

Examiners' Report
June 2019

GCSE History 1HI0 31

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.



Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

June 2019

Publications Code 1HI0_31_1906_ER

All the material in this publication is copyright
© Pearson Education Ltd 2019

Introduction

It was noted in this report last year that candidates were well prepared for this option and examiners were pleased to see that this was the case again this year. Candidates appeared to be comfortable in dealing with a range of political, economic and social aspects of the period. Candidates were well prepared for the question styles and there was clear understanding of the demands of all questions. There was a notable improvement in the approach to the inference question as well as an increasing number of candidates able to access the higher levels on the interpretations questions.

The Modern World Depth Studies are designed to encourage candidates to understand the complexity of a society within a short coherent period and the question styles reflect this. Section B provides a single enquiry based on two interpretations and two contemporary sources with the focus in this paper being Nazi policies towards women. The questions in this section form a coherent package leading to a final question in which candidates, having explored the utility of the provided sources, analyse the different views presented in the interpretations and the reasons for those differences, and are then invited to judge the extent to which they agree with one of the interpretations. Because of the specific focus in section B, the questions in section A are designed to explore other areas of the specification which are not covered in B.

In Q1 candidates are asked to provide two supported inferences from source A. No marks were available for candidates who either provided simple paraphrases of the source or ignored the specific focus of the question.

In Q2, the focus will always be on causation but the question does not require a judgement to be made or for the answer to prioritise or show interaction of factors and no marks were available to reward this evaluation, however strongly argued. Instead, the most successful candidates showed a consistent analytical focus throughout their answers and many were able to access level 4 by doing so (when this was supported by relevant knowledge). In Q2 the stimulus points in the question will often be useful reminders to candidates of specific areas of content which they can write about. Candidates do not need to use these stimulus points but there is an expectation that there will be some depth of knowledge, evidenced by three discrete aspects of content being covered (although this does not mean candidates need to identify three different causes or events). The knowledge displayed by candidates was often impressive and many were able to match this with good analysis of the question.

All of the sub-questions in section B relate to either the two interpretations, sources B and C, or both the sources and interpretations. Q3(a) targets the ability to analyse and evaluate source utility and, in doing so, introduces the enquiry which will be dealt with in further detail in Q3(b), Q3(c) and Q3(d).

In Q3(a) candidates are expected to evaluate the usefulness of the content, taking account of the provenance of the sources and applying contextual knowledge in making judgements about the utility of the sources as evidence for the specific enquiry in the question. These strands are linked and should be dealt with together, rather than in isolation. There is no need to compare the two sources and very few candidates attempted to do so this year.

Q3(b) and Q3(c) examine the views expressed in the two provided interpretations. It should be recognised that the interpretations offer alternative views but do not necessarily conflict with each other. Candidates are expected to identify the main difference between the views in 3(b) and use the interpretations to support those claims. This question was generally well done and most candidates who were able to show how the interpretations differed could also support their answers with direct references to, or examples taken from the interpretations.

The focus in Q3(c) is on why the interpretations might differ and this question was answered more successfully than last year. It is not possible to provide effectively substantiated reasons why the interpretations are different based on such things as where and when the interpretations were published.

Q3(d) carries the highest number of marks on the paper. Successful candidates will have already seen how the views in the interpretations are different, why this might be the case and, in completing Q3(a) have understood that there is likely to be evidence in support of both interpretations. They are now asked how far they agree with one of the interpretations. The strongest answers to Q3(d), therefore, focused clearly on the interpretations themselves, reviewing the alternative views and coming to a substantiated judgement. Candidates who focused exclusively on the view provided in interpretation 2 and used this as a basis for an essay based on their own knowledge were less successful than those who considered the alternative views from both interpretations and the majority of candidates did focus on both this year. There is no expectation that both interpretations are dealt with in equal depth but both should be examined explicitly. The use of contextual knowledge is an important element in this evaluation but it must be precisely selected to support the evaluation and most candidates were able to use their knowledge to support their analysis. In addition, some of the strongest answers were able to show how the differences of view in the two interpretations were conveyed in reaching their overall judgements.

Examiners reported some impressive answers to Q3(d) and many candidates were able to engage confidently with the interpretations, taking a range of approaches. However, this question was accessible to all candidates and even those who did not score highly understood the need to offer evaluative responses leading to an overall conclusion. Only a few candidates were unable to identify the view being offered by the interpretations, so the majority were able to construct a response in relation to these views. Once again, candidates rarely seemed rushed and full answers were generally provided showing that timing wasn't generally an issue on this paper.

Sufficient space is provided in the exam papers for all questions to be answered in full and although some candidates did write on extra sheets they were not always as successful as those who produced more concise answers. It was noted last year that it is of vital importance that candidates do not continue answers from one question in the space reserved for another and, if they wish to write more than the booklet allows, they should clearly identify this on the paper and ask for additional sheets. It is intended that the space provided is sufficient for the majority of the candidates to be able to construct a fully rewardable response.

Spelling, punctuation and grammar were assessed on Q3(d) and the most impressive aspect of this strand was again the use of specialist terms which perhaps reflects the detailed understanding most candidates had of this depth study.

Question 1

In Q1 candidates were invited to make valid inferences about the early development of the Nazi Party. There were two marks available for each inference; one for the inference itself and one for the supporting information.

Most candidates seemed to understand how to make an inference, and most used the content of the source to provide support. Such candidates tended to make inferences about the rate of growth of the early Nazi Party or the reasons why it grew. Other candidates were able to make inferences about the importance of Hitler in the early movement which could be supported from the source. However, a small minority of candidates did give their own knowledge about the influence of Hitler on the movement rather than making inferences from the presented source which did not meet the question target. A small minority of candidates paraphrased the source and this is not rewardable.

Candidates made appropriate use of the table provided for their answers.

1 Give **two** things you can infer from Source A about the early development of the Nazi Party.

Complete the table below to explain your answer.

(i) What I can infer:

I can infer that the nazi party grew big very quickly

Details in the source that tell me this:

"membership began to increase so much that we had to move to much larger venues"

(ii) What I can infer:

I can infer that the nazi party initially attracted army men and soldiers

Details in the source that tell me this:

"I introduced all my army friends... this is how we built up the movement in the early days"



The candidate has given two inferences about the early development of the Nazi Party with supporting details from the source.

(i) What I can infer:

That the Nazi Party was presented ^{its policies} ~~to policies~~ in 1920 to the public in 1920

Details in the source that tell me this:

This tells us because it has a quote "In February 1920 the Party presented its policies in the public." This is what tells us.

(ii) What I can infer:

In 1921 Hitler was elected for first leader of the National Socialist German Worker Party.

Details in the source that tell me this:

This tells us because there is a quote that says "Adolf Hitler was elected the first leader of the renamed national German worker party."



ResultsPlus
Examiner Comments

The first inference made by the candidate is valid and is supported from the source. However, the second attempted inference is a paraphrase of the source. This means that the candidate will only gain two marks.

Question 2

Candidates performed very well on this question and it was clearly based on a topic for which they had been well prepared. Many candidates were able to explain why the concentration camps helped the Nazis to create a police state through the detention of political opponents. However, a sizeable minority of candidates saw the concentration camps as solely part of the Nazi's racial campaigns and often used this stimulus point for a lengthy description of the persecution of the Jews and other minorities without specific focus on why the Nazis were able to establish a police state. Knowledge of the law courts was more limited but many candidates showed sufficient understanding of the removal of trial by jury and other reforms of the judiciary.

Examiners were pleased to note that many candidates were normally able to go beyond the stimulus points in providing other relevant aspects of content which could be used to address the question. Some candidates used knowledge of the Reichstag Fire Decrees and even the Enabling Act to help explain why the Nazis were able to create a police state although some did use this on a more generalised level to describe their increasing political power without specific reference to the focus of the question. These candidates struggled to reach the top levels but those who could explain why new powers gained by the Nazi government helped them to persecute and imprison their opponents as part of the creation of a police state were more successful. Education, youth policy and even Nazi policies on religion were used with varying degrees of success to explain why the Nazi Party was able to create a police state.

Candidates did not need to provide a conclusion to show a sustained line of reasoning (and very few did) and those who were most successful showed a sustained focus on the question in every paragraph. Candidates are not expected to prioritise or link factors at level 4 and few attempted to do so. In cases where candidates did prioritise factors, examiners were sometimes able to reward some aspects of the candidate's argument as showing a clear line of reasoning but it was not a strategy that automatically gained levels 3 and 4.

At level 2, candidates often described the nature of Nazi control of society which left links to the question too implicit to meet the AO2 focus on analysis. At level 3, candidates were mainly focused on the conceptual focus of the question but sometimes lacked the wide-ranging knowledge required at level 4. At level 4 there were many sustained analytical responses supported by well-chosen examples which displayed clear understanding of the topic and these were often rewarded with full marks.

Overall, it was clear that candidates were very familiar with this style of question and this topic.

2 Explain why the Nazis were able to create a police state in the years 1933-39.

(12)

You may use the following in your answer:

- concentration camps
 - law courts
- gestapo
nazis, juries

You **must** also use information of your own.

One reason why the Nazis were able to create a police state was the concentration camps. These were originally used as work camps, but eventually became the place where hundreds of thousands of people died. A wide variety of people were sent to the camps - Nazi opposers, gypsies, homosexuals, Jews and the disabled among others. 15,000 homosexuals were sent to camps between 1933 and 1939, and 5,000 of these were killed - this is just a fraction of the total casualties. In the early days, many were released from concentration camps to spread word of the terrible conditions, which terrified the public, scaring them into submission. This helped to create a police state as the Nazis gained control over the Germans using fear tactics, and severe punishments for anyone who didn't fit the ideal (the Aryan race).

Another reason why the Nazis were able to create a police state was the changes to the ^{law} courts. Courts became very biased towards the Nazis.

once Hitler came into power. Judges had to be Nazis, and they were told to favour the Nazis in court rulings. Juries were also abolished so that the general public had no influence - ~~the power~~ all the power was held by the Nazis. With these new biased courts, the Nazis could effectively break the law however they wanted, and harshly punish Nazi opposition. This helped to create a police state as the Nazis had an unfair advantage over people that leaned politically in other directions, giving Hitler more power.

A ~~or~~ final way that the Nazis were able to create a police state was the use of the gestapo. The gestapo was a secret police force used to spy ^{on} the public, and catch any Nazi opposition. It consisted of people disguised as average citizens, so no one knew who to trust. Even if someone made an anti-Nazi joke, they would be arrested by the gestapo, and then likely be sent to a concentration camp to be killed. Over the period 1933-1939, the gestapo made over 5,000 arrests. ~~As~~ People were so scared of being arrested that anti-Nazi beliefs were rarely spoken about, in fear that a Nazi would be listening. This helped to create a police state as the Nazis once again used fear tactics to silence the Germans, and

effectively force them to follow Nazi ideals. Anyone acting against the Nazis would be arrested, so many reluctantly followed Hitler's rule leaving him with no opposition.



This candidate has directed an analytical explanation at the focus of the question very consistently throughout the answer. This meets the criteria for AO2 at level 4. The knowledge used to address the question is also sufficient to meet the level 4 criteria for AO1 so the answer is a secure level 4.

The Nazi was able to create a strong police state in the years between 1933-39 because of propaganda. Hitler used propaganda to his advantage making people believe that Jews are the reason why Germany lost the first world war. Hitler also had his personal group called the SS these are ruthless people who storm peoples homes and would interrogate them this put fear to the German people making them scared to speak against Hitler.

Law courts in Nazi Germany was corrupted as Hitler gained the peoples trust he even used the judge as his own. If accused of speaking against Hitler the person would go to prison before having a trial. When in court it was hundred percent guaranteed that you will always be seen guilty and sent to concentration camps. This is because if the judge

Said he was innocent. Hitler would send him to a concentration camp and would re-trial the victim again.

Concentration camps played a huge role in the police state. If anyone went against Hitler or was a Jew was in one. This created more fear and made people work in slavery and the prisoners would be killed by the Nazi. Hitler used this as his main control as no one had the power to face him and to stop all he has done and if they did they would also face the same fate as the others.



ResultsPlus
Examiner Comments

This response provides three aspects of content and some good knowledge and understanding of the period. An explanation is given with implicit links to the question but the line of reasoning is not sustained. This means that the response meets the level 2 criteria securely.



ResultsPlus
Examiner Tip

Candidates should always refer to the question directly throughout their answers in order to meet the criteria for levels 3 and 4.

Question 3 (a)

This was probably the question where candidates' performance was most unbalanced and few managed to display the analysis required to reach level 3. Although many answers consisted of thoughtful comments about the content of the sources, there are three strands to the mark scheme that all need to be addressed. Candidates need to approach the utility question bearing in mind that judgements about utility should be based on the usefulness of the sources for the specified enquiry, in this case Nazi policies about women. The best responses were those that were able to address 'how useful' by establishing the strengths sources have as evidence before determining how far the limitations affect their usefulness. It is important for candidates to remember that judging utility may involve some comments about reliability but answers which focus solely on this criterion do not fully consider the value of the sources as evidence.

Reliability can only ever be a small element of utility because an unreliable source can still be very useful. It is also important that in judging utility, provenance is related to the content of the source. For example, the fact that Joseph Goebbels was a senior member of the Nazi regime was used by some candidates to dismiss his statements as being unreliable and therefore not useful. These same candidates could not demonstrate which parts of the speech were not a reliable indication of Nazi policy towards women. On the other hand, more successful candidates were able to show how the provenance of the source increased its utility because some of the specific statements made in the speech would allow the historian to gain a clear understanding of Nazi policy towards women.

It is disappointing to note that some otherwise well-prepared candidates were writing generic responses commenting on the provenance of the sources. This part of the response is only likely to gain marks at level 1 for this element of the mark scheme. Many candidates who offered otherwise quite interesting analysis of the content and applied excellent subject knowledge to the interpretation of the sources still had a tendency to fall back on simplistic judgements about provenance. In particular, there were some generalised comments made about source C, stating that it was useful because it was a snapshot of the time. Such comments were often made in isolation from the analysis of the content and added nothing to the answer. More sophisticated answers looked at the significance of such a photograph showing women working several years into the Nazi regime.

Many answers made good use of contextual knowledge but a few well-prepared candidates spent too much time talking about Nazi policies towards women, or the importance of Goebbels and propaganda, without using that material to support reasoning about the sources' utility, becoming stuck in level 2 at best for many of their points. In addition, it is not possible to gain credit for simply asserting that the candidate knows an aspect of the source to be true without using specific knowledge to demonstrate this. It is also worth noting that simple comprehension – 'it states', 'it shows' – based on the assumption that such information is useful, remains low level. Developed statements about the usefulness of the content can reach level 2 but answers consisting solely of such comments are unlikely to progress beyond mid-level 2, irrespective of the length of the answer, because the other strands of the assessment objective have not been addressed.

In attempting to analyse utility some candidates have obviously been encouraged to describe what is missing from the source and this led to some answers which could only be marked at level 1 for this aspect of the mark scheme. Candidates should recognise that the sources were not written in order to be used by historians and they cannot cover every detail that might be useful in an investigation. It is possible to argue successfully that source C is useful for finding out about employment in this type of industry but might not reflect the position in other sectors of the economy. However, candidates who claimed that the source was not useful because it only shows one factory could only be credited for making simple judgements about utility in level 1.

The primary focus for all candidates should be to judge the utility of what is there rather than what isn't there. A pleasing majority of candidates did test the content of the sources against their own knowledge to assess how useful they could be. For example, they applied their knowledge about the changing requirements for women to fill employment shortages in the years leading up to the Second World War. Many candidates were able to use examples of Nazi policies towards women, such as rewards for multiple births, to demonstrate how the propaganda message appears to be supported by other aspects of Nazi policy.

Answers reach level 3 by assessing the usefulness of the content in the light of the provenance and the candidate's own knowledge; the criteria used to make the judgement could be its accuracy or reliability, the relevance of the source, the way it could be used by the historian, how representative the source is etc. An evaluation of a source's utility should be explicit about the criteria being used, for example, an answer should be able to explain that while the language may be emotive, the facts included can be supported from the candidate's own knowledge so the source is very useful despite any loaded language.

Although a judgement should be reached on the overall usefulness of each source, there is no requirement to compare the sources or to use them in combination and no marks are available for this.

3 (a) Study Sources B and C.

How useful are Sources B and C for an enquiry into Nazi policies towards women?

Explain your answer, using Sources B and C and your knowledge of the historical context.

(8)

Source B is useful for an enquiry into the Nazi policies & towards women as ~~it~~ its provenance is from the head of propaganda, Joseph Goebbels and during 1933, it was when propaganda posters towards women and how they should live were being introduced. It is also useful as Goebbels claims that "the best place for a woman to serve her people is in . . . motherhood. I know this to be true as women were often given medals depending on how ~~much~~ ~~many~~ many children ~~of~~ they gave birth to and they were given loans to encourage birth from Hitler.

Source C is useful for an enquiry into the Nazi policies towards women as it is a photograph from 1938, just before the war began. From my knowledge, I know that hundreds of thousands of men were enlisting into the ~~war~~ army before and after the war began. So there were not enough men in the factories to create clothes for the soldiers, meaning women would have to take their place. It is also useful as the provenance of the source

is ~~to~~ from a ^{large} industrial city. This is important because it suggests that life was busier for females in bigger cities since they had to keep up with the demand of the city.



ResultsPlus
Examiner Comments

Valid criteria have been applied to judge source utility throughout the response although some of the points made about provenance have not been fully developed. When writing about source C there would need to be more detailed analysis of the content for level 3. The candidate deals with both sources at level 2 and the overall response meets the criteria for this level securely.

Source B is very useful for an enquiry into Nazi policies towards women. This is because it clearly tells us ~~what~~ the reason for their policies towards women: the rapidly declining birth rate. I know that the Nazis were concerned with this decrease in population size, as in 1936, there were only 1 million live births. It also clearly states the purpose of women in Nazi belief, as it talks about her duty to have children for ~~the~~ 'her people and nation'. I know this is true as on Hitler's mother's birthday, medals were awarded to women with large families. However, this source doesn't tell us about what exactly the Nazi policies were towards women, for example 'Lebensborn', where women could 'donate' a baby to the Führer by getting pregnant by racially pure SS men. This is a speech by Josef Goebbels, making it reliable as Goebbels was the head of propaganda for the Nazi Party, and so his speech would have presented true Nazi beliefs and demonstrated the policies towards women, due to the fact his sole job was to get the Nazi message (Volksgemeinschaft) across. Overall, I think this source is very useful for the enquiry.

Source C is useful to a small extent for an enquiry into

Nazi policies ~~for~~ towards women. For example, it shows women working in a textile factory which many women did later on from 1937. This was partly to support Hitler's rearmament in preparation for war, but also because there were lots of job vacancies in industry, mainly after the Jews were driven out of Germany (~~1,400,000~~ left ~~to~~ (1,400,000 left by the summer of 1938) or forced into ghettos. However this source doesn't show us the main policies Nazis held towards women - that they should have lots of children and do household chores, such as cooking. For example the three K's 'Kinder, Kirche etc'. It is a photograph making it reliable as it cannot be biased, however it has limitations as cannot show us the other aspects women were involved in due to the Nazi policies towards them. Overall I think this source is useful to a small extent for the enquiry.



In dealing with source B this candidate has effectively linked the provenance to the content of the source by showing how Goebbels is a useful source for information about Nazi policy given his position in the regime. Details in the source are analysed and contextual knowledge is used in the process of interpreting the content and applying a judgement about utility. The approach to source C is similar but the candidate does not deal as effectively with applying criteria to the photograph for judging utility. However, this response meets the criteria for level 3

Question 3 (b)

In this question candidates are expected to identify the main difference between the views presented in interpretations 1 and 2. In this case, the interpretations provided different views about Nazi policies towards women. In order to access level 2 marks, candidates were expected to provide some support from the given interpretations, which many did, in the form of well-chosen, short quotations.

It is important for candidates to remember that the focus of this question is to identify the differences between the views rather than identifying differences of surface detail as the latter can only be awarded marks in level 1. For example, in one interpretation it mentions that 'more workers were needed in agriculture' but in the other interpretation 'female doctors and civil servants were sacked.' However, most candidates were able to identify the differences of view and supported these statements with details from the interpretations for level 2 marks.

It is important for candidates to gain a clear understanding of the different views presented in the interpretations in order to support their answers to Q3(d) which are based around having a clear understanding of the different views being presented.

(b) Study Interpretations 1 and 2. They give different views about Nazi policies towards women.

What is the main difference between these views?

Explain your answer, using details from both interpretations.

(4)

Interpretation 1 suggests that the Nazi policies towards women working were unsuccessful and that 'the number of women in all types of jobs increased.' However, on the other hand, interpretation 2 states that the Nazi policies towards women's employment were very successful and that 'many female doctors and civil servants were sacked'.



This response identifies a key difference of view and supports it with direct quotes from the interpretations so is awarded full marks

~~In source B, the main view is that women shouldn't work and that they stay~~ Interpretation 1 suggests that women are returning to work. However in interpretation 2, the main view is that women should bring up children at home whilst their husbands worked. The main difference is between the views of work.



This response identifies a key difference between the interpretations but does not provide any support for the answer. This means that the answer is awarded marks in level 1.



Use short quotes from both interpretations to support the difference being identified in the answer.

Question 3 (c)

There was a much stronger understanding of the demands of this question this year and many candidates were able to provide convincing explanations of why the interpretations may differ.

The majority of candidates gaining marks at level 2 explained that the historians might have relied on different types of sources in forming their opinions and used sources B and C to support this explanation. Other candidates were able to access level 2 by clearly explaining how, for example, the authors had chosen to approach Nazi policies towards women from different perspectives. In order to gain marks at level 2 it is also essential the explanation is substantiated effectively and this might be based on information taken from either the sources or the interpretations themselves depending on the approach taken.

In trying to give an explanation for a reason for difference between interpretations, some candidates are still attempting to use the provenance of the interpretations to provide this explanation and this is unlikely to provide a valid basis for a response to this question. The full reasons for this are explained in the *Getting Started Guide* on pp 43-44: 'Students should distinguish between their comments on contemporary sources and on these texts. Responses based on matters such as the origin or time of production of these secondary works are unlikely to be valid for this question.' However, it is very pleasing to note that many fewer candidates than last year tried to provide explanations for difference on the basis of such factors as one interpretation having come from a website and the other having been published in a book.

- (c) Suggest **one** reason why Interpretations 1 and 2 give different views about Nazi policies towards women.

You may use Sources B and C to help explain your answer.

(4)

One reason the views are different could be because of the background and the context they are looking at. Interpretation 1 looks at the landscape of ~~the~~ financial situations. Whereas Interpretation 2 looks at Hitler direct teachings and commands.



The candidate has identified a simple valid explanation in looking at the different perspectives taken by the authors. However, the answer is not substantiated effectively so is awarded a mark in level 1.

One reason why Interpretation 1 and 2 give different views about policies to women is because they give weights to different sources. Interpretation 1 gives weight to source C. ~~as they both~~ This is because they both show that women went to work during Nazi Germany. This is shown in interpretation 1 where it says "the number of women working in all types of jobs increased", which ~~is from~~ gives weight to the photograph of women working in textile factories in source C. On the other hand interpretation 2 gives weight to source B. This is because they both show that the Nazis didn't want women in work. This is shown in interpretation 2 where it states "women should bring up children at home" which gives weight to source B where it says "the most suitable place for women is in the family."



This response explains a reason for difference and it is substantiated effectively, in this case by using information from sources B and C.

Question 3 (d)

Examiners were very pleased to read many responses to this question which consisted of clear attempts to evaluate the different views presented in the two interpretations. These answers were well focused on the AO4 target for this question, namely the analysis and evaluation of interpretations. The overall quality of a response to this question is determined by reference to the three strands presented in the mark scheme:

- the quality of the judgement based on reasoning;
- the analysis of the provided material;
- the deployment of knowledge of the historical context to support the application of criteria.

Although some candidates produced responses which were solely based on the consideration of one interpretation (which limited the candidate's performance particularly on the second strand), most candidates were able to establish some form of discussion based on the different views which they had established in Q3(b).

Many candidates produced responses which considered the view presented in interpretation 2 and then contrasted it with the view given in interpretation 1 and this structure produced some good responses. Some candidates looked to compare the different views directly and used both interpretations throughout the response and this was often used to very good effect. At level 4, candidates are expected to demonstrate precise analysis of the interpretations indicating how the differences of view are conveyed. Candidates who successfully met this element of the mark scheme could do so in a range of different ways but those candidates who examined the different points of emphasis in the two interpretations were often able to make a very convincing case; others were able to examine how the selection of information in the two interpretations influenced the views presented. There is additional guidance provided in *Getting Started* pp43, 45 and 47-9.

Some candidates misinterpreted this question as asking about their own views on the morality of Nazi policies towards women. This approach was unlikely to gain marks, except where other valid points were made alongside this mistaken approach. However, the majority of candidates were aware that they were engaged in the evaluation of two different views **about** Nazi policies towards women.

The selection of contextual knowledge to support the evaluation was often a strong aspect of candidates' responses with most candidates showing a good awareness of how to deploy their knowledge as well as being in possession of an appropriate level of detail. It was pleasing to note that there were very few responses which focused primarily on providing contextual knowledge for its own sake and that candidates showed an awareness of how to use their knowledge to help them decide on the validity of views selected from the interpretations. In addition, most candidates were able to provide full and structured responses with very few appearing to be rushed or running out of time.

It is expected that candidates will reach a judgement when answering this question and the strongest candidates developed their evaluation throughout the answer, creating a consistently argued response. Less successful answers offered points to support the views expressed in interpretation 2, then used interpretation 1 to challenge those views, before reaching the view that interpretation 2 was 'somewhat accurate' or saying that they 'partially agreed' with the view.

(d) How far do you agree with Interpretation 2 about Nazi policies towards women?

Explain your answer, using both interpretations and your knowledge of the historical context.

(16)

I partially agree with interpretation 2 about Nazi policies towards women due to Hitler's encouragement to increase the birth rate. He relied on the development of families to the development and movement of Germany. A good German family consisted of a couple and two or more children. Hitler tried to encourage the growth of families with medals depending on the number of children. 4-5 children was a bronze medal, 6-7 children was a silver medal and 8+ ^{children} was a gold medal. The Nazi policies were regularly men working for the family as ^{it} was continued through from previous years. However, women weren't discriminated and were then shown important for the family. Women were kept at home or worked rather than prostitutes. The image of women also changed due to their well looked after appearance.

However, you could also disagree with interpretation 2 because of ^{the} high ~~rate~~ employment of women and the decline in birth rates, which differs from the interpretation and supports interpretation 1. Because of a million people being unemployed, this meant that women went back to work enforcement. Women were allowed to work rather than kept discriminated due to weakness and weren't forced to stay at home.

Overall, I believe interpretation 2 highly emphasises the Nazi policies towards women and highlights their importance in the family role where Hitler was focused on the birth rate increase as the development of Germany to the Nazi Regim.



This candidate has made some valid evaluative points and selects details from interpretation 2 with a brief reference to interpretation 1. Some knowledge is included that is relevant to the evaluation. A judgement is given with some justification. This response meets the criteria for level 2.

I mostly disagree with Interpretation 2, as, contrary to the writer's beliefs, I do not think the Nazis were successful in ~~being~~ ~~the~~ preventing women from working.

On the other hand, ~~one could~~ I agree with the writer that ~~the~~ the Nazis attempted to reduce the number of women in employment.

~~On the~~ One could agree with Interpretation 2's perspective on the ~~the~~ success of the Nazis' policies towards women. The writer states that "800,000 couples accepted loans offered as part of the Law for the Encouragement of Marriage", ~~was~~ ~~the~~ referring to the loans offered to ~~new~~ newly married couples if the wife left her job. It demonstrates that many women in ~~the~~ Germany did follow the Nazis' policies towards women by becoming the housewives they were expected to be. Therefore, ~~the~~ one could agree with ~~the~~ Interpretation 2 as

the Nazis did succeed in ~~the~~ persuading some women to leave their jobs.

~~Moreover~~ However, I agree ~~more~~ with ~~Hite~~ and ~~Hinton~~ Hinton's opinion of the Nazis' policies towards women. The writers state that the "shortage of workers" led to "more women returning to work". I agree with this because, after Hitler increased the army from 100,000 to 1.4 million in preparation for war, a labour shortage was created, meaning that 2.4 million women, who had previously been housewives, went back to work, often in ~~fact~~ factories and other industrial areas. Therefore, ~~the Nazis'~~ I disagree ~~that~~ with Interpretation 2 as rearmament ~~and~~ actually led to an increase in working women, so by 1939, many women were in full-time work, contrary to the statement ~~for~~ from The History Learning Site.

Moreover, I disagree with Interpretation 2's implication that the Nazis' policies towards women were successful. This is because,

although the Nazis attempted to make women conform to their expectations; ~~forcing~~ forcing women to become submissive to men, by 1939, 2 million women were imprisoned in concentration camps for rebelling against the Nazis' ~~ideologies~~ policies towards women. This demonstrated that many women in Nazi Germany were unwilling to be ~~the~~ modest, passive housewives and mothers ~~that~~ (as the Nazis expected) (the Nazis' ideal women). Therefore, although Interpretation 2 suggests that the Nazis succeeded in oppressing women by ~~making them~~ teaching that "all good German women should get married and have children", many women rebelled against this, demonstrating that the Nazis' policies towards women were not completely successful.

In conclusion, although I agree with The History Learning Site that the Nazis attempted to make women submit to their policies, they were not as successful as the writer suggests; I agree more with Hite and Hinton that the ~~numbers~~ Nazis' did not succeed in their oppressions of

women as the number of working women increased and many rebelled against the social norms which the Nazis endeavoured to enforce.



ResultsPlus
Examiner Comments

This candidate has made some valid evaluative points and selects details from interpretation 2 with a brief reference to interpretation 1. Some knowledge is included and it is relevant to the evaluation. A judgement is given with some justification. This means that the response meets the criteria for level 4.

Paper Summary

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

- In Q3(a) focus on using the provenance and contextual knowledge to evaluate the usefulness of the content of the sources.
- When analysing the reasons for the different views in the interpretations focus on their content – candidates should **not** be concerned with the book title, date, the author or the type of publication.
- In Q3(d) candidates must review the alternative views in both interpretations as well as use specific contextual knowledge to support the points made.
- All the sub-questions in Q3 should be seen as part of the same enquiry with each question guiding candidates towards the final analysis in Q3(d).

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>

