

Examiners' Report
January 2012

GCSE History 5HA02 2A

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Introduction

This year's paper does not seem to have caused any great difficulties for the candidates and examiners reported very few 'blank' answers or examples of misunderstanding of the expectations of individual questions. It was pleasing to see many candidates writing knowledgeably and with precision.

As mentioned in previous reports, however, there is still a tendency amongst some candidates to write what they know, rather than focus on 'effects', 'causes' or 'changes' - but it is apparent from student responses that centres are working hard to improve the exam technique of their candidates.

One point from this year's paper which is worth highlighting is the need to read questions with great care to ensure that candidates are aware of the exact parameters of the question. For example, Question 1b was on '*Stresemann's successes abroad*' (so not on domestic policy) and it was '*in years 1924-28*' (so even if the Young Plan was linked to foreign affairs, it was still outside the timespan of the question.)

Question 3 continues to present a challenge for some candidates, though others have mastered the technique needed and score well. Feedback from some centres is that they advise their candidates to answer this question first, so as to ensure that they devote sufficient time to it. This may be a good approach, as long as any time problems are not then transferred to 1a and 1b, which seem to be more accessible to some candidates who achieve higher marks on these than on Questions 1c-2b.

In terms of the technique for answering Q3, it seems that most candidates are comfortable with having to explain the impact of the stimuli (or other factors they choose to write about), but less confident on prioritisation. This is not surprising, as the successful juxtapositioning of various factors is challenging. It is worth repeating comments made in previous reports, however, that prioritisation must involve explaining why the impact of this factor was more important than the impact of other factors by looking at the impact of all those factors being considered. Giving an explanation of the impact of, e.g. hyperinflation, and concluding that it was the most important "because of all the things I have told you about it" does not constitute prioritisation.

Question 1 (a)

This was a free-scoring question with most candidates able to make an inference and support it from the source. Better answers were those which concentrated on Nazi **policy** ('they wanted to control young people'), but it was equally possible to make an inference on the **actions** of the Nazis towards the young (they set up separate organisations for boys and girls, so must have had different aims for them')

Some candidates tried to make inferences which were, in effect, a paraphrase of the source; however, describing the Hitler youth as 'appealing', for example, was considered too close to what the source says when it tells us the organisations 'proved attractive'

This answer is a good example of a supported inference and also of how paraphrasing may read like an inference without actually being rewardable. The first paragraph includes a clear inference which is well supported. The second paragraph suggests that the youth movement was attractive and had high numbers. This is stated in the source.

Germany, 1918–39

Answer Questions 1(a) to (d), then Question 2(a) OR 2(b) and then Question 3(a) OR 3(b).

Question 1 – you must answer all parts of this question.

Study Source A.

Source A: From a modern history book, published in 1999.

By the time the Nazis took power in 1933, the Hitler Youth had 100,000 members. Boys joined the 'Little Fellows', then went on to the 'Young Folk'. Aged 14–18, they became members of the Hitler Youth. Girls joined the 'Young Girls' and then aged 14–17, they joined the League of German Maidens.

At first, membership of these organisations was not compulsory, but they proved attractive to many young people with their programme of camping, sporting activities and marches.

(a) What can you learn from Source A about Nazi policies towards young people in Germany?

(4)

Source A tells us that young people in Germany were brainwashed with Nazi ideas from as young as a young age. This is supported by the source where it says "boys joined the 'little fellows'... girls joined the young girls."

Source A also tells us that although it wasn't compulsory, the youth groups were attractive to many young people, which explains the high numbers. "The Hitler youth had 100,000 members... they proved attractive to young people"



ResultsPlus Examiner Comments

The first paragraph is enough for full marks. Although the second paragraph is irrelevant, it did not detract from the mark.



ResultsPlus Examiner Tip

This is a question on which you should be concise and not waste time in detailed explanation. Make your inference (and make sure you aren't really just repeating what the source says), then provide a quote and move on to the next question.

Question 1 (b)

Stresemann's work is well-known by candidates, though perhaps more for his domestic policies than his foreign policy. In Question 1b candidates are asked to give precise factual information on a historical event, person or issue. It is vital, therefore, that they read the question carefully. Too many candidates read the word 'Stresemann' and wrote all they knew about him. Usually, this did not cost them marks because they eventually got round to writing on the Locarno Pact, the League of Nations and the Kellogg-Briand Pact. What it did mean, however, was that a considerable amount of time was wasted providing irrelevant material on domestic policy. The Young Plan was outside the time-frame of the question; the Dawes Plan was rewarded as long as candidates explained that it allowed reparations to be repaid more effectively and that this improved relations. Where detail was given just to show improvements in the German economy, no reward was given

There were, however, a large number of well-written and well-focused answers to this question.

This answer is an excellent example of a top-level response. Only the first paragraph is shown but on its own, it is close to achieving full marks. The Locarno Pact is analysed with great maturity.

A second paragraph on the League of Nations brought this answer to 6 marks

(b) Describe the key features of Stresemann's successes abroad in the years 1924-28.

(6)

Firstly, Stresemann signed the Locarno pact in 1925 with France and Belgium. This pact ~~guaranteed~~ guaranteed their common borders (Germany's western borders) and this was done so Germany could show France and Belgium they would not again invade them ^{to show Germany was} and ~~they~~ no longer ~~were~~ hostile towards them and shouldn't be seen as a threat. However Stresemann did not guarantee Germany's eastern borders as these were newly created countries with many Germans in them, this suggests even then Germany was not ready to let those people and their territory go. But ~~this~~ Locarno meant relations improved with France and Germany and even paved the way for Germany to enter the League of Nations in 1926.



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Examiner Comments

Impressive analysis. The candidate doesn't give full details of the Locarno Pact, but instead concentrates on its importance. That is an equally valid approach.



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Examiner Tip

The examiner is looking for at least two developed points to award top marks. So your answer should help the examiner to see where one point finishes and another starts by using key words such as 'firstly' and 'secondly'.

Question 1 (c)

Candidates were very knowledgeable on Nazi policies towards the Jews, though a number wrote on the Holocaust, which is not on the specification. Most were able to give details of the Nuremberg Laws and of Kristallnacht and there was also some good understanding of how education was used as a policy against the Jews. What candidates must keep in mind, however, is that the question is on 'effects' and, therefore requires an explanation of impact, rather than actions. Where candidates concentrated on impact, they found it much easier to reach Level 3 by explaining how the overall effects were to reduce the status of Jews to a point where they were no longer considered to be acceptable members of Nazi Germany.

This answer shows an understanding of some of the measures taken against the Jews and some of the impact. But it lacks depth or an analysis of the general impact of Nazi policies.

(c) Explain the effects of the Nazi policies towards the Jews in the years 1933–38.

(8)

one effect of the Nazi policies towards the Jews in the years 1933-38 was no Jew was allowed to marry a German. 'no Jew could marry a German': this meant that the Nazis have stopped Jews from being able to marry.

second effect is if you were a Jew you would have a lot of things done to you to show that you were a Jew: 'have a J stamped on your passport.' 'have to wear a yellow badge' this meant that everybody knew who you were. this affected the Jews because they wouldn't be allowed in shops, were banned from civil life.

third effect is Jews were all sacked or forced out of their jobs. 'Kristallnacht / the boycott of Jewish' this affected Jewish lives because they had been kicked out of their job and would have no money to spend this meant that they would become poor and starve but they won't be allowed to buy from shops etc.



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Examiner Comments

Some L2 information on the impact of the Nuremberg Laws (though lacking detail) and some understanding of the impact of Kristallnacht, but again superficial

Level 2



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Examiner Tip

Remember this question is about 'effects'. So you need to say what happened as a result of the Nazi policies. Can you see a 'big picture' here? Jews could marry and they lost the right to vote. What overall effect would this have on them?

Question 1 (d)

This causation question was one on which most candidates seemed at ease. There was a good understanding of the events of 30 June 1934, though often there was more story-telling than emphasis on the reasons for the events.

A perennial problem with causation questions is that candidates frequently give a reason, but do not always explain why this meant that the action listed had to happen. So in this case, it was argued that Hitler wanted the support of the army, or complete control, or to rid himself of the embarrassing Stormtroopers. It is probable that most candidates thought that it was self-evident that killing the Stormtrooper leaders would achieve this. Those candidates who did explain how the death of Rohm would help Hitler achieve his aims, usually reached Level 3. This level was also reached when candidates considered which of the various reasons they gave might be the most important.

This answer sets out three reasons for Hitler's action. The first two lines provide an overview from which the other reasons can flow. There is a clear indication in the last few lines of how the given reason (*the SA were simply thugs*) is linked to the actions on 30 June.

(d) Explain why Hitler acted against the Sturmabteilung (SA) on the Night of the Long Knives (30 June 1934).

(8)

Firstly Hitler ~~was~~ needed to eliminate threats towards him and his position. This was Ernst Rohm Lead of

Also Rohm wanted to merge the army and the SA with him as the leader

Lastly, Hitler had formed the SS, a more elite skilled group who were doing work for him and the SA were simply thugs, Hitler no longer needed them, he also had the secret police or the Gestapo who were again more skilled and secretive. As he was now the leader of Germany it was not good to be seen with this pack of

Things under his control & so the
simplest solution was to wipe them out
all together.



ResultsPlus

Examiner Comments

Nice answer. Three reasons explained. I liked the link back to the question in the final paragraph.

The use of 'firstly', 'also' and 'lastly' is helpful



ResultsPlus

Examiner Tip

Don't forget that this question is about causes, not what happened. So don't tell the story, instead say why it happened. Then, when you have done that, check you have actually said why your reason made it happen. Can you explain why any one of your reasons was more important than others?

Question 2(a)

The use of propaganda by the Nazis was a topic candidates knew well and they generally provided good examples of how that propaganda impacted on the German people (though there were some unfortunate references to the use of television). Where highest marks were scored, candidates were able to consider how the methods might be categorised (appealing to the unemployed, women, children etc) or consider whether one approach was more effective than others. Examiners saw some very convincing arguments about the importance of propaganda in education

This example shows the final paragraph of a response which has previously described propaganda in films and through displays in the streets. The final paragraph looks at the impact of propaganda in education.

Answer EITHER Question 2(a) OR 2(b).

EITHER

- 2 (a) Explain how the Nazis used propaganda to win support in Germany in the years 1933–39. (8)

OR

- 2 (b) Explain how the German economy changed in the years 1928–32. (8)

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

Chosen Question Number: Question 2(a) Question 2(b)

I think by changing the schools, this was the most important, as it meant the German children would be growing up in a world where this is all normal, it was like a brainwashing technique. They also used anti-Semitic questions in tests eg: a 1kg bomb destroys 3 cars, how many kg would it take to kill 25?



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Examiner Comments

Some good Level 2 material, followed by a concluding paragraph with explanation of the importance of propaganda in education. So the answer reaches Level 3.



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Examiner Tip

Be careful on this type of question not to list *only* what happened, or give examples of the topic mentioned in the question. So in answering this question, can you explain how propaganda was targeted or where it was most effective, rather than just what the Nazis did?

Question 2(b)

A key to answering a question on 'change' is for candidates to show how things were at the beginning of the period (in this case 1928) and how they were different at the end of the period (1932). Most candidates realised this, but there were many answers which gave details of the Wall St Crash and its impact on Germany without discussing how this constituted a change. Such answers were marked at Level 2. Candidates who argued that in this period Germany went from prosperity to poverty and provided detail to support this were rewarded at Level 3.

This answer does show change from 'Germany's economy was strengthening' to 'the economy was massively weakened', but the support provided was not strong and so it was marked at lower Level 3

Answer EITHER Question 2(a) OR 2(b).

EITHER

- 2 (a) Explain how the Nazis used propaganda to win support in Germany in the years 1933–39. (8)

OR

- 2 (b) Explain how the German economy changed in the years 1928–32. (8)

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

Chosen Question Number: Question 2(a) Question 2(b)

In 1928 Germany's economy was strengthening under Gustav Stresemann. OK but in 1929 the Wall Street crash occurred which

produced to sell. And because of the depression trade stopped between other countries so

Germany could not make any money from international exports. So the economy was weakened massively during 1929. Unemployment figures rose to 6 million in Germany.



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Examiner Comments

The response just about shows change by arguing that the economy was strengthening under Stresemann, but that it was weakened in 1929. So minimum mark at Level 3



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Examiner Tip

When a question talks about 'change', don't forget to say what it was like to start with and how it then became different. That is to say, do a little bit more than giving the details of what happened. It might be an idea to say something like 'this was different because...'

Question 3 (a)

The technique for answering the essay type question has been discussed in detail in the Introduction. The vast majority of candidates opted for this question, rather than that on the Nazi government, and most wrote knowledgeably on the problems faced by Weimar. Weaker candidates tended to describe the terms of Versailles or the impact of hyperinflation without explaining why these created a problem for the government. There were also many interesting comments on the problems created by coalition government.

A good number of answers did reach Level 3 for explaining the impact of the stimuli (or other factors the candidates chose to write on) and there were some good attempts at prioritisation.

This answer is the conclusion of an essay in which each of the four stimuli given has been analysed and explained. It had, therefore reached Level 3 marks before this conclusion.

source / plan. However, this is not ^{the most} ~~very~~ important ^{reason} significant, as ~~even~~ ~~but~~ Germany's economy would have ^{still} collapsed despite the weakness of the Weimar constitution. On the other hand, it did hold Germany back in such times.

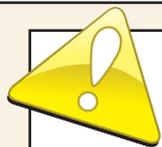
In conclusion the Treaty of Versailles was most important as it is what began the lack of wealth for Germany, as they had to pay reparations. The lack of wealth led to problems like the hyperinflation which caused further collapse of German economy and unrest, so this hyperinflation was triggered by the Treaty of Versailles. The weakness of the Weimar constitution is the least important as although when Germany was in economic collapse such as hyperinflation it didn't help - the other two reasons would ^{have} ^{happened} ~~anyway~~.



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Examiner Comments

The candidate clearly understands the impact of each of the stimuli. In the concluding paragraphs there is an attempt to show that the Treaty of Versailles was the most important as it led to hyperinflation, which caused unrest. The weakness of the constitution was not as important because Versailles and hyperinflation would have happened anyway. For this analysis Level 4 was awarded.



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Examiner Tip

Don't just describe the factors given in the question. Explain how they link to the question you are asked and then try to say which of these was the most important.

Question 3 (b)

A surprisingly unpopular question. Those candidates who did attempt it were able to give information on how the Nazi control of the workforce and its policy of rearmament and public works brought down unemployment. Best answers were those who focused on 'successful' and considered the extent to which changes in the standard of living were achieved at a price which might not have been successful as far as the people were concerned.

Paper Summary

Key learning points

- Questions can be answered in any order, but candidates need to take care to ensure all questions are answered.
- Candidates must make sure they read questions to ensure they appreciate the parameters of the question and do not waste time by providing irrelevant detail
- Candidates must make sure they understand the specific requirements of each question e.g. to explain 'effects', 'changes' or reasons 'why'
- In Q3 (and elsewhere) prioritising factors can only be done by looking at the significance of at least two factors - not just by arguing that one factor was the most important "because it was very important".

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