



Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCE History (8HI0/1G)
Advanced Subsidiary

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.
1	1–4	<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	5–10	<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 question. • Mostly accurate and relevant knowledge is included, but it 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	11–16	<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	17–20	<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.

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	1–4	<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	5–10	<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 on the view is given, but with limited support and related to the extracts overall, rather than specific issues.
3	11–16	<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	17–20	<ul style="list-style-type: none">• Demonstrates understanding of the extracts, analysing the issues of interpretation raised 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 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.

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 whether the weakness of government during the Weimar Republic was the main reason for the growth in support for the Nazi Party in the years 1919-33.</p> <p>Evidence and argument that the weakness of government during the Weimar Republic was the main reason for the growth in support for the Nazi Party in the years 1919-33 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The Weimar constitution produced weak coalition governments that fed Nazi growth by allowing Hitler to pose as the strong leader Germany needed• Nazi crimes including murder and treason were treated ineffectually by the courts and the government missed the opportunity to effectively limit their appeal, e.g. Hitler's sentence for his part in the Munich Putsch• The weakness of Weimar government was a recurring theme in Hitler's popular speeches in which he advocated overthrowing democracy as a solution to Germany's woes• The failure of Weimar governments to deal with economic crises fed Nazi propaganda, e.g. the 'Bread, Work and Freedom' posters, which won the Nazis votes after 1929. <p>Evidence and argument about other reasons for the growth in support for the Nazi party in the years 1919-33 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Hitler's appeal to Germans as a man of conviction, e.g. his much publicised speech from the dock at his trial in 1923• The Hitler Youth attracted boys with its activities of camping, sport and patriotism• The Nazis used highly effective propaganda directed by Goebbels, e.g. the 'Hitler Over Germany' campaign, which made Hitler look dynamic• External economic crises created the conditions for the Nazi message to gain credence• The Nazi Party enjoyed substantial support and funding from big business, e.g. the steel producer Fritz Thyssen and the lavish donations from the Industrieklub after his 1932 speech in Dusseldorf. <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 whether political stability was the most important consequence of Konrad Adenauer's Chancellorship in the years 1949-63.</p> <p>Evidence and argument that political stability was the most important consequence of Konrad Adenauer's Chancellorship in the years 1949-63 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The political stability created by Adenauer was an important consequence because it satisfied Western powers and led to the removal of occupying allied troops in 1952 • Political stability was essential to maintain the FRG as a viable independent country after the split from the GDR, e.g. it was recognised as an independent sovereign state in 1955 • The consequence of political stability in the sense that it was committed to democracy and a peacetime economy enabled the FRG to join NATO in 1955, which provided military protection from the Eastern Bloc • Political stability in the sense that it was committed to peaceful trading with no idea of territorial expansion led to the FRG joining the EEC in 1957, which would have been impossible without French support. <p>The importance of other consequences of Konrad Adenauer's Chancellorship in the years 1949-63 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The de-Nazification of Germany was managed effectively to create a government that could break with the Third Reich while keeping some of its talented personnel, e.g. the Amnesty Laws • The creation of a social market economy with the aim of sharing burdens equally gave all Germans a stake in the country • The 'economic miracle' saw the FRG become a world economic power, e.g. the German supply of war materials during the Korean War • The establishment of a foreign policy that would begin Germany's integration into Europe and establish western allies among former opponents. <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 about how far they agree that German living standards changed little in the years 1918-45.</p> <p>The extent to which German living standards changed little in the years 1918-45 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The low point in living conditions caused by the First World War was steadily overcome but real wages improved only slightly between 1925 and 1939 and with the peaks of 1928 and 1939 came troughs in between• The staple diet for workers throughout the period was heavy on carbohydrates, e.g. bread and potatoes• Although housing stock improved in the middle years, at the beginning and end of the period homelessness and overcrowding were common• For unskilled workers wages, pensions and healthcare improved only slightly to 1939• The living standard of the elites was little troubled by a change in regime and the Second World War. <p>The extent to which German living standards did change should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Living standards for agricultural workers, farmers and the middle and working classes were badly affected by economic crisis, e.g. in 1929-33• Working-class women who were defined as 'Aryan' saw real improvements in their maternity benefits after 1933, as compared to the Weimar Republic, while non-Aryan women's living standards became precarious• Skilled workers such as engineers saw an improvement in wages and job security as Hitler's war economy got under way, which contrasted with even the best years of the Weimar Republic• Workers considered to be 'Aryan' in the Third Reich could access the benefits of the Strength Through Joy and the NSV programme, whereas benefits were universal under the Weimar Republic• Workers who were considered 'asocial' under the Third Reich were oppressed by the state, whereas under the Weimar Republic their right to life was enshrined in the constitution. <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 how far they agree that the economy was the most important factor influencing the changing role and status of women in the years 1918-89.</p> <p>Evidence and argument that the economy was the most important factor influencing the changing the role and status of women in the years 1918-89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The growth of the clerical sector after the First World War saw women pick up 'white blouse' jobs and fuelled changing aspirations of women's independence, e.g. the 'new woman' with an independent role and status • The Nazi restrictions on women's employment during the Four Year Plan changed their role from worker to housewife, and enhanced their status as mothers • Employers preferred to use women's labour at times of economic crisis, often changing the women into the 'bread winners', e.g. in the depression of 1929-33, and in the aftermath of the Second World War • As Germany became the powerhouse of European economic growth in the 1980s, women were encouraged to access higher education and employment in the professions. <p>Evidence and argument that show the limits of the economy and/or the importance of other factors influencing the changing role and status of women should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Culture was a factor influencing women's role and status in the Weimar Republic, e.g. the emergence of the 'New Woman' and a more progressive attitude to sexual relations • The constitutions of 1919/49 did much to enhance women's political rights and status • The policy of <i>Kinder, Küche, Kirche</i> was only partly driven by an economic cause (to get men back to work in 1933) and the change in women's status was influenced more by political ideology • In the Third Reich racial ideology was a factor affecting women's role and status, as German women were encouraged to have children in order to support a one thousand year Reich and produce a 'master race' • Women themselves fought to get control over their role and status, e.g. the women's liberation movements in the 1960s and 70s sought to raise women as independent citizens. <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 view that Germany invaded Poland only because Hitler saw it as an opportunity for an easy victory.</p> <p>Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion.</p> <p>In considering the given view, 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 prepared Germany for war because he thought it was inevitable, but he did not have a master plan for war• Hitler was flexible in terms of his strategy and tactics, and would do whatever he thought to be advantageous rather than stick to a plan• Hitler did not want a general war in 1939, but a limited, local war against Poland. <p>Extract 2</p> <ul style="list-style-type: none">• Hitler's world-view was formed when he wrote <i>Mein Kampf</i>, he never changed his beliefs, and they guided his actions• Hitler viewed war as a form of racial cleansing against Slavs and Jews, and the chance to gain living space at the expense of the Soviet Union• Hitler wanted to wipe out Marxism and to accomplish this he would have to defeat the Soviet Union. <p>Candidates should use their own knowledge of the issues to address to what extent Germany invaded Poland only because Hitler saw it as an opportunity for an easy victory. Relevant points may include:</p> <ul style="list-style-type: none">• Hitler had broken the terms of the Treaty of Versailles and achieved territorial expansion, seeing Poland as another easy opportunity, e.g. similar to his unopposed remilitarisation of the Rhineland• German armaments massively exceeded those of Poland, and with security in the East (Nazi-Soviet Pact) and Britain unable to intervene in the conflict, Poland was seen as an easy conquest• Britain had appeased German expansion into Austria and the Sudetenland and he believed the British would be unlikely to support their guarantee to defend Poland. <p>Candidates should use their own knowledge of the issues related to the debate to address other factors which explain the invasion of Poland. Relevant points may include:</p> <ul style="list-style-type: none">• Hitler's long-held desire for war against the Soviet Union could only be realised with Poland occupied as a forward-base• Hitler's willingness to accept war with the UK and France in 1939 since

	<p>both were rearming fast and time was not on Germany's side</p> <ul style="list-style-type: none">• The German economy could not keep on producing weapons at such an incredible rate indefinitely and war would stop the economy from overheating, and hence war came in 1939• Hitler had overcome just about all dissent from within the military and the business elite about his qualities as a leader, and victory over Poland would help maintain the Hitler myth• Hitler shared the Pan-German view that Germany's destiny lay in the conquest of the Eastern lands, and he saw it as his destiny to deliver this. <p>Other relevant material must be credited.</p>
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