



Mark scheme (Results)

Summer 2022

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	<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: 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	<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
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 use of terror was the main reason for effective government in the years 1933-45.</p> <p>The extent to which the use of terror was the main reason for effective government in the years 1933-45 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The removal of Nazi opponents through murder and confinement to concentration camps in 1933 and the war years made the dictatorship effective • The murder of radical members of the SA by the SS in the Night of the Long Knives removed any internal Nazi opposition to Hitler's dictatorship • The deliberately manufactured perception among the public that the Gestapo were everywhere inhibited opposition and dissent, and this was reinforced by the highly effective operations of the SD • The role played by the Gestapo, SS and SD in combatting defeatism, plots and sabotage in the war years 1939-45. <p>The importance of other reasons for effective government in the years 1933-45 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • A strong arms economy created jobs and reinforced Nazi propaganda that Hitler was making Germany great again encouraged approval for the regime among workers and manufacturers • The 'Hitler myth', created by Goebbels, helped earn support for the dictatorship from important sections of the public • The policy of <i>Gleichschaltung</i> subordinated all organisations and societies that were permitted by the regime to Nazi direction, and the control and abolition of the German trade unions and political parties prevented organised opposition to the regime • The support given to Hitler by the economic and state elites gave the government massive strength and helped the dictatorship to function. <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 about whether the concerns of religious groups were the main reason for opposition to the Nazi regime in the years 1933-45.</p> <p>The extent to which the concerns of religious groups were the main reason for opposition to the Nazi regime in the years 1933-45 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Confessional Church, founded in 1934 in reaction to the regime encouraging the worship of Hitler, provided opposition to the state-sponsored Reich Church • The protest of 700 Protestant pastors in 1935 because of their concerns over Nazi paganism • The 1937 Catholic opposition to racism and Führer worship after the Pope responded to the Nazi order to ban crucifixes in classrooms • The 1941 opposition to euthanasia led by the Catholic Bishop Galen, and the 1943 opposition of the Prussian Confessional Church to the extermination of people on health and racial grounds. <p>The importance of other reasons for opposition to the Nazi regime in the years 1933-45 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The opposition of youth groups to Nazi culture, e.g. the Swing Kids and Edelweiss Pirates, because they objected to the excessive control of young people • The distribution of anti-Nazi propaganda by members of SOPADE because they wanted to restore democracy • The principled opposition of individuals and groups who believed they had a moral duty to protest against Nazi barbarity, e.g. the White Rose Group • The opposition of army officers who were concerned that Hitler's leadership was taking Germany to disaster, e.g. in the 1944 July bomb plot that attempted to assassinate Hitler. <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 the economic challenges faced by the Weimar Republic were similar to the economic challenges faced by the FRG.</p> <p>The extent to which the economic challenges faced by the Weimar Republic were similar to those faced by the FRG should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Both economies had to adjust to post-war conditions as a defeated power, e.g. the future manufacture of armaments by Weimar Germany and the FRG was limited by the victorious powers in 1918 and 1945 • Both economies were dependent on foreign loans, e.g. the Dawes Plan and Marshall Aid • Both economies were export-dependent and required the mobilisation of highly educated and skilled workers to maintain German predominance in electronic and engineering markets • Both economies had to deal with organised labour and the consequent demands for social justice despite market conditions, e.g. in 1930 and 1982. <p>The extent to which the economic challenges faced by the Weimar Republic were different to the economic challenges faced by the FRG should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The economic difficulties arising from the Treaty of Versailles were severe, e.g. the reparations and the hyper-inflation of 1923, absent for the FRG • Loans from the USA had different outcomes for the Weimar Republic and the FRG, e.g. the recalling of debts by US banks after 1929 contrasts to Marshall Aid • The post-Second World War economic boom stimulated German manufacturing, whereas reparations and forced demilitarisation after the First World War restricted it • Chronic unemployment fed into political extremism in the Weimar years and contrasts with an overall shortage of labour in the FRG. <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 do they agree that the role and status of women in the FRG changed little in the years 1949-89.</p> <p>The extent to which the role and status of women in the FRG changed little in the years 1948-89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Basic Law of 1949 guaranteed women's equality in principle, and this applied throughout the period and the Civil Code which restrained women's role in the workforce was only modified in 1977 • The majority view, that a woman's place was primarily in the home, continued throughout the period and thus the role and status of women remained that of wife and mother • The law preventing women from having an abortion, extant from 1871, was defended by Federal Law in 1975, and thus continued to emphasise the primary role of women as mother • Women continued to be discriminated against in the workplace, e.g. in 1989 women's pay for those in full-time employment was still one third lower than men's pay. <p>The extent to which the role and status of women in the FRG changed in the years 1949-89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Access to higher education, which ended the restrictions imposed by the Nazis, led to more women going to university and entering the professions • Women's liberation movements in the 1960s and 1970s challenged the male-dominated view of women's role and status, particularly on city university campuses, e.g. Berlin 1968 • The 1971 declaration by 374 German women in <i>Stern</i> magazine that they had had illegal abortions led to the short-lived revision of Paragraph 218 in 1974, and thus challenged their expected role and status • Government showed greater concern for women's equality towards the end of the period, e.g. through the creation of a national officer for women's affairs in 1980. <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 a series of bad decisions by Britain and France led to war in 1939. 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"> • The appeasers had good intentions and honourable motives but these led to war • British and French diplomacy was no match for the gangster-like behaviour of Hitler • Britain and France were prepared to sacrifice other countries in their appeasement of Germany, but this was to no avail because Hitler was set on war • Hitler's world view demanded, and resulted in, war to satisfy German needs and thus the policy of appeasement failed. <p>Extract 2</p> <ul style="list-style-type: none"> • Hitler consistently wanted to unify all Germans, destroy the Jews and uproot Bolshevism • Hitler thought uprooting Bolshevism was his historic duty • Hitler was fifty in 1939 and started to feel a sense of urgency if he was to complete his aims • 1939 saw Hitler decide to go over onto the offensive in order to achieve his master plan. <p>Candidates should use their own knowledge of the issues to address whether a series of bad decisions by Britain and France led to war in 1939. Relevant points may include:</p> <ul style="list-style-type: none"> • Britain had allowed Hitler to build a navy and disregarded the Treaty of Versailles in 1935 with the Anglo-German Naval Agreement which made Hitler more confident that he could wage war successfully • Britain and France had allowed Hitler to remilitarise the Rhineland in 1936, which gave Hitler the confidence to increase his territorial demands in the knowledge that French interference would now be difficult • Britain and France offered no meaningful opposition to Anschluss in 1938, which helped to seal the fate of Czechoslovakia because Hitler was stronger vis-a-vis the appeasers • Britain and France enabled Hitler to get the Sudetenland in 1938 at the Munich

	<p>Conference, and the subsequent fall of Czechoslovakia led directly to Hitler's claims on Polish sovereignty and his pact with Stalin.</p> <p>Candidates should use their own knowledge of the issues related to the debate to address other factors that led to war in 1939. Relevant points may include:</p> <ul style="list-style-type: none">• The changing international situation worked in favour of Hitler, e.g. Britain wanted to avoid potential wars with Japan and Italy which gave Hitler a freer hand in Europe, and increased the likelihood of war• Hitler believed that Britain would see the benefits to themselves if Germany waged war on Communist Russia and he therefore committed to an aggressive foreign policy more readily• France was going through a period of political instability, which led Hitler to believe that Germany's western border was secure as long as France had internal distractions• Hitler was confident that war on Poland would be quick and decisive, and that Britain would not be able to defend the Poles, despite their guarantee to do so and this prompted the invasion of Poland in 1939. <p>Other relevant material must be credited.</p>
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