

Mark scheme

Sample assessment materials for
first teaching September 2015

GCE History (9HI0/1G)
Advanced

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	1–3	<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.
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, 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 how accurate it is to say that political opposition from the extreme right was the most significant threat to the stability of the Weimar Republic in the years 1919–29.</p> <p>The role of extreme right-wing opposition in threatening the stability of the Weimar Republic in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The impact of attempts to overthrow the Republic in the Kapp Putsch, 1920, and the Munich Putsch, 1923 • The significance of links between the traditional German elites and extreme nationalist groups • The impact of political assassinations of Weimar politicians, such as Walter Rathenau, by extreme nationalists • The increasingly efficient party structure of the Nazis sowed the seeds of future challenge • Challenges to the Weimar politics of the 'golden years', such as the anti-Young Plan right-wing coalition. <p>The relative significance of other threats to the stability of the Weimar Republic in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The lack of success of extreme nationalist groups in destabilising the Weimar Republic • The effect of economic problems throughout the period, including the post-war crisis, hyperinflation and the dependency on US loans • The undermining effect of opposition from the extreme left • The lack of confidence shown by Weimar politicians and policies, e.g. Stresemann's belief that Germany was 'dancing on a volcano' • The physical and psychological effects of the defeat in war and the Treaty of Versailles. <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 the suggestion that the Federal Republic was faced with severe economic and political challenges in the years 1965–83.</p> <p>Evidence supporting the suggestion that the Federal Republic faced severe economic and political challenges in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The end of the 'economic' miracle in the mid-1960s with increased inflation and unemployment • The impact of the 1973 oil crisis on inflation and unemployment • The impact of the second oil crisis of 1979–80 and the development of a 'two-thirds society' • The growing challenge of youth and student politics from the mid-1960s, including green politics and nuclear disarmament • The rise in terrorist activity and extremist politics in the 1970s • The significance of the vote of no confidence in Chancellor Schmidt in October 1982. <p>Evidence countering and/or modifying the suggestion of severe economic and political challenge should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The underlying strength of the German economy created during the 'economic miracle' and the good overall standard of living limited the effects of economic challenges • The continued growth of the German export market • The economic benefits of membership of the European Economic Community • The stability created by government commitment to a social market economy • Continued popular support for democratic parliamentary politics and the use of legislation to counter extremist opposition • Despite the political crisis of 1982, Chancellor Kohl was able to use constitutional means to overcome the challenge. <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 cultural developments of the Weimar years were suppressed by the Nazi regime.</p> <p>Evidence of Nazi suppression of the cultural developments of the Weimar Republic and/or features of cultural change should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The banning and imprisonment of prominent Weimar playwrights, authors and artists • The prohibition and destruction of 'degenerate' works of art and literature produced during the Weimar period • The promotion of 'traditional' German and conservative cultural values as opposed to cultural experimentation and diversity • The creation of an official Nazi culture through the Reich Chamber of Culture as opposed to freedom of expression • The suppression of 'degenerate' forms of popular culture such as jazz and cabaret. <p>Evidence of continuity and/or aspects of the failure of Nazi attempts to suppress cultural developments should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The continued use and effective development of mass popular culture to further Nazi ideology, e.g. the use of radio and film • The continued popularity of modern forms of music initially experienced through the radio • The continued use of modernistic Bauhaus styles and materials in functional architecture, e.g. airports and autobahns • The growth of subversive Swing youth groups by the late 1930s in reaction to Nazi cultural control • The implementation of Nazi 'education' programmes denouncing 'modern' culture throughout the years 1933–45 suggests that the cultural developments of the Weimar years remained influential. <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 suggestion that the nature of the government of the Federal Republic in the years 1949–69 was completely different from that of the Nazi regime.</p> <p>Differences in the nature of the Federal government from that of the Nazi regime should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The key democratic features of the Basic Law in which multi-party democracy was guaranteed but with safeguards against anti-democratic political parties and the successful execution of multi-party elections across the period • The implementation and execution of the constitutional limitations of power and methods of appointment and dismissal of the President and the Chancellor throughout the period • The separation of powers of the President, the Chancellor and the commander of the armed forces to prevent the re-emergence of demagogic leader • Government commitment to the basic democratic principles of freedom of expression, assembly, association and movement • The commitment to and support of the de-Nazification programme implemented by the western Allies after 1945 • The commitment to and implementation of social market policies by the CDU/CSU and 'Grand Coalition' governments of the period as opposed to control and demand policies. <p>Areas of similarity and/or continuity should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The evidence for a 'vanishing opposition' in the years after 1949 • The banning of political parties such as the Communist Party (KPD) in 1956 • The political domination of Konrad Adenauer as Chancellor to 1963 and of the CDU/CSU to 1965 • The attempts by Adenauer to restrict some elements of free speech and the revelations of the '<i>Spiegel</i> affair' • The presence of former Nazi members in political and government positions, e.g. Adenauer's personal adviser Globke • The passing of the 'Emergency Laws' by the Bundestag in 1968. <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 always intended to destroy the state of Poland.</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 was responding to a long-term desire to overthrow the terms of the Treaty of Versailles • Hitler was willing to carry on with his policy against Poland despite British guarantees of Polish independence • Hitler was even willing to make agreements with his ideological enemy to invade Poland • The invasion of Poland was well organised and planned. <p>Extract 2</p> <ul style="list-style-type: none"> • Hitler's policy to Poland was to protect Germany from attack from the east • Hitler did not initially intend to invade Poland, but attempted diplomacy • When the Poles failed to respond positively to diplomacy, Hitler decided on direct action • Hitler decided to attack in 1939 because the time was right and he believed that Britain and France were unlikely and unable to protect Poland. <p>Candidates should relate their own knowledge to the material in the extracts to support the view that Hitler always intended to destroy the state of Poland. Relevant points may include:</p> <ul style="list-style-type: none"> • Hatred of the terms of the Treaty of Versailles informed Hitler's beliefs as set out in <i>Mein Kampf</i> [relevant to Extract 1] • The post-1929 re-emergence of calls for the revision of the Treaty had coincided with the growth of Hitler's popularity [relevant to Extract 1] • The majority of foreign policy actions since 1933 involved the revision of the Treaty [relevant to Extract 1] • The Treaty terms regarding the port city of Danzig and the Polish Corridor were particularly disliked in Germany [relevant to Extract 1]. <p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that Hitler always intended to destroy the state of Poland. Relevant points may include:</p> <ul style="list-style-type: none"> • Germany was vulnerable to invasion from the east even without the impact of the territorial terms of the Treaty of Versailles [relevant to Extract 2]. • Hitler shocked the German elite and Treaty revisionists as early as 1933 with his attempt to come to a diplomatic alliance with Poland [relevant to Extract 2]

Question	Indicative content
	<ul style="list-style-type: none"><li data-bbox="347 136 1366 197">• The failure of appeasement was even more significant than suggested in Extracts 1 and 2<li data-bbox="347 219 1075 248">• Additional reasons, e.g. the desire for <i>Lebensraum</i>.