



# Mark Scheme (Results)

Summer 2024

Pearson Edexcel in  
GCE History (9HI0/1G)  
Advanced

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.

## How to award marks when level descriptions are used

### 1. 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 the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

### 2. Finding 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.

#### Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

#### Levels containing three or more marks

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 upper-middle 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.

## Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

## 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"> <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	4–7	<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 focus of the question.</li> <li>• 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.</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	8–12	<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	13–16	<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>
5	17–20	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li> <li>• 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.</li> <li>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity 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	1–3	<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	4–7	<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 is given, but with limited support and related to the extracts overall, rather than specific issues.</li> </ul>
3	8–12	<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	13–16	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and 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 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.</li> </ul>
5	17–20	<ul style="list-style-type: none"> <li>• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors.</li> <li>• Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments.</li> <li>• Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.</li> </ul>

## Section A: indicative content

Question	Indicative content
1	<p>Answers will be credited <b>according to candidates' deployment of material in</b> 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 economic challenges faced by the Weimar Republic, in the years, 1918-32, were caused mainly by the impact of the Treaty of Versailles.</p> <p>The extent to which the economic challenges faced by the Weimar Republic, in the years, 1918-32, were caused mainly by the impact of the Treaty of Versailles should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The loss of territory in Europe and colonies abroad reduced the German population and impacted imports and exports, e.g. Polish Corridor and German South West Africa</li> <li>• The military clauses restricting German militarisation impacted the arms industry and the heavy industry that supplied it, e.g. Krupp Steel had to renounce arms manufacture and 70,000 workers were laid off</li> <li>• Article 231 and the subsequent reparations bill of 20bn gold marks was one of the factors that stoked hyperinflation in 1923</li> <li>• <b>The invasion of the Ruhr in 1923, linked to Germany's failure to honour</b> the crippling reparations bill, further impacted the German economy and the hyperinflation</li> <li>• Default on reparations payments tied Germany to US finance. The recall of European loans by US banks devastated the German economy and stoked anti-Versailles feeling 1929-32.</li> </ul> <p>The extent to which the economic challenges faced by the Weimar Republic, in the years, 1918-32, were not caused mainly by the impact of the Treaty of Versailles should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The First World War left Germany suffering from high inflation because the <b>Kaiser's war</b>-effort had been funded by borrowing</li> <li>• The British blockade of German ports impacted the German economy by causing starvation that, in tandem with the influenza pandemic, reduced the population, e.g. 260,000 deaths from flu in 1918</li> <li>• Government proposed solutions to hyperinflation such as higher taxation was resisted by industrialists who profited from the crisis, e.g. Hugo Stinnes <b>boasted of using 'the weapon of inflation'</b> to build his empire</li> <li>• The 1929 crash was caused in the first instance by factors particular to the USA, and therefore the Treaty of Versailles was not to blame</li> <li>• The large German agricultural sector was seriously depressed by 1928</li> <li>• The austerity policies of Brüning reduced the spending power of the public and contributed to the recession.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
2	<p>Answers will be credited <b>according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme</b>. 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 Nazi education and cultural policies were driven mainly by racial prejudice in the years 1933-45.</p> <p>The extent to which Nazi education and cultural policies were driven mainly by racial prejudice in the years 1933-45 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The exclusion of Jewish teachers from schools and universities from April 1933</li> <li>• <b>The inclusion of 'race science' in the school curriculum after 1935</b> and the rejection of the study and development of <b>particle physics as 'Jewish'</b></li> <li>• Hitler Youth summer schools reinforced the school curriculum with lessons about the importance of racial purity</li> <li>• Sport was used to promote the physical fitness needed to sustain the stock of the thousand-year Reich, and to promote the superiority of the Aryan race</li> <li>• Music was promoted and proscribed on racial grounds, e.g. Wagner was idolised and Jazz was demonised</li> <li>• The 1937 Degenerate Art exhibition demonised works from non-Aryan artists as <b>being 'worthless' and 'corrupt'</b>.</li> </ul> <p>The extent to which Nazi education and cultural policies were not driven mainly by racial prejudice in the years 1933-45 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Nazi education policy was aimed at creating admiration for, and loyalty towards, Hitler, e.g. history lessons on his struggle against the Treaty of Versailles and Napolas that prepared youth for the SS</li> <li>• <b>Education put a strong emphasis on the peoples' community with boys and girls fulfilling their biological roles within it</b>, e.g. girls and the domestic sphere and boys trained as soldiers</li> <li>• The Hitler Youth gave boys military training and were more intensely focused on Hitler worship and unthinking obedience</li> <li>• The Strength Through Joy programme involved trips to a variety of German places that would stimulate a love of the Fatherland</li> <li>• Nazi culture idealised rural life and <b>farmers, e.g. as part of their 'blood and soil' ideology</b></li> <li>• Nazi architects were encouraged to produce monumental architecture that would <b>complement the greatness of the Reich</b>, e.g. <b>Albert Speer's plans for Germania</b>.</li> </ul> <p>Other relevant material must be credited.</p>



## Section B: indicative content

Question	Indicative content
3	<p><b>Answers will be credited according to candidates' deployment of material</b> 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, in the years 1918-45, Germans continued to favour authoritarian government.</p> <p>The extent to which Germans continued to favour authoritarian government in the years 1918-45 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The fall of the Kaiser and the threat of revolution pushed a significant number of Germans towards authoritarianism, e.g. the DNVP (founded 1918) immediately drew in monarchists, conservatives and nationalists</li> <li>• <b>Weimar's 1923 political and economic</b> crises saw political opinion shift in favour of authoritarianism, e.g. expressed in the election of Hindenburg as President in 1925</li> <li>• The collapse of the Müller coalition in 1930 and the assumption of rule by the President was welcomed among elites and supported by the DNVP and Zentrum parties</li> <li>• The vote for the Enabling Act of 1933 that helped to end democratic government was supported by the majority of parties and their representatives, e.g. 444 for, 94 against and 109 absent</li> <li>• <b>Hitler's assumption of</b> the roles of Chancellor and President (Führer) in 1934 did not produce any major reaction, even from those not likely to be subjected to terror</li> <li>• After the fall of France in 1940 and the prospect of a victorious war, Hitler enjoyed broad popularity across Germany</li> <li>• Hitler was not overthrown and Germans fought to the bitter end in the Second World War, which suggests fairly broad support for his dictatorship.</li> </ul> <p>The extent to which Germans did not continue to favour authoritarian government in the years 1918-45 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The deposed Kaiser was forced to live out his life in exile at Doorn in the Netherlands</li> <li>• The attempt to impose Wolfgang Kapp on the country was met with a highly effective general strike. He lasted for four days</li> <li>• The parties of the left and centre that favoured democracy formed the majority in the Reichstag until 1930, which suggests that most Germans opposed authoritarian government</li> <li>• Opposition necessitated the growth of the terror state and after 1935 many formerly respectable groups were being monitored, e.g. Hitler Youth were told to keep an eye on parents and teachers</li> <li>• Grumbling and dissent, commonplace before 1939, turned to determined opposition in the war years, e.g. the activities of the White Rose Group and the July bomb plot.</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 on how far they agree that Ludwig Erhard made a more significant contribution to the success of the FRG than other politicians did in the years 1949-89.</p> <p>The extent to which Ludwig Erhard made a more significant contribution to the success of the FRG than other politicians did in the years 1949-89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Erhard gained international prestige while Minister for Economic Affairs for his role in <b>the 'economic miracle'</b></li> <li>• Erhard was able to bring together diverging economic and social thinking and effected what became known as the social market economy</li> <li>• Erhard played an important role in the integration of Germany into the European Common Market, e.g. his part in framing the 1951 Treaty of Paris and the establishment of the ECSC</li> <li>• As Chancellor (1963-66) Erhard was associated with the introduction of progressive social policies, e.g. housing benefit was introduced in 1965</li> <li>• <b>Erhard's distaste for party politics</b> enabled him to work with politicians from a variety of backgrounds and pursue policies under his own initiative, e.g. his attempts to negotiate German reunification with Khrushchev.</li> </ul> <p>The significance of the contribution of other politicians to the success of the FRG in the years 1949-89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Konrad Adenauer was a political giant on the European post-war stage. He is <b>credited with much of the FRG's 'economic miracle' that brought prosperity, stability and a sense of national inner peace after Nazism and war</b></li> <li>• Adenauer was an advocate of German integration into the EU and campaigned for Germany to be allowed to develop its arms industry, both of which brought economic success to the FRG</li> <li>• From 1967 Chancellor Willy Brandt developed his policy of Ostpolitik as a primary goal of German foreign policy, and in 1971 won the Nobel Peace Prize for his efforts</li> <li>• Brandt responded to demands for change from younger voters with a number of domestic reforms under his slogan, <b>'Let's dare more democracy'</b>, e.g. he raised the education budget from 16 billion to 50 billion DM</li> <li>• Helmut Kohl embraced neoliberal policies that broke with consensus politics, e.g. he controversially agreed to allow NATO to site missiles in Germany and he cut welfare spending</li> <li>• Kohl worked with French President Mitterrand to overcome historic adversity and together make their two countries the driving force behind EU policies, e.g. as symbolised by their historic meeting at Verdun in 1984.</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 <b>candidates' deployment of material in relation to the qualities outlined in the generic mark scheme</b>. 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 <b>consider historians' viewpoints in framing</b> their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that <b>Hitler's invasion of Poland</b> was not part of a well thought out plan.</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 tried other strategies than war to gain access to Poland, e.g. getting them to join the Anti-Comintern Pact, and he chose war because Polish independence proved to be a sticking point</li> <li>• Hitler changed his attitude to the Soviet Union opportunistically, because a partitioned Poland would give Germany advantages in the coming war</li> <li>• <b>Italy's refusal to join an immediate war reinforced Hitler's decision to make an alliance with Stalin</b></li> <li>• The German military leaders were keen on the practicality of war on Poland and a one-front war on the west.</li> </ul> <p>Extract 2</p> <ul style="list-style-type: none"> <li>• Hitler had a grand strategy that involved the consolidation of German-speaking territories and the creation of a Greater German Reich that would break the terms of the Treaty of Versailles</li> <li>• Poland would provide a military base for war on Russia, and this explains his preparation for war on land</li> <li>• Anschluss with Austria was a precursor to the taking of the Sudetenland and Czechoslovakia</li> <li>• The invasion of Poland completed the first <b>stage of Hitler's plan</b>.</li> </ul> <p>Candidates should relate their own knowledge to the material in the extracts to support the view that <b>Hitler's invasion</b> was not part of a well thought out plan. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• <b>Hitler's rhetoric always contained imagery</b> of German strength and readiness for war because anti-Versailles propaganda was popular and it made him, an indecisive person, seem decisive</li> <li>• <b>Hitler's racial and imperialist statements in <i>Mein Kampf</i></b> are expressed in vague terms and as broad aims rather than a detailed plan</li> <li>• Hitler took opportunities when they arose not as pre-planned acts, e.g. the Italian invasion of Abyssinia in October 1935 prompted him to march troops into the Rhineland in March 1936</li> <li>• Hitler invaded Poland because he was worried that rearmament in Britain would outstrip that of Germany, and therefore he went to war before Germany was fully prepared.</li> </ul> <p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that <b>Hitler's invasion of Poland</b> was not part of a well</p>

Question	Indicative content
	<p>thought out plan. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Hitler staked his career on the belief that it was his historic mission to avenge German defeat in the First World War and he had prepared Germany for war by 1939 with remarkable results</li> <li>• The Treaty of Versailles had <b>left one million Germans living within Poland's</b> borders and Hitler consistently promised to take them back under German statehood</li> <li>• The Hossbach Memorandum shows that Hitler was thinking about strategies for war and German domination in Europe in 1937</li> <li>• <b>Hitler's</b> long-term plans for war would have to be adapted to changing circumstances in any case, and his opportunism does not disprove that he worked towards a plan</li> <li>• By 1939 Hitler had overturned most of the limitations placed on Germany by the Treaty of Versailles, and the invasion of Poland logically followed from the takeover of Austria and Czechoslovakia.</li> </ul>