

Mark Scheme (Results)

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Pearson Edexcel GCSE
In History (1HI0)
Paper 31: Modern depth study

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 treatment of the Jews during Kristallnacht. 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 Jews were humiliated (1). They were forced to dress with the bedroom door open (1).*
- *The treatment was cruel (1). 'Two old men had their walking sticks broken' (1).*
- *The acts of persecution were organised in advance (1). 'The Nazis had a register to check that all the Jews in the town were there.' (1).*

Accept other appropriate alternatives.

Question		
2		Explain why the German economy recovered in the years 1924–29. You may use the following in your answer: • Gustav Stresemann • Dawes Plan 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 which 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:

- Stresemann solved the problem of hyperinflation with the introduction of a new currency called the *Rentenmark*.
- The Dawes Plan (1924) temporarily reduced Germany's reparations payments to more manageable annual levels, so enabling a more stable environment for economic recovery.
- Under the Dawes Plan US loans boosted the German economy by providing investment to stimulate industry.
- Factories using newly-developed mechanisation and assembly techniques were constructed, so transforming production.
- Workers spent more money because they generally received better wages during this period.
- A lower number of strikes taking place and the removal of French soldiers from the Ruhr, meant that industrial production increased.

Question		
3 (a)		How useful are Sources B and C for an enquiry into the extent of support for the Nazi regime in the years 1933–39? 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 German workers did not always support the Nazi regime.
- By showing that the workers did not want to listen to Hitler's speech, it suggests that many people were not influenced by Nazi propaganda.
- The source indicates that the SA had to force the workers to listen to Nazi propaganda.

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 is a secret account which was not intended to be made public so it might be useful in showing an honest view of the level of support among workers.
- This source describes the mood in one factory in Munich so it might not reflect the general mood of German workers.

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

- Many German workers supported the Nazis because of increasing wages and employment levels but sometimes the same workers resented the longer hours of work.

- Many industrial workers had been members of trade unions and supporters of the Communist Party so they were less likely to support the Nazis than were other groups in society.
- In an attempt to increase support, Hitler's speeches were often broadcast in public places such as schools and factories and many people listened to them on radios at home.

Source C

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

- Ordinary German people crowded into the station to see Hitler and perform the Nazi salute, suggesting that they were supportive of him personally.
- The immense popularity of the Nazi leader, evident in this photograph, may provide some evidence of enthusiastic support for the Nazi regime as a whole.
- The source indicates that men, women and children of all ages wanted to see the dictator of Germany, suggesting that there may have been support for the regime across the age range.

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:

- All German newspapers and magazines were subject to censorship at this time so they would only show positive images of the Nazi regime.
- It is not possible to tell the full extent of the crowd from this photograph and it is possible that the image is staged.

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

- Hitler was often greeted by large crowds wherever he went and large Nazi rallies were very well attended.
- Hitler's personal popularity was generally much higher than that of the Nazi regime as a whole.

Question		
3 (b)		Study Interpretations 1 and 2. They give different views about into the extent of support for the Nazi regime in the years 1933–39. 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 many German people did not fully support the Nazi regime by explaining the ways in which they did not conform. Interpretation 2, on the other hand, emphasises the dedication of the German people to Hitler and the Nazi regime by showing how Nazi organisations grew rapidly.

Question		
3 (c)		Suggest one reason why Interpretations 1 and 2 give different views about the extent of support for the Nazi regime in the years 1933–39. 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, which provides evidence of Hitler's popularity, provides some support for Interpretation 2, while Source B, which shows the lack of support from some German workers, provides some support for Interpretation 1.
- The interpretations may differ because the authors have chosen to focus on different details. Interpretation 1 is focused on examples of dissent. On the other hand, Interpretation 2 focuses on the signs of support for the Nazi regime such as people joining the Nazi Party.
- They may differ because the authors have a different emphasis – Interpretation 1 is dealing with social aspects of behaviour; Interpretation 2 is dealing with membership of political organisations.

Question		
3 (d)		How far do you agree with Interpretation 2 about the extent of support for the Nazi regime in the years 1933–39? 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 the great majority of the German people supported the Nazi regime.

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

- Interpretation 2 states that there was clear support for the Nazi regime as soon as they came to power.
- Interpretation 2 indicates that substantial numbers of Germans joined the Nazi Party and other Nazi organisations, which shows support.
- Hitler and the Nazis established a dictatorship by 1934 with limited opposition from the German people.
- In the early days of the regime the SA attracted many new members and so did other Nazi groups like the Hitler Youth and the Nazi Women's League.
- Falling unemployment and apparent economic recovery caused many Germans to support the Nazi regime.

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

- Interpretation 1 shows that many Germans refused to conform with many aspects of the Nazi regime.
- Interpretation 1 highlights the complaints of the German people against aspects of the Nazi regime, showing that its popularity had limits.
- Many German Catholics protested against the removal of crucifixes from religious schools and forced the Nazis to change this policy.
- Groups of young people refused to join Nazi youth groups and the 'Swing Youth' became a symbol of resistance against Nazi control of everyday life.
- Many Germans were unhappy about increasing hours of work, the increasing cost of living and compulsory labour service.

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