



Mark Scheme (Results)

October 2020

Pearson Edexcel GCE
In History (9HI0/1G)

Paper 1: Breadth study with
interpretations

Option 1G: Germany and West Germany:
c1918-89

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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	<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	4-7	<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 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	<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.

Level	Mark	Descriptor
4	13-16	<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.
5	17-20	<ul style="list-style-type: none"> • 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	<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	4-7	<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 is given, but with limited support and related to the extracts overall, rather than specific issues.
3	8-12	<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 on, 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<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 opposition to democracy in the years 1918-23 was different from opposition to democracy in the years 1930-33.</p> <p>The extent to which opposition to democracy in the years 1918-23 was different from opposition to democracy in the years 1930-33 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Communist's revolutionary threat to democracy was stronger in the years 1918-23 whereas they were only an electoral threat 1930-33, e.g. the Ruhr and other revolutionary risings in Saxony and Thuringia • The civil service and judiciary were, on the whole, more sympathetic to democracy in the years 1930-33, e.g. the replacement of strongly nationalist judges • Hindenburg was more sympathetic to right-wing opponents of democracy than Ebert was in 1918-23, e.g. he was willing to appoint Hitler to the role of Chancellor in 1933 • In the years 1930-33 there was increasing opposition to democracy from within the Reichstag, e.g. Nazis and Communists got 52% of the vote in July 1932 and 50% in November. <p>The extent to which opposition to democracy in the years 1918-23 was similar to opposition to democracy in the years 1930-33 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The charge against Weimar politicians of being 'November Criminals' remained a continuous feature of right-wing opposition to democracy • The humiliation of the Treaty of Versailles remained at the centre of the propaganda of right-wing opponents of democracy • The consolidation of Communism in Russia maintained the KPD as an alternative to Weimar democracy • The opposition to democracy in both periods was largely driven by economic crisis and the complaint that Weimar democracy was ineffective. <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 how far they agree that cultural policies in the years 1933-45 were created mainly to support Nazi racial theories.</p> <p>The extent to which cultural policies in the years 1933-45 were created mainly to support Nazi racial theories should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The creation of the Ministry of Popular Enlightenment and Propaganda was set up to bring cultural policies into line with Nazi beliefs generally • The 1937 exhibitions of 'Great German Art' and 'Degenerate Art' drew the supposed distinction between Aryan cultural values and non-Aryan culture, e.g. those deemed degenerate were Jewish, Slavic and French • Goebbels used censorship to reinforce his policy of celebrating 'pure' German culture, e.g. the German composer Wagner was celebrated whereas the Jewish composer Mendelssohn was banned • The official cultural productions of the Third Reich were used to celebrate supposed German racial superiority, e.g. in depictions of German peasant families on the one hand and Hitler's plans for Germania on the other • Goebbels' film policy aimed to portray groups as racial enemies and pollutants, e.g. his depiction of people with learning disabilities as a burden on the Reich and the anti-Semitic film <i>Jud Suss</i>. <p>Other reasons for the creation of cultural policies in the years 1933-45 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The creation of the Ministry of Popular Enlightenment and Propaganda was also set up to establish rules for cultural production, e.g. the experimentation of the Weimar period was opposed as chaotic and subversive • Goebbels sought to use culture to generally win support for the regime by supplying entertaining Disney-like films, e.g. <i>The Adventures of Baron von Munchausen</i> • Culture was produced to reinforce the propaganda image of Hitler as the Father of Germany, e.g. Leni Riefenstahl's <i>Triumph of the Will</i> • Classical German culture was promoted to foster patriotism and the idea of a Germanic spirit, e.g. the music of Wagner and Beethoven, and the literature of Goethe and Schiller • In the war years culture was used to bolster the war effort, e.g. the production of the film <i>Kolberg</i> in 1945 to stiffen resistance to invading armies.

	Other relevant material must be credited.
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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 Second World War was a turning point in Germany's economic development in the years 1918-89.</p> <p>The extent to which the Second World War was a turning point in Germany's economic development, in the years 1918-89, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Second World War produced a turning point in communications technology in Germany, e.g. huge advances in radio communication fed directly into television, electronics and later computer production • The Second World War produced a turning point in the German armaments industry, e.g. the war economy that developed through 1918-39 had to adapt its technology for peacetime production after 1945 • Trade with other countries was changed by the Second World War, e.g. trade with Russia throughout the Weimar and Third Reich periods came to an end in 1941 and the development of the EEC happened thereafter • The borders of Germany's economy were transformed by the Second World War, e.g. the borders imposed on Germany in 1919 were very different to those that divided Germany in 1945. <p>The extent to which Germany's economic development showed continuity, in the years 1918-89, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Germany continued to be a high-skills economy, e.g. the production of high-specification technology in automobiles and aircraft throughout the period • The German economy continued to be dominated by cartels and big business, e.g. the domination of sector giants such as Siemens, IBM and I.G.Farben • German agriculture saw variations in its fortunes but was not transformed by the Second World War, e.g. farm sizes did not change much between 1918 and 1989, and government subsidies for farmers were constant • Germany's banking and financial sector, with the exception of 1928-33, was consistently successful in managing crises and maintaining economic growth. <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 political persuasion by governments was the most significant reason for their getting public support in the years 1933-89.</p> <p>The extent to which political persuasion by governments was the most significant reason for their getting public support, in the years 1933-89, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Propaganda that centred around the figure of Adolf Hitler moved many Germans to give devoted support to the government, e.g. Hitler's appeals to his audiences at the Nuremberg rallies • Wartime propaganda persuaded the German population to stay loyal to Hitler, and the army fought to the end • The FRG was deprived of a terror state to control opponents (Nazi and Communist) and therefore political persuasion was vital to maintain democracy • Winning support for <i>Ostpolitik</i>, which was a significant shift in policy that divided Germany, required a lot of political persuasion, e.g. Brandt's highly successful 1972 election campaign • The key role played by Helmut Kohl in winning over Germans to the idea of political and monetary union, which hugely increased the electoral fortunes of the Christian Democrats. <p>The significance of other reasons for Germans supporting their governments, in the years 1933-89, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Germans in the Third Reich were coerced by the terror state • Germans during the Second World War had to fight to the end if they were to avoid the feared Russian Red Army getting revenge for Operation Barbarossa • Economic wellbeing was a crucial factor in winning support for German governments, e.g. recovery and near full employment by 1937, and the 'economic miracle' of 1955-66 • Welfare provision gave Germans the impression that government was working for them in both the Third Reich and the FRG • German domination of the European economy to 1989 prevented the rise of large-scale extremist opposition. <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 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 was personally responsible for the outbreak of war in 1939.</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"> • Hitler's personality was a key determinant of German foreign policy • Hitler thought that the world could be divided consensually between Germany in Europe and the British Empire • Hitler never understood the British desire for a balance of power in Europe and he therefore could not grasp the limits of appeasement • Hitler failed to see that British appeasement was at an end when the Nazi-Soviet Pact was signed. <p>Extract 2</p> <ul style="list-style-type: none"> • Germany's armed forces were responsible for planning Germany's war effort • There was a continuity in German imperial ambitions from before the First World War that were still shaping foreign policy • Hitler was a spokesman for historic German interests • Hitler's personal role has tended to obscure the other forces at play in taking Germany to war. <p>Candidates should relate their own knowledge to the material in the extracts to support the view that Hitler was personally responsible for the outbreak of war in 1939. Relevant points may include:</p> <ul style="list-style-type: none"> • Hitler had opposed the terms of the Treaty of Versailles since 1919 and argued in <i>Mein Kampf</i> that only war could redress Germany's grievances • Hitler's Social-Darwinist ideology caused him to argue that Germany could only achieve racial dominance through war • By 1939 Hitler believed his own propaganda and that he was a tactical genius guided by providence. <p>Candidates should relate their own knowledge to the material in the extracts to</p>

Question	Indicative content
	<p>counter or modify the view that Hitler was personally responsible for the outbreak of war in 1939. Relevant points may include:</p> <ul style="list-style-type: none"><li data-bbox="352 277 1259 353">• British appeasement had legitimised Hitler's foreign policy and encouraged his demands<li data-bbox="352 387 1362 506">• France had failed to honour French commitments to protect Czechoslovakia and was seen by Hitler as an increasingly weak power, and this encouraged further territorial demands by Hitler<li data-bbox="352 539 1347 616">• By signing the Nazi-Soviet Pact Russia had solved the threat of a two-front war for Hitler and this encouraged him to invade Poland<li data-bbox="352 649 1369 725">• The rearmament of the Western powers was catching up with German military preparedness and prompted Hitler to go for war in 1939.

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