

Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCSE
In History (1HIA)
Paper 3: 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.

How to award marks when level descriptions are used

1. **Finding the right level**

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. **Finding a mark within a level**

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

Modern depth study: 31: Weimar and Nazi Germany, 1918-39

Question	
1	Give **two** things you can infer from Source A about the Hitler Youth. **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 Hitler Youth was well organised **(1)**. All the members are carrying the same equipment **(1).*** • *The Hitler Youth provided roles for children of different ages **(1)**. The leader checking paperwork is one of the older members of the group **(1).*** • *The Hitler Youth showed discipline **(1)**. They are standing in orderly lines **(1).*** Accept other appropriate alternatives.	

Question		
2		Explain why the use of propaganda helped the Nazis to control the attitudes of the German people in the years 1933-39. You **may** use the following in your answer: • newspapers • Nazi rallies 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:

- The attitudes of the German people could be controlled because the Nazis gained complete control of the media and published their own newspapers like *Völkischer Beobachter.*
- The Nazis used propaganda to convey their message and create a positive image of the regime in the minds of the German people. Nazi rallies, such as those held at Nuremberg, highlighted Nazi ideals and were filmed to be shown in cinema newsreels.
- The Nazis were able to convince people that their regime was a success. For the Berlin Olympics they built the largest stadium in the world and made a film about the Games, which emphasised the importance of sport for the Nazi ideal.
- The Nazis were able to spread their message through the use of new and innovative technology. By 1939, most German families owned a radio.
- Controlling the cultural life of Germany allowed the Nazis to also control people's views and attitudes. Films and paintings only presented pro-Nazi ideas and images.
- The Nazi propaganda system reached every part of society. The Ministry of Propaganda was very powerful and was run by one of Hitler's most trusted associates: Joseph Goebbels.

Question		
3 (a)		How useful are Sources B and C for an enquiry into the reasons why Hitler became Chancellor in 1933? Explain your answer, using Sources B and C and your knowledge of the historical context. **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 suggests that the Nazi Party had the levels of support in 1932 which could eventually bring Hitler to power.
- The source suggests, by referring to three election rallies in one day, that the Nazi Party was running a very effective campaign which would help them to develop a movement capable of gaining power.
- The source suggests that the Nazi supporters, who waited for hours to hear Hitler speak, were very loyal to him personally and could potentially go to great lengths to bring him to power.

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 author was a member of the Nazi Party so it could be assumed that he might be more enthusiastic about Hitler's impact on the crowds than a witness who was not a supporter of the party.

- As a Nazi insider, the author provides an informed perspective but, writing with hindsight, he might be exaggerating Hitler's appeal.

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

- By 1932 the Nazis were accomplished at running very effective election campaigns, which helped them to build mass support.
- The Nazis were the largest party in the Reichstag after each of the elections held in 1932.

Source C

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

- The source is useful because it shows how the negotiations around Hitler becoming Chancellor only involved a very small number of politicians and Nazi leaders holding private meetings.
- The source is useful because it suggests how important it was for the Nazis to get the support of von Papen because he was the person who convinced Hindenburg to appoint Hitler as Chancellor.
- The source is useful because it shows that Hindenburg had not been convinced to appoint Hitler until the very end of January 1933.

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 source is useful because it is from the author's private diary, which should reflect his personal feelings at this critical time.
- The author provides a unique insight into the roles of the main politicians in appointing Hitler because he negotiated directly with both Hitler and von Papen.

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

- Hindenburg had resisted previous attempts to make Hitler Chancellor despite the popularity of the Nazi Party at the time.
- By the end of January 1933, Hindenburg realised that it was only through having the support of the Nazi Party that a stable government could be formed.
- The Weimar constitution gave only the President the power to appoint the Chancellor.

Question		
3 (b)		Study Interpretations 1 and 2. They give different views about the reasons why Hitler became Chancellor in 1933. What is the main difference between these 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 Hitler was appointed as Chancellor because of decisions made by important political figures in Germany. Interpretation 2, on the other hand, suggests the importance of Hitler's mass support as the reason why he became Chancellor.

Question		
3 (c)		Suggest **one** reason why Interpretations 1 and 2 give different views about the reasons why Hitler became Chancellor in 1933. 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 B, which describes enthusiastic support at Party election rallies, provides some support for Interpretation 2 which stresses the enthusiastic mass support for the Nazi Party at the time; while Source C, which shows evidence of political discussions, provides some support for Interpretation 1 which emphasises the importance of the elites in negotiating Hitler's appointment as Chancellor.
- The interpretations may differ because the authors have chosen to place an emphasis on different factors. Interpretation 1 focuses on the importance of a small number of politicians while Interpretation 2 focuses on the importance of the Nazis' mass support.
- They may differ because the authors have a different perspective – Interpretation 1 is dealing with elite politics; Interpretation 2 is dealing with electoral politics.

Question		
3 (d)		How far do you agree with Interpretation 2 about the reasons why Hitler became Chancellor in 1933? 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 while the rest relate to evaluation. The following rules 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 mass support for the Nazi Party was the key to Hitler becoming Chancellor.

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

- Interpretation 2 suggests that Hitler was in control of a mass movement which made his appointment as Chancellor seem inevitable.
- Interpretation 2 suggests that Nazi propaganda had created the sort of mass support which no other party could rival.
- The Nazis became the largest party in the German Reichstag in 1932 and Hitler showed his personal popularity when finishing second to Hindenburg in the presidential election.
- Although the Nazis lost seats in the November 1932 election, they were still the largest party in the Reichstag in January 1933.
- The Nazis had built their critical mass support by appealing to Germans who had suffered during the depression with slogans targeting important themes such as 'work, freedom and bread'.

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

- Interpretation 1 states that power was handed to Hitler by a small group of powerful politicians.
- Interpretation 1 emphasises the fact that Hitler was only supported by a minority of Germans when he was appointed Chancellor.
- Hitler was only asked to become Chancellor because men like von Papen and Hindenburg believed that they could control his actions.
- During 1932, three different men had served as Chancellor and the decision on who to appoint always depended on Hindenburg and a close group of associates, including Hindenburg's son, Oskar.
- Hindenburg only appointed Hitler in January 1933 when all other options had gone. Hitler had been leader of the largest party in the Reichstag since July 1932.

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