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# Examiners' Report

## June 2017

GCE History 8HI0 1G

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## Introduction

It was pleasing to see candidates able to engage effectively across the ability range in this, the second year of the reformed AS Level Paper 1G which deals with Germany and West Germany, 1918-89.

The paper is divided into three sections. Section A comprises a choice of essays that assess understanding of the period in depth (AO1) by targeting the second order concepts of cause and/or consequence. Section B offers a further choice of essays, targeting any of the second order concepts of cause, consequence, change and continuity, similarity and difference, and significance. Section C contains a compulsory question which is based on two given extracts. It assesses analysis and evaluation of historical interpretations in context (AO3). Candidates in the main appeared to organise their time effectively, although there were some cases of candidates not completing one of the three responses within the time allocated. Examiners did note a number of scripts that posed some problems with the legibility of hand writing. Examiners can only give credit for what they can read.

Of the three sections of Paper 1, candidates are generally more familiar with the essay sections, and in sections A and B most candidates were well prepared to write, or to attempt, an analytical response. Stronger answers clearly understood the importance of identifying the appropriate second order concept that was being targeted by the question. A minority of candidates, often otherwise knowledgeable, wanted to focus on causes and engage in a main factor/other factors approach, even where this did not necessarily address the demands of the conceptual focus. Candidates, in the main, were able to apply their knowledge and understanding in a manner suited to the different demands of questions in these two sections in terms of the greater depth of knowledge required where Section A questions targeted a shorter-period, as compared to the more careful selection generally required for the Section B questions covering a broader timespan.

Candidates do need to formulate their planning so that there is an argument and a counter argument within their answer; some candidates' responses lacked sufficient treatment of these. The generic mark scheme clearly indicates the four bullet-pointed strands which are the focus for awarding marks and centres should note how these strands progress through the levels. Candidates do need to be aware of key dates, as identified in the specification, and ensure that they draw their evidence in responses from the appropriate time period.

In Section C, the strongest answers demonstrated a clear focus on the need to discuss different arguments given within the two extracts, clearly recognising these as historical interpretations. Such responses tended to offer comparative analysis of the merits of the different views, exploring the validity of the arguments offered by the two historians in the light of the evidence, both from within the extracts, and candidates' own contextual knowledge. Such responses tended to avoid attempts to examine the extracts in a manner more suited to AO2, assertions of the inferiority of an extract on the basis of it offering less factual evidence, or a drift away from the specific demands of the question to the wider taught topic.

## Question 1

This was the most popular question in Section A. The question required a focus on consequences, and whether political extremism was the main one caused by the Treaty of Versailles. The majority of candidates were able to construct a logical argument and marshal good supporting evidence. The criteria by which the consequences could be judged tended to be the difficulties encountered by Weimar governments, and as the Weimar Republic fell to political extremism, this was very sensible. The consequence of political extremism was usually weighed against the economic consequences engendered by reparations. Some of the better responses included the feeling of national betrayal caused by the 'war guilt clause' of the Treaty, with additional reference to lost land and a vastly diminished military - issues around which the Nazis grew. At the top end candidates were able to take their evidence and argument through to 1933 and the end of the Weimar Republic, and used the crisis years of 1930-33 to good effect. A disappointing number of candidates only used evidence from the earlier part of the time frame and spent too much time on the putsches, assassinations and hyperinflation. A common difficulty this question posed was around the second order concept of consequences. Where candidates were not confident about how to evaluate consequences they turned the question into the causes of political extremism. It proved difficult for these responses, which often exhibited very good knowledge, to get beyond mid-Level 3.

Firstly, the main consequence of the Versailles Treaty was hyperinflation in 1923 and a general economic crisis. Due to inability to repay the insurmountable reparations the French invaded the Ruhr in Northwest Germany, the heart of German industry and as a result Germany's industrial production dropped by a half, and ~~raw~~ raw materials like coal became ~~so~~ much lesser in their supply, thus causing significant price rises, ~~and~~ by to the extent that ~~in~~ by the end of 1923 the value ~~had~~ of the paper-money had completely diminished. When questioning what this means, we must look at the economic consequences:  
(Section A continued) ~~that~~ all the middle and upper classes lost <sup>all</sup> their savings, unemployment reached

70% by 1924, whilst it was around 10% in 1920 and many people fell into <sup>the temptation to</sup> poverty <sup>with</sup> cities like Berlin seeing a ~~sharp~~ mortality rate of 35% in 1923. This highlights the catastrophic and severe nature of the consequences of the Versailles treaty, and I do not believe that any other impact could have been more significant.

Secondly, <sup>the a less potent consequence was that</sup> there was a drastic rise in political extremism following the first world war, highlighted by the Spartacist revolt of 1919 and the Kapp Putsch of 1920. Although Kapp led his rebellion following the ~~down~~ closure of the Emden Marine base <sup>in March 1920</sup> which was part of the terms of the Versailles treaty, nationalism and militarism had been popular in Germany since before the first world war, and this specific incident, which ~~he~~ did trigger the putsch, was simply the tip of the iceberg. Alike the Spartacist revolt, extremists ~~are~~ <sup>are</sup> seen a power vacuum, filled by incompetent advocates of democracy, who needed to be replaced by ~~an~~ strong traditional nationalist, or even workers. ~~It~~ It should not be forgotten that these attitudes were common all over

(Section A continued) Europe, ~~at~~ ~~extremists~~ where extremism was also prominent, even in nations like Britain who did not suffer terribly following the first world war. ~~Therefore~~



Thus, ~~can~~ in spite of the fact that the Versailles Treaty did contribute to <sup>extremist</sup> attitudes, the growth in extremism was not a primary consequence of the Treaty of Versailles. Besides, the extremists were never successful in taking power, meaning their impact was further limited in terms of changing life in ~~the~~ ~~the~~ Weimar Republic.

Finally, a less important consequence was the long term distrust in democracy and blame culture around the 'November Criminals', who were supposed to have been weak in submitting to the Entente powers ~~and~~ accepting the draconian terms. This was outlined in 1925 when President Von Hindenburg was elected, ~~this~~ <sup>president</sup> a key promoter of this idea. This ~~resent~~ towards the new republic was further demonstrated in the election of Hitler as Chancellor (43%) in 1933. This eventually ensured the end to democracy and the republic's collapse, and was all built around dislike towards those who had supposedly betrayed Germany. However, we must look at how much the economic conditions contributed to this distrust and resent towards democracy. For instance extremist parties like the KDP lost

(Section A continued) popularity after 1923 when hyperinflation ended and the Nazi government only gained popularity in times of hardship, for example in 1925

they only gained 2% of the vote. Moreover, Nazis received a 40% of their support from middle class nationalists, the same group who were damaged significantly by hyperinflation. This indicates that resentment towards democracy and desire for an extreme alternative were a result of hyperinflation and poor living standards rather than <sup>overturning</sup> the terms of the Versailles ~~beatyment~~ ~~desire~~ ~~to~~ ~~was~~



### ResultsPlus Examiner Comments

This essay shows some of the common tendencies for responses to this question. The strength of this response is that there is a reasonably clear argument that the economic consequences of the Treaty of Versailles were the most important. As with a number of responses, there is not enough on the second half of the time frame. However, the evidence cited is mostly accurate and is deployed to support the candidate's argument. This response avoids the all too common one of focussing on the difficulties that the Weimar governments faced up to 1923. The time frame is covered, but as we would expect with a period of fourteen years there has to be a process of evidence selection, and this candidate has made a clear choice about which evidence is most useful to their argument. This response has some analysis and explanation: mostly accurate knowledge related to the consequences of the Treaty of Versailles; there is a clear attempt to establish criteria by which the evidence can be judged; and the response is reasonably well organised. These qualities put this response at the top of Level 3.



### ResultsPlus Examiner Tip

Candidates often like to establish the criteria they will use at the start of their essay. This often produces an essay plan of the content. For example, with this particular question it might be a list of consequences. That is content not criteria for judgement. The examiner is looking for criteria that justify the candidate's analysis. In this case the candidate uses the argument that economic crisis fed into extremist politics and was therefore a primary consequence because the Weimar government was unable to contain it. The criterion is the primary role of economic crisis because it in turn had other consequences.

## Question 2

This question asks candidates to focus on the extent to which Nazi social and economic policies were shaped by Nazi racial ideas. The second order concept is causation, and candidates at the top end understood that the role of racial ideas in formulating policies had to be weighed against other causes. Many candidates were able to link Nazi racial ideas to the social and economic policies affecting Jews and other minorities such as gypsies and the disabled in the years 1933-45. A good number of candidates wrote about the early boycott of Jewish shops, the Nuremberg Laws of 1935, the system of Nazi education and the culmination of these policies into the final act of the Holocaust.

In addition, many candidates quite rightly wrote about Hitler's policies being about getting people back to work and offered good evidence on work creation schemes like building autobahns, the RAD and the effects on unemployment. Most candidates challenged the stated factor of racial ideas and argued that Hitler's obsession with war and autarky shaped the Four Year Plan and quite a few social policies too, e.g. women's wartime employment. Those candidates who analysed policies with reference to the Nazi ideal of a 'people's community' tended to produce interesting and well-argued responses. At the bottom end candidates suffered from a lack of planning, which led to imbalance. Policies affected by racial ideas would be well covered, such as policies towards women and the family, but there was less material on other causal factors.

This anti-semitic feature of the Nazi regime saw its effects and influence first hand at street stormtrooper violence against Jewish businesses and houses out of spite and hate. Kristallnacht, the night of broken glass, was a night of attack and violent vandalism on Jews.

The regimes anti-semitism also saw many social policies against Jews. These include the disallowance of marriage between Jews and Aryans to keep heritage 'pure'

Also ~~Jewish~~ mothers and other Jews were not given incentives and concessions such as free healthcare for pregnant women as other Germans did. These social policies,

(Section A continued) clearly discriminating against Jews reflected

the effect Nazi racial policy ideas influenced Nazi policy.

The registration of Jews and the idea of the star of David badge reinforce this. The racial ideas of Nazi Germany also



extended to the German economy. Much land and assets were seized by ~~the~~ through the anti-semitism of the government.

This wealth was redistributed and given to 'pure' Aryans.

After the idea to send <sup>4million</sup> Jews to Madagascar failed due to the unfeasibility of the idea and the economic problem keeping Jews in camps presented, the final solution was drawn up. This was to achieve Nazi social goals while relieving the economic costs of sustaining a large Jewish labour camp population. Had the Nazi racial ideas not been so anti-semitic the social policies to use Jews as labour would not have come into effect and therefore not led on to the final solution to solve the economic costs that came with these social ideas.

While Nazi racial ideas were very substantial into policy making, Hitler and his foreign policy aims for expansionism perhaps presented a more substantial influence. Hitler's expansionist foreign policy that aimed for a war required some key economic policy change and indeed some social change. A major economic policy formed due to the ~~app~~ preparation of the war was 'the 4 year plan' which aimed for ~~the~~ Germany to be self-sufficient sustainable and non-reliant on imports while

(Section A continued) also increasing arms production. This strive for ~~the~~ autarky was essential to the war preparation and was undoubtedly brought into effect due to Hitler's foreign policy alone. This changed the economy under Göring and Speer to be very militaristically guided. ~~So~~ To achieve

this economic change, and social reforms took place as well. Policies that (which rejected for a long time) brought women in to help with the war effort and policies that increased working hours to increase production were all as a result of the foreign policy.

Another factor that affected key policy making was the goal to create a strong traditional German race. The aryan goal which included a strong male breadwinner and maternal women figure in a large family was pursued due to racial and gender role ideas. Hitler wanted to create a strong, powerful ~~but~~ race and saw this family model to be a way of attaining it. Incentives such as interest free loans for mothers women who quit work and incentives for women to foster children (1000 Reich Marks for the first child and 250 for every one after that) reflected these natalist ideas in policies. The gold medal for having 8 or more children is another example of this. The idea of Aryans & coming together and keeping bloodlines in Germany pure were highly encouraged through the policies that ~~ref~~ didn't allow other races to marry Aryans.

(Section A continued) Overall, therefore, racial ideas were indeed a very significant factor in early policy making from 1933-1936 for a pro aryan race. After that, due to the readiness ~~of~~ for war goal, foreign policy and expansionist aims seemed to dominate key social and economic policy making with

anti-semitist racial ideas being seen mainly in the holocaust.  
Therefore, I would say racial ideas were not the main reason for Nazi policy the nature of Nazi economic and social policy and rather it was ~~for~~ foreign policy that did spanning over a longer time and influencing policy making more as more radical and important and large scale policies were seen as a result of this.



## ResultsPlus

### Examiner Comments

This response is one which handles the demands of the question quite well. The candidate covers most of the time frame and considers a number of causal factors that shaped social and economic policies. This focus on providing evidence and argument that engages with some of the key features of the period is judged to be at Level 4. The candidate considers broad evidence and offers accurate detail around women and the treatment of Jews. In handling the issue of how the Jews were treated the candidate acknowledges that this included both social and economic consequences. The knowledge used meets the conceptual focus of the question and this leads to a supported judgement at the end. The response is well organised. While the response is less strong on the economic policies and in particular the Four Year Plan, the candidate nevertheless sticks to the task of answering the question. This response is typical of those at the top end of Level 4.



## ResultsPlus

### Examiner Tip

This kind of question requires some thought and a plan before it is attempted. The question is asking for an analysis and evaluation of causes. Therefore the candidate needs to be clear on what caused Nazi policies as a first step. The plan therefore should list factors that shaped policies - racial ideas has been given in the question, but other Nazi ideas that were backed by Hitler were important. The need to win support from the German people and the perceived need to challenge the terms of the Treaty of Versailles were also prominent. Once the causes have been selected it remains to judge which policies best exemplify those causes. The evidence is that those who plan can best deliver what the question is asking for because the answer has been thought through in advance.

### Question 3

In Section B this was the less popular question. The second order concept of comparing similarities and differences proved to be challenging for a number of candidates. At the top end, candidates had clearly learned the detail of the two systems of education and found making this comparison quite simple. Most candidates knew that the different contexts of Germany at the end of two world wars were key factors in making an analysis. Education was compared better than culture on the whole. Candidates who were successful in dealing with culture were able to support their arguments with good examples. The film industry and architecture were well used. Less successful candidates tended to present the differences simply as evidence, without developing a discussion and were therefore unable to successfully evaluate the issues. These answers were sometimes functionally successful but generally failed to get beyond mid-Level 3. Some candidates chose to interpret 'culture' as 'women'. Where these candidates defined culture as 'a way of life' this could be rewarded, but where it was used to pad out the answer it could not.

Education in the ~~E~~ Weimar was very similar to that  
~~off~~ the FRG. There were a mixture of confessional,  
secular, and common schools which took into account  
the childrens needs. Confessional schools were faith  
schools, mostly Catholic or Protestant, but some Jewish.  
These schools were more popular in the ~~S~~ Southern  
Länder. Secular schools taught no religion at school, and  
were less common than the other types of schools.  
Common or simultaneous schools took children from all  
faiths and taught them <sup>religious studies in</sup> ~~to~~ their faiths separately.  
Compulsory *Gruenschules* were announced for children  
from age 6-10 and then children chose their career  
paths from the age of 10. *Hauptschules* were five years  
of school in which students would then go into  
apprenticeships. ~~Realschules~~ *Realschules* were six years of school  
and students then went into business or technical  
(Section B continued) training. Finally *Gymnasium* was nine  
years of school which led to students going to  
university. The Allies in the FRG did try on



numerous occasions to restructure the system but failed. For example in 1971 Brandt's government passed a decree in which ~~school system~~ a federal framework of school restructuring was to take place. However, it never was made into law.

On the other hand a difference in education between the Weimar and the FRG was that at first the ~~FRG~~ Allies had to remove all Nazi textbooks and teachers who had tried to indoctrinate the children. After they had done this they could proceed normally. Also, university in the FRG became very popular and the facilities were inadequate, such as the lecture theatres and dormitories. ~~However university was still popular for the wealthier people who would become~~ The universities in the FRG weren't teaching technology nor economics and were still old-fashioned.

In the Weimar Republic there were two popular movements. These were known as 'Bauhaus' and the 'New Objectivity' movement. Bauhaus means architecture house and ~~became~~ was known for simple, unfussy design and careful craftsmanship.

(Section B continued) It became a way of thinking and designing. The New Objectivity movement grew out of the expressionist and modernisation movements before the war. It was a matter-of-fact representation



of life. The Weimars culture included hiking, going to the opera and to the cinema. The government subsidised theatres, museums and libraries but the main focus at the time was social welfare so little money was provided. Artists, intellectuals and writers made up the Artist Elite culture. They were the most experimental.

Although, in the FRG there were generational tensions between the older people who had lived through the Nazi period of Germany and the baby boomers. The older generation wanted a consumerist lifestyle and 1945 to be "year zero" where peoples past wasn't looked at too closely. They wanted to live peacefully without the rations and struggles they had experienced during the war. The younger generation wanted to know about the Nazi period and adopted the slogan 'What did you do in the war Daddy' as a play on words to ~~the~~ Britains recruitment of soldiers during the war. They wanted a less consumerist lifestyle and wanted people to talk about the present and the immediate past, not the distant past. But the older generation (Section B continued) were reluctant to do so.

To conclude, I would agree to a certain extent that education and culture in the Weimar Republic and the FRG was the same. Education

was very similar as the structure was the exact same but there were minor differences such as what was being taught. Culture was very different in the Weimar Republic as it was about culture movements whilst in the FRG was about tensions between the older and younger generations.



### ResultsPlus Examiner Comments

This response is well argued and remains focussed on the second order concept in the question of the similarities and differences between Weimar education and culture and that of the FRG. The candidate deals with both similarities and differences under each period and does establish that there were similarities and differences. However, although the potential to reach Level 4 is clearly there, the knowledge shown lacks the detail and discussion required to arrive at a well-supported judgement. The extent of similarities and differences are noted rather than explored by an analysis of the evidence. The essay is quite well organised but the evaluations are not factored in to meet the demands of a Level 4 answer. This response is worthy of a good Level 3 mark.



### ResultsPlus Examiner Tip

When answering a question about culture it is a good idea to define what we include under this term. For example, although the role of women can be important in an essay on culture it is usually part of a wider argument. So we could argue that under the Weimar Republic women were culturally empowered for example, but that needs to be qualified by further evidence. The examiner sets the question with regards to the specific subject content in the specification. Here culture is defined under the arts - music, painting, architecture and sculpture. When revising culture it is essential to learn about specific cultural categories and the people who shaped these. If we want to argue that Weimar culture was vibrant and exciting we should think of what would exemplify this statement. The German film industry was new and pioneering and some detail on this would help to make an evaluation, for example, that in comparison to the Weimar Republic the FRG was less vibrant. Specific examples help us to make our point.

## Question 4

Question 4 was the most popular option in Section B. It was, on the whole, answered very well and showed evidence of excellent preparation. Nearly every candidate could explain the Marshall Plan although the figures claimed showed some variance. Fewer candidates were able to discuss the ECSC of 1951 and the signing of the Treaty of Rome in 1957. There was some difficulty in deciding whether the role of guest workers or the Korean War equated to external support but this did not tend to have serious consequences for the answers overall. Candidates were also confident in discussing the roles of Adenauer and Erhard with their 'social market economy', currency reform and adept handling of the economy. At the bottom end candidates tended to pack in detail which was not directly related to the topic, often including social policy and the role of women in the economy.

Firstly, the US sent George Marshall to Europe post 1945 to see if they needed economic support. As a result, the newly established FRG received ~~£1.5~~ \$1.5 billion in Marshall aid. This was seriously significant support from outside Germany in developing the FRG's economy. The money was given so did not need re-payment which meant Ludwig Erhard the economic minister of the FRG ~~at the time~~ could use the money to repair Germany from allied bombings such as Dresden and get factories and production lines back up and running. Within a year of the FRG receiving the Marshall aid the FRG was producing treble the amount as immediate post war Germany. This therefore allowed for production quantity to increase and more exports to be sold. As exports increased the FRG government had more

money to finance welfare and work schemes hugely boosting the economic development in the late 1940's to early 1950's. Due to the fact that this was a result of outside support

(Section B continued) to Germany and had such a positive outcome allowing the economy to grow and the standard of living to rise. Therefore outside support was very significant in FRG economic development in the early years of the FRG's establishment.

Secondly, many organisations and pacts were organised including ~~the FRG~~ by countries in the world other than Germany but many included the FRG. ~~§~~ ~~NA~~ The North Atlantic Treaty Organisation (NATO) accepted the FRG in 1955 meaning that Erhard did not have to focus as much national finance on military defence. As a result, more of the FRG's capital could be invested into further developing the economy of the FRG in the years after 1955 to 1989. The European Economic Committee was also created by outside support but involved the FRG allowing them to thrive from its benefits. These included better trading relationships and with organisations like OPEC the FRG could ~~be~~ ~~offer~~ gain products such as oil at cheaper rates. All of these ~~§~~ organisations together including others like the ~~European~~ Economic



Monitoring System (EMS), significantly helped the FRG in economic development as there was less need as a result of support from (Section B continued) outside Germany as the countries, they included the FRG, allowing them to reap the rewards of these organisations and therefore significantly ~~develop~~ ~~the~~ ~~its~~ helping the FRG develop its economy.

On the other hand, there were factors that led to the economic development of the FRG without the support of outside countries. Firstly, there was Konrad Adenauer, leader of the CDU and former prisoner of the Nazis. He was the first chancellor of the FRG and held power for 3 terms before resigning. Him and his economic minister Ludwig Erhard created the social market economy in 1949 after the creation of the Deutschmark instead of the Reichmark, in 1948. They were aware of the FRG's fragile economic state, so used a social market allowing for half free market and half state run so that the welfare of the people could still be ensured, but the economy still had room to grow and develop. This was ~~particularly~~ especially important for the economic development of



the FRG as people had spent the previous years in a state run economy with no room for freedom so a free market economy would have likely collapsed Germany as those people at the bottom of the income chain would have been left unaccounted for, therefore going against the Basic Law of the FRG which promised to give welfare to all those in need of it. As a result, the FRG was put into a period known as, 'Wirtschaftswunder' in 1950-60 also known as the economic miracle. In this period there was massive economic growth with unemployment dropping from 11% to 1.2% and industrial exports doubling, providing twice the amount of foreign currency for further economic development. This economic miracle was ~~being~~ ~~the~~ incredibly significant in the economic development of the FRG ~~and there was~~ by Erhard and Adenauer in the years 1949-89.

Finally, after Erhard and Kurt Kiesinger had been chancellor after Adenauer, Willy Brandt took control of the Bundestag as chancellor. He was the first SPD chancellor and was a significant reason for the economic development of

the FRG in 1949-1989. Brandt was not afraid to be less traditional and allow women to work and as a result female employment

(Section B continued) rose from 44.4% in 1950 to 50% in 1970. Brandt also introduced a series of ~~the~~ public work schemes creating jobs for the unemployed. Brandt's first year as chancellor saw the lowest unemployment figure since the Nazis. This was significant in developing the economy for the FRG as it meant less money had to be spent on welfare with the vast majority ~~is~~ employed and more money could be spent on the development of infrastructure and the FRG's industries etc. ~~This~~ ~~thereby~~ Brandt also decreased certain taxes bringing the income tax for the ~~lowest~~ ~~upper~~ poorest to 18%. This increased the discretionary income of the people meaning more goods were bought, demand increases, jobs are created and overall the economy is boosted. This resulted ~~in~~ as a serious economic development for the FRG and did not include the support of other countries.

In conclusion, the other countries of the world were significant in supporting the FRG's economic development but it was in

my opinion not as significant as the factors internally within the FRG such as the actions of the chancellors like Brandt.



## ResultsPlus

### Examiner Comments

This response to Question 4 contains good knowledge, the vast majority of which is accurate. The evidence is well organised and the level of detail offered supports a sound argument and allows a judgement to develop. The candidate deals with the stated factor quite well although other responses at the top end offered a greater range of outside factors that supported the economy, for example the European Coal and Steel Community. Nevertheless the material on outside support is sufficient to weigh the other side of the argument against. The internal development of the economy is treated well and there are some good analytical points among the details. The essay contains a number of evaluations and we can judge that the conclusion is supported by the evidence presented. These are all features of a Level 4 response.



## ResultsPlus

### Examiner Tip

When an historian covers an extended time frame of fifty years selecting the evidence which will be used is very important. It is important to think what the most important evidence to use is. Because we cannot use everything we know due to time constraints evidence selection is vital. In the response we just looked at the candidate did not use the importance of guest workers. This was an important part of economic development but it can be seen as both an outside and internal stimulus to economic growth. Therefore the response loses nothing by not including it. If the candidate had left out Marshal Aid but included the role of guest workers it is unlikely to have been as successful.

## Question 5

Answers to Question 5 offered the full range of possibilities. At the top end candidates focussed on the rival interpretations in the extracts. The best answers focussed on what the rival interpretations were arguing about *Lebensraum*, with Carr claiming that Hitler had a long standing desire for it and Taylor being dismissive of any supposed plan, rather than dwelling on their intentionalist and structuralist leanings. At the top end the extracts were analysed by citing the key points and showing how this worked as an historical interpretation. Critical analysis was based on the weight of argument in the extracts, not on the candidate's preconceived preference for one or other of the schools of thought. At the lower end candidates misused the extracts as a source of evidence or a prompt to discuss the virtues of intentionalism and structuralism. The chosen response which follows draws attention to the pitfalls of this approach.

When discussing Hitler's foreign policy, two schools of thought present themselves. The intentionalist perspective argues that Hitler had a goal regarding his foreign policy, and that his plans outlined in *Mein Kampf* were the focus of his journey to war. On the other hand, the structuralist perspective argues that Hitler was not solely responsible for the war, and there were several other factors that contributed massively to ~~the~~ the outbreak of war in 1939. In regards to

(Section C continued) the extracts, extract 1 is clearly intentionalist in its perspective, as it expresses how Hitler was motivated for war by his aims for *Lebensraum*. Extract 2, therefore, falls under the structuralist perspective, as it explicitly states that Hitler did not have a plan for *Lebensraum*.

Extract 1 by Carr portrays the view that Hitler had an explicit aim for *Lebensraum*. Hitler



was ~~obs~~ obsessed with the idea of an Aryan, pure-German race from the beginning of his rise to power. He expressed his hatred towards non-Germans in various ways, for example Kristallnacht in which the Nazis exercised considerable amounts of violence towards Jews in Germany, including smashing up Jewish shops and homes. He portrayed his love for pure-Germans by encouraging pure Germans to breed only with other pure Germans, and propaganda portrayed the ideal German as having blonde hair and blue eyes. In 1939, when Hitler launched the invasion of Poland, it is largely argued that his main motivation was to acquire Lebensraum for his Aryan race to breed and flourish. This became even more

(Section C continued) Clear after the invasion of Poland, as the ~~rest~~ <sup>Eastern</sup> ~~area~~ area of Poland was used as a 'dumping ground' for all non-Aryan people. This was to keep most of Poland free from non-Aryan people. Therefore, it is clear that Hitler clearly wanted Poland in order to find Lebensraum for his pure-Germans to flourish. This is also backed up by the fact that, in 1929 when he wrote his book 'Mein Kampf', he outlined his plans



for his future Germany. Within these plans, he expressed his need for Lebensraum to the east of Germany, therefore supporting the intentionalist interpretation that Hitler had planned his method of acquiring Lebensraum from the beginning. The extract, therefore, is highly convincing as it confirms our prior knowledge that Hitler did have some sort of a plan for his foreign policy and, in regards to the interpretation, ~~the~~ Lebensraum. However, the source fails to mention how ~~other~~ ~~the~~ aspects may have led ~~to~~ Hitler may have had other intentions regarding the Second World War, for example to develop relations with other countries in the West. Therefore, the weight of the source is reduced.



**ResultsPlus**  
Examiner Comments

In this response we can see that once the candidate has correctly assessed the leanings of the two extracts as intentionalist (Carr) and structuralist (Taylor), they then present an answer based almost entirely on their own knowledge. The question clearly asks candidates to look at the 'different views' in the extracts and to 'analyse and evaluate' them. The evidence given here is simply offered as something prompted by reading Extract 1. The confirmation that the extract is not being used properly is where the candidate says that the extract is highly convincing "as it confirms our prior knowledge". The focus is therefore not on the interpretation, and the other points of interpretation within the extract are ignored. This is an example of a response which is performing at the lower end of Level 3.



**ResultsPlus**

**Examiner Tip**

When analysing the extract it is necessary to cite the key points in the extract. Simply stating that the historian is intentionalist is not analysis. Furthermore it can lead candidates to talk about what intentionalists say rather than what this particular extract says. The candidate should say "in this extract the author is arguing that..." NOT "this author is an intentionalist and intentionalists argue that...".

Source 2 starts also by asking a rhetorical question in which it counters later in the source, "Was Lebensraum Lebensraum Hitler's sole idea or indeed one that dominated his mind?". Taylor first states that this was a "sort of fantasy" for Hitler and that it "gets only seven of seven hundred pages" in *Mein Kampf*, this is reinforced by the fact that Hitler attempted to make peace and work with countries such as Poland (non aggression pact 1934) and Italy ~~the Rome~~ (Rome-Berlin axis) 1936 and the Pact of Steel May 1939). ~~He~~ <sup>He</sup> then also goes on to state that he does not believe "Hitler had a constant plan for Lebensraum" as there were "no recruitment of staff to carry out these 'plans'" and that Hitler had wanted less than "Germany had wanted in World War I" suggesting that Hitler's fantasies were simply that and that he in no way attempted to prepare for it. Taylor finishes with saying that an "Anti-Bolshevik" crusade would win the hearts and minds of those in the west" ~~either~~ although I believe ~~although~~ this point would ~~be~~ only be correct if Hitler had not allied himself with the USSR in ~~Aug~~ <sup>August</sup> as well as promising to split the invaded Poland with them.



## ResultsPlus

### Examiner Comments

In this response we see that the second extract by Taylor is given some serious consideration. The main points of interpretation are identified and it is beginning to develop some of that interpretation through the candidate's own knowledge. The knowledge is not extensive by any means but it is being used to offer some critical analysis of the interpretation. The knowledge used has to be effective. This candidate is approaching the answer in the right way by keeping the focus on the interpretation of the historian. This answer is performing at Level 4 by focussing on the rival interpretations in the extracts, and showing powers of analysis as well as comprehension.



## ResultsPlus

### Examiner Tip

After quoting from the extract try to use a form of words which links to the argument the historian is using. Many candidates follow a quotation with "this is true" or "I find this convincing". A better way is to say something like "this quote forms a key point in the argument that...". The examiner wants to see you focussing on interpretations and this is a simple way to show you are doing what is expected.

## Paper Summary

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

### Section A/B responses

Features commonly found in responses which were successful within the higher levels were:

- Candidates paying close attention to the date ranges in the question.
- Sufficient consideration given to the issue in the question (e.g. main factor), as well as some other factors.
- Explaining their judgements fully – this need not be in an artificial or abstract way, but rather a demonstration of their reasoning in relation to the concepts and topic they are writing about in order to justify their judgements.
- A careful focus on the second-order concept targeted in the question.
- Giving consideration to timing, to enable them to complete all three questions with approximately the same time given over to each one.
- An appropriate level, in terms of depth of detail and analysis, as required by the question – e.g. a realistic amount to enable a balanced and rounded answer on breadth questions.

Common issues which hindered performance:

- Paying little heed to the precise demands of the question, e.g. writing about the topic without focusing on the question, or attempting to give an answer to a question that hasn't been asked – most frequently, this meant treating questions which targeted other second-order concepts as causation questions.
- Answering a question without giving sufficient consideration to the given issue in the question (e.g. looking at other causes or consequences, with only limited reference to that given in the question).
- Answers which only gave a partial response, e.g. a very limited span of the date range, or covered the stated cause/consequence, with no real consideration of other issues.
- Assertion of change, causation, sometimes with formulaic repetition of the words of the question, with limited explanation or analysis of how exactly this was a change/cause of the issue within the question.
- A judgement was not reached, or not explained.
- A lack of detail.

### Section C responses

Features commonly found in responses which were successful within the higher levels were:

- Candidates paying close attention to the precise demands of the question, as opposed to writing seemingly pre-prepared material covering the more general controversy as outlined in the specification.
- Thorough use of the extracts; this need not mean using every point they raise, but a strong focus on these as views in the question.



- A confident attempt to use the two extracts together, e.g. consideration of their differences, attempts to compare their arguments, or evaluate their relative merits.
- Careful use of own knowledge, e.g. clearly selected to relate to the issues raised within the sources, confidently using this to examine the arguments made, and reason through these in relation to the given question; at times, this meant selection over sheer amount of knowledge.
- Careful reading of the extracts, to ensure the meaning of individual statements and evidence within these were used in the context of the broader arguments made by the authors.
- Attempts to see beyond the stark differences between sources, e.g. consideration of the extent to which they disagreed, or attempts to reconcile their arguments.

Common issues which hindered performance on Section C were:

- Limited use of the extracts, or an imbalance in this, e.g. extensive use of one, with limited consideration of the other.
- Limited comparison or consideration of the differences between the given interpretations.
- Using the extracts merely as sources of support.
- Arguing one extract is superior to the other on the basis that it offers more factual evidence to back up the claims made, without genuinely analysing the arguments offered.
- Heavy use of own knowledge, or even seemingly pre-prepared arguments, without real consideration of these related to the arguments in the sources.
- Statements or evidence from the source being used in a manner contrary to that given in the sources, e.g. through misinterpretation of the meaning of the arguments, or lifting of detail without thought to the context of how it was applied within the extract.
- A tendency to see the extracts as being polar opposites, again seemingly through expectation of this, without thought to where there may be degrees of difference, or even common ground.

## 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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