

Examiners' Report
June 2015

GCE History 6HI01 F

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Introduction

6HI01 – General Comments

The June 2015 examination session produced a wide variety of responses but overall the majority of candidates were able to produce organised responses with at least some sound analysis and relevant supporting material. Most candidates produced responses within Levels 3-5 and there were far fewer candidates this session who misunderstood questions or who provided responses with predominantly irrelevant material. Examiners commented particularly on the quality of argument in many of the L5 responses. Centres and their candidates are to be commended on the hard work and effort that clearly goes into the preparation for the 6HI01 examination.

Some obstacles to achieving higher Level marks, however, are still apparent in responses. While many candidates understood the importance of addressing the entire chronological period in the question, others either did not address the time period adequately or used a time period different from the question set with which they apparently felt more comfortable. For example, D9 covered the years 1945-56, but a significant number of responses included Little Rock, Greensboro and the Freedom Rides, while many responses to F14 referred to the years 1933-39 rather than the war years of 1939-45. Candidates should be aware that the timescales set may be different from those in previous examination sessions and that they should base their responses on the exact date period used on the examination paper rather than those previously encountered in practice questions.

Some candidates chose questions whose stated factor appeared to be outside their comfort zone, and delivered an answer which was only obliquely linked, if at all, to the question. A14 asked about the extent to which Henry VII's domestic policies strengthened royal power in England. Some candidates, perhaps hoping for a different question, wrote largely or even exclusively on foreign policy. Many answers to C6 included material more appropriate to the abolition of the slave trade in 1807 rather than the abolition of slavery in 1833, while some responses to C11 were focused on British expansion in Africa as a whole rather than Egypt and the Nile Valley.

Questions which have a multi-factored focus are signposted by phrases such as 'most important'. Some of the most confident answers to these questions had an introduction, which either agreed with the role of the stated factor or proposed one or more alternatives. Many questions, of course, do not require the consideration of several factors. D9, for example, asked for a consideration of the extent to which the NAACP changed the status of African Americans in the years 1945-56. Many strong answers noted the Association's success in achieving de jure victories via the Supreme Court, but that these were not always accompanied by de facto success thanks to the opposition of Congress or of groups such as the White Citizens Councils. A number of candidates addressed the NAACP's successes, but went on to address other ways in which the status of African Americans was changed, referring to the impact of World War II and to the work of President Truman: these points were not relevant to the question set.

An integral part of the mark scheme is the quality of written communication displayed in an answer. This year there was an improvement in candidates' communication skills, with much less use of abbreviations and colloquialisms. However, the quality of handwriting on a small number of scripts weakened communication overall. Able candidates wrote articulately and coherently, demonstrating a logical mind as well as strong linguistic skills. Weaker answers were characterised by poor sentence construction and writing skills. This was a limiting factor in some answers where candidates clearly knew their history, but struggled to produce a coherent and readable response.

Please note:

6HI01 is standardised across the Option papers and so it is recommended that Centres read the reports for all of the Options as comments made generally apply to all papers. In the case of Option E and F, where there are identical questions, this is particularly the case.

6HI01 F – The Expansion and Challenge of Nationalism

Over 3,300 candidates sat the Option F paper this summer. An overwhelming number of candidates answer questions relating to Germany 1918-1945 along with one other topic but there has been a slight increase in the number of Centres choosing to study two topics not including Weimar and Nazi Germany. As usual most candidates were well prepared and many were able to select and deploy relevant supporting material to great effect in answering their chosen questions. In the higher Levels, examiners noted some outstanding answers commenting both on the quality of the responses and how engaging many of the responses were. In particular, reference was made to responses to questions F1, F2, F8, F12 and F13. At the lower Levels, however, there were more responses than in previous years which showed some understanding expressed in simple developed statements (L2) rather than attempted analysis (L3).

Question 1

The Road to Unification: Italy, c1815–70

This is a popular topic and as usual candidates were generally well prepared and were usually able to deploy a range of factors/issues for discussion. Differentiation between and within Levels was usually seen in the selection and use of appropriate supporting detail. Candidates were clearly able to answer both questions with confidence.

There were some good answers here and many candidates were able to consider the role of Austrian opposition by addressing its limitations and /or other factors, particularly the lack of unity/popular support/international support which put them well into L4. Well prepared candidates were able to discuss Austrian opposition at various stages across the time period. Less successful candidates often wrote generalised answers with few examples to support their statements or were confused as to the chronology of the various revolutionary events. Some candidates concentrated on the 1848-49 revolutions leading to imbalanced answers and a small minority crossed the time period into the 1850s/60s.

Question 2

This was the more popular question. At the higher Levels candidates usually considered the economic, social and cultural advantages of Piedmont in addition to the role of various 'Piedmontese' individuals and in relation to a variety of other factors including the role of Garibaldi, Louis Napoleon/France and Prussia. Those candidates who developed the given factor of Piedmont almost wholly with regard to the role of Cavour, however, often produced imbalanced answers which failed to cover the whole time period. Many candidates were able to offer nuanced evidence, analysing motives and ideology which thus prevented description and narrative. These candidates were able to evaluate and integrate different factors suggesting, for example, that if Garibaldi had not acted, unification would have been less likely from Piedmont.

Question 3

The Unification of Germany, 1848–90

As with the Unification of Italy this is a popular topic for which candidates are generally well prepared. F3 was much more popular than F4 and, as with Italian Unification, differentiation between and within Levels was mainly as a result of the quality of the selection and deployment of supporting evidence. The use of the Zollverein as the given factor led to a wide variability in the quality of responses. Most candidates had a sound understanding of the Zollverein as well as its contribution to further economic and military developments, but some responses failed to show a clear definition of the Zollverein and so were unable to link it adequately to wider Prussian developments. Where candidates started with the rivalry between Austria and Prussia they were able to keep the focus on Prussian domination rather than German unification and the role of Bismarck. Indeed, there were very few candidates who saw this purely as a German unification question.

Question 4

This question produced a range of responses, some more focussed than others. Candidates who focussed on the extent to which Germany was unified rather than the stages of unification, produced some excellent answers. At the higher Levels candidates drew out the difference between Prussian domination and genuine German unity. On the other hand, some responses remained in L3 by offering description of the stages of unification, with Bismarck centre stage. Some of the higher Level responses were able to discuss the short-term impact of the structure of the newly created German Empire on the extent of unification, but some candidates went on to discuss Bismarck's policies after 1871.

Question 5

The Collapse of the Liberal State and the Triumph of Fascism in Italy, 1896–1943

Italy 1896-1943 is the second most popular topic within Option F. Most candidates are well prepared, and it has been a real pleasure to see an improvement in candidate knowledge and understanding of the pre-1922 period over the course of the qualification. The majority of candidates are also well versed in the rise and consolidation of Mussolini's power to 1925, but many candidates still struggle to discuss effectively change over time, outside of foreign policy, between 1925 and 1943. This was a popular question, (a clear indication of the growing confidence of candidates in approaching the pre-1922 period) but a significant number of candidates were confused between extent and cause with the result that many candidates outlined the divisions rather than discussing extent. Most candidates were aware of the North-South divide and the impact of foreign policy on political divisions i.e. the response of the Nationalists and Socialists. However, at the lower Levels there was too much descriptive material offered on the North-South divide, which prevented responses from dealing with change. A surprising, and indeed disappointing, number of responses focussed on the pre-World War 1 period with little discussion of the growing divisions and events at the end of the specified period. Many candidates commented on Mussolini bringing 'unity' in 1922 with little consideration of the divisions which had brought about the rise of fascism itself. Candidates who shaped their responses around eras of change, for example, Giolitti's changes, impact of WW1 etc, tended to produce better responses. Overall, however, few candidates offered really robust evidence on the divisions caused by the failures of the Liberal State or issues relating to the whole of the date range.

Question 6

Most candidates understood the importance of the Church's support in helping Mussolini to control a Roman Catholic Italy, but there was less understanding of the importance of the other traditional elites. The king was also often mentioned, but his role in ending Mussolini's dictatorship in 1943 was rarely developed. Sometimes candidates wrote about why the elites supported Mussolini rather than on the impact of their support on his ability to control Italy.

Most candidates made their judgements on the basis of a comparison with other factors such as the use of propaganda and censorship, the role of terror and violence and the effectiveness of Mussolini's domestic and/or foreign policy; few responses developed the concept of apathy as an agent of control. Higher Level responses were able to discuss the relative importance of these different factors with detailed knowledge and understanding. A disappointing number of candidates, however, were unable to discuss aspects of control across the time period, for examples, only a few responses mentioned the decline in support from the Church as Mussolini's relationship with Germany strengthened or the circumstances surrounding the end of the regime. Lower Level responses tended to compare the role of the Church and the elites with general comments on propaganda and violence using limited substantiated supporting material.

Question 7

Republicanism, Civil War and Francoism in Spain, 1931–75

This topic has become increasingly popular over the course of the qualification, and it was particularly pleasing to see that the fourth bullet point of the specification – centred on the rule of Franco – is now being covered so well by Centres. Examiners often commented that the candidates approached the responses to the topic in general with interest and enthusiasm. This question allowed the candidates to explore their knowledge and understanding of experiences in Nationalist and Republican areas during the Civil War. Candidates were able to approach this question in several different but equally effective ways. As envisaged in the mark scheme, most candidates were able to use their knowledge from the specification of the relative strength of the Republicans and Nationalists at the outbreak of war, the course of the war, the use of terror and the reasons why the Nationalists won the civil war to produce a competent response about zones of occupation. There were many good responses, however, that could also refer to the Republican and Nationalist zones of occupation in some detail, using their understanding of the political geography of the war while deploying knowledge of Nationalist advantages in command, foreign aid and ruthlessness. Many candidates used their knowledge of the use of terror to great effect and the majority of candidates mentioned the Republican 'civil war within a civil war'. Most candidates were able to select and deploy appropriate knowledge to support their answers producing a range of L3-L5 responses. Level 3 responses tended to be more descriptive of the nature of control in the Republican and Nationalist zones while higher Level responses clearly provided a comparative analysis of the effective control established by each side.

Question 8

This was the more popular of the two questions and produced some responses of a particularly high standard. Many examiners commented on the level of knowledge and understanding seen in many responses and often commented that this question produced the most engaging and interesting answers. One comment received in preparation for this report stated that 'candidates seemed to enjoy this question'.

The majority of candidates answering F8 were able to deal effectively with the suggestion that Franco was able to adapt his policies to changing situations and were well prepared to discuss the concept of Franco's pragmatism.

There was a good deal of confidence in using both economic and cultural evidence for adaptation, and there was some excellent exposition on the use of terror. Some evidence tended towards the descriptive and not all candidates were able to sustain their argument across the time period. Higher Level responses were often those which addressed changing policies across the period, usually in relation to World War II, the end of the 1950s and the problematic years of the 1970s, along with other factors such as repression. There were a significant number of high L4-L5 responses.

Question 9

Germany Divided and Reunited, 1945–91

This topic is studied by a small number of Centres and the candidates are generally well prepared. Candidates have good knowledge of the events but this is often undermined by a lack of secure chronological awareness; discussion of events in the 1980s often refer to the introduction of *Ostpolitik* and candidates often confuse Ulbricht and Honecker. Most candidates clearly understood the need to analyse US support in relation to the economic differences between East and West Germany. However, knowledge of the impact of US support was often disappointing and the role of the US was asserted rather than explained and/or analysed. Many candidates were able to distinguish between developments in East and West Germany and make a case for the impact of the USSR and Marxist-Leninism in the GDR as opposed to capitalism, the free market etc, in the US supported FRG. There were also some higher Level responses which argued for the relative importance of internal factors including the policies of Adenauer/Erhardt/Ulbricht and the natural resources available to each state. Lower Level responses were often characterised by insecure chronological knowledge.

Question 10

This was the more popular of the two questions.

Many candidates seemed comfortable with this question, being well prepared for a question relating to the downfall of communism in East Germany. Most candidates were able to focus on the question/given factor and link it to other factors particularly Gorbachev, Honecker, protest in Poland and the end to the Brezhnev Doctrine. However, this was a 'significance' question rather than a multi-factor question and required candidates to address clearly the role of internal opposition in relation to other factors and/or the wider context. Although most candidates did have a good grasp of the role played by internal opposition the number of candidates who were able to develop their supporting evidence in any detail was somewhat disappointing. Knowledge of events in Leipzig and their impact was usually well developed but there was often limited reference to New Forum, the role of the Church, dissatisfaction with the SED and other forms of protest. Many candidates also showed a less than secure chronological knowledge of the fall of communism. The best answers considered the contextual development of opposition in relation to other factors.

Question 11

The Middle East, 1945–2001: The State of Israel and Arab Nationalism

This is an ever popular topic and the candidates are generally well prepared considering the complex nature of the events being studied. As with some of the other topics mentioned above, it has been a pleasure to see greater coverage of the whole time period as the course has progressed, and, in particular, the way in which Centres have adapted to teaching the development of Arab Nationalism. Candidates are clearly making a definite choice to answer questions in relation to Arab Nationalism and some of the best responses are of a very high quality indeed. There is, though, still the perennial problem of a lack of secure chronological knowledge in many of the answers. Most candidates were able to discuss the deterioration in relations between Jews and Arabs in Palestine in the years between the end of World War II and the outbreak of the first Arab-Israeli conflict. Responses at L3 tended to produce a narrative of events or an insecure discussion of the long-term reasons for the decline in relations while L4 answers analysed more clearly the reasons for the deterioration. Higher Level responses required an analysis of the reasons for the 'rapid' deterioration in these years. Some candidates produced imbalanced responses by referring in too much detail to the long term causes of conflict in Palestine. A few responses extended the time period into the 1970s and so produced a large amount of irrelevant material. The best responses were able to pinpoint specific events or turning-points within the time period – such as the British decision to withdraw or the UN partition plan - which exacerbated existing longer term causes.

Question 12

This was a 'significance' question rather than a multi-factor question and so a discussion focussed on the role of Nasser in relation to other factors and/or the wider context was essential. Differentiation within this question, therefore, depended on the extent of candidate knowledge with regard to the impact of Nasser's character and policies in relation to the development of Arab nationalism. Most candidates generally had a good knowledge of Nasser's impact but many responses produced a narrative commentary rather than clear analysis. Most responses compared Nasser's impact in relation to other significant influences. In the best responses there was a clear appreciation of the importance of Palestinian liberation across the Arab world, and a few showed awareness that Arab nationalism declined in importance after Nasser's death and Sadat's agreement to accept US aid and promote a more tolerant view of Israel. A very small number were able to point to the rise of new forms of Arab nationalism from the mid-1960s which challenged the secular pan-Arab nationalism championed by Nasser.

Question 13

From Second Reich to Third Reich: Germany, 1918–45

The vast majority of candidates for Option F answer a question on Germany 1918-45. As in previous examination sessions, there is a wide variability in the quality of responses ranging from L2 developed statements to explicitly focused and well substantiated analytical responses. Most candidates have at least a sound understanding and knowledge of the events of these years but as always a significant minority of candidates lack secure chronological knowledge; this was particularly evident this year in the responses to F14. This was the more popular of the two questions and required candidates to explore the nature of the Nazi Party's rise to power. In general this was a well understood question with most answers being differentiated by range and depth. It is good to note that most candidates did avoid the temptation to write a general Hitler's rise to power response. Many also discussed effectively the 'grey area' between what constituted purely legal and illegal methods with a number of candidates being particularly well-informed on the political intrigue surrounding Hitler's appointment as Chancellor and also the concept of pseudo-legal activity. Some approached the response, however, by assessing growing support for the Nazi Party more generally or outlining Hitler's leadership qualities, so limiting their responses to L3 or lower L4. Some candidates also failed to address adequately the timescale of the question; there were many developed references to the period 1924-28 and events in 1934. Most candidates made their judgement on the basis of the legal methods in comparison with non-legal, (for example, SA violence) and other factors such as the Wall Street crash. The best responses often linked the rise to power of the Nazi Party with a contextual understanding of the international events of the late 1920s and the structural weaknesses of the Weimar Republic.

Question 13

This is an example of a Level 3 response.

Put a cross in the box indicating the SECOND question you have chosen to answer ☒.
Your second question choice must be on a different topic to your first question choice.
If you change your mind, put a line through the box ☒
and then put a cross in another box ☒.

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(This page is for your second answer.)

Rise to power via legal methods 1928-33:

- ~~Electoral Support~~ legal Electoral support / Appointed by Hindenburg
- ~~Violence~~ + Electioneering
- Failure of leaders - MBBS
- WSC - Electoral support
- ~~Violence~~ Propaganda / Inherent Appeal
- ⊖ Violence - only illegal but not in sign. A

In 1928, Hitler and the NSDAP held 2.6% of the vote; by 1933 they held over ^{a third} ~~half~~ of the Reichstag and Hitler was Chancellor, making him one of the most powerful men in the country. This ~~drastic~~ drastic rise in support is due to numerous reasons the most significant which were the failures of the ~~left~~ leaders and the 1929 Wall Street Crash, which both helped

This page is for your second answer.) Hitler gain mass electoral support culminating in 1933 when President Hindenburg appointed him Chancellor. Other factors responsible included propaganda and the inherent appeal of Nazism. To a smaller extent, violence was also used to gain support however as this ~~was~~ did ~~not~~ heavily contribute to Hitler's rise to power. ~~Hitler did come to a power~~ it is accurate to describe Hitler's path to power ~~as~~ as legal.

The failures of ~~leader~~ the Weimar leaders in power during this period heavily contributed to the NSDAP rise in support. The fact that the various leaders failed to tackle the pressing issues of the time, meant the ~~NSDAP~~ ~~rising~~ people began to look for alternatives whom they found in Hitler. Müller in 1929-30 failed to ~~handle~~ handle a coalition government ~~in~~ of four different parties who all had different methods of tackling the deficit. The lack of action from the government during this crucial, ~~historic~~ point in society naturally meant the people were pushed to other powers. ~~The~~ The Nazis and Hitler cleverly exploited the lack of action and used the failures to gain mass support ~~for~~ from the lower middle class.

(This page is for your second answer.) and the working class. Brüning and von Papen who ruled in 1930-32 were ~~set~~ corrupt politicians, who were more concerned with maintaining power rather than tackling the key issues present. Both leaders failed to solve the ~~public~~ gridlock reached, and both called for ~~the~~ re-elections and the dissolving of the Reichstag. This firstly allowed the Nazis to easily gain power electorally by capitalising on the lack of action and the re-elections. The lack of a ~~coherent~~ united government with a coherent policy also ~~caused~~ caused many Germans to support the Nazis furthering their efforts. The appointment of Hitler as Chancellor was also due to the weakness of the leaders as von Papen intentionally removed Schleicher from power convincing ~~to~~ Hindenburg he could control the Nazi influence which led to his appointment in Jan 1933. The fact a major cause of Nazi rise to power was due to the failures of the Weimar and various leaders illustrate the ~~importance~~ how legal methods were used to come into power.

The exploitation of the WSC was also significant in helping the Nazis gain power;

This page is for your second answer.) The use of propaganda to promise prosperity was a key, legal method via which the Nazis gained support. By using ~~their~~ ~~made~~ propaganda targeting specific demographics in Germany, the Nazis could promise prosperity to all aspects of society ~~including~~ including farmers, lower middle class and the ~~so~~ peasants. Further ~~is~~ the impacts of the depression whereby 5.6m were unemployed in 1932 ~~also~~ made Nazi principles much more appealing; the idea of a united German society with a large empire appealed to many during the times of poverty. The idea of Führerprinzip was key ~~in~~ ~~as~~ as people hoped for a strong, decisive leader ~~who~~ ~~so~~ especially after the ~~failed~~ failures of the democratically elected government. ~~Further~~ ~~Hitler~~ The impacts of the WSC on Nazi support is illustrated by their electoral support ~~before~~ ~~and~~ in 1928 and 1936, whereby their 2.6% increased to 18%. Thus showing how their first major surge of support and gain of power was due to legal methods of capitalising on the Depression and the WSC. Naturally, the failures of the Weimar

(This page is for your second answer.) Republic ~~leads~~ and its leaders ~~is~~ were also exploited by propaganda and also furthered the support for the party as well as ensuring Hitler was appointed Chancellor. The fact the Nazi's power was ~~significantly~~ ^{mainly due to} ~~caused by~~ electoral support and ~~is~~ Hitler's appointment was within the limits of the Weimar constitution, as the President could appoint a Chancellor regardless of if they had a majority, demonstrates why their rise to power was to a large extent via legal methods.

However to a smaller extent, violence was also used in helping the Nazis rise to power as the SA ~~and SS~~ were used to ~~gain~~ gain the support of the youth and peasants in the initial stages of ~~the~~ ~~the~~ the party in 1928-29. Their violence was also used to encourage Nazi voting, as demonstrated in 1932 when ~~there~~ ~~is~~ they won 37% of the vote and 460 riots occurred in ~~the~~ Prussia at the time. This highlights how the threat of violence from the SA ~~is~~ played a role in helping the Nazis. The SA were also used to defeat communism as they were openly

(This page is for your second answer.) attached on a local level suggesting, violence helped remove some opposition for the Nazis. However, ~~they~~ ^{violence} ~~did not play~~ violence and illegal methods were not hugely significant as shown ~~is~~ by the lack of support pre-1929, when violence was used but they had 2% of the vote and effectively no power. Further violence was occurring at a local level, ~~often~~ with sporadic, random attacks occurring suggesting they were not a ~~part~~ of major part of Nazi policy and did not play a large role in their rise to power. Further the fact Hitler himself aimed to maintain an element of legality and as a result ~~replaced the~~ ~~leader~~ returned the SA to reduce their power and placed Rohm in charge show how violence was not a significant factor in helping them rise to power

In conclusion, whilst violence was used to gain support, it ~~was~~ ~~not~~ ~~for~~ did not play a major role in the Nazis' rise to power in comparison to the WSC and the failures of ~~the~~ Weimar leaders. The Depression enhanced the effect of Nazi

(This page is for your second answer.) propaganda whilst making their principles of Volksgemeinschaft and Lebensraum more appealing. Further the lack of action and the selfish nature of the Chancellors from 1928-33, pushed the masses ~~to~~ towards the Nazi party who promise decisive action and prosperity for Germany. Hitler's rise to power and appointment of Chancellor Weiz within the limits of the Weimar Constitution, ~~as he~~ ~~was~~ as he ~~was~~ was appointed by Hindenburg himself, whilst ~~he~~ ~~held~~ a winning a third of the Reichstag in the ~~1932~~ Nov 1932 elections, ~~both~~ ~~of~~ ~~which~~ ~~show~~ which demonstrate how he came into power ~~via~~ via legal methods, including the exploitation of the NSC and the failures of the Weimar leaders.



ResultsPlus Examiner Comments

This response attempts analysis with an understanding of the focus of the question and some of the key issues. It identifies a number of key points with regard to legal methods and briefly touches upon the use of illegal tactics in the Nazi rise to power. Overall the response is lacking depth and range with an imbalanced argument and limited in its use of supporting evidence.



ResultsPlus Examiner Tip

This response makes some relevant points but does not deploy enough supporting evidence to substantiate the argument. Always try to use at least 2-3 different examples of detailed factual knowledge within a paragraph to back-up the point being made.

This is a well-focussed L4 response.

Put a cross in the box indicating the SECOND question you have chosen to answer .
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If you change your mind, put a line through the box
and then put a cross in another box .

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| Question 13 | <input checked="" type="checkbox"/> | Question 14 | <input checked="" type="checkbox"/> | | |

(This page is for your second answer.)

PLAN

① Legal methods → ~~Legal~~ Enabling Act 1933

② Legal methods → Propaganda.

③ Had given up on violent method attempts

④

(This page is for your second answer.)

It is quite accurate to say that the rise to power of the Nazi Party in the years 1928-1933 was mainly achieved by legal methods. They employed a range of techniques in order to gain electoral support and then gained the ~~support~~ ^{confidence} of the president himself, Hindenburg, who then granted the Enabling Act, giving Hitler the true power he desired. However, there is also evidence of immoral and illegal actions of the Nazis that gained them power.

Firstly, the Nazis throughout this period gained huge electoral success and support from the electorate which suggests that they accessed their power through legal methods. ~~They~~ ~~in 1928, the Nazis only~~ Before 1928, the Nazis had only had 2.8% of the vote in elections and even in 1928 they only had 18%. However, by the 1932 elections, they gained 38% in July and 33% in December followed by a mighty 44% in 1933. This dramatic escalation in electoral support for the Nazis shows how they gained power legally by going through the governmental system. One way in which they did this was through clever use of propaganda. Joseph Goebbels

(This page is for your second answer.) was minister of propaganda and the Nazis employed creative methods such as film and having Hitler travel around Germany by speedy aircraft to deliver speeches in person. This was aided by his charismatic personality. These things helped to create this acceleration in electoral support which shows how the Nazi Party used legal methods to rise to power.

~~So~~ Furthermore, it can also be shown that the Nazi Party rise to power was achieved by legal methods through the granting of the Enabling Act. Hitler became Chancellor in 1933 but this still did not give the Nazis the full power they desired as they still had the President, Hindenburg at the time, to get around. However, after considerations, in 1933, Hindenburg granted the Nazi Party the enabling Act, allowing Hitler to rule by decree for ~~2~~ four years. This gave him ultimate power. The fact that Hindenburg agreed to this shows that the Nazi Party were seen to have gained their power, thus far, legally and partly in government and the granting of this legal act ~~was~~ was a reinforcement of the legal methods they had already employed.

(This page is for your second answer.) However, on the other hand, ~~that~~ it is fact that the Nazis also got their views across during these years in illegal or immoral ways in order to gain public support. For example, right from the start of Hitler's electioneering campaign, the Nazis stressed their ~~their~~ anti-Semitic ideas and hatred towards Communism. They did this in order to gain the support of groups such as the middle-classes.

Although, by 1928, Hitler had officially begun his legal climb to power after having been defeated at the Munich Putsch of 1923, there were still some sectors of the Nazi Party that leaned towards violence. For example, the SA was a section of the Nazi Party which became renowned for beating up Jews in the streets during the years running up to Nazi power. This is therefore evidence of how the Nazi Party put their views across to the public in order to gain their support and therefore reach power in a not so legal manner.

Finally, in order to gain a last push of support from the public, namely the middle-class, in order to reach ultimate power, Hitler resorted to lies and ~~the~~ the framing of the Communists. For example, in 1933, there was the Reichstag Fire. The Nazi Party claimed that this had been

(This page is for your second answer.) started by Dutch Communist
Marx van der Lubbe and, although it may not
have been started by him at all, put the ~~the~~
KPD and Communism in a bad light. This was
Hitler's last push for electoral support, even
after he had gained Chancellorship, in order
to reach the maximum power he could. This
& scheming and exploitation of public fears
shows another way in which the Nazis achieved
their rise to power through ~~the~~ legal methods.

To conclude, one can take on balance that
the Nazis, ~~on the~~ overall, achieved their
rise to power via legal methods. After the
crushing defeat of the Munich Putsch in 1923,
Hitler had resorted to climbing the legal ladder
of power by gaining spectacular electoral
support and being legally granted the power
he desired.



ResultsPlus Examiner Comments

This is a well-focused response with an understanding of the key issues and appropriately selected supporting evidence. The response attempts to create a balanced argument in relation to the use of legal methods by the Nazi Party to gain power. Each point is clearly laid out and secure explanatory material is included.



ResultsPlus Examiner Tip

A well-focused response uses the opening sentences of paragraphs both to further the discussion and introduce new points. The use of connectives is good practice but many responses use them without a clear understanding of why they are being used. In this response the outline of the discussion is clearly established through the appropriate use of connecting phrases; Firstly..., Furthermore..., However, On the other hand..., Finally... .

This is a L5 response.

Put a cross in the box indicating the SECOND question you have chosen to answer .
Your second question choice must be on a different topic to your first question choice.
If you change your mind, put a line through the box
and then put a cross in another box .

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(This page is for your second answer.) Historians may argue that there ~~was~~ both arguments for and against the notion that the rise to power of the Nazi party in the years ~~to~~ from 1929 to 1933 were achieved through legal methods. Arguments for this notion include elections and public speaking to gain seats in the Reichstag. Hitler's use of ~~or~~ legal propaganda for example 'mein Kampf' to outline his political views and finally the Nazi party's use of the ~~the~~ economic crisis and the great depression in 1929 to highlight the country's need for change in ~~the~~ Weimar government. On the other hand arguments against the notion that the Nazi party's rise to power was that of legal methods include the use of the SA to intimidate opposing political parties and a great deal of luck regarding Germany's economy also allowed the Nazi party to rise to power. ~~and~~ Overall however it is clear due to key facts including the amount

(This page is for your second answer.) of votes secured in the 1933 March election that the ~~was~~ Nazi parties rise to power came about through legal methods.

The first example of the Nazi party rising to power through legal methods include their electoral campaign from 1929 to 33. Under the Nazi party used public speaking to promote the Nazi party leading them to gradually increasing their percentage of votes in each election. This is highlighted through them increasing their percentage of votes in 1928 from 12% to over 40% ~~but~~ in the election of March 1933. Through this ~~it~~ further outlines the Nazi party's use of legal methods ~~to gain~~ in their rise to power.

A second ~~se~~ example of how the Nazi party used legal methods ~~to gain~~ in their rise to power in 1933 is through their use of propaganda and promises they made to different groups within Germany. The first example of ~~to~~ this is through their campaign to the middle and upper classes of Germany promising to ~~save~~ combat communism and prevent the communists from taking control of Spain. Their second use of propaganda is that of their ~~the~~ promise of work and

(This page is for your second answer.) break to the lower classes of Germany, something they ~~to~~ desperately needed. One final use of propaganda was their use of posters to highlight Hitler's power and holiness. This allowed the Nazi party to gain power legally as it used legal methods and promises to ~~entire~~ entire ~~swade~~ swade different ~~for~~ German ~~of~~ groups to gain votes.

However on the other hand Hitler said the Nazi party used illegal forms of violence and intimidation through the SA and the SA to prevent other parties from entering political meetings and election debates. This was an example of how Hitler used violence and intimidation in his rise to power by violently eliminating opposition.

Overall these were factors which highlighted the Nazi party's insidious methods in their rise to power which includes violence, the SA and intimidation but it is clear due to ~~the~~ the ~~propaganda~~ propaganda and votes that the Nazi party legally rose to power through legal methods.



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Examiner Comments

This response is directly focussed with explicit analysis of the role of legal methods in the rise of the Nazi Party. It considers legal and 'illegal' methods as well as the rise of the Nazi Party in the wider context of the events of the 1930s. It selects and deploys relevant and appropriate detailed supporting evidence.



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Examiner Tip

A good conclusion clearly addresses the key issues and weighs up the relative importance of the different factors addressed. This response refers back to the key points mentioned in the main body of the response and attempts to give weight to the different issues discussed.

Question 14

This question led to a wide range in the quality of the responses produced but in general the answers were often disappointing. A large number of candidates outlined the change over time leading to more descriptive L3 answers rather than looking at the nature of the changing conditions and the issue of 'extent.' Most concerning of all though was, that despite the timescale 1939-45 being prefaced by the phrase 'the war years', a significant number of candidates chose to write responses wholly focussed on the years 1933-39. Many of these candidates also wrote in simple assertions and so were unable to access marks above L2. Some candidates also saw this as a question with reference solely to the treatment of the Jewish population and other minorities so limiting the marks that could be awarded. Better responses were able to identify the rate and extent of change which took place in both economic and social conditions throughout the whole period. Many of these pointed out the failure of the Four Year Plan to prepare Germany for anything other than a short war of plunder and suggested that Speer stabilised the economy to some extent by using rationalisation strategies. Most candidates were able to refer to the impact of Allied bombing, the role of women and the consequences of the Soviet invasion in the later stages of the war. Many of the more successful responses used turning point events or years to establish markers for the discussion of change. In the higher Levels there were some very interesting and thought provoking responses.

Question 14

This is a L4 response.

Put a cross in the box indicating the SECOND question you have chosen to answer .
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(This page is for your second answer.) Throughout 1939 - 1945 the situation in Germany changed both socially and economically. The economic and social conditions changed due to: German Women, the Allied bombing, Albert Speer and the ~~invasion~~ ~~of~~ Invasion of Germany.

When the war began in 1939 the use of women by Nazi Germany was altered. For example women were now expected to fill in the factories and keep up production whilst the men fought. This was a significant social change from staying at home and looking after their children. However the number of women of paid employment didn't significantly rise when the Nazis changed their women strategies as the number of women working prior to the war was already very high. *

The allied bombing of Germany in the later stages of the war also brought dramatic social and economic change in Germany. For example Dresden was one of the most badly bombed areas of Germany. The

This page is for your second answer.) A controversial decision to bomb civilians by the allied forces was justified by aiming to damage civilian morale. The bombing ~~changed~~ ^{changed} social ~~damage~~ ^{conditions} as more than 60,000 people were killed and it made many more homeless. Furthermore factories were also bombed which caused massive changes in the economy as scarce resources were now being used to build more factories. Overall, the allied bombing second most important factor of how the economic and social conditions changed as now massive numbers of German civilians were dying and resources were being drained at an alarming rate.

Thirdly, Albert Speer becoming Minister of Economics was another way the economic and social conditions changed in Germany. For example, by 1944 arms production had tripled, due to, Speer's streamlining of industry and his reduction of waste. This was a massive economic change as Germany's production was booming. Also, Speer brought around changes in society within Germany. He made more extensive use of slave labour (from occupied forces), which may have also altered the economic conditions in Germany.

~~Finally, at the Battle for Berlin 1945~~

Overall Albert Speer was responsible for ^{some of} the biggest alterations of Germany's economy the war had seen, by doing this he also altered the social conditions with the extensive use of slave labour.

(This page is for your second answer.) Finally, the ^{Invasion of Germany} ~~Battle of Berlin~~, 1945 was another factor that brought huge social and economic changes in Germany. When, Russia invaded Germany hundreds-of-thousands of women and children fled to the west of Germany to escape the atrocities that followed the Russian army, such as rape. This caused a huge difference in the German social conditions as huge amounts of people were now homeless in the west of Germany. Furthermore in the Battle for Berlin, 1945, young members of the Hitler Youth, as well as the 'Scratch' homeguard were expected to fight. This resulted in more social change with the death of more civilians and children of the Hitler Youth. Overall the invasion of Germany dramatically altered the social conditions in Germany but not the economic conditions.

On the whole it is clear that both the economic and social conditions changed significantly in Germany as the war continued and the later years brought the most change, with the mass of homeless and dead civilians.

* The ~~the~~ women working in factories only helped to maintain the German economic conditions, not change them. Overall ~~the~~ the role of women ~~did~~ helped ~~only~~ socially condition.



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Examiner Comments

The response is well-focused with some understanding of the key issues. The supporting material is relevant and appropriate but not always well deployed or detailed. It has some understanding of change over time. Key factors are explained rather than analysed and the conclusion is brief.



ResultsPlus

Examiner Tip

Introductions and conclusions are important in the organisation of a response. The introduction defines and outlines the main arguments to be discussed in the response while the conclusion comes to a reasoned judgement. This response provides a very brief introduction and conclusion in comparison to the L5 response for Q13.

This is a L5 response.

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(This page is for your second answer.)

Plan

~~Beginnings~~

~~End~~

Beginning
(good)

- 1933-39 4.8 - 0.1 - factories - believed
- 1939 France - morale
+ goods - Herman Goering

End
(bad)

- Feb 1945 Dresden
- 3 million / 1.5
1.04 vs 1.47
2 years 4 months

Actually, bad at
start

- 1927-37 diet
~~...~~
~~...~~
- ammunition and tanks

(This page is for your second answer.)

From 1939-45 the social and economic conditions in Germany ultimately worsened ^{to a huge extent.} At the beginning of the war morale was high and goods were plentiful from the invasion of France, but by the end of the war a sense of depletion crushed Germany and there was widespread destruction. However, it must be noticed that the lives of German citizens at the very start of the war were already fairly poor.

At the beginning of the war in 1939, ~~thousands~~ and within the first year the conditions in Germany were ultimately pretty positive. Before the start of the war, the Nazis won the 'battle for work' and reduced unemployment from 4.8 to 0.1 million 1933-39, guaranteeing people work in factories. This meant that, at the start of the war, economic conditions were good as all German citizens were guaranteed some form of work, and therefore pay to get food and housing. ~~to~~ Germany was also healthy economically due to war production, for example after the Ruhr steelworks workers refused to continue, the Hermann Goering steelworks were founded and became the biggest steelworks in

the world, employing 600,000. This is an important example because it showed how the German economy was thriving at the start of the war, as in 1939 Germany was the world's 3rd largest economy. Conditions in Germany were also socially very good after the 1939 invasion of France and its defeat in May 1940. The defeat of France marked social and economic prosperity because goods and food from France now were in the hands of German citizens, and after another victory the morale of Germans was very high and faith in Hitler very sound.

By the end of the war however in 1945, conditions both socially and economically in Germany had worsened considerably. The sheer loss of men in the war, 3 million dead and 1.5 million injured out of a total of 16 million had a huge detrimental social effect. Husbands and fathers were lost at huge detriment to morale. Furthermore, as more men were lost in the last 4 months of war than in the previous 2 years (1.47 million compared with 1.04 million) an incredible sense of defeatism swept over

Germany that meant social conditions worsened unacceptably. This was accentuated by the allied bombing which caused the huge downfall in standard of conditions both socially and economically. The February 1945 bombing of Dresden was a key example, as 300,000 ~~lost~~ died and 750,000 were seriously injured, mostly women, children and elderly. ~~When~~ This caused a huge decrease in social conditions, also accentuated by the terrible economic conditions; homelessness, starvation and disease. In total, one fifth of housing was destroyed by allied carpet bombing and 700,000 people were left homeless. Medical aid and fresh water was largely unavailable, meaning that the German citizen's quality of life was very poor - factory output was also cut by 20% due to allied bombing and precious scarce resources had to be used to rebuild the factories. This led, in combination with the destruction of housing and loss of working men, to a huge detrimental effect on economic conditions.

However, there is some case to argue that the conditions in Germany did not worsen as much as was thought during the war years, at least not in terms of economies. From 1927 - 1937, the diet of an average German citizen had continued to worsen and consumption of many kind of food had fell except rye, cheese and potato (traditional peasantly goods). The diet of a German during the war years therefore may not have worsened so considerably, and may in fact have improved after the ^{successful} invasion of France brought new food and goods. ~~that~~ This is important because it provides evidence that economic conditions may have in some ways improved during the early war years. Furthermore, from 1941 - 44, ammunition output increased six fold and production of tanks increased from 2,800 to 17,300. This is also important evidence because it demonstrates economic prosperity in the latter war years and, due to this high production of war ~~goods~~ goods, that employment was still very high and lots of work was ~~offered~~ offered in factories, suggesting good economic conditions.

throughout the war period.

In conclusion however, conditions in Germany 1939-45 ultimately worsened, although far more in the social than economic sense. By the end of the war and as result of the allied carpet bombings, conditions in Germany were both economically and socially poor due to the widespread destruction and extremely low morale. However, there is evidence to suggest that throughout the war period Germany's economic conditions were fairly good until the very end of the war. Furthermore, the social and economic conditions in Germany were quite good ~~at~~ in the first couple of years, especially after the defeat of France. Ultimately though, social and economic conditions changed detrimentally from the start of the war in 1939 to the end of the war in 1945, especially in the sense of morale; the feeling of defeatism in 1945 after the loss of German soldiers and allied bombings accentuated the negative feelings caused by economic destruction.



ResultsPlus

Examiner Comments

This is an analytical response with an explicit understanding of the key issues. It discusses both change over time and the extent to which both economic and social conditions worsened. The supporting material is well selected and sufficient for L5.



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Examiner Tip

Always take some time to plan a response. The plan does not need to be lengthy or complicated. In this response the plan shows an understanding of change over time, indicating a need to discuss the situation at the beginning, and the end and notes the argument being made - that the situation was already difficult at the beginning of the period. It provides a skeleton outline onto which a more detailed response can be built.

Paper Summary

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

- Firstly, coverage of all four bullet points is vital. It was particularly clear this year that full coverage of the bullet points allows for candidates access to the full range of questions available for them to choose from and also results in many interesting and thought-provoking responses.
- Secondly, candidates should be encouraged to take time at the beginning of the examination to acquaint themselves with what the question is asking them to focus on, and especially of the timescale in the question.
- Finally, to make it clear to candidates that the questions set cannot be one's they have specifically seen before. They should be prepared to select and deploy their knowledge and understanding for the question set not the question they hope for and, indeed, they should always be prepared for the unexpected.

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>

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