



Pearson  
Edexcel

Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCE History (9HI0/1G)  
Advanced

Paper 1: Breadth study with  
interpretations

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

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## 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.
<b>1</b>	<b>1–3</b>	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
<b>2</b>	<b>4–7</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
<b>3</b>	<b>8–12</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
<b>4</b>	<b>13–16</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>5</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li> <li>• 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.</li> <li>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li> </ul>

## 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.
<b>1</b>	<b>1–3</b>	<ul style="list-style-type: none"> <li>• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the extracts.</li> <li>• Judgement on the view is assertive, with little or no supporting evidence.</li> </ul>
<b>2</b>	<b>4–7</b>	<ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate.</li> <li>• 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.</li> <li>• A judgement is given, but with limited support and related to the extracts overall, rather than specific issues.</li> </ul>
<b>3</b>	<b>8–12</b>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences.</li> <li>• Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts.</li> <li>• A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.</li> </ul>
<b>4</b>	<b>13–16</b>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>5</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors.</li> <li>• Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments.</li> <li>• Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.</li> </ul>

## Section A: Indicative content

Question	Indicative content
<b>1</b>	<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 accurate it is to say that the Weimar Republic fell because support for democratic government was limited in the years 1918–33.</p> <p>Evidence and argument that the Weimar Republic fell because support for democratic government was limited in the years 1918–33 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The failure of coalitions limited support for democratic government and encouraged anti-Weimar parties, e.g. 15 separate governments in the years 1919–30 allowed Hitler to dub democracy as 'decadent'</li><li>• The democratic parties were discredited by the economic crisis and hyperinflation of 1923, which saw risings led by the KPD and the parties of the extreme right</li><li>• The democratic parties lost crucial support during the economic crisis of 1929 by failing to resolve their economic priorities and hastening Presidential rule, e.g. the collapse of the Muller coalition in 1930</li><li>• The period of Presidential rule, 1930–33, saw the decline of support for democratic parties and the rise in support for anti-Weimar parties, e.g. the support for the KPD and NSDAP in the 1932 elections.</li></ul> <p>Evidence and argument that support for democratic government was not limited and/or there were other reasons for the fall of the Weimar Republic in the years 1918–33 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Elections in Weimar Germany saw both a high turnout and a proliferation of parties representing different groups, showing substantial support for democracy</li><li>• The German people did not turn against democracy during the crisis of 1923 and the democratic parties saw a surge in support from 1924 to 1929, showing the resilience of democratic values</li><li>• The economic crisis of 1929 forced desperate Germans to seek radical solutions, which created a shift in support from the democratic parties to the KPD and NSDAP</li><li>• The talents of Hitler and the Nazis in gaining mass popular support was a major factor in undermining the Weimar Republic, e.g. the 'Hitler Over Germany' campaign in 1932</li><li>• The growth of the KPD after 1930 alarmed the German middle classes who turned to Hitler, and this in turn made him a viable candidate for the role of Chancellor.</li></ul> <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 that the main consequence of Nazi policies towards women, in the years 1933–45, was an improvement in women's status.</p> <p>The extent to which the main consequence of Nazi policies towards women, in the years 1933–45, was an improvement in their status should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Women considered 'Aryan' were celebrated for their role as mothers of a so-called master race, e.g. the medals awarded for bearing children, a visible consequence of Nazi policy</li> <li>• The family was considered to be the foundation of the <i>Volksgemeinschaft</i> and the role of women as leaders in the domestic sphere was celebrated, e.g. by Nazi propaganda posters</li> <li>• An important consequence of Nazi policy was the militarisation of women's role as child bearer, which accorded them state support, e.g. HJ members were instructed to salute mothers whose 'pram is their panzer'</li> <li>• Women enjoyed improved financial status through increased child benefits, which was different from their status in the Weimar Republic, and was therefore an important consequence of Nazi policy</li> <li>• Working-class women who had suffered during the depression felt a significant improvement in their material wellbeing under the Nazis, as being a mother was all that was expected.</li> </ul> <p>Other consequences of Nazi policies towards women in the years 1933–45 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The withdrawal of women from higher education had the consequence of barring them from entering the professions</li> <li>• The <i>Lebensborn</i> programme reduced the role and status of women to breeders of 'pure' racial stock</li> <li>• Although women were put on a pedestal for their fertility, their forced domestic role encouraged worse sexist attitudes from men, e.g. the League of German Maidens were commonly referred to as 'mattresses' by HJ youth</li> <li>• The Nazi policy of forcing women out of work had the consequence of reducing their pay when they were needed for work after 1937, e.g. they were paid on average 20 per cent less than men</li> <li>• During the war years, women were expected to increase their labour, particularly in agriculture, and this worsened women's status.</li> </ul> <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 attitudes to ethnic minorities in the FRG were very similar to those in the Weimar Republic.</p> <p>The extent to which attitudes to ethnic minorities in the FRG were very similar to those in the Weimar Republic should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Ethnic minorities had some rights guaranteed by government legislation, e.g. Article 113 of the Weimar Constitution and the Basic Law of 1949</li><li>• In education, there were attempts to get the children of ethnic minorities into school to study a shared German curriculum, e.g. the efforts to provide for the children of Gypsies under Weimar and those of Turks in the FRG</li><li>• Ethnic minorities continued to be blamed for any economic deteriorations, e.g. the blaming of Jews for the hyperinflation of 1923 and the objections to the employment of 'guest workers' during the 1966 recession</li><li>• Some ethnic minorities were likely to be employed in jobs requiring heavy labour under Weimar and the FRG, e.g. Poles in agriculture and construction in the Weimar Republic and Turks working as miners under the FRG</li><li>• There was some criticism of ethnic minorities on the grounds of their culture in both the Weimar Republic and the FRG, e.g. the criticisms of 'Jewish' theatre under Weimar and hostility to Islamic culture in the 1980s.</li></ul> <p>The extent to which attitudes to ethnic minorities in the FRG were different to those in the Weimar Republic should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The focus of racist attitudes in the Weimar Republic and FRG were different, e.g. the Jews and Poles targeted by the right under Weimar had largely been removed after the Holocaust and German division</li><li>• The criticism of ethnic minorities on economic grounds was different in the sense that there were less severe economic crises in the FRG and steady economic growth meant there was a shortage of labour</li><li>• The extreme racism exhibited by the nationalist right under Weimar was itself under suspicion and restrictions in the FRG, e.g. prosecuting anti-Semites in the light of the Holocaust</li><li>• There was no equivalence in the FRG to charges of treachery levelled at ethnic minorities by the right in Weimar, e.g. blaming Jews for defeat in the First World War</li><li>• Anti-French attitudes under Weimar were not repeated under the FRG as integration into the EU was a priority.</li></ul> <p>Other relevant material must be credited.</p>



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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 about how accurate it is to say that the most significant feature of German economic policies in the years 1933–89 was the desire to win popular support.</p> <p>Evidence and argument to support the view that the most significant feature of German economic policies in the years 1933–89 was the desire to win popular support should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The immediate implementation of policies to reduce unemployment in 1933 was to give the Nazis credibility among the workers and boost their standing with their members, e.g. the building of <i>autobahns</i></li> <li>• Despite economic rationale to the contrary, the Nazis refused to introduce rationing during the Second World War to maintain public morale</li> <li>• Care was taken after 1945 to rebuild a Germany, which would not antagonise any socio-economic groups, e.g. the social market economy and the policy of 'shared burdens'</li> <li>• Bringing trade unions onto company boards was to deliberately foster cooperation and led to workers having good employment rights</li> <li>• The 1967 Stabilisation Law allowed money to be moved to areas where the population was suffering the most distress, which shows a desire to keep the support of the public.</li> </ul> <p>Evidence and argument that the desire to win popular support was not the most significant feature and/or other features were more significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• By May 1933 all working-class organisations had lost their independence, e.g. the coordination of the trade unions, and shows that the Nazis were prepared to impose policies that risked their popularity</li> <li>• The needs of the war economy overrode the desire to keep the workers on side, e.g. the 'Guns and Butter' controversy, which ended decisively in favour of guns</li> <li>• Wages were not only held down by the Nazis (unlike profits) but the regime was also prepared to use forced labour, showing something approaching contempt for the dignity of labour</li> <li>• The FRG governments' pro-worker stance when the economy was expanding and skilled labour was in short supply gave way to more draconian measures, e.g. cuts to public spending and higher income tax in 1975</li> <li>• Helmut Kohl largely abandoned the social market in favour of neoliberalism after 1982, e.g. his claim that declining productivity was due to welfare dependency and thus his cuts to welfare provision.</li> </ul> <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's ideological convictions were responsible for leading Germany to war in 1939.</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"><li>• Hitler's ambition was to dominate Europe as a prelude to world domination and he could use Britain and Italy to achieve this end</li><li>• Hitler's anti-Semitism drove his ambitions so that he might remove Jewish influence from the entire globe</li><li>• Hitler understood German domination to be both a national and personal right</li><li>• The influence of German history on Hitler had made his convictions absolute and unstoppable.</li></ul> <p>Extract 2</p> <ul style="list-style-type: none"><li>• Nazi Germany was compelled to redress the balance of power in the late 1930s</li><li>• The Second World War could have been avoided if other powers had conceded territory to him</li><li>• British policy seemed to offer Hitler approval for his anti-Bolshevism and encouraged further demands from him, including his claims on Poland</li><li>• Hitler felt that his military advantages in 1939 warranted the invasion of Poland.</li></ul> <p>Candidates should relate their own knowledge to the material in the extracts to support the view that Hitler's ideological convictions were responsible for leading Germany to war in 1939. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Hitler's social-Darwinist views encouraged war as a manifestation of racial supremacy and made conquest 'natural'</li><li>• The 'Blood and Soil' ideas held by Hitler encouraged war and conquest to win living space</li><li>• Defeat in the First World War and the Treaty of Versailles could only be explained (for Hitler) as the work of traitors, and thus Hitler believed another war under his dictatorship had every chance of success</li><li>• Hitler believed that communism and Judaism were closely linked and thus were the most dangerous enemy facing Germany, which made war on the Soviet Union virtually inevitable</li><li>• Hitler had sought to prepare Germany for war through racial policies, e.g. only so-called Aryans could be members of the armed forces, and this</li></ul>

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	<p>encouraged his belief that Germany would be victorious.</p> <p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that Hitler's ideological convictions were responsible for leading Germany to war in 1939. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Despite Hitler's dogmatic self-belief he was prepared to be pragmatic too, e.g. the signing of the Nazi-Soviet Pact to overcome the British guarantee to Poland</li> <li>• Hitler was a gambler as well as an ideologue who was prepared to push his luck and continuously up the ante, e.g. his boast to his generals that 'I always go for broke'</li> <li>• The Nazi Soviet Pact was a disastrous mistake for Stalin to make as it allowed Hitler to consider a winnable war against the Western powers</li> <li>• Had Hitler postponed war to 1943, the year he originally planned for, the other Western powers could have rearmed further than Germany, and thus an early strike was a tactical advantage.</li> </ul>