

Examiners' Report

June 2016

GCSE History 5HB02 2C

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Introduction

The majority of candidates that take this examination have been well-prepared both in terms of historical knowledge but also in planning extended written answers, timing of length of responses and on the layout of the actual test. The levels of analysis and depth of detail achieved by some candidates in such short time is very impressive. From the optional questions, there was a fairly even split between questions 3 and 4, whereas approximately 75% chose question 6.

There were however two issues that were more noticeable this year and both were apparent across all the three Depth Studies that make up this Unit. Although as a total across examination scripts there were very few blank pages, the statistical breakdown at the end of this summer's marking shows that question two had by far the highest proportion of candidates receiving zero marks compared to all the other questions. This does demonstrate however that on the one question where there is no source, stimulus or choice of content, a significant number of candidates could not be rewarded at all on a 9 mark question. The second issue was an increase in the number of responses which examiners found impossible to read. It is worth considering these issues especially with the move to a new specification with new-style question papers as well as the end of internal assessment as part of GCSE History.

Question 1

Most candidates wrote confidently about the way in which the poster communicated opportunities provided by the Strength Through Joy programme. Typical answers explained that the poster showed individuals participating in the leisure activities provided for by the Strength Through Joy organisation as rewards for German workers.

The minority of candidates that did not reach Level 1 fell into one of two groups. Some struggled as it was clear that they did not know about the Strength Through Joy organisation and made guesses that it showed Jews emigrating from Germany and others that it was evidence that many more Germans could afford holidays with the economy improving after Hitler came to power.

Other students made no reference to the source at all and although wrote accurately, could not be credited as question 1 always targets AO3 which is based on the use of source material rather than recall of knowledge.

Question 2

As mentioned in the introduction there were a significant number of responses that were either blank pages or a brief response that could not be credited at all. There were few Level 1 answers, most of which were very general comments which could have applied to both the Kapp and Munich Putsch or too many revolts in general, such as 'not enough people supported them' or 'the government was stronger'.

The Munich Putsch option, as expected, was chosen by the vast majority of candidates. Most were high Level 2 to mid-level 3. Level 2 responses focused on the events with very detailed narrative accounts which sometimes went as far as Hitler's imprisonment.

In Level 3, candidates explained the failures of the revolt for a variety of reasons (the roles of Kahr and Ludendorff and failure to have support from the authorities and general population). Some candidates in Level 3 concluded their answers with the longer-term impact of the Munich Putsch and what can be seen as longer term gains for the Nazi Party (the publicity from the trial, the writing of Mein Kampf, Hitler's decision to change tactics).

The occasional response for the Kapp Putsch option showed some confusion with the Spartacists and remained in low Level 1. Many responses were in Level 3 and focused on the significance of the general strike, the organisation of the trade unions and the support shown for the Weimar Republic.

2 The boxes below show two revolts.

Choose **one** and explain why the revolt failed.

(9)

Kapp Putsch 1920

Munich (Beer Hall) Putsch 1923

The Kapp Putsch was headed by Wolfgang Kapp, and was an attempt by Kapp and the Freikorps to take over and attack the government. They did this because the government had signed the Treaty of Versailles, which only allowed Germany to have an army containing 100,000 soldiers. This meant the Freikorps (made up of ex-WWI soldiers who didn't have any other training) would be disbanded, and leave the members out of a job.

The Freikorps had their own weapons, and travelled with the intention of threatening and attacking the government. However, when they reached Berlin, they were not able to try and take over. This was because the government knew that the Freikorps would be coming, and so asked the people (workers) to take part in passive resistance. This meant that when the Freikorps got to Berlin, they could not get supplies because the workers had gone on strike.

The workers were in favour of Ebert, and so were happy to go on strike, because the government continued to pay them even whilst they were on strike. The Freikorps, with little support and means of getting to the government, were forced to end their revolt. They had not convinced enough people that what they were doing was justified, and simply didn't have enough firepower.



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Examiner Comments

Level 3 - 9 marks. This response has a lot of description and narration of the Kapp Putsch but also clearly explains within the main part of the response and in the concluding sentences reasons for its failure.

Question 3

There were few simple or generalised responses at Level 1 with most responses securing at least mid-level 2 with most candidates going beyond the two bullet points with knowledge of the Young Plan, Locarno Treaty and the Kellogg-Briand Pact. Level 2 answers tended to be narrative accounts of how actions by Stresemann resulted in Germany's situation improving during the years 1924-29. This did mean that the actual focus of the question on use of the term 'golden years' was not fully met and quite often these responses included a lot of detail on the French occupation of the Ruhr and hyper-inflation which was outside the time frame of the question. Level 3 answers often categorised their response thematically and supported each paragraph's focus (such as economically, socially, politically, foreign relations) with events resulting in an improved situation for Weimar Germany's so-called "Golden years". In terms of knowledge, students generally had a firm grasp of details and there were some responses that mentioned developments in the arts and architecture.

Quite a number showed how these changes resulted in extremists getting little recognition and more support for Weimar governments who could now spend more on infrastructure. Some candidates concluded with comments that this success was soon to be seen as short-lived.

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

Firstly the years 1924-29 were classed as 'Golden years' for Germany because Stresemann had introduced the Dawes plan. The Dawes plan reduced reparations payments and meant German industry could start to recover after the invasion of the Ruhr because the Dawes plan also meant German industry got loans from US bankers. This decrease in reparations payments and increase in loans therefore allowed German industry to start to recover and the economy to grow again. This meant the Dawes plan was a big boost to the Germany economy and people and therefore for classed as the 'Golden years'.

Secondly between 1924 and 1925 Stresemann had introduced the Locarno pact. This was a pact which was signed in 1925 and meant a peace could be settled between Germany and its allies Belgium and France. This meant that an event like

The invasion of the Ruhr was unlikely to ever happen again and meant ^{German} ^{and industry} ~~and~~ ~~the~~ ~~country~~ ~~was~~ ~~not~~ ~~affected~~ ~~by~~ ~~other~~ ~~countries~~. So therefore the ~~situation~~ ~~of~~ ~~this~~ ~~part~~ ~~also~~ ~~resulted~~ ~~in~~ ~~the~~ ~~Golden~~ ~~years~~ ~~for~~ ~~Germany~~ ~~between~~ ~~1924~~ ~~and~~ ~~1929~~. The ~~situation~~ ~~of~~ ~~joining~~ ~~of~~ ~~the~~ ~~League~~ ~~of~~ ~~Nations~~ ~~in~~ ~~1926~~ ~~had~~ ~~also~~ ~~further~~ ~~increased~~ ~~Germany's~~ ~~co-operation~~ ~~with~~ ~~other~~ ~~countries~~, ~~thus~~ ~~meaning~~ ~~Germany~~ ~~could~~ ~~have~~ ~~increased~~ ~~trade~~ ~~and~~ ~~for~~ ~~confidence~~ ~~in~~ ~~currency~~.

further the Kellogg Briand pact of 1928 allowed no warfare to occur as a means of settling arguments. This was signed by 60 countries and was effective as war was now not allowed. Therefore the Kellogg Briand pact also helped towards the Golden years between 1924 and 1929.

finally the Young plan of 1929 reduced reparations payments even further. They ~~re~~ would have reduced reparations payments ~~to~~ to one third of the 1921 figure of 6600 million marks. This would have ~~again~~ meant Germany's industry could have recovered further. However this plan never happened because of the Wall Street crash of October 1929. Despite the Wall Street crash this plan and others Stresemann introduced meant the Golden years of Germany were between 1924 and 1929.



ResultsPlus Examiner Comments

High Level 3 - 11 marks. This response understands the focus of the set question. It uses both the stimulus material and own factors to give an explanation to the set question. The response is supported with accurate and relevant details.

Question 4

Responses to question 4 were generally weaker than for question 3 with most scoring mid-level 2 to low level 3. This was mainly because of mistakes surrounding chronology with some candidates writing entirely on the period from Hitler becoming Chancellor to Führer.

There was also the occasional script that described events in immediate post-World War One Germany and narrated the events leading up to Hitler taking over from Drexler as the leader of the NSDAP. Level 2 responses were general descriptions of why people supported the Nazi party such as their opposition to the Treaty of Versailles, the unpopularity of weak Weimar governments and promises to make Germany powerful. At this level, many students showed the common misunderstanding that 1929-32 was the period of hyperinflation rather than the economic depression. At Level 3, answers focused on the period in the question and recognised 1929 as the year of the Wall Street Crash and explained in detail how this was a major turning point for the increase in support of the Nazi Party. As well as explaining Hitler's appeal in terms of persuasive speeches many used their knowledge of Nazi propaganda, the promises to solve the high unemployment, fears of communism and weak Weimar coalition governments as reasons for the rapid increase in support for the NSDAP. There were some candidates with a clear sense of context that used the Nazis setting up of soup kitchens and the 'Hitler - Our Last Hope' poster as very accurate examples from the period 1929-32.

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 support for the Nazi party increased significantly in the years 1929-32 because of Hitler's ^{speeches} ~~speeches~~ he became very ~~persa~~ persuasive at the ~~spea~~ speeches he had he would get groups of people to come along and listen to his talks some even argued back, ~~his~~ but he always had powerful words to say back and with in doing this he thought ~~th~~ made other

people think what he was
doing was a good ^{thing} when
all he did really was
persuade them and brain
wash them so he could come
into power and change
everything.



ResultsPlus

Examiner Comments

Level 1 - 2 marks. The comments are very general and with little development. Two marks are awarded for 'brainwashing' and 'speeches are persuasive.'

Question 5

In part (a), there were very few Level 1 responses, partly no doubt due to many students having seen the events represented in film.

Many responses were at Level 2, with what was often an accurate narrative account. These narratives generally began with an army leader taking a bomb to a meeting in a briefcase, which at the end fails to kill Hitler due to him being protected by an oak table. To gain Level 3, candidates needed to give some consideration to the context of growing disillusionment in the Army to the situation on the Eastern Front, the seriousness of opposition to the Nazi government from the Army and the consequences of its failure to kill Hitler and the extent of Hitler's revenge.

A few candidates confused the July Plot with the Reichstag Fire and there were several references to Communists. Some candidates were clearly not at all familiar with the July Bomb Plot and offered instead accounts of mass bombing raids either by Britain over Germany or vice versa.

In part (b), there were very few responses in Level 1. At Level 2, most candidates either gave a lengthy description of Kristallnacht or a narrative account of the Nazis' treatment of the Jews. In both instances there was no real explanation of the significance or not of Kristallnacht as part of the Nazi's anti-Semitic policies. The most common aspects brought in beyond the stimulus points provided were the Nuremberg Laws and the Final Solution. At Level 3, candidates generally argued that Kristallnacht was a turning-point as it was the first time Nazi violence against German Jews was so public and that from this point onwards increasing violence was almost seen to have government approval.

Although this question was chosen by only around a quarter of the entry there were some very impressive Level 4 answers which skilfully weighed up the extent to which Kristallnacht was a turning-point in the Nazis' treatment of the Jews. These responses applied specific and relevant knowledge to good effect whilst producing a succinct analysis. At this level, a whole variety of interesting judgements were made, which included other events as turning-points, from the Nuremberg Laws as German Jews were separated from the Aryan race to the outbreak of the Second World War and the use of ghettos when it could be argued extermination became the Nazi aim. Other judgements made the Wannsee Conference a key turning-point and another that the whole of the Nazis' persecution of the Jews as a series of turning-points.

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 July Bomb Plot in 1944 was a attempted ~~assassination~~ assassination of Adolf Hitler in a meeting with other important German figures and ~~politicians~~ politicians. The bomb device was planted inside Hitler's brief case and was to be detonated at sometime during the meeting. However the plan failed because the bomb was discovered and when it exploded Hitler was protected by the heavy wooden table which absorbed most of the explosion and was only slightly grazed by shrapnel from the wood. After this Hitler was gained more popularity later it was that he was 'Saved by God' and that he needed to be here, so this was good publicity for Hitler in the end.

~~was not human~~

~~was not human~~

b) The 'Night of The Broken Glass' is certainly does have evidence to show the turning point in the treatment of Jews, however I would want to first disagree, I think that although Kristallnacht was an awful event in Nazi Germany but I don't think this affected the Jews anymore and I think the views remained negative and static towards the end of the war. I think Hitler really set the bar high in the negativity surrounding the Jewish population in German-occupied areas.

However I do believe that Kristallnacht did cause a turning point in the treatment of Jews, for example a boycott of Jewish owned shops were highlighted by the SS and German guards were put

outside of the shops in order to try and drive away customers, also by labelling the shops clearly with compulsory signs clearly stating they are Jews which would drive them out of business. This shows how the treatment of Jews became more and more involved because Jews were struggling to get an income and own businesses.

Also attacks on synagogues were made by German people. And this shows how influential Hitler was and people actually attacked Jews that it would make Germany great. And the 'Night of the Broken Glass' also suggests that this event led to no more serious things happening like attacks on their religious places. This shows how violent the treatment of Jews became.

A couple of years after Kristallnacht, a law called the Nuremberg Laws was implemented, this law was basically a law issued to say that Jewish people should not be treated as humans. This was a huge turning point because this gave the Jewish citizens no freedom to do anything and that's when every Jew was sentenced to a concentration camp to work in slave labour; this shows how the treatment of Jews progressively got worse and eventually led to the locking up of every Jew in a concentration camp. So I can say that the Kristallnacht led to the violent actions later caused by Nazis in the next few years and this caused the turning point in Nazi Germany history.



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Examiner Comments

Part (a), is low Level 3 - 7 marks. It understands some of the key features of the July Bomb Plot and the focus of the set question. More details would have given a higher mark within Level 3.

Part (b) is high Level 2 - 7 marks. It is a narrative and descriptive account but the chronology is confused and there is a lack of focus. The Nuremberg Laws are an aspect that is beyond that offered as a stimulus.

Question 6

In part (a), there were a small number of Level 1 responses which were usually simple comments such 'they were Hitler's bodyguards', 'they ran the camps' without any development. Some responses at this level clearly confused the SS with the SA and described their role as beating up opponents, disrupting rival political party meetings and putting up propaganda posters. In Level 2, there were a lot of accurate descriptions about work undertaken by the SS such as Hitler's bodyguards, eliminating the SA during the Night of the Long Knives and working in the concentration and death camps. Only a few mentioned the SS and the book-burning. At Level 3 there were some very impressive answers which described the role of the SS as an integral part of the terror state as well as serving as role models for the Aryan race. Some candidates categorised the SS as having military as well as ideological roles by implementing Nazi racial policies. Answers at this level often included details of the Lebensborn programme or their role in Nazi-occupied territories.

In part (b), many candidates had good historical knowledge on the Nazi government's policies towards the young both in terms of education and youth movements. One particular issue with this question however was that many responses referred, often with excellent supporting detail, to the White Rose Group which unfortunately could not be credited as it is outside the time frame of the question. Similarly, although otherwise excellent material, comments on the loyalty of young people on the Home Front during the Second World War could not be given marks.

Level 1 statements tended to be assertions such as 'teachers only said good things about Hitler' and 'after school children learnt about Hitler again in the youth groups.' In Level 2, most responses described education and youth groups with some details on the content of lessons and activities in the Hitler Youth and the BDM. Most of these responses implied that young people's lives were clearly controlled by the Nazi government but used the Edelweiss Pirates as an example to show there was not total control. At Level 3, there was more focus on the set question and developed arguments regarding 'successful' control by the Nazi government. Most responses argued that on the whole control was successful and that a combination of education policies including Race Studies and youth movements that many enjoyed, made many young people loyal to the Nazis. Some candidates also pointed out that this often led to conflicts between the young and their parents who were often more cynical and likely to oppose the regime. In Level 4, there were some outstanding answers that offered detailed evaluation of the respective strengths and weaknesses of the factors examined. The fact that the Hitler Youth was made compulsory was seen by some as dubious evidence of success as well as the very existence of the Edelweiss Pirates showed that the Nazi government's control of the young was not totally successful.

Paper Summary

Observations based on the performance on this paper:

- Candidates need to be familiar with the entire specification in order to ensure that they can access question 2 which has no source or stimulus material.
- In order to achieve higher than Level 2, candidates responses need to move beyond narrative and descriptive accounts with explanations which will depending on the question show awareness of causation, consequence, change, significance or key characteristics of what is identified in the question.
- Responses need to keep to any time frame given in the question and be focused on the actual question in the examination rather than a set response to a previously set question on the same topic area.

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