

Examiners' Report

June 2013

GCSE History 5HB02 2C

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Introduction

For all three Depth Studies in this Unit there were some impressive responses which focused clearly on the set question with specific and accurate details to support the response. Often these candidates also demonstrated a clear understanding of the historical context such as the extremes of wealth and poverty in early 19th century Britain, the nature and geography of conflict in the American West or the fragile nature of democracy in Weimar Germany and the consequent lives of Germans under the Nazi dictatorship.

There was little evidence of candidates running out of time and therefore having insufficient time to respond to all questions required by the rubric of the examination. Most candidates were also able to gain at least half of the SPaG marks for this unit although the absence of capital letters even for individual names and specific events were noticeable as well as the almost constant use of “would of” and so on.

The lower scoring responses were often statements that were not specific to the period or location such as “posters were put up to support the government”, “people moved for a better life”, or “the Chartists wanted to make things better”. There were occasional scripts that were very hard to read, showed a complete misunderstanding of the subject material or were learnt responses to previously set examination paper questions for this unit. There were also candidates that lost marks by writing outside the time period of the set question such as detailing the Final Solution on question 3 of the Life in Germany paper or writing about poor relief before 1834 on question 4 on the Transformation of Britain paper.

Question 1

The most valid and supported inferences awarded Level 2 were comments on the SA's role in censoring materials seen as undesirable by the Nazi government. Some students failed to reach Level 2 because they did not focus on the "role of the SA" aspect of the question and made more general comments about the nature of the SA such as "they look serious", and "they were organised". There were some candidates who wasted valuable time by providing, with various degrees of success, responses with up to four inferences. Unlike previous examinations there were very few poor responses offering own knowledge without any reference to the source. There was the usual confusion with the SS and some comments were made about the SAs work in Nazi concentration and death camps.

1 What can you learn from Source A about the role of the SA?

(4)

The role of the SA was to enforce Hitler's policies and to ensure that people were kept under tight control. They often enforced policies by intimidating people with both their (often) large size and through malicious acts, such as the burning of books. The burning of books not only threatens citizens and the people who wrote them, it also serves as a warning to anyone who may speak out against Hitler. The SA burning the books shows their role in this; to threaten and enforce.



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Examiner Comments

The initial part of the response is the candidate's own recalled knowledge which is not assessed in this question and cannot therefore be rewarded. The last part gives "threaten and enforce" as the SA's role and is supported from Source A. Level 2 - 4 marks is therefore awarded.

Question 2

Level 3 responses explained how Nazi ideas about the 'Master Race' or the roles of boys and girls were spread to young people through a range of means such as education, youth groups and propaganda. Changes to the school curriculum such as the introduction of Race Studies and the study of Eugenics were frequently mentioned, as well as a different curriculum for boys and girls which focused on what Nazi ideology saw as their future roles. The activities of the Hitler Youth and the League of German Maidens were also used to support answers on the Nazis' ideas for both race and gender. The government's control of teachers through the Nazi Teachers' Association was often included and some responses included the special Adolf Hitler schools and the sharp decrease in university education for women. The ideological drive for a strong Aryan race and an increase in the birth rate was often used to explain these changes. The occasional response included boys being drafted into the army during the later stages of the war and girls doing work to help those made homeless following air raids.

Level 2 responses were mainly descriptive accounts of the Nazi's beliefs on the roles of boys and girls with only an implicit treatment on how these ideas were spread to young people. These responses often included descriptions of the content in school textbooks and in propaganda posters. Frequently candidates at this level drifted from the set question and wrote more generally about Nazi ideas on race and gender. Therefore many answers included information which was not always relevant for this particular question such as the introduction of Marriage Loans, medals awarded to mothers, the shop boycott, the Nuremberg Laws and the events of Kristallnacht.

At Level 1 comments were generally made about blond hair and blue eyes, girls doing lots of work based on the home and family and boys being prepared for a future role in the armed forces. A few responses gained no marks, which included all boys and girls all going to separate schools or that it was illegal for women to be employed at all.

2 The boxes below show two different Nazi ideas.

Choose **one** and explain how these ideas were spread to young people.

Ideas about the 'Master Race' ✓

Ideas about the roles of boys and girls

- youth groups
- education

- propaganda (9)

Ideas about the Master Race were spread to young people in various ways, mainly through education in schools and youth groups.

The Nazis believed the Aryans - tall, blonde haired, blue eyed, were the superior race. This was a form of Social Darwinism. All other races were seen as inferior to Aryans, the master race, and near the bottom of the Racial hierarchy was the blacks, Eastern Europeans and Jews.

In schools, pupils were taught the inferiorities of the Jews, for example their nose was crooked like a 6. Textbooks were rewritten to convey Nazi propaganda, and all teachers were made to join the Nazi Teacher League, so all teachers were delivering the same message. Lessons called Eugenics were taught, which taught about the idea that Aryans were master-race and it gave advice on how to reproduce and continue the Aryan bloodline to females students.

Also, Youth Groups, such as the Hitler Youth, made the young Germans feel special and proud to be German. Tough endurance tasks and military training was used to convince the teenage boys that, in fact, they were superior to other races, due to their pure Nordic blood.



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Examiner Comments

This response is a clear focus on "how" and there is no stimulus for this question. It was awarded full marks.

Question 3

This question was specifically written with reference to the years 1924 to 1929 so as to limit the time some candidates might spend on a 12 mark question and also to avoid repetition of identical content in question 5b. Centres might wish to note that throughout the mark range for this question many students wrote, sometimes at great length, on the economic problems in 1923 including the French occupation of the Ruhr, passive resistance, hyperinflation and the Munich Putsch. Whilst candidates did not lose marks, this material which was often very detailed and accurate could not be credited and invariably many lost considerable time. There is also the misconception by many students including those awarded Level 3 that Stresemann was Chancellor of Germany throughout the entire period 1923 to 1929. The occasional script also believed that Stresemann successfully overturned the Treaty of Versailles and that he gained considerable public support by ending the War-Guilt clause, increasing the size of Germany's armed forces and reclaiming lost territories from 1919.

At Level 3 students explained a range of Stresemann's achievements and linked them clearly to improvements and the consequent recovery of Weimar Germany. It was generally appreciated that Stresemann was an able and important politician who achieved improvements through negotiation. Economic improvements were supported with detailed and specific knowledge on both the Dawes and Young Plans. Many candidates at this level also included improvements in foreign policy with successes such as the Locarno Treaty, the Kellogg-Briand Pact and Germany's entry into the League of Nations. The end of the 1923 economic crisis and the improved stability and confidence led some candidates to also include recovery in terms of Weimar culture with examples from art, music and architecture. Links were also often made about many Germans becoming more supportive of the Weimar Republic and therefore less attracted to both right and left-wing political extremism. However, other candidates also explained that there was in fact a growth in political opposition by the end of this period especially towards the Young Plan and that economic problems were soon to develop very rapidly due to Germany's economy dependence on the USA. Some Level 3 responses therefore challenged the extent to which Stresemann aided Germany's recovery in the longer-term.

Level 2 was given to narrative or descriptive accounts of Weimar Germany from 1923 onwards. Many of these responses had specific and accurate knowledge but this was not explicitly linked to improvements and recovery for Germany. Level 1 answers mainly offered some basic knowledge about Weimar Germany in the 1920s such as the reduced reparations payments and loans made to Germany by the USA. A few candidates thought that the Young Plan was a method used by the Nazi government to set up youth groups and another claimed that Hitler himself toured Germany to do workshops in schools.

Indicate which question you are answering by marking a cross .
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

Stresemann was very important for the recovery of Weimar Germany in the years 1924-29 as he improved Germany's relations with other countries and was able to fix the three main crises of 1923.

Stresemann was effective in solving many of Weimar Germany's money problems. After solving the hyperinflation in 1923 by burning the old money, Stresemann was able to keep ~~the~~ finances at a steady, fixed position and prevented it from happening again by putting a limit on how much money could be printed. Furthermore, he made a deal with America so that they would loan Germany money as the reason for the hyperinflation was that Germany couldn't afford their reparations. This was called the Dawes Plan and was very helpful in improving Germany's economy in the years 1924-29.

Stresemann was able to control the extreme parties such as the Nazis when they tried to rebel and take over the country. The imprisonment of Hitler meant

that the Nazis no longer had a strong leader and their seats in the Reichstag fell.

Overall, one of the main successes of Stresemann was the improvement in international relations. He was able to make deals with both America and France about money and land, and ended up softening the terms of the treaty by encouraging the other countries to let them pay only what they can. Furthermore, Stresemann was ~~able~~ able to get Weimar Germany to join the League of Nations, which further improved their relations.



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Examiner Comments

The first part is outside the time frame of the set question, the later part of the response is relevant to the set question. This response is mid Level 2.

Question 4

Level 3 answers typically explained a range of methods used by the Nazi government to control the Catholic and Protestant Churches as well as control including both co-operative and repressive means. Responses at this Level tended to show the government deliberately made agreements early on in their term with the Catholic Church and that the Reich Church was purposefully set up to compete with other Churches as well as creating a sense of illusion to the German public that the Nazis were not unchristian. At this Level many candidates had a sense of the context and how powerful and influential the established Churches would have been at this time. At Level 3 many candidates also discussed the extent to which the Nazi government was able to control the Churches, explained the setting up of the Confessional Church, the Nazi government's abandonment of agreements made and opposition from individuals such as Niemöller, Galen and Bonhoeffer. Level 2 answers tended to become a combination of a focus on religious opposition, detailed biographies of religious opponents of the Nazi government, descriptions of the Reich Church and how Nazism can be seen as an alternative type of religion. At this Level there was frequently no distinction between the Catholic and Protestant Churches. Level 1 responses were often very simple statements about Churches being closed down and comments about the Nazis use of concentration camps for religious leaders.

Indicate which question you are answering by marking a cross .

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 Catholic Church is a worldwide organisation ~~also~~ with, for many Catholic Germans, an alternate leader to Hitler: the Pope. This threatened Hitler as he wanted complete loyalty: Führerprinzip. In 1933 the Pope signed a Concordat, ensuring that the Church wouldn't interfere in Nazi regimes and Hitler would allow all Catholics to worship freely. Bishops also had to swear an oath of loyalty to Hitler.

However, this concordat was broken by Hitler as he closed down many Catholic youth groups and shut down Catholic schools. ~~He~~ He disliked that alternative values were being taught to the youth of

values were being taught to the youth of Germany. The Catholic Church were under his control as anyone who displayed a disagreement with his regime would be punished and put in a concentration camp.

~~Martin~~ Niemöller, a protestant pastor, was tortured in a concentration camp after

he actively protested against the Nazis, setting up committees and opposing their ideals. He is only one example of the many religious figures persecuted for opposing the Nazis.

In 1933 the Reich Church was set up, this controlled the people of Germany through a very personal ~~and~~ and invasive method: religion. They preached Nazi values and were loyal to Hitler and the Nazi party.

To conclude the Nazi party controlled the Churches in a number of different ways granting few people the right to worship freely as the Totalitarian rule hindered it.



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There is a clear focus on the Nazi government's control of the Church for Level 3 but the response remains at low level 3 as there is insufficient range and detail for 10 marks or more. It only meets one of the generic criteria as indicated in bold in the mark scheme.

Question 5

Part a) At Level 3 most candidates explained the work and length of service of men in the Labour Service and gave examples of programmes undertaken such as the building of autobahns and the creation of more land for farming. For the New Plan candidates understood the Nazi government's aim for national "self-sufficiency" and gave details about Schacht and the policy of autarky. It was then shown how both these initiatives reduced unemployment statistics, although some took this as an opportunity to explain the concept of "invisible unemployment" and the exaggerated nature of the Nazi government's claims of economic success. Level 2 responses were more general accounts of how unemployment was reduced in Nazi Germany with descriptions of the building of autobahns and the digging of ditches. There was also some confusion with the frequent inclusion of irrelevant material such as Goring's Four Year Plan, rearmament, conscription as well as the Beauty of Labour and the Strength through Joy schemes. In Level 1 general comments were often made about motorways being built or factories making more goods.

Part 5b) Level 4 answers gave a sustained analysis as to the extent to which the Treaty of Versailles was the reason for the problems facing Germany in 1923. A common argument was that the Treaty's effects were far-reaching and that it was in many ways responsible for the majority of problems such as the French reoccupation of the Ruhr, hyperinflation and the actions of extreme political groups but that weak and unstable governments were primarily a consequence of the Weimar Constitution. These answers often had an impressive knowledge of the Treaty and the immediate post-World War history of Germany and included details for example on the Spartacists, the Kapp Putsch, the establishment of the Nazi Party and the Munich Putsch. Level 3 responses normally gave a detailed explanation of their agreement or disagreement with the statement without weighing up the extent of responsibility of the Treaty of Versailles compared with other factors for the events of 1923. Other Level 3 responses had an argument which was not sustained throughout the answer or which had changed completely by the conclusion to that which had been offered in the introduction. Level 2 responses were normally a narrative account of Germany from the end of the First World War to 1923 or a long description of life in Germany in 1923 with detailed accounts of children playing with banknotes, wheelbarrows of money and shopping bags stolen rather than the cash contents. Level 1 responses were assertions without support or simple comments such as "it made people hate the government" and "it made Germany very poor". Some incorrect material included Hitler being made Chancellor in 1919 or responses which were based on the Great Depression which had clearly been confused with hyperinflation.

Indicate which question you are answering by marking a cross .

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) Hitler managed to create new job spaces which reduced unemployment in Nazi Germany.

One of the main ways new jobs were created was by discriminating against 'non-Aryans'. The Jews, for example, were

forced to leave their jobs and families were terrorised not to go to Jewish doctors. Nevertheless, some Aryans were also forced out of their jobs if they were against Nazi beliefs, or if they were a woman as they believed women should stay at home and look after their family.

As Hitler was ignoring the Treaty of Versailles, he felt like there was no limit to the size of the German armed forces. Therefore, he encouraged many men to join the army. This encouragement happened early on when they were boys in the Hitler youth.

Hitler wanted Germany to be self-dependent. This meant there were a lot more jobs available as they

((a) continued)

had to now try to produce items that they usually imported from other countries. This was very effective in creating jobs as no qualifications were needed.

Another form of physical labour which was effective in reducing unemployment was Hitler's plan to improve roads. This created many jobs as men were needed to refurbish old roads and create new ones.

(b) 'The treaty of Versailles was the main reason for the problems facing Weimar Germany' in the years 1919-23.

In 1919, Weimar Germany signed the treaty of Versailles which caused them to have to control many things, such as their army size, as well as having to pay back the other countries for the damage done in the first World War. The treaty caused a lot of problems as most of the German public thought it was unfair, and some extremists acted out through rebellion.

In March 1920, Kapp, along with other Freikorps, ~~the~~ tried to take over. ~~was~~ This was a problem for the Weimar government as they had to try and stop the violence. Although it only lasted a few days, it was a problem for Weimar Germany as it encouraged other rebellions such as the Munich Putsch in 1923. These events show that the treaty was a problem as they were done by people to show their anger ~~for~~ ~~the~~ towards to unfairness of the treaty.

The ~~the~~ French occupation of the

((b) continued)

Ruhr caused many problems for Weimar Germany as it increased tensions between countries and meant that Germany lost

a lot more money. The occupation was the main reason for the 1923 Hyperinflation as Germany couldn't afford to pay the workers who had gone on strike as well as give France the owed money for the reparations. This shows the treaty caused a lot of problems as it was ~~the~~ Germany's ^{inability} ~~was~~ unable to follow its conditions that made France invade.

In conclusion, I agree that the Treaty of Versailles was the main reason for the problems facing Weimar Germany in the years 1919-23 as it caused both the German people and other countries to be against the Weimar Government. Nevertheless, there were other reasons for some of the problems. These include the weakness of the government caused by proportional representation which led to coalitions and the government unable to come to agreements.



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Examiner Comments

Part a) is mid Level 2 as it is not sufficiently developed and is a response to ways in which the Nazis reduced unemployment rather than a focus on the New Plan and the Labour Front.

Part b) is a one-sided explanation and is high Level 2. Some analysis of another argument is necessary for Level 3. SPaG mark of 3 was awarded.

Question 6

Part a) At Level 3 candidates described the growth of the Nazi Party specifically within the 1928-32 period. These responses often referred to the impact of the Wall Street Crash and how it was exploited by the Nazis with skilful propaganda and the use of various messages to gain support from different groups in society. The organisation of the Party was often mentioned as well as increasing support from influential individuals in politics, the media and industry. The 1932 election poster "Hitler – Our Last Hope" as well as the Nazi organisation of soup kitchens during the Depression were often used to support answers. Level 2 responses were mainly narrative accounts of the rise of the NSDAP or descriptive accounts of Hitler's appeal. These answers also tended not to recognise the time frame of the question or had a confused chronological understanding and so included material from the Munich Putsch, trial and imprisonment of Hitler through to his appointment as Chancellor, the events surrounding the Reichstag Fire, the passing of the Enabling Law and the death of Hindenburg. There were frequent references to the Nazis use of radio which was outside the time frame of the question. It is useful to reiterate the point made in a previous report about students recognising the difference between questions which refer to the Nazi Party and those that refer to the Nazi government. At Level 1 simple statements without detail were given which could refer to almost any time within the period 1919 to 1945 such as Hitler was a good speaker, he used propaganda, he promised to get rid of the Treaty of Versailles and he wanted to make Germany powerful. There were also some candidates who confused the SA with the SS and those that believed Hitler came to power due solely to overwhelming popular support and decisive electoral victories.

Part b) Level 4 answers gave a sustained analysis as to the extent to which fear can be used as an explanation for the Nazi government maintaining control. A common argument was that the effects of fear were far-reaching and that it was in many ways responsible for the control of any opposition but that this has to be balanced against the acceptance of, as well as genuine support, for the Nazi government. There were some very impressive sustained analyses which critically assessed the argument that fear alone as a deliberate government policy was not a sufficient basis to rule the country. The economic benefits of Nazi government rule in the years 1933 to 1939 were often cited as encouraging support for the regime and there were also candidates that explained that the worst excesses of Nazism were yet to come and some elements of repression were deliberately hidden from the general public. Even at this level some responses went over the time frame in the question and included unrewardable material on fear as an element of control with details given on the treatment of members of the White Rose Group's and those involved in the 1944 July Bomb Plot as well as details on the use of ghettos and the Final Solution. Level 2 answers were typically descriptions of the various methods used by the Nazi government to control the state such as concentration camps, the formation of the SS and the Gestapo. At Level 1 assertions were made with little or no support such as "many people were sent to camps", "people were scared because children even reported their parents to the Nazis.'

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) In the years 1928-32, the Nazi party grew from having just 12 seats in the Reichstag, in 1928, to being the largest single party, with 730 seats, in July 1932. The Nazis

Firstly, the Wall Street crash resulted in the Great Depression. American loans to Germany were cancelled and because many German businesses went bust. Unemployment rose, and the Weimar government did not know how to stop it. 6 million were unemployed by 1932. So, Hitler in Hitler's passionate speeches, he promised the desperate German people employment and food. So many people felt the effects of the crash, so Hitler appealed to many, especially the working classes.

Also, the Nazi party grew by ~~also~~ gaining the favour of industrialists and big business. This was done by Hitler promising to destroy communism and trade unions. So, industrialists such as Fritz Thyssen, the steel magnate, supported Hitler, and helped fund his campaigns.

Another way in which the Nazi party grew was that their propaganda appealed to everyone. ^{Numerous} ~~poster~~ ^{posters} ~~displayed~~

((a) continued) produced by Josef Goebbels portrayed Hitler as a saviour, and different posters and slogans targeted specific groups. For example, mothers, the unemployed, and nationalists were all specifically targeted with pro campaigns. Another way propaganda aided Nazi growth was mass rallies, and inspirational speeches made by Hitler, attracted fervent crowds. He united people against one common enemy: the Jews. He connected to his audiences, and made them believe that he was the only one who could save them from their troubles, caused by the Wall Street Crash.

Also, the Nazi Party grew through the SA. Young, unemployed men were attracted to their discipline and aggression, whilst SA members intimidated opposition and discourage voters from choosing other parties.

To conclude, the Nazis grew to in 1928-32 by appealing to everyone, the SA, ~~and~~ fear of communism from industry, Hitler's personality, and Crash.

(b) In the years 1934-39, I would agree that fear was the most important way in which the public controlled.

Firstly, the use of fear and terror massively helped the Nazi government control the public from 1934-39. About the SS ~~the~~ controlled concentration camps, and the Nazis sent ~~their~~ people

who opposed them to such camps. Block wardens could ~~not~~ worked for the Nazi Party, and could report people who even murmured opposition to Hitler or the Nazis. So, the public was controlled, because there was a fear of the SS and the Gestapo. You could be reported, and sent to a concentration camp, and potentially ~~you~~ executed, for even minor acts of defiance to Hitler. The public was under severe pressure to conform, and did so accordingly, due to this genuine fear for their safety. The concentration camps, set up ~~in~~ placed ~~in~~ under SS control in 1934, were a huge influence in the people's lives, as they knew there was the possibility of being sent there for even minor opposition. So, I would say fear and terror was the most important way in which the Nazis controlled the public.

On the other hand, propaganda and censorship could be viewed as the most important ^{ways} ~~reasons~~ in which the

((b) continued) government controlled the public 1934-39. Due to posters, rallies - and flags always on display, the public ~~at~~ were forced to feel indebted to Hitler, as he saved them from ~~the~~ the Depression. ~~After~~ This controlled the people as they were made to feel proud to be German and thankful to Hitler, as their saviour, so in return they should work for the good of the country. Goebbels was the ~~the~~ head of propaganda, minister of Public Enlightenment and Propaganda, and the relentless barrage of propaganda convinced the Germans that the Nazis were ~~strongly~~ acting to make Germany great. Also, he used censorship of the press ^{and} radio, to ensure there was never any

anti-Nazi messages in the public domain. Films, art, literature were censored also, and films often had pro-Nazi messages and anti-Semitic themes. So, propaganda and censorship could be considered the most important way in which the Nazis controlled the public, as they were constantly subjected to it, in all forms of the media, and the anti-Nazi messages never got out.

Also, the Nazis controlled people through the DAF (German Worker Front). Prior to 1934, in 1933, trade unions had been banned, and were replaced by the DAF. So, workers had their wages and hours set, and lost the right to strike. Therefore, ~~now~~ all workers had to join the DAF, and so all workers were under government control. They no longer

((b) continued) had the power to revolt, and had to work for the good of the country.

In addition, the government controlled people by improving their lives. Although their civil liberties were reduced, unemployment fell, from 6 million to 1 million in the period 1934-39. ~~At constant rates~~ The DAF introduced schemes such as Strength through Joy and Beauty through Labour, which benefited workers, by offering them rewards for their hard work, such as cinema trips and even Volkswagen cars, and improved conditions in the workplace. There was peace as crime was reduced, and happier, as more people were economically secure and fewer unemployed.

The last way the government controlled people 1934-39 was through the army. After Hindenburg's death in August 1934, Hitler became ~~himself~~ combining the roles of chancellor and president, and the army swore allegiance to him. In effect, he had the army on his side, which could be used to control the public in emergencies.

The Nazis controlled people in numerous ways in 1934-39, propaganda, the RAF, ~~imprisoning~~ lives, the army, and other reasons e.g. controlling youth and religion, but fear and terror was the most important way -

the SS, Gestapo forced people into ~~total~~ conformity to the Nazis and opposition was dealt with ruthlessly.

TOTAL FOR PAPER = 54 MARKS



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Examiner Comments

Both parts a) and b) are full marks and the SPaG mark is 4. The response to part a) is specific, detailed and has good examples to support points made. Part b) is well-written, has specific and accurate details and is a sustained analysis throughout.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

1. Candidates should always focus on the set question rather than providing a response to a question from a previous examination paper;
2. Specific, relevant and accurate details are needed to access Level 3 of the mark scheme;
3. Some candidates lose SPaG marks through basic errors;
4. Centres should familiarise themselves with the changes in the content and assessment of the Depth Studies for the 2015 examination onwards.

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