



# **Mark Scheme**

Summer 2017

Pearson Edexcel  
GCE In History (9HI01) Paper 1G  
Advanced

Unit 1: Breadth study with interpretations

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

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Publications Code 9H10\_1G\_1706\_MS

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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.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

*i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*

*ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*

*iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## 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"> <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>
2	4–7	<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>
3	8–12	<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>
4	13–16	<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>

Level	Mark	Descriptor
5	17–20	<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:** AO3: 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"><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>
2	4–7	<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>
3	8–12	<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>
4	13–16	<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>
5	17–20	<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
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 far they agree with the view that opposition to the Weimar constitution was the most significant problem for governments to deal with in the years 1919-33.</p> <p>Evidence and argument that opposition to the Weimar constitution was the most significant problem that governments had to deal with in the years 1919-33 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The opposition to the Weimar constitution from those Germans loyal to the Kaiser, e.g. Wolfgang Kapp's attempted putsch</li><li>• The opposition to the Weimar constitution from within the state, e.g. the sympathetic treatment given to the murderers of Rathenau</li><li>• The opposition to the Weimar constitution from the extreme right and their attempts to undermine the authority of Weimar governments, e.g. the inclusion of Hitler in the Harzburg Front in 1931</li><li>• The opposition of the KPD to the Weimar constitution which they contrasted to the Soviet Union with some success, e.g. Thalmann took 13.2% of the vote in the 1932 presidential election.</li></ul> <p>Evidence and argument that other problems were as or more significant than opposition to the Weimar constitution should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Defeat in World War I created many problems for the early Weimar governments, e.g. the difficulty of demobilising troops</li><li>• The economic consequences of the post-war settlement nearly proved fatal in 1923</li><li>• The reliance of Germany on foreign loans, e.g. the Dawes and Young Plans</li><li>• The problems of world-wide depression after 1929 and its devastating effects on Germany.</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 throughout the years 1934-45 the Nazi government was a popular dictatorship.</p> <p>Evidence and argument to support the suggestion that throughout the years 1934-45 the Nazi government was a popular dictatorship should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Hitler was widely perceived to have brought law and order to Germany in contrast to the chaos of the Weimar Republic and this sustained his popularity for much of the period</li> <li>• Hitler was successfully portrayed as representing the national interest and was able to mobilise enthusiastic support, e.g. the overwhelming support for Hitler in the 1934 plebiscite</li> <li>• Hitler was credited with creating Germany's economic miracle and the support of major businesses for the regime was strong throughout the period, e.g. I.G. Farben</li> <li>• Ruthless actions against the 'enemies of the people' were supported by many Germans as the key to Germany's strength and wartime security, e.g. the suppression of Communists</li> <li>• Hitler's rule over Germany was only ended by defeat in war and his suicide.</li> </ul> <p>Evidence and argument to counter or modify the suggestion that throughout the years 1934-45 the Nazi government was a popular dictatorship should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Support for the regime from the working class diminished as the rearming of Germany led to a reduction in the supply of consumer goods, e.g. the 'guns and butter' controversy</li> <li>• Some Christians showed disapproval towards the cult of the Fuhrer and some of the barbaric policies of Nazism, e.g. the opposition to the Aktion T4 euthanasia programme</li> <li>• Many Germans opposed the anti-Semitic policies of the regime, e.g. the White Rose opposition to the Holocaust</li> <li>• Hitler's popularity waned sharply as victory in war turned to defeat after 1941</li> <li>• The role of terror against perceived opponents of the regime, which became more extensive in the run-up to, and during the course of, the war.</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 the extent to which German culture was shaped by political ideology in the years 1918-45.</p> <p>The extent to which German culture was shaped by political ideology in the years 1918-45 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Anti-militarism was a prominent feature of Communist art in the post-war Weimar period, e.g. the work of Otto Dix</li><li>• Anti-capitalism emerged in art and culture as the Weimar economy picked up in the mid-1920s, e.g. the work of the Communist George Grosz</li><li>• After the Nazi seizure of power Goebbels proscribed all art that was not in line with Nazi ideals, e.g. the display of 'degenerate art' in Munich in 1937</li><li>• Art was used to foster a culture of Hitler worship, e.g. <i>Triumph of the Will</i> by Leni Riefenstahl</li><li>• Culture in the Third Reich was influenced by racial theory, e.g. <i>Jud Suss</i> and <i>The Eternal Jew</i> were films made to encourage anti-Semitism.</li></ul> <p>The extent to which German culture was shaped by factors other than political ideology should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Weimar democracy encouraged freedom of expression regardless of political affiliation, e.g. the work of Walter Gropius and <i>Bauhaus</i></li><li>• Expressionist art flourished in Weimar to explore the meaning of human freedom, e.g. the Dadaists brought in ideas from across the globe</li><li>• After 1940 film production was either wildly escapist to distract citizens from war time privation, or heroic, e.g. <i>The Adventures of Baron Munchausen</i> and <i>Kolberg</i> (1945)</li><li>• Changes in technology drove new art forms.</li></ul> <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 suggestion that government intervention was the most important factor in German economic development in the years 1945-89.</p> <p>Evidence in support of the suggestion that government intervention was the most important factor in German economic development in the years 1945-89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The government decision to join the European Coal and Steel Community in 1951 secured the basis of German industrial growth</li> <li>• The government decision to join the European Economic Community led to Germany becoming Europe's dominant economic power</li> <li>• Schiller's decision to use Keynesian economic policy led to the government making huge investments in social welfare in the years 1965-70 which stimulated demand</li> <li>• The 1967 Economic Stabilisation Law allowed government to intervene in the economy and was deployed in the 1970s to overcome the effects of the oil crisis.</li> </ul> <p>Evidence opposing the suggestion that government intervention was the most important factor in German economic development in the years 1945-89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Marshall Aid was crucial in underpinning the currency (Deutschmark) and securing independence from the GDR</li> <li>• The Korean War created new supply opportunities for German business in the 1950s with NATO membership allowing Germany to begin the production of munitions</li> <li>• German businesses concentrated on producing high quality goods, especially machine tools, which allowed Germany to become a world class exporter</li> <li>• The role of individuals in shaping German economic development, e.g. Chancellor Kohl attempted to increase productivity by cutting back on government intervention in the 1980s.</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 the outbreak of the Second World War was a result of blunders by Hitler and his opponents.</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>• The growth of Soviet Russia which was now the second most powerful economy in the world obsessed Hitler, and war with Russia would have made sense</li><li>• Hitler is alleged to have rearmed to reinforce his diplomatic bargaining power with other European statesmen rather than preparing for war with Russia</li><li>• The Second World War was not premeditated but resulted from diplomatic blunders.</li></ul> <p>Extract 2</p> <ul style="list-style-type: none"><li>• It is profoundly mistaken to explain the Second World War as the result of diplomatic mistakes</li><li>• Nazism entailed the ideology of expansionism which was a cause of war in and of itself</li><li>• The Second World War was planned to the extent that Hitler knew the consequences of invading Poland and was ready to face them.</li></ul> <p>Candidates should relate their own knowledge to the material in the extracts to support the view that the outbreak of the Second World War was a result of blunders by Hitler and his opponents. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The appeasement of Hitler by Britain and the Munich settlement</li><li>• The failure of Britain and France to confront Hitler after the invasion of Prague in March 1938</li><li>• The naivety of Stalin in entering into a pact with Hitler in 1939</li><li>• The encouragement Hitler received from Mussolini through his nurturing of the Rome-Berlin axis.</li></ul> <p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the outbreak of the Second World War was a result of blunders by Hitler and his opponents. Relevant points may include:</p> <ul style="list-style-type: none"><li>• German preparations for war and Hitler's own declarations of his intention to go to war, e.g. in the Hossbach memorandum of 1937</li><li>• Rearmament in Britain was closing the gap with Germany making an early war more attractive to Hitler</li><li>• The Hitler-Stalin Pact allowed Hitler to strike against Poland without fear of the consequences being a war on two fronts</li><li>• Germany's economy was in danger from a growing balance of payments crisis that could be solved by conquest.</li></ul>

