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Examiners' Report
June 2011

GCSE History 5HB02 2C

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June 2011

Publications Code UG028204

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Introduction

Nearly all candidates completed all the necessary questions and were within the rubric of this examination paper. There were very few blank spaces, and responses were frequently directed to the actual focus and thrust of the set question. There were some very strong and detailed responses which showed clear skills of selection and deployment of relevant knowledge. Many candidates also clearly demonstrated the ability to write a sustained analysis and reach a judgement in the 5b and 6b questions. 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, or as seems to be increasingly common, beginning with the highest marked answer at the start of their examination. The following has been mentioned in previous reports but it is a worthwhile reminder to centres and also for schools new to this specification. Stimulus material 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 stimulus such as a map, poster, picture, 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 always 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

Many students achieved Level 2 by making a concise, supported inference from the source such as use of the radio to transmit propaganda to a wide audience, the sense of community and unity in German society the Nazi government wished to achieve and the symbolic size of the radio. Level 1 answers commonly stated that the source indicated that people had radios and listened to them, that the Nazi Party made radio broadcasts to the people of Germany and that posters were put up by the Nazi Party. Some students did not receive marks as they used their own knowledge about the 'peoples' radio' without making any reference at all to the source. This knowledge was often very good with specific and accurate details but centres are reminded that the assessment objective on question 1 does require students to make direct use of the source provided.

1 What can you learn from Source A about methods used by the Nazis to spread their ideas?

(4)

From source A you can learn that the Nazis used propaganda in the form of posters and radio to spread their messages. The caption implies that the Nazis tried to unite the people of Germany 'peoples radio' the method the Nazis used made people feel they belonged. The Nazis make it possible for 'All' of Germany to hear their beliefs through different media the poster implies this. From the caption as well as the crowd gathered in the picture listening to the radio.



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The example here shows clear inferences supported from the source and is a high level 2 response.

Question 2

Of the two choices provided, an equal number of candidates opted to answer the Rentenmark or the Dawes and Young Plans. There were very few candidates who ignored the rubric and wrote on both choices. When this did happen, examiners were instructed to mark both options and then award the higher mark of two. Level 3 answers for both options clearly explained the background problems Weimar Germany faced and focused clearly and on the importance of their chosen action in helping recovery. For the Rentenmark option Level 3 candidates explained how it led to confidence in the economy, the conversion to the Reichsmark backed with gold and how the economy was stabilised. Most answers then explained how the significant reduction in inflation led to more support for the Weimar government and helped to usher in the "golden years." Candidates that remained in Level 2 normally wrote lengthy descriptions of the effects of hyper-inflation on Germany but without explaining how the introduction of the Rentenmark actually helped Weimar Germany to recover. Many remained in Level 2 by ending their response with unsupported comments such as "it was a fresh start" or that "it improved the economy." Level 1 answers were general statements such as "people could buy more." Some students confused events surrounding hyper-inflation with the Wall Street Crash. Level 3 answers for those who opted for the Dawes and Young Plans commonly wrote about the growth of industry, the benefits of increasing international cooperation and the political advantages with increased support for the Weimar government and the consequent drop in support for the NSDAP. Level 2 answers tended to be more descriptive and narrative accounts from the Treaty of Versailles to the French occupation of the Ruhr and the difficulties facing Germany in meeting reparations payments. There was very little confusion between the two plans although some students had a confused chronological understanding and wrote persuasively that the Young plan was a way to help young people find work or saw it as a reference to Nazi education policies.

2 The boxes below show actions taken by Stresemann.

Choose **one** and explain how it helped Weimar Germany to recover in the 1920s.

(9)

The introduction of a new currency (Rentenmark) in 1923

The Dawes Plan (1924) and the Young Plan (1929)

In 1923 there was an introduction of a new ~~currency~~ currency called Rentenmark. I think that this ~~was~~ helped Germany recover from there economic crisis in the 1920s. I think this because the previous currency (marks) was hyper inflating and spiraling out of control. It would take a wheelbarrow to ~~go and~~ buy ~~some~~ full of money to go and buy a coffee and it was becoming ridiculous this was crippling the country. ~~this~~ This new currency gave Germany the chance for a fresh start and a chance to rebuild their economy.



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The response here is high level 2. An explanation linked to the focus on how it helped Weimar Germany to recover would have made it level 3.

Question 3

Many candidates had very secure knowledge of the Reichstag Fire and its immediate aftermath with a clear focus on the question. Answers in Level 3 explicitly explained how Hitler used the fire to increase anti-communist hysteria, to manipulate Hindenburg, to ban the KPD, and to carry out arrests under emergency powers and explained the lead up to the March 1933 election and the Enabling Act. Level 2 responses were often a narrative and descriptive account of the Reichstag Fire itself, or the question was turned by candidates into a lengthy "Hitler's rise to power" narrative from January 1933 to August 1934. Level 1 responses were often simple statements such as "Hitler attacked more people", "people got taken away" or candidates' personal views on conspiracy theories and who they personally believed was responsible for the fire.

In February 1933 the Reichstag building was burnt down - an event which allowed Hitler to gain total control over Germany.

A Communist, van der Lubbe, was found at the scene of the crime with a box of matches in his hands. By making it appear as if a communist had burnt down the Reichstag Hitler was able to ban the Communist Party, the political group that posed the most threat to Hitler. He also took over and removed their newspapers, stopping the circulation of their ideas.

A month after the Reichstag was burnt down Hitler was able to pass the Enabling Act - a decree that let him pass laws without the Reichstag for 4 years. By passing the Enabling Act Hitler was now in near total control over Germany.

The Reichstag Fire also majordy disrupted the Reichstag as they had to move to a new building and had many important documents lost. In their confused and frightened, state Hitler was easily able to make the Reichstag pass the Enabling Act.

The banning of the Communist party and the shock of the actual fire saw many more Germans agree with Hitler's ideals - showed by the number of



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The example provided is a clear high level 3 answer which has a clear focus on the set question

Question 4

Level 3 answers explained a range of ways in which the Nazi government used youth groups. There was a particular focus on the use of youth groups to promote Nazi ideological aims such as anti-Semitism and gender roles. Level 3 responses often explained how the Nazi government's use of youth changed over time especially with the onset of war. Although there were explanations on the use of boys during the war years (prompted by the bullet point) there was very little on the use of girls during the Second World War. Centres should note that the specification does clearly state "the role and effectiveness of youth movements including preparation for war, charity work and military role during the war years." Level 2 answers were generally descriptive accounts of the key features and activities of the Hitler Youth and the BDM. Most described the ways in which boys were prepared for military roles whilst girls were prepared for motherhood. Many of these answers also wrote at length about children being used to spy on parents and a significant number of level 1 answers gave their own opinions on this.

The nazis made ^{great} use of youth groups in the years 1933-1945. Hitler and the nazis introduced many things that youths could get involved in, obviously this was all part of Hitlers brainwashing and propaganda techniques. Hitler and the nazis first introduced that girls aged 14-18 could join the BDM also known as the ~~League~~ League of German maidens) this helped young girls to understand the ~~the~~ significance of being a housewife and how important having children in Germany was. It also taught young girls to learn how to cook, clean, look after younger children, and most of all how to be the perfect 'aryan' German. The nazis persuaded German parents to send their young girls there and made sure it benefited the parents in one way or another ~~too~~. The nazis would brainwash the young girls that 'non-aryan' people were 'sub-human' and were a absolute disgust to Germany. The nazis would teach the ~~children~~ ~~women~~ the importance of ~~Kinder~~ ~~keep~~ the ~~three~~ 1c's

which stood for children, cooking, church

In 1936 members of the Hitler youth group performed displays at the Berlin Olympics.

This showed that Hitler was a 'loveable' man and many generations had respect for him.

Also displays being performed at the Berlin Olympics showed how much power Hitler had over many people. It also showed that when

young children were attending this youth organisation that they were actually doing something and being taught something significant.

It also showed that the young children wanted to be part of their country and be important.

By children performing displays at the Berlin Olympics also shows, kind of, how good Germany was being portrayed as a country and it was being made out that Germany was on its way to success and that Germany was trying to be a much better country than others.

By 1943 the Hitler youth groups had military units, this showed that the young people attending needed to be taught the importance of war and again it showed that Germany was trying to be much better than other countries.

By setting up military units within the youth

group were ~~just~~ preparing the young boys ~~ready~~ for war. ~~the main point of the soldiers~~ This also showed that soldiers were ^{becoming} soldiers at a very young age. Young boys were brainwashed into believing all other countries were rubbish compared to Germany and they were made to do all these military exercises, fire guns at targets, go on mile walks. They were made fit and healthy ready for when they were old enough to become a real soldier. Also at these youth groups young boys were brainwashed into believing that 'non-aryans' were 'sub-human', they would be taught the rules in Germany, and that 'non-aryans' were very much like 'sub-human'. The Nazis made great use of these youth groups, it was another way in which the Nazis regime could be spread and brainwashed into children's heads as well as adults. Hitler realised that children are still developing intellectually and some may not understand what is being said on the radios and at speeches, so by children attending these youth groups helped the Nazis to spread their ideas and began to let children believe that 'non-aryans' were 'sub-human' and 'animal-like'.



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This candidate's response gains level 3 with a focus on the set question.

Question 5

In question 5a Level 3 students explained Nazi beliefs' about Aryan supremacy and the 'master race' and often gave specific details about how it affected the lives of many in Germany or in Nazi-occupied territories during the Second World War. These answers often had specific details on how the Nazi government tried to make their ideology a reality by mentioning areas such as the Nuremberg Laws, Race Studies in schools, Eugenics and the increasing anti-Semitic measures that were implemented by the Nazi government. It was also felt appropriate to reward Nazi beliefs about women when this was clearly linked to question such as policies to encourage Aryan women to marry Aryan men, and a number of students mentioned the Nuremberg Laws and/or the Lebensborn programme. A few students also mentioned the Nazi government's treatment of other minority groups such as gypsies and homosexuals. In Level 2 the majority of students described the physical appearance of Aryans, and detailed Nazi anti-Semitic beliefs and actions. Level 1 answers were normally general comments about blonde hair and blue eyes or descriptions of conditions in the death camps.

In question 5b Level 4 answers had a sustained focus and reached a judgement on the statement given in the question. Students presented an in-depth analysis on the extent to which Germans benefited from rising living standards in the years and often challenged the Nazi government's claims in improving living standards. Candidates often commented on a range of details such as the inaccessibility of the Volkswagen scheme to many ordinary Germans, the few Strength Through Joy activities and the forced nature of some measures to reduce unemployment such as the Reich Labour Service. Most candidates at this level often included explanations on "invisible unemployment", the removal of women and German Jews from the workplace and issues of working longer hours for lower pay. Level 3 responses explained either the benefits of Nazi economic policies on the standard of living or ways in which living standards did not improve. Candidates at Level 2 often described or narrated accounts on life in 1930s Germany. Level 1 answers usually one or more simple statements such as "there were more jobs" or "more people joined the army." Some candidates wrote confused responses about Stresemann's policies in the 1920s, wrote about life in Germany during the hyper-inflation, or how the motorways meant ordinary people could use their new cars more.

(a) The Nazi party believed strongly that the 'Aryan' race that Hitler invented (White Northern Europeans) was far superior to other races, particularly Jews, the Polish and Slovaks, whom were believed to be "Untermenschen". He saw ~~that~~ the 'Aryans' to be above all because they had no weakness, the Mothers were healthy and the men were strong, and the children were all depicted beautiful, unlike many German cartoons at that time where Jews were depicted to be ugly with enlarged noses and very short. Hitler

believed that because the Aryans were supreme, that all other races should be removed from Germany in order to create more 'Lebensraum' for the Aryans so to persuade the 'Untermenschen' to leave he encouraged violent behaviour towards them and dehumanised them completely come the end of Hitler's rule over Germany Hitler believed so strongly that he wanted Germany to consist only of 'Aryans' that he set up camps where certified 'Aryan'

(a) continued Mothers could reproduce with a typically 'Aryan' male to encourage women to have 'Aryan' children.

(b) During the years 1933-39 it did seem that German people benefited from a rise in living conditions but many of these 'improved living standards' were simply hidden rather than physically improved. In particular, unemployment

Unemployment reached a peak of 6 million people by 1933 and one of Hitler's 3 main aims for German economy was to reduce the unemployment level in Germany. He achieved this in several ways, one of which was conscription. By signing unemployed young men up for the army it reduced unemployment levels by quite a lot. This was an honest reduction in unemployment figures, however Hitler also used almost 'cheating' methods to make other countries and Germany believe conditions were improving. He banned women from the work force and with women making up half of the German work force it meant more jobs for the unemployed men and claimed women had 'jobs' as German mothers. Hitler used job creation schemes such as the building of the autobahns (7,000 km of motorways) and came up with the RAD which meant all men aged 18-25 were

((b) continued) required to do a year's voluntary work, building the autobahns and the Olympic stadiums and thus, reduced unemployment.

The German public wholeheartedly believed that their living standards had improved, especially at work, and to an extent this was true.

Hitler set up the KdF scheme (Strength Through Joy) where the German workplaces were improved because Hitler believed if people's moral was higher, they would work harder.

However, part of the KdF scheme appeared brilliant to the German people but in reality it was a scandal, for example 'free cruises'.

German workers would pay monthly installments and it appeared to them they were getting free cruises or festival tickets. The most

famous of these scandals was the "Volkswagen swindle". German people would pay monthly

under the belief that at the end they would get a brand new Volkswagen car, ~~but~~ which

boosted moral incredibly because they believed that Germany had improved so much from the depression that they could now afford a car

but it turned out nobody got a Volkswagen and the money was spent on war weapons

((b) continued) and machiency.

~~Revisions did improve~~ In conclusion, although the German people were at their happiest since the depression and moral was high, they were actually at one of their poorest times. Workers were made to work long hours for small wages. ~~for~~ Goebbels told them "guns make us powerful - butter only makes us fat" which explained to the people they needed to sacrifice their consumer goods to make Germany great again. I agree to the statement to some extent, for example, parts of reducing unemployment and boosting moral by making the work place nicer but to some extent I do not, particularly the fact that Hitler ~~to~~ used hidden unemployment to make Germany appear better off when it was just concealing the bad state it was in. It was also improved for only 'Aryan' people. If you were in a minority group, living standards could have been appalling. There would have been a lot of violence and homelessness for the non-Aryans e.g. Jews.



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Examiner Comments

This candidate's response to both 5a and 5b shows impressive detail and recognises the thrust of both the set questions and is high level 3 and high level 4 respectively.

Question 6

In question 6a Level 3 answers often had specific details to show the wide ranging role of the SS. These answers included a combination of areas such as Hitler's bodyguards, the Night of the Long Knives, Kristallnacht, and their work in the concentration camps, ghettos, the Einstazgruppen and the death camps. A significant number of students also mentioned role of the SS in the Lebensborn programme. In Level 2 the majority of students described the work of the SS during the Night of the Long Knives or their role in implementing the Final Solution. Level 1 answers were often descriptions of the death camps. A few candidates were convinced that the only role of the SS was to get women pregnant, or wrote about the colour of SS uniforms compared to that of the SA.

For question 6b at Level 4 there were some excellent answers with incredible detail and analysis which focused on making a sustained argument regarding the extent to which the Munich (Beer Hall) Putsch was a "total failure" for the Nazi Party. Such responses invariably weighed up the short-term failure against longer term benefits such as publicity, time for Hitler to formulate his ideas and the changed tactics and the Nazi Party's reorganization after Hitler's release from prison. Level 3 candidates often detailed the ways in which the Putsch could be seen as failure or a success without either a consistent, sustained argument or reaching a well supported judgement. Level 2 answers were mainly descriptive and narrative accounts of the actual events of the Putsch, the trial and Hitler's time in prison but without offering any real explanation about whether or not it represented a success or failure. Level 1 answers offered general comments mainly from the bullet points such as the Putsch was a failure because Hitler did not take power, he was arrested and sent to prison. The occasional student confused the Munich Putsch with the Kapp Putsch, thought that Hitler was allied with Stresemann or that Hindenburg intervened personally to get Hitler out of prison.

(a) Originally, the role of the SS was the private body guard of Hitler. Although significantly smaller than the SA or the army, the SS were disciplined, well motivated and physically in excellent form. They provided loyal service to Hitler, ~~in~~ and in a debate over keeping the SS or the SA, the SS won over the SA due to their obedience and discipline.

~~then~~ In later years, concentration camps were introduced to punish those who did not fit into Germany's idea of "the Aryan master race." The camps quickly came under the control of Himmler, the leader of the SS, and the SS made it their duty to torture, kill and extract any information out of the "work-shy^s burden's of society", in order to make them aware of their error. However, in the early years there were no death camps.

The SS soon launched a branch of undercover secret police, known as the Gestapo. It was the Gestapo that the opponents of the Nazi party most feared, as they were able to intercept mail, hack into telephone calls, and spy on anyone they had suspicions over. The most fright-

((a) continued) ening thing was you never had any idea whether this was happening to you. The Gestapo worked quickly and efficiently, abducting those who posed a threat to society and creating a threatening image over Germany.

The SS also took control over the German towns, villages and cities. As well as the Gestapo, the SS had a network of informers that broke up towns into blocks, in order to easily keep an eye on citizens. Those who seemed suspicious were reported by the block wardens, and arrested by the SS. Those arrested often had little chance of escape from punishment, as the SS informers had had months to watch their activity in order to build cases against the suspicious person.

Finally, Hitler and the SS took control of the courts and police. Instead of replacing these figures of justice, Hitler decided to cooperate with them, in order to allow them to come under his control. Courts and judges swore an oath to serve Hitler, and the SS and the police were teamed together once again for them to be under Hitler's control. Those found guilty of crimes such as juvenile delinquents, trade unionists and communists had little or no chance of escaping punishment, as the judges, now cooperating with Hitler, recognised the "threats to society" and assured their punishment would be just.

(b) In 1923, ~~exasperate~~ exasperated with the failure's of the Weimar republic, Hitler decided to attempt a putsch on the government. on the 9^m of November 1923 Hitler marched into a Munich beer hall with 3,000 Nazi's, and led three of the officials at a business meeting into a side room at gunpoint. Believing that by using terror and violence, Hitler thought he could enable the government to cooperate with the Nazi party, and the strength of Germany could be regained.

However, the officials refused to accept to Hitler's terms, and many of the Nazi leader's were imprisoned over a length of time, including Hitler. However, although the putsch itself seemed to have failed, some factors the Nazi party imposed upon helped the rise of the party whilst the leadership were imprisoned.

While Hitler was imprisoned, the Nazi party set about advertising the party and their aims for the country. Although the putsch had failed, it had promoted the party and the aims they stood for. The remaining Nazi's relaunched the party in 1925, with speeches, leaflets and demonstrations and promises made to restore Germany. The party learnt to focus on issues that were important to the people, and in 1924/5 the Nazi's entered the elections for the first time, however

((b) continued) succeeded in obtaining only a small percentage of votes. In the next elections to come however, a greater percent of 37% was obtained, launching the Nazi's into greater power.

for the duration of his trial and imprisonment, Hitler was on the front pages of ~~the~~ newspaper's repeatedly. This gave him the opportunity to express the aims and hopes of the Nazi party, what liberties they stood for and what the party could promise Germany if they came to power. Whilst he was imprisoned "Mein Kampf" (My Struggle) was written and released, allowing Hitler to express his views of Germany's downfall and the areas of improvement that had to be considered. ~~Naturally~~ naturally, he would have been biased towards the party, promoting them as the best party to help Germany recover, earning the sympathy and respect of the German people; they needed him free and able to turn the country around.

to conclude, I believe the Munich Putsch was more of a success than a failure, due to the opportunities it opened for the Nazis. It promoted the aims of the party, showed them to be able to ~~contribute~~ contribute to Germany's recovery, and allowed them time to earn the respect of the German people; all

((b) continued) opportunities that would have taken years to achieve were it not for the attention the Munich Pursch was able to give them.



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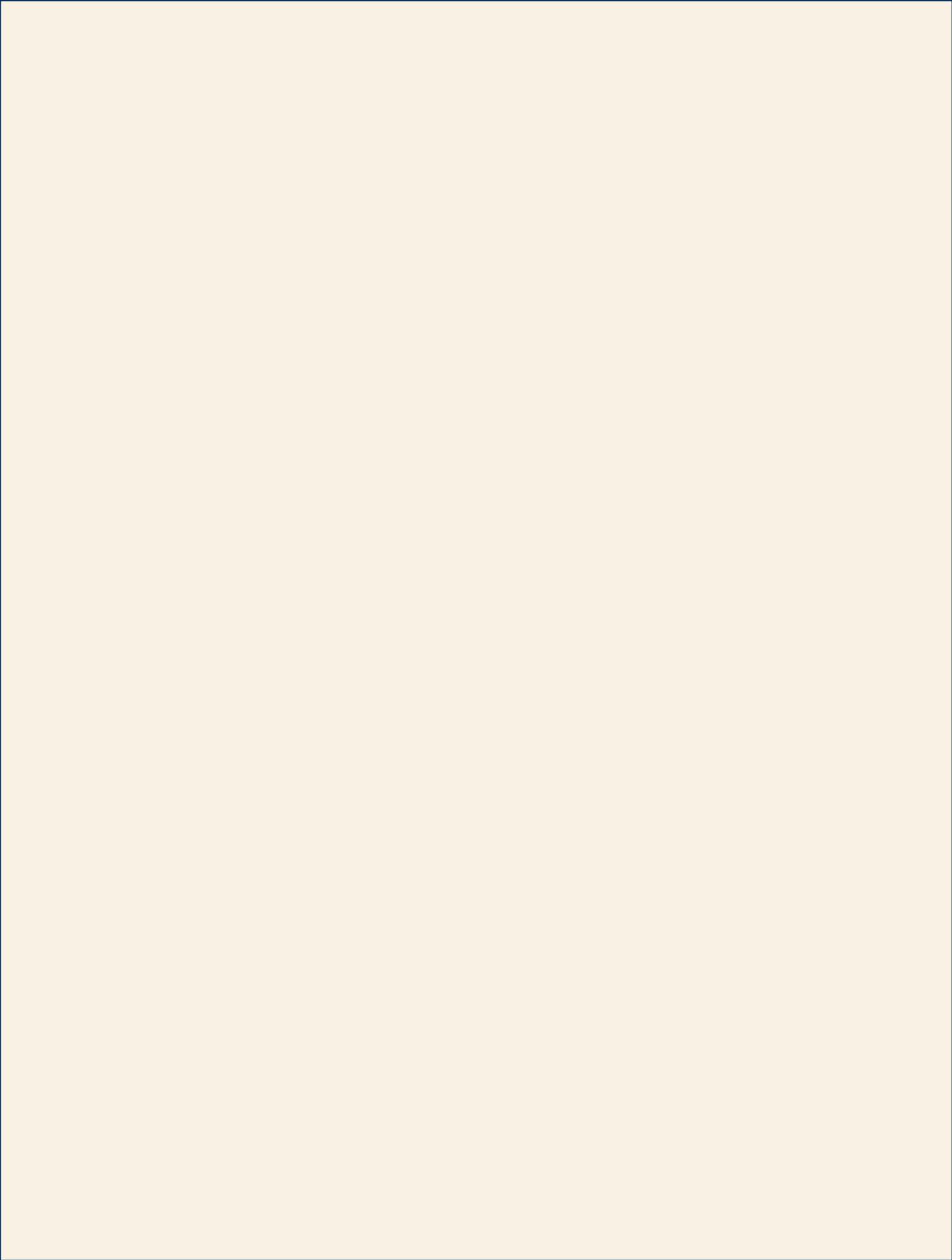
Examiner Comments

This candidate shows a clear understanding of the focus on both questions 6a and 6b and is credited at top level 3 and top level 4 respectively.

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