



# **Mark Scheme**

Summer 2017

Pearson Edexcel  
GCE In History (8HI01) Paper 1G

Advanced Subsidiary

Unit 1: Breadth study with interpretations

Paper 1G: Germany and west Germany, 1918-89

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- 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
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
<b>2</b>	<b>5–10</b>	<ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• 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.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
<b>3</b>	<b>11–16</b>	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
<b>4</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>

## 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.
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"><li>• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate.</li><li>• Some relevant contextual knowledge is included, with limited linkage to the extracts.</li><li>• Judgement on the view is assertive, with little or no supporting evidence</li></ul>
<b>2</b>	<b>5–10</b>	<ul style="list-style-type: none"><li>• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate.</li><li>• Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included.</li><li>• A judgement on the view is given, but with limited support and related to the extracts overall, rather than specific issues</li></ul>
<b>3</b>	<b>11–16</b>	<ul style="list-style-type: none"><li>• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences</li><li>• Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts.</li><li>• A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.</li></ul>
<b>4</b>	<b>17–20</b>	<ul style="list-style-type: none"><li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised 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 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>

## Section A: indicative content

Question	Indicative content
1	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether the growth of political extremism in Germany in the years 1919-33 was the main consequence of the Treaty of Versailles.</p> <p>The significance of political extremism in Germany in the years 1919-33 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The growth of paramilitary organisations and murders of politicians associated with signing the Treaty of Versailles was a significant danger to the Weimar Republic, e.g. the killing of Walter Rathenau</li><li>• Anti-Versailles propaganda was a significant part of successful Nazi propaganda, e.g. the Nazi promise to unite Germans abroad with Germany</li><li>• KPD anti-Versailles propaganda concerning Germany being denied the 'right to self-determination', was significant in promoting Soviet communism</li><li>• The severe effects of the 1929 depression on Germany convinced many Germans that the Treaty of Versailles had weakened Germany, and thus they turned away from the Weimar parties in the elections to 1933.</li></ul> <p>The significance of other consequences of the Treaty of Versailles in the years 1919-33 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The significance of the economic consequences of Versailles were brought out in the crisis over reparations in 1923 with hyperinflation, e.g. the currency became worthless</li><li>• The military clauses of the Versailles treaty diminished the importance of the armed forces</li><li>• Many Germans became citizens of foreign states</li><li>• The Versailles treaty made Germany reliant on foreign powers, e.g. the Dawes and Young Plans.</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 whether Nazi racial ideas were the main reason for the nature of German social and economic policies in the years 1933-45.</p> <p>The importance of Nazi racial ideas as a reason for the nature of German social and economic policies in the years 1933-45 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The removal of Jews from government posts and the Aryanisation of business was part of Nazi policy</li> <li>• The Nuremberg Race laws excluded Jews from social programmes, e.g. the creation of 'Jew-free' areas in parks and on beaches</li> <li>• Education policies were racist, e.g. girls were taught how to choose a racially desirable partner</li> <li>• The Holocaust was racially driven.</li> </ul> <p>Other reasons for the nature of German social and economic policies should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Anti-Marxism was a key feature of social and economic policy, e.g. the removal of all Marxist books from libraries in 1933</li> <li>• The need to win popular approval led to economic policies aimed at overcoming the depression, e.g. work-creation schemes like building the autobahns</li> <li>• The desire to create a united Germany led to social policies which brought Germans together, e.g. Strength Through Joy</li> <li>• The creation of a war economy was a decisive factor shaping policies.</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 about the extent to which education and culture in the Weimar Republic and the FRG were the same.</p> <p>The extent to which education and culture in the Weimar Republic and the FRG were the same should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Education policies were the same in that the Lander were responsible for education, attempts to create federal education failed</li><li>• The German public showed determination to protect confessional education from reformers</li><li>• Culture in Weimar Germany and the FRG both showed a proclivity for absorbing foreign cultural impulses, e.g. the popularity of American Jazz and film</li><li>• Cultural innovation in Weimar and the FRG found expression in realism, e.g. New Objectivity in Weimar, and New German Cinema in the FRG.</li></ul> <p>The extent to which education and culture in the Weimar Republic and the FRG were different should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The hold of the traditional German elites over university education was broken in the FRG, e.g. the 1971 Federal Education Promotion Act opened up universities to working class entrants</li><li>• The FRG was inundated with the cultural productions of the Allies which was aimed at de-Nazification</li><li>• 1945 was treated as a cultural year zero by a new generation of artists.</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 how significant support from outside Germany was in the economic development of the FRG in the years 1949-89.</p> <p>The significance of support from outside Germany in the economic development of the FRG should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Marshall Aid from the USA provided much of the capital that underpinned German economic recovery and reconstruction</li> <li>• The European Coal and Steel Community, established in 1951, gave Germany access to a common market with other European states</li> <li>• The USA provided additional business loans and technical assistance that helped to boost German manufacturing and exports in the 1960s</li> <li>• The Treaty of Rome, signed in 1957, led to Germany becoming the economic powerhouse of Europe by 1989.</li> </ul> <p>The significance of other factors in the economic development of the FRG in the years 1949-89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Germany had a highly skilled workforce and the economic boon of millions of post-war refugees as guest workers</li> <li>• The disarmament of Germany helped Adenauer to engineer the creation of a social-market economy</li> <li>• The Korean war led to a demand for German goods, thus stimulating exports</li> <li>• The incorporation of trade unions into economic decision-making in the 1960s made it easier for businesses to innovate and develop new working practices.</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 view that Hitler wanted the Second World War primarily to make living space for Germans.</p> <p>Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion.</p> <p>In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include:</p> <p>Extract 1</p> <ul style="list-style-type: none"><li>• Hitler was going far beyond the foreign policy of previous governments</li><li>• Hitler wanted to create a greater Germany consisting of all German-speaking people</li><li>• Germany's true, or historic, destiny was in the east.</li></ul> <p>Extract 2</p> <ul style="list-style-type: none"><li>• Anti-Semitism was of more importance to Hitler than <i>Lebensraum</i></li><li>• There is very little evidence that Hitler had a plan to achieve <i>Lebensraum</i></li><li>• Hitler's foreign policy aims were judged to be relatively moderate by the author</li><li>• Hitler thought a war with Russia would win him allies in the west.</li></ul> <p>Candidates should use their own knowledge of the issues to address the extent to which Hitler wanted the Second World War primarily to make living space for Germans. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Hitler was a devotee of völkisch thought which advocated <i>Lebensraum</i></li><li>• Hitler believed that German security could only be gained at the expense of Russia which would have to be subjected to German rule as stated in <i>Mein Kampf</i></li><li>• The 1,000 year Reich that Hitler planned was only possible if Slav populations were removed from Germany's borders.</li></ul> <p>Candidates should use their own knowledge of the issues related to the debate to address other explanations for the start of the Second World War. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The role of other nations in shaping Hitler's military plans, e.g. the rapid and extensive armament output in the USSR frightened him</li><li>• The economic difficulties caused by Germany's Four Year Plan could be overcome through conquest of new territory</li><li>• Hitler's belief in himself as the saviour of Germany, and his belief that he possessed insuperable judgement.</li></ul> <p>Other relevant material must be credited.</p>

