewardable material |
| **1** | **1-2** | **Simple statement**  Student offers a piece of information or describes source  Award 1 mark for each relevant item. |
| **2** | **3-4** | **Developed statement**  An inference is drawn and supported from the source. |

**Question Number 2**

The boxes below show two ..X.

Choose **one** and explain how it Y**.**

Target: recall; importance of key individuals and events or analysis of significance or of consequences (AO1 and AO2: 9marks)

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| --- | --- | --- |
| Level | Mark | Descriptor |
|  | **0** | No rewardable material |
| **1** | **1-3** | **Generalised statements with little specific content**.  Comments are unsupported statements or comments which could apply to either. |
| **2** | **4-6** | **Descriptive answer which will state but not examine importance/significance**  Student gives a descriptive or narrative account. Links to Y are implicit. |
| **3** | **7-9** | **The focus is on explaining X in relation to Y** Structured explanation. The significance/influence will be considered. |

**Question Number** **3/4**

Why did Z occur? or In what ways did X contribute to Y?

Target: recall, cause and consequence or analysis of significance or importance (AO1 and AO2: 12 marks)

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| Level | Mark | Descriptor |
|  | **0** | No rewardable material |
| **1** | **1-4** | **Simple statement(s) offered, showing some relevant knowledge.** Student states example(s)/point(s)/reason(s) without development  Reserve top of level for answers which state more than one example/point /reason.  **N.B Do not credit repetition of the bullet points without**  **Development.** |
| **2** | **5-8** | **Statements are developed with support from material which is mostly relevant and accurate.**  Student descriptive or narrative answer, which includes relevant examples/points/ reasons. Links to question focus remain implicit.  Reserve top of level for quality of supporting detail used. |
| **3** | **9-12** | **The answer shows understanding of the focus of the question and is able to support the factors/points identified with sufficient accurate and relevant detail.**  Student identifies and explains range of factors or points. Reserve top of level for detail and links explored. |

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**Question Number 5 (a)/6 (a)**

Describe X

Target: recall; understanding/analysis of key features/consequences (AO1 and AO2: 9 marks)

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| Level | Mark | Descriptor |
|  | **0** | No rewardable material |
| **1** | **1-3** | **Simple statement(s) offered, showing some relevant knowledge.**  Student makes valid point(s) without development.  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 examples/points/ reasons. Links to question focus remain implicit.  Reserve top of level for depth and range of supporting details 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 key points. Reserve top of level for depth of answer and historical context. |

**Question Number 5 (b)/ 6 (b)**

‘Z.’ Do you agree? Explain your answer.

Target: recall; analysis of factors or extent of change or analysis of consequence within an historical context (AO1 and AO2: 16 marks)

**QWC (Quality of Written Communication) Strands i-ii-iii**

For the highest mark in a level **all** criteria for the level, including those for QWC must be met.

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| Level | Mark | Descriptor |
|  | **0** | No rewardable material |
| **1**  **QWC**  **i-ii-iii** | **1-4** | **Simple statement(s) offered, showing some relevant knowledge.**  Student offers simple detail(s) on topic or asserts judgement unsupported  Reserve top of level for answers which offer several valid points.  *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.*  **N.B. Do not credit repetition of bullet points development** |
| **2**  **QWC**  **i-ii-iii** | **5-8** | **Statements are developed with support from material which is mostly relevant and accurate.**  Student provides narrative/description. Links to judgment remain implicit Reserve top of level for depth and range of supporting detail.  *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.* |
| **3**  **QWC**  **i-ii-iii** | **9-12** | **The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and relevant detail.**  Student provides explanations to support and/or challenge viewpoint or explains reasons why. Reserve top of level for answers depth and range of material and covering both viewpoints, or range of reasons.  *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.* |
| **4**  **QWC**  **i-ii-iii** | **13-16** | **The answer has sustained focus on the question. It offers an analysis supported by precisely selected and accurate material.**  Student attempts to assess extent of importance of one factor weighed against other factors, or extent of agreement with viewpoint, to make a judgement. Reserve top of level for answers which can make and support a judgement on the proposition in the question.  *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.* |