



Mark scheme

Sample assessment materials for  
first teaching September 2015

GCE History (8HI0/1G)  
Advanced Subsidiary

Paper 1: Breadth study with  
interpretations

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

## 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"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
2	5–10	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
3	11–16	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
4	17–20	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• 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.</li> <li>• 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.</li> </ul>

## 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"> <li>• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the extracts.</li> <li>• Judgement on the view is assertive, with little or no supporting evidence</li> </ul>
2	5–10	<ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate.</li> <li>• 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.</li> <li>• A judgement on the view is given, but with limited support and related to the extracts overall, rather than specific issues</li> </ul>
3	11–16	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences</li> <li>• Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts.</li> <li>• A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.</li> </ul>
4	17–20	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised by comparison of them.</li> <li>• 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.</li> <li>• 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.</li> </ul>

## 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 economic problems were the main consequence of the Treaty of Versailles for Germany in the years 1919–33.</p> <p>The economic impact of the Treaty of Versailles on Germany in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The links between reparations, the hyperinflation of 1923 and standards of living</li> <li>• The impact of territorial losses and the Ruhr occupation on German industrial and agricultural capacity</li> <li>• The economic consequences of the need for foreign loans</li> <li>• The impact of reparations renegotiations, such as the Dawes Plan and the Young Plan, on the ability of the Weimar Republic to deal with the effects of the Great Depression.</li> </ul> <p>Other impacts of the Treaty of Versailles on Germany should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The rise of political extremism in response to the terms of the Treaty, e.g. the reaction of right-wing nationalist groups to the loss of land, the appeal of the Nazi Party</li> <li>• Political instability caused by a lack of trust in the democratic politicians who signed the Treaty and agreed to the War Guilt Clause</li> <li>• The political challenges encouraged by economic difficulties created by the Treaty, e.g. hyperinflation in 1923 and unemployment after 1929</li> <li>• The cultural and social experimentation and decadence encouraged by the psychological effects of the terms of the Treaty on many German people.</li> </ul> <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 the use of terror was the main reason for the survival of the Nazi regime in the years 1933–45.</p> <p>The importance of the use of terror for the survival of the Nazi regime in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The use of terror and intimidation in the establishment of Nazi rule in the years 1933–34, including the Night of the Long Knives</li> <li>• The use of terror to suppress dissent, including the use of ordinary prisons and concentration camps</li> <li>• The creation of a climate of fear and arbitrary use of power to maintain popular consent</li> <li>• The increasing use of intimidation to maintain Nazi control during the war years.</li> </ul> <p>The importance of other reasons for the survival of the Nazi regime should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The implementation of popular economic and social policies, particularly in the period 1933–39</li> <li>• The effective use of propaganda and censorship in maintaining consent</li> <li>• Genuine support for Nazi beliefs and/or the general apathy of many German people towards Nazi rule</li> <li>• The popular desire to fight for the survival of Germany, despite Nazi rule, during the period 1939–45.</li> </ul> <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 the extent to which the role of women in society changed during the years of the Weimar Republic and Nazi rule (ie 1919–45).</p> <p>Evidence that supports the idea of change during the Weimar and Nazi periods should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Increasing numbers of working women and the liberalisation of attitudes towards women's social behaviour during the Weimar period</li> <li>• A return to more conservative values after 1933 and the encouragement of a domestic role for women through the Nazi policy of <i>Kinder, Küche, Kirche</i></li> <li>• The impact of the necessities of war after 1942 on the contribution of women to the war economy and the home front.</li> </ul> <p>Evidence that supports the idea of continuity in the role of women and/or the limitations to change should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Traditional conservative attitudes towards the domestic role of most women across the whole period including that of the Weimar Republic</li> <li>• The relatively high percentage of working women in Germany across the whole period, including Nazi Germany, before the partial mobilisation of women during the war</li> <li>• The reluctance of many women to embrace Nazi policies towards women</li> <li>• The reluctance of Hitler to support the full mobilisation of women in the wartime economy.</li> </ul> <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 about how far rising living standards were responsible for political stability in the Federal Republic in the years 1949–89.</p> <p>The role of rising living standards in bringing political stability should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The extent to which the improvement in living standards during the 'economic miracle' of the 1950s and 1960s increased support for the newly-established democratic constitution</li> <li>• The reluctance of many, often older, German voters to undermine their own standard of living by support for potentially destabilising small or extreme parties</li> <li>• The maintenance of relatively high standards of living for most Germans allowed governments to implement social welfare measures that contributed to political stability.</li> </ul> <p>The role of other factors contributing to political stability should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The successful implementation of a democratic constitution including limitations on the powers of the president and chancellor, and the influence of extreme parties</li> <li>• The dominant position of the two main political groupings, the CDU and the SPD, and the strengths of leaders such as Adenauer, Brandt and Kohl</li> <li>• The underlying fear of the consequences of political extremism and unrest</li> <li>• The strengths of the German economy as a whole.</li> </ul> <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 Hitler had a masterplan for his foreign policy, which led to the outbreak of 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 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"> <li>• Hitler's masterplan was written down in <i>Mein Kampf</i> and reiterated in a second unpublished book written in 1928</li> <li>• Hitler's plan required an aggressively active foreign policy</li> <li>• Hitler's plan included the acquisition of living space in eastern Europe and the likelihood of war with France.</li> </ul> <p>Extract 2</p> <ul style="list-style-type: none"> <li>• Hitler had neither the track record or the ability to produce a masterplan</li> <li>• <i>Mein Kampf</i> did not put forward a programme for future foreign policy but was at most a series of ideas</li> <li>• Any actions after 1933 were influenced by events rather than planned.</li> </ul> <p>Candidates should use their own knowledge of the issues to address the existence of a masterplan. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The implementation of a 'dynamic' foreign policy from the beginning of the Nazi regime in 1933 with early attempts to reverse the Treaty of Versailles, including withdrawal from the disarmament conference and League of Nations, and rearmament</li> <li>• A seemingly programmatic policy of German expansion in the takeover of Austria, the Sudetenland and Czechoslovakia, and the invasion of Poland</li> <li>• Systematic preparations in Germany for war.</li> </ul> <p>Candidates should use their own knowledge of the issues to address alternative explanations for Hitler's foreign policy in relation to the outbreak of war and/or limitations to the execution of a masterplan. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Hitler followed an opportunistic foreign policy taking advantage of situations as they presented themselves, e.g. political instability in Austria resulted in <i>Anschluss</i></li> <li>• Hitler was encouraged to follow a 'dynamic' foreign policy by the appeasement policy followed by France and Britain in the 1930s</li> <li>• Hitler's war preparations did not envisage a major war with the western powers breaking out over German expansion eastwards.</li> </ul>