



Mark Scheme (Results)

Summer 2025

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.

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	• 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	4–7	• 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. • 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. • 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	8–12	• 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	13–16	• 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.
5	17–20	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • 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. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity 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	1–3	• 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	4–7	• 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 is given, but with limited support and related to the extracts overall, rather than specific issues.
3	8–12	• 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	13–16	• Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and 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 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.
5	17–20	• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors. • Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments. • Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.

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 how accurate it is to say that the strength of extremist political parties was the main reason for the weakening and eventual collapse of democracy in the years 1919-33. The extent to which the strength of extremist political parties was the main reason for the weakening and eventual collapse of democracy in the years 1919-33 should be analysed and evaluated. Relevant points may include: • The KPD contributed to the weakening of Weimar democracy through their involvement in the revolutionary upheavals of 1923, e.g. in Saxony and Thuringia, and used this to discredit Weimar democracy • The growth of the KPD in the aftermath of the Wall Street Crash turned those fearful of revolution towards the Nazis, e.g. in the 1930 election the KPD took 13.1 per cent of the vote and the Nazis 18.3 per cent • The NSDAP were effective at attacking the Weimar Republic on several fronts, e.g. signing the Treaty of Versailles; the chaotic nature of Weimar democracy; and economic turmoil after 1929 • The NSDAP's commitment to rearming Germany pulled some powerful figures into supporting the Nazis and thereby weakened democracy, e.g. Fritz Thyssen, the steel magnate, and von Papen • Hitler's Chancellorship introduced legislation that effectively ended Weimar democracy, e.g. the Enabling Act. The extent to which the strength of extremist political parties was not the main reason for the weakening and eventual collapse of democracy in the years 1919-33 should be analysed and evaluated. Relevant points may include: • The loyalties of the army, judiciary and the civil service to the Kaiser endangered democracy in the early years of the Weimar Republic, e.g. the anti-democratic activities of Operation Consul that went largely unpunished • The Weimar constitution proved to be a poor defence against the opponents of democracy, e.g. proportional representation emboldened extremist parties and prevented stable, long-lasting governments • The Great Depression threw Weimar politics into a spiral of desperate measures that discredited democratic politicians and parties, e.g. the fall of the Mueller coalition in 1930 that led to Presidential rule • The Reichstag deputies of the Weimar parties, with the exception of the SPD, voted for the Enabling Act. 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 on how accurate it is to say that, in the years 1933-45, Nazi policies regarding the role and status of women were primarily motivated by the aim to increase the size of the population. The extent to which the Nazi policies regarding the role and status of women were primarily motivated by the aim to increase the size of the population in the years 1933-45 should be analysed and evaluated. Relevant points may include: • The Nazis were alarmed by the declining birth rate and its implications for the Thousand Year Reich, e.g. live births in 1900 were around 2 million but had fallen to 971,000 by 1933 • The race laws aimed at making the role of women one of producing Aryan children as a national duty, e.g. to produce future 'national comrades' (<i>Volksgeossen</i>), which in turn increased their social and political status • In 1933, the Marriage Loans scheme offered interest free loans at the rate of one per cent per month to encourage couples to marry and start a family that centred women's role and status around motherhood • Article 218 of the Civil Code prohibiting abortions was rigorously enforced and emphasised women's maternal role, e.g. between 1934 and 1938 convictions rose by 50 per cent • Birth control centres were closed down and financial incentives were given to families to have children, e.g. in 1935 poor families were given up to RM 100 per child • Medals were given to mothers for bearing children and were designed to increase women's status, e.g. in 1939 the Mother's Cross in gold was given to mothers who bore eight children. The extent to which the Nazi policies regarding the role and status of women were not primarily motivated by the aim to increase the size of the population in the years 1933-45 should be analysed and evaluated. Relevant points may include: • Policies affecting the role and status of women were part of constructing a national community that was ordered and where everyone knew their national duty • Policies affecting the role and status of women reinforced Nazi commitment to family values that helped to secure the loyalty of Catholics and conservative thinkers • Policies affecting the role and status of women had strong racial motivation, e.g. only suitable 'Aryan' families were encouraged to breed, while the T4 programme took the lives of children deemed 'unfit' • The exclusion of women from the professions after 1933 shows both Nazi misogyny and an attempt to solve the unemployment crisis • The role of women changed with the approach and entry into war as the Nazis now required women for agricultural work as men were called up for military service. 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 on how accurate it is to say that German living standards changed more in the years 1918-32 than they did in the years 1945-89. The extent to which German living standards changed more in the years 1918-32 than they did in the years 1945-89 should be analysed and evaluated. Relevant points may include: • There were greater fluctuations in living standards in the years 1918-32 than in 1945-89, e.g. during the hyperinflation 1922-23, and the Great Depression. This particularly affected the middle class • Unemployment in the years 1918-32 changed dramatically throughout the period, compared to low levels of unemployment and frequent labour shortages in the years 1945-89 • The dramatic fall in real wages in the period 1928-32 has no comparable rate of decline in the years 1945-89 • The period 1928-32 had a dramatic and negative effect on the living conditions of women in particular that saw no comparable decline for women in the years 1945-89 • The living conditions of farmers declined in the years 1918-32 as state protections were removed, but were stable during the years 1945-89 largely due to membership of the EEC. The extent to which German living standards did not change more in the years 1918-32 than they did in the years 1945-89 should be analysed and evaluated. Relevant points may include: • The changes in living standards in the aftermath of war were comparable in both periods, e.g. coping with loss of fighting men, the effects of restricted diet in war time, and unemployment alongside inflation • State benefits and pensions, in both periods, curbed the worst effects of poverty for the poorest in society • The consumer society of the period 1945-89 saw improvements in home life for the majority of families that were largely absent in the period 1918-32, e.g. the ownership of white goods such as refrigerators • The period 1945-89 saw the provision of much better housing than existed in the earlier period, e.g. the vast increase in social housing with the majority of houses having central heating by 1970 • Living standards in the years 1945-89 improved as families became able to afford holidays, which was a change without parallel in the earlier period. 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 far they agree that there was very little political dissent and active challenge to the governments of the FRG throughout the years 1949-89. The extent to which there was very little political dissent and active challenge to the governments of the FRG throughout the years 1949-89 which should be analysed and evaluated. Relevant points may include: • There was limited opposition to Adenauer's 'year zero' approach to past membership of the Nazi Party, e.g. the only major party opposing it was the SPD • Social and political contentment was the dominant response to the Social Market Economy that saw living standards improve • Germans, on the whole, supported the integration of Germany into the EEC and NATO that offered the FRG new opportunities for peaceful growth • Demonstrations by the KPD against the government's attitude to the Soviet Union were small, e.g. just 6,000 marched in Munich in 1951 • Protest in the 1960s mainly involved the younger generation, e.g. over 'year zero', NATO and the Vietnam War • The APO and SDS failed to recruit large numbers and attracted radical youth that did not fit in to the mainstream parties' moderate politics • Those participating in urban-guerrilla tactics in the 1970s were by their nature small and conspiratorial, and their activities petered out in the 1980s. The extent to which there was political dissent and active challenge to the governments of the FRG throughout the years 1949-89 should be analysed and evaluated. Relevant points may include: • There was active political opposition from the Socialist Reich Party in the early years of the FRG, e.g. against the allies banning books from the Nazi period, dictating the school curriculum and 'splitting the Fatherland' • The early years of the FRG saw active political opposition from the KPD who were angry about the anti-Communist stance of the allies, e.g. the KPD organised marches in cities, that often clashed with the police • The 1960s showed dissent from a rising number of young Germans who felt angry about the status quo, and their accusatory slogan 'What did you do in the war daddy?' gained a good deal of traction in universities • The APO and SDS actively challenged the governments of the 1960s through sit-ins, teach-ins and a wave of radical publications that sought to organise political dissent outside of parliament • The willingness of radical protesters to use terrorism showed a significant change in dissent and active challenge, e.g. the Baader-Meinhof Gang and West Berlin Tupamaros. 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 views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that Hitler took Germany to war because he was influenced by 'the past traditions of German foreign policy'. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • There was continuity between the foreign policy of the Third Reich and those of the Second Reich and Weimar Republic • Hitler added <i>Lebensraum</i> to the expansive aims of foreign policy in the First World War • Hitler built on the policies of the Weimar Republic concerning revision of the terms of the Treaty of Versailles that affected reparations and rearmament, to which he added a racist rationale • By 1937 Hitler felt confident enough to revive the expansionist aims of the foreign policy of the Second Reich. Extract 2 • Hitler gave the decisive push to European diplomacy that was already in a state of collapse • German foreign policy was driven by the need for economic and military advantages that the Nazis added an ideological dynamic to • Hitler's role was central in taking Germany to war through his willingness to defy conventions, take risks and use the weakness of the western democracies to his advantage • Hitler's dictatorial power, backed by fanatical Nazis, was the essential ingredient for the outbreak of war. Candidates should relate their own knowledge to the material in the extracts to support the view that Hitler took Germany to war because he was influenced by 'the past traditions of German foreign policy'. Relevant points may include: • Hitler often referred to his God-given role in fulfilling Germany's historic destiny, e.g. in <i>Mein Kampf</i> and in his monologues at the dinner table • Hitler's Germany faced the same intractable economic problem as the Second Reich in that Germany was an expanding and dynamic power boxed into central Europe through treaties and national boundaries • There was a long history of far-right thinking in Germany that saw the conquest of Slav lands as a desirable and justified quest, e.g. the Pan German League • Hitler was an avid reader about German history, from which he drew much of his inspiration, e.g. even at the time of his death he was reading Thomas Carlyle's biography of Frederick the Great.

Question	Indicative content
	Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that Hitler took Germany to war because he was influenced by 'the past traditions of German foreign policy'. Relevant points may include: • The appeasement of Hitler by the western democracies gave him the confidence to believe he could win a war against the west if they intervened • Hitler was worried that he might start to lose the arms race and so chose war in 1939 when he had expressed preference for a war in 1943 • The Molotov-Ribbentrop Pact was a safeguard against a two-front war, the prospect of which served as a constant worry to Hitler and his generals • Hitler's racism led him to underestimate the dangers of war in the east on the one hand, and encouraged German expansion there on the other.