

Principal examiner reports for teachers

Principal examiner reports for teachers summarise what candidates did well and what candidates needed to improve for this examination series only.

This report is to be used in conjunction with the question paper and mark scheme.

For guidance on teaching and learning we provide resources for many of our syllabuses.

Resource	Where to find it
Grade descriptions – Grade descriptions describe the level of performance typically demonstrated by candidates achieving the different grades awarded for a qualification.	School support hub Select: Subject > Resource finder > Syllabus and specimen materials
Schemes of work – Schemes of work are designed to support you in your teaching and lesson planning.	School support hub Select: Subject > Resource finder > Teaching and learning
Lesson planning – Guidance on how to plan a lesson.	Lesson planning
Resource plus – There may be additional resources such as teaching packs containing lesson plans, resources and worksheets and videos for aspects of your syllabus.	School support hub Select: Subject > Resource finder > Teaching and learning
Teaching tools	Teaching Tools
Exemplar candidate responses	School support hub Select: Subject > Resource finder > Teaching and learning
Learner guide – A guide for students to help them understand what the course involves.	School support hub Select: Subject > Resource finder > Teaching and learning
Community forums – Do you have a question or something to share? Our online forums are great way to keep up to date with your subject and the global Cambridge community.	Community forum on the school support hub
Access to scripts for this series.	Access to scripts service
Results analysis is available for some syllabuses.	Results analysis
Test maker is available for some subjects.	Test maker

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HISTORY

Paper 0470/12 Structured Questions

Key messages

What candidates did well

- They demonstrated a wide-ranging historical knowledge across the Core and Depth Study questions.
- They included relevant historical details and terminology in their responses.
- They identified relevant factors necessary for answering the questions.
- In response to part **(a)** questions candidates wrote in a short and concise way without too much background information.
- In response to parts **(b)** and **(c)** questions candidates wrote in continuous prose clearly presented in structured paragraphs.
- If candidates were asked to compare two different factors identified in part **(c)** questions they focused on these specific factors only.
- In response to part **(c)** questions candidates provided full explanations on both sides of the argument to produce a balanced response.

What candidates needed to improve

- Any dates in the questions should be carefully noted.
- Candidates should ensure they directly address what is being asked so that irrelevant information is not included.
- Candidates should support their identifications with contextual knowledge to develop full explanations.
- Conclusions need to be developed to part **(c)** questions which should be evaluative rather than summative.

Comments on specific questions

Section A

Questions 1–4

There were too few responses to provide a meaningful comment.

Question 5

This was the most popular question.

(a) Comprehensive responses

- Most candidates knew that Clemenceau was prime minister.
- Many identified the issues on which he was insistent at Versailles, notably his wish for a harsh settlement, large reparations, the establishment of war guilt, an independent Rhineland the return of Alsace-Lorraine.
- Some candidates also mentioned the acquisition of the Saarland as another of his objectives.

Limited responses

- Some candidates thought that Clemenceau wanted Germany divided into smaller states, an objective of Poincare and one which Clemenceau thought impracticable.
- Some candidates included unnecessary details about the damage suffered by France in the First World War.
- A few candidates included the objectives of both Lloyd George and Wilson which were not relevant to this question.

(b) Comprehensive responses

- Most candidates concentrated on the economic impact of the Versailles settlement notably reparations and the political turmoil of the years 1919–1923.
- Many responses included both the impact of the disarmament clauses and the reaction to the war guilt clause.
- Many candidates were knowledgeable of the political repercussions of the settlement including the left- and right-wing risings across Germany during this time.

Limited responses

- Some candidates cited that reparations were harsh without including further information on their impact. These responses could have been improved by including more details such as how the high reparations led to the French and Belgian invasion of the Ruhr which subsequently led to hyperinflation.
- A few candidates listed all the terms of the Treaty of Versailles with no specific reference to their impact.
- Misconceptions among a few candidates included the assertion that Germany lost the Rhineland or that the Sudetenland (never part of Germany) had to be ceded.

(c) Comprehensive responses

- Most candidates were able to identify the important matters discussed at the peace conference.
- Most candidates could identify and explain why the public of each of the three main victorious powers had mixed feelings about the outcome.
- Many candidates produced explanations on both sides of the argument. For example, on the positive side, people in Britain welcomed the treaty because the German Navy was restricted to 15 000 sailors, 6 battleships and no submarines which meant that the German naval threat had gone.

Limited responses

- Many candidates wrote exclusively about how far the leaders felt they had achieved their aims, not about the public reaction to the settlement which was often at variance with that of the leaders, especially in the case of Clemenceau (insufficiently harsh, despite his efforts, for French public opinion) and Wilson (trying to commit the USA to international involvement which the American public did not want).
- A few candidates identified the reasons why the Treaty of Versailles was not welcome without providing supporting details. Candidates needed to select a term of the treaty, for example the Rhineland was demilitarised, and explain that the French people did not think that this gave them enough security from a future invasion, they had wanted an independent Rhineland to ensure that Germany wouldn't threaten them again.

Question 6

(a) Comprehensive responses

- Most candidates understood the composition of the Council (permanent members and which countries were there at the beginning of the League, temporary members and how they were selected).
- Most candidates were aware of how the League operated including details on the frequency of the meetings, the need for unanimous decisions and the power of veto.
- Some candidates showed understanding of the different types of sanctions available to the Council.

Limited responses

- Some candidates confused the Council of the League with the Assembly.

(b) Comprehensive responses

- Many candidates were able to identify and elaborate on key factors that led to the League's success in the 1920s. For example, they identified that the dispute involved minor powers and that Britain and France were acting in harmony, using contextual knowledge to develop these key factors into an explanation.



- Many candidates were able to identify a crisis, most commonly the dispute over the Aaland Islands and the Greco-Bulgarian dispute of 1925, and explain how these were resolved and why the resolution was accepted.

Limited responses

- Some candidates gave reasons with no supporting detail, most commonly that the dispute involved minor powers. Candidates needed to support this identification with more detail such as how the League solved the Aaland Island crisis to develop an explanation.
- A few candidates wrote a description of the dispute over the Aaland Islands and/or the Greco-Bulgarian dispute of 1925 and/or the 1921 Upper Silesia plebiscite. To improve these responses, they needed to use the details from the crises to explain why the League was successful.
- Some candidates used the crises over Vilna and Corfu as examples of the League's success when in fact these were generally seen as failures or at least examples of the limits of the League's ability to influence the outcome of a dispute.
- A few candidates included details on the failures of the League in the 1930s, most notably over Manchuria and Abyssinia which were irrelevant to this question.

(c) Comprehensive responses

- Most candidates understood the important issues in both the crises of Manchuria and Abyssinia.
- Most candidates dealt with the two crises separately.
- In the Manchurian crisis candidates were able to demonstrate the problems which made it difficult for the League to handle. The problems included that the crisis was happening a long way from home and the sluggishness in producing the Lytton Report.
- Many candidates were able to explain the difficulties in dealing with the Abyssinian crisis including the British and particularly the French need for protection against Germany, the potentially damaging effect of economic sanctions on Britain and France and the Hoare-Laval Pact.
- Some candidates were able to include an effective evaluation. Most concluded that Abyssinia was the harder crisis for the League to deal with, largely due to the closer proximity of the crisis, and the attitudes of Britain and France.

Limited responses

- A few candidates used incorrect information when describing the crises, for example they attributed the League's failure to stop Japan in Manchuria to Britain and France's need for support against Hitler (before his rise to power in 1933).
- Some candidates' knowledge of events in Abyssinia needed to be more secure.
- A few candidates included a description of the causes and events of both crises without comment or analysis directed towards the question. Candidates needed to pick an instance from the crisis to explain the difficulty. For example, the potentially damaging effect of imposing sanctions on Britain and France.

Question 7

(a) Comprehensive responses

- Most candidates had a clear understanding of the Warsaw Pact.
- Many candidates were able to include features of the Pact notably that it was a military alliance formed in 1955 by Khrushchev in response to NATO.
- Most responses included some of the countries who were members of the Pact.

Limited responses

- A misconception among some candidates was that the Pact was formed by Stalin.
- Some candidates made no reference to why it was set up.

(b) Comprehensive responses

- Many candidates showed clear understanding of the economic impact of the Marshall Plan most notably the resulting financial stability.
- Some candidates clearly understood and explained the threat to democracy if countries were poor.



- Many candidates used contextual details to support their responses such as the terrible state European countries were in after the Second World War.

Limited responses

- Some candidates included only one explanation, most commonly the help it would give them to restore their industries and economies.
- Some candidates did not include relevant information. Responses with details explaining why Stalin did not want Communist countries to receive Marshall Aid were not relevant to this question.
- A few responses did not contain sufficient supporting detail.

(c) Comprehensive responses

- Some candidates demonstrated a solid grasp of the main issues involved in the peace conferences of 1945 most commonly the issues of Germany, Poland and the Soviet sphere of influence.
- Many candidates provided good arguments for and against Germany being the most important issue including the disagreements over reparations.
- Some candidates were able to explain Russia's position in 1945, its' desire to be secure and to spread communism further west.

Limited responses

- Some candidates included the terms of the Yalta Conference with no specific reference to the issues that were raised.
- Some candidates wrote generally about the personalities of people present at both the Yalta and Potsdam Conferences without identifying an issue.
- A few candidates identified an issue without providing further details to develop an explanation. Candidates could have stated that at Yalta, Churchill and Roosevelt did not want Soviet power to spread too far west and then use Stalin's arguments for the border of the USSR to move westwards into Poland to explain the issue.

Question 8

(a) Comprehensive responses

- Most candidates demonstrated a secure understanding of the part played by Walesa in Poland.
- Most candidates described his role in the setting up of Solidarity.
- Most candidates identified the 21 demands accepted by the government.

Limited responses

- A few candidates did not include enough detail.

(b) Comprehensive responses

- Most candidates showed a clear understanding of the reasons for the building of the Berlin Wall.
- Candidates often referred to the large number of skilled workers leaving East Germany and the Soviet desire to defend communism. These reasons were explained using contextual evidence.
- Some candidates included the fact that having people escape to the West was not good publicity for the East.

Limited responses

- Many candidates identified reasons such as the exodus of skilled workers without giving any supporting evidence. They needed to include details of the attraction of a higher standard of living and freedom of speech in West Germany to provide an explanation.
- Some candidates missed the opportunity to explain two reasons.

(c) Comprehensive responses

- Some responses were well structured and explained both sides of the argument.
- Some candidates demonstrated a clear understanding of the opposition to Soviet control in both countries.



- Some candidates identified a reason for Hungary in 1956 and Czechoslovakia in 1968 to oppose Soviet control. This was commonly the lack of freedom in both countries. This reason was then justified with contextual evidence relating to repressive rule, censorship and a desire for reform.
- Some candidates could identify and explain the ways in which the reasons for opposition differed, most notably that unlike Nagy, Dubček did not want to leave the Warsaw Pact.

Limited responses

- Many candidates included a description of events in Hungary followed by a narrative of events in Czechoslovakia without comment or analysis directed towards the question. Candidates needed to choose a common reason for revolt in both countries such as low living standards and compare with supporting contextual detail.
- Many candidates identified reasons without any supporting details.
- Some candidates made little reference to the differences in approach. For example, in Czechoslovakia it was all gentle, with Dubček just wanting to reform communism with his policy of 'socialism with a human face', rather than in Hungary where there was an armed uprising against Soviet control.
- A few candidates showed little understanding of both events.

Questions 9 and 10

There were too few responses to provide a meaningful comment.

Question 11

(a) Comprehensive responses

- Most candidates could give a full description of the cultural achievements of the Weimar Republic.
- Many candidates identified that it was the lack of censorship which allowed the arts to flourish.
- Some candidates described the changes most notably in art, architecture and films.
- Some responses included specific people who were involved in the achievements including playwrights and film stars.

Limited responses

- A few candidates wrote in very general terms.

(b) Comprehensive responses

- Many candidates were secure in their knowledge of the impact of Stresemann's foreign policy.
- Most candidates explained the impact of the Locarno Pact leading to Germany being admitted into the League of Nations.
- The impact of the Dawes and Young Plans also in many cases produced good explanations.

Limited responses

- A few candidates identified the economic impact of the Dawes and Young Plans without going into detail on how and why Stresemann reformed the currency.
- Some candidates stated that Stresemann negotiated the Locarno Treaties and that Germany was admitted into the League of Nations without including any further details on their impact. These responses could have explained how Germany becoming a permanent member of the League showed how trustworthy and internationally accepted they had become.

(c) Comprehensive responses

- Most candidates demonstrated a very clear understanding of the key issues facing the Weimar Republic and justified these with contextual evidence.
- Most candidates produced a response that considered both sides of the argument.
- These responses explained the economic threat from reparations, hyperinflation (1923) and the Great Depression (1929).
- Many candidates also identified the threats from political instability and constitutional weakness.
- Some candidates included an effective, supported valid judgement. For example, they considered the economic collapse to be the greater threat as the Republic had managed to



survive the political threats in the early years, however the Great Depression paved the way for the rise of the Nazi Party who were seen as the only solution to economic misery.

Limited responses

- Some responses used the Spartacists in 1919 and the Kapp Putsch in 1920 to describe the political instability. They needed to provide fuller explanations as to why these were a threat. For example, the Kapp Putsch exposed the government's lack of military influence and reliance on the working class to survive.
- A misconception among a few candidates was that the Nazis were strong competition from the early '20s.
- Some candidates confused the chronology of the economic developments in the 1920s.
- A few candidates included details of Hitler's personality and qualities without comment or analysis directed towards the question.

Question 12

(a) Comprehensive responses

- Most candidates correctly identified that the Final Solution was the mass murder of Jews.
- Some candidates identified that it was decided at the Wannsee Conference in 1942.
- Some candidates included the names and operation of the concentration camps.
- A few candidates referred to its implementation being led by Heinrich Himmler.

Limited responses

- A few candidates whilst understanding the meaning of the term needed to include more specific description.
- A few candidates included information not relevant to this question, for example why Hitler hated the Jews.

(b) Comprehensive responses

- Many candidates demonstrated a clear understanding and explained how the hardships, rationing and failing war effort led to opposition.
- Some candidates explained the opposition from specific groups for example the Edelweiss Pirates and the White Rose Group.

Limited responses

- Many candidates correctly identified opposition groups, for example religious groups, without using supporting contextual details to provide an explanation. An example could be Dietrich Bonhoeffer who opposed the regime's brutality including the euthanasia of the disabled and the persecution of the Jews.
- A few candidates made little reference to 'during the Second World War'.

(c) Comprehensive responses

- Most candidates could explain the traditional role of women and how women welcomed the public recognition they were given.
- Some candidates produced opposing arguments such as the views of professional women.
- Some candidates illustrated differences in policy between pre- and post-1939.
- Some candidates illustrated differences in demographics.

Limited responses

- Some candidates included descriptions without comment or analysis directed towards the question.
- Some responses contained a detailed statement on only one side of the argument usually the traditional role of women.
- Some candidates needed to show the responses of women who liked political and social freedoms.

Question 13

There were too few responses to provide a meaningful comment.

Question 14

(a) Comprehensive responses

- Most candidates used their knowledge to correctly describe Trotsky's role. His leadership of the Red Army was well known as were his military tactics and strategy.

Limited responses

- A few candidates, whilst understanding that he was the leader of the Red Army, wrote generally about his character rather than giving specific details on his role. These responses could have been improved by including details of how he transformed the army from a disorganised force into a disciplined army of over 3 million men.
- A few candidates misunderstood the question and described his role in the November 1917 Russian Revolution.

(b) Comprehensive responses

- Many candidates demonstrated a solid grasp of the key issues and used supporting contextual knowledge to produce an explanation. Most identified the failure of War Communism as a key issue and included the fall in industrial production, the 1921 famine and increasing economic problems as evidence.
- Some candidates explained the significance of the Kronstadt Mutiny as a second reason.
- A few candidates examined Lenin's political motives.

Limited responses

- Some candidates limited their responses to the failure of War Communism.
- Some candidates wrote generally about Lenin having to do something. Candidates needed to include details why, such as the increasing public opposition leading to the reintroduction of partial capitalism.
- A few candidates included a narrative of the New Economic Policy without comment on the question.

(c) Comprehensive responses

- Many candidates understood the key issues and used supporting details to develop their responses. The role of Lenin was well explained.
- Many candidates produced a balanced argument, most commonly explaining the contribution of Trotsky.
- A few candidates were able to explain the weaknesses and failure of the Provisional Government.
- Some responses were able to include effective evaluation and judgement. Most concluded that despite the unpopularity of the Provisional Government and Trotsky's military organisation it was Lenin's decisive leadership and technical brilliance that were the main reasons.

Limited responses

- Some candidates identified different reasons without including relevant supporting details. Candidates needed to use examples of Lenin's tactics and slogans such as 'Peace, Land and Bread' to explain his success.
- Some candidates made little reference to the weaknesses of the Provisional Government.
- A few candidates misunderstood the timing of the question and discussed Trotsky's role in the Civil War.

Question 15

(a) Comprehensive responses

- Most candidates showed clear understanding of the problems farmers faced in the 1920s.
- Many candidates referred to overproduction, falling food prices and foreign competition.
- Some referred to the effects of the end of the war and the enforcement of Prohibition.

Limited responses

- A few candidates wrote in general terms ('farming wasn't very good') rather than describing specific problems.
- A few candidates gave an incorrect response because of using evidence from the 1930s.



(b) Comprehensive responses

- Some candidates were able to identify a traditional industry, which was struggling, usually the coal industry and use the effect of the development and widespread use of oil and electricity to explain.
- A few candidates could identify and explain a second struggling industry.

Limited responses

- Some candidates put all the struggling industries together and wrote generally why they were struggling. These responses could be improved by taking each industry separately.
- A few candidates misunderstood the question and wrote about industries which were booming.
- Some responses needed to elaborate on why industry was struggling.

(c) Comprehensive responses

- Many candidates were familiar with the issues that were relevant to this question.
- Many candidates identified the importance of mass production and most included the use and impact of Henry Ford's assembly line to explain.
- Many candidates produced a balanced argument using evidence of the contributions made by other factors such as advertising, availability of cheap credit and the consumer culture.
- Some candidates included a clearly evaluative conclusion, often coming to the judgement that whilst mass production was perhaps the most vital technical reason it heavily depended on other factors including affordable credit, rising wages and the USA's abundance of natural resources.

Limited responses

- Some candidates identified factors on either side of the argument, for example Republican policies. Candidates needed details on laissez-faire, high tariffs and low taxation to develop a full explanation
- A few candidates provided undeveloped lists of reasons without explanation.

Questions 16,17 and 18

There were too few responses to provide a meaningful comment.



HISTORY

Paper 0470/22 Document Questions

Key messages

What candidates did well

- Most candidates demonstrated good knowledge and understanding of the Vietnam War and the broader historical context.
- Most candidates were able to interpret and make inferences from sources.
- Some candidates were able to cross-reference or use their contextual knowledge to evaluate sources.
- Most candidates compared the messages of sources.
- Most candidates used the sources to support their arguments and conclusions.

What candidates needed to improve

- Some candidates needed to be more aware of which questions required sources to be evaluated.
- In comparison questions, some candidates wrote about the sources separately rather than directly comparing them.
- Some candidates did not use the provenance of sources well.
- Some candidates needed to infer the overall message of sources.

Comments on specific questions

Option A: Nineteenth century topic

There were too few responses to provide a meaningful comment.

Option B

Question 2

(a) Comprehensive responses

- Many candidates were able to explain both agreements and disagreements.
- Many candidates used details from the sources to effectively support their explanations.
- Some candidates read the sources as a whole and compared their 'big messages'.

Limited responses

- Some candidates wrote about the sources separately instead of comparing them point by point.
- Some candidates needed to explain disagreements more fully.

(b) Comprehensive responses

- Some responses were excellent and explained the point of view of the cartoonist – criticism of the fact that the US military had to act under constraints.
- Some candidates demonstrated understanding of the main message the cartoonist wanted to convey.
- Some candidates referred to the cartoon in a relevant way to support their interpretations.

Limited responses

- Some candidates misunderstood the cartoon and argued that it demonstrated opposition to America's involvement in Vietnam War.
- Some candidates described details in the cartoon rather than interpreting it.



(c) Comprehensive responses

- Some candidates inferred Johnson's purpose in making this speech.
- Some candidates demonstrated good knowledge of the historical context and explained that Johnson was planning an escalation of US involvement in the war.
- Many candidates understood that Johnson was using the threat from Communism as a way of justifying US involvement in Vietnam.

Limited responses

- Some candidates paraphrased the source instead of inferring Johnson's message or purpose.
- Some candidates produced an interpretation of the speech without the reason for Johnson making the speech.

(d) Comprehensive responses

- Many candidates understood and explained the disagreements between the two sources over how well the USA was doing in the war.
- Some candidates evaluated at least one of the two sources by for example explaining the possible purpose of one or both authors.
- Comprehensive responses reached, and supported, a clear conclusion about the issue of 'surprise'.

Limited responses

- Some candidates needed to produce a clear comparison of the main messages of the two sources.
- Some responses focused on details in the sources rather than on their main messages.
- Some candidates needed to use the content of the sources as well as their provenance.

(e) Comprehensive response

- Many answers used the sources to support clear answers.
- Many answers explained how some sources support the hypothesis and some do not.
- Many answers used all the sources.
- Many answers made it clear on which side of the argument they were placing each source.

Limited responses

- Some answers needed to base their answers on the sources.
- Some answers needed to use details in the sources to support their arguments.
- Some answers needed to use the hypothesis given in the question.
- Some candidates needed to make it clearer which sources they were writing about.



HISTORY

Paper 0470/03 Coursework

Key messages

Component 3 Coursework

What candidates did well

- Many responses demonstrated well planned and coherent extended writing.
- Many candidates had a detailed knowledge of the historical context.
- Many candidates wrote extended, and well supported, explanations of significance.
- Some candidates were able to assess significance.
- Some candidates developed relevant and convincing arguments.
- Some candidates produced conclusions that were consistent with the rest of the answer.

What candidates needed to improve

- Some candidates needed to focus more on the requirements of the task.
- Some candidates needed to avoid lengthy introductions.
- Some candidates needed to focus more on developing arguments rather than on producing descriptions.

Comments on specific tasks/activities

Assessment of the historical significance of an individual, group, organisation, development, place or event.

What candidates did well

- Some candidates used a title that required assessment of significance.
- Some candidates focused on assessment of significance all the way through their answers.
- Some candidates were able to explore significance in different ways and from different perspectives.
- Some candidates considered the impact of their subject and also how far that impact mattered to different individuals or groups.
- Some candidates developed their own original ideas and arguments.

What candidates needed to improve

- Some candidates needed to use a title that encouraged significance to be assessed.
- Some candidates needed to use a title that focused on assessment of significance rather than on causation.
- Some responses focused on describing what happened.
- Some candidates assumed that a person or event was significant simply because of what they did or caused.
- Some candidates made assertions about significance rather than carefully explanations.



HISTORY

Paper 0470/42 Alternative to Coursework
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Key messages

What candidates did well

- Most candidates were able to engage with both parts of the question from their chosen Depth Study.
- Most candidates demonstrated good subject knowledge and were able to deploy evidence and examples effectively and appropriately.
- Some candidates demonstrated excellent subject knowledge which included precise examples.
- Most candidates were able to construct well-structured accounts for part **(a)** responses, and some candidates placed events in a logical sequence.
- Most candidates were able to identify one or more facets in part **(b)** responses and provide detailed descriptions to support.
- Comprehensive responses in part **(b)** included convincing and supported explanations of the impact or importance at least one facet of the discussion.
- A few candidates were able to explain multiple facets supported by well-deployed subject knowledge and reach valid conclusions and judgements.

What candidates needed to improve

- Some candidates misread questions or answered more questions than instructed to by the exam paper.
- Some candidates gave information in their responses which went beyond the chronology stated in the question.
- In part **(a)** questions, some candidates wrote only generalised accounts with little specific detail of relevant events.
- Some responses to part **(b)** questions focused too much on description rather than explaining the importance or impact of the different facets identified.
- Some candidates misunderstood specific words or phrases in the assessment, resulting in vague or inaccurate responses.

Comments on specific questions

Depth Study A

Question 1

- There were too few responses to provide a meaningful comment.

Question 2

- There were too few responses to provide a meaningful comment.

Depth Study B

Question 3

(a) Comprehensive responses

- Most candidates had an excellent grasp of the relevant subject knowledge on the development of the Nazi Party between 1919 and 1923.
- Many responses demonstrated very good structure through a broadly chronological approach.
- Some candidates structured their accounts to provide a very logical sequence of the events in precise order.



- Most responses included many relevant examples in their descriptions such as precise dates, the names of important individuals and statistics such as the number of SA men that stormed the Munich beerhall in 1923.

Limited responses

- A few candidates placed events in an incorrect order in their accounts.
- There were some accounts which contained only vague or generalised knowledge of the development of the Nazi Party.
- Candidates confused the SA with the SS.

(b) Comprehensive responses

- Many responses contained two or more valid facets with some candidates explaining their importance. Many of these responses explained the importance of Hitler's trial and imprisonment for the Nazi Party's publicity and for Hitler's decision to reshape the party to win votes in elections after the failure of the Munich Putsch.
- Some responses included valid judgements where relative importance was discussed.

Limited responses

- Some candidates described events in detail instead of explaining importance.
- A common response was to assert that events in the 1930s were a direct result of events in 1924 given that the Nazi Party saw little support in elections until 1930.
- A few responses focused more on the events of the Munich Putsch rather than Hitler's trial and imprisonment which was the focus of the discussion.

Question 4

(a) Comprehensive responses

- Most candidates were able to provide subject knowledge of youth opposition to the Nazi regime.
- Most of the accounts this session included at least one reference to either the Edelweiss Pirates, the White Rose or Swing Movement; many accounts included references to two or more.
- Comprehensive accounts organised the material logically by theme and described each resistance movement one at a time; a few accounts provided further information on wider opposition to the Nazis such as the refusal to join the Hitler Youth even when it was compulsory after 1939.

Limited responses

- Some candidates did not describe specific opposition groups in their accounts and gave generalised responses.
- A few responses only focused on one specific opposition group, most commonly the Edelweiss Pirates.
- A very small number of accounts misread the question and wrote accounts on opposition in general in Nazi Germany, focusing on resistance in the church, amongst conservative groups or the army instead.

(b) Comprehensive responses

- Most candidates had a solid grasp of the term 'mass media' in the question and understood that this referred to the communication tools used by the Nazis to inform the public.
- Most candidates were able to identify at least one facet, with many candidates identifying two or more in their discussions.
- Most responses included references to the use of the radio (particularly the People's Receiver), the press, cinema and poster and leaflet campaigns.
- Comprehensive responses were able to explain the importance the mass media had on spreading Nazi ideology such as race theory, eugenics and antisemitism; on censoring information released to the public, especially during the war and creating the Hitler myth.

Limited responses

- A common response made by some candidates was misunderstanding the term mass media; some candidates also included modern mass media technology such as social media and television in their discussions.

- Few candidates explained the importance of the different facets identified in their discussions and instead wrote lengthy descriptions on propaganda and censorship.
- A number of responses also included material on the mass media used by the Nazis during the Weimar period rather than in Nazi Germany as stated by the question.

Depth Study C

Question 5

(a) Comprehensive responses

- Many accounts included a wide range of historical knowledge on the different features of Tsarist rule by 1905; some accounts were able to cite multiple examples and use excellent subject specific words and phrases to demonstrate a good understanding of the period.
- Comprehensive accounts were structured thematically rather than chronologically; many candidates were able to examine different aspects of Tsarist Russia such as the political system, the role of the Russian Orthodox Church, the system of repression, the poor living and working conditions for workers and the peasant land issue.
- Many responses included information on the Russo-Japanese War, Bloody Sunday and the beginning of the 1905 Revolution.

Limited responses

- Some candidates only gave generalised accounts of the period with only a few specific themes identified and described.
- A few responses focused only on the events of 1905 such as Bloody Sunday or the October Manifesto instead of describing more of the features of Tsarist rule at the time.
- A small number of candidates responded with confusing the events of 1905 with those of March 1917.

(b) Comprehensive responses

- Most candidates had some knowledge of Stolypin and his importance for Russia and were able to identify and describe at least one valid facet, most commonly his importance in crushing opposition.
- Comprehensive accounts also included facets relating to Stolypin's agricultural reforms and the impact these had on the peasant communes, land ownership and the expansion of the kulak class.
- A few candidates were able to offer convincing explanations of the different facets identified in their discussions.

Limited responses

- Some candidates offered only generalised descriptions of Stolypin with many writing an account of the carrot and stick methods used to restore social and economic stability to Russia after the 1905 Revolution.
- Many candidates did not provide explanations on the importance Stolypin had for Russia and few attempted to reach a conclusion and judgement.
- One response that was repeated a few times this session was a confusion as to when Stolypin was Prime Minister; a few responses confused Stolypin as a Communist leader.

Question 6

(a) Comprehensive responses

- Fewer candidates opted for **Question 6** than **Question 5** for **Depth Study C** this session.
- Some responses were able to provide detailed accounts of the experiences of the peasants during Stalin's rule.
- Comprehensive accounts examined the social and economic issues faced by peasants during collectivisation and the harsh repression used by Stalin to force them into collective farms. A few responses examined peasant resistance and the policy of dekulakisation. Some of these accounts included some precise statistics on the famine, particularly the Holodomor in Ukraine.
- Comprehensive responses were most commonly sequenced by theme with a few opting for a chronological approach.



Limited responses

- Some candidates gave only generalised accounts of the experiences of the peasants.
- Responses often only covered one or two aspects or themes relevant to the question leading to narrow accounts.
- A common response was for some candidates to confuse peasants with industrial workers and describe experiences in factories or in urban areas instead of the countryside.

(b) Comprehensive responses

- Some comprehensive responses were able to identify and explain the importance of propaganda in the Five-Year Plans.
- Focused discussions examined the importance of propaganda in promoting the benefits of Stalin's modernisation of the economy or celebrating workers' achievements to help increase production and exceed targets.
- Comprehensive discussions included depth of knowledge of the different propaganda techniques used to motivate the workforce and promote Soviet achievements.

Limited responses

- Some candidates focused on describing the Five-Year Plans rather than the importance of the propaganda used in the Five-Year Plans.
- A few responses did not identify any valid facets and gave generalised accounts of Stalin's rule.
- A common response was to focus on propaganda and censorship in general, particularly the cult of personality around Stalin instead of relating it to the Five-Year Plans specifically.

Depth Study D

Question 7

(a) Comprehensive responses

- Some candidates were able to write well-structured accounts of the development of credit and hire-purchase in the USA in the 1920s. Most candidates opted for a thematic approach to their accounts rather than chronological.
- Comprehensive accounts examined a number of different aspects of credit and hire-purchase and gave examples, often with precise statistical evidence to support, on the numbers of cars, radios and other household appliances bought on credit in the period.
- A few candidates referenced how speculators bought shares 'on the margin'.

Limited responses

- Many candidates misunderstood the terms credit and hire-purchase in their accounts.
- Some candidates focused only on one aspect of credit such as car sales instead of examining the different forms of credit used in the 1920s.
- Some accounts contained only vague or generalised information with few specific examples.

(b) Comprehensive responses

- Comprehensive discussions identified a number of facets on the impact of government policies on the American economy in the 1920s.
- Most candidates were able to give descriptions of the policies of laissez-faire, low taxation, protectionist tariffs and other economic policies with some responses providing detailed explanations on impact such as increasing consumer confidence, protecting American businesses and increasing spending power.
- A few candidates also considered the negative impact of government policies on the economy and focused on the plight of the farmers and workers in older industries such as coal and textiles.
- A number of candidates gave well-argued judgements in their conclusions on the relative impact of the different facets they had discussed.

Limited responses

- Some candidates were unable to fully recall the economic policies of the Republican governments of the 1920s and provided generalised assertions.
- Many candidates described the government policies in great detail and then did not go on and explain the impact the policies had on the American economy.



- A few responses misread the question or did not consider the question's focus on the economy leading to discussions on intolerance, isolationism or Prohibition.

Question 8

(a) **Comprehensive responses**

- Many candidates displayed good historical knowledge of the activities of the Bonus Marchers in 1932.
- Comprehensive accounts were structured chronologically rather than thematically which led to many logically sequenced responses.
- Most candidates examined the origins of the Bonus Army and their demands for early payment of their war bonuses and then described events in Washington D.C. and their removal by General MacArthur.
- There were many precise and well deployed examples used in some accounts including statistics on the number of marchers and the number of casualties.

Limited responses

- A few candidates placed some events in an incorrect chronological order.
- A few responses only provided generalised information about the event and the activities of the Bonus Marchers or focused on only one part of the narrative, commonly the burning down of the camp in the capital.

(b) **Comprehensive responses**

- Comprehensive discussions included two or more valid facets with a few candidates explaining the impact the Wall Street Crash had on the American economy.
- Most comprehensive responses examined the impact the Crash had on the banks and referred to the bank runs on savings as well as the impact it had on personal wealth when share prices crashed overnight. A few candidates also considered the wider economic impact on wage levels, production, trade and employment.
- There were some responses that fully engaged in the discussion and considered which facet had the most impact on the economy in their conclusion.

Limited responses

- Some candidates only focused on one facet of the discussion, most commonly the banking crisis that occurred after the Crash.
- Many candidates described events and provided detailed historical knowledge without explaining the impact it had on the American economy.
- A few responses misread the question and examined the wider 'great Depression' era of the 1930s and focused on the social, humanitarian issues faced by Americans such as homelessness, malnutrition and crime rather than the immediate impact of the Crash on the economy.

Depth Study E

Question 9

- There were too few responses to provide a meaningful comment.

Question 10

- There were too few responses to provide a meaningful comment.

