

Examiners' Report

June 2013

GCSE History 5HA02 2A

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.



Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

June 2013

Publications Code UG036172

All the material in this publication is copyright
© Pearson Education Ltd 2013

Introduction

This year's paper proved very accessible to the candidates, with all questions providing a wide range of answers and candidates demonstrating a sound grasp of the material within the specification. The accessibility of the paper, together with the introduction of marks for spelling, punctuation and grammar, brought about a significant increase in the mean mark achieved compared to last June.

It was particularly pleasing to see an improvement in response to Question 3 where an increasing number of candidates are able to explain factors and to integrate prioritisation in their answers in a mature and sophisticated manner. Whilst some candidates attempt to prioritise by arguing that 'this factor is the most important because it is very important', there are now many more who have grasped that the essence of a high level response is comparing the factors to explain relative importance.

There is, however, still room for improvement in a number of areas and centres may wish to consider the following points when preparing their candidates.

Question 1c was on the 'effects' of the Enabling Act. In order to fully understand effects, candidates need to give some consideration to the degree of change that occurred as a result of this measure, rather than just detailing what happened as a result of its passing.

Similarly, and perhaps even more importantly, Question 2 asked for an explanation of change. So this question could not be answered effectively without some reference to what went before. What was the status of women in the Weimar Republic (2a) and how were children treated before the Nazis took control (2b)?

Centres might also want to continue to emphasise the need to confine answers to the period given in the question (Q3a was limited to the effects of Versailles up to 1922) and to look at techniques for answering Q1a and 1b where candidates were sometimes not sufficiently focused in their response to achieve high marks in a timely and efficient manner.

Question 1 (a)

The work of Stresemann is well-known to candidates and their familiarity with his policies sometimes led to inferences being made which could not have come from the source. Unfortunately, such inferences could not be rewarded – though they were usually accompanied by further rewardable comment centred on the source.

In general, the question presented few difficulties for candidates and most talked about the success of his policies and how they led to the restoration of the economy or sound relationships with other countries.

The answer shown is a good example of an inference being made from knowledge (the source does not tell us Stresemann 'ended the hyperinflation') and then two rewardable and supported inferences that the people were 'unhappy' and Stresemann 'succeeded internationally'.

Germany, 1918–39

Answer Questions 1(a) to (d), then Question 2(a) OR 2(b) and then Question 3(a) OR 3(b).

Question 1 – you must answer all parts of this question.

Study Source A.

Source A: From a history of the modern world, published in 2001.

Stresemann introduced a new currency, the Rentenmark, to replace the old, worthless Mark. He agreed that Germany should start paying reparations again, which made him unpopular in Germany. To avoid another financial collapse in the future, Stresemann agreed the Dawes Plan with the USA. Other countries began to treat Germany as an equal and, in 1926, it joined the League of Nations.

(a) What can you learn from Source A about the work of Stresemann?

(4)

From Source A we can learn, that Stresemann ended the hyperinflation, because he "introduced a new currency, the Rentenmark". His work didn't make the Germans very happy ("Germany should start paying reparations again"), but succeeded internationally by this step, as "other countries started to treat Germany as equal".



ResultsPlus
Examiner Comments

The first paragraph makes an inference about hyperinflation, which we could not infer from the source. However two strong inferences are then made, with support.



ResultsPlus
Examiner Tip

This is a question which does not require extended writing. Make your inference straight away and then quote or paraphrase to support it.

Question 1 (b)

The candidates certainly seem to know their material on the Reichstag Fire. There were many lengthy, and detailed, accounts of the role of van der Lubbe, of the consequences of the fire and of the conspiracy theory around the Nazis role in the setting of the fire.

From a technique point of view, candidates should remember that the examiner's task is made easy if the detail is introduced rather than just given. For example saying 'One feature of the fire is that it is believed that it was started by a Dutch communist...' or 'A feature of the fire is that some people believe the Nazis started it themselves...' makes it abundantly clear that the requirement to write on two features is being met.

(b) Describe the key features of the Reichstag Fire (1933).

(6)

In 1933 the Reichstag was burnt to the ground. A young communist, a man named Van der Lubbe was found at the sight with a match and firelighter.

He was arrested along with four other people although he claimed to have worked alone and the other people were found not guilty.

Van der Lubbe was found guilty of treason and was executed.

This was not enough for Hitler, he claimed that this Reichstag fire was a communist conspiracy against the government and he ~~was~~ used it to declare Hermann Goering his Chief of Police and made Hindenburg declare a state of emergency so Hitler could run the country by decrees.

He also used it as an excuse to call another election, hoping that his party would win more seats. It was a bloody election with Hitler turning a blind eye to the acts of the SA but Hitler gained 288 members and ~~ban~~ the communists from taking up their 81 seats so he had a two thirds majority and could change

the constitution. This marked the end of democracy and ~~an~~ allowed Hitler to carry out the enabling act meaning that he now longer needed support of the Reichstag to make decisions.



ResultsPlus

Examiner Comments

The answer contains two features - the setting of the fire by van der Lubbe and the use of it by Hitler. However, it leaves it to the examiner to find those separate features.



ResultsPlus

Examiner Tip

Make it easy for your separate features to be identified. Use terms like 'one feature', 'another feature' or 'firstly', 'secondly'.

Question 1 (c)

There were some interesting and thoughtful responses to this question. Almost all candidates were able to give some detail on the restrictions placed on women in terms of their dress and fashion, with better answers also outlining their reduced status in terms of employment and role in society ('they became seen as just baby machines'). Where candidates were able to draw conclusions on their general position vis a vis men or explain how the freedoms of the Weimar period were replaced by the restrictions of the Nazi period ('effects' must encompass change, after all), then the top level was reached.

(c) Explain the effects of Nazi policies towards women.

The Nazi policies towards women were essentially the same - they had to quit their jobs to give birth and raise their children, as well as doing household chores like washing and cleaning. The girls had to join the German's Maiden League from ages 5-18, which told and taught them their 'role' of being underneath men and giving birth. The effects of these policies were varied. Women lost their positions and careers, making spaces for the unemployed. They had been used to working under the Weimar Republic, but now they weren't free and many felt that way, although they didn't do anything. Population went up as Hitler offered rewards for every child a mother had, meaning that family life changed - they had up to 8 or 9 children, far too many to be handled well. However, they were taken in and trained for warfare at a very young age, e.g. 5-18, then spent 2 years actually serving in the war. This meant mothers felt like they were just breeding soldiers and housewives - which they were. Unemployment went up in women but down in men - all Hitler really and about as A made him look like a better leader.



ResultsPlus Examiner Comments

This answer gives good detail on the effects of Nazi policies towards women and the top of Level 2 is reached with ease.

However, the answer goes beyond that. The second paragraph gives good analysis of the 'varied' effects. The changing role since the Weimar period is mentioned and an overview is seen in the suggestion that 'mothers felt like they were just breeding soldiers and housewives - which they were'. These comments take the answer into Level 3.



ResultsPlus Examiner Tip

When looking at 'effects' it is sometimes worth considering what went before. Then it is a more straightforward task to consider the effects or impact.

Question 1 (d)

As is often the case on this question, there was rather too much relating the events of the Munich Putsch and too little explaining why the Putsch would bring about the outcome which students identified in establishing the reason why Hitler carried out his rebellion. There was a wide range of reasons given. At the most simplistic level, candidates argued that Hitler carried out the Putsch 'to take over' or because 'he hated the Treaty of Versailles and the Weimar Republic'. Other candidates saw some inspiration in Mussolini's march on Rome or the current economic events. Detail supporting these arguments put answers in Level 2; explanation of how they caused Hitler to take the actions he did, put answers into Level 3. Most sophisticated answers explained that the successes of Stresemann was leading to reduced opportunity for the Nazis to win support, so there was a need to strike before his policies were fully effective.

(d) Explain why the Nazis attempted the Munich Putsch in November 1923.

(8)

Hitler and the NSDAP did not agree with democracy along with other right wing parties they wanted nationalism. Many Germans preferred an autocracy under the rule of one person like Bismarck or Kaiser Wilhelm. Democracy showed Germany as weak and Hitler set out to change this.

The Ruhr invasion and the effects of hyperinflation were humiliating to Germany and again showed the Weimar Republic as a weak government. Hitler arranged the Munich Putsch to seize power and overthrow the government. He wanted the support from leaders von Kahr, von Lossow and Seisser as he knew they weren't happy with the Weimar Republic, so he thought he would gain support from them.

At this time Stresemann was coming into power and Hitler knew he would be a strong Chancellor. Stresemann although he was known as the "100 days chancellor" managed to temporarily repair Germany socially, politically and economically. Hitler and the Nazis realised they had to act fast before Stresemann became too strong so he went ahead with his revolt to overthrow the government and seize power.



ResultsPlus Examiner Comments

The first two paragraphs of this answer are solid Level 2 material, giving the reasons for the Putsch but in general terms. The final paragraph takes the answer into Level 3 by explaining why Hitler had to launch his Putsch to achieve his aims. *He 'had to act fast before Stresemann became too strong'*



ResultsPlus Examiner Tip

There is always a temptation to 'tell the story' when a topic you know well comes up on the paper. Remember, however, that this question is about causation. The examiner wants to know why the Putsch happened, not all the details of how.

Question 2 (a)

To score the highest marks on this type of question, candidates needed to appreciate that it is a question about 'change', rather than a question about 'the Enabling Act'. So what examiners were looking for was an explanation of the difference that the Enabling Act made, rather than details of the Enabling Act itself.

A discussion on the various points of the Enabling Act usually led candidates to comment on how it brought change, but sometimes this remained at Level 2 for relating detail, rather than explaining how Germany itself was changed. The very best answers were those which explained the change and showed how the Enabling Act had brought that about, rather than the other way round. Almost everyone knew that there was more authoritarian government; the discriminator was the degree to which that change could be explained.

2 (a) Explain how the Enabling Act (1933) changed the way Germany was governed. (8)

OR

2 (b) Explain how the Nazi government changed the lives of children in Germany. (8)

Indicate which question you are answering by marking a cross in the box .
If you change your mind, put a line through the box
and then indicate your new question with a cross .

Chosen Question Number: Question 2(a) Question 2(b)

The Enabling Act was ~~used to change~~
~~the constitution of the Republic and was~~
passed through the Reichstag in late
March 1933, and it changed the way
Germany was governed.

Therefore to conclude ~~the Enabling Act~~
was the most important factor in changing Germany's
government because it received Hitler's power in transferring
Germany, therefore allowing him to pass the laws for
the removal of the rights of the people and
to control the rights of laws. ^{also 2 marks which}

(Total for spelling, punctuation and grammar = 3 marks)



ResultsPlus Examiner Comments

This is a very good answer. It sets the question up well in an introduction by stating that 'it changed the way that Germany was not governed'.

In following paragraphs (not shown here) it explains how the Act was used to bring about constitutional change and how it opened the door for further measures which 'undermined the democracy of Weimar' and allowed Hitler to turn his control into a dictatorship. This is reinforced in the concluding paragraph.



ResultsPlus Examiner Tip

Remember that this is a question on change. So what you need to do is look at the difference that the Enabling Act made. How different was Germany after the Enabling Act from what had gone before?

Question 2 (b)

To score the highest marks on this type of question, candidates needed to appreciate that it is a question about 'change', rather than a question about children under the Nazi regime. Candidates knew a great deal about the lives of children and there was extensive explanation of schooling and life in the Nazi Youth organisations. This was relevant detail, but what examiners were looking for was an explanation of the difference that these measures made, compared with what had been the position before 1933.

Level 2 was reached regularly for detail on what happened to children and the different approaches to the treatment of boys and girls. Where candidates could compare Nazi policies to how children were treated under Weimar, then Level 3 was reached

Question 3 (a)

As mentioned in the general introduction, there was a marked improvement in the responses to Questions 3a and 3b. There was an even split between the two questions and performance was, generally good on both questions.

Q3a asked candidates to consider whether the loss of territory was the most important effect of the Treaty of Versailles, or whether the growth of political opposition, economic problems or loss of pride might have had more effect.

Good detail was provided to support answers, but there were often some factual errors which may reflect lack of attention to the precise question asked. The dates in the question were 1919-22, so the French occupation of the Ruhr and hyperinflation were not relevant. Nor was it possible to blame the Spartacist uprising on the Treaty as the uprising predated it.

Candidates are sometimes confused by the difference between developed statements and explained statements. This question provides a good opportunity to highlight the difference. Candidates who wrote that the loss of land was an important effect of the treaty and detailed what that land was, scored at Level 2 for development. Candidates who detailed what the losses were, but went on to explain how those losses affected Germany (splitting the country, taking away economic resources etc.) were operating at Level 3.

Where, in addition to explanation, a discussion of the relevant importance of the identified (or newly introduced) effects took place, high Level 3 or Level 4 was reached.

Question 3 (b)

Q3b asked candidates to consider whether the use of propaganda was the main reason why Hitler came to power in 1933, or whether the impact of the Wall Street Crash, the support of German businessmen or the work of the SA might have had more importance.

As with Question 3b, there were some impressively detailed responses to the question, though some candidates found themselves writing about the use of propaganda during Nazi rule, rather than in the years leading up to it.

Candidates who gave details of the Nazi use of propaganda or any of the other factors (or new factors which candidates wanted to introduce) scored well at Level 2. Where candidates could explain how the factors led to the Nazis gaining power, then reward was given at Level 3.

Best answers prioritised between the factors or showed a clear inter-relationship between them and were marked at high Level 3 or Level 4.

The use of propaganda was a very important reason why Hitler became chancellor in 1933 because through this Hitler was able to spread Nazi publicity so that all of Germany knew about them and saw them as ^asuccess ~~states~~ and how they could solve the issues in Germany. Josef Goebbels without their support propaganda would not have been as hard hitting and ~~it~~ available for people to see so ^{there} ~~there~~ would have been less support for the ~~the~~ Nazis. Therefore I feel that the support of German businessmen was more important than propaganda.

The impact of the wall street crash however, is more important than ~~both~~ ^{both} other factors because although propaganda gave the Nazis publicity, without the depression, people would not have needed to support extremist parties because ^{there} would have been less desperation. Because

Overall I feel that the main reason why Hitler became chancellor in 1933 was because of the Wall Street Crash in 1929. This was the cause of much of the Nazi support because people turned to them in desperation. It gave Hitler the chance ~~then~~ to use endless propaganda with the help of financiers to promote the party and gain support and also meant that the SA were more feared as the party grew stronger. However it was a combination of all the factors because without propaganda the Nazi views would have not spread and without German business's the propaganda would have been less publicised. Each factor was therefore very important for Hitler becoming chancellor, not just one factor alone.



ResultsPlus

Examiner Comments

This answer scored at Level 4 and extracts are provided to show the quality of the candidate's response.

The beginning of the essay shows that the candidate understands how propaganda helped the Nazis come to power. The essay then goes on to provide detail of that propaganda (not shown).

There is then a paragraph on the role of German businessmen (not shown) before the candidate prioritises between propaganda and the role of the businessmen. This prioritisation continues into the beginning of the next paragraph on the Wall Street Crash.

The answer moves through a discussion of the link between propaganda, the role of businessmen and the Wall Street Crash (not shown) before a strong conclusion reinforces the inter-relationship between the factors.



ResultsPlus

Examiner Tip

Remember when you are prioritising, it is not enough just to say 'this was the most important because...' You need to say 'This reason was more important than that reason' and explain why by referring to both reasons.

Paper Summary

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

- Good teaching is bringing about more effective responses on Q3, where more candidates are prioritising by comparing factors.
- Question 1c can be more effectively answered if candidates understand that it is about explaining how the factor 'made a difference'.
- Question 2 is about change and this is best explained with a short summary of what went before.
- Candidates must continue to check that they keep their answers within the time frame identified within the question.

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>

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE