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Examiners' Report June 2010

GCSE History 5HB02 2C

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June 2010

Publications Code UG024143

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Overall, most candidates were able to answer the necessary number of questions and the new style answer booklet meant that most candidates timed their responses appropriately. There were significantly fewer blank spaces, fewer rubric offences and responses were frequently far more directed to the actual focus and thrust of the set question. It was also noticeable that students kept more to the chronological framework of individual questions - such as in questions 4, 5a, 5b and 6a. There were some exceptionally strong responses which showed detailed, precise knowledge and showed skills of analysis and evaluation. Further, there seemed to be a noticeable reduction in the number of candidates who had failed to attempt the final (and highest scoring) question which would indicate that candidates timed themselves better to complete the entire examination paper.

It is however worth reiterating the need for teachers to be familiar with the content of the new specification. There were certain areas of the examination (such as Questions 1 and 2) where a significant number of candidates could only offer generalised understanding and failed to support their comments with specific details. Both of these questions covered content mentioned in the specification for this examination

It is also worth reiterating the role of the stimulus material which is always provided for questions 3, 4, 5b and 6b. In this particular examination paper, bullet points were used. Centres should note that in some examination series the stimulus material may take the form of a visual stimulus, a graph or a short piece of continuous prose. There are examples of questions with stimulus other than bullet points in the second set of Specimen Assessment Materials which are on the main Edexcel website for GCSE History B. The stimulus material is offered as a prompt to students of some of the main issues and the chronological time span for the particular question set. The stimulus material does not have to be used at all and this is often the case with the highest scoring responses. Conversely, students should not rely on the stimulus material alone or simply rewrite or describe the provided material in their own words - both of which will invariably give a low scoring response.

Question 1

Level 2 answers were able to draw a clear inference from the source about the work of the “Strength Through Joy” organisation such as the idea about encouraging people to save, the idea of national renewal, the availability of more consumer goods or as a method for the Nazi regime to gain loyalty and support. Level 1 answers often made simple statements about people buying cars or saving money. It was clear however that a significant number of candidates did not have any knowledge of the “Strength Through Joy” organisation and wrote vague statements about Hitler promoting cars, about Volkswagen in general, or cars in general bringing people “joy.”



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Examiner Comments

This candidate response is a clear level 2 answer. It makes a supported inference from the source about the Strength Through Joy organisation's role in fostering support for the Nazi government.

This source shows that workers were encouraged to work by organisations like 'Strength through Joy'. As you worked, you could add to your savings book and eventually get a brand new car. This was used to indoctrinate people into believing they were well off, even with low pay, and no trade unions. It was a clever use of distracting propaganda and would have gone hand in hand with the 'Beauty through Labour' organisation, which encouraged employees to improve conditions for workers. The production of these cars would have also lowered unemployment, boosting ^{praise} for Hitler.



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Examiner Tip

Make sure that candidates always refer to the source in question 1 as marks cannot be awarded for subject knowledge alone.

Question 2

The “Pastor Niemöller and the Protestant Churches” option was answered less frequently than “Students and the White Rose Group.” Level 3 responses identified and explained how the Protestant Churches and/or specifically Pastor Niemöller made clear attempts to oppose the Nazi government. They gave specific information on areas such as the role of the Confessional Church and how Niemöller and other prominent pastors tried to oppose the Nazi government. There were a significant number of level 2 answers which did not recognise the thrust of the actual question and offered a narrative account of Niemöller’s life or the fate of the Protestant Church under the Nazi government. Some students also confused the Protestant Church with the Roman Catholic Church or Niemöller with Bonhoeffer. Level 1 answers were often simple statements which could have applied to any opposition groups in general.

The choice of “Students and the White Rose Group” was chosen more frequently. There were some level 3 answers which had detailed and specific knowledge of the White Rose Group and wrote focused answers on the activities and the nature of the resistance propaganda spread by the students at Munich University. Some were able to detail the formation of the White Rose Group and the execution of its’ leaders. Many candidates appeared to have very little knowledge specific knowledge of the White Rose Group. Level 2 answers were more general responses about students or opposition from young people in general and comments on groups such as the Edelweiss Pirates or the Swing movement were allowed.

Pastor Niemöller opposed the Reich church as being too 'Nazi'. Therefore, in 1934, he set up the Confessional Church with the help of others such as Bonhoeffer. The Confessional Church seemed to have success in opposing the Nazis as 6000 pastors belonged in the Confessional Church as opposed to only 2,000 in the Reich Church. In addition, Niemöller and many more pastors frequently spoke out against the Nazis. In July 1937, Niemöller was arrested. The effect was this was that people saw him as a martyr. After he was released, Niemöller spoke out against the Nazis yet again. The Nazis feared such church opposition as they were a large organisation who could pose a threat to Hitler's position of power. In addition, the churches could give people hope which would undermine Nazi policies of fear. Therefore,

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Examiner Comments

This is an extract from a candidate's response which scored full marks. It has specific details and is focused on the thrust of the question.

Question 3

The candidates who answered this question often did very well indeed. They focused clearly on why the Treaty of Versailles was unpopular with many Germans. There were also occasions where candidates answered the question and explained both the long term and short term effects of the Treaty of Versailles. These responses gave a wide range of reasons and specific details for the unpopularity of the Treaty of Versailles. Level 2 answers generally described the terms of the Treaty with no reference to the reasons for its unpopularity. There were very few level 1 responses to this question.

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Examiner Comments

This extract shows the qualities of a level 3 answer. It gives specific details to support points made for an explanation fully geared to the demands of the set question.

One of the other most hated terms in the T.O.V was the reparations of £6,000 million which had to be paid out ~~to~~ ^{to} the allies. When Germany announced that they could no longer pay, the

French invaded the Ruhr which led to the Great Hyperinflation of 1923. Essentials, such as bread became unaffordable, which heightened the unpopularity of the T.O.V as it was the underlying cause for the hyperinflation.

Question 4

Level 3 responses recognised the thrust of the question by explaining why the Nazis were able to persecute the Jews in Germany in the period 1933 to 1939. They showed a good understanding of this focus and expanded upon the bullet points to discuss how concepts such as legislation, ideology and force, meant that the Nazis were able to persecute German Jews. Some students also mentioned the persecution of other minority groups in the same period although students could score full marks without necessarily doing so. Level 2 responses were mainly lengthy detailed accounts on the ways in which the Nazis persecuted the Jews and generally produced a narrative account from the shop boycott, the Nuremberg Laws and Kristallnacht. It was noticeable how few students wrote outside of the 1933-1939 time period in the set question. Level 1 candidates often copied the bullet points with some limited expansion or failed to notice the date range in the question and gave long descriptions of conditions in the ghettos and the Final Solution.

One of the reasons why the Nazi's were able to persecute ~~Jews~~ people so severely between 1933 and 1939 was because the Nuremberg laws were passed. The Nuremberg laws allowed anyone in legitimate power to pass laws without any consent or permission from the president or any type of authority. As Hitler was already in power by this point he made laws to persecute Jews and other minorities in many ways. He made laws such as "No Jews allowed in parks, shops and many public places. This caused controversy as people believed that it was racist but they, in reality could do nothing about it."

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Examiner Comments

This is a clear level 3 response. This extract uses specific knowledge to give an explanation which recognises the thrust of the set question.

Question 5

In part 5a low level 3 answers focused on at least one reason for the failure of the Munich Putsch. The highest scoring responses explained several reasons for the failure of the Putsch such as the Nazis lack of organisation, the police being prepared, the role of the army and the relative lack of popular support. Some very successfully challenged the assumption in the actual question and persuasively showed that Hitler was able to turn the immediate failure of the Beer Hall Putsch into success by gaining publicity after his arrest and during the trial.

The majority of candidates reached at least level 2 with descriptions of what happened during the Munich Putsch. These responses invariably “told a story” without looking explicitly at the reasons for its failure. Low scoring responses confused the Munich Putsch with the Kapp Putsch, were adamant that the SS played a crucial role and some confused it entirely with the Reichstag Fire.

There were some very well informed and confident responses to this question.

In part 5b level 4 responses to this question weighed up the impact of various factors with the Enabling Act in allowing Hitler to gain total power. Most took the stance that the Enabling Act was only partly responsible for Hitler’s rise to total power and weighed this against other factors (such as Germany’s economic position, the desire for a strong leader or other specific events between 1933 and 1934) to evaluate how Hitler gained total power. In level 3 candidates argued that the Enabling Act was the most important factor in Hitler’s rise to power or disagreed with the statement and stated that other specific events such as the Night of the Long Knives or the death of Hindenburg were more important. Due to the amount of knowledge many candidates had on this topic many level 2 descriptive or narrative accounts of 1933-1934 gained the highest mark within that level. Level 1 answers tended to add a simple detail to one or more of the bullet points or had a very muddled chronological understanding with comments such as the death of Hindenburg led directly to the Enabling Act or that the Night of the Long Knives led to the Reichstag Fire. Some were confused with what exactly the Enabling Act was and sometimes confused it with the Nuremberg Laws, the Night of the Long Knives or even with Kristallnacht. Some candidates saw it as an opportunity to write lengthy conspiracy theories about the Reichstag Fire.

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Examiner Comments

The extract for 5a shows a candidate using specific knowledge to explain one reason for the failure of the Beer Hall Putsch. The rest of the response included an explanation of how Hitler used the trial to gain publicity and how he used his time in prison to rethink Nazi Party tactics. The response gained full marks.

The first part of 5b is shown. This is part of a level 4 response. The candidate is setting out a clear argument and showing the role of various factors in Hitler's rise to total power. The rest of the response was a sustained analysis of various factors to reach a final judgement.

Hitler believed Kahr and the Bavarian leaders would support the Putsch as they too opposed the Weimar republic. However, Hitler failed to win their support so they issued an order for Hitler's arrest. Hitler had hoped that the police would not stand in the way of the Putsch however they did so Hitler had to flee.

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Examiner Tip

Many students have a muddled chronology of events during 1933-1934 so it is useful to reinforce the main events during the period of Hitler's rise to total power.

Question 6

In part 6a level 3 responses showed specific knowledge and details on areas such as Stresemann's financial reforms, the Dawes and Young Plans and Germany's entry to the League of Nations. Some candidates also challenged the extent of German recovery in the 1920s or successfully debated whether the term "Golden Years" was a justifiable label for this period of the Weimar Republic.

Answers in level 2 focused on the 'story' and 'what I know about' Stresemann rather than focusing on how he helped Germany to recover in the years 1924 to 1929. The weakest answers tended to confuse Stresemann with other Chancellors or wrote lengthy descriptions of Germany during the hyperinflation with various descriptions of the various use of banknotes in 1923.

In part 6b there were some excellent level 4 responses which gave a sustained analysis of Nazi education policies and looked at how education prepared boys and girls for specific roles as well as the wider ideological aims of education policy. Some students also included the Nazi government's desire to control teachers or the restrictions on women entering higher education.

A significant number of responses achieved level 3 by taking the statement at face value. These responses gave confident and secure explanations of the link between lessons and different roles for boys and girls. Level 2 answers were often detailed description of schools in Nazi Germany or the Nazis treatment of boys and girls in more general terms and some responses wrote at length about the Hitler Youth. Level 1 responses normally added a simple comment to one or more of the bullet points.

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Examiner Comments

The response for 6a is a full mark level 3 response. The candidate offers a range of reasons with specific and precise details to describe Stresemann's role in improving Germany in the period 1924-1929. The final paragraph also challenges the assumption in the question.

The 6b response is level 4. The extract here describes one of the aims of Nazi education policies.

(a) Stresemann was in charge of Germany during 1924-29, and his years in power are now known as 'the good years' because he helped Germany recover from hyperinflation and made some of the conditions of the Treaty better.

Firstly, he quickly solved the economic crisis of Germany (hyperinflation) by getting rid of the old currency 'mark' and introducing a new currency 'Reichsmark' and Germany quickly recovered soon afterwards.

Stresemann tried to negotiate with the likes of Britain, France and USA on loosening some of the war reparations they were forced to pay and he succeeded. He introduced two new policies, the first was the Dawes plan, - which meant Germany had a longer time period to pay off their war debt, and the second was called the 'Young plan' - which meant the debt was reduced slightly.

To help recover, Stresemann also took loans of America of around 800 million to pay reparations but also to sort out the current state of Germany which was terrible, he used

((a) continued) the money for things like benefits, whilst trying to sort out other economic issues. This money is what kept Germany in such a safe position for five years.

He also managed to regain the Ruhr as it was ~~was~~ evacuated by french and belgium troops shortly after Germany's new agreements.

However after all of this, Germany was still struggling because unemployment continued to increase and worsen, and Stresemann didn't choose to attack and settle this problem and also his loan from ~~the~~ America was proven to be disastrous after 1929, - the wall street crash, and Germany along with the rest of the world was going to fall into a worldwide economic depression.

"All pupils had lessons in race studies" - this showed that at a early age, people were taught the nazi beliefs ~~was~~ about anyan supremacy. They were taught that the anyan race - blue/grey eyes & fair/blond hair was the best race and people like the 'Jews' - dark hair and skin were inferior to them. Jewish children were pointed/singled out in the classroom and had to face racism as a daily occurrence before being totally removed from schools. The Jewish community were made to look like bad, evil people to the young people.

Teachers and candidates should ensure that they:

1. time their responses appropriately
2. are familiar with the specification content
3. understand the role of the stimulus material in questions 3, 4, 5b and 6b

Grade Boundaries

Grade	Max. Mark	*A	A	B	C	D	E	F	G	H
Raw boundary mark	50	42	36	30	24	20	16	13	10	0
Uniform boundary mark	100	90	80	70	60	50	40	30	20	0

A* is only used in conversion from raw to uniform marks. It is not a published unit grade.

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Order Code UG024143 June 2010

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