

Examiners' Report  
June 2013

GCE History 6HI01 F

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# Introduction

## 6HI01 - General Comments

Once again the vast majority of both centres and candidates are to be congratulated for the thorough preparation of topics studied in Unit 1. The June 2013 examination series showed that most candidates were able to produce a response that showed at least some attempt to provide an analytical framework to their answers. Many produced a response which provided a framework for discussion in the introduction, developed an argument in the main body of the answer, and attempted to reach some form of judgement in the conclusion. However, the most significant differentiators in the awarding of levels and marks were the explicit understanding of the focus of question and the quality of the supporting evidence.

The main features of high-level answers were:

- an initial plan focused on the demands of the question
- the development of a number of relevant points in the body of the answer
- relevant and secure supporting evidence
- an overall judgement in the conclusion
- secure qualities of written communication.

Despite this there are still some areas for improvement. For example, many candidates make general comments which either do not further their argument or which make it clear that the exact nature of the question is not fully understood. A large number of candidates refer to the time period of the question, e.g. '...the years 1939-45...' throughout the whole response as if it is an event rather than a period of time to be analysed. This becomes particularly problematic for questions which require an analysis of change over time as in Options A1, B2 and F13. This trend is also apparent in questions which are focused on two issues or factors, e.g. 'gain and consolidate'; when referred to together as one event it is clear that the focus has not been fully understood. Many candidates also begin their answers by using the phrase 'Many historians believe...' or 'There is a debate amongst historians...' This stock starting device does little to further the response unless reference is made to different historical opinions and as historiographical references are not required within Unit 1, should not be used unless reference to real historical argument or opinion is going to be made.

Most candidates are able to consider with some confidence the features of causation, but many find outcomes and consequences more demanding. This was particularly apparent in Option D, Question 4. Centres should work with candidates to consider the relative importance of consequences of events as well as causes, particularly where the specification clearly suggests that such questions might be set. This also applies to questions which refer to change over time.

Comments on communication skills made in previous reports continue to be relevant. A significant number of candidates struggle both with accurate historical terminology and their deployment within sentences correctly, e.g. '...*this is an example of Mussolini's gain consolidate...*' An increasing number of colloquialisms crept into candidates' answers this summer and should be avoided in a formal examination. A handful of scripts remain very difficult to read, and as legibility is included in strand (i) of the quality of written communication criteria, candidates should be reminded that illegible scripts are not communicating effectively and this may undermine their response.

## Option F – General Comments

Over 3000 candidates sat the Option F paper in the June 2013 session. Responses vary widely across the paper but both centres and candidates are to be congratulated on their preparation for the examination. The majority of candidates were able to attempt an analysis of the focus of the questions set and were able to produce paragraphed responses with at least a sound knowledge of the content covered. However, there are a significant minority of candidates who write simple narrative responses or produce the developed simple statements with generalised supporting evidence more commonly found at GCSE. As stated in the 6HI01 General Comments the overwhelming differentiating factor in the awarding of both Levels and marks was the selection and deployment of secure, relevant supporting knowledge. For example, for Topic 2– Q3 responses were often imbalanced by an over-reliance on the *Zollverein*, Topic 3 - Q5 by discussion of the wider failings of the Liberal State and Topic 7 –Q5 by an unfocused description of the 'golden years' of Weimar Germany. As usual those candidates who focus on the wording of the question are more likely to achieve the higher Level marks than those who rely on a 'model' answer with some relevance to the question.

Of some concern this summer was the amount of responses which grouped different concepts or a whole time period together either across the response as a whole or as sweeping statements which then undermined the integrity of the response as whole. This was particularly the case for Topic 3 – Q5 which required candidates to consider the way in which Mussolini 'gained and consolidated' power in the years 1919-25; there was often little reference to either concept and an assumption that points made concerning one or the other applied to the whole period. Connected to this was the inability of some candidates to apply terminology using correct grammatical forms. In particular, candidates had difficulty applying the correct form of the gain, consolidate, brutal and repressive.

## **Question 1**

### **F1 The Road to Unification: Italy, c1815-70**

Topic 1 has a small entry but candidates are generally well prepared, have a sound knowledge of the content and are able to reach a judgement. However, in this session many candidates did not focus on the wording of the question as readily as in the past and many knowledgeable candidates were limited to mid-to-higher Level 4 by a lack of direct focus on the questions. Centres combining Topic 1 with Topic 5 should note that there were a few very unfortunate responses which mistook the questions as referring to the attitude of the Catholic Church towards Mussolini and the consequence of the defeat of Austro-Hungary in World War 1.

Q1. This was the less popular of the two questions available. Most candidates concentrated, as would be expected, on the period of the papacy of Pius IX but many failed to refer to the period from 1815 at all and some failed to take the response to 1870. Most candidates were able to refer to the expectations that came with the election of Pius IX and to the disillusion connected to the 1848-9 revolution and the subsequent reaction of the Catholic Church towards nationalist and liberal politics. However, few connected the papacy to nationalist aspirations or really considered the effect of the reaction on the progress of nationalism. There were many answers which were able to attempt analysis but produced a confused chronology leading to Level 3 rather than Level 4 responses. The best responses firmly placed the arrival of Pius IX in the context of the Vienna Settlement and the Troppau Protocol, analysed the papacy of Pius IX with reference to nationalism and finished with a clear explanation of the events of 1870. Most candidates were able to determine some change over time and show a pattern of change. Some of the best responses suggested that there was really no change at all and that, although Pius IX raised expectations, the conservatism of the Church remained constant.

## **Question 2**

Q2. Most candidates chose this question and were able to discuss the role of the Austrian defeat in 1859 with good understanding. The more able candidates were able to determine the significance of the defeat in 1859 in relation to other events that took place during the time period 1859-1870. Some suggested that although the defeat was significant in decreasing the power of Austria within the Italian peninsula there were other events more significant for the process of unification; usually with reference to the conquest of Sicily and Naples. Others took the view that Austrian defeat was the catalyst for all of the other events leading to the take-over of Rome in 1870. However, many knowledgeable candidates failed to read the question carefully or spent far too much time establishing the context of the Austrian defeat. Too many responses chose to discuss factors or themes rather than events and/or discussed the significance of events/factors before 1859 leading to high-Level 3 or low-mid Level 4 responses; to gain the higher Levels some recognition of the significance of events 1859-70 was required. A significant number of candidates confused the chronology of events to the extent of undermining the whole response. A significant minority of answers seemed to conflate the events of 1859 and 1866 suggesting that Austrian influence was completely eradicated in 1859. It would have been good to have seen more responses referring to the role/significance of plebiscites of the northern and central states in the process of unification.

## Question 3

### F2 The Unification of Germany, 1848-90

Many centres combine Topic F2 with Topic F7 on Germany to create an overview of German history. Candidates are generally well prepared and have good understanding of the content of the Topic and Centres are clearly teaching candidates across all four bullet points in the specification. Many candidates are able to deploy supporting evidence succinctly but some response lacked clear exemplification and/or explanation of points made.

Q3. Most candidates were able to discuss the role of economic policies with regard to the process of unification. However, many knowledgeable candidates were limited to Level 4 by a lack of focus on the concept of a 'driving force' providing alternative 'other factors' which were often generally relevant but not explicitly discussing the forces/factors which pushed unification along. It was possible to establish extent either by a discussion of economic factors alone or with reference to the relative importance of other factors. A large number of candidates were giving a focused response but not directly focused on the question asked. There were perhaps a disappointing number of candidates who view economic policies purely as the *Zollverein* and even those who did not tended to assert rather than explain the role of economic policy in achieving unification. Indeed, this was the case with other forces/factors mentioned as well. It is important that their actual significance to unification is explained rather than the context or what happened. The best responses tended to see economic policies as part of a complex interaction of events which combined to see the creation of the German Empire in 1871. These responses often showed how the *Zollverein*, state support for the railways, state intervention in technical advances and education and exploitation of natural resources provided the wealth and infrastructure for Bismarck's *realpolitik* to bear fruit. Some of the better answers also suggested that failure of all the *Zollverein* states to join with Prussia in 1866 gave lie to the assertion that a trading union would automatically lead to political leadership.

## **Question 4**

Q4. There were relatively few responses to this question but it was a pleasure to see more responses than was perhaps expected. Candidates choosing this question were often very well prepared and there were some very good answers. However, there were also some responses which showed very thin knowledge indeed and even misread the time period of the question. Most able responses were well-focused Level 4 answers that concentrated mainly on Bismarck's battles with the Centre Party and the Socialists suggesting that although he remained in control these were not wholly successful. However, there were several excellent responses which analysed Bismarck's relationship with a range of parties highlighting his early alliance with the National Liberals and later move towards more conservative elements. Very few responses commented on his failure to manipulate the Reichstag parties during the events of his final downfall.

## Question 5

### F3 The Collapse of the Liberal State and the Triumph of Fascism in Italy, 1896-1943

Topic 3 is the second most popular topic after Topic F7 in Option F with centres being able to establish an understanding of the move from democracy to right-wing dictatorship in the first half of the 20<sup>th</sup> century in both Italy and Germany. Most candidates are well prepared with good knowledge of the content covered in the specification but there are a significant number who find it difficult to select supporting evidence which is wholly relevant to the questions asked or who make assertions without justifying or explaining the points made. A significant number of candidates also produce responses with a very confused chronology; in this session the chronology of both Mussolini's rise to power and his foreign policy in the 1920s were often inaccurate. There are a significant minority of candidates who are of the opinion that the Fascists gained considerable electoral support in 1919 and that Mussolini became Prime Minister through popular consent. Candidates also still confuse foreign policy with economic policy and assume Mussolini was prominent in politics before World War 1. Centres should also consider clearly defining the chronology of Mussolini's relationship with the Catholic Church and the Papacy; a significant number clearly believe that the Lateran Treaties were signed in 1925 or before. Although Q5 was the more popular, the two questions appear to have provided a clear choice for the candidates.

Q5. Although many candidates were able to produce a sound response to Q5 the overall quality of the responses was somewhat disappointing. This was a wide-ranging question and the mark scheme allowed for candidates to discuss either general factors or the more specific reasons for the gaining and consolidation of power but to achieve at the higher Levels at least some acknowledgement of the difference between gaining and consolidating power was required. A disappointingly large number of responses often ignored the key events, particularly the March on Rome, and/or produced a confused chronology veering between events before and after 1922 with little coherence; many candidates, in particular, produced confused accounts of Mussolini's relationship with the Catholic Church. Added to this many candidates assumed that the key factor referred solely to the weakness of the Liberal State rather than a broader discussion of political opposition, including the socialists. The selection of supporting evidence regarding the Liberal State often led to weak arguments relying on the contextual background of the period before 1919. Many responses relied on assertions rather than clear explanation of how weaknesses led to the gaining of or consolidation of power. For example, asserting that Mussolini took advantage of the weaknesses of *Trasformismo* but not explaining how he took advantage of Giolitti's offer of political participation. Such responses often gained high Level 3 or low-mid Level 4 responses. However, there were also some very good responses which were able to analyse the extent to which Mussolini both gained and consolidated power as a result of the weaknesses of political opponents. These responses acknowledged the role of a variety of political opposition including liberal, socialist and Catholic politicians in relation to other factors, such as the role of violence, the attitude of the elites and the attraction of Fascism. Several of these suggested that while weak political opposition may have allowed Mussolini to take power it was a combination of intimidation, elite support and political manipulation that allowed him to consolidate his position. Other responses suggested that rather than weak political opposition it was the perceived strength of the socialists which allowed Mussolini to come to power. The key feature of these responses was the ability to create a coherent and chronologically secure discussion of both the events and forces which led to both the gaining and consolidation of power in the relevant time period.

It is clear that between the years 1919-24, Mussolini was able to gain consolidated power due to the weaknesses of his political opponents. The ~~correct~~ Liberal government, faced a ~~new~~ number of problems at the beginning of the 20<sup>th</sup> century, they were distrusted by the public with their frequent changes of government and they suffered crippling government debt which rose to 85 million Lire ~~and~~ after the first world war in 1919. However, it is also argued that it was in fact the weakness of the King ~~and~~ along with the support he received from the Pope which allowed him to consolidate his power between the years 1919-24.

From weaknesses such as the Fiume incident in 1924 to the instabilities such as frequent governments, the North-South divide and the huge government debt all allowed Mussolini to consolidate his power in the years 1919-24. After the first world war the Italians only gained three of the

(This page is for your first answer.) five pieces of land that they were promised in the Treaty of London, 1915. This led Italians to believe that the war was a 'Mutilated Victory'. It also led ex-military generals such as d'Annunzio in 1919 to take over the port of Fiume<sup>with 300 ex-mercenaries</sup>; a ~~piece~~ port of which they were not promised in the first place. The Liberal government at the time failed to act upon the situation, and it wasn't until a year later in 1920 that they decided to ~~not~~ show their authority and removing d'Annunzio. This shows that the

government were weak, they failed to act against the advancement of socialism and fascism who, at the same time, were creating much violence around Italy. These weaknesses allowed Mussolini to rise against them, he fought the heavy advance of socialism in 1919, of which gained him the support and funding of the middle class and elite. His political opponents, at the time, the socialists of which he fought off, and the Liberal government, of which failed to act upon the violent uprisings and failed to please the Italians as a whole are clearly the main reason ~~was~~ why Mussolini was able to consolidate his power in the years 1919-24.

It is also argued that the weakness of King Victor Emmanuel was the main reason for Mussolini's consolidation of power in the years 1919-24. In October 1922, rumours about a fascist march on Rome was rife, this worried the King greatly, who feared that his position would be replaced

(This page is for your first answer.) by his fascist sympathising cousin, the Duke of Aosta. The King's weakness was first shown when he agreed with ~~the~~ Prime Minister Facta's request of Martial Law against Mussolini's fascists, ~~but~~ but 8 hours later he hesitated and changed his mind. He then decided to invite Mussolini to form a government. Prime Minister Facta resigned and Mussolini had gained his power legally. This ~~shows~~ suggests that the King's weakness clearly contributed to Mussolini's consolidation of power as he both feared for his position and also the ~~the~~ advancement of socialism of which ~~the~~ his new appointment was fighting off. However, it also shows that it was

The weakness of Mussolini's Liberal opponents in government who failed to deal with the fascist threat and many politicians such as Giolitti had even offered him a position in their government, clearly validating that it was the weakness of his political opponents that allowed him to consolidate his power in the years 1919-24.

Others would argue that Mussolini's own actions, such as his change of policy from 1919-21, his alliance with the church and his removal of opposition leaders such as Matteotti in 1924 that allowed him to consolidate his power. Mussolini's change of policy in 1921 benefited his regime greatly, mainly with his support of the monarchy and his unmentioning of the church. This first would have pleased the weak king who then gave him his government in

(This page is for your first answer.) 1922 and it also gained him the support of the church and therefore a majority of the Catholics. It is also argued that his consolidation of power was due to his actions against his own opponents such as Matteotti who spoke out against him in 1924, he was then found dead weeks later. Although causing outrage among Italy, he faced no other opposition as the rest of the Liberals fled. This allowed him to make full use of the Acerbo Law in 1923 and his Decrees of which he was granted which enabled him to consolidate his power. However, if the Liberal government had acted earlier against his regime, he would never have had the opportunity to play on their weaknesses.

In conclusion, it is clear that Mussolini was able to

consolidate his power between the years 1919-24 mainly due to the weaknesses of his political opponents, the Liberal government and the <sup>already</sup> crushed socialists.



## ResultsPlus

### Examiner Comments

This is a typical example of a low Level 4 response to this question. The response is well-focused but the given factor lacks direct development concentrating on the weaknesses of the Liberal State and is not wholly clear with reference to the key events. The response creates a discussion but lacks the focus and explicit understanding required for the higher Levels.



## ResultsPlus

### Examiner Tip

Make sure that you clearly develop the given factor. In this case it only becomes clear towards the end of the first paragraph after the introduction that the given factor is being discussed. This paragraph would have been much stronger if reference had been made to Liberal politics becoming a weak force as a result of the events listed.

## **Question 6**

Q6. This question gave candidates the chance to discuss Mussolini's foreign policy across the whole period. The most obvious approach was to acknowledge the events post-1939 and then to analyse the extent of success and failure before this date. However, fewer candidates than expected realised the need to discuss the position both pre-and post-1939 assuming that the statement with regard to the period after 1939 was a certainty. Therefore, examiners were directed not to expect a detailed discussion of the post-1939 period but some acknowledgement of these events was required to achieve at Level 5. Most candidates produced a response covering quite a narrow chronological range concentrating on the 1930s, while including some extra reference to the Corfu Incident. A significant minority of responses clearly confused the chronology of events often undermining the argument and leading to contradictory statements. However, the wording of the question did lead to some very convincing arguments and interesting answers which showed explicit understanding of events. Those candidates who were able to relate success and failure to the emergence of the Axis in the 1930s were particularly effective; tracing the failures of post-1939 to Mussolini's move towards Germany and away from the western democracies. Others traced the seeds of failure further back in the 1920s. Most candidates have a very good understanding of the events in Abyssinia and the Spanish Civil War and were able to see a turning point in the 1930s. A small minority of candidates continue to believe that Mussolini's foreign policy was entirely related to the domestic 'Battles'. It is also worth noting that once again some candidates clearly stated that at both Adowa and in 1935 the Abyssinian forces were armed with little more than spears when this was far from the position in reality.

## **Question 7**

### **F4 Republicanism, Civil War and Francoism in Spain, 1931-75**

Once again it is a pleasure to note that candidates studying this topic are gaining in confidence with material across all the four bullet points of the specification. Centres should be congratulated for preparing candidates to deal with a complex and often confusing content and chronology so well. It is very rare to find a candidate who confuses the Nationalists and Republicans although a few responses did suggest that some of the more conservative parties were part of the myriad elements of the Republican divisions. Most candidates who chose to answer the question on Francoism were confident in their supporting material but there were a few who mistook the time period for the Civil War. Examiners noted some very good responses particularly for Q7.

Q7. Most candidates came to the question able to discuss a variety of factors and with adequate supporting material. Responses tended to be differentiated through the ability to show clearly the effect of internal political divisions on the effectiveness of the Republican forces and/or the ability to show the relative importance of the given factor in the Republican defeat. Many responses described the internal political divisions both before and during the War but were unable to explain how they affected the prosecution of the War itself; a brief reference to the 'war within a war' in Barcelona would have at least shown some understanding. Some of the most able candidates were able to show how internal divisions had a direct influence on other factors leading to defeat, such as foreign intervention, military tactics and political leadership. Some less able candidates also tended to briefly acknowledge the divisions or dismiss the internal divisions with little development quickly moving on to a discussion of other factors, particularly, foreign intervention or the leadership of Franco. These responses did not show the importance of other factors in relation to the internal divisions but merely asserted them leading to focused (Level 4) but not directly focused (Level 5) answers. There were several high Level responses which coherently argued for the importance of other factors but which were able to show why they were more important. For example, arguing that despite internal disputes the Republicans were able to hold on to their urban strongholds but only until Franco had amassed the means to make his final assault. There was some tendency to produce formulaic answers which were evidenced by the number of candidates who wrote in relation to Nationalist victory rather than Republican defeat.

## **Question 8**

Q8. It was pleasing to see that more candidates chose to answer this question than was expected. Almost all candidates argued that despite beginning his rule with clearly both brutal and repressive policies, Franco's style of rule changed over time leading to a less brutal and repressive but nonetheless very conservative Spain. Some candidates did struggle with the term 'brutal' and appeared to interpret the meaning as oppressive or mean. Very few candidates failed to discuss repressive or conservative measures, such as the Press Law, Clerical Laws and Civil Code or to mention the essentially repressive policy of autarky; although some spent too much time discussing economic policy. However, there was less discussion of the brutality of the 'purification' process and effects of the Law of Political Responsibilities with more than a few merely referring vaguely to continued terror. Most candidates determined a turning point towards the end of the 1950s with the arrival of the 'technocrats' of Opus Dei but were not as aware of the political changes, such as the Law of Political Associations and Organic Law of 1967 which broke further ties with the Falange. The best responses were able to clearly establish the early brutality of the regime combined with the repressive control of society and the economy followed by a move to a still controlling but less harsh political, social and economic climate from the late 1950s. There were also some excellent responses which were able to comment on the innate conservatism of the whole period and highlighted this with reference to the return to a more repressive and, indeed at times, brutal response to opposition in the last years of Franco's rule.

## **Question 9**

Q9. This question allowed for some interesting discursive responses and the best answers were often those which challenged the stability of West Germany in comparison to the East. There were a few responses which were able to succinctly discuss the true nature of a repressed but 'stable' political situation in the East, the extent to which West Germany was truly democratic and the potentially destabilising emergence of left-wing terrorism in West in the 1970s. A few candidates seemed to assume that the only political threat to West Germany was from the nationalist far-right. Most candidates were able to refer to the creation of the 'niche' economy in the East and the threat to the 'economic miracle' of the West in the late 1960s and early 70s. However, far too many responses were focused on the contextual underpinning of what happened immediately post-War and in the 1950s; although relevant and, when well handled, capable of reaching the lower bands of Level 4, responses which concentrated on the events of the 1950s without any clear connection to the 1960s and 70s were only attempting analysis with some understanding of the question (Level 3). There were a significant minority of responses that produced a very confused chronology with Ulbricht being in control until the end of the period and severe unrest occurring in East Germany in the 1960s. A lack of clear chronology also led to a few responses referring to mass migration across the borders in the 1970s. As previously stated though, the best responses led to some of the most interesting and thoughtful answers produced across the whole paper.

## **Question 10**

Q10. As with Q9 many candidates spent too long discussing the context for the failure of Communism in East Germany leaving them with little time to discuss the process of rapid re-unification from 1989-90. Once again the effective use of context clearly related to the events of re-unification could lead to well-focused (Level 4) responses but many spent so much time discussing the events leading to the fall of the Berlin Wall that they did not have enough time even to describe re-unification. A number of candidates answered the question with no reference to Chancellor Kohl at all. Overall candidates handle the chronology of the events of the 1980s well but many seem to think that East Germany collapsed almost immediately on Gorbachev's coming to power. Some excellent responses were able to weigh up the importance of the forces needed to bring about 'rapid' re-unification and this was the differentiating factor between high Level 4 responses which discussed a variety of factors bringing about re-unification and Level 5 answers which focused on the speed of events. The more able candidates often explained how Kohl's certainty that re-unification was the only way to prevent upheaval in both 'Germanies' inter-twined with the desires of many East Germans for re-unification, the acceptance of the West Germans of his plans and the reluctant, but crucial, support of both Western politicians and Gorbachev.

## **Question 11**

### **F6 The Middle East, 1945-2001: The State of Israel and Arab Nationalism**

This is a popular topic often found in combination with Spain (E4) or most usually Germany (F7). Since the beginning of the qualification candidates have been well prepared, if not always chronologically secure, with regard to events pre-1979 so it is a pleasure to find that centres are now more confident in approaching the bullet point relating to the nature of Arab nationalism post-1979. The candidates who chose Q12 were rarely doing so because they could not do Q11 but because they were confident in being able to answer Q12. Several examiners noted the strength of the better responses to Q12. The supporting material being delivered for this bullet point is now much more appropriate and there is a sense of thematic breadth being established across the two bullet points focused on Arab nationalism.

Q11. This was the more popular of the two questions. Although contextual understanding was clearly relevant, if not vital, to this question many responses became imbalanced with too much background material and not enough direct focus on the failure of the UN Plan. The chronology of events was often confused with some candidates suggesting that the White Paper of 1939 or even the Balfour Declaration were connected to the Plan. There were a few very poor responses which made some relevant but vague and generalised statements about Jewish-Arab relations. The majority of responses were confident in discussion of the contextual background but unable to make a clear connection to the details of the Plan and/or the events which followed. However, there were also some very accomplished responses that were able to connect the long-term context to the details of the Plan referring to the effects of the land distribution, the 'kissing-points' and the status of Jerusalem. The better responses were also clearly aware of both the Jewish and Arab initial responses and the rapidity by which it became clear that peace was unlikely. The higher Level responses were some of the most interesting to read across the whole paper.

## **Question 12**

Q12. Centres have clearly been reflecting with candidates on the growth of Islamist politics and the nature of Arab nationalism post-1979. Most candidates who attempted this question were able to discuss the Iranian Revolution with some confidence. However, a few responses did try to shoe-horn their knowledge of events from pre-1979 into a relevant answer. The focus of the question was the significance of the Iranian Revolution and was not a straightforward multi-causal question which did mean that candidates who produced a more 'formulaic' style of answer rarely achieved above mid-Level 4. The mark scheme allowed for candidates to respond to the question through a broad analysis of the significance of the Iranian Revolution or by relative comparison to other factors. Most candidates chose to compare the Revolution with other factors, such as the decline of the 'Nasser' form of Arab nationalism, the decline of the traditional PLO, the situation in Lebanon, the declining influence of Egypt and foreign intervention in the Middle East. There was some interesting discussion of the factors limiting the influence of the Revolution with reference to Iran being both non-Arab and Shiite and to the effects of the long, drawn-out Iran-Iraq War. Some candidates had a very good understanding of the complex political loyalties of the different sects and states within the Middle East and Gulf regions. Most responses suggested that the Iranian Revolution acted more as a potential role model than a facilitator of Islamist politics with other factors being more important in its growth. There were some very interesting and thought-provoking responses.

## Question 13

### F7 From Second Reich to Third Reich: Germany 1918-45

As is to be expected the overwhelming majority of candidates study Option F7 and the varying level of response is very wide indeed. There are a significant minority of candidates performing at Level 2 who produce either simple relevant developed answers or make sweeping assertions supported by inaccuracies which are, therefore, are not able to provide the more secure support required for Level 3. Although few responses are straight narrative many answers produce assertions and/or descriptive passages which attempt analysis but are just not well-focused enough to reach Level 4. Many responses are also not secure enough in their knowledge or chronological security to be placed in Level 4 either. Despite this many responses do show the level of analysis and secure knowledge required to reach the higher Levels and at their best are thought-provoking and discursive. Please note that both of the questions this summer highlighted the need for a progression in knowledge from the basic information often covered at GCSE to the more complex required for GCE; in particular, awareness of patterns of change over time.

Q13. This question required an analysis of the extent to which electoral support for the Nazis changed over time. Most candidates had some understanding of the general pattern of change in voting numbers but few commented on the nature of the support in terms of class, gender or geography. Most candidates were able to acknowledge that support for the Nazis was limited during the period of the 'golden years' but many then just asserted that support grew at an exponential rate or made a huge leap after the Wall Street Crash. Some did acknowledge the nature of change after 1929 and the fluctuating support of 1932-3 but these were often just stated rather than analysed; indeed the chronology of events during these years was often particularly poor. Few candidates produced a narrative response and most did try to analyse Nazi support. Most responses at Level 3 attempted to explain why the changes took place while those at low-mid Level 4 still attempted explanation but with more focus on the nature of the change itself. These responses often produced imbalanced responses with long explanations either of the political situation 1924-28 or after the Wall Street Crash. Those candidates who attempted to use statistics were often within reasonable range and some were very impressive indeed, but there were also many who seemed to just use the lowest and highest number they thought might apply. The best responses were often interesting and thoughtful with a focus on change over time. These responses discussed the decline in votes in the aftermath of the Munich Putsch, success in farming communities and localised gains before 1929, the effect of the Wall Street Crash in relation to extremist parties in general and the take-off period from 1930 with reference to the fluctuations of 1932. Some of the better responses also referred to the nature of support with reference to women and the *Mittelstand*, for example. Less successful were those responses that suggested that Nazi support grew due to the support of children/youth or made reference to huge support from the elites.

To what extent did electoral support for the Nazi party change in the years 1924-

33?

In 1924, Adolf Hitler was arrested for treason after attempting to take over Germany through the Beer Hall Putsch. Previous to this, his Nazi party had begun to gain support throughout Germany and although he used his treason trial as a platform of propaganda to great effect it wasn't until 1930 that the Nazi party gained great electoral support.

Between 1924-1929 Gustav ~~Stresemann~~ Stresemann brought about great stability to Germany through his 'political bravery' leading to very few people supporting political extremism however, after his death in 1929 and the Wall Street Crash, the Nazis ~~soon after~~ made a real electoral breakthrough gaining 18% of votes in the Reichstag which can be largely credited to the work of ~~Josef~~ Joseph Goebbels who became Hitler's propaganda chief in April 1930, in which <sup>his propaganda</sup> he targetted all sections and classes of Germany.

~~After~~ After Hitler's arrest in 1924, he needed to think of new methods of coming to power in which he decided to attempt a legal path to power. After he was ~~comet~~ released from prison after serving only a short-term inside, he reinserted his authority over the Nazi Party and began to attempt making political intrigues. His plans however, did not go as he wanted and by 1928, the Nazi party had only gained 2% of ~~votes~~ votes in the elections. This ~~was~~ small base of support came mostly from the middle class of Germany as they felt alienated from the policies of ~~the~~ Stresemann. Stresemann had however, appeased both the left and right wings of Germany through his policies which had created ~~an~~ a strong economy for Germany on the surface and had taken their industry to ~~pre-war~~ <sup>the</sup> pre-war levels ~~under Wilhelm~~ which they had under Wilhelm. ~~This was the~~ These were the main factors in why the electoral support for the Nazis between 1924-1929 were extremely small and they had only gained 2% of the votes from the middle classes of Germany who left angered at Stresemann's policies ~~such as~~ such as privatising ~~businesses~~ businesses for the gain of the elite.

The Nazi party however, soon saw a huge <sup>change</sup> ~~drop~~ in electoral support after the appointment of Goebbels in April 1930. In 1929 ~~the~~ Stresemann had suffered a premature death and ~~Germany~~ the German economy began to suffer from deflation due to the effects of

The Wall Street Crash: In the first election of 1930 the Nazi party's support had risen dramatically to 18% of the votes and after the breakdown of the Coalition government in the same year another election was called in which the Nazi party gained 38% of the votes. This ~~was~~ rise in electoral support was now not only coming from the middle classes

of Germany but from ~~the~~ both the left and right wings of Germany. Through propaganda campaigns which ~~it~~ were made to target all sections of the German ~~Society~~ Society. Posters were made which read 'work and bread' a campaign which was designed to target the working class of Germany, many of whom were starving due to the effects of deflation and the Wall Street Crash. The effects of this posters can be seen through the fact that in 1928, the Nazi party only had 1% of the working class vote in Germany and by 1932 this had increased to almost 30% of the working class vote. Hitler also managed to retain the electoral support of the middle classes and the farmers who had been his main following throughout the years of Stresemann whilst most importantly gaining the support of the upper classes of Germany, not only through electoral but economical support. The elite of Germany were forgotten with posters re-inforcing the view that they had been 'stabbed in the back' by the 'November Criminals' through the signing of the Treaty of Versailles. Mass rallies were also ~~put on~~ organized by Goebbels in which the people were convinced through speeches that Hitler was the leader to make Germany great again and these are the determining factors in which the Nazi party saw great change to their electoral support, ~~between~~ between the years ~~1922~~ 1929-1933.

Between the years 1924-29 the Nazi party saw very little change in their electoral support which came largely from the small minority of farmers and people in the middle classes of Germany. However, due to the work of Goebbels and his ability to take advantage of the Wall Street Crash and the economic situation in Germany

The Nazi party saw a huge change in their electoral support ~~which~~  
which came from all ~~the~~ sections of Germany, undoubtedly being  
the reason for Hitler becoming Chancellor in 1933.



**ResultsPlus**

**Examiner Comments**

This is a Level 4 response. It is a well-focused response with developed commentary on the nature of Nazi electoral support. There is a strong explanatory element and good understanding of electoral issues but has limited discussion of the period after 1930.



**ResultsPlus**

**Examiner Tip**

Try organise your response to include more than just two extended paragraphs between the introduction and the conclusion; in this way you can show that you are clearly discussing a range of factors.

(This page is for your second answer.) To what extent did electoral support for the NSDAP change in the years 1924-1933?

7%

a) 1924 - Hitler's treason trial 7% → 3%

→ banned campaign, factions UP TO 1929 = low

b) 1925 - released

1926 - Bamberg conference 1928 = 2%

c) 1927 - poor harvest (100,000 R-marks)

1929 - 100% in local ~~1929~~

d) WALL STREET CRASH - membership reaches 100,000

1929 - Hugenberg campaign → 18% vote 1930

e) 1932 - 37% → presidential election 19m - 13m

↓ 33% lose 2 million votes KPD = 5 million votes

Street violence

Overall / electoral support increased hugely with economic collapse & support of RWE → some drop 1924 BUT by 1933 - lose 2m & right wing support, threat of faction, starting to come full circle

(This page is for your second answer.) The electoral support for the Nazis grew massively over the years 1929-1933, but up until this point the Nazis had remained an outsider opposition. However, the significant recession in votes in 1933 shows that support was really very superficial & although they had easily won votes, they could very easily lose them & come full circle, back to their 1924 position.

At the start of 1924 things were looking up for Hitler's party, they had procured 7% of the votes in the January election & the Beer Hall Putsch had gained wide support in 1923 (before its failure). However, Hitler's treason trial

in 1924, ~~he~~ and consequent imprisonment had a huge impact on their support - their vote fell to just 3% by the December elections. Whilst Hitler had become a national figure he had damaged his reputation through violence, & lost the key support of Von Kahr's government in Bavaria. The party fell in to disarray & as they were banned from campaigning their electoral support duly suffered. Due to this, and in combination with the relative prosperity of the 'golden years', the support for extremists dropped over the years 1924-1928, & so the Nazis could not expect many gains in electoral support over these years.

However, Hitler was shrewd & at the Bamberg conference in

(This page is for your second answer.) 1926 he dropped the anti-capitalist approach of the early years in order to receive the key support of big businesses. Consequently, in 1927 one of the largest mining companies made endowments of 100,000 Rentenmarks which could fund 3 massive election campaigns. It was with this renewed confidence that the 'agriculture apparatus' was launched in 1927, & changed the Nazi vote by bringing in mass support of the farming communities - where before they had relied heavily on support of rich South Germans. The poor harvest in this year, paired with an outbreak of foot + mouth made the farmers disillusioned with the republic, who seemed indifferent to their plight. The Nazis blamed this failure on the 'bank Jews' & democracy & through their aggressive campaigning they won 100% vote in many villages.

in the May 1929 local elections.

1929 also proved a turning point for Nazi electoral support. The wall street crash saw 5 major banks collapse & 200,000 businesses close. This drove not only the middle classes, but many of the working classes to vote Nazi. The middle classes were not only intensely fearful of the rise of communism (the KPD would have 5 million votes by 1932) but they also felt pushed out by the 'trade union state' - they were the long term losers of

(This page is for your second answer.) hyperinflation & the insurance act of 1927 made them feel ever more ignored - protest parties such as the economy party would gain 5% in 1928 & many were drawn to Nazi brutality which became an asset under tough conditions. After 1929 workers were also drawn to the Nazis as unemployment hit highs of  $\frac{1}{3}$  & the Nazis made rash promises of 'work & bread'. Due to this, the Nazi vote in areas such as working class Neuköln rose 1% to 24% from 1928 to 1932. The Nazis were, by this point, achieving their construction of 'a rainbow coalition of the discontented' (Evans).

However, the anchor vote from right wing elites which the Nazis relied on remained their main electoral base. In the 1932 presidential elections Hitler would take 13 million votes to Hindenburg's 19 million. He may have lost but he had taken the right wing vote from Hindenburg - making him a vital part of his campaign. By 1932, also the Nazis had 37% of the general vote -

up from 2% in 1928. It was this that made him key in Schleicher's aim to create general support for authoritarian rule - Brüning was ousted due to his 'agrarian Bolshevik' credentials, which Hitler certainly did not support i.e. it is clear to see that the primary, & most influential supporters of the Nazis remained those at the top of politics. This

(This page is for your second answer.) proved detrimental to the Nazis' electoral support in 1932. Hitler refused to serve under Von Papen & encouraged his party to join in a vote of no confidence with the KPD against him. It was this move which angered the elites, Hitler was being selfish & unco-operative & consequently the Nazis suffered a damning reduction in votes in December 1932 - more than 2 million, & coincidentally the same percentage drop for January to June 1924. It was this that prompted papers to ask 'has the Nazi bubble burst?'. This highlights that the Nazi vote hadn't actually changed that much, it was as reliant as ever on the right wing to provide not just electoral support, but the propaganda support (e.g. through newspapers) that would inspire the masses to vote Nazi, even those who ordinarily wouldn't. It was, after all, the endorsement from Hugenberg in 1929 which gave the Nazis the support of his 500 newspapers & Universalium co-operation. Similarly, although they won over the working classes, those who remained under the close knit sub cultures of the KPD/SPD in factories remained loyal to these parties - hence the appointment of 100 KPD deputies in the 1932 elections. The same was true for many of the Catholics in Germany, who made up 38% of the population &

~~was~~ mostly remained tied to the Catholic Zentrum party.

(This page is for your second answer.) In conclusion, whilst it first appears that the Nazi electoral support shifted dramatically over 1924 to 1933, gaining support from the middle classes, workers & farmers, it is clear that their key hub of support remained in the right wing elites, & once this was weakened (in December 1932) this would have a knock on effect on the people by weakening propaganda. Furthermore it is clear that



**ResultsPlus**

**Examiner Comments**

This is a mid-Level 5 response. It is focused on the nature of electoral support rather than just the percentage of votes. It attempts to put the change over time into context rather than focusing on why the changes took place. The statistical evidence is not always wholly secure and there are some statements which are not wholly convincing but is wide ranging both over time and in relation of electoral support.



**ResultsPlus**

**Examiner Tip**

When answering a change over time question a plan which includes a time-line, graph or diagram to chart the pattern of change is always useful - this response has a time-line of events which are clearly directed to the focus of the question.

## Question 14

Q14. This was the more popular of the two questions. Although most candidates had good knowledge of the policies towards education and youth, supporting material was not always well selected. Assertions of success were often supported by description of the policies themselves with an underlying assumption that because the policy was implemented it was successful. These descriptions were often quite simple and developed little from the standard that might be seen at GCSE. Many responses included simple developed statements with reference to the curriculum for girls and boys and the activities of the Hitler Youth. The more effective answers tended to be those that focused on the aims of the policies and attempted to determine their success through outcome. Most candidates were able to show areas of success with some recognition of limitations usually with reference to the Hitler Youth being made compulsory, the lack of academic rigour, the decline in teacher numbers and the existence of 'alternative' groups, such as the Edelweiss Pirates. However, these counter-arguments were often quite brief leading to imbalanced answers which concentrated on describing the curriculum or the Hitler Youth. Coverage of the years after 1939 was also very limited with few mentioning the White Rose Group of university students (many placed their activities in the mid-1930s) or the use of 'child-soldiers' in the final battle for Berlin. Some of the more able candidates quite rightly pointed out that the regime did not last long enough for an analysis of the long-term effects of Nazi policies. Secure answers produced a balanced discussion of both youth and education across most of the time period, concentrated on what the Nazis had hoped to achieve and analysed the short-term effects.

(This page is for your first answer.) How successful were the Nazis in carrying out their aims of their policies towards education and youth in the years 1933-45?

The Nazis were highly successful in carrying out their aims of their policies towards education and youth in the years 1933-45. Gleichschaltung also known as Nazification was successful amongst the young in Germany, as they were easier to indoctrinate. The Nazis had two main aims when it came to education which was, one to turn the young into committed Nazis and two to prepare the boys for military and get them ready for war. The girls also prepared however for something different they prepared and learnt motherhood values and house hold chores which would be a value to them. Many changes were made to school with Germany, the curriculum had major change such as subjects changed and importance was steered towards certain subjects. Nazis wanted to ensure children spend spent less time at home so youths were set up, which

(This page is for your first answer.) eventually became compulsory in 1934.

This indicates the success of Nazi policies towards the young in Germany. However there is also reasons which show why it was unsuccessful, after a while youth groups started to get 'boring' and many Germans complained that it led to aggression amongst kids. Also the process of indoctrination didn't apply to all, as there was still a small minority with different views. Overall it is clear to say the Nazis were successful in carrying out their aims towards education and youth.

Once Hitler came to power he wanted to ensure everyone living in Germany was dedicated and committed Nazi members, he knew first he had to target the children of Germany. Schools ~~was~~ encountered many changes, all Jewish teachers and students were dismissed as they were thought of as 'evil'. After the dismissal Hitler made several changes to the curriculum he pressed importance on the following subjects: P.E, biology and history. He felt these needed most emphasis on as it would achieve his aim of turning the young into committed Nazis. During P.E boys were given different activities than to girls, activities for boys included: cross country running, football, boxing as these were thought to help prepare boys for military. Girls activities included: skipping, badminton. more feminine activities which would not danger their fertility chances but would also prepare them for motherhood. Importance was stressed

(This page is for your first answer.) on Biology as Nazis believed the youths of Germany would need to know what went into a bomb and how it was made, this would come into use when persecuting and getting rid of the Jewish race. History was also

seen as important, text books which didn't involve German victory were scrapped and focus was on German heroes. This was to encourage children to see how great their nation was. Another subject which had less importance but was still integrated into the curriculum was maths, examples used were such things as: the cost of the disabled.

Once children had finished school, more schools were opened, these were called elite schools. Elite schools were thought to be a more advanced school which would ~~prepare~~ prepare only those successful for Nazi uni. Rates were higher for boys going into uni than girls, Hitler disliked the fact that girls went to uni as he felt this would distract them from their prime job which was producing children and looking after the home whilst the men worked.

This then led on to Hitler wanting to open Hitler youths. These were opened as Hitler didn't want children spending too much time at home as it was believed parents may had mouth about Nazi's which Hitler feared, so he believed the only way this could be prevented was to open Hitler youths. Hitler youths were similar to school's similar activities were

(This page is for your first answer.) integrated into the timetable. Girls focused on sewing, gardening and cookery lessons were as boys learnt about military aspects and activities included running, and learning how to be disciplined. This was thought to prepare boys for the Army. Youths were successful amongst many which then ~~lead~~ led to Hitler making these compulsory in 1934. This shows us how his policies were taking a more permanent approach. The youth/children of Germany

liked the Hitler Youth's as they saw this as a chance to socialise with their friends. However it wasn't long until many started to get bored.

Although Hitler's policies towards Youth and education were important there is also evidence to suggest they were a failure. Within schools it was hard to indoctrinate all students, as some were of different religions and were not so easily indoctrinated. So Hitler failed in catering for all students. The Youth movements also had its downfall as eventually after a period of time boredom had struck amongst the children, this led to loss of concentration at the youths which would then lead to Hitler not achieving his aims of turning children into committed Nazis. Complaints were made by Germans that the children were becoming way too aggressive once they had started going youth groups, however this did not bother Hitler at all as he felt this was needed in order to prepare them for military.

(This page is for your first answer.) Despite the downfall in Hitler's policy, it is clearly evident that Hitler's policies towards the Youth and education were successful in the years 1933-45 simply because the discipline enforced within schools and youths would be valuable in the long run in preparing boys for military and girls for motherhood. The subjects taught amongst schools elaborated on Historical achievements within Germany which gave children a sense of national pride and greatness. Children were also taught about anti-Semitism and the cost of the disabled hoping to indoctrinate their brains from a young age. Youth movements had many members by 1945 this indicates how much of a success and

how popular Hitler's policies were towards the youth of Germany. Youth's gave children ability to socialise with friends whilst being indoctrinated, which they didn't know off. Overall Hitler's policies were successful towards education and youth despite the small downfall.



### ResultsPlus Examiner Comments

This is a low Level 4 response. It is focused but with more explanation of policies than clear analysis of success. The counter-argument lacks developed supporting evidence.



### ResultsPlus Examiner Tip

An introductory paragraph is important but try not to make it too long. A long paragraph includes more information than is necessary and can lead to repetition in the main body of the response.

The Nazi Party was ~~so~~ successful in carrying out their aims of their policies towards education and the youth in the years 1933-1945. <sup>made compulsory in 1933 and was for 10-18 yr olds, and was</sup> ~~The purpose~~ of Nazi education was less a case of creating knowledgeable students, but more to indoctrinate the young. Schools focused on Biology to teach children about 'racial hygiene'; P.E. to teach children military skills. This was significant because the point of Nazi education was to create Nazis. Any teachers who opposed Nazism, or were Jewish were ~~not~~ dismissed, this was called 'purging'. In addition children were allowed little contact with parents, in case their parents weren't Nazis or they opposed it, therefore all the school's hard work would have gone to waste.

The education system made sure Nazism could be achieved through the young via lessons one of the main

focuses was on History in which ~~the state~~ History was rewritten to make Germany look grand and powerful. This promoted the Nazi trait of Nationalism which was essential to create a true Nazi. Furthermore, children were indoctrinated through Biology, where 'racial hygiene' was taught. Children were made to believe that people of other <sup>rac</sup>~~ethnicities~~ weren't true Aryans, ~~or the~~ 'master race'. This too was a Nazi trait because Aryans were the 'master-race' and any other <sup>race/people with disabilities</sup> ~~race~~ were insignificant. This is clearly shown through the mass euthanasia (T4) and concentration camps that were set up to

'clean' Germany from bad genes.

In addition, P.E focused on teaching the males military skills. This was important to create a true Nazi, because they focused on war and required a strong military force, thus achieving their aim of boys being trained to become soldiers, and to produce Nazi's.

Girls were expected to become mothers and through ~~the~~ Nazi education, they were encouraged to do so. They done feminine lessons which taught them domestic labour as they were expected to be housewives; the perfect Nazi women.

By ensuring that the only teachers in the schools were supporters of Nazism, it allowed children not to be influenced by non-Nazi's. This aim was further achieved by not allowing much contact between children and their parents just in case their parents were not Nazi's which showed success. In addition by removing Jewish teachers, it ~~created~~ showed to the children that Jews were to be discriminated against.

On the contrary, it could be argued that the aims of Nazi education were not successful by the end of the 1930's, unattendance had rose to 150,000, children weren't attending the schools, furthermore, parents were making complaints to schools due to ~~the~~ the fall in educational success. This ~~decrease~~ decrease was due to the fact that ~~that~~ ~~the~~ the Nazi party made education's priority to teach children ~~National and Social and~~ Nazi

policies ~~is~~ as opposed to teaching the required curriculum in order to achieve educational success.

In addition, the Nazi education ~~didn't~~ completely wasn't completely successful, as children who opposed Nazi schooling would actively attack children

who attended the schools, although this opposition was minute and Hitler dealt with it by putting the children into concentration camps for opposing the Nazi cause, as they couldn't be indoctrinated.

In conclusion, although there was ~~opposite~~ opposition such as children unattending, parents making complaints and Nazi education children being attacked, the whole point of the schooling was to create true Nazi children to ensure a new generation of Nazis and this was effectively achieved through alteration of lessons.



### ResultsPlus Examiner Comments

This is a Level 3 response. It attempts analysis and provides a number of general relevant points with valid reasoning. However, the supporting material is often limited in development and not always secure; some of the material is simple. The development of a counter-argument is limited and there is repetition.



### ResultsPlus Examiner Tip

This response has limited reference to the situation across the time period. Always try to include supporting material from the whole time period of the question; in this way change over time can be used to assess success and failure as well.

The nazis ~~carried~~ had ~~both~~ 6 different groups for the youth of Germany, each with their own aims:

For girls they had a 4-7 age group, for which they learnt about ~~the~~ house wife things such as cooking and cleaning etc in the 7-11 age group they learnt the same but with depth, this was to make sure that the girls would grow up to be house wives, rather than ~~intelle~~ working wives. 11-18 year olds were forced to learn what their roles in society were; being a good house wife,

(This page is for your first answer.) and looking after their children. They also did not have sports with the youth groups for Girls this was because the Nazis believed that women should be of a bigger size so they could have ~~been~~ better children because the most important aim for Hitler towards women would be that they were to supply the ~~future~~ future generation for Germany, the master race which Hitler dreamed/wanted for Germany would be that ~~the~~ pure

German "people" would have blonde hair, blue eyes. In the Nazi's eyes women were only good for 2 things, housekeeping and making children, therefore ~~the~~ ~~the~~ by 1936 it was compulsory for the children (4-18) to attend the organisations, ~~as~~ this was ~~because~~ in ~~an~~ an attempt to make Germany a master race. Under 10% of University students were women, which was still higher than ~~a~~ Great Britain at the time. In Hitler's eyes, if women were good at sports or ~~had~~ had hobbies which

(This page is for your first answer.) weren't to do with ~~house~~ house work, and were to do with sports then you were homosexual which was frowned upon in Germany at the time because then you wouldn't have children. In schools the principles were the same, you would have a ~~physical~~ physical education lesson, however you would have sewing; biology; cooking etc; In Biology you would learn about how to make the master race (blue eyes + blonde hair) through reproduction. You would also have lessons on being a house wife.

For Boys, ~~at~~ Hitler had different policies for;

4-7 boys were to learn how to play team games, <sup>and also</sup> therefore they would know what it is like to ~~show~~ work as a team. From 7-11 the Hitler youth would ~~teach~~ learn how to fight, and also they would become very fit and strong therefore they would grow up to be the same.

(This page is for your first answer.) From 11-18 the boys would learn how to fight properly, this time with guns. This was because Hitler wanted boys to be properly ready <sup>for war</sup> ~~at~~ any time if war broke out, also if they had a strong army, then Germany would be feared which was what the nazis wanted. In schools, Boys would have around 6-8 hours of Physical Education, this was so the boys would be fit and strong. ~~Also~~ They would also learn biology, chemistry and other military subjects so that they would be prepared ~~to~~ for war. They would study chemistry ~~because~~ so that they would know about bombs and how to make explosives incase they were making them. They would ~~also~~ have survival classes ~~which~~ so that they would be able to survive the wars. In the organisations they would

also be taught what to look for in a good wife.

In conclusion I think that Hitler

(This page is for your first answer.) carried out his aims and policies very successfully because he built the organisations up, and they ~~made them~~ used his policies and aims to teach the children what was "right" (by this I mean that Hitler made these so that he "brain washed" the children so that they believed that this was the only way to live)



**ResultsPlus**

**Examiner Comments**

This is a Level 2 response. It describe policies with regard to girls and boys using relevant information coming to a simple conclusion.

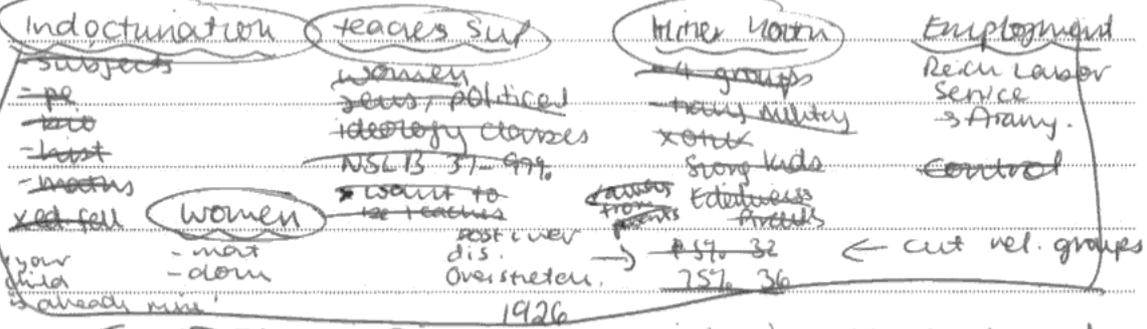


**ResultsPlus**

**Examiner Tip**

Always try to focus on answering the question rather than giving information about the question content. This could have been improved by at least a reference to success or failure, e.g. the Nazis were quite successful in organising the lives of children.

(This page is for your first answer.) Plan 33-45 Youth



~~The Nazis~~ Since ~~the beginning~~ the Nazis placed a lot of focus on the youth of Germany, setting up the first Hitler Youth Group in 1926 and basing a lot of their propaganda towards them

The Nazis had some very specific aims towards the youth of Germany - they wanted to train the next generation of soldiers <sup>and perfect Germans</sup> to fight in the upcoming war. Despite having 75% of children in Hitler youth groups by 1936, there is still ~~some~~ <sup>these</sup> cause of speculation to how well ~~the~~ aim was achieved.

The first policy put into place to train the young was the idea of 'indoctrination' - the Nazis hoped that by teaching the young the 'Nazi' way of thinking from the beginning then they wouldn't question it as they were asked to fight and kill for it. They did this by firstly changing the school curriculum by putting more focus on P.E, biology and history. P.E was increased to two hours a day - this ~~was~~ <sup>had</sup> the desired effect of raising a fitter, stronger more militarily-ready generation. They also placed more emphasis on 'race ~~page~~ <sup>race</sup> genetics' and the

advantages of having a clean, 'Aryanised' population. This was done to ~~gain~~ <sup>introduce</sup> the children to the ideas and reasons behind the <sup>increased</sup> persecution of the Jews and other minorities. And thirdly the emphasis on history was placed on the victory and superior force of the Nazi party, the betrayal of the Weimar government by ~~the~~ signing the treaty of Versailles in 1919 and the growth of the Jews as a power-hungry race. Focus on these three subjects meant that the Nazi children ~~were~~ <sup>accepted</sup> Nazi ideas and so were committed to the German cause during WW2. Unfortunately as more focus was put on these subjects - skills in

(This page is for your first answer.) maths and other sciences began to decrease. Therefore from 1933-45 education standards fell - leading to complaints from teachers. However as the Nazis weren't looking for children to think for themselves - they wanted soldiers who would follow orders, this didn't seem to bother them.

Another way the Nazis tried to ensure the indoctrination of the young was in making sure the teachers and schools themselves were behind the cause. This led to the Nationalist Socialist Teachers League being set up (NSLB), and by 1937 97% of teachers had joined. The league set up training camps and ideology lectures for the teachers to attend and any teachers with the 'wrong' political beliefs were swiftly fired. Due to the Nazi policy on women, female teachers were also let go, early into the Nazi reign. This helped

achieve their aims as it meant the children were being taught by supporters of the Third Reich whom could be counted on not to poison their minds against the Nazis, however it also led to a teacher shortage - by 1936 there were 8000 vacancies for teachers to be filled by only 2500 graduates. This led to teaching overstretch and general decrease in the standard of education.

Schools were also brought into line - private

(This page is for your first answer.) and religious schools were encouraged to close - as they didn't fit in with the Nazi ideas, and the Nazis had less control over them. And to further the Nazis aim of creating soldiers, special leadership schools were set up - the 'Hitler Youth' and the ~~Hitler~~ <sup>Adolf</sup> Hitler schools were for boys with potential to be Army leaders - there were about 30 of these in Germany, and, fitting with the Nazis idea of classlessness, were open to the poorer and the rich children. These changes to teaching and schools could be seen as very successful - as ~~it~~ <sup>they</sup> gave the Nazis almost complete control over the education, allowing them to introduce the policy of indoctrination as they pleased.

These policies meant that the Nazis had control of what the children learnt at school, but they still needed a way of extending their control to the children's free time - as this time could be spent ~~with~~ listening to anti-Nazi parents who could tarnish their generation of perfect soldiers. This led to the introduction of compulsory attendance

of Hitler Youth which was split into two groups for 10-14 year old boys and 14-18 year olds. Not only did these groups serve the purpose of removing the children from any negative influences at home, they also meant more time was spent on

(This page is for your first answer.) ~~training~~ <sup>training</sup> - they ~~boys~~ attended ~~most~~ rallies, played 'war games' sang military chants as they ~~to~~ marched through towns. These groups and activities were very popular - as it gave the youth a chance to mix and play games. They also included ideology talks to further the indoctrination process. However they did meet with small groups of resistance - groups such as the 'Swing Kids' and the 'Edelweiss Pirates' <sup>got</sup> ~~rejected~~ ~~based~~ of Nazi politics, rejected their ideas and, instead drank alcohol and danced to, banned, American swing music. This can be seen as a huge failure of the Nazis policy - these children were not so Nazi soldiers, and worse of all they also encouraged other groups to join them. Another failure was that, as the war started, and numbers in the Hitler Youth expanded - the groups became more and more disorganised and poorly led - leading to an increase in those joining the resistance groups. The Nazis tried to end this by executing 12 Edelweiss pirates in 1944 for the killing of a Gestapo police man, but still the resistance grew as Germany started to suffer in the war.

Finally the Nazis policy <sup>for</sup> girls was also introduced - the female 'German Maidens' groups taught matricial and domestic skills like cooking and

saving to try and train a generation of the perfect wives.

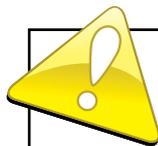
To conclude I would say Nazi were successful in carrying out their aims for the youth. They completely changed the education system, to begin the indoctrination policy and they set up military-like youth camps to further train their <sup>young</sup> soldiers. However they weren't fully successful towards the beginning and later stages of the WW2 as the attention on the youth groups slipped. But, as Hitler said; people started to respect the Nazi group and their new soldiers as the Nazis 'already have control of your children'.



## ResultsPlus

### Examiner Comments

This is a low Level 5 response. Although the introduction lacks some effectiveness the organisation of the subsequent paragraphs creates a discussion of the success of the aims of Nazi policy leading to a valid but succinct conclusion. There are limitations to the organisation and to the deployment of knowledge particularly with reference to the counter-argument but it has direct focus.



## ResultsPlus

### Examiner Tip

Paragraph beginnings are really important in creating a discursive answer. Most of the introductory sentences of the paragraphs in this answer follow on from each other creating the argument put forward in the conclusion.

(This page is for your first answer.)

1919-25

## Plan

gain +

consolidate =

weakness

of  
Opponents

-> Liberals

-> Socialists

-> PPI

Other factors

\* Mussolini's  
Skill

\* Events:  
-> Matteotti

\* WWI

\* March + Ind - 1923

Historian: R. Eatwell

(This page is for your first answer.)

Mussolini was a very shrewd politician. Not only was he successful in gaining and consolidating his power ~~and~~ <sup>in</sup> Italy during the years 1919-25, but he was very effective in exploiting the naivety of his opposition, which Mussolini could abuse to the point that most politicians in Italy did not see what was coming. The naivety, the long-term liberal weakness was of paramount importance for Mussolini as he managed to come from obscurity into prominence. To consolidate his power after his appointment in 1922, he made successful use of the weakness of Socialists as well as Catholics and industrialists, whom would be opposed <sup>without</sup> him. However, it could be argued that <sup>without</sup> Mussolini's own skills, he would not have been so successful, but relied on opponent's weakness to a very substantial extent.

The long-term weakness of the liberals, was successfully exploited by Benito Mussolini, 36 year old editor of newspaper Il popolo D'Italia, whom realized the incompetence and complacency of ~~the~~ <sup>these</sup> liberals could be used to his advantage. The WWI legacy was the perfect way for Mussolini to gain power by exploiting liberal weakness. WWI left many <sup>serious</sup> problems for the liberal government: it undermined liberal prestige, caused great social unrest and divisions (North vs/ South divided) and sowed the seeds for Fascism.

(This page is for your first answer.) The weakness of the liberals was that they weren't strong enough to stand up for Nationalist peace interests at the Treaty of St. Germain in 1919, and when Nationalist became infuriated at the 'cheated' rewards of not receiving Fiume or Dalmatia - they grew increasingly hostile, seeing liberalism as the culprit. Moreover, workers were exasperated by long hours and low pay and began striking, like in <sup>September</sup> 1920, when 400,000 workers gathered against the socialists. This was the perfect setting for Mussolini to exploit, and he knew liberal weakness, and realized they were not giving what Italians wanted. Therefore, when Mussolini set up Fascist di Combattimento in November 1919, he was well aware that his new movement could by and exploit this socio-political circumstance and increase in popularity.

However, when there was a class socialist backlash from the middle classes and the <sup>rich</sup> ruralists due to the workers joining ~~the~~ <sup>the</sup> trade unions, membership

increasing from 250,000 to 7 million by 1920, Mussolini knew it was time to exploit both the socialist weakness as well as the weakness of the liberals. He knew, the liberals would not stop the socialists from tearing a civil war and he knew with the help of his Squadristi, he could take

(This page is for your first answer.) chose and began reverting Socialists and further his power. Therefore Mussolini encouraged black shirt thugery to the point in November 1922, about 900 socialists were killed and the inauguration of socialist movement in Milan collapsed. The fascist support grew in numbers as a result of Mussolini excellently exploiting the socialist weakness. By 1921, there was about 21,000 dedicated fascist supporters ready to court on Mussolini and his Squadristi to remove the socialist menace. What was clear was that the socialist were too weak to fight back, but perhaps not weak politically, as still by the <sup>Nov</sup> 1924 elections, the resistance was evident, with socialists actually polling 2.5 million votes. This may show that his opponents were not that weak and so Mussolini's own leadership and shrewdness was the main reason why he could consolidate his power. <sup>\*as</sup> Historian R. F. Eatwell assesses "Mussolini shrewdly offered his resignation, but ~~the~~ if they knew they would be faced with a wave of violence", Mussolini showed his mastery of exploiting opponents' weakness by following a dual policy in 1922. He was clever enough to suggest to the conservatives and liberals that Fascism was a force which was required to crush the socialist menace and that

violence was necessary yet they would be trusted in government as they had 35 seats and 7.1% of the

(This page is for your first answer.) ... population's backing, which meant it was no extremist splinter party. However, <sup>this was</sup> ~~or it~~ very effective perhaps, due to ~~socialist~~ <sup>liberal</sup> and conservative mainly as Giolitti, in particular viewed Mussolini and his Fascists as merely 'fireworks' something he could easily absorb into the Fascist system, without second guessing it so he made a fatal miscalculation by offering Mussolini a anti-Socialist alliance, as Mussolini would accept it then ~~in~~ <sup>in</sup> 1922 because of it. On the other hand, he was coerced to exploit the weakness of the leading squadrists by agreeing to a coup d'état where 30,000 Fascists would converge on Rome and install themselves into power, ready for a dictatorship. However, Mussolini was very astute and saw this as the most instrumental piece of blackmail, in which he could apply <sup>pressure</sup> on the King to appoint <sup>another opponent</sup> him as Prime Minister. Mussolini followed this dual policy until 1922, where he began to apply pressure on <sup>27th</sup> October and he began his march. This was extremely effective way of exploiting opponents' weakness and the King was too weak, too vulnerable and too over-awed by Mussolini that on the 28th October at San, he wouldn't authorise the use of martial law which would have sanctioned the use of force against the Fascists.

(This page is for your first answer.) It is extremely clear that Mussolini could effectively exploit class weakness, the social weakness and finally the weakness of the elite to further his own power. So when Mussolini was actually made PM on the 30<sup>th</sup> October 1922, ~~he was~~ <sup>most</sup> of his opposition was removed.

However, he moved quickly to consolidate his power and due to Mussolini's own skills and ~~the~~ <sup>his</sup> leadership he was able to win support from the conservatives and the Catholic church, to ensure he would gain more public support and a stronger hold over traditional institutions. In 1923 he managed to 'woo' *Corfinidustria* to support his premiership and by refusing to attack tax evaders, he won the support of businessmen and conservative Italians. Additionally he won the church over by his tactful suggestions, aligning himself with Catholic policies ~~by~~ <sup>by</sup> such as banning contraception and setting up religious courts, this was later formalised in the Lateran Pacts of 1929 but for now, Mussolini took his own <sup>initiative</sup> ~~initiative~~ to impress the right and Catholic, which would now be his own shield not the opposition weakness.

(This page is for your first answer.) However, it would be argued that an event of the Matteotti crisis in 1924, was the one of the ways Mussolini could consolidate his ~~per~~ power, after becoming Prime minister. On the 10 June 1924 Blackshirts invaded the socialist opposition



Crisis, Mussolini was well on his way to a dictatorship  
^ total



**ResultsPlus**

**Examiner Comments**

This is a Level 5 response. It is an integrated response which is directly focused and clearly understands the political weaknesses of the opposition in relation to Mussolini's strengths. There is a clear differentiation between the gaining and consolidation of power.



**ResultsPlus**

**Examiner Tip**

Where possible try to refer back to the given factor when discussing the relative importance of other factors. This response is able to do this without producing 'formulaic' references which become assertions rather than analytical statements.

## Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- Don't attempt to predict questions or create model answers based on the presumed wording of a question. This can limit revision, lead to lack of choice and/or to a lack of explicit focus, resulting in lower levels being awarded.
- Analyse causation using a variety of methods. Factors influencing causation are usually addressed with confidence but questions which require learners to weigh up the relative significance of long-term against short-term/immediate factors less so.
- Pay greater attention to the analysis of concepts other than causation; also consider the relative significance of a number of outcomes and reflect on issues concerning change over time within the period of study.
- Use historical words and phrases appropriate to the period of study and to deploy these with some fluency.
- Finally, centres are strongly advised to acquaint candidates with the format of the answer booklet before sitting the exam, particularly in which part of the booklet to write the two answers.

## **Grade Boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

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