

Examiners' Report January 2013

GCSE History 5HB02 2C

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Introduction

The entry reflected the full range of ability expected for this examination. There were some highly focused responses with specific details to support explanations for Q1–Q4, Q5(a) and Q6(a) as well as high-quality analyses with precise support and sustained judgements for Q5(b) and Q6(b).

It was noticeable, particularly on the high-tariff Q5(b) and Q6(b) (20 marks including SPaG), that the highest-scoring candidates almost always made a rough plan before beginning their response. This means that a particular line of argument is invariably put forward at the outset and is then coherent and sustained throughout the response.

It was also noticeable that some candidates were producing learnt responses to previously set questions on the same area of content but without marshalling their knowledge to the actual set question in this particular examination. Such answers will almost always be awarded low to mid Level 2 as they will not be focused on the set question.

There were almost no blank pages, suggesting that candidates are being well prepared by covering the entire specification.

Question 1

The majority of Level 2 answers made valid and supported inferences such as the appearance of organisation, the spreading of Nazi propaganda, and their military appearance. There was a clear understanding from the image that the Hitler Youth represented a means to spread the Nazi Party's ideas and agenda.

Level 1 comments were often descriptions of the source itself or unsupported inferences such as 'they are all boys'.

Unfortunately, some candidates made no reference to the source at all and wrote detailed descriptions of the Hitler Youth. These responses were often very accurate but candidates' responses can only be credited if Assessment Objective 3a (comprehension and inference from the source) is met.

1 What can you learn from Source A about the Hitler Youth?

(4)

From source A, we can see that the Hitler youth is very organised & punctual. We can infer that they are all young boys; ^{teenagers} tracing to men from their posture and uniform. The fact that they are boys tells us that the girls and boys are segregated, and are separate. We can also assume, that the Hitler Youth are very educated, as we can see the boy reading the newspaper, and everyone ~~at~~ ^{is} listening. They are very aware of what is going on in Germany.

(Total for Question 1 = 4 marks)



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examiner comment

This response is clearly Level 2 with valid supported inferences about organisation and education. One of these would have been sufficient for full marks.

Question 2

Responses to this question overwhelmingly focused on the reparations choice.

Level 3 answers identified how the financial penalties imposed by the Treaty of Versailles had profound repercussions on the development of post-war Germany. The majority made reference to how this led to the French invasion of the Ruhr, hyperinflation, and how Germany became dependent on US loans and the consequent damage these arrangements brought to the country. Many candidates also commented on how the reparations issue was linked to the unpopularity of Weimar governments and was a means by which the NSDAP gained support.

Level 2 responses were narrative and descriptive accounts, which were often very detailed but did not focus on the effects of reparations.

Level 1 answers were often general and unsupported statements that could frequently be applied to either option such as 'Germany became poorer' and 'people hated the government'.

Responses to the land option were noticeably weaker and candidates were often confused about which land was actually taken from the Germans and frequently included combinations of the Rhineland, the Ruhr and the Saarland.

Few of these responses considered the political and economic effects of loss of industrial and agricultural land or linked it to the decline in morale and the rise in support for the Nazis. Instead, comments on the effects tended to be about families being divided.

Question 3

Level 3 responses identified specific groups and explained the specific nature of their opposition. Apart from the groups mentioned in the stimulus, there were good explanations of the activities of the White Rose League.

Level 2 answers tended to describe various opposition groups but failed to explain the methods of opposition used. For example, candidates said how the group was started and described its membership, who was in the group and the fate of its leaders, but made no explicit reference to the methods used to oppose the Nazi government.

There was also some confusion apparent, with some candidates writing about the Spartacists and the Kapp Putsch.

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

Chosen Question Number: Question 3 Question 4

Many Germans tried to oppose the Nazi government because they believed that the Nazis were taking away their rights.

~~One~~ A large amount of youths opposed Hitler by joining anti-Hitler/Nazi groups such as the Edelweiss Pirates in 1939. The youngsters in those groups refused to join Hitler youth groups because they believed it stripped away their individuality. There were 2,000 members in 1939 and these members would oppose Hitler by putting anti-Nazi graffiti on walls, the girls would wear makeup and all members listened to censored music and read censored books. The youngsters would also wear Western style clothing which was banned. This was their way of opposing the Nazi government.

Another group of Germans that opposed the Nazi government were pastor Neimöler and his followers. After Hitler violated the Concordant act (which stated that the government would not interfere with the Christian church) the Christians were furious and they set up a Confessional church that was led by ~~leaders~~ Neimöler. The Confessional church had more followers than the Reich church (which was made solely ~~to~~ on worshipping Hitler). Hitler also banned any Catholic youth groups and made it compulsory for the youth to join the Hitler youth. In the Confessional church pastor Neimöler would ~~preach~~ preach about Christianity and encourage people to speak out against the Reich church. Pastor Neimöler was sent to a concentration camp soon after.

Also in 1944 the July Bomb plot occurred where von ~~Staffe~~ Stauffenberg threw a bomb on Hitler during a speech. This act resulted in 5,500 people being

~~Also in 1944~~ killed on ~~suspicion~~ suspicion of helping von.

Also during the war effort the white rose group ~~rose~~ appeared. This was lead by Sophie and Hans ~~§~~ who were student at a university. Sophie and Hans would post anonymous leaflets around the area that talked about the gruesome things that the Nazi were doing to Jews and "undesirables" in ~~concent~~ concentration camps. The leaflets also encouraged the Germans to stop the war effort. The white rose group were caught by the Gestapo and killed.

Overall,
~~opinion~~ There was alot of opposition against Hitler, however it was not strong enough to stop him and the Nazi government.



ResultsPlus
examiner comment

There is a clear explanation of the nature of opposition to the Nazi government for a mid Level 3 mark. The answer is supported with accurate and relevant knowledge.

Question 4

There were many excellent Level 3 responses explicitly exploring the changing nature of the Nazi government's treatment of the Jews in the period 1938 to 1945. These responses often had a clear sense of the escalation of persecution or a clear understanding of its various stages. Kristallnacht was often seen as a specific turning point as were the start of the Second World War, the use of Einsatzgruppen, the establishment of ghettos, the Wannsee Conference and the Final Solution. There were even some references to the use of Death Marches from various camps at the very end of the period.

At Level 2, most candidates gave descriptive or narrative accounts, mainly of Kristallnacht and life in the ghettos and in the death camps.

A considerable number of candidates at this level also described the shop boycott and the Nuremberg Laws, which could not be credited as these fell outside the specified date range for this question.

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

Chosen Question Number: Question 3 Question 4

The Nazis persecution of Jews had dramatically gotten worse during the years 1938-45.

The Jewish Boycott of shops that occurred, famously called 'the Kristallnacht' which translates in English to 'The Night of broken glass'. This was called this due to the amount of smashed glass that flooded the streets of Berlin that night because the Nazis had stormed into the city that night and destroyed all Jewish owned shops with fire bombs, graffiti and by smashing all shop windows. This was one of the first violent actions towards Jews designed to scare them and emphasise to German civilians that Jews were resented by Nazis.

The Nuremberg laws that were passed ~~in 1938~~ in 1938 was a less violent and more political action towards Jews to create fear in them and to show them that Nazis didn't want them in Germany. It became illegal for a Jew and a German to share any sort of relationship. Jews were legally not classed as German citizens anymore and their identity had to be changed, also a 'star of David' had

to be worn by Jews at all times so they were singled out in public and treated poorly by other German citizens.

In 1942, The final solution took place. This was the most horrific unethical thing that the Jews suffered from. Hitler sent all Jews to concentration and death camps across inter Germany, Poland and surrounding countries to be killed in gas chambers. Millions of Jews died, this mass murder wasn't known of until 1945, the year Hitler committed suicide.



ResultsPlus
examiner comment

This response was awarded a low Level 3. It shows an implicit understanding of change but also includes reference to the Nuremberg Laws, which is outside the date frame given in the set question.

Question 5 (a)

Level 3 answers focused clearly on the effects of the Wall Street Crash on the lives of German people. These responses gave details of its economic effects on a range of groups such as ordinary workers, the middle class, business owners, farmers and the young as well as the increasing tendency for many Germans to vote for extremist political parties.

Most Level 2 answers, rather than recognising the 'lives of German people' aspect of the question, gave accounts of the recall of loans to the USA or gave lengthy narrative accounts of economic problems during the period of the Weimar Republic.

Some answers scored very low or no marks because they referred to bank notes being played with or used to light fires, clearly describing Germany during the era of hyper-inflation.

Question 5 (b)

Level 4 answers weighed up the extent to which life improved for German workers in the years 1933 to 1939. Many responses challenged the statement in the question by explaining invisible unemployment, the treatment of those no longer seen as 'German' and the fact that, despite low unemployment, working hours were longer and wages were often low. Many also included the limitations of Strength through Joy or the Volkswagen scheme. This was set against a perception by many Germans that life under the Nazi government was an improvement compared with the Weimar period until the onset of the Second World War.

Level 3 responses explained one side of the argument or the other without an explicit treatment of the extent of improvement.

Level 2 tended to expand the bullet points by describing public works schemes, the Strength through Joy organisation or other areas, such as the Beauty of Labour.

Level 1 answers gave simple and unsupported statements such as 'there were more jobs'. Some candidates took the third bullet point as the idea that times were good as many Germans were working more hours.

There were also some answers that could not be credited for writing accounts of life in Germany during the war years, as this was obviously outside the time frame stipulated in the set question.

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 5 Question 6

(a) When the American stock market crashed and they had to retrieve these loans to Germany, it took a massive hit on the German citizenry lives. This meant all the money Germany had invested in small businesses had to be taken back which caused a lot of them close down. Because of this millions of people became unemployed, in fact over 6 million people were out of a job thanks to this. This basically undid all the work Stresemann had done and they were now in the Great Depression. One of the most noticeable effects of the Wall Street crash* put on the German people's lives was that it made them all desperate. It meant that they were desperate for a new extremist Government which is how the Nazis got into power. Overall the effect of the Wall Street crash on the lives of the German people was huge and it was what really changed Germany for a long time.

*that it

(b)

- 1) Agree
- 2) Disagree
- 3) Conclusions

After the Nazis got into power life changed for the workers in Germany, but was it an improvement or not? There are many bits of evidence to show that life was improving for the workers in Germany. The country was finding its feet again economically and Business's were starting to get up and running again. This meant that the employment numbers were starting to rise, by 1930 only about 1 million people were unemployed when previously over 6 million people were unemployed.

Another thing that was ~~pretty~~ good for workers was the strength through joy which was a scheme to get people working harder so they could get rewards from anything like weekend away to a brand new car. This was good for both the workers and Germany itself as it made people want to work harder and increase productivity.

On the other hand it wasn't going all well for the workers because of the chance of a reward the workers were being incredibly

((b) continued) *overworked* which could take a negative effects. They were working almost 8 hours a day 6 days a week. But despite that I think the fact that 5 in 6 workers had jobs who could put food on their family table. It was definitely a more positive effect than negative.



ResultsPlus
examiner comment

Q5(a) was awarded mid Level 3 for clear references to the effects of the Wall Street Crash on the German people, unemployment and support for extremism.

Q5(b) was awarded mid Level 3 for an explanation of both sides of the argument for the statement given in the set question.

Question 6(a)

Level 3 responses made explicit links between Nazi government policies and the vital role of women to ensure that there was a 1000-year Reich and need for a strong Aryan race. These answers were often supported with specific details on how the Nazis encouraged this role for women with Marriage Loans, the use of medals, propaganda, Lebensborn, the 3Ks and sterilisation.

Level 2 answers were more descriptive accounts of the lives of women in Nazi Germany rather than of how the Nazi government saw their fundamental role.

At Level 1, simple statements such as 'they had to stay at home' were often seen or the response became a focus for personal opinions on what was viewed as the unfair treatment of women.

Question 6(b)

Those responses in Level 4 sustained a strong argument with a secure judgement on how Hitler was able to become Chancellor in January 1933. These answers weighed up the extent to which popular support combined with other factors such as a climate of fear, political intrigue, Hitler's manipulation of his way into power and the naivety of Hindenburg and von Papen who allowed Hitler to be offered the Chancellorship. These responses included details on how specific Nazi policies were aimed at various different groups in German society in the years following the Wall Street Crash to give the party increasing popular support. Some candidates also mentioned the support of influential industrialists and newspaper owners.

Level 3 answers either explained the role of popular support or gave the alternative view that Hitler became Chancellor due to the various political machinations that were made. Some able candidates failed to restrict their answers to January 1933 and began to go beyond that date, explaining the significance of events such as the Reichstag Fire, the Enabling Law, the Night of the Long Knives or the death of Hindenburg in Hitler's rise to power.

Level 2 answers were either a narrative account of Hitler's rise to power or a list of groups that supported the Nazis.

At Level 1, responses were often very general comments on the appeal of the Nazi party, such as 'they got more votes'.

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 5 ☒ Question 6 ☒

(a) The Nazi's had a straight forward view on the role of their Women. And their beliefs were strong.

The Nazi's expected the women to be the perfect mothers and house wife. Nazi women's image was a motherly figure with wide hips, and ~~a hard worker. Although~~ hair tied up and no make up. Nazi women were not supposed to go out drinking or to smoke. Nazi's and Hitler believed to ~~its~~ also be bad for the baby, if the women were pregnant.

The women were not supposed to work, their job was the three K's. In english were; children, kitchen and Church. Women were to have as many children as possible and Hitler really encouraged this. The Nazi women were rewarded with medals depending on how many children they had. If a woman

((a) continued) had 4 children she was awarded with a bronze medal, if she had 6 children a silver medal and if she had 8 children, she was awarded with a gold medal. Hitler wanted the women to produce aryan babies. And wanted perfect aryan families which also included the women growing their own crops.

Hitler became chancellor in January 1933 for a number of reasons.

Hitler had won the vote from many because he was a great charismatic speaker and people liked listening to him. The Germans were also very desperate at the time and most of them were more scared of communism and knew by voting for Hitler, he would get rid of them.

One element Hitler had to win, was fear. Most Germans feared the Nazis and Nazis would intimidate them into voting for them. The SA

(b) would stand over ~~the book~~ and watch people vote, which would intimidate the people into voting for them.

However one other key thing that allowed Hitler to be Chancellor was getting rid of all opposition.

By doing this the Nazis were the only ones left to vote for. There were no threats.

Also Hitler had managed to get over 500,000 members of the S.A before he was elected Chancellor.

This had a huge effect on the people and the Nazis' support.

~~Hit~~ Another reason was, Hitler was also elected because von Papen and Hindenburg thought by making him Chancellor they could control him, although it didn't turn out to be that way as when Hitler became Chancellor he ~~was~~

announced the Enabling Act. This allowed Hitler to pass any law he desired without the permission of the Government. The only man with more power than Hitler was Hindenburg. Hindenburg then died ^{however} in 1934.

((b) continued) and in that year Hitler declared himself Fuhrer.

~~So Hitler becoming Chancellor did have a lot to do with his support and was very key in his election, however it was not the only reason why he became Chancellor. Hitler made sure there were no threats~~

Hitler made sure there were absolutely no threats within his party as well as outside his party and by doing this he also murdered ~~Er~~ from the leader of the SS. As well as all the communists.

^{to some extent I agree}
So Hitler becoming Chancellor did have a lot to do with all his support ^{from German people} and it ~~was~~ was very key, however it was not the only reason why he became Chancellor.



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Q6(a) was awarded low Level 3. The initial part of the response is a description of women in Nazi Germany but the last part makes clear links between Nazi beliefs and how this affected the role of women. Q6(b) was awarded mid Level 2 for a narrative account of Hitler's rise to power, although the answer does show some inconsistencies and goes beyond January 1933, which is outside the time range for this set question.

Summary

- The source provided must be explicitly referred to in Q1 for marks to be awarded.
- Candidates should look at the focus of the set question rather than providing a learnt response to a previous examination question. This seems to be a particular issue with Q2 where candidates often write 'all I know' about the item chosen in the box and lose sight of the focus given in the text above the two boxes.
- Encourage candidates to spend some time on a plan, particularly for Q5(b) and Q6(b).
- Ensure candidates respond securely to any specific time frame given in the set question.

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