

Examiners' Report
June 2013

GCE History 6HI03 D

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Introduction

It was pleasing to see a good standard of responses from candidates in the fourth session of the 6HI03 D examination. Many candidates wrote insightful comments which placed them in the higher grade categories. The paper was divided into two sections: Section (A) was an In-Depth Study question, and Section (B) an Associated Historical Controversy question.

Examiners want to see candidates who can use the sources and their own material effectively to answer the questions set. Unfortunately, some candidates continue to write too much generalised comment. As a consequence, their responses lacked precise analytical focus and detailed supporting evidence.

Although a few responses were quite brief, there was little evidence on this paper of candidates having insufficient time to answer both questions. The ability range of those entering was diverse but the design of the paper allowed all abilities to be catered for. There were also very few rubric errors. By a large majority, more entrants sat *D1 – From Kaiser to Führer: Germany 1900-45* than *D2 – Britain and the Challenge of Fascism: Saving Europe at a Cost? c1925-60*

One pleasing trend is that very few candidates produced essays which were devoid of analysis. The main weakness in responses which scored less well tended to be a lack of sufficient knowledge, rather than lengthy descriptive writing without analysis. The paper provided candidates with the opportunity to develop their essay writing and to include source material as and when necessary.

There appears to be an increasing tendency for candidates to analyse and produce judgements in the main body of the answer and have cursory conclusions. Candidates can indeed sustain arguments by these means and this approach does not, in itself, prevent access to the highest levels. However, in some cases, judgements on individual issues and factors tended to be somewhat isolated, and ultimate conclusions were either only partially stated or implicit. Consequently, candidates should be aware that considered introductions and conclusions often provide a solid framework for sustained argument and evaluation.

The answers of a minority of less successful candidates in Section A suggested that they lacked the detailed knowledge base required to tackle these questions and produced a catch-all commentary on the stipulated topic, with obvious repercussions. The best answers to Section A questions showed some impressive study of 20th century German and British history, with students producing incisive, scholarly analysis.

When attempting the Section (B) questions, a small number of candidates engaged more with the general debate of the set controversy, rather than the specific demands of the question and source package. This was most evident on Question 7, although it was still a small minority. The candidates' performance on individual questions is considered in the next section.

Question 1

Of the two questions available in Section A for candidates sitting D1, this was the less popular choice. Less successful responses tended to 1) concentrate predominantly or even exclusively on pre-war problems, with limited focus on any increase in war itself, and/or 2) lack specific knowledge of the impact of war. In some respects this question demonstrated the value in time spent carefully reading the question and organising material. Most candidates were able to focus to some degree on the war itself, although a very small minority did stop at 1913. At the higher levels there were many responses which effectively structured argument around political and social issues, and a fairly common theme that was developed was initial unity, followed by greater disunity as the war endured. In general, social issues saw more convincing coverage, with often good knowledge of food shortages and ersatz goods. Political tensions were not overall as well treated, although knowledge of the implications of the rise of SPD, USPD and the burgfrieden often featured.

To a high degree the social and political tensions that existed within the second Reich did increase during the first world war. Pressure for change & ^{discontent} ~~discontent~~ with the system were building up prior to the war, especially amongst urban workers and parties such as the SPD, who were becoming the largest political party by 1914. Additionally, ~~some~~ political tensions existed amongst the elite which came to a head with defeat in 1918. However, there is an argument that patriotism dampened these tensions during the war, in support for the war.

A major ~~social~~ social tension in the second Reich was the pressure for change building up amongst urban workers and the increasing strength of the SPD, who became the largest political party in 1912. They pushed for a more democratic system & were particularly unhappy with the authoritarian regime & power of the conservative elite. They pushed for change on policies such as Tariffs, as this kept

(Section A continued) prices high & for workers, however despite being the largest political party, this was not where the real power lay. Because of their increasing strength, a growing fear of revolution & socialism was ~~also~~ present, displayed in the passing of anti-socialist laws by the Kaiser. However, some concessions were being made eventually, as the elite realised the SPD & Trades unions could not be ignored - introductions such as 8 hour working day & compulsory insurance were particularly successful. Politically, tensions existed regarding the balance of power system. Although the SPD had the highest percentage of the vote, the system was balanced in favour of the rural areas ~~and~~ and junkers, having a large number of MP's, compared to a low number in urban areas. Additionally, the Kaiser and his close circle obtained a 'personal rule' in the Reich, with the conservative elite & ~~empire~~ holding a lot of power. The army held a particularly privileged status in the Reich, highlighted in the Zabern affair 1913, where the army acted ~~at~~ unconstitutionally & of their own accord against French ~~and~~ inhabitants. The Kaiser backed the army, hence Chancellor Bethmann also had to pack the army - he received a massive vote of no confidence from the Reichstag, yet this achieved nothing. This highlighted where the real power in the

(Section A continued) reich lay, which was the cause of social and political tensions.

Tensions increased during the war, especially due to food shortages & falling production - SPD strikes occurred as early as 1916 as well as peace rallies, with as many as 300,000 in protest of the war. This highlights how events in the war increased discontent & tensions. Additionally, food riots occurred, however, these amounted to nothing - social tensions were simply ignored by the elite.

The war also increased tensions as the SPD & Zentrum backed a "peace without victory" clause & gained the support of the Reichstag - this was a huge tension between political forces & the elite, as the elite were putting all efforts into total war & no negotiated peace. Again, the wishes of the Reichstag were ignored, showing where the real power lay in society.

The social & political crises came to a head in 1918 when it became clear there was no hope of victory - mutiny in ports began & there were mass calls for the abdication of the Kaiser - eventually the onset of the defeat led to the revolution of 1918, with Ebert eventually heading a democratic government. If war had not occurred, the Kaiser & the conservative elite may have been able to hold off increased tensions.

(Section A continued) & revolution, However, the war & defeat led to inescapable need for change in German society



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Examiner Comments

This Level 3 response is broadly analytical overall, but does not sufficiently focus on the demands of the question throughout the essay. At times, material is offered which, whilst of some relevance, is explaining issues pre-1914, with limited focus on the demands of the question. The focus did improve a little through the response.



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Examiner Tip

Where a question has two aspects, such as the 'social' and 'political' references in this, it is important to try to focus on and develop both of these. Some very strong analysis may be made developed over distinctions in the extent of change for these two issues within the same point.

Question 2

This was the more popular choice of question amongst candidates sitting D1. A variety of approaches were taken, and within these responses meriting marks across the full range were seen. Many strong responses focused entirely on political extremists, evaluating the extent of the threat. In terms of these, many relatively brief yet high-level, well argued and selectively supported responses were seen. In terms of issues covered, the Spartacist uprising, the Kapp Putsch, the Beer Hall Putsch featured heavily, and to a much lesser extent Red Bavaria, the Ruhr rising, and other examples, such as the activities of Organisation Consul. Some strong responses explored the relationship between less significant developments such as the communist risings in Saxony and Thuringia and the more well known, such as the Munich Putsch, or the relationship between the army, judiciary and other elites and extremists, or even that between the SPD and mass protest in response to the Kapp Putsch. Within this, astute arguments were put forward that whilst individual threats were negated by the use of one right or left-wing against the other, the cumulative impact did make the Weimar Republic more susceptible to threats. Whilst threats were largely well treated, comparatively few considered the support for the Republic as a factor in its survival. Whilst knowledge was generally secure, a minority offered errors such as Hindenburg being President from 1919, seeing Kapp as left-wing or the SPD as being extremist. Where a number of responses were less successful was in broadening the question to examine other issues beyond political extremism. Whilst many valid points were put forward considering a range of other issues, such as the economic problems of the period, some candidates did tend to interpret the question in terms of political extremism being one of many problems. Where this was firmly linked to threat, and convincingly linked to the issues in the question, this could be rewarded at the highest levels. However, in some cases, candidates lost sight of the issue of threat, or gave limited and unconvincing consideration to political extremism. Such an example would be the issue of constitutional weaknesses. Where these were expressed along the lines of proportional representation being a problem, there were generalisations and at times a failure to frame this within the terms of the question or indeed stated period. In contrast, a small minority of candidates convincingly drew upon knowledge of the use of Article 48 in defending the Republic from threat within the period, even if this had repercussions for later on.

The Weimar Republic, which replaced the abdicating Kaiser Wilhelm II in November 1918, was an unpopular system from its early days. The destructive nature of ~~was~~ World War One and the subsequent treaty of Versailles, signed in 1919, caused much discontent amongst the Republic's political opponents. It can be argued that, although they were a serious threat when they attempted to gain power, most political extremist movements in the years 1919-24 were ~~best~~ nothing more than poorly organised protests. The Spartacist Uprising of 1919 and the Kapp Putsch of 1920 posed little long term threat to Weimar. The only movement with long term lasting impact is, ~~or~~ perhaps, that of Adolf Hitler in the Munich Putsch.

of 1923, although that was a failure.

The Weimar Republic was threatened in 1919 by the Communist Spartacist Uprising to a small extent. The actions of Liebknecht and Luxemburg in rallying a challenge from the far left was viewed with honor by the Conservative Ebert, ~~was~~ President of Weimar, and the Reichstag. Despite the fact that they managed to capture the government newspaper headquarters in Berlin as part of their attempt to overthrow Weimar, this was all they really managed to achieve. ~~into~~ They were easily disrupted by the Freikorps and the leaders, Liebknecht and Luxemburg, were both executed. This ~~demonstrates~~ suggests that Weimar was not seriously threatened by political extremists from the far left as they were poorly organized and gained no serious advantage when attempting to seize power. It can be argued that Weimar was able to deal with the threat successfully, not only by ~~breaking~~ breaking up the movement but also by executing the leaders and figureheads of the Communist attack in 1919. Their swift and successful response ensured that Weimar was only threatened for the small amount of time that the Communists were revolting.

Similarly, the Kapp Putsch of 1920 was also, (Section A continued) ultimately, not a serious threat to the Weimar Republic. This attempt to gain power, ^{from the far right} ~~was~~ instigated by ~~the~~ one of the Freikorps senior members, Kapp, was ~~only~~ ~~only~~ successful to begin with but failed.

It could be argued that the Kapp putsch was a serious threat when it first began as Kapp was able to dislodge Ebert for a period of a few days and declare that he had started a new military dictatorship in Germany. It failed due to the vast amount of workers that donned tools and went on strike, refusing to work for Kapp. The strikes, ~~was~~ enforced by Ebert, showed the power of the people in removing potential threats. The response of Weimar in promptly such action ~~in~~ suggests that they were not seriously threatened by Kapp's attempted coup in 1920 as it was unsuccessful and Weimar continued to be in power for at least another decade.

~~however~~ The Munich Putsch, attempted by Hitler and the far right Nazi party in 1923, was perhaps the only putsch that could have seriously threatened the Weimar Republic. Had Hitler's plan been successful and the power in Bavaria switch from Minister Kahr to Hitler, the outcome of the putsch could have been detrimental to the Weimar Republic. It was due to the poor organisation of the coup and the



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This secure Level 4 answer, which offers a clearly structured analytical approach, gave a balanced examination of the extent of the threat, considering a range of political extremists. Here, the candidate assesses both the Spartacists and Kapp Putsch. However, whilst judgements were in the main reasoned, it lacked real depth and evaluation was not sustained.



ResultsPlus Examiner Tip

Strong responses often give a thorough and reasoned judgement at the end of each point or issue they deal with. These individual points are usually explored, considering 'how far' within that point.

Question 3

Question 3 was the more popular of the two available in Section A for candidates sitting D2. Most responses fell into one of two categories; either students tended to consider the bomber offensive in depth, often demonstrating excellent knowledge, or discussed it and measured its effectiveness against other campaigns. Success varied, and a wide range of responses were seen. The most common problem was to lose focus talking about the morality of bombing, in a way that was not linked to the question. A few answers tried to talk almost exclusively about other factors that led to allied victory, with no real attempt to link back to the bomber offensive, and some answers offered valid material on the war in the Atlantic, D-Day or other issues, which had relevance but was not always convincingly used to answer the question. Many stronger responses linked different issues effectively to discuss the significance of the bomber in terms of achieving victory, displaying knowledge of the impact of bombing campaigns on war production, as well as major events like Dresden and Hamburg, considering the bomber offensive in depth within a response which evaluated the contribution against other factors. One issue examined by a fair number of higher level responses was the contribution the bombing campaign made to the Allied invasion from 1944. In terms of the bomber offensive itself, a small minority did drift to extensive examinations of the morality of the campaign, without convincingly linking this to the question.

(Section A continued) resources among from all fronts and it was ~~expected~~ prepared that by this time 80% of steel production was cut and production of oil and primary metals virtually ceased to exist. This massively hampered the German war effort by this time and gave the allies a significant advantage over the Axis Germany in the final push for victory. The bombing of Calais after means that resources and men were slow at getting deplete line at the Normandy beaches giving the Allies a greater advantage leading into the the Normandy landings. During the Battle of the Bridge which was Hitler's last attempt at an offensive through the Ardennes, once the clouds had cleared after two bloody days of fighting, the bombers were able to be put to use and destroy the German army killing 100,000 men. The bomber

offensive was used effectively throughout the war and right up to the final defeat in western Europe by 19 May 1945.

Therefore, and in judgement, it is likely that there will still be much debate over the effectiveness of the bunker offensive in the period 1942-1945. Even indeed there are real difficulties with it such as the moral stance and whether it actually effected the morale of the German people and thus the industrial power of Germany. However, one can still argue to a great extent about the bunker offensive of 1942-1945 against Germany did contribute towards the allies' ultimate victory over Germany in western Europe. Albert Speer made great praise for what the British and Americans were able to achieve and believed it seriously hampered the war effort of Germany and led to a great victory. Indeed it cost many lives but it was a method necessary to defeating Germany for all allies through its effect on material and ability for Germany to fight a total war. It most certainly did contribute.



ResultsPlus Examiner Comments

This extract from a level 5 response highlights many of the features of a very strong response. It offers a clear focus, with developed analysis, selected support and reasoned evaluation throughout the essay, building to a confident overall judgement considering a range of issues that had been examined.

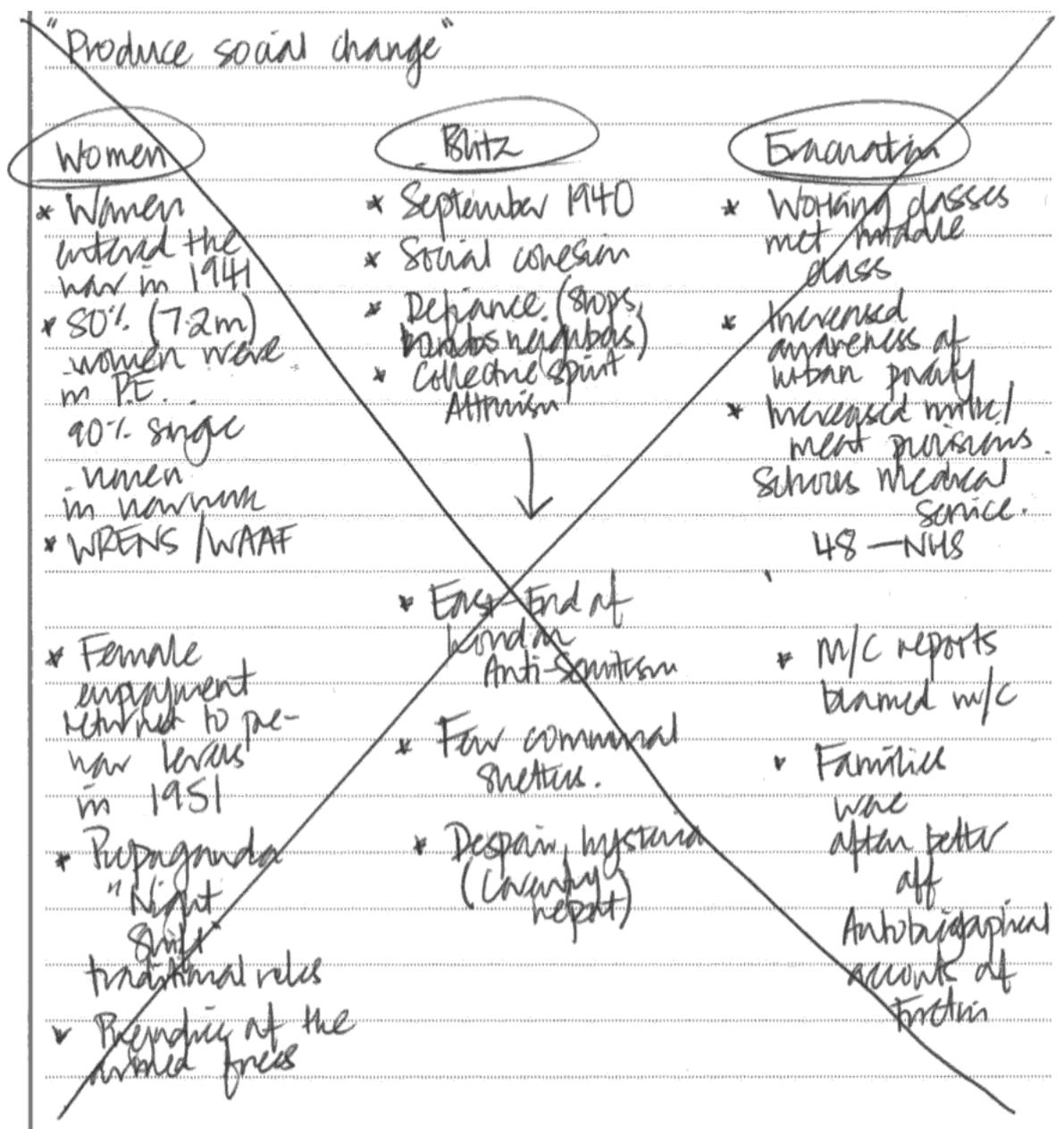


ResultsPlus Examiner Tip

When dealing with questions which include a reason or factor within the question, it is important that you deal with this given factor thoroughly, even if your overall view is that it wasn't the 'most important'.

Question 4

Of the two questions available in Section A for candidates sitting D2, this was the less popular choice. There was a full range of responses, and within this some extremely good responses which examined a range of points including the impact of issues such as evacuation, rationing, the Blitz, and most commonly, the conscription of women. Most candidates were able to recognise the relevant key issues to include in their response; weaker responses focused less on assessing the extent of social change and tending more to narrate some developments. Few candidates really appreciated obvious areas of change or continuity. Some responses tended to offer generalisations, and a small minority thought that women did not work until 1939. Those who were able to apply specific examples to evaluate the degree of change and continuity were obviously best able to produce high level responses. The strongest responses debated the key issues, considering themes such as class, and were often able to distinguish between the early and later phases of the war, producing sustained judgements which gave a full answer.



(Section A continued) The Second World War perhaps provided the largest social upheaval in British history. From 1939, the Home Front was established as one of the most vital parts of the war effort and faced sustained bombing, conscription, rationing and a restrictive war economy that would ~~permanently~~ change British culture and attitudes forever. Some historians may see that parts of the Home Front, such as evacuation, would provide a shift in Britain that may have improved lives for the better. However, others may see that the Blitz and ~~war~~ the female entry to employment as far more significant factors.

Britain's evacuation process began as early ~~as~~ as September 1939; "the priority classes" and children ~~who~~ were the two largest groups that were moved to the countryside, in order to escape the possibilities of bombing. Evacuation provided change in that it was the first time sections of society, specifically the working and middle classes, were brought together. This may have been the first instance of the break down of social barriers; ~~where~~ as where as previously the middle classes were perhaps ignorant of social issues, they had an experience of the



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Examiner Comments

This extract from a level 5 response demonstrates a thorough plan and introduction. Whilst the plan is in some senses largely a list of the issues that will be covered, it is clearly organised, hints at analysis, and uses key words from the question to emphasise the question focus. The introduction sets out clear arguments, and whilst more extensive examples were found, this illustrates a clear analytical 'path' which was confidently pursued and explored throughout the essay.



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Examiner Tip

During the planning stage, after you have identified the key issues you will cover, make it clear what your arguments and judgements are, to aid an analytical rather than descriptive focus.

Question 5

This was the more popular of the two controversy questions in option D1, producing a range of responses, including many at the higher levels. Candidates generally seemed secure on the arguments and evidence for Germany's actions and the implications these held for war in Europe. In particular, Fischer's thesis was often brought in to further the debate within the sources, although some responses did not apply this effectively. Other popular historiographical additions were Wehler, Erdmann and Ferguson, although on occasion the given evidence was too readily dismissed or roughly equated to other views without real analysis, as was seen with the extract from Taylor in Source 1 being oversimplified as being the same as Fischer. For a number of candidates though, there was a tendency to stray from the specific demands of the question and the given evidence, focusing more on own knowledge driven essays on what caused World War One. Those candidates who appeared to give time and thought to the organisation of their response seemed to do best. The most commonly applied examples of own knowledge were the Schlieffen Plan, the 1912 war council and Moroccan Crises. Higher level responses offered better debate and integration of such knowledge, such as using Howard to contrast Taylor and Eckstein, or examining the dual nature of Eckstein's argument. Thus, whilst the majority of candidates demonstrated good knowledge of events, it was those who considered the extracts carefully and recognised the debate within who achieved the higher levels.

(Section B continued) advisors such as Tirpitz and Moltke into the interpretation stated by Eckstein that a "preventative war" emerged to forestall the aggressive designs of the hostile powers surrounding Germany. Howard further suggests in source 3 that British diplomacy involving the naval race was seen as a "deliberate ^{attempt} policy to encircle" as she launched the Dreadnought and greatly outnumbered the small navy of Germany. However this idea of encirclement is severely weakened given the numerous opportunities for rapprochement given by these "encircling" countries. In 1901, Britain offered Germany an alliance which she Germany spurned ~~back~~ as Britain could not commit to

the Triple Alliance and Germany was one she would not find another alliance given her colonial isolation; this was a severe miscalculation. A.J.P Taylor's claim that "other Great Powers were simply defending themselves" ~~is incorrect~~ holds greater weight in contrast to Howard's argument of encirclement that "Germany was increasingly alarmed by the growth of Russian Power"

(Section B continued) as it was Germany which introduced the 1913 Army Bill of increasing their army by 270,000 men which led to Russia and France responding by creating rearmament policies such as France increasing conscription from 2 to 3 years. Russia ~~and~~ ^{Germany} further more, it was ~~Russia~~ that chose to not renew its 1891 reassurance treaty with Russia, agreeing not to attack each other, therefore ~~when the agreement~~ Howard's argument for German encirclement and the interpretation put forward by Eckstein that Germany was involved in a "premeditated war" is significantly reduced. It was the Germans who created the Schlieffen Plan in 1904 to in a plan to attack fight ~~the~~ a war with her neighbours, therefore A.J.P Taylor's claim that "German policy created this encirclement" ~~is~~ holds significant weight

Therefore, the First World War did arise out of the German aggression as despite claims of encirclement put forward by Howard in source 1

(Section B continued) that Germany "could not afford to see Serbia disintegrate". A.J.P Taylor's argument that Germany "created this encirclement" is his is the most convincing argument as she isolated herself between her neighbours and took aggressive actions at the end of war such as the Blank Cheque which led to the outbreak of war due to her "grand sense of power" as Eckstein states.



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This extract came from a response which achieved a level 5 for both assessment objectives. The response displayed a real grasp of the wider debate, and successfully applied this to the specific question and set of sources. Whilst it could have been a little more direct at times, evidence and arguments were assimilated within a sustained and thorough analysis.



ResultsPlus Examiner Tip

To achieve such levels, make sure that your answer is firmly focused on the debate in the question and that your use of the sources cross-references them in exploring the debate. Additionally, carefully selected own knowledge should be used with the given evidence to evaluate the arguments.

Question 6

Of the two questions available in Section B for candidates sitting D1, this was the less popular choice, although it still attracted a huge number of candidates. Many candidates had good knowledge of the debate and provided a clear answer to the question. The sources were generally well understood; however, few candidates fully explored the issue of camp inmates as raised by in Sources 5 and 6, which on one level could be explained by the difference in dates. Higher level responses used all three sources competently and drew out the distinction between 1933 and 1939, such as commenting on increased radicalisation of policy and the changing nature of the camp population, whilst remaining firmly focused on the issue of acceptance. This latter issue was a key discriminator; the ability of candidates to apply knowledge and examine the evidence from the sources in relation to the question was crucial. In some essays issues such as propaganda and the terror state were extensively covered, without questioning the effect these tools had on the population and how this may or may not have led to acceptance. At the higher end, some focused their argument on the idea of a distinction between attitudes towards the Nazi Party and for Hitler as Fuhrer. Understanding of why Hitler was popular was usually secure, drawing on material relating to full employment, or comparisons with Weimar, or foreign policy successes, being well understood and, where applied, rewarded. Stronger responses tended to focus their evaluation of the controversy on the key phrase of how 'readily' the regime was accepted.

Yes - How far do you agree - After 1933 most Germans readily accepted the Fuhrer, Adolf Hitler?

Yes - Source 4 - 44% Major General Election + 88% one party rule.
Source 6

NO attempts to overman.

No - Source 5 - Ludwig Beck 1938. Loyal Resistance Resistance - Martin
Mossbauer.

1933-39, 300,000 Germans left.

As the NSDAP achieved 44.9% of votes in the March 1933 General Election, it has been widely accepted that most Germans did 'readily accept the Fuhrer, Adolf Hitler'. However, this view from Alf Widdke in source 4 defines 'readily support' as simply not criticising the regime, which is a far too simplistic approach to take. As Robert Gellately argues in source 5, if most Germans did readily accept the Fuhrer Adolf Hitler, then why did the camps not disappear, where 1.3 million Germans ended up for being 'enemies of

disappear where 1.3 million Germans ended up for being 'enemies of the state'. Conversely, as there were only 'twenty-five thousand prisoners' on the eve of war which source 6 suggests, the majority of Germans did not actively oppose the regime. Although, this does not equate to most Germans readily accepting the Führer, Adolf Hitler. Therefore while most Germans may have conformed and 'accepted the regime' after 1933, they did not 'readily accept' Hitler and the regime which is why only to a certain extent can one ~~of~~ original opinion be considered accurate.

After 1933, Hitler had embarked on Gleichschaltung and mass terror which meant that those who did not accept the regime were persecuted. This of course resulted in forced conformity, as opposed to ~~active support~~ readily supporting the Führer. As argued by source 4 'the demonstrative bureaucracy of the SA' which was led by Heinrich Himmler meant that ~~even~~ even those Germans who may have opposed the regime accepted it as the consequence of not accepting it were sometimes fatal as shown by Sophie and Hans Scholl in 1944. This would perhaps suggest that most Germans did not 'readily support the Führer' as they ^{were} rather forced into supporting the Führer which is why only to a certain extent is Alf Widdoke correct. However as argued by Gellately in source 5, there were less than 500 prisoners in all Prussian camps and 1,600 in Bavaria which some would argue is evidence that only a minimal amount of Germans did not readily support Hitler and that most Germans did. However, this does not equate to readily supporting Hitler as many Germans partook in 'Resistenz' (Martin Broszat) where they would partake in activities such as listening to jazz and smooch. This shows how while few openly defied the regime, as many Germans undermined the regime while still conforming, only to a certain

extent did most Germans 'readily accept Hitler'. After all, if
most Germans did readily accept Hitler after 1933, Hitler would



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This candidate has produced a Level 4 answer by integrating source material and own knowledge effectively to develop the argument. Whilst additional knowledge was not always entirely convincing in its selection, the response clearly grapples with the issues in the question and applies own knowledge to analyse the given views.



ResultsPlus Examiner Tip

During the planning stage, after you have identified the key issues raised by the sources, add your own knowledge to these points. That way you'll find it easier to integrate the two elements in the actual essay.

Question 7

This was the more popular of the two controversy questions in option D2 by some margin, producing a range of responses, including many at the higher levels. This seemed accessible to students and answers were generally knowledgeable about Munich and its consequences. Sources 7 and 8 were understood well and examined to varying degrees. Source 9 was perhaps dealt with less successfully, with some candidates failing to grasp that Hitler's desire for war was thwarted - at least temporarily - by Chamberlain's actions. One key issue that discriminated amongst responses in the middle and higher levels was a focus on and to some extent understanding of the term strategic. Some less convincing responses offered attempts at analysis which were more generally geared towards was Munich good or bad, or even popular. In such cases, whilst often strong own knowledge on public opinion was offered, alongside material from Overy in Source 8, it was not convincingly linked to whether Munich was a strategic disaster.

(Section B continued) sudetenland the Germans inherited the masses of munitions factories located there.

~~Source 8 disagrees~~ Source 7 however ~~is a~~ from a different angle on

Source 8 massively disagrees with source 7 that the Munich agreement was 'a strategic disaster' ~~because~~ as it talks about the public's point of view and how that supported the peaceful negotiation as 'the overwhelming bulk of the British population was still repelled by the war'. In addition it directly disagrees with the military action proposed by Source 7 as it highlights the fact of 'the difficulty of taking a divided country... into war'.

In addition, Source 9 highlights the strategic success of the Munich agreement rather than disaster as it meant that ~~Hitler did~~ wasn't giving into Hitler's ~~the~~ desires whilst also promoting peace and avoiding war. Weinberg demonstrates this by saying 'evidence shows that a military, not a diplomatic resolution of the crisis remained his goal,' (Hitler's) this was

(Section B continued) why Chamberlain didn't adopt this idea. Source 8 especially highlights one of the main arguments that was an important one for Chamberlain, which was Public opinion. Meaning that most would agree the Munich agreement was not a



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Examiner Comments

This Level 3 response offers only a partial assessment of the Munich Agreement. Whilst focus is largely attempted and the views taken by the sources are recognised, this was not always maintained, and the response lacks depth.



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Examiner Tip

Whilst the Section B controversies are a source-paper, it is essential to understand the debate and be sufficiently prepared in terms of your own knowledge. Doing so will enable you to confidently examine the given sources in an exam setting, and carefully apply your own knowledge to extend the debate.

Question 8

Of the two questions available in Section B for candidates sitting D2, this was the less popular choice, although those who did attempt this question often produced strong responses. Most responses were well structured and offered some level of development from the given sources. The viewpoint of the sources were well understood, though the implications of some aspects, such as 'assumption on the part of Labour politicians' (source 10), or a 'middle-class pressure group' (source 11) were not always noted or fully explored. Candidates' own knowledge and understanding varied more; most had some degree of understanding of relevant issues concerning the Beveridge Report and aspects of the Labour policies from 1945 under the umbrella of the welfare state. Many attempting the question produced responses which were well-informed and considered; amongst these, a common theme was contrasting the more pessimistic views of Source 11 and Source 12 with the establishment and popularity of the NHS and aspects of the welfare state. Some higher level responses distinguished themselves by a sharp focus on the specific question, which was essentially in two parts. Where responses were less successful, it tended to be through generalisations and lack of knowledge of the central issues. Additionally, a very small minority seemed to misconstrue socialism as referring to Soviet-style communism, thus producing confused responses.

(Section B continued) origin, fear of 'returning, queing and all the petty indignities and controls of life under Labour. This explains why the Conservatives took control once again in the 1950's. Although the welfare state had greatly benefited the general public, there was still not enough housing, (200,000 a year promised and only one million by 1951). Britain had lost many overseas economic interests, and was still in debt by about 3.5 billion. "The mood of the country in the 1940's became almost rebellious... By 1949, after nine years of high-minded self-denial in the name of the greater good, there was clearly a growing demand for freedom and choice." This extract from source 11 supports the point that during and a few years afterwards, the economy and the public had indeed needed the best of a free market society, and obviously aspects of it such as the NHS did greatly benefit society, but afterwards, people despised the amount of control held over them. This is proved by the fact that the Conservatives, who represent more 'choice and freedom' when it comes to your own money, came back into power in

The 1950's

Source 10 compared with source 11 shows a different attitude in that source 10 only focuses on the years 1945-46. It implies that the public were comfortable and almost expectant of this changing era. Whereas source 11 points out how the public by 1949... "there was clearly a demand for freedom and choice". However, source 11 is focused on 1945 -

(Section B continued) 1950, a much greater period of time. Both of these sources can work with evidence in that source 10 supports the point made in the question that the belief in socialism and the state to do good was popular. This can work as we know that Labour remained in power until 1950/51, and source 11 only implies the public unhappiness with a socialist idealism around this time, 'by 1949, there was clearly a growing demand for freedom and choice'.

Overall, the evidence suggests that the question's point 'there was popular belief in socialism and the power of the state to do good' is true to the extent that in the 1940's, until about 1949/1950, there was an enthusiastic belief in a socialist idealism and evidence that it was working. For example, the rise in employment of 12%, 15% of the public and doctors joining up to the NHS, better and compulsory education, one million houses built by 1951. However, this only shows belief in socialism in the short term. In the long term, we can see from the evidence that the British people, who were not used to socialist measures, can only be under that amount of control for a short period of time. As pointed out in source 12, 'the universities saw a notable revival of conservative sympathies'.

among the uneducated and to some extent among the
poor too". Despite wanting more control over their own money
and lives but the limits of great debt and enormous

(Section B continued) loss of economic interest, show that the belief
in evolution and state to do good was prominent in
the 1850's, but was short lived as we can see from
Labrousse's work from 1890, leaning more to the Conservatives
and Churchill in the early 1850's.



ResultsPlus

Examiner Comments

This extract is from a mid level 5 response. It is clearly focused, had a strong grasp of the debate, and sustained argument and evaluation, integrating the source evidence with own knowledge. Thus whilst at times it lacks real depth, throughout the essay it demonstrate level 5 qualities.



ResultsPlus

Examiner Tip

A clear understanding of the issues and arguments within the controversy is needed for the exam, so this should be a priority in your exam preparation. This doesn't have to be learning the names and views of different historians; it is more important you understand the debate and can select information which helps you explore the given interpretations.

Paper Summary

The following recommendations are divided into two parts:

In Depth Study question

- Candidates must provide more factual details. Candidates need to ensure their subject knowledge conforms to the specification. Weaker responses usually lacked range and/or depth of analysis.
- Stay within the specific boundaries of the question – for example, some candidates explored issues outside of the relevant time periods.
- More candidates would benefit from planning their answers more effectively.
- In order to address the question more effectively, candidates need to offer an analysis not provide a descriptive or chronological account. Many candidates produced answers, which were focused and developed appropriately.
- Some candidates need to analyse key phrases and concepts more carefully.
- Some candidates could have explored links and the interaction between issues more effectively.

Associated Historical Controversy question

- It is suggested that the students who perform best on Section B tended to be those who read the sources carefully, accurately and critically; recognised themes and issues arising from the sources, then used these to address the question. Some candidates potentially limited themselves by closing off potential areas of enquiry by seeking to make the evidence of the sources fit the contention in the question, without full thought to the issues within the sources, or by using the sources to illustrate arguments without relating evidence to other sources or own knowledge.
- Candidates need to treat the sources as a package to facilitate cross-referencing and advance a convincing line of argument. Many weaker candidates resorted to 'potted' summaries of each source which failed to develop a support/challenge approach.
- Candidates need to integrate the source material and their own knowledge more effectively to substantiate a particular view. Weaker responses were frequently too reliant on the sources provided and little or no own knowledge was included.
- Candidates should avoid memorised 'perspectives' essays and base their responses on the issues raised by the sources instead. The Associated Historical Controversy question is an exercise in interpretation not historiography.
- That said, there were very few really weak responses. The impression was that the substance of the source at least enabled candidates offer some development and supporting evidence. In such cases though, candidates often struggled to extend issues with own knowledge, or really analyse the given views.
- There was also a correlation between those candidates who reviewed all sources in their opening paragraph and high performance. Whilst a telling introduction is not essential, the process of carefully studying the sources to ascertain how they relate to the statement in the question, prior to writing the main analysis, allows candidates to clarify and structure their arguments.

Grade Boundaries

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

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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