

GCSE (9–1)

Examiners' report

**HISTORY A
(EXPLAINING THE
MODERN WORLD)**

J410

For first teaching in 2016

J410/02 Summer 2022 series

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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

Advance Information for Summer 2022 assessments

To support student revision, advance information was published about the focus of exams for Summer 2022 assessments. Advance information was available for most GCSE, AS and A Level subjects, Core Maths, FSMQ, and Cambridge Nationals Information Technologies. You can find more information on our [website](#).

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Paper 2 series overview

While there were a reduced number of candidates this year, it was clear that most candidates had been well prepared for the examination and understood the changing nature of Germany across the whole period. Marks were awarded across the mark range for all questions and scripts encompassed a wide range of abilities.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<ul style="list-style-type: none"> • managed their time effectively to make sure that a proportional amount was given to questions relative to the number of marks awarded (Questions 1-5) • used examples, events and individuals relevant to the appropriate time period and issue addressed in each question (Questions 1-5) • linked their explanations back to the question asked (Questions 2,3 and 5) • displayed an understanding of how source provenance, content and context can be analysed to reach utility judgements (Question 4 (a)) • displayed an understanding of how source purpose can be analysed within a historical context (Question 4(b)) • had a clear understanding of how change and continuity impacted on the lives of ordinary people during the period studied (Questions 2,3 and 5) • structured a balanced argument in relation to the essay question asked with evaluation of the impact of change (Question 5). 	<ul style="list-style-type: none"> • offered material outside the chronological scope of the question (Questions 1,2,3 and 5 in particular) • gave descriptive examples that related to an issue different from that outlined in the question (Question 2 and 3 in particular) • focused on surface features of source material rather than developed inferences (Question 4(a)) • used contextual knowledge outside of the relevant time period for the source material (Question 4) • focused responses on the message and content of the source rather than the purpose (Question 4(b)) • described issues or examples that were not explained in relation to the issue outlined in the question (Question 5) • left insufficient time to dedicate to the longer answer essay question (Question 5).

Question 1

Germany 1925–1955: The People and the State

1 Describe **one** way in which Hitler removed opposition in the years 1933–34.

[2]

This question required candidates to outline and describe one example of how Hitler removed opposition in Germany in the period 1933–34. A small amount of supporting description, including the opposition group or individual, was required to achieve 2 marks.

Almost all candidates attempted this question and understood the concept of opposition, as applied to the Nazi Party in Germany at the time. There were a large amount of succinct and accurate responses, applying to the years chosen, relating to key events including the emergence of the Enabling Act, emergency powers allowing Hitler to remove other political parties and the Night of the Long Knives in particular. The Reichstag Fire was usually utilised effectively to explain the banning of the communist party. An example of this is shown in Exemplar 1.

A small amount of candidates chose to focus on the Reichstag Fire as the basis for Hitler removing opposition, but did not attach this to the banning of the Communist Party, which was required by the mark scheme. A very small number of candidates outlined reference to youth, military and political opposition outside of the time period identified.

Responses that outlined undeveloped references to the Gestapo and SS being used to remove opposition were awarded one general mark.

Exemplar 1

1		Hitler removed opposition, after the Reichstag Fire in 1934. Through the Enabling Act, earlier that year, Hitler had the authority to ^{signed} arrest many Communist officials as he claimed the Communists conspired to burn down the Reichstag building. With a majority of the Communist officials incarcerated, Hitler would face little opposition.
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Exemplar 1 outlines a more successful response where the candidate identified both the use of the Enabling Act and the Reichstag Fire as examples of the ways in which Hitler removed opposition. The candidate relates the Nazis taking advantage of the Reichstag Fire to ban the Communist Party, dealing with the context effectively to support their answer.

Advice to centres

Candidates should be aware that the cause of the Reichstag Fire is debated so, while it was used to rid Germany of opposition by Hitler; potentially it was not intentionally caused by the Nazis.

Question 2

- 2 Explain how life was different in East Germany compared to West Germany between 1945 and 1955.

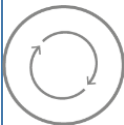
[10]

The question asks candidates to compare 'life' in East and West Germany during the post-war period and explain how they were different. To achieve full marks on the question, candidates are required to compare at least two different ways that 'life' was different for Germans with contextual examples to explain. Candidates who only explain one example are limited to Level 4 (7-8 marks) and candidates who identify, but fail to sufficiently expand on, examples are limited to Level 3 (6-7 marks).

Candidates were knowledgeable about the differences. Many showed a deep understanding about the ideological, social and economic factors that led to different experiences in the two sectors. There were some excellent responses relating to the treatment of German citizens and the different types of governments set up. Most candidates recognised that this was a 'compare' question and used connectives to make sure that the examiner recognised that comparison of the two sides was required to reach the higher levels. Similarly, a majority of candidates made some attempts to link their descriptive knowledge of the features of the different sectors of Germany to the lives of the people.

Many candidates described each section of Germany separately, then attempted to pull the comparison together at the end of the paragraph, with varying levels of success. More successful responses were able to relate differences in economic impact, democratic freedoms and experiences of denazification and relate these to the comparative experiences of the people in the two sectors. Weaker responses described the differences in the two sectors without relating this to the comparative lives of the people. This meant that a substantial number of responses were graded within Level 2.

Assessment for learning



The key to achieving the higher levels in this question was for candidates to make sure that they could relate their knowledge of how Germany came out of the war differently in the two different sectors to life for German people.

Teachers should make sure that candidates are able to apply their descriptive understanding of economic and political change onto the impact on people. Similarly, comparison should be clearly defined in answers and included throughout candidate responses.

Question 3

3 Explain why the Nazis failed to gain widespread public support between 1925 and 1929. **[10]**

The question asks candidates to identify and explain factors behind the failure of the Nazi Party to gain widespread public support in the Weimar era of 1925 to 1929. To achieve full marks on the question, the candidate is required to develop and explain at least two different factors behind the inability of the Nazis to widen their supporter base in the period. Candidates who only manage to develop one explanation are limited to Level 4 (7-8 marks) and candidates who fail to explain and only identify factors are limited to Level 3 (5-6 marks).

This question was well answered by candidates. A large number of candidates were aware of the positive elements of Weimar Germany in the 'golden age' (see Exemplar 2). Similarly, most candidates had an awareness of Stresemann's economic reforms and the impacts of foreign policy developments allowing Germany to improve international relations. The best responses were able to link these in a developed fashion to why policies outlined by the Nazi Party were less attractive than those offered by other parties at this time. Others were able to explain how the Nazis own inter-party issues made them less electable. Furthermore, there were a number of accurate responses relating to the reputational damage of the Munich Putsch.

Commonly, candidates were unable to link their descriptions of Weimar Germany to the failure of the Nazi Party and were limited to Level 3. Similarly, other candidates described the Nazi Party and their situation in the 1920s but were unable to connect this with the failure to gain widespread public support. A small number of candidates spoke about issues in their answer that were not relevant to the time period and explained Nazi Party issues in the 1930s and World War Two. These answers achieved no credit.

Exemplar 2

3	<p>Reason Economic prosperity meant most people didn't feel the need for a radical Nazi party between 1925 and 1929. Weimar Germany at the time was in its 'Golden Age', reaching the same levels of pre-world war one production by 1929. This, coupled with the thriving cultural hub, including swing jazz and famous singers such as Marlene Dietrich, made most Germans proud and content with their situation, in no need of a radical reform or making Germany great again, the core appeal of the Nazi party later on, meaning there was limited wide-spread public support.</p>
	<p>Reason The ^{relatively} comparative limited sense of threat from groups of people, namely communists, between 1925-1929, meant that a wide-number of Germans were not supporting the Nazi party through negative cohesion. This Also There was also less hostility towards other nations between 1925-1929, with Germany grateful for being admitted into the League of Nations with the Locarno Treaty of 1925, as well as being the beneficiaries of American loans loans, and receiving reduced reparations fees. This meant there was less room for ^{the} nationalism. Where people would support the Nazis out of fear of that ongoing mistreatment from other countries.</p>

Exemplar 2 outlines two developed explanations regarding the Nazi Party's failure to gain public support in the 1920s. The candidate shows clear knowledge and understanding of the economic successes and changes of the period. They are also able to relate the lack of political appeal of the Nazis, in these circumstances, to their failure.

In the second explanation, the candidate recalls international successes of Weimar accurately. They develop their answer by expressing how the opposition to this would have reduced support for the Nazis. Two developed explanations allow the candidate to reach full marks.

Question 4 (a)

4 (a) Study **Source A**.

Explain how this source is useful to a historian studying Germany during the Second World War.

[5]

The question asked candidates to place the source in the historical context of a Jew living in wartime, Nazi Germany and establish the utility of the source to an historian. The higher levels could be reached by developing accurate inferences with contextual knowledge and supporting references from the source.

This question was answered well by some candidates who were able to provide developed inferences regarding Victor Klemperer's inferred experiences. The better answers were able to relate the feelings of Klemperer, and other German Jews, to the legal implications of Nazi control of Jews. Examples such as the Nuremberg Laws and the actions of the Gestapo and SS allowed students to explain their inferences effectively. Similarly, candidates were able to relate the 'fear' of Klemperer to city bombings and the impacts of war.

Not all candidates were able to develop sufficiently accurate inferences and were limited to Level 1 by focusing on the authorship or basic provenance of the source, as a personal diary. Some candidates also spoke about the authors fear of Death Camps and the Holocaust, which were factors he would have likely been unaware of in 1942. While not all candidates were able to provide developed contextual awareness, most were able to provide some basic analysis of the experience of Jews in Germany and achieve Level 2.

Misconception



It was common in this answer for candidates to 'jump ahead' and relate Klemperer's experiences to his knowledge and fear of death camps and the atrocities of the Holocaust in Auschwitz and other camps. However, with the source being produced in May 1942, he would have been unaware of this as a private German citizen. Most death camps were not operational until much later in 1942 and this information certainly wouldn't have been available to the public.

Candidates need to make sure that they are looking at the year of the source and considering what information would have been available to the general public to fully apply accurate historical context.

Question 4 (b)

(b) Study **Source B**.

Explain why this source was published in Germany at this time.

[5]

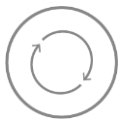
The question asked candidates to place the source in historical context; a speech by Goebbels delivered during 1942 - a key turning point for Germany in the war - and comment on the intended purpose of the source. The higher levels could be reached by identifying the purpose and supporting this with contextual explanation as well as features from the source to support. Candidates were limited to Level 2 (2-3 marks) if they did not identify the purpose but, instead, identified a valid message.

This question was effectively answered by most candidates. Most were able to identify that the source was a propaganda message. Additionally, the stronger responses were able to explain that the source had the purpose of changing public actions and attitudes towards the war, inferring that the war was changing for Germany. The best responses were able to contextually relate this message to the faltering German war effort on the Eastern Front and the wavering public morale at home.

Some candidates were unable to relate specific knowledge of the war effort to the source and applied a misconception that this source was to increase political support for the Nazi Party. A common misconception was also that this source was a warning to those not supporting the war that they would be punished.

The large number of Level 3 responses to this question showed that candidates were comfortable with the idea of purpose and could separate the impact of the source from the message. There were some candidates, however, that focused on the role of Goebbels rather than the focus of the source itself.

Assessment for learning



The purpose of the source is adjudged to be by measure of changing behaviour and/or actions of the people that it is aimed to influence. Some candidates were limited by referring only to the message of the source and what it intended to convey.

Candidates hoping to achieve the higher levels should focus on the impact of the source.

Question 5*

- 5* 'The Nazis were successful in their aim of creating a National Community in Germany between 1933 and 1939.'
How far do you agree? [18]

This essay question was often written first by candidates, conscious of managing their time in the examination effectively. The question required candidates to provide a two sided, balanced analysis of the Nazi attempts to create a united National Community in Germany before World War Two. In order to reach higher levels, candidates were expected to provide two or more supported examples for each side of the argument. The highest mark could be accessed by supporting these explanations with a comparative conclusion.

The answers to this question showed that candidates had a very good grasp of the nature and intention of Nazi National Community (Volksgemeinschaft). This meant that the question was largely well answered and candidates were able to effectively argue that the Nazis were successful in achieving their plans in relation to the development of this. A wide range of effectively elaborated examples included reference to the development of the Hitler Youth, policies towards women and policies towards workers. Similarly, most candidates understood the role of propaganda and events such as the Berlin Olympics were used as examples. Less effective was the discussion surrounding farming and the failures of attempts to focus the national community on rural traditions.

There were many candidates who also were able to effectively argue that the National Community was ineffective, largely based on the fact that not all were included. Candidates generally did a good job of explaining opposition to the Nazis by youth groups, including the Edelweiss Pirates and the Swing Kids. There were some candidates who inaccurately spoke of the White Rose movement, which was outside of the time period.

Common difficulties existed where candidates were not clear on what was meant by the National Community and instead focused on Nazi organisation and political opposition. Similarly, some candidates chose to focus on anti-semitic policies causing division rather than focusing on the impact on national community.

Few candidates were able to provide a conclusion which effectively compared the two sides of their argument. Many either allocated insufficient time to finish the question or did not attempt a conclusion at all. Weaker responses were often able to describe the different factors and organisations that featured in Nazi society in the period but did not develop these to their impact on National Community. It was a common feature for candidates to identify a range of factors but either not to develop any to explanation or to develop just one. This limited the candidate to Level 3 (7-10 marks). An example of this is shown as Exemplar 3.

Exemplar 3

5	<p>The Nazis were very successful at creating a National Community between 1933 and 1939, they were able to bring to German people together and bring back the old ideas, therefore I agree with the statement.</p>
	<p>They did this through propaganda; posters, songs and films were everywhere, all making the Nazis look amazing and feeding ideas of joy through National Community. Rallies were held to bring German people together and small groups for children were formed such as the Hitler Youth, this gave young boys the skills to become a soldier and improve their country. This also allowed the Nazis to brainwash children into doing whatever the Nazis wanted.</p>
	<p>Another way the Nazis were successful at creating a National Community was through the Joy through work programme and the control of women. Unemployment was so low it was almost eradicated, so many jobs were formed through the Nazis, such as creating weapons in factories and building railways, people were happy to work because they were being lifted out of poverty and this happiness led</p>

		to more votes for the Nazis and a strong
		National Community. People felt safe, because
		everyone had a job, the crime rates sank enormously
		and people felt safe to leave their doors
		unlocked and form strong communities
		within neighbourhoods.

Exemplar 3 shows a section of a response that was a common feature of many. The candidate is able to identify a range of organisations, policies and events that impacted Nazi attempts to develop a national community. These include the Hitler Youth, policies towards women and workers and use of propaganda. However, the candidate does not relate this information back to the question and place it in the context of its impact on the development of a national community. The candidate only effectively explains one factor, so cannot progress beyond Level 3. If the candidate had developed all factors identified, they could have achieved the highest level (5).

Candidates should be encouraged to relate all factors back to the question asked by providing measurable impact.

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