



**General Certificate of Education
June 2011**

History 1041

Unit HIS2N

Report on the Examination

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Unit HIS2N

Unit 2N: Anti-Semitism, Hitler and the German People, 1919–1945

General Comments

On this paper, Question 2 was the by far the most popular of the optional questions, being answered by approximately twice as many candidates than Question 3. This disparity between the optional questions may well have been because Question 2 focused on material from the start of the specification whilst Question 3 focused on material from near the end. Alternatively it may well have been that candidates saw 04 as being more accessible than 06, though this was not borne out by the statistics comparing the performance between the questions, which was almost identical. There were awards at all levels for each of the six sub-questions. Statistically question 05 was answered most effectively of the 12 mark questions followed by question 01 and finally 03. A different pattern was seen when comparing the 24 mark responses, where question 04 was the best answered by a very small margin from question 06, with question 01 being statistically the least well answered of the part (b) questions. When considering performance at whole question level, question 3 had the highest mean mark followed by question 2 with question 1 having the lowest mean mark.

Question 1 (01) asks candidates to compare two sources in relation to their view on a particular issue. Candidates that simply describe the source will receive level 1 (1-2 marks); those who solely highlight differences or similarities will receive level 2 (3-6 marks); those who do both will receive or do one well in the context of their own knowledge receive level 3 (7-9 marks) and those who develop a full comparison of the degree of difference looking at similarity and difference and using own knowledge will receive Level 4 (10-12)

Question 1 (02) asks candidates to give an extended response using both the sources and their own knowledge to an issue. Narrative responses which show only an implicit understanding of the question will receive Level 1 or Level 2 depending on focus and level of detail. Responses which do not use the sources or any own knowledge are restricted to Level 2. Answer with good focus and effective use of sources and own knowledge will receive Level 3. For Level 4 these answers will have specific supporting material and balance. For Level 5 answers will have sustained judgement.

Questions 2 and 3 (03 and 05) ask candidates to explain an event or issue, and responses need to cover a range of reasons 'why'. Three reasons, supported by evidence, will secure an award of Level 3 (7-9 marks). To achieve Level 4 (10-12 marks), candidates must offer links between the factors, for example, prioritising with an explanation, or appreciation of the inter-relationship of the factors.

Question 2 and 3 (04 and 06) require an extended response. Answers with some understanding of the question but a lack of evidence, or narrative which demonstrates an implicit understanding of the question will only gain marks within the lower two levels (Level 1, 1-6 and Level 2, 7-11 marks). Answers with focus and evidence will reach Level 3 (12-16 marks), though they may not consider alternative factors and therefore lack balance. At Level 4 (17-21 marks) answers will have balance and depth of evidence. Level 5 (22-24) answers will also demonstrate judgment.

Overall the paper was well answered; candidates showed a generally solid knowledge of anti-Semitism in both Weimar and Nazi Germany.

Question 1

- 01** This question was comparable to last year with candidates able to access all levels of the mark scheme. Similarities and differences were both relatively easy to find and the majority of candidates picked out differences and similarities in the sources in relation to their views on violence in 1933. To access level 4 candidates need to use contextual own knowledge and make a comment on the degree of similarity/ difference there is between the sources. There were some issues surrounding candidates answers, most notably candidates going beyond 1933 and including events such as Kristallnacht in their answers. There was also a number of candidates not picking up that in Source B Hitler was pretending to have lost control rather than having actually lost control.
- 02** 02 was statistically the least well answered question and many candidates struggled to fully access it. Candidates struggled with the term 'rank and file'; this made it hard for them to access the higher levels. Candidates often mistakenly categorised leading Nazis such as Goring, Himmler and Goebbels as 'rank and file'. Candidates who identified a distinction between the role of Hitler and that of other leading Nazis (some-times mislabelled rank and file) could access level 3 but not higher as they lacked the balance of the role of the rank and file. There were other issues including students not sticking to the dates of the question. Candidates at the higher end made good use of the sources and own knowledge, there were however many answers that relied solely on the sources or only made passing reference to them. It is important to remember that Source C is only selected to help answer 02 and so candidates should make extensive use of it.

Question 2

- 03** Although to my mind this question was not any harder than previous 'explain why' questions, 03 did appear to cause some candidates a great difficulty, with many struggling to find a good range of reasons. A large number did not focus effectively on the depression or on the fact that the question refers to the Nazis. There were many answers that simply gave a list of reasons why there may have been anti-Semitism 1919–1933. There were many who did not distinguish the depression from economic problems earlier in Weimar Germany. Not all candidates who discussed the Treaty of Versailles effectively explained its link to the great depression. The fact that the question asked about the Nazi views means that suggesting Nazi propaganda was a cause of increased anti-Semitism did not answer the question. It could however be suggested that the Nazis linked the Jews to the depression to gain votes.
- 04** This question was answered well and appears to be comparable to previous papers. The statistics suggest that this question was answered better than the equivalent question last year. The fact that such a high percentage of candidates did Question 2 (about twice as many as did Question 3) suggests that candidates found this question easy to access. There was a great deal of accurate material displayed, especially in showing Jewish success and assimilation. There was also in many cases some good evidence to support lack of assimilation and discrimination notably against the 'Eastern Jews'. Evidence of anti-Semitic violence and attitudes could at times be better supported. The best answers differentiated between success and assimilation and discussed the relationship between the two. There was also some very good evaluation of how attitudes changed overtime during the period set by the question. There were however a significant number of

candidates who ignored the dates of the question (1919-1929) and went into the early 1930's and in some cases into the period of Nazi rule.

Question 3

- 05** This question was not answered by a high percentage of candidates but did not seem to pose a problem. The statistics suggest that this was answered better than the equivalent question last year. Candidates generally were able to give a good range of reasons as to why the ghettos were set up. The best answers made links between reasons in terms of ideological or economic or in terms of short-term/long-term. Making links like these are key to accessing Level 4.
- 06** There were some excellent responses showing a full understanding of the issues surrounding the timing of the Nazi's decision to carry out the 'Final Solution'. 06 was not answered by a high percentage of candidates and many who did do it gave very good responses. There were however issues for many in terms of being able to give enough detail on the role of the problems of the Einsatzgruppen to get enough balance for Level 4. For example very few candidates examined the inconsistency between the different Einsatzgruppen. Though most candidates knew of the adverse psychological impact on the men carrying out the shooting far fewer candidates went into detail on Himmler's witnessing of a mass shooting in summer 1941 and the orders that he then gave. Knowledge of other reasons and connected historical debates were generally at a very high level. There was however some issues in terms of chronological accuracy in terms of what happened when.

In general candidates were well-prepared and showed continued improved exam technique compared to previous year's entry. This was particularly noticeable in terms of questions 04 and 06 where there was a much greater attempt by candidates to give both depth and balance. There seemed to be no major issues with the paper. The only difficulty for most candidates seemed to stem from their difficulty in unpicking what was meant by 'rank and file'.

Mark Ranges and Award of Grades

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