

Examiners' Report
January 2012

GCSE History 5HB02 2C

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January 2012

Publications Code UG030648

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Introduction

The January 2012 examination was the fifth sitting of this GCSE History specification. It is clear that most teachers and candidates are now fully acquainted with the format. There were hardly any blank pages which demonstrates that candidates have often been well prepared by covering the entire specification. It was also noticeable that there were very few rubric offences at all. Centres should note that if a candidate attempts 5a and 6b or 5b and 6a then examiners mark both but award only the higher mark of the two responses. It was also noticeable on question 1 that far more students understand that they are required to make one valid and supported inference from the source provided. There were very few lengthy responses which were totally own knowledge without any explicit reference to the source. There were some very impressive scripts which showed specific and accurate knowledge which was used for detailed explanations on the lower and middle tariff questions and to give high-level sustained analysis and supported judgements for questions 5b and 6b. Centres might also wish to stress the value in candidates spending a little time to help them make an informed decision when choosing question 3 or 4 and 5 or 6.

It is noticeable that many of the highest scoring candidates clearly underline or highlight the key words in the question to help focus their responses. Middle range scripts generally lose the focus of the set question and often produce an answer which either “tells the story”, is “everything I know about this topic” or is clearly a response aimed at a previous examination paper question. Level 1 comments are generally an additional piece of information added to one or more of the bullet points in the stimulus material or one or two simple points about the subject matter in the question which is often not specific to the actual period studied.

The following is a worthwhile reminder to centres and also for schools new to this specification. Stimulus material is always provided for questions 3, 4, 5b and 6b. In this particular examination paper, bullet points were used. Centres should note that in some examination series this material may take the form of stimulus such as a map, poster, picture, graph, or a short piece of continuous prose. There are examples of questions which do not use bullet points in the second set of Specimen Assessment Materials, which are available on the main Edexcel website for GCSE History B. The stimulus material is always offered as a prompt to students on some of the main issues and the chronological time span for the particular question set. The material does not have to be used at all and this is often the case with the highest scoring responses. Conversely students should not rely on the provided material alone or simply rewrite it in their own words – both of which will invariably give a lower scoring response.

Question 1

The majority of candidates scored at Level 2 with valid support inferences from the source provided. Many candidates focused on the signs outside the shop and commented on German Jews being seen as outsiders, an enemy and a threat to Germany. Others wrote about the intimidation of the SA. Some candidates however scored low or zero marks by offering what was often a significant amount of relevant information about discrimination against Jews in Nazi Germany, but did not make any explicit reference to the source provided. A less common feature was students who tried to draw inferences from the source which could not really be supported.

1 What can you learn from Source A about the Nazi government's treatment of Jews in Germany in 1933?

(4)

In source A we can see how the Nazi's liked to assert power over the Jews, to make them feel as though they were inferior to the Nazis. This also showed the public that the Nazi's were strong & powerful. We can see how Hitler's Brown Shirts look, smart strong & unified in there uniforms. This is the message Hitler wanted to give off, to show how Germans are strong. By putting a sign like this on a Jewish shop, Hitler humiliates the Jews & scares them. This all causes public opinion of Jews to change, & people begin to hate the Jews, & want to 'Defend' themselves against this inferior race.



ResultsPlus

Examiner Comments

The following example is a high Level 2. The candidate does however write more than is necessary by making more than one valid supported inference from the source.



ResultsPlus

Examiner Tip

Remind candidates that one valid supported inference is sufficient on question 1 to score full marks.

Question 2

The majority of candidates chose the Propaganda option. Candidates were awarded Level 3 for focusing on how propaganda was used by the Nazi government to control Germany, and cited a wide range of specific examples, such as the use of rallies, films produced (often "The Eternal Jew" was mentioned), use of radios and control of cinema and newspapers. These were linked to how propaganda was both an instrument of control and of indoctrination. High level responses invariably mentioned the role of Goebbels and some candidates explained how propaganda messages were rationed and sometimes subtle. Very few candidates mentioned the 1936 Berlin Olympics. Level 2 responses were more descriptive about propaganda in general and some very low Level 2 answers could have been responses to the use of propaganda in any dictatorship, and had no specific details regarding its use in Nazi Germany. Some candidates also missed the focus of the set question and explained the use of propaganda in Hitler's rise to power (often using the "Hitler-Our Last Hope" poster) rather than its use when the Nazis were actually in government. This highlights the need for students to be clear about certain terminology, and that questions using the term Nazi "government" will be in the time frame 1933 to 1945. There were very few responses in Level 1. Those at this level invariably added a simple detail to the stimulus material.

Overall those candidates that chose "The removal of other political parties" had less secure knowledge and explanations. Those that achieved Level 3 tended to focus on the Reichstag Fire and the removal of the KPD, and those that achieved full marks often went on to explain the consequences of the Enabling Law. A few responses also included details on the actions and treatment of the Centre Party. Most responses were in Level 2, where candidates simply described the removal of parties or narrated events surrounding the Reichstag Fire. Level 1 answers were generally descriptions of the basic features of one-party states, personal views on who was to blame for the Reichstag Fire or showed confused chronology and wrote about the Spartacists or the Kapp Putsch.

2 The boxes below show two ways in which the Nazi government controlled Germany.

Choose **one** and explain how it helped the Nazi government to control Germany.

(9)

Propaganda

The removal of other political parties

Propaganda helped the Nazi government to control Germany. The minister, Joseph Goebbels, created this campaign to advertise the Nazi party. He used the campaign to make ~~the~~ Adolf Hitler seem like the father of Germany, the strong leader who could sort out the problems. He did ~~so~~ by creating posters featuring Hitler. This controlled Germany as it caused the people into believing that the Nazi party was helping.

Cheap radios were sold and every German household needed to own one. On these radios Hitler's speeches were broadcasted. Hitler was a very good public speaker and could whip crowds into a frenzy so these radio broadcasts would control Germany by emphasising and focusing on such speeches, creating belief in the Nazi party and making ~~the~~ them popular with citizens.

The news was only allowed to be posted in the view of the Nazi party. This controlled ~~the~~ Germany as it made German citizens

believe in the Nazi ideas as there were no other points of view encouraged. Therefore everybody was made to believe the same thing so no mass hysteria was created over a certain subject.

Goebbels also burnt books that didn't agree or went against Nazi ideas. This controlled Germany as citizens didn't have access to any ideas other than those of the Nazi party so again everyone read, believed and talked about the same thing in the point of view of the Nazi party.



ResultsPlus
Examiner Comments

This is a clear level 3 answer which focuses on the "control" thrust of the set question. It has good and accurate supporting details from a range of examples of use of propaganda by the Nazi government.

Question 3

Some candidates were clearly very well prepared for this question, and offered responses which identified the different kinds of opposition faced by the Weimar Republic, outlining with precise details the reasons for this opposition. This showed how each presented a different kind of threat, and they confidently used relevant political concepts such as "right-wing", "left-wing", "communist," "nationalist", "extremist" and "democracy". Most candidates in the higher mark range who mentioned The Munich Putsch (1923) did so only briefly and in such a way as to reinforce points already made, such as this being another attempt at an extreme right-wing take over, like other attempts which failed, and the Weimar Republic survived. Level 2 answers were often detailed narrative accounts of either both or one of the uprisings in the period 1919-22. Some candidates did not notice the time frame and wrote solely about the Munich Putsch. The time frame was set deliberately in this question to prevent overlap with question 6a as well as to prevent candidates from writing too long a response which could then prove detrimental to their overall timing.

Indicate which question you are answering by marking a cross in the box.
If you change your mind, put a line through the box
and then indicate your new question with a cross .

Chosen Question Number:

Question 3

Question 4

Many forces and groups opposed the Weimar Republic but very few made as much effect as the Spartacist Uprising. The Spartacist League (which later became the German Communist Party), was a Communist party that wanted there to be a similar revolution as the one that happened in Russia, and put Stalin in power. They opposed the Weimar Republic because they believed that they should have done more for the workers (despite the fact that they had reduced the working day to 8 hours). The Spartacists wanted higher wages and longer working days for the workers.

The Spartacists were led by Rosa Luxemburg and Karl Liebknecht. They attacked Berlin and the Weimar Constitution fled to Weimar, hence why they are called the Weimar Republic.

The Spartacists managed to capture several buildings but they did not get the

support they expected. The Spartacists presumed that other Communist parties, and workers would also rise up and help the Spartacists.

But the Weimar Republic enlisted the aid of the Freikorps, a group of ex-soldiers who hated Communism. They were well trained, armed and determined to crush the Spartacist uprising. Many Spartacists were killed in the conflict and Rosa Luxemburg and Karl Liebknecht were captured and killed. Rosa Luxemburg's body was thrown in the river.

But through their deaths they were martyred, and many other Communists revolted, but none were as effective as the Spartacists.

The Spartacist uprising was in 1919, a year later, 1920, another strong rebellion occurred. The Kapp Putsch was the Freikorps led by a doctor, Wolfgang Kapp. The Freikorps were angry because they had been ordered

to disband and so had the army. Determined that they should not be put out of work, the Freikorps attacked Berlin, and for the second time in as many years, the Weimar Constitution was forced to flee Berlin. The Freikorps took control of Germany and forwarded Kapp as the new leader of Germany. But they were forced to abdicate when 4 days later, there was a strike and the Freikorps lost all support.



ResultsPlus
Examiner Comments

This is a clear level 3 answer which has specific and accurate details on opposition to the Weimar years, within the correct time frame stipulated in the question.

Question 4

Candidates at Level 3 were able to provide specific knowledge to explain how education, youth movements and propaganda were used to prepare girls for their future roles. Many students displayed knowledge beyond the bullet points with explanation about the 3K's and the use of medals. Most candidates, even if they had not known about the decrease in women in higher education, were able to make suitable inferences and reasoning from the bullet points provided. Some candidates linked the education of girls to Nazi policies for the future of Germany, such as the importance of eugenics and Nazi aspirations for a 'pure' Aryan race. Some candidates also included the role of girls during the war years. Candidates at this level were stressing the vital role that girls were seen to have for the future of Nazi Germany. Level 2 answers were more descriptive and usually consisted of details regarding the way the girls were expected to look (blonde hair, blue eyes, no jewellery) and stay at home looking after the family. Level 1 answers were often simplistic comments or a detail added to one of the bullet points. There was the occasional response which turned into a personal rant about the Nazis' treatment of women, and a few students seemed to think that girls did not have to do physical exercise in PE lessons but rather were taught health and hygiene issues.

Indicate which question you are answering by marking a cross in the box.
If you change your mind, put a line through the box
and then indicate your new question with a cross .

Chosen Question Number: Question 3 Question 4

Hitler was very interested in showing girls what their role as women would be when they grew up. He indoctrinated them with these views from a very early age so that they would grow into these roles, not knowing that they could be different.

Hitler believed in a more traditional role for women: they should stay at home, cook, clean and birth the new generation of Aryan Nazis. He believed in the idea of the 1000 year Reich, a German empire that followed his beliefs for the next millennium and he ~~reg~~ relied on the next generation of Nazis.

In school, girls had different lessons from boys. Apart from things like race studies and eugenics, which both genders had to learn, girls studied the ~~more~~ 'softer' subjects, such as cooking, cleaning, sewing and singing, leaving the boys things like maths and science. They were taught how to be ~~not~~ wives - they learnt how to run a household and take care of their husbands.

Physical Education was also extremely important

for German girls to learn. Hitler wanted strong, able women who could cope with giving birth multiple times.

German girls were also encouraged to leave school as early as possible (mid-teens) and not start working or go into higher education. ~~The~~ University places and jobs were meant for the men. Women were meant to stay at home until they married (a German of pure Aryan stock, of course).

In school, girls were also taught the importance of motherhood. Hitler ~~the~~ appealed to the German girls on a personal ~~level~~ level - he had them taught that the future of Germany depended on them because they would carry the next generation. They were made aware of the different rewards for having children: couples were loaned 1000 marks when they married, and for every child born (to a maximum of four) they would be able to keep a quarter of the loan. A reward system was also set up for families with large amounts of children: medals were given out; bronze for five children, silver for six and gold for eight or more. These medals were awarded on the anniversary of Hitler's mother's birthday, to ~~honor~~ show how Hitler valued his own

mother.

Also, many German girls joined the League of German Maidens - the female version of the Hitler youth. Here they learnt more on how they should act when they were women. Emphasis again went on physical activities like swimming and running, to show the girls how important it was to keep their bodies healthy for motherhood. Here also they learnt of 'Kinder, Kirche, Küche', the motto for the life of a German wife - Children, Church and Cooking.



ResultsPlus
Examiner Comments

This is a clear level 3 answer with specific and accurate details from a range of areas. The candidate explains how girls were prepared for their future role by the Nazi government,

Question 5

5a Level 3 candidates wrote very confidently on the importance of Kristallnacht. They gave details on its immediate impact on German Jews as well as how it marked a significant stage in the escalation in the Nazi government's anti-Semitic policies. As well as explaining its impact on the economic livelihood for Germany's Jewish population, some candidates also explained the increasing Jewish emigration from Germany. There were some impressive explanations of Kristallnacht's significance as a turning point, when discrimination already embodied in the Nuremberg Laws shifted into explicit and overtly state-sanctioned violence, which also intimidated other Germans. Level 2 answers tended to be descriptive and narrative accounts of events, without any consideration to the "importance" thrust in the set question. Level 1 answers were often generalized comments about discrimination and hatred against Jews across the entire Nazi period, up to and including the Final Solution, without much grasp of the chronology. This became an opportunity for some candidates to vent their moral outrage.

Q. 5(b) Level 4 responses often contrasted evidence of recovery with underlying problems, such as Germany's dependence on loans from the USA, to reach a judgement on the relative success and failures of the Weimar governments in dealing with Germany's problems. Level 3 responses generally gave a secure and detailed explanation on Weimar Germany in the stipulated period in the set question. This showed an understanding of recovery after the crisis year of 1923, based on the economic elements on the new currency and the Dawes Plan, and an international element based on partial reconciliation with other countries. A significant number also included the Kellogg-Briand Pact and Locarno Treaty. Most Level 3 responses explained how the Weimar Republic returned to stability and used the stimulus point about the 12 Nazi seats in the Reichstag as a sign that support for extremist groups had stalled, or that the risk of political extremism still remained. Level 2 answers were descriptive or narrative accounts of Weimar Germany in the 1920s, although at the lower end there were some of the usual confusions about the effects and consequences of hyperinflation due to the Wall Street Crash. At Level 1, candidates generally offered an additional detail to one or two of the bullet points. Some candidates thought that Hitler was already in power

Indicate which question you are answering by marking a cross in the box.
If you change your mind, put a line through the box
and then indicate your new question with a cross .

Chosen Question Number: Question 5 Question 6

(a) Before 1938 the persecution of Jews had been relatively small. Many Germans were antisemitic as they associated Jews with Usury and their defeat in the first World War. The Nazi party was particularly Jew-hating. ~~however~~ Although there had been the shop boycott and the Nuremberg laws by 1938 there hadn't been any strong persecution of the Jews.

However on the 10th November 1938 and the following week The Nazis, coordinated by Heydrich arrested over 30,000 Jews and burnt their synagogues, homes and shops. After Kristallnacht no Jewish children were allowed to go to German schools or universities. This sudden rise may have in other reaction to the Jews may have been to do with a ~~no~~ lessening in fear of international reaction or Germany's increased military ~~and~~ in preparation for World War Two.

After 1938 we see a rise in elimination and persecution of Jews can be seen. Jews were moved into ghettos, the Einsatzgruppen were beginning to be used as more Jews came under the control of Germany as the army moved into Russia and Poland. And eventually the Final Solution.

(a) continued) was introduced in 1942 by Himmler. The rise in extremism of dealing with Jews ^{was partly} may have been due to the confidence brought up by the 'success' of Kristallnacht.

(b) It could be ~~answered~~ argued that between 1924-1928 Germany did experience a period of prosperity and had recovered from the early years of the Weimar republic. However the recovery was not necessarily stable.

Gustav Stresemann was a key figure in the German economic recovery. In 1924 Stresemann agreed to the Dawes plan which reorganised the reparations set up by the treaty of Versailles into ~~stages~~ easier to pay installments. He also introduced a new currency, the Rentenmark which successfully dealt with hyperinflation. ~~And~~ Additionally by sending workers in the occupied Ruhr the economic problems Germany were being decreased substantially and unemployment was reduced.

In 1926 Germany re-joined the League of Nations, this bolstered the pride Germany had lost after the treaty of Versailles. Also relations with France and Belgium were improved as they agreed not to invade the Ruhr again when the Locarno pact was signed in 1925. The foreign relations and economic recovery allowed German society to move on and increase pride creating such as the Bauhaus movement and boom in the entertainment industry.

((b) continued)

However although German prosperity was on the up it was not necessarily stable. Stresemann made a deal with the Americans for a loan of 3,000 million marks, which was great for the German economy. Yet on the other hand the loans could be withdrawn at any time, Stresemann described this as like 'dancing on the rim of a volcano'. If the American economy ever failed Germany would be thrust back to another depression.

Another problem with the ~~late~~ early Weimar republic was not solved. The proportional representation in the Reichstag allowed smaller sometimes more extreme parties, like the Nazis who held 12 seats to hold more power or slow down the decision making process which ultimately weakened the republic.

Although the republic did ~~recovery~~ seem to recover if one looked at it externally the instability caused by the ~~the~~ American loans and dysfunction of the Reichstag meant that the golden years of the Weimar government could collapse at any point. The success was great but so was the risk.



ResultsPlus
Examiner Comments

Part (a) is full marks. It gives an accurate and detailed explanation of both the events of Kristallnacht and its significance in the history of the Nazi anti-Semitism. Part b is mid level 4. It has a sustained focus on the set question and reaches a supported judgement. Slightly more details would be expected for a full mark Level 4 response.

Question 6

6a: The highest scoring candidates as well as explaining the economic effects of hyperinflation also commented on its wider political ramifications and public anger directed at the Weimar government. These responses invariably differentiated on its effects on different groups in society such as middle-class loss of savings, the problems for those such as the elderly on fixed pension incomes as well as the business opportunities it afforded for some. Level 2 responses invariably gave over lengthy descriptions of the various day to day negative effects on peoples' lives such as wheelbarrows, people using banknotes to light fires, price of cups of coffee, baskets being stolen, the price of bread or an egg, and children playing with money. Level 1 candidates often confused hyperinflation with the Wall Street Crash and the effects of the Great Depression.

Question 6b Candidates achieving Level 4 gave a balanced account which was focused on the set question and were able to reach a judgement on the extent that they believed that fear of communism was responsible for the increasing support for the Nazis in the years 1928-33. They also used time specific information regarding Hitler's election campaigns, appeal and the impact of the Great Depression. Most of these response argued that middle class fears of communism made up a core of support for the Nazis and showed how the Reichstag Fire was used by the Nazis to create a sense of hysteria regarding the communist threat.

Most level 3 answers explained other elements which also helped Nazis gain votes as well as the fear of communism.

In Level 2 many gave a narrative account of Hitler's rise to power without any explicit references to the fear of communism. They described the role of the Wall Street Crash and the consequent Depression, described Hitler's promises, and the Reichstag Fire but without explaining their importance.

Some candidates lost focus by discussing whether it was in fact Van Der Lubbe who set fire to the Reichstag in the first place. Level 1 answers were normally an additional detail added to one or more of the bullet points or vague statements such as "Hitler made promises" or "people thought Hitler would make things better."

Indicate which question you are answering by marking a cross in the box.
If you change your mind, put a line through the box
and then indicate your new question with a cross .

Chosen Question Number: **Question 5**

Question 6

(a) Hyperinflation in Germany was a massive problem it affected everyone from families to the Government. As well as helping the Nazis come to power.

Hyperinflation stemmed from the treaty of Versailles with Germany being forced to pay reparations to make up from them being blamed for the start of the war. They had to pay £6,600,000. As a result of this money being paid this made Germany poor. As well as their main industrial area the Ruhr was taken over by the French. This meant that Germany could not produce anything, which meant that jobs were lost, business collapsed. So then the Government had to pay more money to people living off the state. Which resulted in the Government not being able to pay off their payments for from the blame of the First World War. The Government thought that they had no option but to print more money. This resulted in making the original money and the printed money being ~~worthless~~ worth less than it was before. Which made the payments more difficult because the money Germany was paying with, was less valuable than the money they had originally. It got so bad at one point that in the morning prices for basic items such

((a) continued) as bread then had to change the price in the afternoon by a dramatic amount.

So overall then Germany was greatly effected by Hyperinflation. Which seemed to be an never ending circle of problems. Which would later result on to a to the start of war. *

(b) During the 1920's in Germany, politically, it was very unstable with democracy, proving to be not effective enough to make the country stable. So the public looked towards extremist groups such as the Nazis for a solution.

To many Germans the Nazis was an ^{appealing} party to vote for, with the Nazis they knew to who to blame for losing the war and signing the Treaty of Versailles. As well as coming up with solutions to Germany's economic problems and with bright prospects to all German citizens. Although these ideal and reasons for voting the ~~the~~ Nazi party often appealed to less valued people in society.

Although many people did not vote for the Nazi party such as vicars and priests they believed that all the Nazi parts would do it force people into making certain decisions which would favour the Nazis. As well as the Nazis had ~~to~~ plans to ~~not~~ nearly wipe out an entire religion.

But on the other hand most wealthy people such as factory owners, business tycoons all voted for the Nazi Party. Through fear of communism they were afraid that with communist ideas of everyone being equal

((b) continued) that they would all look all the money that had when they were rich. In some cases the wealthy people would ~~vote for~~ pump money into the Nazi party so that they had a real prospect of winning the election.

So overall the Nazi party did get a large proportion of the votes from people either wealthy or not so wealthy voters form. So resulting in this the ~~the~~ Nazi party came to power and later on the communist party would become illegal creating an autocratic rule over Germany.



ResultsPlus Examiner Comments

Part (a) is level 2. It is a general narrative and descriptive account with few specific details. Part (b) is low level 3. It understands the focus of the question and has some analysis of fear of communism as a factor in explaining increasing support for the Nazis in the years 1928 to 1933. It does not have sufficient detail for a higher mark within level 3.

Paper Summary

In order to improve their performance, candidates should:

1. Be fully aware of the examination's rubric and where there is a choice of questions.
2. Be clear about the requirements for question 1.
3. Be aware that stimulus material for questions 3,4,5b and 6b may sometimes take a form other than bullet points

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Order Code UG030648 January 2012

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