Mark Scheme (Results)

Summer 2024

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

Paper 1: Breadth study with interpretations
Option 1G: Germany and West Germany, 1918–89

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2024
Question Paper P71853A
Publications Code 8HI0_1G_2406_MS
All the material in this publication is copyright
© Pearson Education Ltd 2024

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.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

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**	• 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**	• 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**	• 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**	• 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: 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	**1–4**	• 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**	• 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**	• 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**	• 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	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. Candidates are expected to reach a judgement on whether the nature of the Weimar constitution was the main reason for the weakness of the Weimar Republic in the years 1919-33. The importance of the nature of the Weimar constitution in the years 1919-33 should be analysed and evaluated. Relevant points may include: • The Weimar constitution was perhaps too democratic for a country recovering from defeat in war and the divisions caused by revolution and counterrevolution in the years thereafter. Class tensions prevailed • Proportional Representation prevented political stability. The coalition governments it created were inherently unstable, and allowed extremist parties on the right and left to gain support and dominate after 1930 • Article 48 gave the President great powers. Both right and left saw article 48 as an opportunity for a replacement Kaiser. Hindenburg's presidency after 1930 could be argued to confirm this view, hastening Weimar's collapse. The importance of other reasons for the weakness of the Weimar Republic in the years 1919-33 should be analysed and evaluated. Relevant points may include: • Widespread resentment of the so-called 'stab-in-the-back' and the subsequent Treaty of Versailles fed criticism of Weimar politicians throughout the period • The devastation to the economy and society caused by the crises of 1923 fed extremists of left and right and was a turning point in the fortunes of the NSDAP and KPD • The Wall Street Crash of 1929 and divisions over how to respond brought down the Müller coalition and engendered three years of turmoil, e.g. six million unemployed and the German banking crash • The machinations of the right to prevent a return to democracy, and Hitler's ability to manipulate them in the period of presidential rule, e.g. von Papen's recommendation of Hitler as Chancellor • Hindenburg's hostility to the left and his increasing mental decline meant that he fell prey to the machinations of the right. Other relevant material must be credited.

Question	Indicative content
2	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. Candidates are expected to reach a judgement about whether the punishment of opposition and dissent was the main reason for the stability of the Nazi regime in the years 1933-45. The extent to which the punishment of opposition and dissent was the main reason for the stability of the Nazi regime in the years 1933-45 should be analysed and evaluated. Relevant points may include: • Overt terror in 1933-4 against the left, trade unions and religious opposition showed that opponents and dissenters would get no mercy from the Nazis and removed the most likely cause of disruption to the Nazi regime • The terror state, perceived to have a Gestapo agent on every corner, encouraged Germans to display their loyalty to the Nazi regime and was an important factor in maintaining stability • The chance of disruption from within the Nazi party and government offices was much reduced after the 'Night of the Long Knives' and Himmler's ascension to leader of the SS state, e.g. through the work of the SD • In the war years opposition and dissent was viciously punished and was also more easily labelled as treacherous. This was supported by Germans who remembered defeat in the First World War and was a stabilising factor. The importance of other reasons for the stability of the Nazi regime in the years 1933-45 should be analysed and evaluated. Relevant points may include: • Many German women supported the Nazis due to the medals given for motherhood and the number of children they could produce and this encouraged conformity, e.g. The Cross of Honour for the German Mother • German families were won over by marriage loans of 1,000 marks that reduced by 250 marks with the birth of each child, which increased loyalty to the regime and stability • Economic stability after the turmoil of the Great Depression increased satisfaction with Nazi rule among those unaffected by Nazi terror, and this mood held until at least 1941 • Early victories in the war combined with a high level of patriotism meant that Germans got behind the war effort with low levels of disruption, e.g. Germans fought to the end in 1945. Other relevant material must be credited.

Section B: indicative content

Question	Indicative content
3	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. Candidates are expected to reach a judgement about the extent to which education in the Weimar Republic was similar to education in the FRG. The extent to which education in the Weimar Republic was similar to education in the FRG should be analysed and evaluated. Relevant points may include: • Education at the outset of the Weimar and FRG periods had to deal with how to teach the history of the recent past, e.g. the First World War under the Kaiser and the Second World War under the Nazis • Divisions between state and confessional education were fought over throughout the Weimar period, and restructuring was still being rejected as late as 1971 in the FRG • Educational outcomes in both the Weimar Republic and the FRG were largely decided by social class, e.g. working class children were channelled into apprenticeships and those from the middle class towards academia • In both the Weimar Republic and the FRG educational policies were mainly decided by the Länder, e.g. south German states favoured confessional education. The extent to which education in the Weimar Republic was different to education in the FRG should be analysed and evaluated. Relevant points may include: • It was more challenging for educators in the FRG to come to terms with their recent past than was the case in Weimar, e.g. the allies wanted to remove all Nazis from teaching and de-Nazify the curriculum • Education was a more politically divisive issue in Weimar than in the FRG, e.g. progressive educational success up to 1924 served as the basis of a Nazi-led culture war about 'the crisis of education' thereafter • In the Weimar Republic the state only provided free education to the age of ten, whereas in the FRG the state provided education up to the end of secondary school • Educational reforms to get more working class students to university in the FRG, e.g. the 1971 Federal Education Promotion Act, meant far more students attending university than was the case in Weimar. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement on how they agree that the 'economic miracle' (1955-66) was the most significant feature of the economy in the years 1945-89 The extent to which the 'economic miracle' (1955-66) was the most significant feature of the economy in the years 1945-89 should be analysed and evaluated. Relevant points may include: • The economic miracle was significant as a watershed that took the FRG away from post-war difficulties and made the FRG a global economic force • The economic miracle saw the FRG start to produce war materials for the world market, which was a significant development after the allied-imposed ban on arms production • The economic miracle saw a recovery in business confidence that spurred major investment in German manufacturing, e.g. Volkswagen achieved increased sales on the home and international markets • From 1955 the FRG began exporting more goods than it imported, which was a significant development post-war. The extent to which other features of the economy were significant and / or the limited significance of the 'economic miracle' should be analysed and evaluated. Relevant points may include: • The concept of the social market economy was embraced and developed in the years 1945-55, and was significant for making the economic miracle possible • The interventions of western powers in stimulating economic growth in the FRG was significant, e.g. $13 billion from the US in economic recovery plans and the spending power of allied soldiers • The FRG's role in founding the EEC was highly significant because it appeared to settle long standing questions of how Europe might work together as a trading region • As the post-war boom faltered in the late 1960s, the FRG stood the test of dealing with crises better than other countries, e.g. Helmut Kohl's pro-market reforms in the 1980s were implemented with little dissent. Other relevant material must be credited.

Section C: indicative content

Question	Indicative content
5	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. Candidates are expected to use the extracts and their own knowledge to consider the view that Hitler invaded Poland because he wanted to fight a general European war. 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. In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • By the summer of 1939 Hitler only wanted further territorial gains through using devastating means of war • Ribbentrop openly admitted that what Hitler wanted out of Poland was war, even though the Poles were ready to negotiate • Hitler knew Britain and France would declare war if he invaded Poland, but he thought that he could defeat them and thus clear the way for an uninterrupted war on the Soviet Union. Extract 2 • In dealing with the Danzig question Hitler believed that Britain and France would continue to appease him, even though they were rearming • Hitler thought Chamberlain's guarantee to Poland was a bluff, and thus he cancelled the German-Polish Non-Aggression Pact and the Anglo-German Naval Agreement • Hitler made his plans look like a repeat of how he had dealt with the Czechs • Hitler told top military officers that his plans for Poland were to gain Germany *Lebensraum* and a guaranteed food supply. Candidates should use their own knowledge of the issues to address the view that Hitler invaded Poland because he wanted to fight a general European war. Relevant points may include: • Hitler had expressed frustration that the Munich agreement had cheated him out of the chance for a war that would test German arms, and prove German superiority • Hitler believed that Britain was too committed to defence of its imperial possessions to be a serious opponent in Europe, and that without Britain France would be a weak adversary • Hitler was aware of Germany having to face enemies on its eastern and western border in the First World War and wanted to secure the western front before engaging the Soviet Union • Hitler's racial beliefs and his Social Darwinist mind-set made him believe in the rightness of settling international relations through struggle.

	Candidates should use their own knowledge of the issues related to the debate to address other reasons for Hitler's invasion of Poland. Relevant points may include: • The Nazi-Soviet Pact had forestalled war on the eastern front and it was logical to Hitler that this would make Britain and France more likely to continue with appeasement • Chamberlain's guarantee to Poland would be difficult to fulfil because Britain only had the capability to support Poland with the Royal Navy, lacking a land route, and being beyond the range of the RAF • The timing of the invasion of Poland was to some degree forced on Hitler because the western powers were catching up in arms production and it might be better to start the war before they were fully prepared • Hitler's preparations for blitzkrieg suggest he was thinking in terms of a localised war rather than a general war of attrition. The resources and preparations for a long war were largely absent in 1939. Other relevant material must be credited.

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom