

Mark Scheme

Summer 2019

Pearson Edexcel GCSE in History

Paper 3: Modern depth study (1HI0/31)

Option 31: Weimar and Nazi Germany, 1918-39

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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.

Modern depth study: Weimar and Nazi Germany, 1918-39

Question	
1	Give **two** things you can infer from Source A about the early development of the Nazi Party. **Target**: Source analysis (making inferences). **AO3**: 4 marks.
Marking instructions	
Award 1 mark for each valid inference up to a maximum of two inferences. The second mark for each example should be awarded for supporting detail selected from the source. e.g. • *The Party grew because of personal recommendations* ***(1)****. It says 'I introduced all my army friends to the Party'* ***(1).*** • *The introduction of the Party programme led to a large growth in popularity* ***(1)****. 'From that day on the Party membership began to increase'* ***(1)****.* • *Adolf Hitler had to work hard to take control of the movement* ***(1)****. Hitler became leader 'after overcoming his opponents within the Party'* ***(1).*** Accept other appropriate alternatives.	

Question		
2		Explain why the Nazis were able to create a police state in the years 1933-39. You may use the following in your answer: • concentration camps • law courts. You **must** also use information of your own. **Target:** Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2:** 6 marks. **AO1**: 6 marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–3**	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2	**4–6**	• An explanation is given, showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] *Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.*
3	**7–9**	• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] *Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.*
4	**10–12**	• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] *No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.*

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- Emergency powers allowed the Nazis to place political opponents in concentration camps.
- The Nazis were able to establish a police state because they had support from sympathetic judges who served in the law courts.
- Only limited evidence was required to bring cases to the People's Court, which was set up in 1934.
- The Enabling Act allowed the Nazis to create a one-party state.
- The wide-ranging powers of the Gestapo gave the Nazis the ability to create the police state. They had the right to search without warrants and to detain and torture suspects without trial.
- Fear created by the use of the SD prevented the German people from resisting the rise of the police state.

Question		
3 (a)		How useful are Sources B and C for an enquiry into Nazi policies towards women? **Target**: Analysis and evaluation of source utility. **AO3**: 8 marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–2**	• A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance[1]. Simple comprehension of the source material is shown by the extraction or paraphrase of some content. Limited contextual knowledge is deployed with links to the sources.
2	**3–5**	• Judgements on source utility for the specified enquiry are given, using valid criteria. Judgements are supported by developed comment related to the content of the sources and/or their provenance[1]. Comprehension and some analysis of the sources is shown by the selection and use of material to support comments on their utility. Contextual knowledge is used directly to support comments on the usefulness of the content of the sources and/or their provenance.
3	**6–8**	• Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance[1] affects the usefulness of the source content. The sources are analysed to support reasoning about their utility. Contextual knowledge is used in the process of interpreting the sources and applying criteria for judgements on their utility.

Notes
1. Provenance = nature, origin, purpose

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

No credit may be given for contextual knowledge unless it is linked to evaluation of the sources.

No credit may be given for generic comments on provenance which are not used to evaluate source content.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Source B

The usefulness could be identified in terms of the following points which could be drawn from the source:

- The source shows that the Nazi leadership wanted women and men to have different roles in life.
- It shows that the primary role assigned to women was motherhood because the Nazis were concerned about falling birth rates.
- It states that the Nazis believed mothers were responsible for the future of the nation.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- The speech was made by one of Hitler's closest associates so it is likely to represent an accurate view of Nazi policy.
- This source reflects Nazi policy at the start of their regime in 1933, so it indicates the importance of this policy.
- Goebbels was in charge of Nazi propaganda so he is trying to convince women to follow Nazi policy.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- The focus of Nazi policy was on encouraging women to focus their lives on 'Kinder, Küche and Kirke.'

- The Nazis created a range of organisations that helped women to learn about domestic skills such as cooking.
- The League of German Maidens prepared German girls for their role as mothers.

Source C

The usefulness could be identified in terms of the following points which could be drawn from the source:

- It provides evidence that in 1938 there were women in the workplace.
- It shows that women worked in industry.
- The source shows that women were involved in manual work.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- This photograph is not obviously staged and appears to capture a real situation.
- This is a photograph taken in one industrial city so it might not reflect the situation in other areas or sectors of employment.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- The growing economy meant that by the end of the period women were needed to work where there were labour shortages, especially when Germany was preparing for war.
- The Nazis had removed most women from professional roles but many still worked in unskilled jobs.

Question		
3 (b)		Study Interpretations 1 and 2. They give different views about Nazi policies towards women. What is the main difference between the views? Explain your answer, using details from both interpretations. **Target**: Analysis of interpretations (how they differ). **AO4**: 4 marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–2**	• Limited analysis of the interpretations is shown by the extraction or paraphrase of some content, but differences of surface detail only are given, or a difference of view is asserted without direct support.
2	**3–4**	• The interpretations are analysed and a key difference of view is identified and supported from them.

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive and other relevant material not suggested below must also be credited.

- A main difference is that Interpretation 1 suggests that Nazi policy towards women was not successful because more women were employed. Interpretation 2 suggests that Nazi policy towards women was successful because they were forced out of employment to focus on having families.

Question		
3 (c)		Suggest **one** reason why Interpretations 1 and 2 give different views about Nazi policies towards women. You may use Sources B and C to help explain your answer. **Target**: Analysis of interpretations (why they differ). **AO4**: 4 marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–2**	• A simple valid explanation is offered but displaying only limited analysis. Support for the explanation is based on simple undeveloped comment or on the selection of details from the provided material or own knowledge, with only implied linkage to the explanation.
2	**3–4**	• An explanation of a reason for difference is given, analysing the interpretations. The explanation is substantiated effectively.

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive. The examples below show different approaches to explaining difference, any one of which may be valid. Other valid material must be credited.

- The interpretations may differ because they have given weight to different sources. For example, Source C provides some support for Interpretation 1, which suggests that the Nazis had to accept that women worked in order to fill labour shortages. On the other hand, Source B provides some support for Interpretation 2 by stating that the clear aim of Nazi policy was for women to bring up children.
- The interpretations may differ because the authors have chosen to place an emphasis on different details. Interpretation 1 is dealing with the practical realities of a growing economy; Interpretation 2 emphasises Hitler's ideological aim in setting policy for women to have children instead of working.
- They may differ because they are written from different perspectives – Interpretation 1 is dealing with the regime's economic policy; Interpretation 2 is dealing with the regime's original policy aims towards women.

Question		
3 (d)		How far do you agree with Interpretation 2 about Nazi policies towards women? Explain your answer, using both interpretations, and your knowledge of the historical context. **Target**: Analysis and evaluation of interpretations. **AO4**: 16 marks. **Spelling, punctuation, grammar and the use of specialist terminology (SPaG)**: up to 4 additional marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–4**	• Answer offers simple valid comment to agree with or counter the interpretation. Limited analysis of one interpretation is shown by selection and inclusion of some detail in the form of simple paraphrase or direct quotation. Generalised contextual knowledge is included and linked to the evaluation.
2	**5–8**	• Answer offers valid evaluative comment to agree with or counter the interpretation. Some analysis is shown in selecting and including details from both interpretations to support this comment. Some relevant contextual knowledge is included and linked to the evaluation. An overall judgement is given but its justification is insecure or undeveloped and a line of reasoning is not sustained.
3	**9–12**	• Answer provides an explained evaluation, agreeing or disagreeing with the interpretation. Good analysis of the interpretations is shown indicating difference of view and deploying this to support the evaluation. Relevant contextual knowledge is used directly to support the evaluation. An overall judgement is given with some justification and a line of reasoning is generally sustained.
4	**13–16**	• Answer provides an explained evaluation reviewing the alternative views in coming to a substantiated judgement. Precise analysis of the interpretations is shown, indicating how the differences of view are conveyed and deploying this material to support the evaluation. Relevant contextual knowledge is precisely selected to support the evaluation. An overall judgment is justified and the line of reasoning is coherent, sustained and logically structured.
Marks for SPaG		
Performance	**Mark**	**Descriptor**
	0	• The learner writes nothing. • The learner's response does not relate to the question. • The learner's achievement in SPaG does not reach the threshold performance level, e.g. errors in spelling, punctuation and grammar severely hinder meaning.
Threshold	**1**	• Learners spell and punctuate with reasonable accuracy. • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. • Learners use a limited range of specialist terms as appropriate.
Intermediate	**2–3**	• Learners spell and punctuate with considerable accuracy. • Learners use rules of grammar with general control of meaning overall. • Learners use a good range of specialist terms as appropriate.
High	**4**	• Learners spell and punctuate with consistent accuracy. • Learners use rules of grammar with effective control of meaning overall. • Learners use a wide range of specialist terms as appropriate.

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

No credit may be given for contextual knowledge unless it is linked to evaluation of the interpretations.

In all levels, the second sentence relates to analysis and while the rest relate to evaluation. The following rules will apply:

- In Level 1, answers that meet the requirements only in relation to analysis without evidence of evaluation should be awarded 1 mark.
- In other levels, answers that meet the requirements only in relation to analysis (but that also fully meet the descriptors for evaluation of the level below) should be awarded no more than the bottom mark in the level.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

The interpretation to be evaluated suggests that Nazi policy towards women was successful in taking women away from the workplace and keeping them at home.

Relevant points from the provided material and own knowledge which support the claim made in the interpretation may include:

- Interpretation 2 states that Nazi policy was to encourage women to focus on domestic life and that there was no reason why women should go to work.
- Interpretation 2 shows that Nazi policy led to professional women losing their jobs.
- The full amount of the loans provided under the Law for the Encouragement of Marriage would be paid off if a married woman left work and had at least four children.
- The Nazi regime was concerned about the low birth rate and so encouraged women to become mothers. Many women had large families.
- Women's organisations such as the National Socialist Womanhood were established to promote Nazi policies of motherhood and marriage – it had 2.8 million members.

Relevant points from the provided material and own knowledge which counter the view may include:

- Interpretation 1 shows that the economic recovery meant that there were shortages of workers and that women were required to fill these vacancies.
- Interpretation 1 suggests that Nazi policies aimed at keeping women at home failed.
- In 1937 the Nazis withdrew the loan scheme aimed at encouraging women to stay at home.
- Once the economy had started to recover, the Nazi regime was preparing for war and they had to make sure that all vacancies were filled so women were encouraged to take up low-skilled jobs.
- In 1937 a law was passed that meant women had to do a 'duty year' in agriculture or industry.

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