



Pearson

Mark scheme

GCE History (9HI0/1G)
Advanced

Paper 1: Breadth study with
interpretations

Option 1G: Germany and West
Germany, 1918–89

Generic Level Descriptors: Sections A and B

Target: AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	4–7	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	8–12	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	13–16	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.
5	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section C

Target: A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none">• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate.• Some relevant contextual knowledge is included, with limited linkage to the extracts.• Judgement on the view is assertive, with little or no supporting evidence.
2	4–7	<ul style="list-style-type: none">• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate.• Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included.• A judgement is given, but with limited support and related to the extracts overall, rather than specific issues.
3	8–12	<ul style="list-style-type: none">• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences.• Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts.• A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.
4	13–16	<ul style="list-style-type: none">• Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them.• Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth.• Discusses evidence provided in the extracts in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.
5	17–20	<ul style="list-style-type: none">• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors.• Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments.• Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.

Section A: Indicative content

Question	Indicative content
1	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how significant the problem of political extremism was in challenging effective government in the years 1919–30.</p> <p>The significance of the problem of political extremism in challenging effective government in the years 1919–30 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The Kapp putsch led by officers of the Freikorps led to the elected government fleeing Berlin• The KPD's attempt to create a workers' republic in Saxony in 1923 was short-lived but registered dangerous opposition at a time of national crisis• Hitler's Munich Putsch was given tacit support by the judiciary and thus gave legitimacy to Nazi hostility to democracy, and allowed his speedy return to politics• The economic crisis of 1929 massively increased the votes for anti-Weimar parties, e.g. from 4.5 million votes in 1928 to nearly 13 million votes in 1930. <p>The significance of other problems that challenged effective government and/or the limitations of the challenge from political extremism should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The Treaty of Versailles produced economic and political consequences that challenged the government, e.g. the crisis of 1923 and hyperinflation• Proportional representation led to unstable coalition governments with a short lifespan, e.g. there were 14 governments appointed between 1919 and 1928• Political extremism was of little significance in the years 1924–28 as the economy picked up• The Wall Street Crash and the recall of loans to Germany was an external factor that created a social and economic crisis that hampered effective government• The collapse of the Muller coalition in 1930 was mainly the result of division between the pro-Weimar parties over how the money for unemployment insurance should be raised. <p>Other relevant material must be credited.</p>

Question	Indicative content
2	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how far they agree with the view that Nazi censorship was the most effective method used to control the people in the years 1933–45.</p> <p>Evidence and argument to support the suggestion that Nazi censorship was the most effective method used to control the people in the years 1933–45 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Goebbels' role as Minister of Propaganda and Enlightenment controlled access to information and ideas, thus limiting the opportunities for dissent • The 'Hitler myth', which gave Hitler huge popular appeal, could only work if all criticism (both overt and implicit) was censored • The availability of the cheap 'Peoples' Receiver' gave access to Nazi propaganda but prevented access to information that would harm the regime • War time censorship prevented the discussion of disastrous military defeats and celebrated military victories to keep the Germans fighting to 1945. <p>Evidence and argument to challenge the suggestion that Nazi censorship was the most effective method used to control the people in the years 1933–45 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The terror regime headed by Himmler and the SS • The scapegoating of Germany's supposed racial enemies attempted to deflect discontent away from the Nazis and promote Nazi racist ideology, e.g. the removal of Jews from the Prussian Civil Service in 1933 • The education and training of the youth to support Nazi ideals • Escapist propaganda was used to divert Germans from their troubles, e.g. the film <i>Kolberg</i> to lift spirits as Germany faced imminent defeat. <p>Other relevant material must be credited.</p>

Section B: Indicative content

Question	Indicative content
3	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how far they agree that the economic policies of the Nazi regime were remarkably similar to those of the FRG.</p> <p>Evidence and argument that the economic policies of the Nazi regime were remarkably similar to those of the FRG should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Both the Nazis and FRG needed to overcome national crises and wanted to improve living standards, e.g. RAD in 1933, Economic Council 1949• Both the Nazis and FRG were concerned to increase German manufacturing and exports, e.g. MEFO bills in 1933 and currency reform 1949• Both the Nazis and FRG sought to protect and support heavy industry, e.g. the Four Year Plan in 1936 and the European Coal and Steel Community in 1952• Both the Nazis and the FRG wanted workers to identify with the industry in which they were employed, albeit through different methods, e.g. DAF in 1933 and Codetermination in 1951. <p>Evidence and argument that the economic policies of the Nazi regime and those of the FRG were different should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The Nazis sought to build a command economy where the state dominated production whereas the FRG wanted to create a free market• The Nazis wanted to create a war economy whereas weapons production was banned for the FRG• The Nazis wanted economic autarky whereas the FRG sought integration into the European economy through the EEC• The Nazis wanted foreign labour supplied through conquest and coercion, whereas the FRG sought foreign workers through free and voluntary movement. <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which the role and status of women changed in the years 1939–89.</p> <p>Evidence and argument that the role and status of women changed in the years 1939–89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Second World War changed the role of women in Nazi Germany as they were required to replace men called to fight, e.g. as teachers and farm workers • The role and status of women changed further when they were allowed to serve as auxiliaries in the armed forces in 1941 • Article 3 of the Basic Law changed the status of women by giving them equality before the law in 1949 • The 1979 Marriage and Family Law made a significant change towards women's equality by defining women's role in marriage as an equal partner. <p>Evidence and argument that there was little if any change to the role and status of women in the years 1939–89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Women's status under the law was unaffected by their work during the Second World War • Up to 1958 women had to gain permission from their husbands to go to work and had to surrender their property on marriage • National Socialist attitudes to women's liberation were strongly ingrained in both genders, e.g. in 1982 a survey found that a clear majority of men and women thought that women should stop work when they got married • The abortion law of 1974, which gave women sovereignty over their own bodies, was declared unconstitutional in 1975 – an echo of attitudes under National Socialism. <p>Other relevant material must be credited.</p>

Section C: Indicative content

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument.</p> <p>Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that Hitler invaded Poland in September 1939 because he thought that Western powers would not intervene.</p> <p>In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include:</p> <p>Extract 1</p> <ul style="list-style-type: none">• Hitler thought that the British guarantee to Poland had not changed his prospects in Europe• Hitler's invasion of Poland was to secure <i>Lebensraum</i> and a guaranteed food supply• Hitler believed that Britain and France would continue to use appeasement. <p>Extract 2</p> <ul style="list-style-type: none">• The Nazi-Soviet Pact was Hitler's final preparation for war in the East• Hitler wanted war where he could deploy devastating military force• Hitler had calculated that Britain and France might intervene and was not surprised when they declared war. <p>Candidates should relate their own knowledge to the material in the extracts to support the view that Hitler invaded Poland in September 1939 because he thought that the Western powers would not intervene. Relevant points may include:</p> <ul style="list-style-type: none">• Hitler had grown in confidence as the Western powers failed to intervene over the Rhineland, Austria and Czechoslovakia, all of which went against the terms of the Versailles settlement• Ribbentrop had informed Hitler that the British did not want war• Hitler believed that Britain was not, as yet, prepared for war, militarily or psychologically, and he believed that Germany's superior armaments would dissuade them from acting. <p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that Hitler invaded Poland because he thought that the Western powers would not intervene. Relevant points may include:</p> <ul style="list-style-type: none">• Hitler saw war as the means of making Germany great and wanted war for its own sake• Hitler was convinced that Germany had an historic mission to conquer the East as expressed in <i>Mein Kampf</i>• Germany might be outflanked by rearmament in the West unless Hitler seized the initiative and attacked Poland.

Question	Indicative content
	Other relevant material must be credited.