



Pearson
Edexcel

Mark Scheme (Results)

November 2021

Pearson Edexcel GCE

In History (9HI0)

Paper 1: Breadth study with interpretations

Paper

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

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Generic Level Descriptors: Sections A and B

Target: AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

| Level | Mark | Descriptor |
|----------|--------------|---|
| | 0 | No rewardable material. |
| 1 | 1–3 | <ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision. |
| 2 | 4–7 | <ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • 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 | 8–12 | <ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision. |
| 4 | 13–16 | <ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision. |

| Level | Mark | Descriptor |
|--------------|--------------|---|
| 5 | 17–20 | <ul style="list-style-type: none">• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.• Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision. |

Section C

Target: A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

| Level | Mark | Descriptor |
|----------|--------------|--|
| | 0 | No rewardable material. |
| 1 | 1–3 | <ul style="list-style-type: none">• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate.• Some relevant contextual knowledge is included, with limited linkage to the extracts.• Judgement on the view is assertive, with little or no supporting evidence. |
| 2 | 4–7 | <ul style="list-style-type: none">• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate.• Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included.• A judgement is given, but with limited support and related to the extracts overall, rather than specific issues. |
| 3 | 8–12 | <ul style="list-style-type: none">• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences.• Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts.• A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation. |
| 4 | 13–16 | <ul style="list-style-type: none">• Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and 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 provided in the extracts in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation. |
| 5 | 17–20 | <ul style="list-style-type: none">• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors.• Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments.• Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate. |

Section A: indicative content

| Question | Indicative content |
|----------|--|
| 1 | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that the most important outcome of the Treaty of Versailles, in the years 1919-33, was that it generated political extremism.</p> <p>The extent to which the most important outcome of the Treaty of Versailles, in the years 1919-33, was that it generated political extremism should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Anti-Versailles feeling became entwined with the 'stab in the back' myth and further encouraged the formation of right-wing paramilitary groups, e.g. the Freikorps and SA• The murder of politicians associated with signing the Treaty of Versailles threatened Weimar democracy, e.g. the killing of Walter Rathenau by Erhardt's Organisation Consul in 1922• Anti-Versailles propaganda was a prominent part of successful Nazi propaganda throughout the period, e.g. labelling the treaty a 'diktat' and the Nazi promise to unite Germans abroad in a greater Germany• The KPD used anti-Versailles feeling to make a favourable contrast with Soviet Russia, especially after 1929, and this helped to promote Soviet Communism• The 1929 depression convinced many Germans that the Treaty of Versailles had weakened Germany, and they voted for the NSDAP and KPD in greater numbers thereafter. <p>The extent to which other outcomes of the Treaty of Versailles were important in the years 1919-33 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The Treaty of Versailles had a profound economic impact, e.g. the printing of money to meet the demands for reparations caused hyperinflation in 1923• The military clauses of the Treaty of Versailles reduced Germany's security and caused a profound shock to national pride• The Treaty of Versailles redrew the map of Europe and many Germans became citizens of foreign states which was widely resented• The Treaty of Versailles made Germany reliant on foreign powers, e.g. the Dawes and Young Plans both aimed to ameliorate the difficulty caused by reparations. <p>Other relevant material must be credited.</p> |

| Question | Indicative content |
|----------|---|
| 2 | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that improved living standards were the most significant feature of Nazi economic policies in the years 1933-45.</p> <p>The extent to which improved living standards were the most significant feature of Nazi economic policies in the years 1933-45 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Work creation schemes and rearmament reduced unemployment and gave good wages to skilled workers, e.g. by 1937 unemployment had fallen from six million to one million, and this improved living standards • The Reich Food Estate created in 1933 helped improve the agricultural economy by protectionism and price controls and improved the fortunes of peasant farmers in the short term • Increases in real wages resulted in an improved diet for working class Germans by 1938, e.g. the consumption of meat and vegetables was available daily whereas in 1933 it was often weekly • Consumer goods were more readily available for German families, e.g. the majority had a 'People's Receiver' by 1941 • Living standards in the war years held up until 1942 and food supply was largely maintained thereafter by using POWs to work on farms, and also by stripping the occupied territories of their resources. <p>The extent to which other features of Nazi economic policies were significant in the years 1933-45 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Weimar market economy became a Nazi command economy which was significant because wages, prices and product were directed by government • Rearmament and preparation for war began in 1933 and was clearly the central policy of the Reich, showing that raising living standards was a secondary issue • The creation of the Four Year Plan in 1936 drew in vast resources to get Germany ready for war by 1940 and created a shortage of consumer goods leading to the 'Guns versus Butter' controversy • The policy of autarky was highly significant because it led to technical and scientific breakthroughs in the production of ersatz goods, e.g. Buna rubber • The adoption of a 'total war' economy in 1942 was highly significant because the future of the Reich depended massively on its success. <p>Other relevant material must be credited.</p> |

Section B: indicative content

| Question | Indicative content |
|----------|---|
| 3 | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that the main role of German women continued to be that of wife and mother in the years 1933-89.</p> <p>The extent to which the main role of German women continued to be that of wife and mother in the years 1933-89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The removal of women from the workforce after 1933 and the policy of 'Children, Kitchen and Church' saw women overwhelmingly confined to the domestic sphere• Hitler's goal of a one thousand year Reich meant producing racially pure children to both win and maintain it, and this placed huge pressure on women to be nothing more than wife and mother• The Lebensborn programme meant that women's role as mothers was highly prized even if that meant breaching their wedding vows and was epitomised by the award of the Mother's Cross• The Ministry for Family Affairs provided benefits for mothers to support their domestic role in 1953 largely because the majority of both men and women believed that a woman's place was in the home• Until 1977 the Civil Code decreed that women could only work if it did not interfere with her role as wife and mother. <p>The extent to which the main role of German women changed from being that of wife and mother in the years 1933-89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Women were able to divorce their husbands much more easily after the collapse of the Third Reich, e.g. in 1948 the divorce rate was eighty per cent higher than it had been in 1946• Women were able to escape the domestic sphere to an extent in the Third Reich by doing what the Nazis considered to be low status work, e.g. cleaning, cooking, secretarial work, teaching and nursing• Women's labour made a big contribution to agriculture. They also returned to work during the war years, and in 1940 were allowed to join the military auxiliary services• Shortages of men after 1945 meant women had to play their part in the immediate reconstruction work required in heavily bombed cities• In the 1960s and 1970s the German women's liberation movement fought for career opportunities for women with some success, e.g. by 1989, fifty per cent of married women with a child under 15 had a paid job. <p>Other relevant material must be credited.</p> |

| Question | Indicative content |
|----------|--|
| 4 | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how far they agree that political stability in the FRG was achieved mainly by avoiding the constitutional problems of the Weimar Republic.</p> <p>The extent to which political stability in the FRG was achieved mainly by avoiding the constitutional problems of the Weimar Republic should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Constitution of the FRG (Basic Law) was designed to prevent small extremist parties from getting into parliament, unlike Weimar • Article 21 of the Basic Law ruled that parties must conform to democratic principles and be transparent in their accounts, which contrasts with the licence given to the KPD and NSDAP in Weimar • Extremist parties were banned in the FRG unlike Weimar, e.g. banning the KPD and the Socialist Reich Party by the FRG, contrasts with the way Hitler was able to destabilise Weimar 1930-33 • The President of the FRG was not decided in a general election and had limited powers, e.g. not being able to rule by decree, and thus contrasts with President Hindenburg in the years 1930-33 • The main parties in the FRG understood the need to work around shared policies thus avoiding the adversarial Weimar politics, e.g. the 'vanishing opposition' in the 1960s. <p>The extent to which political stability in the FRG was achieved by other factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The support of allied powers in establishing stable government, e.g. Marshall Aid • Erhard's 'Economic Miracle' promoted acceptance of the regime by employers and workers • The West wanted to maintain the FRG as a buffer against Communism and provided military protection • Adenauer made sure Germany was not isolated from Europe by pursuing economic integration that led to the establishment of the EU. <p>Other relevant material must be credited.</p> |

Section C: indicative content

| Question | Indicative content |
|----------|--|
| 5 | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that British foreign policy towards Germany was largely responsible for the Second World War.</p> <p>In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include:</p> <p>Extract 1</p> <ul style="list-style-type: none">• Britain and France could have used the advantages they gained from victory in world War One to prevent Hitler's Germany becoming a great power but they did not do this• British policy at times actively helped Hitler, as in the Czech crisis where Britain secured the Sudetenland for Germany• British preparations for war from 1935 were aimed entirely at Germany• It is possible to argue from studying military preparations that Britain was the country set on war against Germany. <p>Extract 2</p> <ul style="list-style-type: none">• Two themes of Nazi foreign policy were to fight the terms of the Treaty of Versailles and build a Germanic empire• Hitler played the decisive role in foreign policy because of his personality and ideas• Hitler's policy was aimed at attacking Slavs and Jews under the pretence of seeking to modify the terms of the Treaty of Versailles• Hitler wanted an expansionist Reich to fulfil his racist schemes and this formed a clear break with previous German imperial ambitions. <p>Candidates should relate their own knowledge to the material in the extracts to support the view that British foreign policy towards Germany was largely responsible for the Second World War. Relevant points may include:</p> <ul style="list-style-type: none">• As a dominant power in the League of Nations, Britain failed to use strong measures to uphold international law and thus could be accused of encouraging wars of expansion, e.g. in Abyssinia• Britain broke the terms of the Treaty of Versailles by signing the 1935 Anglo-German Naval Agreement and thus assisted German rearmament• Britain failed to respond when Hitler remilitarised the Rhineland in 1936, and when Hitler invaded Austria thereafter• Britain could have entered into an alliance with the Soviet Union, but their reluctance to do so led to the Nazi Soviet Pact and sealed the fate of Poland. <p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that British foreign policy towards Germany was largely responsible for the Second World War. Relevant points may include:</p> |

| Question | Indicative content |
|----------|--|
| | <ul style="list-style-type: none"><li data-bbox="347 170 1414 271">• Hitler pledged to restore Germany to greatness through war in his political testament <i>Mein Kampf</i>, and in this sense was considering war in Europe from 1925, as opposed to the British desire for peace in Europe<li data-bbox="347 297 1414 365">• Soviet foreign policy was also expansionist and the Nazi-Soviet Pact is evidence that Britain was correct not to trust Stalin<li data-bbox="347 392 1414 492">• British foreign policy was based on the idea that Hitler could be appeased through revision of the terms of the Treaty of Versailles, and their focus was thus on avoiding war, not preparing for it<li data-bbox="347 519 1414 620">• Hitler's successful invasion of Czechoslovakia greatly increased German military strength and made Hitler more ready to gamble that he could win another war in Europe thereafter. |