



Examiners' Report **June 2025**

GCE History 9HI0 1G

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Introduction

It was pleasing to see candidates able to engage effectively across the ability range in this year's A Level paper 1G, which deals with Germany and West Germany, 1918 – 89. This year's paper proved to be accessible and well received by candidates who produced some excellent responses. Answers were broadly in line with the indicative content in the mark scheme, but some candidates offered information and analysis beyond that which we anticipated. In section C the extracts offered no difficulties for the majority of candidates and provided an accessible interpretative framework.

The advice offered to centres and candidates remains unchanged from last year.

The paper is divided into three sections. Section A comprises a choice of essays that assess understanding of the period in depth (AO1) by targeting any of the second order concepts of cause, consequence, change and continuity, similarity/difference and significance with a time frame of not less than ten years. Section B offers a further choice of essays using an extended time frame of not less than one third of that offered by the specification as a whole. Section C contains a compulsory question which is based on two given extracts. It assesses analysis and evaluation of historical interpretations in context (AO3). Candidates in the main appeared to organise their time effectively, although there were some cases of candidates not completing one of the three responses within the time allocated. Examiners did note a number of scripts that posed some problems with the legibility of hand writing. Examiners can only give credit for what they can read.

Of the three sections of Paper 1, candidates are generally more familiar with the essay sections, and in sections A and B most candidates were well prepared to write, or to attempt, an analytical response. Stronger answers clearly understood the importance of identifying the appropriate second order concept that was being targeted by the question. A minority of candidates, often otherwise knowledgeable, wanted to focus on causes and engage in a main factor/other factors approach, even where this did not necessarily address the demands of the conceptual focus. Candidates in the main were able to apply their knowledge and understanding in a manner suited to the different demands of questions in these two sections in terms of the greater depth of knowledge required where section A questions targeted a shorter period, as compared to the more careful selection generally required for the section B questions covering a broader timespan.

Candidates do need to formulate their planning so that there is an argument and a counter argument within their answer; some candidates lacked sufficient treatment of these. The generic mark scheme clearly indicates the four bullet-pointed strands which are the focus for awarding marks and centres should note how these strands progress through the levels. Candidates do need to be aware of key dates, as identified in the specification, and ensure that they draw their evidence in responses from the appropriate time period.

In Section C, the strongest answers demonstrated a clear focus on the need to discuss different arguments given within the two extracts, clearly recognising these as historical interpretations. Such responses tended to offer comparative analysis of the merits of the different views, exploring the validity of the arguments offered by the two historians in the light of the evidence offered by both the extracts, and candidates' own contextual knowledge. Such responses tended

to avoid attempts to examine the extracts in a manner more suited to AO2, assertions of the inferiority of an extract on the basis of it offering less factual evidence, or a drift away from the specific demands of the question to the wider taught topic.

Question 1

Question 1 asked candidates to consider whether the strength of extremist political parties was the main reason for the weakening and eventual collapse of democracy in the years 1919-33.

This was the more popular question in Section A and was generally well done. Most candidates could present solid evidence about the strength of extremist parties and their contribution to the demise of Weimar. Most candidates compared the given factor to the weakness of Weimar in terms of its constitution by referring to proportional representation and the use of presidential rule when coalition government broke down. Most candidates offered a convincing argument that economic crisis, especially after 1929, was decisive in ending Weimar democracy.

At the top end there was plenty of detail on the 1929-33 period, with candidates showing the ability to analyse and explain the interplay of economic crisis, the domination of right wing parties under presidential rule, and how this empowered Hitler and the Nazis.

In level 3 candidates tended to offer the standard range of factors required by the question but asserted the demise of Weimar without sufficient explanation or analysis.

Less successful candidates tended to offer a narrative of the time frame with description of its more eye-catching features like the hyperinflation in 1923.

To a great extent the strength of extremist parties was the main reason for the weakening and eventual collapse of the Weimar republic democracy. This is because the Nazi party provide strength yet pushed everyone with fear to begin a dictatorship. Yet it can be argued that the Weimar economy and constitutional problems also significantly contributed to the eventual collapse of the ~~economy~~ democracy in the years 1919-33. In this essay, conclusion will be drawn to show how the Nazi party's strength was the main reason for the eventual collapse of democracy.

~~To a g~~ The Nazi party's strength can be seen to be the main reason for the weakening and collapse of the Weimar democracy. This is because the Nazis used the SA (brownshirts) to show unity yet power amongst society and within the

(Section A continued) government. The Nazi party used this strength and pushed fear amongst the politicians to do as they say and submit to their demands. This meant that Hitler could pass the enabling act in the reichstag. The enabling act is extremely important as it signified the end of democracy by allowing Hitler to pass laws without the Reichstag. By ~~passing~~ the enabling act being agreed on by the reichstag it highlights the power the extremist party had on the government which they used effectively in order to destroy the democracy. Therefore, due to the extremist Nazi party having power it pushed the Reichstag into being obedient to the demands and the end of democracy.

However, it can be argued that economic problems caused ~~to~~ the weakening of the democracy and its eventual collapse. This can be shown by the 1923 hyperinflation crisis. This caused panic and chaos within Germany.

(Section A continued) The crisis made the government look weak and untrustworthy as many people became unemployed and unable to afford basic necessities like bread. Additionally, faith and support for the government further declined when the Great depression happened in 1929 not only 6 years after the hyperinflation crisis. These problems presented the government as unprepared and useless as many lost their jobs and banks began to close. The government did not act quickly or efficiently in these times which ~~caused~~ inevitably made people turn to extremist parties for support. Therefore, due to multiple economic crises in the years 1919-33 society lost faith in the democracy and which weakened its power and eventually turned to extremism causing the democracy's collapse.

It can also be argued that constitutional problems were the main reason for the democracy's weakness and eventual collapse. Proportional Representation

(Section A continued) was a huge problem within the constitution. This is because it meant the Reichstag had many differing views which meant decision making became a problem. Decision making was a slow process which meant in times of crisis like the Great Depression the government could not decide on a course of action in a quick and efficient manner. This ~~can~~ ~~it~~ meant that the government was seen as weak and unable to manage the country effectively. In times of emergency when decisions couldn't be made, Article 48 was used, however this too was a major problem within the constitution. During President Ebert's rule Article 48 was used over 100 times. Article 48 was a problem because it allowed singular power to pass laws which could be easily manipulated by the wrong people (like Hitler), and the use of this did show weakness ^{and undermine} ~~the~~ the democracy itself. Therefore, constitutional problems like

(Section A continued) proportional representation and Article 48 weakened the democracy in the years 1919-33.

However, the ^{strength of the} Nazi party can be seen to be the reason for the fall of democracy due to their ability to deal with crises and problems the government couldn't. This appealed to many people and created growing support. For example, the Nazis offered 'work and bread' in times of mass unemployment and poverty. Additionally, the Nazis spoke about overturning the Treaty of Versailles which many people (especially, right ~~ish~~ wing, nationalists) had a problem with. By appealing to the society personally and finding solutions to their problems which the government hadn't yet offered, the extremist party grew in strength and popular support and therefore caused weakness to grow in the Weimar democracy.

(Section A continued) Based on the evidence, it can be agreed that the economic impacts and constitutional problems did cause some impact on the democracy. However, overall, it can be concluded that the strength of extremist parties to manipulate the government and build strength and support in society ~~did~~ was the main reason for the weakening and eventual collapse of democracy in the years 1919-33.



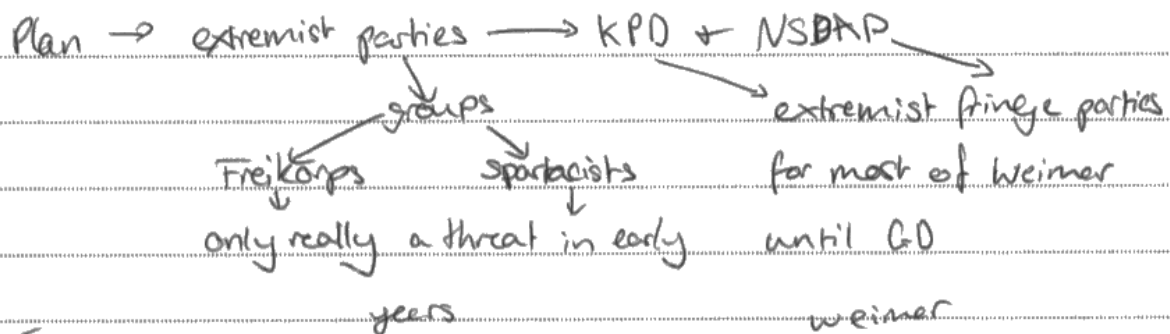
This example is from a response that was awarded 15 marks. The candidate has offered a clear and structured response that starts with the factor of political extremism and weighs this against other factors that led to the collapse of Weimar democracy: economic crisis and the weaknesses of the constitution. The evidence is mainly accurate and is focused on the question with a decent analysis. The answer has insufficient evidence about political extremism and falls just short of the top mark at level 4.



A good history essay has to be a combination of evidence and analysis. Evidence has to be well-selected, which means it has to be the evidence that is most relevant to the answer. Good analysis without evidence is opinion.

Chosen question number: Question 1 ☒

Question 2 ☒



Treaty of Versailles → root of much Anti-~~Weimar~~ ^{Weimar} sentiment

Hyperinflation → threatened existence but not huge issue

Great Depression → ~~Eatyltyis~~ Catalyst for downfall

In my opinion, I don't think it's ~~completely~~ completely accurate to say that extremist political parties were the main reason for the weakening and collapse of democracy. Their rise to power did have an effect - especially in the later years, but their creation and their exacerbation of the issues, were not the main reason.

Extremist parties had been a part of the Weimar Republic from the beginning of its formation, with the Spartacists staging a revolt ~~in the~~ on January 6th 1919 - and subsequently being crushed by the Freikorps - and two major attempts to seize power by Right-wing extremist groups, one attempted by the NSDAP, led by Hitler. However, Hitler's Munich Putsch in 1923 didn't achieve much.

(Section A continued) more than making his party more visible. For most of the Golden Years of Weimar, the Nazi Party remained an extremist fringe party, although their membership was increasing across these years, having 100,000 members in 1929. During the Great Depression, their popularity expanded rapidly along with the KPD's (although they gained less support) and more and more people wanted extremist parties to fix their extreme issues. As the popularity - and eventual takeover from of the country by the NSDAP - didn't grow hugely until the catalyst of the Great Depression, I don't believe they were the main reason for the weakening and collapse of Democracy. Although their attempt to seize power violently* not stopping people from joining the party does infer that a lot of people were ~~a~~ disillusioned with ~~the~~ ^{democracy} ~~the Republic~~ from the beginning.
* and their racist policies

The Treaty of Versailles was another factor in the weakening of democracy. This was because of the fact that Imperial Germany's population were blindsided by losing the war, as propaganda had kept them from realising how dire the situation was. As such, the 'Stab-in-the-Back' myth became a common discourse in the newly established Republic and people believed that the 'November Criminals' who had signed the armistice were to blame for betraying Germany and making them lose the war. These anti-republic sentiments

(Section A continued) increased tenfold when the Treaty of Versailles was signed on 28th July 1919. Germany had lost around 13% of their territory, and much of their population, their army was heavily restricted, and they were forced to pay 132 billion marks in reparations. According to article 231, they also had to accept full responsibility for causing the war outbreak of 1914. These harsh terms imposed upon them, and the fact that the Weimar Republic had to agree to them led to huge public backlash - to the point that the first elected government of the Republic, led by Friedrich Ebert, resigned. This resentment persisted throughout the years of Weimar - and did lead people to join extremist parties condemning the Treaty and the government. However, as the government worked to lessen the effects of the Treaty, with Gustav Stresemann's Dawes Plan in 1924 lessening the effects of ~~per~~ hyperinflation caused by reparations and the invasion of the Ruhr due to their struggle to pay France and Belgium, the anti-Republic sentiment shifted to anger at the Allies instead, and extremist violence^{and extremist popularity} lessened. However, it didn't fully vanish, resurfacing during the Great Depression - with the reparations being a reason why they were hit so hard during - which is why it was a main reason in the weakening and eventual collapse of democracy.

Great Depression The Great Depression was ^{the} a major reason why democracy collapsed, being the catalyst for many extremist

(Section A continued) parties gaining popularity and why the NSDAP rose to power. It is also what shook the public's faith in the system of democracy, not just the coalition government in charge. Unlike ~~the~~ hyperinflation, which Gustav Stresemann managed to settle and stabilise the economy with the introduction of the temporary Rentenmark, ~~and~~ deals with France to call off passive resistance and the Dawes Plan, which created faith in the Republic and anger at the allies, the blame for the Great Depression fell squarely on ~~the~~ Weimer. The Dawes Plan in 1924 and the Young Plan in 1929 led to Germany's economy being entwined with America's, which meant they were hit incredibly hard when the Wall Street crashed. The depression was followed by a series of incompetent chancellors, like Brüning, who put rejected economic cut policies into place by use of Article 48 and ~~to~~ Franz von Papen who called elections and dissolved the Reichstag. The system of democracy had collapsed before the Nazis gained power, as the government couldn't handle the strain of the Depression.

~~In my op~~ In conclusion, the Great Depression was a major reason, and the catalyst for the collapse of democracy. The Treaty of Versailles also played a large part, as people wouldn't have joined extremist parties as much if there wasn't so much resentment. It

(Section A continued) also led to the Dawes Plan and Young Plan which affected the Great Depression. Extremist parties were a reason for collapse, just not the main one.



This is an example from a confident response that reached level 5 and 18 marks. The candidate has a clear argument that is outlined at the start and developed throughout the essay. The strength of the Nazis pre-1929 is evaluated with a solid argument as to why they were not predestined to take over. There is also an argument as to why the Nazis could take power in 1933, but not 1923. Although the argument is sound and the answer is focused there should be an acknowledgement that there are counter arguments to consider.



A good argument still has to be tested to be sustained. Always acknowledge alternative arguments. Explaining why you don't agree will strengthen your own case.

Question 2

Question 2 asked candidates to consider whether Nazi policies regarding the role and status of women were primarily motivated by the aim to increase the size of the population in the years 1933-45. Although fewer candidates answered this question there were some very good responses.

Most candidates were able to see that the Nazis wanted to increase the population of those they thought of as Aryans, but not the population of all groups, some of which they viciously reduced. There was good knowledge about policies designed to increase the population, such as medals and money for women who bore children.

At the top end candidates were able to give good evidence in favour of the given factor and provide a range of evidence to sustain a counter argument. The Nazi's racial objectives featured strongly with a minority of candidates referencing the *Lebensborn* Nazi eugenics programme. A few argued that the Nazis wanted to control women and reacted harshly to the rise of feminism in the Weimar years.

In level 3 answers tended to be assertive with a narrow evidence base. For example, many simply outlined the ways that childbirth was incentivised and agreed with the proposition in the question.

Less successful candidates attempted an answer by outlining some Nazi policies, for example offering a description of Nazi education policies for girls and boys.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 1 ☒ Question 2 ☒

It is very accurate to say that in the years 1933-45, Nazi policies regarding the role and status of women were primarily motivated to increase the size of the population. In order for their policies to be considered primarily motivated at increasing the size of the population, they must incentivise women economically and ideologically to procreate. As such this is accurate to say that most Nazi policies regarding women achieved this, although some racial and ideological beliefs hindered population increase.

A primary motivator for German women to increase the size of the population was Nazi propaganda. Mothers Day became a national holiday on Hitler's mother's birthday, this incentivised women to become mothers because it encouraged the belief that the Führer valued motherhood in his Third Reich. As such, women wanted to become mothers for the benefit of the Führer who all men and women were expected to operate under and work for with the idea of Führerprinzip. Furthermore, women were awarded the Mutterkreuz (mother's cross)

(Section A continued) with a Bronze medal being awarded for having 4 children, silver for 6 and gold for 8. This further encouraged women to have children because the medals stirred the belief that motherhood was the woman's battle for Germany and was just as important as the men who received medals for fighting in war. This shows a clear suggestion that Nazi propaganda made women believe that their role in the Third Reich was to increase the population for Hitler. The attitude of prioritising population increase continued into the Second World War where only 2% of German women were ever mobilised for war work compared with 50% in Britain. Although Germany could rely on slave labour from foreign countries, this does highlight how successful Nazi propaganda had been in discouraging women from work and to continue increasing the German population. Therefore, ideologically the Nazis had made the status of women primarily to focus on increasing the size of the population in the years 1933-45.

Economic incentives were also employed by the Nazis in the years 1933-45 to encourage German women to stay at home to support large families and increase the population. Aryan women who were deemed as 'acceptable' were given grants by the state of up to

(Section A continued) 100 RM so they could afford housing and other needs. The loan could be paid off by producing children with one child paying back 25 RM of the original loan, as such earning a bronze mothers cross with four kids would fully pay off the loan. These policies encouraged Aryan women to have large families because the economic burden of supporting multiple children were alleviated by the Nazi State. Furthermore, nutritional pills were given out for free to pregnant Aryan women to increase the likelihood of a successful and healthy pregnancy. That again encouraged women Aryan women of all classes to have multiple children as poorer mothers were supported financially by the Third Reich. Consequently, Nazi policies towards the status of women financially motivated them to increase the size of the population so could be considered as being primarily geared to fulfill this aim.

However, to some extent it can also be argued that the Nazis were not primarily motivated to increase the size of the population because they neither ideologically or economically encouraged women to become mothers. The Nazis treatment of minorities, particularly Jews exhibits this. Jewish people were forbidden from marrying Aryans under

(Section A continued) the 1935 Nuremberg race Laws, moreover they were not given the ideological or financial support Aryan mothers received. Therefore, the Nazis' racist attitudes towards minorities hindered population growth because they actively discouraged Jews (a portion of their population) from reproducing at all. ~~women~~ ^{Nevertheless} However, the Nazis focus ~~to~~ of providing women a status focused on Aryan women whose role was certainly to reproduce. As such, 'degenerate' races were simply regarded as subhuman so were not given an equal role and status, but the women who the Nazis did see as women were heavily supported in providing population increase. Men also assisted women in their primary motive, SS officers were told to break their marriage vows and to procreate with as many German women as possible. The Hitler Youth saluted mothers and referred to their female equivalent as 'matresses'. Therefore, men assisted women in cementing their role as being primarily focused on increasing the population, again through ideological means.

Overall, I find it extremely accurate to say that in the years 1933-45 the role and status of women were primarily motivated by an aim to increase population size. This is because Aryan women

(Section A continued)

received both ideological and economic support in their task. While Jewish women were encouraged to not reproduce, countering the viewpoint, it can also be argued that the Nazis didn't view them as ^{human} ~~women~~ so any role they had in population increase was rejected as a prospect. Therefore, as the Nazis provided both clear ideological and economic motives to increase the population it is very accurate to say increasing the population was their primary motivator for regarding the status of women in such a way.



This response was awarded level 5, 18 marks. It is a very good example of how this question was answered successfully. There is an abundance of sound evidence that has been marshalled into a sustained argument. The candidate maintains a tight focus on population growth, and then moves on to a counter argument that is partially successful. It is worth noting that the response covers economic and ideological methods of promoting the policy, which explains how seriously the Nazis took the issue of population growth.



History is about recreating and explaining the past. The example shown here has the merit of letting us know how the Nazis thought about the issues. This makes the response a pleasure to read.

Question 3

Question 3 asked candidates to consider whether German living standards changed more in the years 1918-32 than they did in the years 1945-89. This was the less popular question in Section B and some candidates struggled with the second order concept of similarity/difference.

In outline, there were far more fluctuations in living standards in the Weimar years than the FRG and most candidates explained this well. The similarities that candidates chose to exemplify were the post-war years in both periods, and the similarities between Weimar's 'Golden Years' and rising living standards across the FRG period.

At the top end candidates offered a confident comparative analysis of the two periods and were able to offer a range of evidence to support their argument. At levels 4 and 5 both similarities and differences were discussed and evaluated but, as was expected, one side of the argument was preferred.

In level 3 candidates tended to lose focus on the second order concept by focusing on causal explanations about why living standards changed, e.g. the role of Stresemann in the Weimar years, and that of Adenauer in the FRG period.

Less successful candidates tended to fall back on descriptions of the harrowing hyperinflation of 1923 compared to the availability of white goods in the FRG period.

Indicate which question you are answering by marking a cross ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 3 ☒ Question 4 ☒

Living standards did change ^{more in} ~~between~~ the years 1918-32 than 1945-89. This was seen in the lower and middle classes alongside farmers. This was due to countless of reasons such as trade, economics and political stability.

The middle class saw significant change in ~~the~~ 1918-32 compared to 1945-89.

The middle class in the Weimar Republic fell victim to economic challenges.

For instance, ~~50,000~~ M50,000 ~~was~~ in savings ^{with interest} ~~↑~~ would be enough to live off however during the hyperinflation crisis it was barely enough to ~~to~~ buy a newspaper. This demonstrates the effect it had on the middle class as savings had become worthless and their fortune too. Therefore they would have struggled to live, feed their families and would have no idea about the future. ^{which was different 50 years prior} ~~However, it~~ They were used to luxuries in their lives

(Section B continued) but when the economic crisis hit, it changed. They no longer had financial stability. However in the years 1945 to 1989, there was very little economic change. This was due to the implementation of the Marshall Plan. This was brought by America who gave economic help to European countries struck by war. ^{The} Economy had remained stable, therefore the middle class didn't experience crashes in their wealth and there was no implications on their ~~savings~~ savings. Overall it can be said that the ^{middle class in the} Weimar Period faced more economic change due to the ~~decline~~ in rapid decline in wealth compared to the stability in the FRG.

(Section B continued) The lower classes also faced more change in the Weimar period than the FRG. This was because they found more discontent with the government and turned to uprisings and extremist parties. For example the Kiel Mutiny saw workers arise as they believed the government was taking advantage of them. This demonstrates the political instability experienced by the lower class. There were multiple uprisings by the working class and they eventually turned to extremist parties. This demonstrates change as their political views were constantly changing, as they believed the government wasn't supporting them. It was an increasingly disturbed time of politics for the lower classes. However, during the years 1945-89 there was ~~un~~united political unrest from the working class as they believed ~~Western~~ West German governments were there to promote good working environments and favoured the working class. This demonstrates

(Section B continued) stability and therefore not much change.

However farmers experienced a lot of change in both the Weimar Republic and the FRG. In the years 1918-32, farmers were heavily struggling as trade and exports were low therefore farmers were not making any profits on their produce. This led to the unstable changing years for farmers as no one could afford food and the farming industry was going out of business.



This is an example of a secure level 4 response that earned 14 marks. It earns level 4 because it successfully provides a comparative analysis of the two periods. The candidate has used valid framing by looking at the fortunes of different social classes as a comparison between the two periods. It is not a strong answer but demonstrates the importance of doing what the question asks.



Candidates often find questions that focus on similarity/difference or change and continuity difficult. It is more demanding than analysing significance or consequences. It is essential to plan an answer to make sure you are addressing the focus of the question before you start to write. The evidence and the analysis is straightforward once the terrain of the answer has been mapped out.

Question 4

Question 4 asked candidates to consider whether there was very little political dissent and active challenge to the governments of the FRG throughout the years 1949-89. This proved to be a popular and accessible question.

Candidates were mostly able to understand the focus of the question and distinguish between 'dissent' and 'active challenge'. Most candidates could explain why there was little protest from trade unions over the period and why parties of protest made little headway. There were quite a few candidates who could explain the rise of the Green Party and the extent to which this could be considered as dissent. The evidence to counter the statement in the question concerned the actions of the students and the APO, SDS and the RAF, as indicated in the mark scheme.

At the top end there was a tight focus on dissent and active challenge that often produced well argued and nuanced responses. By distinguishing dissent and active challenge, evaluation came easily. Most candidates in levels 4 and 5 covered the time frame effectively and showed precisely where change occurred.

In level 3 distinctions between dissent and active challenge were often blurred, which led to some asserted judgements. There was less evidence across the time frame at this level.

Less successful candidates tended to go straight for the terrorism and use that to contest the view in the question, or quite a few argued that throughout the FRG everyone was contented due to rising living standards.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 3 ☒ Question 4 ☒

- ① intro very little dissent
+ active challenge
- ② was → people supported democracy - no revolt after banning of extreme parties
- ③ was not → student protest movement
- ④ was → no mass workers revolutions, strike days
- ⑤ was not → RAF
- ⑥ was → ability of govt to deal
- ⑦ Conclusion

The PRG after its creation in May 1949 by the Basic Law enjoyed a predominantly stable existence between 1949 and 1989 whereby the government was never truly under serious threat by opposition groups. It is therefore accurate to support the hypothesis in suggesting that throughout this period that there was indeed "very little" dissent and active challenge as although opposition to the PRG did emerge in the 1960s and 1970s with the emergence of student protest groups and the Red Army Faction, neither significantly threatened the political stability and the ultimate existence of the PRG.

(Section B continued) The most compelling evidence comes from the lack of resistance to the banning of extremist parties in the 1950s under Konrad Adenauer's chancellery. The decision to ban the Reich Socialist Party in 1952 followed by the KDK was met with little opposition ~~to~~ by the German people. Such extremist groups were against the FRG and its democratic role and hence did ideologically pose a threat to the FRG's existence. However, the fact that the banning of such parties did not result in any public backlash testifies to the true strength and stability of the FRG, suggesting that there was indeed very little ~~of~~ political dissent and active challenge towards the republic as the majority of Germans were in full support of its existence and democratic structure.

Upon a deeper analysis however, the growth of student opposition throughout the 1960s can be seen as highly significant evidence to in fact ~~support~~ ^{oppose} the bypothesis as the rise in student opposition groups did threaten the FRG, posing as a form of political dissent and active challenge. The Free University in

(Section B continued) Berlin espoused radical ideologies towards the governing of the FRG and became a hotspot for the growth in student radical protest. Throughout the 1960s students at the Free University along with those who were members of the SDS, participated in a variety of protests in an attempt to influence the FRG government. In February 1966 over 2800 students clashed with police, resulting in a riot over the FRGs involvement in the Vietnam war. Such demonstrations by students were common in the 1960s and eventually caused Kissingers government to pass Emergency laws in 1968 in order to combat such political dissent and active challenge. It is henceforth also a convincing argument to suggest that there was in fact significant political dissent and active challenge as opposed to very little as such student protest was deemed threatening enough to ~~enforce~~ pass and enforce emergency legislation for the first time under the FRGs rule.

In further support of the hypothesis, however, between 1949 - 89 there was no attempt at a workers revolution or uprising amongst

(Section B continued) The FRG's workers which helps to provide convincing evidence that there was in fact very little political dissent and active challenge under the FRG. The co-determination law of 1951 harmonised industrial relations between employers and employees by formally recognising the existence of independent trade unions. Workers therefore felt more valued as part of the German workforce and hence never attempted to overthrow or challenge the FRG. This resulted in very few strike days being held, with only 6 strike days for every 1000 employees in the FRG compared to 496 strike days per 1000 employees in the USA. The FRG therefore had an incredibly stable and strong labour system with almost no political dissent or active challenge amongst the FRG's working population, contributing to its success.

Although the FRG is almost always characterised to have been a stable and prosperous period of time, it must not be forgotten that the emergence of the RAF in 1968 did threaten and actively

(Section B continued)

challenge the PRG's existence and hence the rise of terrorism does provide persuasive evidence to in fact oppose the hypothesis. The decision by the RAF to focus on violence against people after 1970 posed a serious threat to the PRG as the terrorist organisation killed over 28 people during the late 1970s, robbing over 30 banks in order to fund its activities. Such extreme violence and active challenge was epitomized in 1977 by the hijacking of a German plane on its way to Majorca from Frankfurt, although it was successfully intercepted by the GSG9 it still highlighted the danger and extremism of the RAF. Such terrorist activities continued into the 1980s despite the PRG implementing various laws to reduce the RAF's presence such as a 180 000 police increase in order to crack down RAF members. Therefore it is highly persuasive to suggest that there was in fact a significant amount of active challenge during the PRG period as the presence of the RAF certainly did threaten and challenge the PRG's overall stability.

(Section B continued) In further support of the hypothesis, however it must be noted that although student opposition and the RAF did actively challenge the FRG, the true significance and extent of their presence can be identified to have been limited regarding the actual degree of active challenge and political dissent. By the end of the 1960s the student opposition movement had dissolved itself as the majority of the students were absorbed into mainstream society. In 1968, FRG workers even held their own march after a student lead in was held on the Vietnam war, proclaiming that "Berlin supports America" hence portraying the lack of sympathy for student protestors. Similarly, the ability of the FRG to counter terrorism through the creation of the GSG 9 in 1972 further undermined the true extent of such political dissent and active challenge as by the mid 1970s over 6000 Germans were under police surveillance regarding terrorist activities. It is hence very convincing to agree with the hypothesis as even when there was political dissent and active challenge its

(Section B continued) Overall threat and presence was in fact limited.

On balance, although the emergence of student opposition in the 1960s and the more radical and extreme activities of the RAF in the 1970s did destabilise the FRG, their actual presence and threat was limited. It is henceforth accurate to agree with the hypothesis in suggesting that there was "very little" political dissent or active challenge as for the majority of the FRG period between 1949 and 1989 there was very little opposition and active challenge to the political structure. Instead the FRG can be characterised to have been predominantly years of conformity and support with very little "genuine opposition to its existence as the majority of the population were in fact in support of the FRG rather than not. Hence making support outweigh any attempts of opposition or political dissent and active challenge, supporting the hypothesis - es claim that there was indeed "very little" political dissent and active challenge.



This is an example of a good level 5 response that earned 19 marks. The candidate uses a straightforward means of evaluation, which is to examine the response to dissent and active challenge by the government. There is a clear argument to support the view in the question and a clear counter argument, with a discussion and a clear evaluation that leads to a sustained judgement. The time frame is covered and there is a good range of evidence deployed on each side of the debate.



Any question that requires a judgement about 'extent' can only be answered by using a good range of evidence. In this response there is evidence and argument on both sides of the debate and this leads to a sustained judgement.

Question 5

Question 5 asked candidates to consider whether Hitler took Germany to war because he was influenced by 'the past traditions of German foreign policy'.

The majority of candidates were able to understand the extracts and the view they offered, e.g. that Hitler's foreign policy drew on the traditions of previous regimes versus economic and political imperatives along with the unique role of Hitler himself.

Candidates at the top end could develop the interpretations in both extracts through the addition of their own evidence and argument. The majority of successful candidates knew about the Second Reich and the aim of winning Germany 'a place in the sun', as well as Stresemann's strategy. Many candidates used the differences between Hitler's policy and their earlier incarnations to critique extract 1. The counter argument concerning the economic imperatives and Hitler's own role in driving decisions were also easily developed and critiqued.

A minority of candidates argued that the imperialist powers' attempts to contain German expansion was also responsible for starting war in 1914 and 1939.

Candidates at level 3 tended to see their own role as being to decide whether what the rival extracts say is true or false. Their judgement was then based on which extract stands up best to this kind of interrogation. Nevertheless, the majority of these candidates were able to bring in own knowledge about the Second Reich and the economic preparations for war in the 1930s.

Less successful candidates tended to lack wider knowledge with which to develop the material in the extracts. At level 2 candidates failed to see the rival views in the extracts but could see differences of emphasis. Candidates at level 2 also tended to either write an answer as a paraphrase of the extracts, or as an account of the outbreak of war in 1939 based on their own knowledge.

SECTION C

Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

- 5 In the light of differing interpretations, how convincing do you find the view that Hitler took Germany to war because he was influenced by 'the past traditions of German foreign policy' [Extract 1, lines 1–2]?

To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.

(20)

Extract 1 argues that Hitler was largely influenced by the past traditions of German foreign policy when he took Germany to war. On the other hand, Extract 2 argues that Hitler going to war was largely his own doing. Of the two, I find that Extract 1 provides the most compelling argument.

In Extract 1, Lee states that Hitler's foreign policy shared many similarities with that of the Second Reich. Indeed, the Second Reich was equally focused on ~~expansion~~ expansionism, holding colonies all over the world. Lee also draws similarities between Hitler and the Weimar Republic's foreign policy. One point he uses to back this up is ~~Weimar's~~ Steinemann's goal of 'a revision of the Treaty of Versailles'. This is referring to how the Weimar Republic had been

secretly rearming in the USSR, just as the Nazis were doing now. Additionally, during the transition between Weimar and Nazi Germany, Hitler had kept many of the Weimar civil servants, including the foreign ministers, so it is accurate to draw similarities between the two governments' foreign policies. Lee does concede that Hitler's concept of 'Lebensraum' (living space for the Aryan race) is a new addition to foreign policy, ~~though a~~ linking to the fact that the Second Reich's expansion was driven more by a desire to grow its empire than racial ideology. However, a key point that he fails to mention is that the retained Weimar ~~civil~~ civil servants were removed in the late 1930s, just as Hitler's aggressive foreign policy was becoming apparent. This could suggest that what he was doing was vastly different to Weimar's foreign policy, so the old ^{civil} servants wouldn't have supported it if they were still in the government.

In Extract 2, Kershaw instead argues that

Hitler's foreign policy was more independent of that of his predecessors. He mentions how 'German foreign policy was driven by the need to gain economic and military advantages linking to Hitler's goals of autarky and achieving a war economy. Achieving this was clearly a priority for Hitler, as he removed economics minister Schacht from power when he suggested Germany should focus more on increasing exports than a war economy. Kershaw also mentions how 'European diplomacy collapsed' in the late 1930s, ~~referring~~ referring to policies of appeasement which had allowed the Nazis to take Czechoslovakia in 1938. ~~This~~ This suggests that Hitler wasn't following a master plan laid out by the traditions of old German governments, rather acting independently and taking opportunities as they came. Additionally, Kershaw describes how Germany wasn't ready for a major conflict (exemplified by the 1937 Hossbach Conference, where Hitler said Germany wouldn't be ready for war until at least 1943) ~~and~~ and that Hitler's allies like Goering were hesitant to support the push to war (other

had done the same in the past and were poised for it), once again emphasising the fact that Hitler taking Germany to war was predominantly an independent action on his part.

Overall, I believe the strength of the argument lies with Extract 1. Though Kershaw is right in saying some aspects of foreign policy were influenced by Hitler alone, Lee is more accurate in his recounting of the similarities between Nazi foreign policy and the foreign policies of previous governments, while also taking note of the major difference that was Hitler's racial ideology. Besides that key point, most of the aspects of Nazi foreign policy were pre-existing, like Weimar's desire to overturn the Treaty of Versailles and the Second Reich's desire ~~for~~ for expansionism.



The candidate is focused on the rival interpretations in the extracts. Each interpretation is developed by the candidate's own knowledge and then a critique is offered. The extracts are handled with confidence, showing awareness of the wider debate. With more detail and discussion this response would move to level 5.



It is important to save enough time for the Section C question. Too many candidates have to rush their response to question 5. This impacts the overall mark for the paper.

SECTION C

Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

- 5 In the light of differing interpretations, how convincing do you find the view that Hitler took Germany to war because he was influenced by 'the past traditions of German foreign policy' [Extract 1, lines 1-2]?

To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.

(20)

Both extracts discuss the origins of German expansionist foreign policy with extract 1 crediting much of the idea to pre Weimar Republic expansionist ideas conforming to the imperialist nature under the Kaisers rule whereas extract 2 suggests far more input on Hitler and the economic need for expansion and resources naming reasons beyond imperialist expansion for Hitler's foreign policy. Overall considering the small areas of overlap between the two interpretations the idea that Hitler was at least inspired by 'past traditions of German foreign policy' is relatively convincing.

Extract 1 makes its argument clear with the first sentence explicitly stating Hitler's inspiration from 'past traditions of German foreign policy' and makes a persuasive comparison between

Pre Weimar expansionist, imperialist foreign policy under the Kaisers rule with ~~the~~ Hitlers concept of 'Lebensraum' or living space. The Extract references 'Germany's aims during the first world war' not only concerning this to be pre weimar republic but also providing examples of their 'economic control of Belgium, Holland and France' with France being of most relevance when comparing to the Nazis early WW2 success of taking France. Seeing a direct parallel between the foreign policy of the two time periods, both taking ~~for~~ France is very persuasive at suggesting Hitler was indeed inspired by 'Past traditions of German Foreign policy'. The Extract ~~also~~ attempts to draw parallels between Hitlers disregard for the Treaty of Versailles and his 'process of revision between 1933 and 1936' with 1936 also ~~seeing~~ Seeing the implementation of the 4 year ~~for~~ plan's rearmament regardless of the treaty of Versailles military restrictions on Germany

also ignored in the Anglo German Naval agreement ~~however~~ which however was not negotiated by Hitler but rather Ribbentrop, adding some doubt to the argument. However the extract ~~besides~~ tries to compare Hitler's revision of the treaty of Versailles to Stresemann's 'revision of the Treaty of Versailles' between '1923 and 1929' even though Stresemann's Locarno pact in 1925 agreed upon and acknowledged the borders of the treaty of Versailles instead of ignoring it as Hitler does later on. This can either be seen to discredit the argument somewhat or to only further suggest Hitler's inspiration of foreign policy was from pre war republic foreign policy rather than from the Weimar Republic itself. The first extract makes an effort to suggest that Hitler was influenced by past German foreign policy and can draw compelling parallels between pre war republic foreign policy

It but fails to draw compelling parallels with Weimar republic foreign policy. It also does acknowledge some role in Hitler's part stating he 'added a racist element to these existing threads to foreign policy.'

Similarly to Extract 1 Extract 2 also acknowledges Hitler's racist ideology ~~too~~ as impacting foreign policy with 'Hitler's idea of a crusade against 'Jewish-Bolshevism'' before suggesting other reasons. The Extract makes a suggestion of a 'need to gain economic and military advantages' given that Germany was a few million workers short and the failure of Italy with Speer's eventual wartime use of slave labour, adds a more practical reasoning for Hitler's expansionist foreign policy rather than one rooted in past traditions of German foreign policy. Extract 2 does have some potential agreement suggesting that 'German expansionism was not entirely down to Hitler' but rather that is referring to past traditions of

German foreign policy or the likes of Ribbentrop who 'my very own ideas I pushed onto Hitler' is unclear making this ~~at~~ political agreement between the extracts tenuous. Unlike the 1st extract the second one places much more of an emphasis on Hitler's role ~~deeming~~ ~~it~~ it so that 'only Hitler would have been prepared to rush war over Austria ~~and~~ and Czechoslovakia' of course referring to Hitler's idea of Pan Germanism. It also acknowledges that 'German armaments were still not ready for a major conflict' with Germany only having 6 weeks of ammunition at the outbreak of the war rather than the desired 6 months. This reinforces the idea that Germany needed 'to gain economic and military advantages' and somewhat discredits the interpretation that Hitler was inspired by past traditions of German foreign policy and instead focused on the current needs of his third reich and his 'crusade against the 'Jewish Bolshevism'.

Whilst Both extracts acknowledge some impact from Hitler's racist ideology on his foreign policy, beyond that there seems little agreement with the first extract agreeing that Hitler was indeed inspired by past German foreign policy drawing persuasive parallels between Hitler's world war two foreign policy and that of the ~~free~~ pre war Republic ~~and~~ imperialist foreign policy but fails to draw ~~of~~ such parallels for the Weimar Republic's foreign policy under Stresemann. The second extract disagrees and places much more emphasis onto the economic and military need for expansion for a wartime advantage rather than old German policy. Given some well evoked parallels however a conclusion can be given that Hitler was at least inspired by pre war Republic expansionist and imperialist foreign policy when exploring his own ideas of ~~expansion~~ German expansion.



This is part of a level 5 response that was awarded 20 marks. The views in the extracts are considered in full. The analysis of Extract 1 finds value in the inspiration pre-Weimar foreign policy may have given Hitler, but critiques parallels between Stresemann's foreign policy and that of Hitler. The analysis of Extract 2 develops Hitler's ideological drive and develops what lack of military preparedness meant for the Third Reich, and why expansionism was very much a practical consideration. The quality of discussion is thoughtful and nuanced, leading to a sustained argument and a justified conclusion.



The given extracts are not always diametrically opposed to each other. Differences are often matters of emphasis. For this reason, labelling the extracts as 'intentionalist' and 'structuralist' is not always helpful. The extracts might point in that direction without being written as part of a distinct school of thought. With this in mind, the discussion can be nuanced rather than polemical, and as this example shows, this approach is very effective.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

Section A/B responses:

Features commonly found in responses which were successful within the higher levels:

- Candidates paying close attention to the date ranges in the question
- Sufficient consideration given to the issue in the question (e.g. main factor) as well as some other factors
- Explain their judgement fully – this need not be in an artificial or abstract way, but demonstrate their reasoning in relation to the concepts and topic they are writing about in order to justify their judgements
- Focus carefully on the second order concept targeted in the question
- Give consideration to timing to enable themselves to complete all three question with approximately the same time given over to each one
- An appropriate level, in terms of depth of detail and analysis, as required by the question – e.g. a realistic amount to enable a balanced and rounded answer on breadth questions

Common issues which hindered performance:

- Paying little heed to the precise demands of the question, e.g. writing about the topic without focusing on the question, or attempting to give an answer to a question that hasn't been asked – most frequently, this meant treating questions which targeted other second-order concepts as causation questions
- Answering a question without giving sufficient consideration to the given issue in the question (e.g. looking at other causes/consequences with only limited reference to that given in the question)
- Answers which only gave a partial response, e.g. a very limited span of the date range, or covered the stated cause/consequence, with no real consideration of other issues
- Assertion of change, causation, sometimes with formulaic repetition of the words of the question, with limited explanation or analysis of how exactly this was a change, cause, of the issue within the question.
- Judgement is not reached, or not explained
- A lack of detail

Section C responses

Features commonly found in responses which were successful within the higher levels:

- Candidates paying close attention to the precise demands of the question, as opposed to seemingly pre-prepared material covering the more general controversy as outlined in the specification

- Thorough use of the extracts; this need not mean using every point they raise, but a strong focus on these as views on the question
- A confident attempt to use the two extracts together, e.g. consideration of their differences, attempts to compare their arguments, or evaluate their relative merits
- Careful use of own knowledge, e.g. clearly selected to relate to the issues raised within the extracts, confidently using this to examine the arguments made, and reason through these in relation to the given question; at times, this meant selection over sheer amount of knowledge
- Careful reading of the extracts, to ensure the meaning of individual statements and evidence within these were used in the context of the broader arguments made by the authors
- Attempts to see beyond the stark differences between interpretations, e.g. consideration of the extent to which they disagreed, or attempts to reconcile their arguments.

Common issues which hindered performance:

- Limited use of the extracts, or an imbalance in this, e.g. extensive use of one, with limited consideration of the other
- Limited comparison or consideration of the differences between the given interpretations
- Using the extracts merely as sources of support
- Arguing one extract is superior to the other on the basis that it offers more factual evidence to back up the claims made, without genuinely analysing the arguments offered
- Heavy use of own knowledge, or even seemingly pre-prepared arguments, without real consideration of these related to the arguments in the extracts
- Statements or evidence from the extracts being used in a manner contrary to that given in the extracts, e.g. through a misinterpretation of the meaning of the arguments, or lifting of detail without thought to the context of how it was applied within the extract
- A tendency to see the extracts as being polar opposites, again seemingly through expectation of this, without thought being given to where there may be degrees of difference, or even common ground.

Grade boundaries

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