



Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCE in History
(8HI0) Paper 1G

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 last candidate in exactly the same way as they mark the first.
- 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.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks **if the candidate's response is not worthy of credit according to the mark scheme.**
- 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.
- For questions targeting AO2, candidates must not be credited for citing information in the preamble.

How to award marks

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 their professional judgement to decide which level is most appropriate.

Placing 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.

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 uppermiddle 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.

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	<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	5–10	<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 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	<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	17–20	<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.

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	1–4	<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	5–10	<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 on the view is given, but with limited support and related to the extracts overall, rather than specific issues
3	11–16	<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	17–20	<ul style="list-style-type: none"> • 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
<p>1</p>	<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 popular support for Hitler was the main factor in explaining the lack of opposition to the Nazi regime in the years 1933-45.</p> <p>The extent to which popular support for Hitler was the main factor in explaining the lack of opposition to the Nazi regime should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Goebbels creation of the Führer cult turning Hitler's absolute power into a perceived benefit for Germany • The genuine belief of many Germans that life was better under Hitler, at least to 1939 • Germany's spectacular successes in foreign policy and early war-time victories were presented as a personal triumph for Hitler • Hitler remained as the undisputed leader of Germany until his suicide in 1945 <p>The importance of other factors in explaining a lack of opposition to the Nazi regime should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The scope and efficiency of the terror state • The banning of all other parties by 1933 • The control of education, youth, culture and ideas by the regime • Patriotism towards Germany, especially during the war years, meant that opponents tended to remain silent <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 improved living standards were the main consequence of German economic policies in the years 1933-45</p> <p>The extent to which improved living standards were the main consequence of German economic policy should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The reduction of unemployment to insignificant levels by 1938 • The creation of a social welfare programme including Strength Through Joy and Winter Aid • Increases in real wages resulted in improved diet by 1938, compared to the Weimar 'Golden Year' of 1928 • Even in the war years 1939-45, the government was reluctant to bring in rationing <p>Other consequences of German economic policy should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • 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 to get Germany ready for war by 1940 created a shortage of consumer goods • The policy of autarky and the resultant 'Guns and Butter' debate showed Germans' dissatisfaction with their lot • Albert Speer and the move to a total war economy in 1942, along with allied bombing, severely reduced living standards <p>Other relevant material must be credited.</p>

Section B: indicative content

Question	Indicative content
<p>3</p>	<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 the role of German women continued to be mainly that of wife and mother in the years 1933-89</p> <p>The extent to which the role of German women continued to be that of wife and mother 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' • Hitler's dream of a one thousand year Reich and the emphasis on the production of racially pure children and Nazi awards for motherhood • Nazi ideology affected the role of women after 1945, and motherhood was still the norm • The Ministry for Family Affairs provided benefits for mothers to support their domestic role in 1953 <p>Other roles which German women performed in the years 1933-89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Women still found work in the Third Reich – cleaning, cooking, secretarial work, teaching and nursing • Women returned to work during the war years, and in 1940 were allowed to join the women's auxiliary services, part of the armed 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 increasing career opportunities <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 the extent to which the stability of the Federal Republic of Germany was mainly achieved by avoiding the constitutional problems of the Weimar Republic.</p> <p>In considering how avoiding the constitutional problems of the Weimar Republic did increase the stability of the FRG a range of factors 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 • Extremist parties were banned in the FRG, e.g. banning the KPD, ensuring the control of a political elite contrasts with the way Hitler was able to destabilise Weimar 1930-33 • The President was not popularly elected and had limited powers and therefore could not rule by decree, contrasting with Hindenburg in the years 1930-33 • The main parties understood the need to work around shared policies avoiding the adversarial Weimar politics, e.g. 'vanishing opposition' in the 1960s <p>In considering other reasons for the stability of the FRG 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, (contrasts with the constraints Germany faced from the Treaty of Versailles) • Erhard's 'Economic Miracle' promoted acceptance of the regime by employers and workers (more socially cohesive than Weimar) • The West wanted to maintain the FRG as a buffer against Communism and provided military protection (German security was not a problem of the same magnitude as under Weimar) • Adenauer made sure Germany was not isolated from Europe by pursuing economic integration that led to the establishment of the EU (unlike Germany in 1919) <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 war broke out in 1939 because of the miscalculations of other European statesmen.</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"> • Britain and France allowed Hitler to remilitarise the Rhineland • Mussolini facilitated Hitler's annexation of Austria by concentrating on building an overseas empire • Chamberlain's desire to avoid European conflict allowed Hitler to gain the Sudetenland <p>Extract 2</p> <ul style="list-style-type: none"> • Hitler was in danger of losing the military advantage he held unless he went to war, showing the drive to war coming from Hitler • Hitler was a victim of his own success and believed himself to be infallible, showing that he massively over-estimated the possibility of German victory • In the Polish crisis, Hitler's own psychological make-up was the deciding factor in dismissing the British ultimatum <p>Candidates should use their own knowledge of the issues to further address how Hitler took advantage of the miscalculations of other European statesmen. Relevant points may include:</p> <ul style="list-style-type: none"> • Hitler took Prague in March 1939 because Britain and France had failed to act against his earlier aggression, and hamstrung Czech defensive capability at Munich. Clear miscalculations. • Hitler took advantage of British dithering about forming an alliance with Russia, e.g. the Hitler-Stalin Pact. It could be argued Chamberlain failed to calculate for this. • Stalin completely miscalculated Hitler's intentions by allying with him. This gave Hitler further confidence, and made the German invasion of Poland inevitable <p>Candidates should use their own knowledge of the issues related to the debate to address other factors which explain the outbreak of war in 1939. Relevant points may include:</p> <ul style="list-style-type: none"> • The argument that Hitler had a master plan of taking Germany to war, e.g. his writings in Mein Kampf and also his unpublished Second Book

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| | <ul style="list-style-type: none">• The argument that expansionism was historically ingrained in German foreign policy, giving Hitler his 'historic mission'• It could be argued that internal pressures from the NSDAP and business leaders, as well as economic considerations pushed Hitler towards starting war |
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Other relevant material must be credited.