

Examiners' Report
June 2014

GCSE History B 5HB02 2C

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Introduction

It was evident that the vast majority of students were well prepared; both in terms of historical understanding and skills as well as in terms of sitting the actual examination. Nearly all candidates completed the required number of questions in the time allowed, plans were frequently used for the higher mark questions, and there was a virtual absence of any blank pages. Very few candidates committed rubric offences such as answering both questions 3 and 4 or combining a) and b) sections for questions 5 and 6. Most candidates appeared to have made a considered choice from the optional questions although it was clear that a significant number of clearly able candidates who scored levels 3 and 4 on question 6b frequently remained in Level 2 on 6a due to relatively limited specific knowledge of the White Rose Group.

Overall literacy levels were at least good with clear written communication and good spelling, punctuation and grammar. There was frequent use of specialist terms, less direct copying of stimulus material and very few responses were impossible to read.

Question 1

At Level 2 most candidates made strong inferences from the source about how Nazi methods of propaganda purposefully created displays of power, ceremony, discipline and organisation which were used to consolidate Nazi authority and Hitler's desire for Nazism to be seen as a force. Level 1 responses were comments describing the content of the source, such as the large swastikas and the size of the crowd. A few candidates wrote entirely from their own knowledge about Nazi propaganda and so could not be credited as this particular question always assesses source comprehension and inference.

1 What can you learn from Source A about Nazi methods of propaganda?

(4)

By looking at Source A Historians ~~is~~ would believe that the Nazis used 'rallies' to show how disciplined and organised they were. By looking at the source there is also the Nazi symbol the 'swastika' which shows that they used flags of their symbol to show their group recognition and power. All the soldiers are also lined up in straight consistent lines which Nazis used to show they were ~~powerfi~~ powerful and well organised.



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Examiner Comments

This response is a clear example of a valid inference explicitly supported from Source A and was awarded 4 marks.

Question 2

The majority of candidates chose the Hyperinflation option. There were some excellent Level 3 answers which detailed a wide range of groups and how their lives were affected by the 1923 Hyperinflation. Many responses explained how those such as pensioners on fixed incomes suffered the most, middle class loss of savings as well as groups that tended to benefit such as farmers and those with debts. A few candidates also mentioned that it actually created business opportunities for some and that the rich tended to suffer less with other forms of investment and money overseas. Many Level 3 answers explained how the events gave Hitler the impetus to stage the Beer Hall Putsch. Level 2 answers tended to either be descriptive accounts of Hyperinflation with a range of example banknotes being played with by children and used to light fires or did not focus on people's lives but instead on how Stresemann solved the economic problems. Those that chose the Wall Street Crash often gave details of increasing unemployment, reductions in welfare, the high numbers of young people without work, and the increasing support for extreme political parties. Level 2 responses tended to be descriptions of soup kitchens and homelessness or failed to focus on the set question and wrote about how it affected Germany's relationship with the USA or the role of the Wall Street Crash as a factor in Hitler's rise to power. There were very few Level 1 responses to this question.

2 The boxes below show two economic problems.

Choose **one** and explain its effects on people's lives in Germany.

(9)

1923: Hyperinflation

1929: The Wall Street Crash

In 1923 a major problem that arose was hyperinflation. It majorly affected people's lives in Germany as it was one of the worst economic crisis to date.

Following the First World War, the government had to print more and more money as Germany were in a large debt. Reparations had to be paid and many towns needed reconstruction due to ~~major~~ bombings. Because ~~for~~ the German government printed out more money, but didn't have an increase in gold reserves, the value of the current currency (the Mark) continued to reduce.

The ^{government} ~~price of~~ continued throughout the years all the way into 1923. The value of the ~~no~~ Mark was almost nothing and to keep up ~~with~~ this, prices of goods had to rise. This was hyperinflation as the prices ~~a~~ ridiculously rose to meet the demands of current ~~price~~ prices. People were affected as people were physically ~~was~~ unable to carry the money ~~sp~~ ~~to~~ required to pay for goods. As a result of this, many people ended up ~~star~~ starving and others ~~strag~~ struggled. This was mainly working class ~~of~~ people.

Middle and upper class people were affected even more by ~~the hyperinflat~~ hyperinflation as all the money they had, reduced in value. People who loaned out money to people would be worse off as the money had more value when it was given out ~~from~~ (this was mainly done by richer people, i.e. businessmen). People weren't happy about their savings ~~becoming~~ ^{becoming} worthless.

Although there are people who ~~are~~ ^{benefitted} from hyperinflation. As mentioned before, people who ~~paid~~ gave out money lost out, but those who received it, ~~technically~~ paid back less and potentially made a profit. Also, farmers benefitted as the demand for food rose as people needed to eat (some were on starvation rations).

Hyperinflation ~~was~~ ^{was} blamed on the Weimar government as they decided to print money.

Those who were rich seemed to be worse off
as they had more money to lose.



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Examiner Comments

This response is high Level 3. It has a clear focus on the set question and is supported with accurate and relevant details which explain the varied effects of hyperinflation in 1923 on different groups within German society.

Question 3

There were some very impressive high scoring responses which showed a detailed and accurate understanding of how the Nazi government's treatment of German Jews became increasingly harsh in the period 1933 to 1939.

These responses had a clear sense of escalating anti-Semitism from the shop boycott, to legalised discrimination of the physical attacks on Jewish businesses and places of worship in November 1938. Many candidates supported their answers with detailed knowledge about anti-Semitism in education, the gradual exclusion from public amenities, emigration and identification on passports. Some also explained the temporary lull in government sanctioned anti-Semitism during the 1936 Olympics.

Level 2 answers tended to be a narrative of events without the sense of increasing severity or identification of key turning points. Some candidates lost valuable time by writing outside of the time frame in the question and giving detailed accounts of the deportation of German Jews to ghettos, the Wannsee Conference and the Final Solution.

It is also worth noting that many students maintained that German Jews were forced to wear a Star of David. This was not in fact until 1941. There were very few Level 1 responses to 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

Initially, the treatment of German Jews was relatively mild. In 1933 there was ~~it~~ was the first official boycott of Jewish shops, and the SA were ordered to send away customers from Jewish shops. This set the tone for the following years, and made it very clear that the Nazi government were serious about using their power to persecute Jews and act on their anti-Semitism.

In ~~1935~~ 1935, the Nuremberg Laws made it illegal for Jews to marry Aryans. This demonstrated the Nazis' belief that only 'racially pure' Germans should be born, and consolidated the Jews' position as inferior in the eyes of the government. Although some

The public didn't want to seem too sympathetic to Jews for fear of being noticed by the Nazis, and Jews were encouraged to emigrate.

During 1938, the treatment of Jews became significantly worse. Their passports were stamped with a 'J' to identify them and Jews were educated separately from Aryans. The Nazi Government encouraged people to view Jews as the enemy, and the propaganda offensive continued. ~~So~~ In November 1938, during Kristallnacht, 91 Jews were killed, and ~~thousands were sent to concentration camps~~ synagogues were vandalised and the homes and shops of Jews were smashed. Some of the damaged buildings were ~~not~~ being ~~re~~ rented to the Jews by Germans, who then charged Jews a rough total of one billion marks.

~~Overall~~ Overall, both legislation against the Jews got progressively harsher and so did the opinions, as propaganda increased anti-semitism. By 1939, it was incredibly dangerous to be a Jew in Germany, and thousands of Jews were arrested and separated from the German people on government orders.

School ~~childr~~ children were taught to hate and fear Jews, and ~~thi~~ the situation in 1939 looked as if it would only get worse.



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Examiner Comments

This is an excellent response. It is a very well-structured answer with a clear understanding of the focus of the question. The response is supported with accurate and relevant details. It is a clear explanation on how the lives of German Jews became increasingly harsh in the years 1933 to 1939.

Question 4

Level 3 responses focused clearly on the how the youth in Nazi Germany were mobilised during the Second World War in a variety of ways to support the war effort. As well as the Hitler Youth's direct involvement in fighting during the later stages of the war, candidates at this level gave examples of their work as fire-fighters, using anti-aircraft guns and help during and after air raids. Some mentioned the role of girls as nurses but very few candidates specifically mentioned the work of girls in specific charity work such as collecting for the armed forces, those made homeless during the air raids or caring for evacuees. Level 2 responses were frequently more general accounts of how boys and girls were prepared in schools for their future roles as soldiers and mothers; consequently these answers were not explanations about the specific period of the Second World War as in the question. At Level 1 simple statements were made such as "fought for Hitler" and "joined the Army."

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 3 Question 4

The German Youth contributed heavily to the war effort.

Firstly, the Hitler-Jugend helped emergency services during the air raids Germany suffered from. They helped to clear debris and search for survivors, and they aided firefighters in putting out fires.

~~Near the end of~~ * the war (1943), the older Hitler Youth groups such as the Hitler-Jugend and * German Maidens manned the AA flak guns in order to shoot down British and American bombers.

Secondly, the Hitler Youth were used to inform on their neighbours to the Gestapo and SS. During the war, the Hitler Youth would watch relatives

* League of

If they were caught listening to the enemy radio, distributing Allied propaganda or even speaking anti-Nazi propaganda,

then their children would report them to the SS, who in turn dealt with them. This provided Germany with a network of informants in order to counter Allied propaganda and opposition groups.

Furthermore, during the final years of the war (1944-5), the Hitler-Jugend became a reserve fighting force.

The Nazis increased their military training and even had them train in war games with live ammunition. As the Russian Army advanced West deeper into German-occupied land, more and more of the Hitler-Youth were conscripted into the Army, with boys as young as 15 fighting at the front lines.

When the Red Army, a million strong, reached Berlin, they found that almost every soldier defending the capital was younger than 21, forced to fight for the crumbling Nazi Regime.

Overall, the Hitler-Youth groups firstly contributed to the war effort as emergency services and AA gunners, but as the noose tightened around Germany more and more were conscripted to fight in the Army.



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Examiner Comments

This is a high level 3 response. It is highly structured answer, has a clear understanding of the focus of the set question and has accurate and specific supporting detail. The response gives a range of examples which are entirely relevant to the period of time stipulated in the question.

Question 5

Part a) Level 3 responses explained the effects of resentment to the military restrictions imposed on Germany by the Treaty of Versailles such as unemployed ex-soldiers, the role of the Freikorps, events such as the Kapp Putsch, support for extreme political parties, the unpopularity of the Weimar Republic and the French occupation of the Ruhr. Level 2 answers tended to give descriptions of the terms of Treaty rather than focusing on the "effects" aspect of the question and often went beyond its military terms and included details on reparations and territorial losses. Level 1 comments were often general statements such as 'the army was smaller' or 'Germany was less powerful.'

Part b) Level 4 responses analysed the extent to which the Nazi government's treatment of women could be judged as unfair. These responses had a clear understanding of the context and weighed up the impact of government policies on education and employment against the vital role that women had in Nazi propaganda for the continuation of the Third Reich. Some students commented that some women would have enjoyed their status and the need to avoid looking at their status from a modern perspective. Some students also differentiated the experiences of women and justifiably argued that German Jewish women for example were clearly treated far more unfairly than Aryan women. Level 3 responses tended to explain that Nazi policies were unfair on women by restricting individual choice and forcing women into domestic rules. Level 2 answers were generally descriptive accounts of women's lives in Nazi Germany with only an implicit treatment on the theme of "fairness." There were very few Level 1 responses to 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 5 Question 6

(a) The changes made to the armed forces by the Treaty of Versailles effected Germany because they had to cut down on how many men they had armed because it was 50,000 and they had to burn or give away they weapons ~~and~~ ~~and~~ (guns, others) Germany with less men and ~~a~~ unarmed was the best way for other countries to attack, Germany lost everything they were weak, they were beeing forced to make the effect of changes in armed forces make Germany revolt and feel ~~the~~ threaten.

(b) Nazi government started to treat the women unfairly because they started to propagand about "Ideal Nazi family" a woman had to stay home and take care of the house and the kids. Education was already controlled by Nazi but they started to take education for girls to another level they were being to stereotypical with women so some women gave up on the jobs some woman thought it was more important to get a husband at a young age (when they look beautiful) than going to get an education and the person to blame was the unfairly way woman was ~~been~~ told to act and dress like, Nazi to make it worse for some women that wanted to worked started ~~to~~ cutting worker and work so woman would get the idea.

women were treated very unfairly especially I think when they started to give medal for how many children

((b) continued) They were able to have and
with the only job be at home and
teaching your own girls how to be
a mother and a wife.



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Examiner Comments

Part a) is mid-Level 2 response. It shows an understanding of the effects of the military terms of the Treaty of Versailles on Germany which is explained in general terms. It does not have sufficient detail or the development required for Level 3. Part b) is Low Level 2. The response is a generalised narrative about the treatment of women in Nazi Germany. There is little explanation and insufficient detail for a higher mark to be awarded.

Question 6

6a) Level 3 responses had specific and accurate knowledge of the White Rose Group such as its membership, beliefs, opposition methods used and events surrounding the Scholl's arrest to trial and execution. Level 2 responses had much less specific detail about the group and wrote more generally about the difficulties and dangers of opposing the Nazi government. Level 1 responses were general comments which could have applied to any opposition group in Nazi Germany such as "they worked in secret", "they wanted to get rid of Hitler." Some students seemed to think the group's members were much younger and it was opposed to Nazi youth groups and was part of the Edelweiss Pirates. A few candidates attributed the July Bomb Plot to the White Rose and some maintained it was an organisation to help Jews emigrate from Germany.

6b) Level 4 responses weighed up the extent to which Germany becoming a dictatorship between January 1933 and August 1934 was due to mistakes by Hitler's opponents or was the result of factors such as support for the Nazis and Hitler's own political skill. Answers at this level had a sustained focus on how Germany became a one-party state and had impressive specific details to support their answers. Most answers at Level 3 highlighted how the various opponents to Hitler made the mistake of underestimating the Nazi Party and their leader and so allowed them access to greater power and cited Hindenburg offering Hitler the role as Chancellor, the granting of emergency powers after the Reichstag Fire and support from parties such as the Centre Party for the Enabling Act. The argument was also used by some candidates of the mistakes made by the SPD and KPD in failing to act in a united manner to prevent the Nazi rise to power. Level 2 responses tended to be narrative accounts of the period from January 1933 to August 1934

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 white rose group was was an organisation created during Hitler's reign, they were a young group of German who were opposing the Nazi dictatorship. They protested non-violently however if any members were caught going speaking out against Hitler they would be sent to concentration camps. The white rose groups protested under cover trying to influence people not to support the Nazis, not that they had much choice. However, the white rose group did not make much of an impact in opposing the Nazi government as Hitler controlled his people through means of fear, using of groups such as the Gestapo to find out if anyone was going against the Nazi regime, many members of

The white rose groups were united so in the end it was a failure. The white rose group did not have a significant role in opposing the Nazi government. ~~They had a lack of money.~~

(b) I agree that it was mistakes from Hitler's opponents that allowed Germany to go into turn into a dictatorship. For example, Hindenburg allowing Hitler to become chancellor was a big mistake, now Hitler had power to pass laws freely, so he passed the enabling act in 1933 which allowed him to pass laws without the consent of the Reichstag. This gave Hitler an extreme advantage because now Germany was no longer democratic, all he had to do was await for Hindenburg's death.

Furthermore, in ~~1933~~ January 1933 a communist named Van Lubber set fire to the Reichstag building, this was a huge mistake, Hitler took advantage of the situation to ban communists from the Reichstag, this ~~completely~~ completely wiped the threat out from ~~the~~ the communists now, as ~~they~~ they no longer had a voice, with his biggest threat gone Hitler's rise to the top was ~~the~~ getting closer and closer.

Finally, president Hindenburg dies and Hitler has the power to appoint himself as president, which of course he does, now Hitler is president he can do as he pleases.

((b) continued) However, the mistakes of his opposition only ~~fa~~ speeded up his rise to power. ~~That~~ he was the reason why he became president. He rose from the bottom as a mere soldier, founded the Nazi party and it grew from there. In 1923, with the support of his friend and army general Ludendorff he attempted a grab for power, following Mussolini's success in Italy (1922). It was a failure and Hitler was sent to jail for six months; however in the long term it was a success, the Nazi party became recognised and people sympathized with their ambition, this was a huge stepping stone for Hitler's rise to power.

But the most important reason why ~~the~~ Germany became a ~~dictatorship~~ into a dictatorship was because of the enabling act, which ~~turned Germany into~~ literally turned Germany into a dictatorship, even if his opponents ~~mis~~ helped him thrive, it was down to Hitler's insouciance ~~in~~ in passing laws to why Hitler became the dictator of Germany.



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Part a) is a mid Level 2 response. It is a general account of opposition to the Nazi government but lacks specific detail about the White Rose Group. Part b) is a low Level 3 response. The candidate identifies the roles of Hindenburg and the Reichstag in Hitler's consolidation of power in the period 1933 to 1934. The second part is a narrative and generalised account of Hitler's rise to power which lacks focus on the set question.

Paper Summary

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

- Candidates should make informed question choices and show accurate historical understanding by supporting their responses with accurate supporting details.
- Lack of knowledge on part of the specification content resulted in a disparity of levels and marks awarded across parts a) and b) in particular on Question 6. Please make sure you know the specifications.
- Keep to a time frame for each question. Material in responses which is outside of the period whilst not resulting in a deduction of marks cannot be credited. It is therefore often a waste of valuable time for the candidate.
- Time frames in the question are intended to benefit candidates by limiting the coverage of their answers in the time available.

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