

Examiners' Report
June 2012

GCSE History 5HB02 2C

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Introduction

This was the sixth examination of this unit. At the high end there were some outstanding examples of candidate work. These responses showed high levels of analysis and were supported with accurate, detailed and relevant historical knowledge. The responses were sharply focused on the set question being asked.

As this is the sixth examination paper (as well as there being two specimen papers), it is obvious that many candidates will have used past examination papers. This is clearly a valuable teaching and learning activity. However, teachers and candidates might note that it was more apparent in this examination than before that many candidates were trying to 'fit' a learnt response to previously set questions on this particular paper. This will invariably deflate the candidate's overall score.

It was pleasing to see very few blank pages and few rubric offences on questions 5 and 6, showing that in the vast majority of cases the entire specification is being taught and learnt. Candidates and teachers might want to note, however, that on questions that include or are post 1939, responses are far less confident and provide much less detail on the years during the Second World War.

It is hoped that this report, and the examples of candidates' responses within it, will provide useful feedback and guidance.

Question 1

Most students scored Level 2 with a valid inference with an explicit reference to the source. Many of these responses began with "This source shows," "I can infer from this source that."

Most inferences revolved around the smashed windows and linked this to harsh treatment; violent attacks on the Jewish community; the Jews being singled out and targeted (other windows not being smashed often cited here); and the increasing difficulties for Jews being able to sustain a living in Nazi Germany.

Level 1 responses were either unsupported inferences or stated face value material from the source.

One weakness was inferences being made that were not credible since the information was not clear. Often these responses speculated on the expressions and attitudes of the onlookers which were variously described as shocked, smiling, contemptuous or indifferent and so contrasting conclusions were made about the attitude of the people in the photograph. Occasionally some candidates asserted that the people in the source were obviously Gestapo officers.

Some candidates gave long, detailed accounts of Kristallnacht (occasionally up to two sides). Whilst these candidates showed impressive knowledge, such lengthy responses would have invariably lost them valuable time for other higher tariff questions.

For question 1 candidates achieve Level 2 with a valid supported inference from the source provided.

1 What can you learn from Source A about the treatment of Jews in Nazi Germany?

(4)

Source A infers that Jews were greatly looked down upon. This is because their shops have been smashed and as the source shows the contents inside the shops has also been destroyed. From this source I can also see that not many people care, or are against this. The men in the source seem to be looking in interest rather than in worry, shock or disgust. The other shops next to the Jewish one are fine and in good condition. This shows that only Jewish-owned shops were destroyed, whereas German shops were looked after and protected.



ResultsPlus Examiner Comments

This response has already achieved Level 2, 4 marks in the first 4 lines. A valid inference "looked down upon" is then explicitly supported from the source.



ResultsPlus Examiner Tip

Remind students that only one valid supported inference is needed for Question 1 on this unit.

Question 2

Level 3 responses on the Reichstag Fire had a clear understanding of its significance in Hitler's increasing power. The Fire was linked to the Nazi Party's victory over the Communist Party in the March 1933 election. Answers at this level frequently included more immediate consequences such as the arrest of many communists; the Nazis whipping up of anti-communist hysteria; and Hindenburg passing an emergency decree and increased police powers.

Level 2 responses generally "told the story" by narrating the events surrounding the Fire and frequently then gave their own personal opinions on who was to blame. Level 1 answers were often statements that could apply to almost any event in Hitler's rise to power such as "he could do more of what he wanted", "people were more scared." Some students stated that the Fire was blamed on the Jews and that it therefore became a convenient excuse for Hitler to attack Germany's Jewish population. One common misconception by many students worth mentioning was that the Nazis did better in the March 1933 elections because many former Communist voters now voted for Hitler.

Although the Enabling Act question was answered much less frequently, students who chose this option tended to focus much more on the set question and gain Level 3. Some excellent responses explained specific consequences of the Act such as the banning of Trade Unions, the reorganisation of state parliaments and the creation of a one-party state. Lower scoring responses gave simple statements such as Hitler could "pass more laws" and "do more of what he wanted." Some students confused the Enabling Law with the Nuremberg Laws.

2 The boxes below show two events in 1933.

Choose **one** and explain how it helped Hitler increase his power.

(9)

The Reichstag Fire (February 1933)

The Enabling Act (March 1933)

The enabling Act allowed Hitler to pass laws without consent. He was ~~allowed~~ allowed to do this if a ~~law~~ ^{law} needed to be made quickly for the safety of the public etc. This helped to increase Hitler's power as he took ~~advantage~~ advantage of this role and passed laws to suit his purpose as chancellor and head of the Nazi party. This meant he could pass laws against the Jews slowly ^{excluding them} ~~excluding them~~ from the German population and allowing them to have no contact with the German people in schools or relationships.

With Hitler whenever he wanted he was also allowed to pass laws to promote his ideology through media, without other parties doing the same. For example Hitler banned articles against Nazi views, ~~all~~^{all} would have to be pro Nazi, and no communist views were allowed.

Hitler was slowly excluding all communist views out of the country and any groups in society that weren't 'Aryan' so that his ideology would be ~~more~~ recognized and supported by the rest of the German population. He was



ResultsPlus

Examiner Comments

This response was awarded low Level 3. It does recognise the set question, but much of the response is implicit and also shows some misunderstanding.

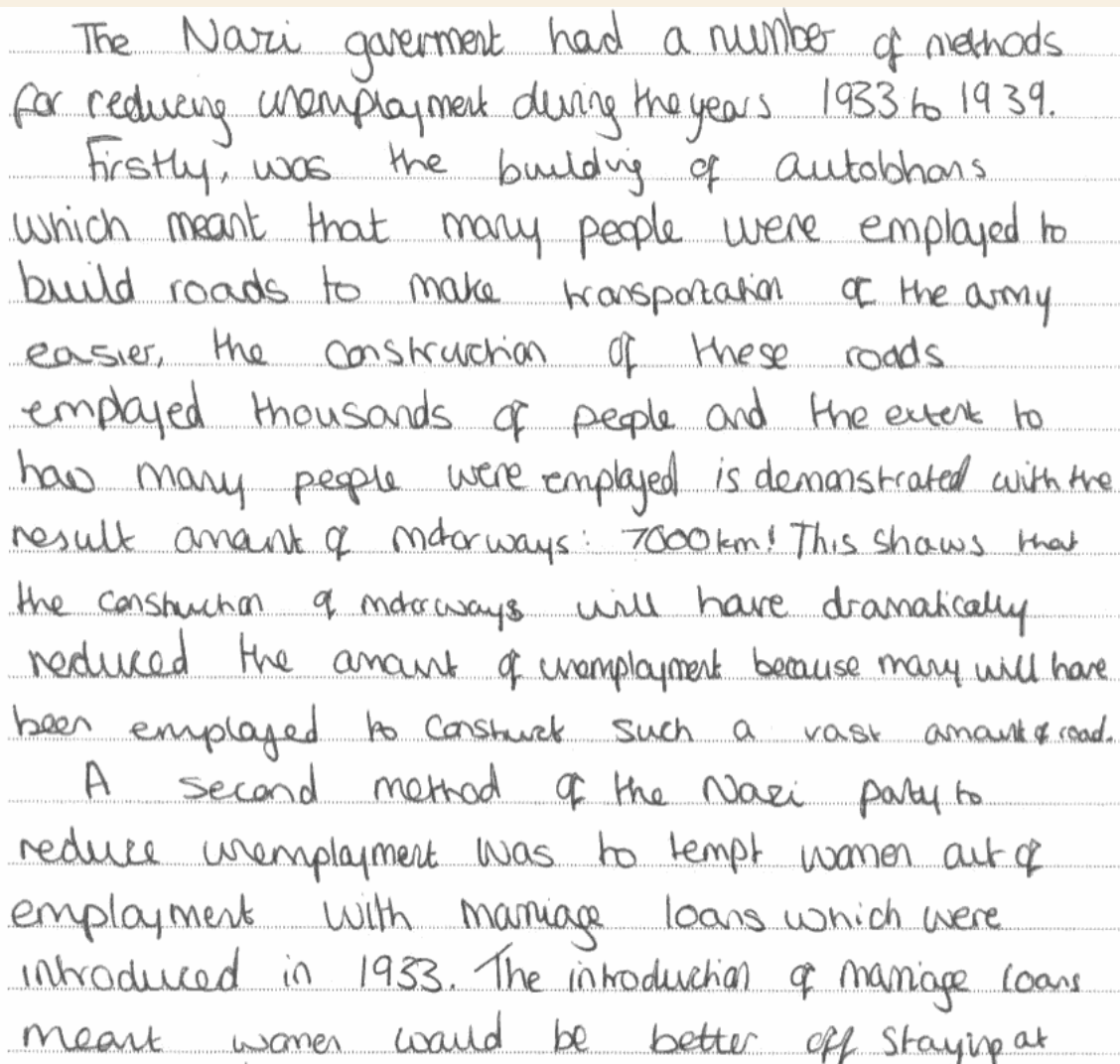
Question 3

Level 3 answers provided focused responses supported by relevant, accurate details on how the Nazi government stimulated employment and consequently reduced unemployment. There was some very impressive own knowledge on the Labour Front and on the Four Year Plan. Some students also mentioned the need for women to join the labour force in the late 1930s. Many answers at this level also explained the discounting of certain groups from the statistics and the concept of "invisible unemployment."

Level 2 answers often described employment in Nazi Germany rather than explaining how unemployment was actually reduced, and tried to make schemes such as Strength Through Joy and Beauty of Labour relevant to the question.

Level 1 answers were invariably general comments on how any government could reduce unemployment or provide jobs. The occasional candidate thought that marriage loans were specifically used for families on low incomes, or missed the significance by stating that women were then encouraged to find work to pay back the loan. This bullet point also led to some becoming rather sidetracked and describing in lots of detail Nazi policies towards women in general. A few candidates maintained that motorways were built so that people could get to work more quickly. There were also a few candidates who wasted valuable time by not keeping to the date frame within the question and wrote about employment in Nazi Germany during the Second World War.

For Level 3, candidates need to focus on the set question and support their response with accurate and relevant details.



The Nazi government had a number of methods for reducing unemployment during the years 1933 to 1939. Firstly, was the building of autobahns which meant that many people were employed to build roads to make transportation of the army easier. The construction of these roads employed thousands of people and the extent to how many people were employed is demonstrated with the result amount of motorways: 7000km! This shows that the construction of motorways will have dramatically reduced the amount of unemployment because many will have been employed to construct such a vast amount of road.

A second method of the Nazi party to reduce unemployment was to tempt women out of employment with marriage loans which were introduced in 1933. The introduction of marriage loans meant women would be better off staying at

home and caring for a family than working. This reduced unemployment because many women gave up their jobs in order to stay at home and raise a family and because of the jobs they had left there were now jobs available for other men to take up therefore reducing the

amount of unemployed.

furthermore, the Nazis reduced unemployment by expanding the army, despite only being permitted 100 000 soldiers in the Treaty of Versailles. by 1938 the German army had 900 000 men and this expansion reduced unemployment as men would be employed by the army and therefore many more people would have a job.

A further method of decreasing unemployment is having compulsory work. This idea was actually introduced by the Weimar Republic but continued by the Nazis. This stated that men between the ages of 16-24 had to do at least 6 months voluntary work which helps Germany. This reduced unemployment because if people were doing work they were not unemployed however the government benefited from this in a multitude of ways as they were still receiving free labour.

The Nazi government's final method of reducing unemployment was having the invisible unemployed. This meant that women who were not in employment didn't actually contribute to the

unemployed figures, therefore they didn't

matter whether they were in work or not, however many women were tempted out of employment with marriage loans regardless.

~~However~~ However this still meant there were more jobs for men as it was not necessary to employ women which again reduced unemployment.

Regardless of this however it was less successful of Nazis because employers preferred women as they cost $\frac{2}{3}$ less than men.

A final invisible unemployed were the Jews which meant that other Germans could have Jews' jobs again reducing unemployment. Furthermore, because Jews were banned from professions like doctors and lawyers in 1937 more Germans could have their positions and this again reduced unemployment.



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Examiner Comments

This response was awarded full marks. It is clearly focused on the set question and confidently explains points made about the Nazi government's policies to reduce unemployment. It also includes a section explaining "invisible unemployment."

Question 4

Level 3 answers gave detailed explanations about how the Nazi government used education to spread their ideas about race and minority groups. Most students achieved this by explaining how Nazi beliefs about Aryan supremacy and anti-Semitism were spread in textbooks, through the school curriculum and by control of teachers. Many of these responses also included details on Eugenics, Social Darwinism and Lebensraum. The specification for this unit does state "the treatment of minority groups, for example Jews, gypsies and disabled people." It was surprising how few candidates did include details on other minority groups rather than focusing exclusively on anti-Semitism.

Level 2 answers were more general descriptions of Nazi beliefs without focusing on the impact and consequences of these beliefs in education. Unfortunately many candidates scored low by failing to recognise the thrust of the set question, offering explanations on the differences in education for boys and girls and how they were prepared for different future roles. References to race often became incidental in these answers. Students were clearly offering responses to questions set previously for this examination.

Level 1 statements were often general comments about the Nazis' treatment of the Jews.

The Nazi government used education to spread their ideas about race and minority groups to teach and perhaps be considered to brainwash young minds of the Nazi ideas.

All teachers had to be members of the Nazi teachers' association, this way the Nazis could be sure that their ideas were being taught properly with Fascist supporters.

School textbooks were also re-written, no doubt showing a sympathetic view on Nazi propaganda. ~~They~~ Young children would be taught that Jews were an inferior race to the German race. The perfect image of a person for the Nazis was of a young Aryan man or woman, with blonde hair, blue eyes, fair skin. Children were also taught about things such as Jews and Gentiles are not to marry each other, and the common German family values.

The man goes off to work or to war, and the woman stays at home to look after the children. By teaching children these things at a

young age meant that the younger generation would carry on the Nazi views. They were only taught of Nazi politics and never any other so there would be no opposition.

After they finished school, boys aged 18 would be sent to the army. Throughout their time in school the boys would be put into the Hitler youth to train them for a military life.



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Examiner Comments

This response was awarded Level 2, 7 marks. It is a descriptive and generalised answer which loses sight of the set question.

Question 5

Question 5a

Level 3 responses were clearly focused on reasons for the failure of the Munich (Beer Hall) Putsch such as the lack of organisation; the police being forewarned and therefore prepared; and the overall lack of wider support. A few candidates also commented on signs of the start of wider economic recovery.

Level 2 responses had much less explicit links to the set question and were invariably narrative accounts of the Putsch without any real explanations offered of reasons why it failed. Many of these answers continued a lengthy "telling the story" by continuing with details of Hitler's trial and his time spent in prison.

Level 1 responses were often simple statements that could apply to any uprising. The occasional candidate confused the Munich Putsch with the Kapp Putsch or the Spartacist Uprising.

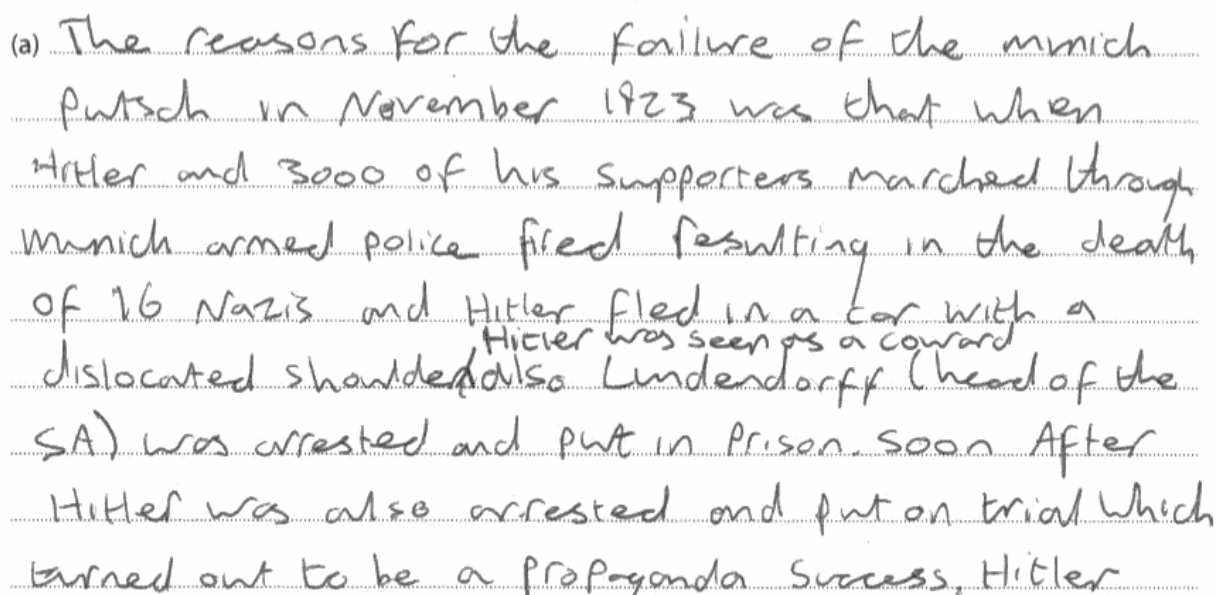
Question 5b

There were some excellent Level 4 answers which analysed the effectiveness of the Nazi government in dealing with opposition with a sustained argument throughout. These responses gave specific examples to support their argument such as the Edelweiss Pirates, the July Bomb Plot, Church leaders or used the stimulus on the White Rose Group. These students often interpreted the existence of opposition as evidence that the Nazi government did not deal effectively with opposition; or how the fact that no opposition was able to stop Hitler shows that the Nazi government effectively dealt with any opposition.

Level 3 responses were often explanations of various opposition groups and their methods used; or were accounts of how the Nazi government successfully dealt with opposition.

In Level 2 responses, candidates often described various forms of control. Invariably these responses were long and detailed descriptions of concentration camps and the use of the SS and the Gestapo. It is worth reiterating at this point that many students confuse the use of concentration camps with the death camps and the "Final Solution."

Level 1 responses were either comments that could apply to any one-party state without any real evidence that they applied to the Third Reich, or candidates' own personal opinions on Hitler.



(a) The reasons for the failure of the Munich Putsch in November 1923 was that when Hitler and 3000 of his supporters marched through Munich armed police fired resulting in the death of 16 Nazis and Hitler fled in a car with a dislocated shoulder. ^{Hitler was seen as a coward} Linderdorff (head of the SA) was arrested and put in prison. Soon after Hitler was also arrested and put on trial which turned out to be a propaganda success, Hitler

got 5~~4~~ years in prison but only served 29 months,



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Examiner Comments

Part (a) was awarded high Level 2. It is a narrative account of the Munich (Beer Hall) Putsch without any focus on the reasons for its failure.

Part (b) was awarded low Level 4. It is consistently detailed, is accurate and shows focus on the set question. This fulfils many of the criteria for Level 4. Improved performance on the judgement aspect would have given it a mid or high Level 4.

Question 6

Part (a)

Level 3 responses identified key reasons for the growth of support for the Nazi Party after the Wall Street Crash. Most focused on the economic situation in Germany, the promises made by the Nazi Party to specific social groups and the sense of Hitler as Germany's "last hope." There were some excellent responses that explained the fears of many of Germany's lower middle-class about a return to hyper-inflation. Many mentioned the Nazis' use of propaganda and the role of Goebbels as a key factor for the increasing support. There was also the mention of influential individuals such as Hugenberg and their support for the NSDAP.

Level 2 responses lacked such an understanding of context and described increasing support for the Nazi Party in more general terms rather than being specific to the period immediately after the Wall Street Crash.

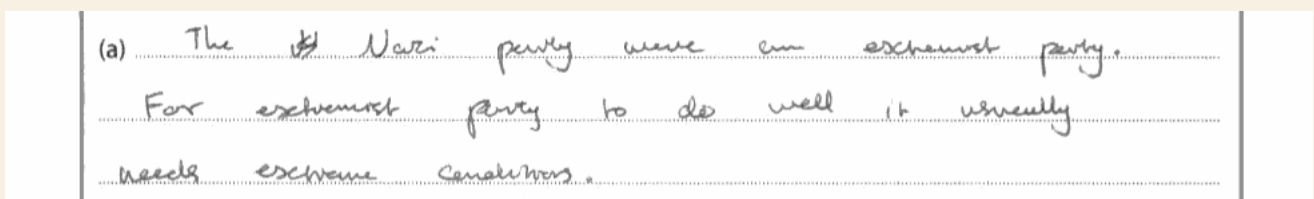
Level 1 answers were often very general comments which could apply to many national leaders. A particular misunderstanding for some candidates was that many of the working-class who now found themselves unemployed supported the Nazi Party rather than the KPD. As always, there was a significant number of students who confused the Wall Street Crash with hyper-inflation. There were also responses that obviously believed that Hitler was already in power at the time of the Wall Street Crash; or which explained later methods used by the Nazis to gain support such as the mass production of radios and the availability of cheap Volkswagen cars.

Part (b)

Level 4 responses analysed and prioritised the problems facing the Weimar government in 1923. Some very sophisticated answers included examples of other problems facing the German government in 1923 such as the Weimar Constitution. At this level candidates often stressed that hyperinflation did, in fact, benefit certain groups and was solved with the introduction of a new currency and the Dawes Plan. Many also stated that, although the Beer Hall Putsch was put down, it was indicative of deep underlying dissatisfaction within Germany. Often the Level 4 answers had a judgement that commented on 1923 in the context of the entire short history of the Weimar Republic and the rise of Nazism.

Level 3 answers were good explanations of the various problems facing Germany in 1923. At times there was the obvious response which was trying to make a previous set question on the Treaty of Versailles relevant to this year's question, with different degrees of success. Some students did, however, clearly link the Treaty of Versailles as the cause of all or some of the problems facing Germany in 1923. Some students also got sidetracked as to the extent of the failure of the Munich (Beer Hall) Putsch which became irrelevant as it was outside the time frame of this particular question.

Level 2 responses were either narratives of various aspects of 1923, or descriptions of life in Germany in 1923. The former often detailed at least two from the invasion of the Ruhr, hyperinflation and the Munich (Beer Hall) Putsch. The latter response was typically a lengthy list of examples of people living during hyperinflation. Lower scoring responses showed confused chronology and a high number of students seemed to think that hyperinflation led to the French occupation of the Ruhr. Some candidates thought that Weimar Republic was a political party.



(a) The Nazi party were an extremist party.
For extremist party to do well it usually
needs extreme conditions.

The Wall Street Crash and Global depression provided huge extreme conditions. Before the Wall Street Crash Nazi support was very low with around 12 seats in the Reichstag.

The Wall Street Crash plunged Germany into depression as the Dawes Plan would only work if the USA had money which suddenly it didn't. This meant there was mass unemployment within Germany. To add to this Germany went into a state of hyperinflation as it started to print a lot of money. People saw this was happening and blamed the Weimar Government which many Germans already accused of being weak. The Germans were fed up, they wanted a strong government.

The Nazi party offered this strong government with its organised ways. It also had promised of fixing unemployment. This would have appealed

((a) continued) to many people as 6 million people were unemployed in Germany in 1932.

Hitler's charismatic speaking may also boosted support as many Nazis said he was the reason they joined. He was speaking a lot more than other parties where he would attend other rallies nationally throughout the day as he would travel in his light aircraft, whereas other parties only had one speech in a day.

(b) I do agree that hyperinflation was the most difficult problem faced by the Weimar Government

Hyperinflation had been caused by the ~~bank~~ bank failing to pay a reparation and then printing money. In January 1923, French and Belgian forces entered the Ruhr as Germany's largest bank had collapsed and the Weimar Government failed to pay reparations. The French and Belgian forces entered because they were going to occupy the Ruhr themselves. However the people of the Ruhr started passive resistance and got strikes to stop production. In order to pay back the reparations the banks began to print money, as they were not making money from the rich industrial land in the Ruhr this meant the German mark started to become worthless.

Hyperinflation meant widespread panic and poverty within Germany. with a loaf of bread costing 20,000 million marks and an egg 80 million marks. Wages had to be paid twice a day as money was becoming worthless that quickly. People were being robbed of the wheelbarrow that they would

((b) continued) collect their wages in rather than the ~~wheelbarrow~~ wheelbarrow as the wheelbarrow was worth more.

The Weimar government was increasingly being

seen as weak and Strösemann had yet to put in place his Dawes Plan. This led to a lot of opposition.

It could be argued that another difficult problem of the Weimar government was the opposition toward it. This led people not to trust in it. In November 1923 Hitler along with a number of SS stormtroopers entered a beer hall in Munich and told the people that the revolution had begun. People were increasingly against the Weimar Government and here was a man that was offering them jobs. The general person would also have been against Weimar as all the savings they had, suddenly became absolutely worthless with hyperinflation. This would have gained support for Hitler. As he and the crowd advanced on Munich they were put down by the Police and 16 people were killed with Hitler fleeing the scene. Hitler was put in prison for 9

((b) continued) months due to a sympathetic judge. While some may have argued the Munich Putsch had failed it had gained Hitler popularity and a name within Germany. Whilst in jail he changed his mind and decided the best way to gain power over Germany was not through a military coup but maybe politically. In prison he wrote *Mein Kampf* where he outlined his political beliefs.

In ^{conclusion} ~~the long term~~ it could be argued that hyper-inflation caused the Weimar government short term problems but ultimately it would be Hitler that would be their downfall and this was due to the Munich Putsch, so perhaps this was their biggest problem of 1923 in the long term.



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Examiner Comments

Both parts (a) and (b) of this response were given full marks. Part (a) shows a clear explanation of specific reasons for the growth in support for the Nazi Party after 1929. Part (b) is a well-written sustained argument with specific and precise details.

Paper Summary

There was clearly outstanding performance by some students who gave impressive analytical responses with well-selected and very accurate subject knowledge.

Both teachers and candidates should be careful of not producing preprepared answers to questions which may require *similar* content to previous examination questions but have a *different* focus. Candidates' responses need to recognise the thrust of the set question to reach the higher marks.

Candidates should also ensure that they have a firm grasp of the chronology to ensure that the material they offer is within any date frame set in particular questions. Simple misunderstandings or rapid reading of the questions can sometimes let candidates down - for example students need to be confident in understanding that a question on the Nazi government is *post* 1933.

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