



Examiners' Report June 2018

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 third 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 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

Question 1 asked candidates to consider whether the Nazi's indoctrination of children was the main reason they were able to control the German people in the years 1933-45. This question was popular and proved to be accessible. At the top end candidates were able to offer good evidence on how children were indoctrinated and reasoned from this how it was used to the advantage of the Nazi regime. Stronger candidates also weighed this evidence against other methods of control and offered evaluation. In level 3 candidates tended to offer a range of evidence but fell short on evaluating it as a method of control and left the reasoning and judgement until the conclusion. At the lower end candidates either offered material exclusively on the Hitler Youth or simply compared propaganda to terror in an often broad but unconvincing answer. The examples offered show how candidates in the middle range of the cohort answered the question.

The Nazis' indoctrination of children was one of the reasons the Nazis were able to control the German people, but was not the main reason.

The 'Strength Through Joy' programme that was set up by the Nazis was a huge help to them as they were able to manipulate their views from a young age, but what they really needed was control of the adults. In order to do this the Nazis had to use more effective strategies.

One of the ways the Nazis gained control of the German people was through propaganda. Propaganda was everywhere, posters were in the streets, pro-Nazi films were shown in theatres and the radio was heavily censored. By managing all forms of media the Nazis were able to gain control because it was all people were able to see.

(Section A continued)

Another tactic used by the Nazis to control the German people was fear. The SS and other Nazi squads were notoriously violent towards their opposition, especially with Communist groups. This made people afraid to speak out if they didn't agree with the Nazis, ~~so~~ so they were forced to conform.

Hitler himself was able to gain control of millions of German people through his speeches. Hitler's speeches would be attended by hundreds of thousands of people at a time, as early on he gained a reputation for being a great public speaker. Hitler would often purposely appear late to these speeches to build tension with the audience, and raise his ^{voice} to the point of shouting in order to capture the attention of his many viewers.

Another way he was able to control the German people was by targeting different groups of people in order to gain their support. Before the war broke out and shortly thereafter, Hitler was able to show himself as a ~~very~~ strong German leader by implementing Hitlerian tactics in order to quickly take over land. This was attractive

(Section A continued)

to Germans who were ex-military or a part of the fascist squads. Hitler was a leader who wasn't afraid to take risks and that's what the people wanted.

In conclusion, although the ~~Nazis~~ indoctrination of children was of great benefit to the Nazis in gaining control of the German people, there were far more important reasons, such as, propaganda and fear factors.



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Examiner Comments

In this extract the response fits the level 2 descriptor. There is a description of some evidence which is relevant to the question. The description is largely accurate but it lacks range or depth and the judgement made is therefore unsubstantiated. This response earned an award of level 2, 10 marks.



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Examiner Tip

Always think about how the evidence can be used to answer the question. The indoctrination of children, for example, led to children reporting their parents for being against Nazism. This explains rather than simply describing and lifts the response out of level 2.

Chosen question number: Question 1 Question 2

The Nazis utilised a wide array of different tactics to control the German people, ~~one of these~~ ^{one of these} was through the indoctrination of youth through educational and extra-curricular programmes; however, it was not the main reason they were able to control the German populace, they also used a variety of different methods like: propaganda, terror, and through increasing their personal popularity by increasing political and economic stability.

From the moment Hitler took power, he and the NSDAP were keen on ensuring the loyalty and dedication of the German population, he started by creating a new generation of Nazis who were loyal to their Führer. He ensured that no teacher could continue their job unless they joined the Nazi workers union, effectively guaranteeing the loyalty of Nazi teachers. The Nazis also made significant changes to the curriculum and education of their children by including Nazi ideals and ideology into textbooks; subjects like biology focused more on the topics of racial genetics and eugenics, whilst, topics such as history focused on historical revisionism and blaming others for the downfall of Germany.

(Section A continued) The Nazis also made sure that only the best made it into Nazi politics while 'undesirables' (such as Jews) were cast aside, this was done by splitting the 'undesirables' from the brightest and placing them into poorer schools that would end their education around ages 10-12. Through extra-curricular programmes like 'Hitler Youth' were the Nazis able to specialise and educate their children based on their sex, boys extra-curricular programmes focused on physical education, athletics, and military preparation in order to specialise them into becoming fit and ready soldiers. Women on the other hand were specialised into careers such as motherhood, gymnastics, and home economics in order to prepare them into becoming mothers when would raise a new generation of Nazis, this sentiment was strengthened through rewards programmes that would encourage mothers to birth as many children as possible.

The Nazis also used tactics such as terror to control their populace, the Nazis used the Prussian Secret Police (The Gestapo) to spy and wiretap potential dissenters and prevent them from taking any action, this was reinforced by the encouragement of Nazi citizens to report any

(Section A continued) potential dissenting behaviour to their black's Gauleiter, who would then report it to the Gestapo. The Nazis were brutal when it came to punishment, most dissenting voices were sent to concentration camps where they'd never be seen again, serious cases of opposition faced immediate execution such as in the case of the order of the white rose whom were executed for spreading anti-Nazi sentiment in a university campus. These methods of control acted as both a preventative and a cure for opposition, executing those who did act and terrifying those thinking of it.

The Nazis also encouraged consensus amongst the populace through stimulation of the economy, they reduced unemployment by cutting women, jews, and other undesirable out of the unemployment figure, and by introducing the voluntary labour programme (DAF) that would provide pay, shelter, work, and food to unemployed men. They also encouraged loyalty among Nazi party members via their 'strength through joy' programme, that entailed the Nazi party paying for cruises and holidays for loyal and diligent members of the Nazi party. These programmes ensured that the German population was happy to serve the Nazis and were encouraged to be loyal.

(Section A continued) To conclude, I believe that the indoctrination of children played a significant factor in the control of the German population, however, it was not the main contributor, it was programmes like 'Strength through Joy' that encouraged those to be loyal to the Nazis, whilst agencies like the Gestapo and the Schutzstaffel discouraged dissent through their brutal methods of punishment such as the concentration camps and executions.



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Examiner Comments

This extract contains a good example of a secure level 3 response. The range and depth of evidence is considerably better than the previous example and the answer is organised around the key evidence required to answer the question. This answer falls short of a level 4 response because there is not the discussion and evaluation present that would lead to a more sustained judgement. This response was awarded level 3, 16 marks.



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Examiner Tip

At the end of each paragraph think about how the question requires consideration before moving to a judgement. Discussion and argument is essential to historical writing. For example, the indoctrination of children was only partially successful because of opposition groups among the youth. So evaluating the effectiveness of the indoctrination of children should include evidence about why it was effective and some about why it was not. Then a balanced judgement can be made, rather than a snap decision.

Question 2

Question 2 was less popular than question 1 and it asked candidates to consider whether increased freedom for women was the main consequence of the Weimar Constitution in the years 1919-33. Some candidates struggled with how to evaluate consequences and at the bottom end many attempted to turn the question into a causal analysis. Despite this there were some very good answers offered. The stronger candidates understood that there were some dire consequences for the Weimar Republic from a constitution that was opposed by many Germans. This also informed their analysis of the liberal attitude to the role and status of women in the provisions of the constitution. The examples offered show how candidates at the top of the range handled the question.

In the weimar constitution women had been given a significant amount of freedom however, ~~that~~ ~~was not~~ there had been other key factors included that affected the lives of the German people between 1919-1933. These women had gained a significant amount of freedom however so had a large number of people with the increased ^{amount} ~~amount~~ of freedom of speech available to others.

The weimar constitution allowed ~~was~~ all women and ~~to~~ men to be able to take part in the universal suffrage. This poses a significant change to the previous years where women's views had not been accepted in the political system. Due to the opening of the availability to vote there was a high level of support which can be seen through the high level of turnout from women. With women being able to vote this would encourage them to play a bigger

(Section A continued) part in one Weimar Germany because it would seem that they are getting more accepted into the society

After the first world war when women were ~~encouraged~~ encouraged to work in factories taking place of the men that were part of conscription this idea would have been taken away. Many factories would not be producing ~~the~~ supplies for the war efforts due to the terms of the Treaty of Versailles. This stated that the army could only consist of 100,000 men and that there could not be an air force and no ^{submarines} ~~submarines~~ etc. This reduces the work available for returning soldiers. Men were still deemed to be more accepted compared to women to work therefore women were discouraged to work and encouraged to stay at home following the principles of children, kitchen and church. This shows a reduced amount of freedom that would have been experienced by women due to the constitution.

The constitution had stated that there should be a democracy in Germany which shifts

(Section A continued) from the monarchist rule before 1918 that Germany experienced. The Weimar constitution stated that there should be a president elected via universal suffrage. The president is to be elected every 7 years and he would be the general commander of the armed forces. The President had been given the ~~best~~ powers of article 25 of the Weimar constitution allowing him to ~~dissolve~~ dissolve the Reichstag if they had not been bringing political positive change into the country and not controlling the country. The president could also rule under article 48 meaning that he could pass laws without consultation of the army in a state of emergency. President Hindenburg had been able to give ~~Hitler~~ Hitler the emergency powers in order to do what is "best" for Germany after the Reichstag fire on 27 February 1933 which allowed Hitler to ban other political parties etc.

Another consequence of the Weimar constitution that played a significant part in the Weimar government could be the system of proportional representation. This could be considered a significant factor as for

(Section A continued) the collapse of the Weimar government. Proportional Representation meant that the number of people voting in elections for political parties (not individuals) decided how many people of each party would enter the Reichstag. Proportional Representation had played a major problem in the government as with there being a large amount of political parties (including many small ones) it was hard for political parties to gain a majority which was needed to pass laws in Germany. Because a majority was needed parties had to form ~~ess~~ coalitions in which the main coalition in the Weimar Republic included the SPD, the centre party and the DNVP. Many coalitions were weak and therefore couldn't find an agreement with each other resulting in a continued unstable government.

Another significant consequence and part of the Weimar constitution was the Chancellor. The Chancellor and the Reichstag were responsible to the government and could be dismissed if they are not leading the Reichstag.

(Section A continued) properly. The Chancellor was the leader of the party with the highest amount of seats in the Reichstag, which had been Hitler in 1933 & after the elections however Hindenburg had decided that von Schleicher would be Chancellor as he did not want to work with Hitler.

To conclude even though the increased freedom of speech had ~~played~~ played a significant part in the constitution giving them the political power that they weren't entitled to before. I think that Proportional Representation was the key factor of the constitution which had later led to the collapse of the democratic system of Weimar in Germany between 1919-1933.



This is an extract from a response that was awarded level 3, 15 marks. The candidate attempts to deal with the stated factor in the question – increased freedom for women – by considering women getting the vote but still being valued for their domestic role. The candidate then offers a range of other consequences from the Weimar constitution, but there is a very limited comparison or evaluation of their importance, as shown by the conclusion.



The stated factor offered in the question should be the starting point for the answer. As other factors are developed their importance should always be compared to the stated factor.

The Weimar Constitution outlined the right of civil liberties, freedom of speech, freedom of assembly which would have consequently increased freedom for women in the forms of having a political identity, ^{and embrace western influences.} being able to do activities of their choice and free to form groups, eg. the B.D.F. feminist organisation. Yet it would not be accurate to say that increased freedom was the main consequence of the Weimar Constitution as factors such as freedom political opposition to the nature of the Weimar Republic ~~and~~ ^{one} elements of the Constitution (proportional representation) and the fact that it could be argued that the inevitable consequence of the pitfalls in the Weimar Constitution lead to the collapse of the democratic regime, ~~which~~ ^{can be considered to have} ~~I consider these consequences~~ to have a greater impact.

It could be argued that increased freedom for women was the main consequence of the Weimar Constitution as it meant that women had equal rights to men, which therefore gave them the confidence to lead a free lifestyle and have a political voice. We could characterise this lifestyle by the fact that women were inspired by the flapper image and liberation of western culture, which aroused the 'new German women' that could smoke, be alone, wear makeup and dress in a more provocative way. The fact that women were able to adopt this liberated lifestyle could be

(Section A continued) accountable to the civil rights they gained from the Weimar Constitution, making it a significant consequence as it shaped female culture and the role of women in Weimar society. Yet due to the fact that a traditional view of women as being domestic mothers was still prominent in rural areas, since liberation was exclusive to urban city areas, it could be argued that not all women could reap the benefits of liberation under the Weimar Constitution meaning that increased freedom was not a main consequence as not all women did have freedom.

In contrast to this, an alternative consequence of the Weimar Constitution that I deem to be more significant is the fact that the faults in the political makeup of the Weimar Constitution, referring to the flawed system of proportional representation, meant that political extremism had an opportunity to rise as every vote corresponded to seats, leading to over 20 parties being represented in the Reichstag at one time. This allowed extremism like the Nazi party to build a political identity as their small vote meant they gained parliamentary seats which contributed to them rising in popularity (1928, 2.6%, 1930 18%, 1932 33%) which led to the consequent collapse of the Weimar Republic once Hitler came to power. Therefore this evidences that a huge consequence of the Weimar Constitution was the ability for extremism to rise, meaning faults in the Weimar Constitution can be traced as a consequence for the collapse of the

(Section A continued) Weimar democratic regime, making it a huge consequence as it led to huge change to the political fate of Germany.

Another reason that corroborates with this is the fact that a huge negative consequence of the Weimar Constitution would have been the lack of support for it, since many people did not accept the Weimar Republic due to the fact they had signed an armistice with the allies and were considered to be 'November Criminals' that stabbed the noble hardworking army in the back. This would have meant many people would have opposed the Weimar Constitution as it would have been a blueprint for democracy (to which political culture viewed with suspicion as it gave power to the uneducated eg. women and ethnic minorities) which was a system many people were not supportive of. This consequently led to high levels of opposition eg. Kapp Putsch 1920 and the Beer Hall Putsch 1923 which would have been a direct fallout of anger towards the acceptance of ~~down~~ the Treaty of Versailles and the making of a Weimar Constitution, meaning opposition to the Weimar Republic was a main consequence of the Weimar Constitution being set up / acceptance of the Treaty of Versailles, which I deem to be a more influential and greater impacting long term consequence as opposed to freedom of women.

(Section A continued)

It ~~may be more~~^{is} accurate to argue that increased freedom of women, due to rights such as freedom of assembly meaning the feminist group BDF could expand and exist (with 900,000 members in its peak of popularity) and universal suffrage allowing women to have a political identity and play a role in politics, were consequences of the Weimar Constitution. Yet ~~due to the fact~~ that women were under represented in the Reichstag, as they only made up 49 of the seats in 1920, and many rural women were still suppressed by their traditional female domestic roles, gives evidence of the ~~fact~~ idea that women did not experience universal and definitive freedom and therefore this ~~consequence~~ factor of female liberation cannot be argued as the main consequence of the Weimar Constitution, as the idea of female freedom was not even available to all women.

In Conclusion, I would say it is more accurate to argue that the main consequences of the Weimar Constitution were the fact that its faulty political makeup (proportional representation) allowed small extremist parties to gain a foothold/representation in the Reichstag, with the consequence of the collapse of the ~~Weimar~~ Weimar regime and rise of the Nazis being a fallout that can be traced back to flaws in the Constitution and a much more significant consequence than the fact that women experienced some liberties. Yet we must recognise the freedom

(Section A continued) of women would have been a huge change and highly influenced on life, so it should be considered as an influential impact of the Weimar Constitution, yet compared to long term factors of rise of extremism, ~~it~~ it is less significant when being judged as the main consequence of the Weimar Constitution.

women freedom = short term impact

political opposition / extremist rise = long term impact that would have been a consequence that had a greater impact.



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Examiner Comments

This is an example of a strong level 4 response. The candidate offers a thorough and considered view of the increased freedom for women as a consequence of the Weimar constitution. Other consequences are selected because of their political importance and are well considered. The evidence is discussed and this analytical quality gained this candidate level 4, 20 marks.



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Examiner Tip

The tip from this answer is clear. Evidence selection is important. Although this candidate has not offered a plan at the start, the answer is effectively organised to answer the question. Clearly the candidate has thought about the whole period and understands why the Weimar constitution had a number of consequences that can be considered.

Question 3

Question 3 asked candidates to consider how significant support for democracy was in maintaining the political stability of the FRG in the years 1949-89. Candidates were generally well prepared to answer this question. At the higher level some excellent detail was offered on how Germans approached elections, looking at voter numbers and approval ratings for the dominant parties. Successful candidates also sought to select examples to support and develop their argument from across the time frame. Less successful candidates tended to focus on the early years of the period and some spent too long explaining why the FRG's constitution contrasted with the dictatorship of the Third Reich.

The support for democracy was extremely significant in ~~supporting~~ maintaining the political stability of the FRG, as without this network of support ~~lot~~ of ^{unpopular} measures introduced could have reaped detrimental consequences for democracy in the FRG.

The support for democracy was essential especially in the foundation of the new state as, while ~~ad~~ Adenauer was a flagship cornerstone ~~work~~ for democracy, later called 'the father of modern Germany', many

(Section B continued)

of his measures were perceived by some on the left wing as ~~too~~ authoritarian and reminiscent of ^{Nazism} ~~fascism~~, such as his ban on employment of political opponents and his attempted CDU & TV network. Despite these public support still remained, allowing Adenauer to continue his chancellorship. Another indicator of ~~so~~ public support was the lack of any anti-establishment or revolutionary party's gaining seats, in part helped by the 5% seating allocation, but overall demonstrating the ~~to~~ extent of ~~cont~~ support ^{through votes} for the government. The 1973 oil crisis was also a mass indicator of public support as unlike in West Germany the ^{anger} ~~blame~~ wasn't ~~r~~ at all directed

(Section B continued) at the FRG government
it willly Brandt, but externally.

Another factor for the
ability to maintain democracy
was lack of opposition
throughout and the opposition
that was active wasn't
aimed at democracy but
at external factors such
as the vietnam war,
nuclear weapons and moral
and ethical rights ^{in the world}. So
all of that hatred in
Germany was directed
elsewhere.

A crucial factor to
political stability was
the ~~process~~ ^{provisions} of the
FRG constitution; article
21 banned all anti-democratic

(Section B continued)

parties, while Article 20 allows permitted the right to protest and if any unconstitutional party government is established. The Basic Law also guaranteed political stability as it granted the rights to religion, race and gender instantaneously combatting old prevalent problems and the right to free speech and a state education proved to be an immense success with the public. Furthermore ~~a~~ to Article 6 the powers of the president became solely ceremonial removing the possibility of the ~~p~~ a repeat of post-depression wall street crash in 1929 and finally the inalienable constitutional court was set up to prevent illegal or unconstitutional laws being passed.

(Section B continued)

Ultimately while public support was of utmost importance to the longevity of the FRG, the ~~unique~~ ~~unassailable~~ ~~to~~ ~~be~~ ~~included~~ indisputable foundation ~~of~~ the FRG, is the ~~constitution~~ ~~to~~ ~~itself~~, ~~firm~~ in ~~consequences~~ ~~consequence~~ ~~creating~~ as quashing any form of dissent from within the government and providing a concrete platform for the ~~comfort~~ ~~of~~ the public preventing opposition. ~~and~~ ~~in~~ ~~turn~~ birthing one of the most stable and successful ~~country~~ ~~countries~~ in Europe by 1989.



There is some evidence offered on support for democracy by offering some information on Adenauer and the kind of protests the government faced. This lifts the response above a simple description of some features of the FRG. The response attempts organisation around the focus of the question by considering some further factors that underpinned the political stability of the FRG. The examiner has pointed to this response having insufficient evidence on support for democracy to be secure on all level 3 descriptors. This response was awarded level 3, 13 marks.



The stated factor should be the centrepiece of the answer. It must be dealt with well so that other factors can be successfully compared to it. Evaluation is difficult if there is insufficient evidence at the heart of the essay.

In the FRG, there certainly was enthusiasm about the return to democracy. Compared to the Weimar Republic there was very little domestic, non-democratic opposition, the only real example being the RAF. Whilst there was opposition outside of the Reichstag, much of it came from students, protesting against the education system or Vietnam war. However other factors also led to the stability of the FRG, such as Adenauer's policy towards the West and America. Also, the FRG was arguably less democratic than the Weimar Republic and the constitution had ~~power~~ articles to prevent the rise of another dictatorship, such as Hitler's.

At the beginning of the FRG in 1949, the election turnout was around 90%. This figure, whilst it dropped, did not drop substantially. This shows that support for the new democracy was impressive. This

(Section B continued) is very different to the ^{early} Weimer years, in which support for democracy was often lower than 50%. The two main parties, the SPD and the CDU/CSU made up the majority of the Reichstag and were both strongly pro-democratic. This shows that people actively participated in democracy and supported it. The affect of this is that there were no attempts to overthrow the government, instead people worked to help make the country successful. This is partially what helped the economic miracle.

The economic miracle in itself was a large reason for the stability of the country. Adenauer's finance minister Erhard pursued a social market economic model, which encouraged the cooperation of capital and labour. This combined with currency reform and introduction of two Deutsch marks, the lifting of price controls and the use of Marshall aid money led to a thriving economy in the ~~1950~~ 1950's. This helped to drive up wages and improve living standards. Improved living standards helped stabilise the country as it makes people more content.

Another reason for the improved stability of the FRG is Adenauer's foreign policy.

(Section B continued) Adenauer sought to get closer to the west. The Hallstein doctrine is part of this and called for the FRG to cut off ties with any countries that recognised GDR. At the time the FRG also became part of blocs such as NATO and the OEEC and later EEC. These groups helped bring stability to the FRG. The FRG's membership of NATO meant that stability in the FRG was in the USA's interest as they did not want any more European countries to become Communist. Also the close ties with European countries such as France and Benelux countries helped the FRG's economy. All of this meant that foreign countries worked with the FRG, rather than against it, trying to boost stability. Whilst Brandt pursued Ostpolitik in the 1960's, by then the FRG's relations with other countries had been cemented.

// Furthermore, the FRG's stability, at least partially can be attributed to restrictions on democracy. In order to for a party to take up a seat they had to have at least 5% of the vote. This helped to prevent some problems of Weimar, where there were too many parties to form coalitions and more importantly it helped keep extremist parties out of the

(Section B continued) Reichstag. Furthermore, parties which threatened democracy, such as the Communist Party and the Socialist Reich Party could be deemed unconstitutional and so be banned. This helped to protect the system, therefore undemocratic opposition had to be outside of the Reichstag. This was mainly seen in the R.A.F. (Red Army Faction). Initially the public was not particularly hostile, but after a series of attacks on both property and people, they began to fall out of favour and by 1989 they were insignificant. The government did clamp down on the R.A.F., both by imprisoning and killing their leaders, but the fact that they had no popular support shows they were in no way a threat to the government.

In conclusion, the participation in democratic exercises and support for them meant that the F.R.G. was under no realistic threat. The initial support for the F.R.G. helped lead to the economic miracle, which helped reduce opposition further. This shows that democratic support for the regime was crucial. Whilst countries such as the USA and France also saw a stable F.R.G. as crucial and so did not work against the F.R.G., the fact that the F.R.G.

(Section B continued) had no significant internal opposition shows that this was less important than democratic support. Whilst the government did try and stop undemocratic voices gaining traction, the only major undemocratic groups such as the RAF were not a threat to stability as they were so small. Extremist parties were also banned, preventing them gaining traction. Therefore, all of this shows that support for democracy was not the only reason for the stability of the FRG, but it was the most important reason, as it helped with the initial success and stability and helped minimise the impact of anything potentially destabilising.



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Examiner Comments

This response is from one of the more successful candidates. The answer never loses sight of the question and key issues are explored rather than simply stated. The knowledge deployed could be more extensive but it is sufficient to support the analysis offered. The criteria from which the overall judgement comes is established in the discussion and reasoning used by the candidate, e.g. the argument about the importance of foreign policy addresses the second order concept of significance. This response meets all the demands for a level 4 response and therefore was awarded 20 marks.



Many candidates set out what they think are the criteria they intend to use to answer the question in their introduction. This is often just a plan of the evidence they intend to use - not criteria. The examiner is looking for how the candidate constructs an argument to answer the question. Good evidence that is interrogated and argued for is the criteria the examiner wants. This answer provides the criteria required.

Question 4

Question 4 asked candidates to consider the extent to which the economic challenges faced by the Weimar Republic were different from those faced by the FRG. At the top end responses were focussed on the second order concept of similarity and difference. This meant that candidates offered evidence and argument on *both* similarity and difference. The main similarity was clearly the difficulty of recovering from war. The main difference was located in the context of international relations. Less successful candidates tended to see the differences between the two regimes' economic challenges more than those they shared. These responses often gave evidence about the Weimar Republic's difficulties followed by the assertion that this was different for the FRG.

* were different to a large extent.

The economic difficulties faced in the Weimar Republic ^{versus} were ^{largely} different to those faced in the FRG*. Although both ~~economies~~ ^{started} economies ~~started~~ began following a world war, the FRG seemed to cope well with the economic problems ^{of the war} whereas the Weimar Republic never fully overcame these barriers. The Weimar Republic ~~was~~ ^{was} handed ~~large~~ ^{reparations} reparations of 6.6 billion from the Treaty of Versailles which caused many problems for the government and were only fully paid off following the implementation of Brüning in 1931. The reparations led to the invasion of the Ruhr in 1923 where 60,000 French ~~soldier~~ ^{soldiers} took control of the German mines and took the gold for themselves. In comparison, the FRG saw no economic crisis following the end of WW2. ~~At~~ ^{With} the help of Adenauer's social market economy which combined capitalist free trading with government oversight, Adenauer prevented the outbreak of hyperinflation by retaining the Reichmark and introducing

(Section B continued) The Deutschemark. ~~This event that~~ ~~was~~ The implementation of a new currency revalued all market items and presented increasing prices. The contrast seen post world war 1 and world war 2 show the differences in economic challenges faced by the Weimar Republic and the FRG.

A ~~secondary~~ ~~example~~ second example that highlights the difference in economic challenges was the way in which the periods responded to difficulties brought about by foreign countries. In the Weimar era, the economy collapsed in 1929 following the Wall Street crash. Prior to this, Germany, led by Stresemann, was reliant on the Dawes plan to repay reparations; however, ~~for~~ ~~the~~ the Wall Street crash saw the end of the Dawes plan as America ~~to~~ could not afford to ~~pay~~ pay loans to Germany. This led to the collapse of the Grand Coalition which paved the way for the Nazi ~~to~~ party to take power. In comparison, the FRG was ~~not~~ ~~so~~ ~~affected~~ not seriously affected by the actions of other countries, an example being the Arsen oil crisis of 1973 where ^{foreign} oil companies ~~so~~ increased the price of oil by 70%. ~~Germany~~ In turn, Germany turned to nuclear energy in order to power their industrial factories, showing how they were ^{effectively} able to respond to economic situations. Unlike the earlier measures seen by the Weimar Republic, the recession of the 1960s is another example of the FRG economy being

(Section B continued) able to adjust which lead to an economic challenge. Following in order to counter the recession, Edward imposed a import tariffs on foreign goods. Although German exports would also have tariffs imposed on them, many people still purchased German goods due to their reputation of good quality being good quality. This ~~is~~ is another key example showing the difference of economic challenge faced by the Weimar republic and the FRG

lastly, a reason why ~~the~~ they were not fully different was the fact that both the Weimar republic saw a period of economic stability where no challenges faced them. In the Weimar republic, the golden years occurred where the government saw no political uprisings and unemployment was low. Similarly, ~~in the FRG~~ the FRG had the economic miracle caused by the Marshall plan and new currency, the Deutsche ~~mark~~ ^{mark} ~~the~~ economic miracle which wiped off 400 billion Reichsmarks worth of debt. The ~~economic~~ economic miracle saw unemployment fall to 0.5% & exports reach 125 billion DM by ~~1970~~ in 1970. ~~This~~ This period of similarity shows how the economic challenges faced were not totally different.

To ~~conclude~~ conclude, ~~both~~ the Weimar republic and the FRG saw differences in the way that they

(Section B continued) responded to ~~challenges~~ economic challenges; however the two time periods are not fully different as they both share a period of instability during their eras.



ResultsPlus
Examiner Comments

This response is useful to illustrate level 3 qualities. The response has strengths and weaknesses. The strengths are that there is a focus on the second order concept in the question (similarity and difference). The candidate is able to frame the answer within the broad similarities the two regimes faced – recovery from war. The comparisons between the economic challenges the two regimes faced is successful at a general level, but lacks precision and coherence in places. These flaws are part of the descriptor for level 3 and do not require a reduction in marks. This response is secure on each of the level 3 bullet point descriptors and therefore gets an award at the top of level 3, 16 marks.



ResultsPlus
Examiner Tip

When answering a similarity/difference question it is a good idea to start with broad points first, and then go into more detail. The broad similarity between the economic challenges faced by the two regimes are that they both had to overcome the effects of war and a change in the political regime. However within that broad similarity there are clear differences, e.g. the attitudes to the new regimes by western powers.

Chosen question number: Question 3

Question 4

I would argue that in terms of the ^{underlying} cause of economic challenges faced by the Weimar Republic and FRG ^{and as they overcame} they are to a very small extent to be judged as different, as foreign aid and external influence play a significant role in the fluctuating economic situation across both periods. Yet if we look at the problems faced by Weimar Republic and FRG as individual occurrences, e.g. hyperinflation 1923, Wall Street Crash 1929, Economic Recession 66-69 and the OPEC oil crisis in 1973, then we can see distinct differences in the economic challenges both of the democratic states faced.

One way in which it could be argued that the economic challenges faced by the Weimar Republic and FRG are different to a high extent is the fact that the problems that Weimar faced were ~~as a consequence of~~ domestic and concerned the Weimars ill decision to print more money in response to paying reparations, leading to a hyperinflation crisis by which a 1 billion mark note had been produced in the heat of the issue. Conversely to this, one of the biggest economic challenges that the FRG faced was the OPEC oil crisis of 1973, where a 70% price increase and 5% fall in production was announced in order to manipulate price inelastic demand, which was caused by international:

(Section B continued) rather than domestic) forces. This led to the FRG having to pay 17bn more for their oil supply. These two different economic challenges to the Weimar and FRG outline a clear difference in the sense that economic instability in Weimar was a result of domestic actions and lack of price control (inflation) whereas FRG problems were a result of external influences of the oil crisis, suggesting the FRG's domestic system may have been more stable. Yet since the hyperinflation crisis can be traced as being a fallout of the Occupation of the Ruhr 1923, where French forces took over the industrial capital as collateral for missed reparation payments as a result of the harsh terms of the Treaty of Versailles, it could be argued that the economic challenge of hyperinflation was also due to external forces (eg. France halting domestic production and the Treaty of Versailles leaving Germany's economy unstable) which means the economic challenges of the two periods were not so different and actually shared a common catalyst of foreign influence/external forces.

In Addition to this, evidence to suggest similarity rather than difference in the economic challenges faced by Weimar Germany and FRG is that methods used by the government were effective in making economic challenges subside. For example, the actions of Gustav Stresemann to enact the Dawes Plan 1924 to help ease inflation and stimulate the economy (and pay reparations) helped prompt the Golden Years which saw a 50% increase in production, a stabilising of currency back to 1913 GDP and cultural prosperity. This can be linked to the effective methods used by the FRG to

(Section B continued) respond to the OPEC oil crisis eg. promotional methods of 'Car Free Sundays' and a transition into using nuclear energy rather than the scarce fossil fuels, which saw the FRG recover much more effectively than the rest of Europe. This shows a mutual characteristic of an effective plan to overcome economic challenges, making the ^{impact} ~~Adverse~~ of economic challenges and the ~~impact~~ minimal in both periods, evidencing a clear similarity (therefore they are different to a low extent)

We can also see similarity in the ~~way that~~ economic challenges faced by the Weimar Republic and FRG in the sense that Weimar's economy began to plummet in the wake of the Wall Street Crash October 1929, which left them without the receipt of US loans that their economy had been dependant upon under the Dawes Plan. Similarly, we see an economic recession in the years 1966-68 due to the fact that spending on railway, rearming and agriculture had been too high and Marshall Aid contributions had began to stop. This evidences that a trend in Weimar and FRG economy by which a fall in US aid lead to a collapse in the economy which presented a huge challenge to their regimes. ^{supporting the idea external influences shaped economic challenges.} Yet we may be able to decipher a slight difference here ~~that~~ due to the fact that US loan aid for the Weimar ended because of global instability, whereas Marshall Aid ended because the FRG were stable enough that they no longer needed foreign aid (or so was believed)

(Section B continued)

However, since we see clear trends in Weimar and FRG economy through the evidence that they both faced challenges as a result of external forces and they both dealt with economic challenges effectively (meaning the economic fluctuation / patterns would be similar for both time periods) I would ~~not~~ argue that the economic challenges have minimal differences and therefore only to a small extent different.

Yet if we ^{the situation} view it through the lens of distinctive economic issues, a difference may be more clear to identify as Weimar's problems were a result of inflation and FRG's recession was a result of high government expenditure, presenting two clear different economic influences.



ResultsPlus
Examiner Comments

This response illustrates level 4 qualities. Level 4 answers do not have to be perfect. The difference between this response and the previous one is the way the candidate has discussed and evaluated the evidence used. There is a consistent focus on similarity and difference and there is a clear understanding that these categories are not absolute. Therefore the points of comparison are discussed to ascertain the extent of similarity and difference. The evidence is therefore explored rather than described. The examiner in this instance felt that the knowledge/evidence offered was not quite enough to satisfy the argument that was being attempted. This response was awarded level 4, 18 marks.



This response succeeds because the candidate has thought carefully about which comparisons to use. The comparisons are never completely similar/different and this candidate avoids using simple reasoning that offers two competing lists. Discussion is paramount in this answer.

Question 5

Question 5 asked candidates to use the extracts and their own knowledge to consider whether the Second World War broke out because European statesmen were too concerned with appeasing Hitler. Successful candidates centred their answers on the different interpretations that the extracts offered. The interpretation in extract 1, that appeasement by Britain and France had encouraged Hitler to act with increasing confidence, contrasted with the interpretation in extract 2. Extract 2 offered the view that Hitler's ideology was the key driving force that led to war. At the top end candidates selected information from their own knowledge to debate the merits of the interpretations. Less successful candidates picked out points from the extracts which provided some comparison, e.g. the reference to Hitler as a 'mad dog' in extract 1 and the reference to 'living space' in extract 2. Others used the extracts to prompt their own knowledge and offered an explanation of the causes of war rather than an evaluation of the interpretations.

- 5 Historians have different views about how far Hitler's foreign policy was responsible for the Second World War. Analyse and evaluate the extracts and use your knowledge of the issues to explain your answer to the following question.

How far do you agree with the view that the Second World War broke out because European statesmen were too concerned with appeasing Hitler?

(20)

I agree with this statement to the extent that while, yes the War was a product of Hitler blackmailing European Nations and pushing too far, there are other factors which had a significant impact on the start of the ~~second~~ Second World War. However, Extract 1 and 2 have differing views to each other and he in many ways.

Firstly, Extract 1 states that "The Treaty of Versailles gave Hitler the means to blackmail European Statesmen" which ~~directly~~ is parallel with the question asked and so is clearly in agreement that it was a relevant piece of build-up to the War. On the other hand, Extract 2 talks about Hitler's focus on race and

expansion in relation to Hitler's own policies and as a kind of view of only Germany, rather than relating external factors like Ian Kershaw did in the first extract.

Both of these extracts have good points in terms of causes for the ~~first~~ Second World War, but only Extract 1 is in agreement with the view that the Second World War broke out because European Statesmen were too concerned with appeasing Hitler. "They went out of their way to appease" is a perfect alignment of this view, as it literally says that this historian believes that Hitler was given too much and so he increased his demands so as to push and push and push the Western powers and it was a win/win situation for Hitler. Either he got what he wanted or he eventually starts a conflict. This can be seen as the direct cause for the War, and Extract 1 claims that it is.

Extract 2 is more focused on Hitler's ideas rather than the pressure he put on Western leaders, however it does claim that "In Hitler's mind, the concept of race was intimately linked to that of space". We know one of Hitler's aims was 'Lebensraum' or 'living space' and so he believed that in order for Germany and her population to thrive, they needed more land for their pure Aryan race. This would have been an incentive for Hitler to drive against the West and demand for more and more, however it would mean that his ideals were the cause and not the pressure he put on the Statesmen.

It does agree that his foreign policy overall was the cause for the War, and that his "relaxation on war meant Hitler's opponents were meant to give in completely" and so it agrees with Extract 1 in that sense.

set new limits for submarines and war vessels for both Germany and Britain, breaking the terms of the Treaty of no navy. The other example would be the reoccupation of the Rhineland, when Hitler said that if the troops faced French resistance they were to turn back immediately, and there was none.

This ^{*give} attitude from Hitler meant that he kept pushing for more, and he wanted more land than Germany previously had post-1914 as a result of *Lebensraum*. The western powers, according to Extract 1, "did everything possible to avoid a new war", however Britain and France declared that if Poland was invaded, they would go to war with Germany. Nazi ideology was set on expansion to East Europe and a 'cleansing of undesirables', and so Poland was the ~~set~~ next stop for Hitler, especially due to the Polish corridor being

* give them

inbetween Prussia and Germany. So when Germany invaded Poland, war was declared, and it was due to Hitler's want for this united ~~to~~ and pure Germany, and his "preferred means of achieving Germany's ends" - Extract 2.

In conclusion, I believe that to a certain extent, the Second World War was caused by the pressure that Hitler put on the European statesmen, however there were many other internal and external factors which influenced the break out of the ~~to~~ Second World War.



ResultsPlus
Examiner Comments

This response indicates level 3 qualities but does not meet the full level 3 descriptors. Clearly the candidate understands the difference between the two extracts in that they offer different views on the start of the Second World War. However the quality of the knowledge deployed is less than is expected at level 3. The knowledge tends to expand on matters of detail or on some aspects of the broader controversy not included in the extracts. The judgement made is in line with level 3 expectations. This response was awarded level 3, 12 marks.



The knowledge used to answer the question should be integrated to evidence and argument in the extracts. Avoid simply writing what you know and think about how the extract material can be further developed. The criticism, often made by candidates, that 'the extract fails to mention' some detail or other is usually irrelevant. The extracts simply represent an interpretation and cannot be criticised for what they do not say.

- 5 Historians have different views about how far Hitler's foreign policy was responsible for the Second World War. Analyse and evaluate the extracts and use your knowledge of the issues to explain your answer to the following question.

How far do you agree with the view that the Second World War broke out because European statesmen were too concerned with appeasing Hitler?

(20)

Historians have varying opinions on what caused the second world war and how far Hitler and Nazi foreign policy was responsible. These extracts contain ~~very~~ varied opinions on the argument of whether European statesmen helped or hindered the situation.

Extract one focuses on how ~~the~~ Hitler used the Allies to gain what he wanted. Kershaw presents the idea that ~~sympathy~~ ^{guilt from} ~~from~~ the Treaty of Versailles started the ~~compromisation~~ and ~~lenience~~ ^{lenience} of the British and French statesmen. An example of ~~this~~ this is the Naval agreement signed by Britain and Germany; the agreement allowed Germany to rearm without interference or rejection from Britain. Immediately Hitler is getting his way and rebuilding the German power in Europe.

Further in the extract from Kershaw it suggests that the more the European statesmen appeased him, the more Hitler demanded. For

(Section C continued) an unplanned final solution to foreign policy. Another example of evidence towards this view is the non-aggression pact between Germany and the USSR. This pact provided Hitler with the reassurance of not having to fight a war on two fronts. Overall these do suggest that war was inevitable and that the European statesmen appeasing to Hitler were a catalyst but not a cause.

~~In conclusion, both extracts provide valid arguments~~

When considered together, both arguments have their strengths and weaknesses. Extract one may be undermined by the rearmament argument and extract two can be argued by the naval agreement which allowed the ^{official} legal rearmament of Germany. In conclusion, I think that the most probable interpretation is that of extract one and I agree to a significant extent that the European statesmen trying to appease Hitler, in order to avoid war, led to the outbreak of the second world war because they fed Hitler's ego and gave Germany more power.



This response is secure on all the level 3 descriptors. The understanding of the extracts is exemplified by offering some analysis on the key points of interpretation, and the knowledge deployed is linked to key areas of debate such as the remilitarisation of the Rhineland for extract 1, and evidence about Hitler's ideology for extract 2. The judgement is related to some key points in the extracts and therefore this response was awarded at the top of level 3, 16 marks.



In the introduction, establish the difference between the two extracts in terms of their broad interpretations. Supply the detail in the main body of the essay.

- 5 Historians have different views about how far Hitler's foreign policy was responsible for the Second World War. Analyse and evaluate the extracts and use your knowledge of the issues to explain your answer to the following question.

How far do you agree with the view that the Second World War broke out because European statesmen were too concerned with appeasing Hitler?

(20)

Both extracts portray different opinions as to why the Second World War broke out in 1939, ~~as~~ due to several ~~of~~ contributing factors. ~~Now~~ Extract 1 portrays the view that ~~the~~ war broke out due to Hitler's use of "blackmail" and "bullying" and the European statesmen's inability to stand up to such requests from Hitler. ~~However~~, ^{whereas} Extract 2 suggests world war 2 was a result of Hitler's ~~own~~ personal ideology - portrayed throughout his time in power and before - for example the 25 point programme in 1921. However, both extracts do ~~not~~ agree on the concept that war did break out, at least in part due to a lack of opposition to Hitler's demands - as ~~the~~ Hitler eventually ~~expected~~ expected opponents to 'give up completely'.

Firstly, ~~the~~ Extract 1 states that Hitler's combination of bullying and blackmail was only successful due to the "weaknesses of the post first world war settlement", implying the Treaty of Versailles was a contributing

(Section C continued) factor in Hitler's ability to gain what he desired. ~~This~~ This is ~~also~~ exemplified whereby post Treaty of Versailles, ~~the~~ the opinion of many other countries - such as the USA and ~~Great~~ Great Britain was that the Treaty was too harsh on Germany, as their current state of ~~the~~ being was drastically low. This in turn enabled lead to their increasing willingness to allow Hitler to do / take whatever he so desired. For example, the ~~inaction~~ ~~remission~~ remission of the Rhineland in ~~1936~~ March 1936 ~~enabled~~ was a risk for Hitler - as ~~the~~ the German army was in no state to defend themselves properly should the French retaliate, but the Allies' lack of response to Hitler's movement even though it was a renewal of the Treaty enabled ~~Hitler~~ and encouraged ^a Hitler to go further. This was a result of the ^{statesmen's} ~~public~~ opinion that Germany deserved better treatment. Furthermore, the source states that the Treaty gave Hitler "the means to blackmail European statesmen" because Hitler simply "increased his demands" even after ~~he~~ he'd been appeased. This is ~~an~~ ~~other~~ ~~example~~, the invasion of the Sudetenland ~~and~~ and subsequent take over of Czechoslovakia in 1938 ~~was~~ was a result of Neville Chamberlain's rigid policy of appeasement. The Munich Agreement in 1938 meant that the Sudetenland was given to Hitler - ^{as a result of} ~~the~~ Chamberlain's desperate attempt to "avoid" ^{a new} "war", this manipulation by

(Section C continued) ~~by~~ Hitler, without the Czechoslovakian representatives present meant Hitler had more confidence and was more willing to take whatever he wanted as a result, ^{shown} however, whereby he invaded the whole of Czechoslovakia in late 1938. Contrary to however, in Excerpt 2, Fischer stated that ~~that~~ the Second World War broke out due to Hitler's "rigid racial and expansionist ideas", for example Hitler's view of the superiority of the Aryan race meant he believed they needed more 'Lebensraum' (living space) to expand their culture - as part of Hitler's ideas about social Darwinism - the idea that the fittest should survive. This encouraged war as Hitler knew he'd need to take living space from other countries ^{as 'race' was intimately linked to living space} - for example from very early on - often stated in 'Mein Kampf', Hitler expressed his opinion that Germany should look towards the East - "the Soviet Union and its vassal states". This portrays the inevitability of war according to Hitler ~~because he believed~~ because this would require invasion. Hitler's concept of "biological and cultural" superiority further encouraged war because it ~~exactly~~ encouraged the idea that ~~as~~ those inferior in ~~the~~ Hitler's ~~eyes~~ eyes - Jews, ~~and~~ ^{and} Communists, and needed to be ~~exterminated~~ 'exterminated' - as portrayed in Mein Kampf, this could further lead to the outbreak of war.

(Section C continued) as for Hitler to achieve such aims he'd have to invade other countries (eg Soviet Russia).

§ Furthermore, in Extract 1, Kennan states that ~~it is of the view that~~ Hitler it could be interpreted that Kennan is of the view that Hitler the outbreak of war was due to Hitler's opportunism - the weaknesses the European statesmen showed him simply enabled him to seize opportunities at various intervals, ~~that~~ which led him on the road to war. ~~was based~~ ~~that~~ The "techniques of lying and uncreating" Hitler used could have portrayed Hitler's use of the weak diplomats because he knew he'd eventually be exposed. Situations such as the demilitarisation of the Rhineland, ~~the~~ the Anschluss with Austria and Czech Crisis all resulted from Hitler's assumption that the Allies / statesmen would not react because they were weak. This simply emboldened him to take the final step towards war by invading Poland - it's possible the statesmen only realised their mistake now - with Britain's promise to support Poland in 1939 too late - as the 'mad dog' would not react. # Contrastingly, Extract 2 argues that war was not ^{solely} due to statesmen's weakness, because it's possible Hitler would have gone through with war either way - ~~so~~ "war was not

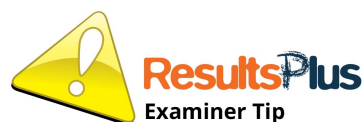
(Section C continued) not a last resort of foreign policy"; implying Hitler was intending a war as a means of 'achieving Germany's ends'; for example, from the inception of the NSDAP in 1921 and the creation of 25 point programme in the same year, Hitler always stated plans for expansion and ~~Lebensraum~~ Lebensraum - implying invasion was a plan all along - not just ~~just~~ to reverse the treaty of Versailles but also to go further - for example Hitler's talk of expansion into Russia implied war, and taking back not just the Polish corridor but all of Poland. Furthermore, Hitler's Noni-Soviet pact with Russia implied Hitler was planning ahead for a war (or his 'revenge on war') because he was trying to prevent the prospect of war on two fronts.

In conclusion, both arguments are convincing, as both have logical evidence, whereby Extract 1's statement that appeasement and European statesmen's weakness were the reason for war, has valid evidence to support such a statement - as Chamberlain's policy of Appeasement (and Daladier's compliance) gave Hitler exactly what he wanted multiple times. However, the argument in Extract 2 that Hitler's entrance into war was due to his Nazi ideology

(Section C continued) and a plan~~ne~~ / expectation of war is slightly more convincing, as taken out a chair more open than not influenced the appearance, therefore ~~the~~ he was making towards war himself - for example the invasion of Czechoslovakia, meaning war was inevitable, whenever the Axis appeared ~~the~~ Hitler or not.



This response illustrates secure level 4 qualities throughout. The response is clearly focussed on the different interpretations in the extracts. The extracts are mined for points to develop and compare, and the points selected are points of interpretation. Knowledge is added to the points from the extracts to develop the interpretation and this leads to a good discussion. By the end of the response we get the satisfaction of having seen the merits of the rival interpretations expounded and judged. This response was awarded level 4, 20 marks.



From this response, we can see that the candidate moves between the extracts making substantial comparisons of their interpretations. This is a skill that must be developed before the exam. It results in a well-focussed answer that is enjoyable to read - and to write.

Paper Summary

Based on their performance on Paper 1 Option 1C, candidates are offered the following advice:

Section A/B responses

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

- Paying close attention to the date ranges in the question.
- Giving sufficient consideration 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.
- Careful focusing 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 were:

- 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, consequences, etc., 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.
- Making 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.
- Not reaching a judgement, or not explaining
- A lack of detail.

Section C responses

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

- Candidates paying 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.
- 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.
- 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>

