

ResultsPlus

Examiners' Report
June 2011

GCSE History 5HA02 2A

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at www.edexcel.com.

If you have any subject specific questions about the content of this Examiners' Report that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:
<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can contact our History Advisor directly by sending an email to Mark Battye on historysubjectadvisor@EdexcelExperts.co.uk.

You can also telephone 0844 576 0034 to speak to a member of our subject advisor team.



Get more from your exam results

...and now your mock results too!

ResultsPlus is Edexcel's free online service giving instant and detailed analysis of your students' exam and mock performance, helping you to help them more effectively.

- See your students' scores for every exam question
- Spot topics, skills and types of question where they need to improve their learning
- Understand how your students' performance compares with Edexcel national averages
- Track progress against target grades and focus revision more effectively with NEW Mock Analysis

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus.
To set up your ResultsPlus account, call 0844 576 0024

June 2011

Publications Code UG028170

All the material in this publication is copyright
© Edexcel Ltd 2011

Introduction

As centres become more familiar with the demands of the examination, it is pleasing to see an increasing number of candidates focussing their answer on the demands made by the question, rather than merely rehearsing what they know about a topic.

This is particularly noticeable in Question 3, where the majority of candidates were able to show how the various factors either played a part in bringing about stability in Germany in the 1920s, or in helping the Nazis to win support. For some candidates, however, comparative importance continues to be something they find very difficult.

It might perhaps be of benefit to quote from the January 2011 examiners' report on this issue. In that report centres were advised that:

To score highest marks, the answer must compare the relative importance of a number of factors. In trying to do this many candidates asserted that one factor was the most important because it was very important. Such an approach is flawed. Comparison must involve an analysis of at least two factors.

Examples are given in the report on Questions 3(a) and 3(b) which may help candidates to understand how this might be done.

One issue which emerged this summer was around the use of dates in questions. There are eight questions on the paper and to avoid overlap, it is necessary for the examiners to restrict the time periods addressed in individual questions. Thus, Question 1(c) talked about effects 'in 1923', Question 1(d) about difficulties in '1919-20' and Question 3(b) about propaganda in '1929-32'. If candidates are to do themselves full justice, they need to look out for these signposts. It would surprise many candidates to hear that details of Hitler's use of propaganda whilst in power was not relevant in Question 3(b).

Question 1 (a)

Candidates are now secure in their understanding of the requirements of this first question. There were few answers which address the nature, origin and purpose of the source, and only the weakest responses were limited to paraphrasing or copying the source. Some candidates still write much lengthier responses than is necessary, but under the stress of sitting a public examination, perhaps this is understandable. It is worth emphasising that only one supported inference is required to score full marks – and this can be achieved in just 3-4 lines.

The example shown was a common response, suggesting that the Jews were disliked, as evidenced by the extreme reaction to the death of a single diplomat. Although it is not possible to recognise the second inference, the first suffices to achieve four marks.

Study Source A.

Source A: From a modern history book, published in 2000.

In 1938 a German diplomat in Paris was shot dead by a Jew. The Nazi response to the murder was to launch an attack on Jews and Jewish property on the night of 9 November 1938. This became known as *Kristallnacht* – a reference to all the broken glass resulting from the destruction. Some 7,500 Jewish businesses were destroyed and over 30,000 Jews were sent to concentration camps.

(a) What can you learn from Source A about the position of the Jews in Nazi Germany? (4)

From source A I can learn that the Nazi disliked the Jews because instead of punishing the Jew that shot the German diplomat they reacted by punishing all Jews. The position of the Jews was very undignified and were looked over as vermin and should be gone from this world.



ResultsPlus Examiner Comments

The answer begins with the inference that Jews were disliked. The support is not a direct quote, but instead a paraphrasing of the relevant part of the source. Although a direct quote is better technique, paraphrasing the source to support an inference is a valid approach.



ResultsPlus Examiner Tip

To be successful in the examination you have to move crisply through the questions. This 'starter' is one where you can gain time for other questions. Find your inference, make it, support it with a quote and move on!

Question 1 (b)

This question was not to the liking of all candidates. Indeed, some did not understand what was meant by the 'Weimar Constitution' and wrote about the Treaty of Versailles or limited their responses to the problems created by proportional representation. What the examiners were looking for on the question was an understanding that the constitution was democratic, followed by details of officials, elections, voting etc.

Two developed answers would score 5-6 marks on this question. The answer shown was awarded 5 marks.

(b) Describe the key features of the Weimar Constitution.

(6)

The Weimar constitution was more democratic than when the Kaiser was in charge, the German people had more freedom such as the chance to vote - which men and women could do if they were over the age of 20. This meant that Germans had a say on how their country was run which benefitted Germany, and the support for the Weimar government.

The Reichstag had a Chancellor and a president. The Chancellor was in charge of day to day life and made important decisions while the president had the power to activate 'Article 48' which suspended any laws at that time and he could decide what was done - this only happened in emergency. ~~Many people weren't happy with the way~~ New parliament was elected every 4 years.



ResultsPlus
Examiner Comments

Two points are developed (the constitution was democratic and the role of the Chancellor). The second development is not fully supported, so 6 marks were not awarded.



ResultsPlus
Examiner Tip

Don't leave it up to the examiner to find your developed points. It is good technique to use terms such as 'one feature was...' and 'another feature was...'

Question 1 (c)

This question raises an important point about the use of dates in questions. Here the wording is precise; candidates are asked about the effects 'in 1923', rather than just the effects in general. This was to prevent candidates discussing the Dawes Plan and the work of Stresemann. Most candidates worked within 1923, though there were some extensive answers on solutions to the problems created, rather than on the problems themselves.

Most candidates were able to give details of the failure to pay reparations in 1922 and consequent French invasion. From that came passive resistance, strikes, printing of banknotes and hyperinflation (where plenty of examples were given!). Better answers explained the consequence of these actions, with the very best understanding that the government lost popularity and credibility.

The answer shown was marked in Level 3. After setting out the economic problems created by the occupation (not shown), the answer moves on to explain how the occupation not only made the Weimar government seem weak, but led to support for political opponents.

Because of these negative effects, the Weimar government became even more unpopular than it was already. The German people considered the acceptance of blame for the 1st World War as part of the Treaty of Versailles to be disrespectful

and a dishonour to those that had fought and to the country itself, so when the French took action to get reparations as part of the Treaty, not blamed Weimar and its actions for this. As a result, there was more opposition by the likes of the Spartacists, Freikorps and NSDAP, as well as more uprisings. Politicians, over a hundred, were also killed. As well as making it unpopular, Weimar was now also weak, meaning that ultimately the French occupation ~~was~~ paved the way for new political movements like the Nazis to rise up and eventually take over.



ResultsPlus
Examiner Comments

This is the second part of a candidate response. The candidate clearly sees the wider impact of the occupation and explains how it harmed the Weimar government. 7 marks were awarded.



ResultsPlus
Examiner Tip

Remember that this question is about effects. It is not enough to say what happened. What did those events you have described cause to happen?

Question 1 (d)

The Treaty of Versailles is a topic which candidates know well, and there was plenty of detail on land losses, the War Guilt Clause and reparations. Such answers did identify the reasons why the German government had difficulties, but they did not directly explain the connection and so were marked at Level 2.

There was a lack of precise knowledge of the chronology of the period which hindered some candidates. Whilst it was undoubtedly true that the government was unpopular for signing the treaty, agreeing to the War Guilt Clause and to the principle of reparations, it is not true that it took the blame in 1919/20 for agreeing to pay the crippling sum of £6,600 million. This figure was not set until 1921. Equally, whilst it is true that the treaty made the government unpopular and led to uprisings, such as the Kapp Putsch, it did not lead to the Spartacist Revolt, which pre-dated the publication of the terms.

The answer shown explains a number of reasons why the Treaty of Versailles created difficulties for the Weimar government. It contains several references which are outside the time span of the question (hyperinflation, the Spartacists, '£6.6 billion'), but the basic arguments are sound. There was opposition to the government as a result of signing Versailles and why this created difficulties for the government is explained. The explanation of the financial difficulties is less strong, but is valid. The conclusion does not actually link the reasons, but instead says they both made the government unpopular. However, the level of explanation is enough to be rewarded at Level 3.

Q) Explain why the Treaty of Versailles created difficulties for the German government in the years 1919-20.

(8)

One reason why the Treaty of Versailles created difficulties for the Weimar government in 1919-1920 was ~~that~~ that it ~~made the government bankrupt~~ caused uprisings against the government. Germans resented Versailles - it humiliated them by forcing them to take the blame for starting the war, made Germany weak by reducing the military and caused huge economic problems because of hyperinflation. ~~The~~ Many people blamed and hated the government for signing and accepting the Treaty of Versailles, and as a result there was a lot of support for ~~extremist~~ extremist parties. This led to events such as the Spartacist uprising in Berlin (a huge communist uprising in 1919) and the Kapp Putsch - a right wing revolt, also in Berlin, to get the Kaiser back into power. These events created difficulties for the Weimar government, as the government had to concentrate on how to deal with the results, instead of concentrating on how to solve Germany's problems.

Another reason why the Treaty caused difficulties was because it ~~made~~ made the government bankrupt. Reparations were forced onto Germany. They were set at £6.6 billion, and drained ~~the~~ the government's income. This caused difficulties because it meant that the Government's ~~finances~~ finances were extremely low, therefore it was financially unstable.

These two causes are linked, because the government's financial ^{caused by reparations} situation, ^{contributed to} also ~~its~~ its unpopularity - which was also caused

by other effects of the treaty of Versailles.



ResultsPlus

Examiner Comments

The answer goes straight into addressing the question 'One reason why the Treaty...' and has a second paragraph stating 'another reason'. This shows good technique.



ResultsPlus

Examiner Tip

Pay particular attention when a question has dates in it. Examiners often use dates to limit the amount they want candidates to write about. So writing outside the given period is just wasting valuable time.

Question 2 (a)

Candidates generally knew a good deal about the Churches in Nazi Germany, though sometimes the detail was related more to why Hitler wanted to control them than how. There was plenty of detail on the Concordat and the German Christian Movement which was rewarded at a high Level 2. Where candidates were able to explain that Hitler's measures were part of a policy of repression (in keeping with the totalitarian nature of the Nazi regime), Level 3 was awarded.

The extract shown has good detail on the policy towards the Catholic church, though is less strong on the Protestants. It does, however, see Hitler's measures as part of a policy of repression and links to totalitarianism, thus achieving a mark at Level 3.

Chosen Question Number: **Question 2(a)** **Question 2(b)**

The Repression of the churches was one of the ways that Hitler used to take control of Germany in his policy of Totalitarianism. Firstly the ~~economic~~ Christian morality was a big part of the Nazi's policies and Hitler wished to ensure that it kept to Nazi rules.

The Catholic Church made up one-third of the Christian population in Germany. The Hitler found a problem with the Catholics as their first allegiance was to the pope and not Hitler, which defeated his policy of the Führerprinzip. As well as the Catholic ~~children~~ ^{schools} teaching different values to the Nazi state schools.

Hitler then formed a concordat with the Pope which ensured the Catholics and the Nazis would work together. They agreed that ~~pastors~~ Catholics would have the freedom of worship and Nazis would not interfere with Catholic schools. They also agreed that pastors would not interfere with politics.

and they would swear an oath of loyalty to Hitler. However many Catholics were harassed by the Nazis and many ended up in concentration camps. Hitler broke his promise as Catholic schools were brought in line with Nazi state schools and Catholic Youth movements were banned.

On the other hand many Protestants felt grateful to the Nazis for saving them from communism and many displayed Nazi flags during their services. They formed an agreement to support the Nazis and a Protestant was appointed the Bishop of the Reich. Any pastor who supported Nazi ideas was allowed to continue with his service.

However some Protestants did not agree with Nazi views and formed the PEU movement against Nazi ideas. This caused trouble for Hitler and spoke out about the Nazis so the leader was sent to a concentration camp and the PEU was banned.



ResultsPlus Examiner Comments

The answer goes further than just saying what Hitler did. It is able to explain how Hitler's actions were part of a more general policy.



ResultsPlus Examiner Tip

Look for the 'big picture' or 'overview'. Just saying what Hitler did may get you good marks, but not top marks.

Question 2 (b)

This question was not done well and revealed a misunderstanding about what is meant by 'standard of living'. The specification is clear on this and lists '*German workers, the Labour Front, Strength Through Joy, Beauty with Labour, wages, prices and the Volkswagen*'. However, some candidates interpreted the phrase as meaning 'way of life'. As a result, there were answers which talked of persecution of Jews, gypsies and homosexuals, of women being encouraged to stay at home and have children, or of how children's lives improved/worsened by being subjected to Nazi educational philosophy. This was not the point of the question and candidates who wrote solely on these issues were restricted to Level 1.

Some candidates were able to link persecution to employment issues, such as women losing jobs or Jews being banned from owning land leading to a deterioration in their standard of living. This took them out of Level 1. The very best answers showed how Nazi policies brought benefits through increased employment and the KDF, but also had a negative impact through worsening working conditions and longer hours.

The following extract reached the bottom of Level 3 for explaining both the negative and positive impacts on the standard of living.

When Germans to have sex with or marry a Jew. Jews could no longer inherit land. This meant that they would see a loss in income and therefore a lower standard of living.

There were also positive aspects in the years 1933-39 due to Hitler. Unemployment fell from 6 million to half a million. This was due to Hitler's policies in creating jobs and increasing production. For example, Hitler increased the army force, ~~army~~ and increased production in weaponry and also in agriculture through 'Autobahns' (motorways). These methods decrease unemployment and helped the economy to recover and invest more. However, Jewish people were not included ~~in~~ in the statistics.

Many argued that the standard of living got worse because people worked longer hours and their rights diminished.

Women's lives changed due to the 3 K's (Church, Kitchen, Children) in Germany. They found it hard to find jobs and had to be the stereotypical old housewife which some liked and some disagreed with, as they went on protests such as marches.

Question 3 (a)

This question asked candidates to consider various factors which brought stability to Germany in the 1920s. Candidates knew the topics well and there were some very detailed and well-written responses.

As stated in the introduction, candidates seem to have mastered the technique of explaining how or why various factors contributed to the stated outcome. Where they find things more difficult is trying to prioritise between reasons and often a factor is described as the most important for the reasons that were used in establishing it was important in the first place!

Overall, I think it was not the Dawes Plan but the introduction of the Rentenmark which was Stresemann's most important action in bringing stability to Germany as without it, neither the Dawes Plan nor the Young Plan would have been possible, and countries would not have traded

with a country with an untrusted currency. The Rentenmark also decreased inflation dramatically, which stabilised Germany.



ResultsPlus
Examiner Comments

This conclusion shows how one factor might be compared with another in importance. The candidate has argued that the Dawes and Young Plan were both important, but actually the introduction of the Rentenmark was more important because without it the Dawes and Young Plans could not happen. This is making a judgement on the relative importance of more than two factors and so reaches Level Four.

Question 3 (b)

The question asked candidates to consider a number of factors which contributed to growth in support for the Nazi Party in the years 1929-32. As in Question 3(a), candidates generally wrote well and often at some length. One disappointment was that many candidates saw the word 'propaganda' and then launched into detailed accounts of the way that the Nazi Party used propaganda to maintain itself in power. This question was about the period 1929-32 and so much of the detail on, for example, control of the media was not relevant. Fortunately, there was usually sufficient 'generic overlap' to allow reward.

A different approach to prioritisation is adopted in the 3(b) answer shown.

The Nazis were anti-communist as most of ~~the~~ were lots of people in Germany. This meant that the Nazis gained funds from befriending big businessmen who were also anti-communist. These funds gained finances to finance ~~the~~ propaganda such as Mass rallies and posters. So it could be argued that without the finances, ~~the~~ the Nazi propaganda scheme wouldn't have been as effective and therefore they were not as popular. But because the Nazis-



ResultsPlus Examiner Comments

Here in the body of the essay the candidate begins to discuss the Nazi opposition to communism and how this won the support of businessmen. They provided funding which enabled the propaganda to be produced. Although it isn't stated directly, the implication is that being anti-communist was, therefore, more important than using propaganda.



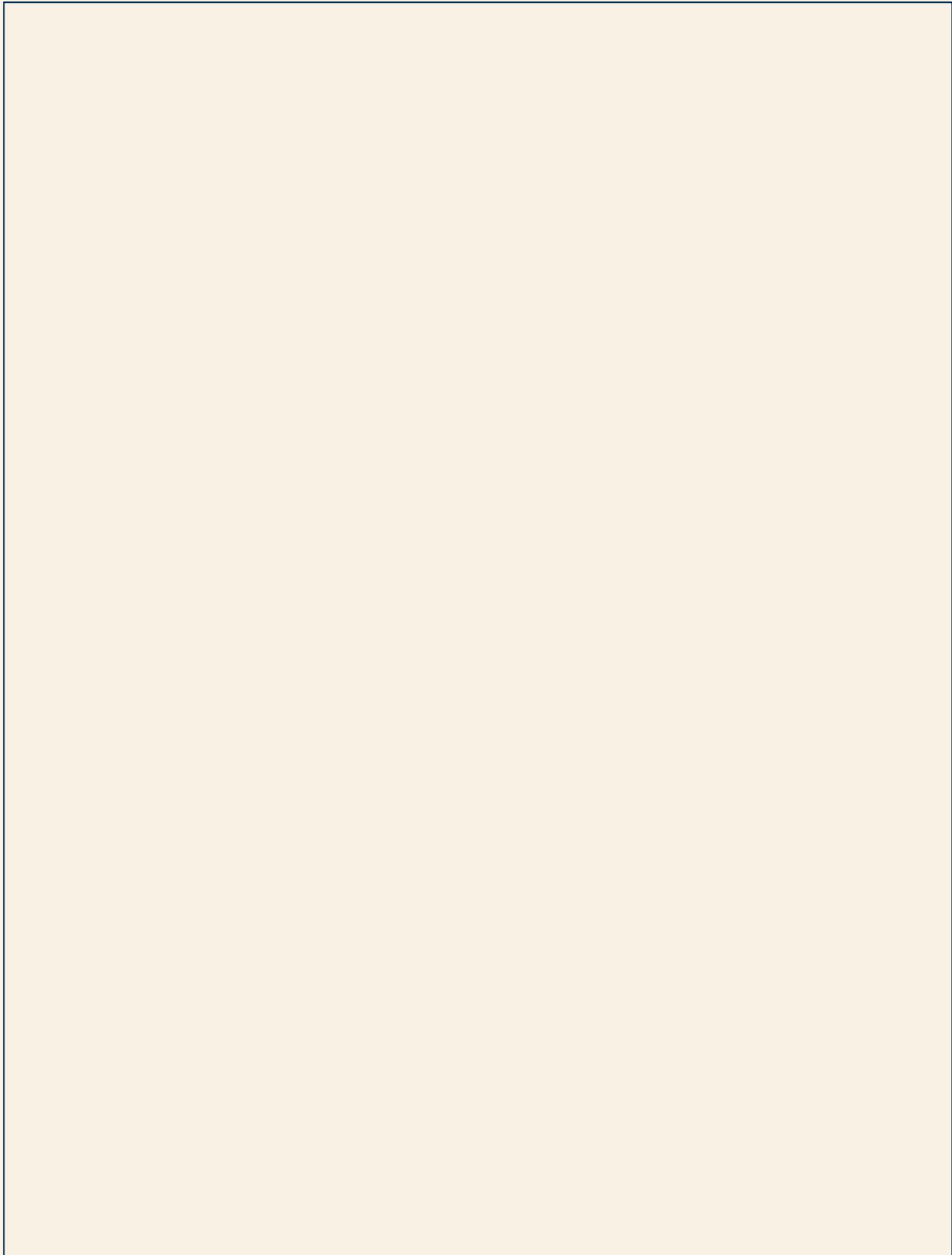
ResultsPlus Examiner Tip

Remember that you cannot prove that one factor is more important than another unless you write about both and compare them.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>



Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publication.orders@edexcel.com

Order Code UG028170 June 2011

For more information on Edexcel qualifications, please visit

www.edexcel.com/quals

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual
.....



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

