



Examiners' Report June 2019

GCE History 9HI0 1G

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Introduction

It was pleasing to see candidates able to engage effectively across the ability range in paper 1G, 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 any of the second order concepts of cause, consequence, change and continuity, similarity/ difference and significance with a time frame of not less than ten years. Section B offers a further choice of essays using an extended time frame of not less than one third of that offered by the specification as a whole. 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.

Candidates are generally more familiar with sections A and B and 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.

Candidates do need to formulate their planning so that there is an argument and a counter argument within their answer; some candidates 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 offered by both the extracts, and candidates' own contextual knowledge. Such responses tended to avoid attempts to examine the extracts in a manner more suited to AO2, make 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

Q1 asked candidates to consider whether the Weimar Republic fell because support for democratic government was limited in the years 1918-33. This was the more popular question in section A and proved to be accessible to the full range of abilities.

Candidates found it relatively easy to find material which could be argued to have caused the fall of the Weimar Republic, although a considerable number did not look in precise detail at why the actual fall, in 1933, occurred. There is a great temptation to deal with this period chronologically, but without effective planning candidates are drawn into writing far too much on the earlier period. This has the added complication of how to relate material about, for example, the violent putsches in the early years to the fall of the Republic in 1933.

The more successful candidates took the question as an argument which they first developed and then criticised. For example, the argument that Germans were not ready for a liberal democracy after the authoritarianism of the Second Reich could be supported by the election of Hindenburg as President in 1925, and the rejection of democratic parties in elections after 1929. This argument could then be tested both by the overt support for democracy through electoral participation and increasing party membership, which leads on to other possible explanations for the fall of the Republic – the role of Hitler, economic crisis and the connivance of powerful right wing figures up to January 1933. This method of treating the question as the assessment of an argument led to candidates developing the criteria necessary to make a judgement through a discussion.

The key determinant for the less successful candidates was their ability to focus on the second order concept in the question. This is partly explained because these candidates took the conceptual focus of the question as one of significance rather than causation and thus tended to compare features rather than evaluate the causal argument. Less successful candidates tended to give evidence that was valid, but failed to link it to the question. For example, describing the inadequacies of the Weimar constitution but not tying it to events in 1932/3. At the bottom end of the range, candidates tended to offer a narrative of the Weimar years, often not getting past 1929.

It can be argued that the Republic fell because support for democratic government limited in the years 1918-33. The Weimar constitution guaranteed equality for all Germans. This was despised as those on the left wanted a radical government and those on the right wanted a strong

(Section A continued) authoritarian government. This meant that there would be several attempts to overthrow the government. This occurred, for example, in 1920 when Kapp attempted a putsch. This shows that the government was vulnerable to opposition and was heavily disliked. However, it should be noted that a lack of popular support for the democratic government had never made them vulnerable to left-wing groups. For example, the 1919 Spartacist revolt was stopped by the Freikorps, resulting in the quick death of Luxemburg. This shows that the government had the support of the army and was able to suppress ~~the~~ those who opposed the democratic ~~govern~~ government. However, it should be noted that the Weimar Republic's democratic nature caused political instability. In ~~192~~ 1919-23, there were 9 different Chancellors and 29 political parties. The

(Section A continued) government's constant rule by decree meant that the government look as if it was in constant crisis, causing support for extremists who promised a strong government. Moreover, Germans wouldn't understand ~~what~~ which party they should support. This was because members were self-interested and parties always changed; the USPD split over policy and half its members left to join the KPD. This would suggest that Germans would be exhausted by the government's ineptitude and ~~no~~ ~~long~~ want a less chaotic political system. Overall, it can be said that the Weimar Republic fell because support democratic government was limited in the years ~~1918-33~~ 1918-33 as it caused an ineffective government.

It can be argued that the Weimar government fell because of its

(Section A continued) association with the Treaty of Versailles. The reparations agreement was set at 150 billion marks in 1921. This would mean that Germans would resent the Weimar Republic for having signed the Treaty. Germans would, therefore, blame the government for allowing for such a huge amount of money to be owed. Also, Germans wouldn't appreciate the fact that they had to accept responsibility for the war and hated the shame they felt. ~~He~~ moreover, the government's signing of the Treaty would result in citizens that were ~~app~~ appalled with the government's actions as they thought that the war could be won. However, it should be noted that support for the government wasn't ~~too~~ too bad when the economy was fixed. For example, the 1924 and 1929 Dawes and Young's plan made reparations more manageable. This indicates that citizens disliked the ~~govern~~

(Section A continued) government prior to ¹⁹¹⁸ 1918 because of the failing state of the economy. It also shows that Germans weren't too resentful of the Treaty and were prepared to support the government. Overall, it can be argued that the Weimar government fell because of their association with the Treaty of ~~vers~~ Versailles because it caused Germans to experience outrage and make them harbour long-term resentment.

It can be argued that the Weimar ~~re~~ Republic fell because of the poor state of the economy. For example, the situation in the Ruhr in 1923 caused ~~high~~ hyperinflation: a newspaper that costed 1 mark in 1922 costed 700 billion marks in 1923. This meant that political extremism ~~would be~~ would be extremely lively as the Munich Putsch occurred in 1923. It also shows

(Section A continued) that Germans wanted a government that can deal with the ~~eco~~ difficulties of the economy. In addition, the economy improved in 1924 due to the work of Stresemann; the currency was changed from the mark to the Rentenmark. The fact that no major political figures were assassinated between 1929-29 shows that citizens only wanted ~~the~~ the economy to improve. Moreover, ~~SUPPORT~~ the government was finally overthrown in 1933, 4 years after ~~the~~ the Great Depression. This ~~shows that~~ further illustrates that Germans only became dissatisfied with Republic because of its inability to handle economic strain. Overall, it can be argued that the Weimar Republic fell because of the horrible state of the economy as it caused a rise in political extremism.



This response secured a mid-level 4 mark and demonstrates two things. Firstly, the candidate is at times arguing why democratic support for the Weimar Republic was limited instead of looking at why that contributed to the fall of the Republic. Secondly, although the candidate has good knowledge the response in this clip is dominated by evidence from the earlier part of the time frame, and therefore, does not deal with the reasons for the fall of the Republic.



Planning an answer is essential. If the time frame is not covered, getting beyond mid-level 4 is unlikely.

On the other hand, it cannot be ignored that the Weimar government did have enough support to remain in place until 1933. The voting turnout in 1919 was ~~80~~ 83% and by 1932 was 80.6%. These relatively high voting turnouts ~~considering~~ and the SPD

(Section A continued) Remaining in power throughout the period shows that the SPD Weimar government did not completely lack support between 1919 and 1932. Despite the SPD often being in coalitions, for example with the DDP and Zentrum from January 1919, they still remained the leading party suggesting that people did actually support the government. This would make it inaccurate to say that the Weimar constitution's ~~lacked support~~ lack of support led to its downfall as this evidence suggests otherwise. However, by 1933, the government's support was indeed limited, even ~~with it~~ within the Reichstag itself. For example, the President's emergency decree of Article 48 was only passed 5 times in 1930 with 98 laws being passed by the Reichstag. By 1932, only 5 laws were passed by the Reichstag and 66 by Article 48. This clearly demonstrates the significant decline in support in the Weimar Republic by 1933 and it was this instability that caused its downfall. It would thus be accurate to say that the Weimar's downfall was due to a lack of support.

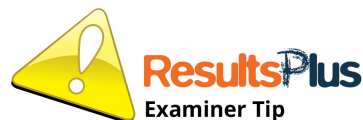
(Section A continued)

However, it can also be argued that the economic position of the Weimar was a more significant factor in causing its downfall. For example, the £8.5 billion the Weimar had to pay in reparations (as signed in the 28th June 1919 Treaty of Versailles) hit the economy very hard. Their failure to pay these by 1923 led to further economic instability with the invasion of the Ruhr on 11th January 1923 (as set out in the 1921 London Ultimatum of the Allies). As the Ruhr was responsible for 80% of Germany's steel production and 71% of its coal production, the economic implications of the Treaty of Versailles hit the Weimar very hard and certainly contributed to the instability that caused their downfall. For example, the Kapp Putsch (1920) had been led in direct response to the Treaty of Versailles conditions suggesting that the economic conditions were significant in causing the opposition to the Republic. Furthermore, the 1923 Munich Putsch was

(Section A continued) Carried out in direct response to hyperinflation (caused by the government's highly ineffective response to the economic problems posed by the Treaty of Versailles). This would suggest that it was the poor economic conditions between 1919 and 1933 that caused the limited support and therefore downfall of the Weimar. This ~~fact~~ shows that it is ^{slightly} ⁱⁿ accurate to say that the Republic fell due to limited support because ~~despite~~ ~~the econ~~ ~~the~~ it was largely down to the Weimar's economic conditions that caused this opposition. However, I would argue that limited support was still the most significant because other forms of backing support came in the form of the left wing opposition and the use of Article 48.



This answer was awarded a mark in level 5. In this clip the candidate is testing the stated view that democratic support for the Weimar Republic was limited. The candidate then turns from that to look at how economic factors, and government inability to deal with them, presents an alternative argument to the one given in the question. Answers at level 5 do not have to be perfect. Candidates are expected to marshal good evidence as part of a successful analysis of the issues relating to the question, and work out the criteria by which to make a judgement. This candidate went on to do precisely that.



When presenting evidence always make sure that you demonstrate clearly why the evidence is important in answering the question. This is why planning is so important. Candidates are tempted to always include the vast knowledge they may have on the period in question, but only a small proportion of that knowledge will be essential in answering that question. Selecting evidence that links to the argument you are making gets you to level 5.

Question 2

Q2 asked candidates to consider whether the main consequence of Nazi policies towards women, in the years 1933-45, was an improvement in women's status. As in Q1 the success of candidates depended very much on their ability to focus on the second order concept of consequence.

At the top end, candidates were able to apply knowledge flexibly, and assess the policies which the Nazis enacted from the perspective of the women who experienced them. A jump in ability came again when candidates were able to differentiate the impacts of Nazi policies on women of different backgrounds and status, e.g. those who fitted (and wanted to fit) the Nazi image of the Aryan woman, and those that did not fit or did not want to. Those who saw the conceptual focus of consequence were more able to assess the finer details of Nazi policies by a comparative analysis of negative and positive outcomes for women. Some candidates who lost the focus of consequence turned the question into one of change and continuity, which at the bottom end turned to narrative.

Knowledge on women in Nazi Germany was often revealed to be quite basic. Candidates often recited the KKK Nazi ideal for women, or described women's roles changing at the outbreak of war, but did not show understanding of what this meant in terms of women's status. Important issues such as women's education and women's engagement with the Nazi party were often left out completely.

At the bottom end, candidates tended to offer a limited description of women's lives in the Third Reich.

Hitler, as the head of the Nazi state had clear views on women, he believed that a woman's beauty ~~was~~ should be admired; because of this many forms of pornography and prostitution were banned. This shows, according to the criteria, a progress in status of women in Nazi Germany as they are being valued to a greater extent. Towards the end of the Nazi regime when Speer implemented total war in 1942/43 women began to work in factories aiding war production. Working would be seen against the criteria as progression of

(Section A continued) Status as women's rights were improving. Although the Weimar republic did see a large proportion of women workers - ~~30~~ around 30% of females working. Nazi rule saw this change. However at the end of the period women were allowed to contribute to the war effort. Here we can see an increase in status according to the criteria, as rights were improving, at the end of the Nazi period so it is accurate to say that a consequence of Nazi policies towards women in the years 1933-45 was an improvement of women's status.

It can further be argued that Nazi policy towards women were regressive in rights. Nazi ideology presents similar attitudes towards women as imperial Germany; the German Civil Code states that a woman and her possessions become the property of her husband upon marriage. Hitler adopted the three K's similar to imperial Germany: Kinde, Kirche, Kuche implying that women belong at home looking after the house and having 'German' children. This is evidenced by the use of propaganda illustrating the perfect German woman: Aryan, homemade clothes and no make up. Later in the period it was checked that the right food was being cooked on a Sunday. This shows a regression.

(Section A continued) In status according to the criteria as women were taken out of political life and stripped of all rights; in the Weimar republic women could vote over 20. So it cannot be said that Nazi policies towards women was an improvement upon their status.

Hitler introduced the motherhood cross which rewarded German mothers on having children, the more children a woman had the higher the reward. Further policy encouraging having children was the introduction of the marriage loan in 1933, a loan which could be claimed if an Aryan couple were married and was written off a quarter for every child, meaning 4 children would write the debt off all together. This was encouraged to build up the next generation of Nazis. Furthering the objectifying of women in order to raise a German youth is the policy that states all SS officers must have children with a healthy Aryan woman. According to the criteria this nature and attitude towards women devalues their status as it eliminates their free will. Meaning the consequence of Nazi policies towards women in the years 1933 to 1945 was the opposite of an improvement to women's status.



This is a clip from a response at mid-level 3. There is a clear structure and a focus on the question. The candidate successfully offers a range of evidence and links it to the demands of the question. The candidate clearly attempts to establish the criteria by which to judge the issues. There is an exploration of the issues rather than a sustained analysis. Some of the evidence used is rather descriptive and this blunts the cutting edge of the analysis.



When writing about women in Nazi Germany remember that the demands made on women reflect the racism of the Nazis who wanted to breed a so-called Aryan race on the one hand, and to militarise society on the other.

It can be argued women's status improved between 1933-45 as although a lot of people during Weimar thought women should stay in the traditional role in order to help the country, the Nazis emphasised the idea women were equal to men but had different physical attributes and therefore women should bring up the next generation. - you can argue women's status improved as not only were they seen as equals by the government but they were rewarded for birthing children therefore emphasising this idea of women being valued, for example women were given a golden medal if they had eight or more children and married couples were given loans

(Section A continued) In order to start a family herefore showing the nazi party valued women and what they could bring to the country herefore improving their status.

However the nazi's valuing women may not have necessarily improved their status as they were just being used as baby-makers rather than being seen as equals to men, this is shown ~~as~~ through the fact abortions were banned meaning women no longer had choice over their bodies, showing that their status was lower than men as they had their choice to choose to have an abortion taken away.

It can also be argued a main consequence wasn't women's status improving as propaganda shown to women commonly depicted what they should look like and how they should behave. For example this idea of "Kinder Küche Kirche" meaning children church and kitchen suggests women should be housewives raising good religious

(Section A continued) children rather than working clearly showing they had a low status as that's all the Nazis saw them as good for. Also propaganda suggested women shouldn't smoke, wear little makeup and dress conservatively again emphasising this idea of lack of status as they were being told how to look and behave rather than choosing it themselves.

It can also be argued a main consequence was women's status improving as they were told they couldn't work, even single unmarried women were restricted from a lot of jobs because the Nazi party wanted them to focus on being mothers, an idea that had been indoctrinated into young girls who attended Nazi youth groups which taught the domestic skills to young girls so they could grow up and be good mums. A good example of women's lack of status is only 10% of places at a university could be given to females therefore restricting female education and emphasising they are not equal to men, giving them a lower status. Women were also banned from most professional jobs such as law and medicine leading to a decrease of 14.7% of women in the work place after 1934 again emphasising the idea

(Section A continued) Nazi's thought women shouldn't work and should stay at home therefore suggesting they ~~can~~ ~~have~~ have a lower status. Although you can argue after 1940 women's status improved as they were needed as ammunition workers, this was only due to labor shortage therefore implying their status hadn't changed in society as they were only working temporarily as a last result in order to keep the war economy going.



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Examiner Comments

This is an extract from an example of low level 5 work. The candidate fulfils all the criteria for level 4 but is quite strong on establishing the criteria by which to judge the question. The candidate looks at the question from the point of view of both women and men, and this allows the candidate to make balanced evaluations. The candidate is conceptually strong and uses evidence from across the period.



ResultsPlus
Examiner Tip

When writing about policies affecting any group, always be prepared to look at the issue from different viewpoints, such as, the group themselves, the government and society as a whole.

Question 3

Q3 asked candidates to consider whether attitudes to ethnic minorities in the FRG were very similar to those in the Weimar Republic. This was the least popular question in section B and the mark distribution was a little disappointing. Only a minority had the ability to take a step back and look at why the question might be historically important. These candidates could see that there were similarities in terms of the legal and social status of minorities in the two regimes and could refer to the Weimar constitution and that of the FRG to explain this. From this starting point similarities in educational provision, cultural acceptance and integration, and access to employment could also be weighed.

Although the Nazi period is not formally part of the question it nevertheless is an important turning point between the two regimes, and is crucial in establishing key differences. The attempted annihilation of Jews and gypsies by the Nazis made for obvious differences in the two regimes. The more able candidates picked up on this and it made it a much easier task to establish the criteria by which candidates could make a secure judgement on both similarities and differences, often moving from general attitudes to specific ethnic groups.

For a sizeable number of candidates the question was simply treated as a task of presenting comparative evidence and its importance to historians was thereby diminished. While knowledge was generally secure on the treatment of Jewish individuals in Weimar and guest workers in the FRG, comparisons were often forced. Many of the less successful candidates were not sure of the term “ethnic minorities” and included LGBTQ+ minorities and even women in their analysis.

At the bottom end, candidates often referred to one ethnic minority that they could see in the two regimes, such as Black musicians or Jews.

Firstly, one could argue that attitudes to ethnic minorities in the FRG were very similar to those in the Weimar Republic. This is because both eras had democratic governments in control, which made the experiences of ethnic minorities in Germany better. The FRG

(Section B continued) used the same basis ~~as~~ as the Weimar Republic of a law which enabled more freedom, so ethnic minorities were rarely discriminated against. The FRG used the Basic Law which promised equal rights to all Germans, regardless of race. In this way the FRG attitudes to those of the Weimar Republic because both allowed freedom of speech and equal rights which meant that ethnic minorities had better lives. However, there is less similarity in the fact that the FRG tried to limit this freedom, notably under Adenauer, while the ~~FRG~~ ^{Weimar Republic} did not. Adenauer worked hard to limit the promises in the Basic Law. ~~But~~ Although there is a difference in the implementation of both laws in both democratic periods, their attitudes ^{towards} towards ethnic minorities were still remarkably similar due to the fact they both allowed them some sort of freedom.

Again ~~however~~, it can be argued that the attitudes towards ethnic minorities in the

(Section B continued) FRG were ~~now~~ similar to those of the Weimar Republic. This is because both the Weimar Republic and the FRG allowed ethnic minorities to work, but discriminated against them by placing them in low-wage ^{and low-skilled} jobs. In the Weimar Republic, minorities were allowed to work, but the government promised German people priority, so ethnic minorities often ended up in poorly paid jobs. The FRG had similar attitudes to this because they had a lot of foreign labourers come into Germany between 1950-1970 and they placed them in jobs that German citizens did not want to do, such as hard manual labour. Moreover, both in the Weimar Republic and FRG, ethnic minorities had low statuses. The FRG called ^{foreign} ~~guest~~ workers 'foreign workers' because they were only seen as temporary and did not have the same rights as a German citizen. In ~~the~~ 19th November 1973, the FRG also ~~took~~ banned any permits ~~of~~ of guest workers families ~~to stop them~~ because there was a lot of hostility towards them and German citizens were of priority.

(Section B continued) This is ^a similar ^{attitude} to that of the Weimar Republic because they made gypsies wear yellow stars ^{in 1927} due to the fact there was a lot of hostility towards them from German citizens who resented them for not working or paying taxes. Therefore, it is evident that attitudes towards ethnic minorities in the FRG were very similar to those in the Weimar Republic because both discriminated against them at a low-level and prioritised German citizens when hostility grew towards ethnic minorities, especially in regards to work.

Finally, due to the fact that ~~in~~ both the FRG and Weimar Republic held democratic governments, they both gave equal rights to ethnic minorities and had the aim of getting the children into education. In ~~FRG~~ ~~the Bavaria~~ the Weimar Republic, there was a lot of hostility towards ~~ethnic~~ gypsies for moving around so often which meant that they failed to contribute

(Section B continued) towards the government because they didn't work or pay taxes. The constant moving also meant that their children were not educated, so, in 1926 the Bavaria government passed a ^{number of} laws to get their children into education. The FRG had a similar attitude ~~towa~~ to the Weimar Republic because under the Basic Law, all German citizens ~~have~~ ^{had} equal rights, so minority children, mainly those of foreign workers were allowed to get the same education as German children. Although both eras allowed ethnic minorities to be educated, the Weimar Republic were more hostile towards it and ~~at~~ announced mixed race children as 'Germany's shame,' which shows more discrimination from the Weimar Republic and thus a difference in attitudes.



This is an example of a level 3 response. It starts promisingly by referring to the constitutional similarities, but thereafter, the comparisons are forced and asserted. The candidate clearly knows how to go about the question but lacks the detailed evidence to make solid comparisons and the criteria by which to judge them.



In a similarity/difference question, the similarities and differences are rarely black and white. Usually the evidence under scrutiny has overlapping similarities and differences. Therefore, discussing the evidence offered is essential to get into level 4 and 5.

Furthermore, when considering how ethnic minorities were integrated into these societies it can be seen that both periods were similar in the way their previous histories impacted

(Section B continued) their attitudes towards minorities.

Evidently, in 1927 in Bavaria the Land government's ability to ~~passed~~ a law that all Gypsies should wear an identity card was an example of how ethnic minorities were not seen as equal members of society but rather the 'other'. Likewise in the FRG guest workers ^{families} were also separated from society as 60% of their children were Muslim and set up their own national schools because the majority Catholic education system could not integrate them effectively into that system. However, in the FRG some ethnic separation can be seen to be unintentional as the 1.1 million miners who took up ^{hard manual} work ~~outside~~ for ~~the~~ some of the 3 million 'Germans' that went into white collar work were placed in rural areas due to the nature of their jobs rather than negative attitudes towards minorities. Nevertheless, it remains ^a supported argument that neither society managed to effectively integrate ethnic minorities ~~into~~ with Germans and hence can be seen to have prejudices towards them even if some of this was due to circumstance.

~~Moreover,~~ on the other hand, ~~when~~ the general attitudes towards ethnic minorities can be perceived as different in Weimar and the FRG. Attitudes

(Section B continued) to minorities shown through FRG culture in the new German film movement in 1962 and the Young German Film movement in 1965 presented an attitude towards ethnic minorities that were liberalised and acknowledged their past struggle. Films like Young Foreless in 1965 included an exploration of Jewish persecution and others changed the traditional homeland love story into a ~~same~~ love story between a Moroccan immigrant and a German woman. These unconventional stories presented a new culture that was dedicated to respecting the stories of minorities and treating them as equal individuals. In comparison, it is fair to state that the label of the 500 mixed race children post-1923 as a ~~culture~~ of relationships between the German women and black soldiers occupying the Ruhr ~~area~~ as 'Germany's shame' did not provide ^a ~~the~~ ~~same~~ ^{similar} equal treatment that was shown in the FRG. Instead there was a culture of negative attitudes towards minorities in newspapers such as Der Stürmer established in the same year that was wholly anti-semitic and peaked in circulation when Hitler was in power ^{in 1937}. ~~It~~ certainly, the FRG film movement was limited to large cities and ~~rep~~ did not represent the ^{general} attitudes of every

(Section B continued) Individual but the level of deep disrespect for minorities in popular culture and acceptance of the Weimar population was not similarly prevalent in the FRG as these large film groups dominated the culture of the FRG. ~~It~~ subsequently, when considering the general attitudes towards minorities in this period it ~~can~~ can be seen that there were some differences in the ^{general} acceptance of negative attitudes towards minorities.



ResultsPlus
Examiner Comments

This is part of a top level 5 response. The candidate shows some excellent knowledge and how to use it. The evidence is broad and covers the time frame. The candidate discusses the evidence effectively and seeks a balanced and nuanced judgement.



ResultsPlus
Examiner Tip

The discussion of good evidence will push the mark up. It shows the fundamental skill of the historian. Never assume that there is one answer to a historical question; we have to discuss and look at it in different ways before offering a final (balanced) judgement.

Question 4

Q4 asked candidates to consider whether the desire to win popular support was the most significant feature of German economic policies in the years 1933-89. This was a popular and accessible question.

At the top end, candidates were able to locate the focus of the question in terms of two regimes that were both massively different from the regimes preceding them, and that were both launched while Germany and the later FRG were in chaotic economic circumstances. From this it could then be argued that both regimes went on to embrace other significant economic policies (despite the propaganda message from government) and this revealed other significant motives. Thus, the attempt by the Nazis to win the working class over initially by radically reducing unemployment, was overlain by repression and a dictatorship in the workplace as arms production got under way. Similarly the FRG's market economy and shared burdens gave way to Helmut Kohl embracing free market economics and cutting welfare in the 1980s, thus offering a range of significant economic features and the criteria which could be used to form a judgement.

It should be noted that few candidates dealt effectively with the full time frame, and the more successful candidates selected their evidence precisely and carefully. There was often some good discussion about governments in both regimes attempting to sell their policies to the public through propaganda as well as the political necessity of keeping the working class on board when change was embraced. The vast majority of candidates could offer something on the construction of roads and the 'guns versus butter' debate under the Nazis, and the social market economy in the FRG.

The tendency among the less successful candidates was increasingly to change the focus of the question from significance to one of similarity/difference, comparing the two regimes. At the bottom end a small minority of candidates were tripped completely by the issue of "popular support", and did not see the "economic" dimension of the question at all. These candidates chose to assess methods of gaining support, for example through terror and propaganda in the Nazi state, and the sharing of burdens in the FRG, or sometimes looked at the popularity of individuals like Hitler and Adenauer.

The desire to win popular support was a feature of the Nazis and the Weimar Republic's economic policies. In the Nazi regime this is apparent through their policies used to create jobs and increase public investment. Taking over from the Weimar Republic's failing economic model, one of the first key features of Nazi economic policy was to improve the lives of German people to increase support for their regime. Between 1933 and 1936 public investment tripled and government spending increased by 70%, highlighting this aim. Through the creation of public work schemes and the Reich Labour Service, aimed at young people, it is clear that one of the earliest ambitions of Nazi economic policy was to rebuild trust with the German population and gain their backing. This is further illustrated with their economic policies towards farmers, creating the Reich Food Estate and Reich Entailed Farm Laws to provide farmers with security over their land. This is clearly aimed at gaining their support, which they achieved in the 1933 election by receiving

(Section B continued) 28% more support in rural areas of the country. These economic policies, at least in the early years of the Nazi's Regime, were almost solely aimed to win popular support, supporting the statement.

Similarly the FRG also used their economic policies to garner support, directing economic policies to improve the lives of ordinary German people. During the period known as the economic miracle, the FRG introduced a number of economic policies, notably aiming to improve worker relations and working conditions. The Investment Aid Law in 1952 provided subsidies to assist industrial development and the Co-determination law in 1951 also aimed to improve the lives of German people. These policies harmonised the German population and created a sense of national unity that the FRG governments aimed to achieve. They did this to create support, which was achieved with the two major democratic parties, the CDU and SPD, gaining seats by the ~~1950~~ end of the 1950's. This feature of economic policy, to garner support, notably continued throughout this time period with the Stabilisation Law in 1967 improving cooperation between workers and employers. Notably these are policies that have no other purpose but to improve the lives of German people and gain the support that they needed.

However, the feature of using economic policies to win popular support was not the most significant feature of ~~the~~ economic policy within the Nazi regime, which focused heavily on becoming self-sufficient and preparing for war. Although early on the Nazi regime did use ~~the~~ their economic policies to increase their support, as time went on their policies became far more focused on rearmament,

(Section B continued) ever since economics minister Schacht was replaced by Goering, who was given the role of Plenipotentiary of the Four Year Plan in 1936. From this point on, their economic policies changed dramatically, ~~the~~ ^{and the} seizure of autarky took over. Steel and coal production both increased and ~~government industrial products~~ their economic policies were no longer focused on gaining support. ~~By 1941~~ Between 1942 and ~~1944~~, this change was notably visible, with tank production increasing by 25% and ammunition production increasing by 97%. Notably it is the period beyond 1936 that defined the most significant feature of Nazi economic policy, to expand war production and create ~~a~~ a country that was entirely self-sufficient to help with the war effort. In this regard winning popular support was not the most significant feature of ~~German~~ Nazi economic policy, certainly after 1936, whose main economic policy was ~~directed~~ directed towards preparing for war.

Furthermore the FRG's economic policies were also not always directed towards gaining support either. One key feature of their economic policy was to create an economy that could survive economic challenges, and therefore allow them to make new social policies ~~that would benefit~~ policies that allow the effective running of government. In particular they focused on avoiding the mistakes of the past so that they did not experience the same problems that hindered the Weimar governments from running government effectively. These policies include the creation of a social market economy and the formation ~~of~~ the European Economic Community, which aimed to create unity between Germany and other nations. The ~~later~~ ~~the~~ European monetary system also helped harmonise European economies and therefore allow the FRG to

(Section B continued) run the rest of government effectively. In this regard, whilst the FRG's main feature of economic policy was to gain support, it did also serve other purposes, even if indirectly still being related to gaining support in other ways.

Overall it is ~~so~~ largely accurate to say that the most significant feature of German economic policy in the years 1933-89 was the desire to win popular support, with the Nazis directing policies towards farmers, for example, because they knew that they could gain their support. Moreover the FRG experienced widespread support for their measures to improve worker cooperation, and no doubt aimed to win popular support by utilising their economic policies. However it is not completely accurate to suggest this, due to the fact that the Nazi regime focused primarily on war production, and by 1939 ~~is~~ no longer needed support due to their ~~repression~~ use of repression and terror.



This is an extract from a good level 4 response. The candidate deals with the stated factor of trying to win popular support quite well and identifies the common context of economic chaos at the start of the Third Reich and FRG. The range of evidence, especially on the later period, is quite narrow. As a result the attempt to establish the most significant economic feature is not strong enough for level 5. However, other factors that were significant are considered in an analytical way earning this response a level 4, 15 marks.



Be aware of the precise nature of the question and what it is asking you to do. This question is asking candidates to look at 'the most significant feature'. It is important that all the evidence you present in the answer is analysed with this in mind. Examiners call this 'focus' and good focus leads you to the higher levels of the mark scheme.

~~Answer~~ One could argue that both the Nazi Regime and the Federal Republic both pursued economic policies that would bring popular support above all else. Nazi ideology meant Hitler perceived the popular will of the German people as extremely ~~very~~ important in granting ~~the~~ the state legitimacy, and he was cautious to avoid losing that support. However, whether this was the most significant feature of Nazi economic policy is debatable. Similarly, while the successive Chancellors of Germany gained popular support thanks to their economic tactics, whether they were created from the desire to win popular support or simply generated popular support as a by-product is another matter.

Ensuring the continued enthusiasm of the German people was a major goal for Hitler. One can clearly see this in his rationing policies during the war; there was an effort to avoid introducing rations on bread as Hitler knew this would be extremely unpopular. During Christmas-time, rations were increased to further public approval. To Hitler and the Nazis, pursuing war for economic profit and creating a nation in which they were respected and adored by the German people were two sides of the same ~~one~~ coin. This was pursued even at the expense of other ~~goals~~ ^{pursuits}; even until

(Section B continued) The end of the war, Goebbels diverted money and soldiers from the war effort to fuel the propaganda machine. In this sense, there was an obvious emphasis placed on public support ~~in ongoing Nazi economic policy~~ ^{in ongoing Nazi economic policy}.

Similarly, there are examples of FRG chancellors who also pursued popular economic policies for the sake of domestic support. The ~~social~~ social market economy championed by Adenauer and Erhard was, in many ways, a response to conservative resentment over the failures of the ^{Weimer} Republic and the Third Reich; the CDU/CSU promised "no experiments" in an appeal to this desire for stability. The SPD policies of Willy Brandt and Helmut Schmidt were also rooted in popular support after having amended the radical socialist policies of their party at the Bad Godesburg Party Conference to better appeal to conservative or middle-ground voters. Finally, when the CDU returned to government under Helmut Kohl, they emphasised politically safe and moderate economic policies. Kohl, even more than other Chancellors, was cautious to avoid jeopardising his electoral support by ~~not~~ ~~or~~ following drastic economic policies. When the FRG's economic growth and relative stability is compared to the previous unstable and disruptive ~~state~~ German states, it is clear that there is a correlation between popular support and economic policies and that ~~winning~~ ^{winning} popular support was a feature of their ~~policies~~ ^{policies}.

(Section B continued) However, for both Hitler and the FRG Chancellors, it is questionable whether this was a significant feature or if gaining popular support was simply a secondary goal. In Hitler's long term plan, the most significant feature of his economic policies is evident: ~~the~~ re-armament. Both Schacht's New Plan and the Four Year Plan under Goering from 1933 to 1939 were enacted with the goal of preparing Germany for war. If gaining popular support was the Nazis' most significant desire, they would not have allowed non-essential industries such as the textiles industry, which never returned to pre-Depression levels under Hitler, as far as they did. When analysing the effects of the Four Year Plan and the push for Autarky, the priorities are clear. They allowed living standards to decrease, as over the regime, wages fell, working hours rose and the average German consumed less meat, beer and fish. By the end of the war, the working week had reached a peak of 60 hours and holidays had been banned. When ~~evaluating~~ evaluating the most significant feature of economic policy from 1933 to 1945, the drive for re-armament, autarky and military success clearly outweighs foreign support. ~~By re-arming Germany~~ ^{Meanwhile, one can argue that} Adenauer and Erhard's social market policies were not aimed to create popular support, but generated it by the drops in unemployment and the rise in wages that this engineered. After Erhard became Chancellor in 1963, the CDU-FDP coalition fell apart due to Erhard controversially pursuing tax increases; evidently, Erhard was pursuing



This is an example of level 5 work. The only slightly curious feature in the first half of the essay is the unwillingness of the candidate to use more obvious examples of the Nazis trying to win popularity. This example has been included because the candidate shows awareness that governments always seek popularity in their economic policy making, even if the primary purposes of policy are different. As a result this candidate offers quite a nuanced discussion of the evidence under consideration and went on to offer a sustained judgement as a result.



This question is asking candidates to look at the motives of government. Governments always have stated motives, and propaganda to justify them. However, their policies reveal other motives too, and therefore we cannot write about policies under completely separate headings. Always take the opportunity to show that you are aware of the complexities a question might throw up, and try to work in a discussion that shows you are considering the evidence from different viewpoints.

Question 5

Q5 asked candidates to consider whether Hitler's ideological convictions were responsible for leading Germany to war in 1939. Almost all candidates knew of the debate between the structuralists and the intentionalists, and were able to identify which school of thought William Carr (extract 1), and Donny Gluckstein (extract 2) might be part of. This is a strength in that it can form the basis of a comparative analysis, but it can also limit the success of candidates because they miss the more nuanced points made by the authors.

There is a tendency across the range of candidates to answer this question in a formulaic way, dealing with extracts in turn then adding some own knowledge to the mix. In this way the enduring historical importance of this controversy is diminished. At the top end, candidates saw the extracts as two differing interpretations with extract 1 depicting an ideologically charged dictator, drawing on the racist ideology of the Second Reich, yet uniquely obsessed and determined, and extract 2 offering a mix of external and contingent factors that affected Hitler's decisions. At this level candidates selected evidence from within the extracts to both develop and critique the rival interpretations. For example, they linked Hitler's ideological obsessions with Judeo-Bolshevism to his need to invade Poland as a preparatory stage to attacking Russia. Discussion of the interpretations and their merits allowed a judgement to be made on the question, rather than simply opting in favour of one extract over the other.

In contrast to this, too many candidates read the extracts with a view to simply corroborating and reinforcing their content. The reference to anti-Semitism in extract 1 is a case in point. Many candidates saw the need to expand on Hitler's racism by both outlining policies such as the Nuremburg Laws and the Holocaust, even arguing that Hitler invaded Poland so he could murder the many Jews who lived there. Less successful candidates offered much more knowledge than extract analysis, giving up on the notion of investigating different interpretations, and putting the evidence for structuralist and intentionalist accounts more or less independently from the given extracts.

At the bottom end, a minority of candidates denounced the extracts as secondary sources and used a copy-and-comment style, selecting points from the extracts and asserting their agreement or otherwise.

In ~~section~~ ^{Extract} 1, Carr ~~argues~~ ^{argues} that Hitler always ~~had~~ intended to dominate ~~Europe~~ Europe but ultimately to dominate the world. For example in the ~~section~~ ^{Extract} it states that "Hitler's extreme anti-~~anti~~ semitism made Germany's expansion . . . a necessity". The fact that it's a 'necessity' to expand shows that Hitler desired a world free of Jewish people. He believed that there is an Aryan race who are superior to other races. This theory was linked to social darwinism and natural selection, where the weakest are killed and the strong live on. ~~It~~ It suggests that Hitler almost uses the hatred of Jews to expand his territory for his Aryan race. To create Lebensraum, it would require

invading other countries in order to gain his ultimate goal of world domination. This can be linked to ~~an~~ extract 2 where Gluckstein states that 'Germany's rivals ... continued to give Germany room to expand.' By allowing expansionist aims, it allowed Hitler to freely invade countries. Furthermore in extract 1, Carr states that Hitler had "absorbed every nationalist racial ideology before world war one". It suggests that "nationalist racial ideology" is part of making Germany great again through eliminating the Jewish people who corrupted it. It shows how desirable and romanticized Hitler would imagine the completion of world domination to be like, suggesting he ~~was~~ always intended war. This is due to the fact that this ideology is before world war one, meaning from an early stage, he would begin planning. The idea would link into extract 2, where it states that "world war was certainly not inevitable in 1939". By 'inevitable' it infers that it could not be avoided at any point, showing how far Hitler had wanted war to start so he could continue expanding. Overall, Hitler's ideological convictions of racial theory definitely encouraged him to expand which would eventually start the war.

In extract 2, Gluckstein argues that the appeasement of Britain allowed for Germany to expand and start the war. For example in the extract it states that "Hitler had annexed Austria then occupying Czechoslovakia". It connotes that by 'annexing'

and "occupying" both Austria and the Czech, it suggests that the allies are simply allowing Hitler to do as he pleases to avoid a world war. For example in the occupation of the ~~the~~ Czechoslovakia, it was called the Sudeten crisis in 1938-39. Despite ~~the~~ the Munich agreement, Hitler not only invaded the Czechoslovakia and took Sudetenland as many German speakers lived there. This shows that Hitler would go to lengths to unite his ~~the~~ people through pan-germanism.



This is an example of a fairly typical level 3 approach. The candidate is able to show that they understand the extracts to the extent that they can select some of the key points from them, and add some detail from their own knowledge. The candidate shows no real awareness of the importance of this debate to historians, working very closely and cautiously around the extracts, often saying 'this suggests' after a selected quotation. The candidate adds to the content of the extracts from their own knowledge, but not much more than extra detail. Without some grasp of the importance of the debate as a whole the candidate falls short of level 4.



A simple way to help keep the focus on the interpretations in the extract is to start by saying how they might contribute to the wider debate. Get an overview of what the author is arguing before accessing the detail. This prevents candidates from getting bogged down in the detail and more able to select points effectively.

Extract one clearly lays down the argument that Hitler's ideology was the main cause of German aggression which led to World War 2 in 1939. This contrasts substantially with extract 2 which ~~lays~~^{lays} the blame for the war started in 1939 ~~at the fact that~~^{belongs with the actions} of Britain and Hitler's misconceptions on the British guarantees on protecting Poland. In this essay I shall evaluate the two extracts and conclude that whilst I believe Hitler's ideology always made war inevitable long-term, that the outbreak of war in 1939 was due to a combination of factors including his misconceptions on the western powers' guarantees to protect Poland.

Extract one clearly supports the viewpoint in the question, the quote that Germany would 'wage war for world domination' clearly alludes to Hitler's ideological conviction to expand and conquer countries for Germany at the expense of the Jews. We can validate the credibility of this statement by considering Hitler's book: Mein Kampf, within the book Hitler states his desire to purge the world of the Jewish race - but he also sets out

his long term plan of war in Europe - and then expansion world wide after - against the USA. This view is backed up in the extract when it mentions that 'his role would be to defeat Jews everywhere'. Once more we can verify this view and see how it led to war in 1939. Hitler always wanted to expand eastwards for both Lebensraum, and a purge of the Jews - Poland was a nation to the East which also had a population of 3,000,000 Jews. The fanatical obsession with the Aryan race and his 'extreme Anti-Semitism' made expansion, and war with it, inevitable. As well as this the ~~so~~ extract mentions the importance of WW1, the war which Hitler fought in and lost - to what he believed was a Jewish conspiracy. We can back up the view that Hitler's ideological convictions based on the Jews led to war by the fact that he saw the Bolshevik state of the USSR as being a Jewish one, and so logically he sought to expand to the east. There are limitations to the extract however, it states that Hitler's war was a crusade 'against his ideological enemies', however, Hitler signed the Nazi-Soviet pact in 1939 and fought against Britain who, as the ^{extract} ~~Soviet~~ suggests were originally an ally potentially for Hitler. Overall the first extract provides a factual evaluation of Hitler's ideological ambitions to

expand eastwards, and lays the blame for the war in 1939 on this, I however find this view narrow and dismissive of other factors such as the actions of the western powers.

The second extract says that 'world war was certainly not inevitable in 1939'. This contrasts with the first extract which stated that the war was a necessity and attribute to its inevitability. The 2nd extract also mentions appeasement and the important role this played in the outbreak of war. He can validate this by looking at the Rhineland remilitarisation of 1936 when Hitler was nervous to advance due to fears of resistance, the use of appeasement emboldened Hitler and he therefore as the second extract states 'misunderstood the seriousness of western pledges to defend Poland'; this was key in the outbreak of war, and is missing from the first extract. Hitler reacted to the guarantees made by the west to Poland scornfully referring to them as 'bluff' and when the ultimatum was delivered to him following the invasion was shocked saying 'what now?'. Hitler's misunderstanding of the western resolve to defend Poland was the direct cause of war. He did not start war until 1942 due to the economic conditions and unpreparedness of ally Italy. The second extract makes no

ment or Hitler's ideological convictions, as they were less important than the actions of the western powers.



ResultsPlus
Examiner Comments

This is an extract from work at level 4. It is from the first part of the candidate's answer. The introduction to the essay is very good. The candidate clearly understands the extracts in the context of the wider debate. Had the rest of the answer been as good as the introduction this would have got level 5. However, the candidate has made the mistake of offering a good development of the extracts through the deployment of their own knowledge, at the expense of developing a discussion about the differing interpretations. The essay is based more on the candidate's own knowledge of the period than the wider debate and controversy. In this way it falls short of level 5, but is still well structured and informative.



ResultsPlus
Examiner Tip

Own knowledge is vital for developing the differing interpretations and criticising them. Candidates often make the mistake of simply adding detail and ignoring the interpretations. This will prevent you getting the mark you deserve.

Extract two argues that Hitler's ideals for German expansion led to Hitler's his aggressive foreign policy, and this was carried out with tacit agreement from the British. The Britain was certainly keen to avoid war after 'the' after the horrors of 1914-18', and the

previous agreement over Czechoslovakia, and towards Italy with the Hoare-Laval pact, had shown Britain was willing to use the sovereignty of other countries as a bargaining chip. The view of Hitler as a Bulwark against Bolshevism was also shown by the lack of effort put into ~~reg~~ negotiating an Anglo-Soviet pact in 1937. ~~The~~ Hitler's confidence in the armed forces, having rearmd in 1934 and having shown its prowess in the Spanish civil war and the remilitarisation of the Rhineland, was high and he felt that he could, as the source states, 'act boldly on the international scene'. The role of Britain in persuading Hitler that German expansion would be allowed was therefore key in the events that led to world war in 1939, with Hitler not believing the 'seriousness of western pledges', given their previous flimsy nature.

The argument from extract one, that Hitler's ideology was key for his 'crusade', is corroborated by the anti-Semitism which was evident from 1920 and the NSDAP's 25 point plan. The source refers to 'Mein Kampf', which discusses the ideological reasons which turned his battles into a 'crusade', and the explicit anti-semitism in the Nuremberg laws, and other aspects of Nazi government, support this. His support for Britain, which the source references, was evident in his admiration

for how they had ~~sub~~ subjugated India and his desire for a strong navy. The desire to match Britain's status, and the worldwide nature of an anti-Jewish crusade, ~~was~~ ^{made} ~~was~~ ^{war} an inevitability.

However, extract one places too great a weight of evidence on the role Hitler's ideology played in German policy. Goering was the main driver behind Anschluss, and his main ideological goal was eastwards expansion to gain ~~to~~ Lebensraum. Many other characters were responsible for German foreign policy, and Germany was not ready for a large war in 1939, with economic experts predicting they would not be ready until 1943. Mein Kampf is also not a reliable source of Hitler's policies, given he was unlikely to ^{ever} become Chancellor when it was written in 1925. The singular focus on Hitler, to the detriment of other factors, weakens this argument.

Extract two gives a more considered view than extract one as it considers not only Hitler's expansionist ideology, but also the role of both Britain and Hitler's opportunism. Hitler wanted territorial gains to finance rearmament and to gain popular support at home, not to eliminate the Jewish threat as extract one claims. The return of the Polish corridor was a reason for the invasion of Poland, and Hitler carried this out as he felt

Britain would not interfere, not because of his ideological conviction in his crusade. The more ~~so~~ view of extract two considers more factors, and isn't wedded to the absolutism of ideology, and gives a more accurate viewpoint.

However, extract two claims Germany's military was prepared for war, in Hitler's eyes, in 1939, although he was only aiming of large-scale war in 1941, after the first four-year plan. It also overstates Britain's role in allowing Germany to expand: Anschluss had been attempted in 1934 and the Locarno treaty of 1925 had deliberately left the issue of Germany's Eastern border unanswered. The overturning of the final piece of Versailles was the aim, and war was not being considered as the means to achieve it.

The view that it was Hitler's ideological convictions that caused war in 1939 is not convincing, as it was more Hitler's belief that Britain would once again turn to appeasement that caused it. The Nazi-Soviet Pact assured him of Russia's non-involvement, and a limited war was all he sought. It was not to deal with the Jews that Hitler invaded Poland, instead a misguided belief that the other powers would again let him act as he wished.



This is a clip from a top level 5 answer. There are a couple of things to take from this response. Firstly the candidate uses their own knowledge in exactly the right way - to both develop and challenge the differing interpretations on offer. For example, the critique of extract 1 for citing Mein Kampf as a basis for Hitler going to war in 1939, 14 years after it was written and when Hitler had no idea that he might end up as Chancellor, is telling. Secondly, the candidate has not rushed to put the authors in the intentionalist and structuralist boxes, but rather deals with respective arguments they offer. The result is that the candidate is in control throughout and the answer meets all the criteria for level 5.



Use this response as an exemplar when doing practice questions.

Paper Summary

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

To score in the higher levels for sections A and B, candidates should:

- pay close attention to the date ranges in the question;
- give sufficient consideration to the issue in the question (e.g. main factor), as well as some other factors;
- explain their judgement fully; demonstrate their reasoning in relation to the concepts and topic they are writing about in order to justify their judgements;
- focus carefully on the second order concept targeted in the question;
- give consideration to timing to enable themselves to complete all three questions (with approximately the same time given over to each one);
- aim for 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 in sections A and B:

- 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;
- writing a response without giving sufficient consideration to the given issue in the question (e.g. looking at other causes/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;
- an 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 not being reached or not explained;
- a lack of detail.

To score in the higher levels for section C, candidates should:

- pay close attention to the precise demands of the question, as opposed to seemingly pre-prepared material covering the more general controversy as outlined in the specification;
- make thorough use of the extracts; this need not mean using every point they raise, but a strong focus on these as views on the question;
- make 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;
- make 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 (selection over sheer amount of knowledge)
- carefully read the extracts, to ensure the meaning of individual statements and evidence within these are used in the context of the broader arguments made by the authors;
- attempt 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 in 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 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 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>

