

ResultsPlus

Examiners' Report January 2010

GCSE History 5HB02 2C

ResultsPlus
look forward to better exam results
www.resultsplus.org.uk

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at www.edexcel.com. If you have any subject specific questions about the content of this Examiners' Report that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can speak directly to a subject specialist at Edexcel on our dedicated History telephone line: 0844 576 0034



ResultsPlus is our unique performance improvement service for you and your students.

It helps you to:

- **Raise attainment** - by providing in-depth analysis of where your class did well and not so well, enabling you to identify areas to focus on/make improvements.
- **Spot performance trends** at a glance by accessing one-click reports. You can even choose to compare your cohort's performance against other schools throughout the UK.
- **Personalise your students' learning** by reviewing how each student performed, by question and paper you can use the detailed analysis to shape future learning.
- **Meet the needs of your students on results day** by having immediate visibility of their exam performance at your fingertips to advise on results.

To find out more about ResultsPlus and for a demonstration visit

<http://resultsplus.edexcel.org.uk/home>

January 2010

Publications Code US022911

All the material in this publication is copyright

© Edexcel Ltd 2010

General Comments

This was the first examination of the new specification and it appears to have worked very well. The new style question and answer booklet, as well as more choice available to candidates meant that there were very few blank pages at all and almost no rubric infringements. The more limited answer space for question 1 in particular meant that almost all responses were more concise and focused. Nearly all scripts showed sound time management. At the higher level there was some very impressive candidate work indeed - and it did not seem to be an issue at all for some students that they were taking the examination more than a year earlier than normal.

Centres should however make sure that they are entirely familiar with the specification content of this new examination and where there are changes from the legacy History C specification. For example, candidates on Option B The American West, seemed less confident on issues of law and order and on Option C Germany, some candidates seemed very unsure of the chronology of the Nazis' treatment of the Jews. Both of these are subject areas new to the examination, although many centres will have studied them for coursework. It would also be very useful for teachers to reinforce and reiterate the need for candidates to actually use the source in question 1. In this History specification question 1 of Unit 2 will always assess Assessment Objective 3 (understand, analyse and evaluate source material). Across all three options some candidates let themselves down because although they may have had very impressive subject knowledge they made no reference at all to the source.

It is also worth stressing the role of the bullet points. These are designed to give candidates the chronological range which can be expected in their answers and for questions 5b and 6b especially, they can also show an alternative viewpoint to that proposed in the actual question. Teachers might find it useful to remind candidates that they serve as a guide. Not using the bullet points does not penalise candidates in any way; and conversely their sole use in a response is not credited.

Option 2C – Life in Germany

Question 1

There were some very good answers which scored full marks. The new style answer booklet significantly reduced the number of over lengthy descriptive responses. These responses showed excellent inferences from the source about the Nazis' views on women such as their important role as mothers, the aim to create a "master race", the Aryan characteristics and the woman's own appearance. Some students did not receive full marks, because although they may have shown relevant and frequently impressive knowledge on Nazi attitudes towards women, they unfortunately failed to make any use of the source at all. It would be useful for teachers to reinforce and reiterate the need for candidates to actually use the source in question 1. In this History specification question 1 of Unit 2 will always assess Assessment Objective 3 (understand, analyse and evaluate source material)

**ResultsPlus**

Examiner Comments

The following two responses show the full range of marks. The first clearly makes an inference from the source and scores full marks.

I can assume by the picture that the women in Germany are important, you can see by the picture that the woman is surrounded by children. At that time in Germany women were seen as highly important cause they believe that they were the people that would be creating the next nazi generation.

**ResultsPlus**

Examiner Comments

This response, although showing relevant own knowledge, cannot be rewarded as none of the information is actually supported from the source.

~~The Nazis believed that~~ Well I have learnt
that women get a gold medal for raising
8 children. ~~the~~ ~~the~~ The ideal German is
blonde with blue eyes, this was Hitler's ideal
child.

Question 2

Of the two choices offered, the Kapp Putsch was the most popular. Level 3 answers explained how it demonstrated a challenge to Ebert's government. Level 2 answers were mainly a descriptive or narrative account. Level 1 responses were often general comments and it was clear that some students were confusing the Kapp Putsch with the 1923 Beer Hall/Munich Putsch. Overall student responses on the Spartacist Revolt were weaker. There was also chronological misunderstanding where candidates linked the Spartacist Revolt to Germany having been forced to accept the Treaty of Versailles. Level 1 responses also included general comments on the unpopularity of the Weimar Republic and opposition to it, most often linking what happened to an increase in resentment/opposition to the Weimar Republic. With the Kapp Putsch, students appeared able to link answers to the terms of the Treaty well. Fewer got into level 3 when looking at the Spartacists as they didn't explain the challenge according to the timing of the revolution. Some students answered on both and were credited for which choice gave them the higher mark - although this may have reduced the time they had left for later questions in the paper.

**ResultsPlus**

Examiner Comments

This response is high level 3. It clearly focuses on the question and explains how the Kapp Putsch was a challenge to the Weimar government

In 1920, Wolfgang led the Freikorps on a rebellion, which was later known as the Kapp Putsch.

The Freikorps were the government's 'unofficial army', who had previously been used to put down other revolts, like the Spartacist revolt in 1919. But the government had given them too much power, and the Freikorps were angry at them, and so rebelled.

At that time, the current Weimar government were hated by most of the German public, because they did things like sign the Treaty of Versailles. Then in 1920, the Kapp Putsch occurred which was very important in the challenging of the Weimar Republic, because instead of rising to the challenge and stamping out the Freikorps, the government had to call on the public to strike, to reduce support for the Freikorps. This was the final nail in the coffin. Now the public absolutely hated the Republic and saw them as weak and pathetic, because they couldn't even put down a tiny rebellion. The Weimar Republic also caused people to lose out on money, by making them strike which only worsened the public's dislike of them.

In conclusion, the Kapp Putsch was very important in the challenging of the Weimar Republic, as it showed them as a weak government, who couldn't run a country properly.

Question 3

Overall this question was answered well. A substantial number of candidates reached level 3 with clear and well supported reasons for the Nazi government's control of education. They showed how education was used to spread Nazi ideology on anti-Semitism, gender roles as well as other aspects such as lebensraum and resentment towards the Treaty of Versailles. Some also included information on how the Nazis' policies on education adversely affected standards in schools with the banning of Einstein's "Jewish Physics," teachers' resentment at Hitler Youth activities taken from school time, and the reductions in higher educational opportunities for girls. Level 2 answers tended to give lengthy details on the content of lessons although some candidates strayed away from the actual question with details on the Hitler Youth. Level 1 answers tended to give general comments about "brainwashing children" and "making children loyal to Hitler."

**ResultsPlus**

Examiner Comments

The following extract is from the start of a response that scored high level 3. It clearly understands the focus of the question and has accurate and supporting detail. The response went on to describe the different policies in education under the Nazi government towards boys and girls, the rewriting of textbooks and the control of teachers.

"the whole purpose of education is to create nazis" (Bernhard Rust) this quote said by the nazi minister of education basically summed up why the control of education was so important to the nazi government. They were the next generation and they needed to carry on the nazi ideas, therefore, the nazis needed to indoctrinate children into believing and understanding the nazi regime.

The Nazi government believed in the superiority of the Aryan race and needed selective breeding to carry on down the generations. Therefore, new subjects such as eugenics and selective breeding were introduced to indoctrinate children into believing the superiority of the Aryan race.

**ResultsPlus****Examiner Tip**

When answering questions on the youth or education in Nazi Germany, remind students to think of the different ways in which boys and girls were treated.

Question 4

The treatment and persecution of the Jews is a new area for assessment in an examination as many schools have up to now taught it as a coursework unit. There were some very good level 3 answers which had a clear sense of the escalation of the persecution of the Jews from Kristallnacht, to the setting up of ghettos, to the Wannsee Conference and to the Final Solution. Some even included the Death Marches at the very end of the Second World War. Many of these responses argued that the course of the war was a determining factor in the escalation of the persecution and the measures taken by the Nazi government and the SS. The vast majority of responses remained in high Level 2 with detailed descriptions of the events surrounding Kristallnacht and of conditions in the ghettos and the extermination camps. There were very few Level 1 answers for this question at all which clearly shows the importance teachers attach to this subject area - as well as an area of study with which many students are obviously familiar with. The mark scheme also allowed students to be awarded all levels if they responded with an answer which compared the methods used 1938-1945 to those prior between 1933 and 1938. These answers commented on extent of violence, the arrests and deportations of German Jews in the latter period, compared to the measures such as the shop boycott and the 1935 Nuremberg Laws.



ResultsPlus

Examiner Comments

This is a high level response. It has a clear focus on the question and clearly explains the changes in the Nazis' treatment of the Jews from 1938 to 1945.

Nazi treatment of Jews changed drastically in the years 1938-45. One of the ways it changed was that it became more extreme. This was shown in November 1938 ~~just~~ during Kristallnacht. This was when German Jews were attacked and their properties were destroyed. This showed that Nazi treatment of Jews was beginning to change to a large extent. This was because ~~the first~~ this was the first act of violence that the Nazis had managed to get most German citizens involved in. This also forced a lot of Jewish businesses to close down. The Nazi treatment ^{of Jews} continued to

become more extreme after the start of the Second world war. This changed the Nazi treatment of Jews to a large extent. This was because as the Nazis took over more land they had more Jews to deal with and they wanted to focus on the war. This made the Nazi treatment of Jews become more extreme because the Nazis began to kill all the Jews instead of keep instead of just getting them out of Germany.

Another way the Nazi treatment of Jews changed was that they became more murderous. This was shown when Zygon B gas was used at Auschwitz. This was a poisonous gas. This showed the Nazis intentions were becoming more murderous to a large extent because the concentration camps were now being used as death camps that had one purpose which was to kill the Jews.

**ResultsPlus**

Examiner Comments

This answer however is level 2. It is much more descriptive and does not give an explanation for the changing treatment.

Jewish shops were being boycotted and they were not allowed to be in public places such as swimming pools, parks etc. ~~By there~~ Their rights as normal human citizens were taken away from them. Even little things such as cakes were ~~not~~ ~~been~~ forbidden to be ~~permitted~~ ~~per~~ purchased as this was a 'luxury' product.

Jews were treated horribly and were being hated ~~by~~ because of Hitler. Hitler used posters and other propaganda methods to make the German people go on his side. On the posters ~~to~~ the Jewish people all looked the same with big noses, fat and ugly, ^{looking} this was Hitler's way of discriminating Jews and making out that they were all ^{the same} ~~the same~~ this. German people were not allowed to socialise with the Jewish community.

Question 5a

There were some very good Level 3 responses which explained a range of effects of hyper-inflation. These answers generally differentiated its' effects on different groups in society - such as the middle-classes losing their savings, the problems for pensioners on fixed incomes, the benefits for those in debt, as well as the political repercussions, often making links to the Beer Hall Putsch. Others in level 3 sometimes included Stresemann's introduction of the Rentenmark and also made links to the Dawes and Young Plans. Level 2 answers tended to give long descriptions on how banknotes had become worthless (e.g. wheelbarrows, baskets being worth more than money, banknotes to light stoves and used as wallpaper). Level 1 answers gave general comments or confused hyper-inflation with the Wall Street Crash and wrote about unemployment, Germany wanting to get rid of the Treaty of Versailles or rapid increases in support for the Nazi Party.

**ResultsPlus**

Examiner Tip

The following response is high level 3. It explains a wide range of the effects of hyper-inflation in Germany in 1923.

(a) Hyperinflation had many effects on Germany in 1923. In January 1923, French troops took over the area of the Ruhr, this made the workers go on strike and the government still payed them their money even though no money was coming into Germany so the government printed more money causing Hyperinflation. Hyperinflation affected many people. People couldn't afford to buy many necessities such as bread. Many people became homeless and living on the

streets^{side} People had to eat dead animals just to survive. The mark had become almost worthless but hyperinflation did have some benefits for some people: Farmers were very happy when the prices of food went up so they had more money from selling their produce. Also, some people who had loans to pay off could now pay them off easier because they had ~~for~~ lots more money to do it.

But it also had many bad effects on Germany:

- many people became homeless
 - lots of young people were unemployed due to hyperinflation
 - the Weimar Republic became even more unpopular
- and more and more people were voting for small extremist groups like the Nazi Party because they were so desperate.

Question 5b

Level 4 answers reached a sustained judgement on the effects of the Wall Street Crash on Hitler's rise to power, weighed against other factors such as constitutional problems in Weimar Germany and the organisation of the Nazi Party. Most answers in level 3 showed that students recognised the importance of the Wall Street Crash on Hitler's rise to power and agreed that it was the most important reason for the rapid increase in Hitler's popularity. Most of these answers focused on unemployment and how the Nazis' promises and policies appealed to a significant number of the German public. Level 2 answers gave descriptions of the Wall Street Crash or Hitler's rise to power. As mentioned above (Q5a) the confusion with hyperinflation was quite common. Some students also focused on what happened after 1933 (Hitler building motorways, policies against the Jews etc).

**ResultsPlus**

Examiner Tip

The following extract is part of a level 4 response. It is the concluding part of an analysis of the effects of the Wall Street Crash on Hitler's rise to power.

(b) The wall street crash was the most important reason for the increase in support for the Nazis in years 1928-1932. The reason why it is because Germany was too reliant on America and the Nazis need chaos to help them get more votes. In 1932 unemployment rose to 6 million people, because of the wall street crash as employers didn't have that much money to give out. They also used propaganda such as radio broadcasts, newspapers and posters to publish the fact that Germany is becoming chaotic and Hitler has the answer. Before the wall street crash happened the Nazis only had less than 3% of the vote which isn't a lot because Germany wasn't in tatters, it still had a chance to be top of the world again.

Unemployment had ~~rose~~^{risen} jump to 6 million German people. The reason being is because employers wanted to save their money so they either go bankrupt and more people will lose their jobs or they cut people off. Hitler and the Nazis at this point could use this as an advantage and they did it by promising that when the Nazis are in power they would get their jobs back. As a result of this the Nazis election poll grew because of the speech and the promises they had made.

((b) continued) The Nazis could also advertise the fact that Hitler is our best hope by propaganda. They cleverly used the chaos from the wall street crash to try and show that Hitler is our hope. Most ^{German} people had already turned to ^{the} extremist parties because they thought that the parties could get the job done. When Hitler was doing his speeches, he only spoke about what they wanted to hear like an end to the inflation and more employment for people.

Before the Wall street crash had even happened the Nazis could only get less than 3% of the vote. The reason for was that Chancellor Stresemann had everything under control because

he was borrowing money from America to help Germany (for example, rebuilding hospitals, paying reparations, etc.) which that the Nazis couldn't operate because there was no destruction. As a result the Nazis couldn't get any more votes until something bad that affected Germany had happened such as the wall street crash.

IF it wasn't for the wall street crash, the Nazis getting to power was never going to work. That's why the Wall street crash was essential for the Nazis.

Question 6a

Level 3 candidates often wrote impressively about the Reichstag Fire in the context of early 1933 and how it was used by the Nazis to consolidate their power. They mentioned its propaganda value and how this led to the use of emergency powers and the Enabling Law. In Level 2 candidates became involved in writing detailed description of the actual Reichstag Fire and the role of van der Lubbe. There was sometimes confusion and explanations that Hitler used the fire to make himself Chancellor or to arrest many German Jews. Level 1 candidates often wrote their own personal opinions on who actually started the fire and/or of van der Lubbe's fate.



The following extract is from a level 3 response. It clearly focuses on the question and shows how the Nazis were able to use the Reichstag Fire to consolidate their power.

Surely after the Fire in February, Hitler used the Enabling act to create 'Emergency Laws' in March. The Enabling act meant that Hitler could pass any laws he saw fit in a state of emergency without consulting the Reichstag.

Because the Reichstag Fire was allegedly a communist plot, Hitler came down hard on the opposition parties; passing laws that all meetings had to be held after 10 hours notice meaning that he was able to intervene and break them up as he saw fit.

Hitler also used this as an excuse to exert his power upon the German people - banning gatherings and meetings to ensure nobody plotted against the government.

Question 6b

Many of the answers gained level 3 or 4 because they engaged with the range of factors which lessened opposition to Nazi rule. These answers offered a judgement which was weighed against other factor(s) such as the problems facing opposition groups, the Nazis' use of terror as well as support for the regime through economic improvements. Level 2 answers tended to describe the Nazis' use of propaganda or gave lengthy examples of films, posters, radio broadcasts and the book-burning. Level 1 responses often just added a detail to one or more of the bullet points.

**ResultsPlus****Examiner Tip**

The following extract is from a level 2 response. The candidate describes the Nazis' use of propaganda rather than explaining the effects of propaganda or offering reasons for the lack of opposition to the Nazi government.

i think that the use of propaganda did help the Nazis get power and lack opposition. I think that this is because the Nazis could make fun out of other political party's that were against them. To make propaganda a vital part of the Nazi tactics they decided to sell cheap radio's so every house hold had them. Unfortunately they could only pick up Nazi frequencies so you couldn't just switch over. Soon everywhere you were house hold, town, shops were under Nazi influence. And they made it look so good the Nazis made hitler out to be a superman.

and jews to be monsters. The swastika soon became popular and was on every street. As the Nazi's carried on with propaganda Goebbles became the minister and controlled the local / National newspapers, magazines, billboards and posters that went out across Germany. making the Nazis sound like "the" party to be backing. jingles and songs would be on the radio and children would sing songs at school, churches or at Hitler youth groups.

Statistics

5HB02 2C Grade Boundaries

Grade	Max.Mark	A*	A	B	C	D	E	F	G	U
Grade boundaries	50	42	37	32	28	23	18	14	10	0
UMS	100	90	80	70	60	50	40	30	20	0

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publications@linneydirect.com

Order Code US022911 January 2010

For more information on Edexcel qualifications, please visit
www.edexcel.com/quals

Edexcel Limited. Registered in England and Wales no.4496750
Registered Office: One90 High Holborn, London, WC1V 7BH

Ofqual




Llywodraeth Cynulliad Cymru
Welsh Assembly Government

