

# Examiners' Report

## June 2016

### GCSE History 5HA02 2A

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## **Introduction**

Candidates seem to have found this year's paper accessible and there were many excellent responses, although there was some confusion about the difference between censorship and propaganda (Question 1b) and material on Nazi propaganda post-1932 in Question 1d.

It was pleasing to see an increased focus on change in responses to Questions 2a and 2b and to note that the requirement to provide a third factor to access higher marks in Question 3 did not appear to be a problem for most candidates. What was disappointing was that a large number of candidates, particularly on Question 3b, wrote significant detail without linking it to the stated outcome. Centres might like to consider an approach where their candidates make such a link at the beginning of each paragraph and then provide detail to support their argument. It seems that in providing detail first, some candidates are forgetting to then make the link.

## Question 1 (a)

Candidates had few problems with this straightforward starter question, though some chose to answer on the Nazis in general, rather than Nazi employment policies. Most common inferences were that the Nazi economic policies were related to war or public works, that they were successful, or that they came at a cost in terms of working conditions.

Most answers were rewarded at Level 3 for supporting such inferences.

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

When Hitler came to power, there were millions out of work. The Nazis employed people to make weapons and recruited men into the army. Jobs were created by building houses, schools and autobahns. Unemployment dropped to less than one million by 1938. However, the working week rose from 45 hours in 1928 to 50 hours in 1939.

(a) What can you learn from Source A about Nazi employment policies?

(4)

Source A ~~shows~~<sup>suggests</sup> that Nazi employment policies were very successful because the source explains that "when Hitler came to power, there was millions out of work. It was the policies caused unemployment to drop" to less than one million in 1938. Source A also suggests that Nazi employment policies caused people to make weapons<sup>2</sup> and they "recruited men into the army".



### ResultsPlus Examiner Comments

The first lines of this answer are clearly Level 3 with an inference made and supported. The remaining three lines are an example of Level 1 paraphrasing or quoting.



### ResultsPlus Examiner Tip

Remember that candidates do not have to write at length on this question. They need to make an inference, support it with a quote from the source, and move on.

## Question 1 (b)

This question revealed a confusion in the minds of some candidates between censorship and propaganda. Censorship involves control to prevent the wrong message being portrayed, whereas propaganda relates to the promotion of an acceptable message. There is obviously a link between the two, and where candidates wrote about propaganda being used to promote Nazi beliefs as part of a wider policy of ensuring only the correct message was given, answers were rewarded. However, some candidates wrote only on Nazi propaganda methods and these answers were not rewarded.

The majority of answers, however, received high marks for detailing Nazi political censorship (newspaper, radio, e.g.), but also social/cultural censorship (the Arts and anti-Jewish measures e.g.).

(b) Describe the key features of Nazi censorship in the years 1933–39.

(6)

One key feature of Nazi censorship in the years 1933–1939 was that literature was controlled. Nazis ~~on~~ On one occasion students encouraged by Goebbels burnt 10,000 books <sup>in Berlin</sup> written by Jews, Communists and writers with anti-Nazi ideas. Therefore the books published had to include text that was pro-Nazi, as well as newspapers which Nazis told journalists what they wanted written, and sometimes even forced them to ~~write~~ write.

Another key feature of Nazi censorship was the arts. Hitler earned a living as an artist and felt he was an expert in this area. He banned modern art as it became popular under the Weimar Republic, considering it to be Jewish art. Instead Hitler encouraged art which glorified Nazi strength and showed the ~~clear~~ traditional roles of men and women. Furthermore, architecture had to have a monumental design, especially for big public buildings, to reflect the power of Germany.

Lastly a key feature ~~was the~~ of Nazi propaganda was music and films. Jazz music was banned as it was considered as black music, and instead traditional German folk music was encouraged, ~~like Beethoven~~ as well as classical music like Beethoven and Bach. Also films were censored if it did not support Nazi beliefs, so had to be approved

by Joseph Goebbels, the ~~AA~~ head of the Ministry of Propaganda. ~~Over 250 milli~~ In this way, the Nazi could promote their views in cinemas and theatres, whilst censoring any films that went against them.

→ \* exactly what they wanted. Non-Nazi newspapers were banned as the Nazis censored anything anti-Nazi to promote their own views only and make themselves look good.



**ResultsPlus**  
Examiner Comments

A very good Level 2 answer, with a number of features identified and supported with factual detail.



**ResultsPlus**  
Examiner Tip

In this question, the examiners are looking for precise detail. So candidates should organise their response into two paragraphs and then provide as much detail as they can to support those points.



## Question 1 (c)

There were a surprising number of nil responses to this question. The Enabling Act is, perhaps, the key to the Nazi dismantling of democracy within Germany and it is perplexing that some candidates did not seem to know what it was. Having said that, the overwhelming majority of candidates wrote well on the impact of the Act and how it gave Hitler the opportunity to remove opposition and carry out measures to introduce a totalitarian regime. Although the question was intended to limit answers to 1933, it could be interpreted to apply to years after that date and so material on e.g. the Nuremberg Laws was accepted.

(c) Explain the effects of the Enabling Act in Germany in 1933.

(8)

One effect of the enabling act, which was passed in March 1933, was that it gave Hitler the power to pass laws without consulting the Reichstag. The law was passed by a vote of 244 to 94 and ~~gave Hitler~~ effectively brought an end to the Weimar Republic. Due to his new powers Hitler was able to control the country in any way that he saw fit - ~~the~~ one of his first laws passed was the removal of opposition. This meant that, in 1933, trade unions, communists and any other political opposition Hitler ~~saw~~ were banned. This is linked to the country becoming a totalitarian dictatorship after the death of Hindenburg in on 2<sup>nd</sup> August 1934.

The enabling act, combined with Hindenburg's death allowed Hitler to become Führer of Germany in 1934. The act allowed Hitler to control ~~not~~ the people of Germany, allowing the law to increase both Nazi popularity and Nazi control between 1933-1934.

Due to the enabling act he was also able to persecute the Jews - in 1935 he passed the ~~the~~ Nuremberg laws. The first part stated that Jews could no longer be German citizens or marry Germans. The second part, passed in 1938 stated that Jews had to register all possessions, they had to carry an identity card stamped with a 'J' and Jewish doctors, lawyers and dentists could no longer work for Aryan Germans. The enabling act was a catalyst for the Nazi dictatorship and ~~was~~ ~~essentially~~ ~~responsible~~ ~~for~~ essentially triggered all events which followed.



### ResultsPlus Examiner Comments

A good explanation of how the Enabling Act opened the way for Hitler to assert his authority over Germany. A clear Level 3 response.



### ResultsPlus Examiner Tip

To score at the highest level candidates need to explain the effects of the action or event given. The question requires more than listing detail. The impact must be explained, and to reach the highest level, it is necessary to look at the wider effects.



## Question 1d

The reasons for the growth in support for the Nazis are well-known, and there was good detail on the impact of the Wall St. Crash, the fear of communism, the weakness of the Weimar government and the steps taken by the Nazis to win popularity. However, there were many occasions when good detail was not rewarded with a Level 3 mark because the link between the factor and the outcome was not made. Explaining the problems created by the Wall St. Crash is a Level 2 response. Explaining why those problems brought about support for the Nazis (i.e. their promises to restore the economy) is a Level 3 response.

Candidates need to take care to write within the dates given in the question. Although the Nazis did use propaganda to win support, some candidates wrote at length about propaganda techniques adopted after 1933 and so could not be rewarded.

Important

(d) Explain why support for the Nazi Party increased in the years 1929-32.

(8)

One reason why support for the Nazi Party increased in the years 1929-32 was the impact of the Great Depression. This happened because the Wall Street stock exchange market in New York collapsed, and on one day ~~7A~~ on October 26, 11 million shares were sold. This left American banks in need of money, recalling loans from other countries, leading to a worldwide depression. In Germany this made ~~people~~ many people unemployed as the economy collapsed, leading to shortages. This was important for an increase in Nazi support because many people turned to extreme right and left-wing parties to deal with the social and economic hardships. ~~Unemployed~~ Unemployment roamed around the streets as many joined private armies, so many people believed a strong leader like Hitler could ~~#~~ improve the country, increasing support for the Nazi Party.

Furthermore the Great Depression led to political turmoil due to these ~~ecom~~ economic problems. Therefore Nazi propaganda allowed an increase in support ~~at~~ for the elections. The chancellor Brüning seemed weak as he increased in presidential decrees from 5 in 1930 to 66 in 1932, showing no control over the Reichstag. Therefore the Nazi campaign included Hitler as a figurehead who would be strong and unite the country.

As well as using scapegoats to show Nazi power, they also used the fearful SA during rallies to create an image of strength. Furthermore they used to most up-to-date technology like aeroplanes to allow Hitler to speak in five cities a day, making him a ~~big~~ major national figure in Germany before the elections.

Therefore the most important reason for the increase in support for the Nazi Party was the impact of the Great Depression because this made many people turn to the Nazi ~~part~~ Party to deal with the hardships as people wanted to support a strong, powerful leader, which was Hitler.



**ResultsPlus**  
**Examiner Comments**

A response which focuses largely on the importance of the Great Depression in bringing support for the Nazis. The factor is clearly linked to the outcome and so the response reaches Level 3.



**ResultsPlus**  
**Examiner Tip**

To achieve the top level, candidates need to make sure that they link their reasons to the outcome. It is not enough to set out the problems created by the Wall St. Crash: e.g. the question why did those problems lead to an increase in support for the Nazi Party needs to be asked.

## Question 2 (a)

This was very much the more popular of the two options in Question 2. Candidates were very familiar with the steps taken against the Jews in Germany and there was good detail on the Nuremberg Laws, although some responses went beyond 1938 and beyond the scope of the specification. Whilst there was little difficulty in explaining the measures taken against the Jews, not all candidates were able to explain how those measures brought about a change in their treatment. Whilst there was some anti-Semitism before 1933, this period saw a change from Jews being treated as full citizens of Germany to one where they were excluded from public office and often from ordinary day-to-day affairs.

One way the treatment of Jews changed in the years 1935-38 was that the Nazis persecuted them through the Nuremberg Laws. In 1933 ~~the~~ Nazis boycotted Jewish businesses and Jewish people were banned from the army and ~~the~~ restaurants, but this was further developed on 15 September 1935 when the Nuremberg laws firstly prevented Jewish people from owning German passports as they were not considered as 'German blood'. Also Jewish people were banned from marriage with white German Aryans, ~~so~~ therefore their ~~lives~~ <sup>treatment</sup> changed by the Nazis making them not part of their country by excluding them from ~~Aryan~~ German Aryans as ~~the~~ Jews were deemed 'subhumans' by Hitler.

Furthermore, the persecution of Jewish people in 1935 ~~developed~~ worsened in 1938 through further laws and Kristallnacht. In the Nuremberg Laws in 1935 it was mentioned that Jewish people would have to register all their possessions from



1938, as well as having the big, capital letter "J" stamped on their passports. ~~How~~ Therefore Jewish people's rights were reduced as it made it easier for the government to confiscate their possessions, but more importantly Kristallnacht from ~~the~~ 9-10 November saw Jewish people being ~~to~~ attacked, as well as homes being destroyed. Over 100 homes and synagogues were destroyed and around 200 Jewish shops too. Hundreds of Jews were killed, but their lives changed as they were moved out of homes and sent to ghettos and concentration camps, where they were segregated from the rest of the country, so their treatment changed as they were seen as Untermenschen, not worthy of life.

To conclude, the most important way that Jewish treatment in Germany changed was the Nuremberg Laws in 1935 because this reduced their rights by excluding them from being Germans, and led on to other factors of poor treatment like being sent to concentration camps.



### ResultsPlus Examiner Comments

The response sets out the measures taken against the Jews, but also explains how these measures 'excluded them from being Germans'. A clear Level 3 response.



### ResultsPlus Examiner Tip

This question is about change, so it is not enough to explain just what happened in this period. Candidates have to explain how change occurred and what difference it made.

## Question 2 (b)

Candidates seemed less secure in their knowledge of the changes within the Nazi Party in this period. What was required was an explanation of how the Munich Putsch both led to the party gaining its first seats in the Reichstag, but at the same time made Hitler realise that a more 'political' approach was needed. This led to a relaunch of the party in 1925, the restructuring of the party and the formation of the SS. The beginnings of a propaganda campaign were also seen in this period.

Most candidates explained the importance of the Munich Putsch, and better answers showed how it led to a different approach. However, other detail was less well-known and often information from before 1923 was included.

In the years 1923-28 the Nazi party changed as Hitler became leader.

Before Hitler was leader the party was an extreme right wing organisation who were poorly run and only really known in Bavaria where they were set up. They would usually go to the local pub, drink and talk with each other about how much they hated Communists and the government. They were extremely anti-Semitic and extremely violent, branded as extremists and not taken very seriously.

After Hitler became leader this changed, they became more organised and more of a formal organisation which would compete with others. They got uniforms and rallied together over 100,000 men, this was a significant amount as it was the number ~~to~~ of men the army had been



reduced to ~~attoring~~ after the Treaty of Versailles. They then attempted to overthrow the government in the Munich Putsch as they believed they had enough support.

However, the Munich Putsch failed but although short term consequences included being branded by the country as extremists and having the party banned it ~~attotted~~ gave them publicity. As well as publicity, while the leaders such as Hitler were in prison it gave, in the long term, the party time to reevaluate. It was then that Hitler began to see that in order to gain control they would have to use politics not force. And the Nazi party evolved again, more organised with clearer views and a stable argument to climb to the top of the government.



**ResultsPlus**  
Examiner Comments

This answer shows an understanding of how the Putsch brought about a change in Nazi tactics and therefore reaches Level 3. The rest of the answer is a little superficial, however, and so a low mark in the band was awarded.



**ResultsPlus**  
Examiner Tip

This question is about change, so it is not enough to explain just what happened in this period. Candidates have to explain how change occurred and what difference it made.

### Question 3 (a)

This was the more popular of the two options for Question 3 and candidates were able to write in detail on the introduction of the Rentenmark and other measures introduced by Stresemann. Discussion of the impact of the Dawes Plan was common, as was the Young Plan (though this was never actually implemented). Most candidates were able to give details of Germany's entry into the League and the Locarno and Kellogg-Briand agreements. Only a minority of candidates, however, went on to explain that the improved foreign relations helped create a context where economic recovery could take place.

Prioritisation was not common, with candidates often asserting that one factor was the most important (because it was very important) or listing factors as 'the most important' or the second most important', without attempting to justify this ranking.

Stresemann's introduction of the Rentenmark in November 1923 was the first step to recovery for the Weimar Republic after the horrors of hyperinflation made the old currency worthless. This new currency was based on the stable property and industrial plants. This quickly stabilised the German economy, as a result, and other countries could trust the currency, so ~~the~~ <sup>Germany</sup> began trading ~~the~~ with the world markets. The German economy, in all of its forms (nationally and internationally), returned to its previous state of a ~~functioning~~ <sup>open with potential</sup>; hence, it was a very important reason for recovery.

Overall, the introduction of the Rentenmark in 1923 must be considered the main reason for ~~German~~ <sup>German</sup> recovery ~~between~~ <sup>in the years</sup> 1923-29. This is because it was the first step that allowed the Dawes Plan to be signed; without it, economic recovery would be non-existent. The international element of the Locarno Pact could be seen as separate to the introduction of a new currency, but it was really the payment of reparations

after economic recovery, which meant that such an agreement was feasible. ~~As~~ The Dawes Plan must also be considered to be more important than the Locarno Pact for German recovery in the years 1923-24. Firstly, the economic benefit of the Locarno Pact wouldn't matter as it was the Dawes Plan that meant that German industry would borrow with US loans. Also, the international benefits <sup>of the Locarno Pact</sup> are less significant than the economic benefit of the Dawes Plan as the economy, for Germany, was a more important factor of recovery than international relations? The economy lets people live; good international relations only makes it easier to ~~live~~ for people to live their lives with others. Hence, the economy must be the ~~best~~ <sup>key</sup> for international relations to be a big factor in recovery.



### ResultsPlus Examiner Comments

The candidate explains the importance of the Rentenmark well in the first paragraph and then goes on to explain other factors. The conclusion makes an attempt to prioritise between the factors, taking the answer comfortably into Level 4.



### ResultsPlus Examiner Tip

When providing extensive narrative, it is important to explain why the factors being discussed contributed to the outcome in the question.

Remember also, that to prioritise reasons there must be a direct comparison between factors. Why was one reason more important than another, e.g.?

### **Question 3 (b)**

This question was less well-done than Question 3b. Candidates knew the reasons why the Germans were not happy with the treaty (reparations, war guilt, land losses, and military restrictions) but many failed to explain why that led to opposition. Perhaps candidates thought it was self-evident why land losses, for example, would lead to opposition, but examiners were looking for an explanation of how those land losses divided Germany and impacted on the economy. Where such explanations were given, Level 3 was awarded and Level 4 was reached where the reasons were prioritised. However, some candidates disqualified themselves from reaching Level 4 by not providing the explanation needed to first reach Level 3.

## Paper Summary

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

- Make sure you are aware of the different skills tested in each question (e.g. Question 1(d) is always about causation).
- Pay particular attention to dates in the question. For example, if you are asked about the Nazi Party in the years 1923–28, then restrict your answer to those years.
- Make sure when explaining reasons in question 1d and Question 3, you always explain why the factor you are addressing brought about the stated outcome.
- Remember that the top levels are for explanation. That involves using factual knowledge to make your points, not just asserting that something is the case.
- In Question 3, you cannot reach the top of Level 2, or Level 3 (and cannot reach Level 4 at all) without bringing a factor additional to those in the stimuli into your answer.
- In Question 3 prioritisation involves direct comparison between at least two factors. It is not sufficient to explain why one factor was the most important without reference to other factors.

## **Grade Boundaries**

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