

# ResultsPlus

## Examiners' Report January 2011

### GCSE History B2 5HB02 2C

**ResultsPlus**  
look forward to better exam results

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](http://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 contact our History Subject Advisor directly by sending an email to MARK BATTYE on [HistorySubjectAdvisor@EdexcelExperts.co.uk](mailto:HistorySubjectAdvisor@EdexcelExperts.co.uk).

You can also telephone 0844 576 0034 to speak to a member of our subject advisor team.

## ResultsPlus

ResultsPlus is Edexcel's free online tool that offers teachers unrivalled insight into exam performance.

You can use this valuable service to see how your students performed according to a range of criteria - at cohort, class or individual student level.

- Question-by-question exam analysis
- Skills maps linking exam performance back to areas of the specification
- Downloadable exam papers, mark schemes and examiner reports
- Comparisons to national performance

For more information on ResultsPlus, or to log in, visit [www.edexcel.com/resultsplus](http://www.edexcel.com/resultsplus).

To set up your ResultsPlus account, call 0844 576 0024

January 2011

Publications Code UG026496

All the material in this publication is copyright  
© Edexcel Ltd 2011

## Introduction

The entry of just under 5,000 candidates showed the full range of marks. There were some very impressive responses which showed clear recognition of the focus of the set question and responded with precise and specific details. It is very noticeable that candidates who have underlined or highlighted the key words in the set question often score the higher levels.

This is now the third examination paper of this specification. It was noticeable that some students' responses gave a learnt response to a previously used examination question, rather than recognising the focus of the particular set question in this examination. These responses invariably remained in level 2.

As the June 2010 Principal Examiner's report commented, candidates should be reminded on the role of stimulus material for questions 3, 4,5b and 6b. In this examination paper, bullet points were used although centres are reminded 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 being attempted. The stimulus also often prompts students in questions 5b and 6b towards debate and evaluation which will frequently result in levels 3 and 4 responses.

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 the provided material in their own words - both of which invariably result in a low scoring response.

There was a noticeable pattern on Questions 5 and 6 of some candidates scoring very highly on part a) without perhaps realising what content area was then required for the following part b). Some centres might wish to spend some time reminding students of the need to look at both parts of Questions 5 and 6 before they make their final choice.

There were also a few scripts where some students appeared to have started with the final question first. They had written excellent Level 4 answers for the final question and high scoring Level 3 answers for the preceding questions - but then unfortunately had insufficient time to complete questions 1 and 2. It is worth reminding candidates about timing their responses appropriately - no matter which order they choose to answer the questions.

## Question

There were some very good inferences from the source about how education was used by the Nazi government to spread anti-Semitic beliefs. The source was used to support inferences such as spreading propaganda through education, indoctrinating children with anti-Semitic ideas and the Aryan characteristics of the children in the illustration. However, some candidates tended to use their own knowledge and write all they knew (sometimes at great length) about the topic and made no reference to the source at all. Some weaker candidates looked at the content of the source and simply described what they could see in the picture.

Question 1 is always testing the student's ability to comprehend and make a supported inference

1 What can you learn from Source A about how the Nazis spread their ideas?

(4)

In Source A a Nazi teacher is teaching young children about how Jewish noses look like a number six. This tells me that they spread their ideas by teaching their ideas in school. They are teaching their ideas to young children, this will influence their beliefs in years to come. By teaching young children their ideas we can learn that the Nazis spread their ideas through school and more specifically teaching.



**ResultsPlus**

Examiner Comments

This student has made a clear inference which is supported from the source.



**ResultsPlus**

Examiner Tip

Always make sure that you refer clearly to the source in this question.

## Question 2

Level 3 answers on the Nuremberg Laws were explicit about how the legislation affected the lives of German Jews. Such responses commented on a combination of the denial of citizenship, the removal of other legal, political and professional rights and the overall general effects of being more segregated from the rest of German society. There were also many clear and specific references made about restrictions on marriage between German Jews and Aryans. The highest responses explained this as part of the Nazi government's desire to create a pure Aryan race as well as hatred towards the Jews. Level 2 responses for the Nuremberg Laws generally described one aspect of the Nuremberg Laws but then tended to either drift away from the set question and write about other aspects of anti-Semitism in Nazi Germany which were irrelevant to this set question (such as being forced to wear the Star of David, the banning of Jewish children from schools, the shop boycott, or being banned from public places).

On the Kristallnacht option, Level 3 answers had specific knowledge on the actual events and also focused on its impact on the economic livelihood of many German Jews, the sense of violence and escalation of anti-Semitism, and how it led to an increase in emigration from Germany. Level 2 answers were mainly descriptions of the events surrounding Kristallnacht itself and then sometimes drifted from the set question to write about the use of ghettos and sometimes the Final Solution.

For both options, Level 1 responses tended to be general comments which could often apply to either, such as "they were treated badly," "their lives were more difficult," or the student wrote their own opinions on what they thought of the Nazi government's anti-Semitism.

The focus of this question was on how the measure chosen affected the lives of Jews in Germany

2 The boxes below show two actions taken against German Jews.

Choose **one** and explain how it affected the lives of Jews living in Germany.

(9)

The passing of the Nuremberg Laws,  
1935

Kristallnacht (Night of the Broken  
Glass), 1938

On the Night of November 9-early 10th 1938,  
the SA attacked German Jewish businesses  
and synagogues to show the Jews that  
they were not wanted in Germany.

On that night, 400 synagogues; 7500 Jewish businesses  
and many Jewish homes were burnt to  
the ground. In addition, 91 Jews were  
killed and over 30,000 Jews were sent  
to work camps.

The night of broken glass (Kristallnacht) showed the Jewish people that the Germans no longer wanted them in their country. So it affected their lives by making them feel unwanted and hated by the German people.

Because of Kristallnacht, almost  $\frac{1}{2}$  of all Jews in Germany left the country and emigrated. Most of those people emigrated into Poland and Ukraine.

So the effect of Kristallnacht on the Jews living in Germany was that it made a lot of Jews scared enough to leave the country. Also it showed the Jews that stayed in Germany how hated and unwanted they were by the German people and it showed them the level of antisemitism in Germany.


**ResultsPlus**

Examiner Comments

This student shows an understanding of the effects of Kristallnacht and its significance. There are specific and precise supporting details.


**ResultsPlus**

Examiner Tip

Make sure you only answer ONE of the boxes in question 2.

### Question 3

This was chosen by far less candidates than the parallel Question 4. Those candidates that choose to answer this question often scored Level 3 by focusing on the “control” thrust of the question. These responses also often distinguished between the Protestant and Catholic Churches. Here the responses focused on “control” and explained a number of reasons such as the why the Nazi government made the Concordat with the Catholic Church (some commented on its later reversal), the banning of church youth groups, the setting up of the Reich Church and the treatment of individuals such as Niemöller and Bonhoeffer. Level 2 answers were often descriptions of the Reich Church, narratives on individuals such as Niemöller, or descriptions about the Nazi government’s treatment of Christianity in general. Level 1 answers were often simple statements such as “church leaders were sent to concentration camps” or “they closed them down.”

### Question 4

Level 3 answers focused on the changes in lives of women during the Nazi period with regard to the Nazi government’s expectations and legislation. They explained various changes such as employment, clothing, makeup, and the role expected of women in the home with specific details on marriage loans, the awarding of medals and “Children, Church and Cooking” slogan. Some very high scoring candidates also stressed the importance of women in Nazi propaganda for the future Aryan race and some used the third bullet point to comment on the change in Nazi policy from 1936 onwards with the need for workers with German rearmament (although some argued that the change in 1936 was because the war had started). Although it is not on the specification and therefore not part of the mark scheme, some candidates were rightly rewarded for contrasting the lives of women under the Nazi government with the freedoms gained and enjoyed during the Weimar period. A large amount of answers lay in Level 2. These candidates described the lives of women in Nazi Germany without focusing on the change aspect of the question or failed to take account of the chronological date span of the question and included details about the role of women during the Second World War. Level 1 responses were simple comments like “they had lots of children” or “they stayed at home.”

The focus of the question was on change and students should also note any time frame in the question - in this instance the question was 1933-1939.

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 3                       Question 4

The lives of women in Nazi Germany changed because there were new fashions for women ~~in~~ <sup>from</sup> the 1920s, so Hitler didn't like this so he ~~dec~~ decided to bring women back to the way they used to be. The Nazis aim was to bring the "traditional woman" back, this

was women with long hair, no make up, long skirts, doesn't drink or smoke and stays at home. The lives of women in Nazi Germany went from having freedom to being a housewife. 1933 The Law of Encouragement of Marriage was made, this included young newly wedded couples being given a loan to start a family. In other words they were basically bribed into starting a family by Hitler so they could teach their children about the "master race".

On the 12<sup>th</sup> August 1933 (Hitler's mother's birthday) Hitler introduced a new "reward system" whereby women were to be rewarded for the more children they had. Women were given gold medals for having 8 or more children, silver for having 6 and bronze for having 5. All abortion and contraceptive clinics were closed down so people could produce more of the Aryan race.

This also changed the lives of women because they were being pressured into starting a family, they had no choice over the matter. Young girls at school were taught domestic science, needlework, language and how to look after their house when they're older. This was to prepare them for their future as housewives. They were also taught how to cook and take care of children also to prepare for the future. This changed their lives because they had to do this to prepare for a future they had no choice in having.

1936 there was a shortage of workers so Hitler decided to stop women from working and having professional jobs.

This meant girls had to go to school till they were 14 and were discouraged to further their education because the Nazis believed women shouldn't do what men do they should stay and look after the house, children, and cook so they came up with a slogan for it clean, cook, children for women. All women who had professional careers had to stop and leave their jobs for the men to take over because it was the law. All women had to make sure they were fit and healthy in order to create the perfect Aryan race. All women had to have a baby and be married so Hitler allowed unmarried women to have children with his soldiers. Women's lives changed a lot from 1933-1939, they started off with having rights and choices to having no rights and no choices and this was down to the Nazi aims for ~~women~~ "Traditional women."

**ResultsPlus**

Examiner Comments

This answer shows the focus of the question and can support various changes with sufficient accurate and relevant detail. It is a level 3 answer.

**ResultsPlus**

Examiner Tip

Always make sure that you notice any dates in the question which in this examination was 1933 to 1939. This question for example is not about women in Nazi Germany during the Second World War.

### Question 5

Part a) Level 3 responses had a clear understanding of the reorganisation, tactics and methods used by the Nazi period to gain support in the years 1924-1929. They invariably commented on the effects of the Beer Hall Putsch and Hitler's time spent in prison together with ideas in "Mein Kampf" about how the Nazis now wanted to gain power through the democratic system. These responses also explained how the Nazis worked to broaden their electoral appeal and often commented on the impact of the Wall Street Crash. Level 2 responses were general accounts which showed a lack of specific relevance to the period 1924 to 1929 with descriptions of meetings, posters, propaganda and rallies. Level 1 responses were often simple comments such as "Hitler made speeches" and "The Nazis promised things." Many candidates failed to recognise the time frame of the question at all and so offered responses which dealt only with post 1933 such as "Strength Through Joy" or promises of Volkswagen cars.

Part b) Level 4 answers offered an analysis on the relative impact of the Treaty of Versailles on the problems Germany was facing in 1923. They were able to weigh up the role of the treaty in causing Germany's economic problems in 1923 and often used the bullet point on the Weimar Constitution to analyse how the political problems were not all due to the treaty itself. Level 3 answers explained the how the Treaty of Versailles did or did not cause Germany's problems in 1923. In Level 2 most candidates gave detailed descriptions of the terms of the Treaty of Versailles and/or narrated the events of 1923 and in particular described many examples of hyper-inflation.

### Question 6

Part a) Level 3 responses focused on the work of Goebbels and gave developed explanations on the range of Goebbels' work (rallies, posters, cinema, radios, loudspeakers) and the highest responses often included comments on censorship and Goebbels' role in the book-burning and/or specific details such as "The Eternal Jew." Level 2 responses were more general answers on Nazi propaganda rather than on Goebbels himself.

Level 1 responses were often simple comments such as "he controlled things" or even wrote at length about Goebbels' last days in the bunker. Some candidates mistakenly wrote about Goebbels controlling education or being in charge of concentration camps and the Final Solution.

Part b) Level 4 responses were able to make a sustained judgement about the importance of terror in Hitler's rise to total power. These responses often made a judgement at the outset and then considered a range of other factors; but did not deviate from their original judgement in the conclusion. They had detailed and specific knowledge on Hitler's rise to total power between 1933 and 1934. Level 3 responses focussed directly on the question and produced an explanation of Hitler's rise to power with specific examples of the use of terror such as the Reichstag Fire and the Night of the Long Knives. Others argued that the death of Hindenburg or propaganda were more important than the use of terror. Level 2 answers were generally a narrative of 1933 to 1934 and these students often only saw terror as directed only at the Jewish population. Level 1 response were often general comments about "people were sent to camps" or "people got beaten up."

The b) part of questions 5 and 6 include Level 4. This assesses the student's ability to analyse and weigh up various factors and to arrive at a sustained judgement.

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 5  Question 6

(a) SS (Schutzstaffel) became the major instrument of terror in the Nazi Germany. They soon indoctrinate propaganda. Joseph Goebbels was the minister of Public Enlightenment and Propaganda.

Joseph Goebbels' role as Minister of Public Enlightenment and Propaganda was to control over the media. They took over the radio and begin their own broadcasting. They sold millions of radios to German people. As an artist needed a licence to become an artist. They also took over the newspaper and established their own 'The Stormer' newspaper. The media was under the control of Nazis during the Nazi regime. The film was made all about anti-Jews documentary. 'Triumph of Will' was the first film made by Nazis where they showed Hitler as a Jewish saviour of Germany. They also made anti-Semitic Jews

(a) continued film. 'The eternal Jew'. They also produced Nazi poster using effective imagery. The buildings and sculptures were produced during Nazi regime.

As a minister of propaganda Joseph Goebbels role was to control the media and make people believe that Jews were not a good people and they did not belong to the German society. He was able to do so because he had control <sup>over</sup> the media and it was very advanced technologies during the Nazi dictatorship.

(b) Hitler was appointed as chancellor of Germany during 1933 but he still did not have full power to take over the Germany. He needed a special power called 'Article 48' which could only be used by president of Germany.

Yes. 'The use of terror was the most important reason for the rise to total power' because -

Hitler established various security organization to prevent people from opposing him. He SS was established in 1925.

1923. They were the private bodyguard of Nazi officials. Heinrich Himmler was the Head (Reichführer) of SS. They formed police state in the Germany. They also established Gestapo (secret police) they were responsible for surveillance on <sup>people of Germany or their</sup> German behaviour and their duty was to eliminate any political party that could oppose against the Nazi. RSHA (National security office) was also established under the command of SS. They Their main role was to surveillance on internal of affairs and citizens overseas. They

((b) continued) hand it was also because of <sup>the</sup> death of the president Hindenburg <sup>on August 1934</sup> where he was able to control over the Germany using 'Article 48' <sup>by ad</sup> as a president by taking the job of both presidents and chancellors.



**ResultsPlus**

Examiner Comments

This answer clearly explains the importance of Goebbels in part a) and supports points made. In b) they assess the part played by terror in Hitler's rise to power.



**ResultsPlus**

Examiner Tip

Make sure you look at both the a) and b) parts of both questions 5 and 6 before you decide which one to answer.

### **5HB02 2C**

Some centres might wish to spend time reinforcing with students:

- a) the importance of timing themselves in the exam
- b) the rubric of the examination
- c) the role of the stimulus material

## 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>

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](mailto:publications@linneydirect.com)

Order Code UG026496 January 2011

For more information on Edexcel qualifications, please visit  
[www.edexcel.com/quals](http://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

