



Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCE
In History (9HI0/1G)

Paper 1: Breadth study with interpretations

1G: Germany and West Germany, 1918-89

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Question Paper Log Number P69330A

Publications Code 9HI0_1G_2206_MS

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General Marking Guidance

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

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: AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<ul style="list-style-type: none">• 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 weakness and eventual collapse of Weimar democracy, in the years 1919-33, was mainly caused by its constitution.</p> <p>The extent to which the weakness and eventual collapse of Weimar democracy, in the years 1919-33, was mainly caused by its constitution should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The use of Proportional Representation allowed extremist anti-Weimar parties to gain influence, e.g. in the 1932 elections most votes went to anti-Weimar parties• Article 48 allowed for presidential powers to come into effect, and this was used by the right, in the years 1930-33, to exclude the left and pursue a political agenda that ended with Hitler being made Chancellor• The Weimar electoral system enshrined in the constitution made coalition government inevitable, and generally fractious, leading to a rapid turnover of Chancellors and the discrediting of Weimar democracy• The guarantee of rights under Article 109 was opposed by many conservative Germans and inhibited effective coalition government, e.g. instances of the DNVP's opposition to Weimar democracy• The preamble of the constitution pledged to support 'internal and external peace' and this was taken as submission to Germany's enemies and the 'diktat' of the Versailles settlement by parties of the right. <p>The extent to which other factors caused the weakness and eventual collapse of Weimar democracy in the years 1919-33 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The Wall Street Crash and the recall of US loans plunged Germany into economic turmoil, promoted the growth of anti-Weimar parties, and added to the association of Weimar with defeat and national humiliation• The Nazis had a strategic and very well organised agenda to end Weimar democracy, e.g. Hitler's strategy for power after his release from prison in December 1924: 'we shall have to hold our noses and enter the Reichstag'• The growth of the KPD, and their increasing numbers in the Reichstag, was at once a reason to criticise Weimar democracy for allowing it, and also a reason for conservative Germans to join the Nazis• The passage of the Enabling Act in 1933 gave Hitler sweeping powers to pass laws, which founded his dictatorship and helped to undermine Weimar democracy. Of the Weimar parties, only the SPD voted against it. <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 the worship of Hitler was the main consequence of Nazi educational and cultural policies in the years 1933-45.</p> <p>The extent to which the worship of Hitler was the main consequence of Nazi educational and cultural policies in the years 1933-45 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Nazi Minister of Education, Bernard Rust, stated that the whole purpose of education was to create Nazis loyal to Hitler and to work to his will, thus giving Hitler the status of a demi-God • The 'Heil Hitler' salute was the standard greeting between teachers (many were fanatical Hitler worshippers) and their students, emphasising Hitler's unique leadership throughout the school day • Education by Nazi youth groups was successful in creating a generation of Hitler worshippers; their devotion to Hitler prompting various Christian leaders to speak out, e.g. the Pope's 1937 encyclical 'with burning concern' • Various cultural forms were used to inculcate the worship of Hitler, e.g. Leni Riefenstahl's film <i>Triumph of the Will</i>, and its popularity suggests wide agreement with its lauding of Hitler as the saviour of Germany • The National Reich Church was directed to change Christian culture by making it its mission to loyally follow the German state, headed by Hitler, and thereby put Hitler on a God-like basis. <p>The extent to which other consequences of Nazi educational and cultural policies were important in the years 1933-45 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Nazi education policies had important consequences for women who were brought up to be little more than wives and mothers • An important consequence of Nazi cultural policy was that it narrowed cultural criticism and imposed cultural values, e.g. the seizure of art that was 'un-German' and the 1937 exhibition of 'degenerate' art • The glorification of Germany in culture was a consequence of huge importance and in various ways, e.g. German classical music was celebrated along with Nazi myths of 'German values'. <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 nature of popular support for governments remained essentially unchanged in the years 1933-89.</p> <p>The extent to which the nature of popular support for governments remained essentially unchanged in the years 1933-89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• There were no major popular uprisings against German governments throughout the period, even at times of acute national emergency, e.g. in the final years of the war as Germany was suffering invasions• The German Labour movement generally acquiesced to governments throughout the period, e.g. no general strikes were organised, nor appeals to external governments for intervention• Continuous support for German governments was often based on economic security and full employment, e.g. for the Third Reich and rearmament and for Helmut Kohl, despite some cutbacks, in the 1980s• German Christians generally continued to support their governments, e.g. Catholics supported anti-Communist policies of the Third Reich and the FRG, even though they opposed some other social policies• German women seem to have provided a bedrock of support for their governments throughout the period, e.g. complying with Nazi injunction to be a good wife and mother, and the continuity of that role in the FRG. <p>The extent to which the nature of popular support for governments, in the years 1933-89, changed should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Resistance to the Nazis, rather than support, existed in niches because of the terror, but that resistance changed as the regime radicalised, e.g. the coming together of resisters in the Kreisau Circle• Popular support for the Nazis changed during the 'Guns vs. Butter' debate in 1936 as the quality of the German diet worsened• World war divided popular opinion, and support for the Third Reich, as patriotism gave way to fear of defeat and repercussions for Nazi atrocities in the east, e.g. the sentiments expressed by the White Rose group• Popular support for the FRG dipped in the 1960s with demonstrations in support of democracy (against the Emergency Law), and against <i>Ostpolitik</i>, which was seen as fraternising with a dictatorship• Generational tensions resulted in some loss of popular support for the government in the 1970s and 1980s, e.g. support for women's liberation demands. <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 accurate it is to say that integration into the European economy was the most significant economic achievement of the FRG in the years 1949-89.</p> <p>The extent to which integration into the European economy was the most significant economic achievement of the FRG in the years 1949-89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The FRG's joining of the General Agreement on Tariffs and Trade in 1951 was significant in getting equity in favourable trade agreements, a departure in Germany's economic relations with other countries • In 1951 the FRG joined the European Coal and Steel Community which was a significant economic achievement because it laid the basis for industry-wide European cooperation • The FRG's role in founding the EEC in 1957/8 was significant because it marked the point where Germany assumed a leading role in shaping the European economy • From 1967 (Treaty of Brussels) to 1989 Germany led European exports to the USA and Asia, and this was significant because the German economy was now the (integrated) powerhouse of Europe. <p>The significance of other economic achievements of the FRG in the years 1949-89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The creation of a social market economy was significant because it successfully (after a struggle) overcame the command economy inherited from the Third Reich • Achieving membership of NATO in 1955 had a significant outcome for the German economy, e.g. it restarted the German arms economy, and the stationing of British and US troops there provided a further boost • The reorganisation of industry in the 1950s producing low-cost/ high-tech goods was significant in boosting exports • Germany's importation and employment of skilled workers was a significant economic achievement as it supplied much needed labour without the cost of education and training • Adjusting the economy after the recession of 1966/7 and the oil crisis of 1973/4 was significant in containing labour unrest and keeping economic growth moving. <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 the Second World War was caused by Hitler's racist ideology.</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">• The leaders of the Third Reich had prepared for a decisive war from the moment they came to power in 1933• Hitler's and his ministers' outlook made them prepare for an inevitable race war that they believed would enable Germany to dominate Europe and the world• From 1937 onwards the drive to war, and preparing Germans for it, intensified with the Nazis becoming more thorough and ruthless• When Germany invaded Poland, they were embarking on a race war to subjugate and exterminate. <p>Extract 2</p> <ul style="list-style-type: none">• Hitler should not be blamed for everything to do with starting the war, and those who do this are obscuring its origins• Hitler provided a dynamic element in the approach to war, but he reflected the feelings of the German people• Hitler's ambition to make Germany a dominant power in Europe was no different from the ambitions of other statesmen• Other European statesmen objected to what Hitler was doing because they feared German expansion, otherwise he was one of them. <p>Candidates should relate their own knowledge to the material in the extracts to support the view that the Second World War was caused by Hitler's racist ideology. Relevant points may include:</p> <ul style="list-style-type: none">• Hitler expressed the desire to take Germany into a race war in <i>Mein Kampf</i> in 1924 and it was thus a long-standing personal aim• The annexations of Austria and Czechoslovakia were both followed by violent racist attacks on Jews and Slavs suggesting a connection between German expansion and racism• Hitler viewed Jews as anti-German and an international force against nations, and thus saw the eradication of 'the Jewish problem' as part of his foreign policy aims• Hitler hated the Slavs and saw it as his historic duty to fight a race war against them, and to ethnically cleanse their land to make way for German settlers in a

Question	Indicative content
	<p data-bbox="395 181 687 210">'blood and soil' conflict.</p> <p data-bbox="300 338 1394 439">Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the Second World War was caused by Hitler's racist ideology. Relevant points may include:</p> <ul data-bbox="347 465 1410 904" style="list-style-type: none"> <li data-bbox="347 465 1410 568">• The appeasement of Germany, especially after rearmament, had led Hitler to believe that the threat of war or its implementation would result in concessions to his territorial demands <li data-bbox="347 600 1410 674">• Hitler's initial aim was to reduce Poland to the condition of a docile ally against the USSR but Poland's unwillingness to accept this role produced war <li data-bbox="347 703 1410 808">• Germany believed that war with Poland would not necessarily lead to world war and that, in any case, Germany's military capabilities would mean the allies would be unable to stop a swift, decisive victory <li data-bbox="347 837 1410 904">• German territorial expansion was desired from a broad section of the German industrial elite, and independently therefore from Hitler's racist ideology.