

Examiners' Report

June 2015

GCSE History 5HA02 2A

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Introduction

Candidates are now very familiar with the demands of the paper and there were few difficulties with the question set this year (with the possible exception of Question 1(c), see below). Candidates were generally well-prepared and gave full answers to all questions.

To enable centres to continue to work on improving performance, it may prove beneficial to consider the demands of Question 2 and the revised Question 3 before looking at performance in the individual questions.

Both alternatives in Question 2 this year were on change. Candidates must, therefore, take care to ensure that they do not just write on what happened, but explain how the position was different from what had gone before. This may involve change within the given period (as in the question on the Churches) or change from what had gone before (as in culture and the arts). Where a question requires a discussion of what went before, candidates need not write in detail, but it is necessary to establish that the Weimar governments had a liberal and open attitude to the arts, which contrasted with the Nazi approach.

There was an amendment to Question 3 this year which resulted in only two stimuli, instead of the usual three. Examiners were instructed to limit reward within a level where candidates did not use additional knowledge (as per Ofqual's ruling). Whilst most candidates have looked to do this in the past, centres should note that it is now a requirement and Level 4 cannot be accessed without three explanations being given. As only two stimuli are provided, by definition, the use of a third explanation using additional knowledge is required.

Question 1 (a)

As in previous years, some candidates extracted or paraphrased information in the source in the mistaken belief that they were providing information. Examiners were unable to accept that candidates who stated that the Nazi Party was banned or became well-known were making an inference and these answers were marked at Level 1. The vast majority of candidates, however, suggested that the source told us that the Nazi Party grew significantly (or indeed did not really make significant progress) and were rewarded at Level 3 where they provided support from the source.

Germany, 1918–39

Answer Questions 1(a) to (d), then Question 2(a) OR 2(b) and then Question 3(a) OR 3(b).

Question 1 – you must answer all parts of this question.

Study Source A.

Source A: From a modern world history textbook, published in 1999.

In 1925, Hitler persuaded the German government to lift the ban on the Nazi Party and set about reorganising it. However, he then made a speech that was so critical of the government that he was banned from public speaking for two years. Nevertheless, by the end of 1926, the Nazi Party had 50,000 members and had become a nationally-known party. But in the 1928 election, the Nazis won just 12 seats and were only the eighth-largest party in Germany.

(a) What can you learn from Source A about the development of the Nazi Party in the years 1925–28?

(4)

From Source A it can be inferred that the popularity of the Nazi party increased after Hitler 'set about reorganising it' as it became 'nationally known'. It can also be inferred that the Nazi party was still not yet the most popular party by 1928 ~~to 1928~~ and has suffered a set back as they won 'just 12 seats' in the election that year.



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Examiner Comments

This response goes straight to answering the question with no unnecessary introduction. Two inferences are given and supported.

The first inference that the Nazi Party became more popular as it was nationally known is dubious; the second that it was still not the most popular as it had only 12 seats is undeniable.

Level 3 was awarded.



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Examiner Tip

Candidates should make the inference in the first line of the response and then ensure the support comes from the source, not general knowledge.

Question 1 (b)

Although there was some confusion between the Ruhr and the Rhineland, candidates generally scored well on this question. Answers generally concentrated on the reasons for the French invasion, the opposition of the French workers and the economic impact of the government's decision to print more banknotes. It was not uncommon to see full marks awarded where good factual detail was provided. It was surprising, however, to see that some candidates believed the invasion came after hyperinflation, rather than contributing to it.

(b) Describe the key features of the French occupation of the Ruhr in 1923.

(6)

The French occupation of the Ruhr in 1923 was due to Germany's inability to pay the reparations. After ~~hyperinflation~~ the ~~mark~~ had little value. Therefore the French who desperately needed money took over the Ruhr which consisted of 80% of German raw industry of coal, iron and other materials. As a consequence the ~~ge~~ German Government told workers to hold peaceful protest and strike. The workers did ~~x~~ this. This meant that the French were not getting the materials. The French then decided to ~~pr~~ bring in their own workers into the Ruhr.



ResultsPlus Examiner Comments

The section shown from a candidate's answer is a very good example of how to write about one feature of the invasion.

A second paragraph followed on the impact of the invasion on the German economy and full marks were awarded.



ResultsPlus Examiner Tip

This question is about selecting and deploying factual information. So candidates need to make sure they support their comments with precise detail.

Question 1 (c)

Although 'Stresemann's successes abroad' is a topic detailed in the specification, a significant minority of candidates confused Stresemann's foreign policy with his economic policy and so did not receive any reward on this question. Economic policy could have been made relevant through a discussion on how foreign policy created an environment where the USA felt able to offer economic support, but on its own it was not rewardable. Where candidates knew about foreign policy, there were good explanations of the effects on international relations of Locarno and Kellogg-Briand and Germany joining the League of Nations.

Another effect was that Stresemann's policy policies brought about a period of eased tension with France, Italy, Belgium and Britain. In 1926, Germany was given a permanent seat in the League of Nations and this marked Germany's return to great power status, ~~and in 192~~. In 1925, the Locarno treaties were signed with Britain, Italy, Belgium and France which stated that all borders would be kept the same. This meant the allied countries, especially France, felt more secure and tensions in Europe eased.

As a result of Stresemann's policies, the all Allies withdrew from the West bank of the Rhine in 1927, 5 years earlier than planned in 1933, and France and Belgium withdrew from the Ruhr in 1925.



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This is a very good example of a low Level 3 response. The candidate knows the details of Stresemann's foreign policy well, and the suggestion that it resulted in 'reduced tension' takes the answer into Level 3. However, further explanation of the wider impact of Stresemann's work on European relations was needed to score higher marks.



ResultsPlus Examiner Tip

To score the highest marks in a question asking about effects, candidates need to consider a more overall impact. For example, did Stresemann's foreign policy have a beneficial effect on Germany's economy?

Question 1 (d)

This question provided few difficulties for candidates. There was very good knowledge of Hitler's policies and the thinking behind them. However, candidates sometimes failed to take the answers beyond the assertion that 'Hitler wanted young people to support him', or 'He wanted to make boys ready to become soldiers and girls ready to be mothers' and consequently did not reach the highest level. To achieve a mark at Level 3, it was necessary to explain not that Hitler wanted soldiers and mothers, but that he was using education and youth movements to instil a belief in Nazi ideology that would remain with German children throughout their lives. Those answers which explained how policies towards the young were designed to win support for a nationalistic, militaristic, totalitarian regime (and showed how) scored top marks.

The Hitler youth was for boys; they practised military work so that in the future they would be prepared for war. The league of German maidens was for girls and it taught them to take on motherly feminine roles so that Germany's economy would be boosted and Germany would have traditional families.



ResultsPlus Examiner Comments

The section of this answer shown is clearly a Level 2 response, giving details of how Hitler wanted to shape boys and girls for different roles in society. It does not, however, explain how that would benefit the Nazi Party and so does not reach Level 3.



ResultsPlus Examiner Tip

Candidates need to remember to make sure that their explanation clearly links the explained reason to the outcome. In this case it is not enough to just give details of the unpopular elements of the treaty. Candidates need to explain why Hitler wanted to encourage the German youth to support Nazi ideology. Why was that of benefit to him?

Question 2 (a)

There was some confusion about what was meant by culture and the arts. Examiners allowed a wide interpretation of the term, but could not reward discussion of the use of the Gestapo or the control of the Churches. Most candidates wrote on Hitler's control of music and Art and his dislike for 'decadent' theatre, jazz music and modern art. Others talked of a culture that encourage marriage, large families and women dressed in a 'traditional manner'. Such answers scored well in Level 2. Where answers were rewarded at Level 3, it was the result of an explanation of things changed under Hitler. This did not mean explaining what the Nazis did, but how their repressive approach was different from the freedom of the golden age of Weimar.

Answer EITHER Question 2(a) OR 2(b).

EITHER

2 (a) Explain how culture and the arts changed in Germany in the years 1933–39.

(8)

OR

2 (b) Explain how Nazi policies towards the Churches in Germany changed in the years 1933–39.

(8)

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 2(a) ☒

Question 2(b) ☒

In the years 1933–39, Hitler and the Nazi Party came to power. Hitler had a view for Germany; he wanted Germany to be traditional. This was reflected in the culture and arts in 1933–39.

Music went old fashioned again. Hitler wanted to make Germany traditional so music was a big part of this. Theatre also went traditional, so did art and all other arts. Hitler had a view for Germany and he stuck to it and made it happen.

Another big thing that Hitler changed was Germany's culture. He made the culture go traditional, with traditional German values. As expected, women weren't happy that they were expected to stay at home whilst the man goes out and works. However, through propaganda, Hitler managed to persuade women across Germany that they would be benefitting their family if they did this.



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Examiner Comments

This answer explains what Hitler wanted, but does not explain how this was a change from the previous position.



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Examiner Tip

This question is about change. Candidates should, therefore make sure they do more than just explain what happened. To score highest marks they must show how those events made a difference. How was Nazi policy towards culture and the arts different from what existed previously?

Question 2 (b)

Candidates showed good knowledge about the Nazi policies towards the Catholic and Protestant Churches. Although much of what Nazism stood for was in conflict with Christian beliefs, Hitler realised that the depth of religious conviction made it unwise to be in direct conflict with the Churches. So the Concordat was signed with the Catholic Church and Nazi loyalists in Protestant groups formed the Reich Church. More successful answers explained, this approach was replaced by a much tougher line as Catholic priests were persecuted and Pastor Niemoller and other Protestants were arrested and sent to concentration camps.

The most important was the changing of the church to the Reich Church as it showed that Hitler was aiming to control every aspect of Germany. Thereby taking control of the German people and forcing their loyalty. Overall, the Nazi policies towards the church showed the control the Nazis had ^{over the people} ~~and their~~.



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Examiner Comments

This final paragraph of a candidate's answer summarises what was explained in earlier paragraphs. Although it relates only to the Protestant Church, it does show the change to Nazi control and, therefore, reaches Level 3.



ResultsPlus

Examiner Tip

This question is about change. Candidates should, therefore make sure they do more than just explain what happened. To score highest marks they must show how those events made a difference. How was the position of the Church under Hitler different from that of 1933?

Question 3 (a)

The new challenges presented on Question 3 have been discussed earlier. On this particular question the additional knowledge required was that of the Kapp Putsch. Candidates showed very detailed knowledge of the Munich Putsch and, to a lesser extent the Kapp Putsch, but were less secure when discussing the Spartacist uprising. Information on what happened was readily provided, but many candidates did not go on to explain why the uprising being discussed posed a threat (or did not pose a threat) to the Weimar Republic. Where candidates attempted this, the response was sometimes merely an assertion 'So this posed a real threat to the government' without an explanation of why.

Those candidates who did explain the degree of threat, perhaps by the extent or duration of the uprising, or the difficulty of overcoming scored in Level 3. Where there was a direct comparison between the threats posed, Level 4 was achieved.

Question 3 (b)

This question perhaps offered more 'own knowledge' alternatives and many candidates wrote about propaganda, fear of Communism and anti-Semitism. There was some impressive knowledge of the political intrigue at the beginning of 1933, but also some unfortunate discussion of the Reichstag Fire, the Enabling Act and measures introduced by the Nazis after January 1933. Candidates must take careful note of the dates mentioned in questions to avoid providing information outside the given period.

Detail of the impact of the Great Depression and the work of the Sturmabteilung was good and many candidates were able to explain how they helped Hitler gain power. As mentioned in the report introduction, candidates were less secure when it came to prioritisation.

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(a) ☒ Question 3(b) ☒

Yes, I think that the Great Depression was the main reason why Hitler became Chancellor of Germany because without the great depression, the people wouldn't have had a reason to vote for him. The American Stock Market crashed in October 1929. This meant that American companies and banks had to withdraw their loans and investments from Germany meaning that the German economy also crashed.

This resulted in ~~unemployment~~^{unemployment} rapidly increasing, it's at its highest in 1932. This also led to a decline in the standards of living of the German public. The government at this point weren't improving the situation so many public were looking for an alternative. Hitler was offering 'bread and work' and he came across as a very strong leader which is what the public felt they needed. Therefore, the Great Depression led to Hitler becoming Chancellor because he offered a stable government when the public were desperate so in ~~1932~~ 1932, the Nazi Party gained 230 seats, becoming the majority in the Reichstag.

Overall, I think that the Great Depression was the most important reason for ~~the~~ Hitler becoming Chancellor because it gave Hitler a platform. However, you could argue that without the propaganda, people wouldn't have known about the Nazi Party so Hitler wouldn't have had any support in the first place. Moreover, you could

argue that the SA were the most important reason because without them, nobody would have been intimidated so he may not have got as many votes and he ~~wouldn't~~ ^{couldn't} have been able to get away with what he did. However, I have ordered the reasons the way I have because I think that there would have been no reason for the Nazi Party without the Great Depression the propaganda helped raise awareness and I think that Hitler would have had enough support even without the SA's intimidation.



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Examiner Comments

The extracts from the answer shown serve to show a candidate clearly explaining a cause and addressing prioritisation. The first extract does not simply describe the Great Depression and assert that it led to support for the Nazis. It clearly explains why that support was forthcoming. Two other explanations of the same quality follow. At that point the answer reaches top of Level 3.

As three explanations have been given (one of which is not based on the stimuli) reward can be given if the candidate addresses priority in an appropriate manner. This is clearly done in the second paragraph where the link between all three reasons given is explained and supported in a manner which takes the answer to the top of Level 4.



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Examiner Tip

There are no rewards for saying 'this was the most important reason...this was the second most important reason ...' unless the candidate can prove it. To gain reward in Level 4, candidates must explain at least three reasons and then compare them to prove relative importance. Prioritisation cannot be achieved by explaining the importance of a single factor.

Paper Summary

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

- Make sure you are aware of the different skills tested in each question (e.g. Question 1(c) is always about effects).
- When addressing the issue of change in Question 2 make sure you show the position 'before' in order to show how what you are explaining is a change.
- Always take note of the dates given in a question (e.g. Question 1(d)). They are there to help you manage your time by limiting the material you have to address.
- Remember that the top levels are for explanation. That involves using factual knowledge to make your points, not just asserting that something is the case.
- In Question 3, you cannot reach the top of Level 2, or Level 3 (and cannot reach Level 4 at all) without bringing a factor additional to those in the stimuli into your answer.
- In Question 3 prioritisation involves direct comparison between at least two factors. It is not sufficient to explain why one factor was the most important without reference to other factors.

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