



Mark Scheme (Results)

Summer 2025

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

Paper 1: Breadth study with interpretations

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	1–4	• 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 economic challenges were the main reason, in the years 1919-33, for the eventual collapse of the Weimar Republic. The importance of the economic challenges was the main reason, in the years 1919-33, for the eventual collapse of the Weimar Republic should be analysed and evaluated. Relevant points may include: • The post-war inflation added difficulty to the republican administration of 1919, e.g. widespread malnutrition until 1922 stoked discontent in a population expecting a return to normality • The hyperinflation from 1922-3 fed discontent and was a cause of the risings in Saxony, Thuringia and Bavaria and fed anti-Weimar politics • The 1929 Wall Street crash ended coalition government and saw the rise of anti-Weimar parties and street violence, e.g. the KPD vote grew to 14.3 per cent and the Nazi vote to 18.3 per cent in the election of 1930 • The post-1929 depression caused high unemployment that fed authoritarian government and caused key political and military figures to turn away from liberal democracy and towards the appeal of Hitler and the Nazis. The importance of other reasons for the eventual collapse of the Weimar Republic should be analysed and evaluated. Relevant points may include: • The use of proportional representation led to a series of coalitions and Chancellors that disrupted continuity of government, e.g. eleven Chancellors in the years 1919-30 • The Treaty of Versailles disrupted government because it provided a totem to the anti-Weimar parties and contributed to the motivations of the Kapp and Munich Putsches • The reparations demanded by the allies led to the disruptions of 1923 that were near fatal to Weimar, e.g. the French invasion of the Ruhr • The ageing President Hindenburg was unable to stand firm against his right wing advisers who wanted an end to liberal democracy, e.g. he followed the advice of von Papen that led to the appointment of Hitler as Chancellor. 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 censorship and propaganda was the main reason for Nazi success in controlling the German people in the years 1933-45. The importance of censorship and propaganda was the main reason for Nazi success in controlling the German people in the years 1933-45 should be analysed and evaluated. Relevant points may include: • The Reich Ministry of Public Enlightenment and Propaganda was set up in March 1933 and shows the importance that Hitler and the Nazis attached to its work • Censorship acted as a filter that removed news stories that damaged the image of Nazism, e.g. Hitler's personal failings, and emphasised Nazi successes, e.g. the reduction of unemployment • Innovative propaganda techniques aimed at the masses succeeded in enthusing supporters and cowing opponents, e.g. the spectacular Nuremburg rallies and Riefenstahl's ground-breaking <i>Triumph of the Will</i> • Censorship and propaganda were central to the control of the German people during the war years, e.g. suppressing news of German defeats in Russia. The importance of other reasons for Nazi success in controlling the German people in the years 1933-45 should be analysed and evaluated. Relevant points may include: • The Enabling Act of 1933 and the Emergency Laws enacted after the Reichstag fire allowed the state free range in suppressing anti-Nazi Germans, e.g. the rounding up and detention of the Communists • Hitler was given dictatorial powers after he became the Fuehrer and had the army swear an oath of allegiance to him personally. This began to remove power from areas of the state that might oppose him, e.g. the judiciary • Nazi economic, welfare and foreign policies were widely supported, e.g. the reduction of unemployment, financial incentives for women producing children, and Hitler's war policy to 1942 • The Nazi terror state used surveillance and ruthless violence to remove opposition and elicit support from any waverers. 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 improved living standards were the most significant outcome of German economic activity in the years 1945-89. The extent to which improved living standards were the most significant outcome of German economic activity in the years 1945-89 should be analysed and evaluated. Relevant points may include: • Housing stock was transformed across the period making a massive improvement in living conditions, e.g. 2.3 million homes were destroyed in the war and an average of 500,000 were built per year 1947-55 • Erhard's inclusion of trade unions in the Social Market Economy led to improvements in wages alongside job creation • By 1963, living standards for the majority were among the best in Europe, e.g. by 1963, 63 per cent of homes had a fridge, 42 per cent had a television, and 36 per cent had a washing machine • In the 1980s pensions and benefits were reformed to cover the vast majority of the population with generous terms. The significance of other outcomes of German economic activity and / or limits to the significance of improved living standards in the years 1945-89 should be analysed and evaluated. Relevant points may include: • The Social Market Economy was significant in getting German businesses back on their feet despite the loss of the highly profitable German arms industry • The integration of Germany into the EEC was significant in reordering German trade relations that proved to be highly beneficial, e.g. by the end of the period the FRG was the powerhouse of Europe • The German economy proved to be less susceptible to economic shocks than other European countries and their ability to overcome crises was significant, e.g. the FRG's handling of the 1973 oil crisis • The significance of improved living standards was diminished to an extent by deepening social inequality, e.g. by 1988 the top one per cent of the population owned 45 per cent of the wealth. 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 accurate it is to say that the role and status of women in the FRG was different from the role and status of women in the Weimar Republic. The way in which the role and status of women in the FRG was different from the role and status of women in the Weimar Republic should be analysed and evaluated. Relevant points may include: • A greater percentage of women were employed in industry in the Weimar Republic than in the FRG, e.g. to 1977 women in the FRG could only work if it did not interfere with her role as wife and mother • The 'New Woman' in Weimar asserted a woman's place in education, culture and politics more strongly than women in the FRG, e.g. the pioneering work of the psychologist Alice Rühle-Gerstel • A greater proportion of women were directly involved in politics in the Weimar era than in the FRG, e.g. on average 10 per cent of Weimar Reichstag deputies were women, a percentage that was not reached until 1983 in the FRG • Weimar women living in cities showed a willingness to engage in unconventional lifestyles to a greater extent than women in the FRG, e.g. women who copied the 'flappers' in the USA. The way in which the role and status of women in the FRG was not different from the role and status of women in the Weimar Republic should be analysed and evaluated. Relevant points may include: • The rights of women to vote, participate in work and education were enshrined in the constitutions of both the FRG and Weimar • Conservative attitudes among the majority of women and men in the FRG and Weimar saw women's role as being primarily that of wife and mother • Women that fought for sexual equality in the Weimar Republic and the FRG faced similar barriers and disappointments, e.g. the failure to secure equal pay and promotion opportunities. 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 took Germany to war because he misunderstood British foreign policy. 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 • Hitler thought that the world could be divided into a British sea-based power and the German domination of central Europe • Hitler never understood that Britain required a balance of power in Europe and would not continue to acquiesce in the face of wars of aggression • Hitler did not understand that the British guarantee of Polish sovereignty meant that appeasement was effectively at an end. Extract 2 • German elites had a history of planning wars to increase German economic strength • Hitler, in the late 1930s, was acting as the champion of longstanding German imperial interests • The takeovers of Austria and Czechoslovakia gained substantial amounts of fuel and machinery to be used in the Four Year Plan • German foreign policy is best explained by Germany's economic needs rather than the actions of a mad and egotistical leader. Candidates should use their own knowledge of the issues to address the view that Hitler took Germany to war because he misunderstood British foreign policy. Relevant points may include: • Hitler thought Britain would be an ally in a war against Communist Russia, which shows he misunderstood British imperial policy • Hitler thought that British foreign policy was driven by racism and belief in white supremacy, and that this could lead to an alliance between the two countries • Hitler thought that appeasement, and its failure to limit Hitler's aggression, was a sign of British weakness. Britain remilitarised effectively between 1936 and the outbreak of war • Hitler thought that an alliance between Britain and the Soviet Union was unthinkable and this encouraged him to make a pact with Stalin. Candidates should use their own knowledge of the issues related to the debate to address other reasons why Hitler took Germany to war. Relevant points may include:

	• Hitler believed he had an historic mission to make Germany into the dominant world power • Hitler went to war in September 1939 because he was frightened that Britain's rearmament might catch up with Germany's • Hitler had long-term notions of solving Germany's problems through <i>Lebensraum</i>. Other relevant material must be credited.
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