

Mark Scheme (Results)

Summer 2023

Pearson Edexcel GCSE
In History (1HIA)
Paper 3: Modern depth study

Option 31: Weimar and Nazi Germany, 1918–39

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Summer 2023
Question Paper Log Number P72612A
Publications Code 1HIA_31_2306_MS
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- 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.

Question	
1	Give two things you can infer from Source A about education in Nazi Germany. 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 Nazis controlled what was taught in schools (1). The timetable was changed from 1933, placing an emphasis on Physical Training (1).*
- *There were wide-ranging changes to education (1). New books, new songs and a new curriculum were introduced (1).*
- *The changes in education were accepted by students (1). None of the students questioned the changes and some were hardly noticed (1).*

Accept other appropriate alternatives.

Question		
2		Explain why the Nazi Party was reorganised in the years 1924-28. You may use the following in your answer: • elections • the Bamberg Conference (1926) 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:

- Following the failure of the Beer Hall Putsch, Hitler decided to participate in democratic elections, meaning that party organisation was restructured in order to carry out political campaigns, for example a Party Secretary and a Party Treasurer were appointed.
- Hitler aimed to increase electoral support from all sections of society, so Nazi organisations were set up for different groups in society, such as lawyers and doctors.
- Hitler felt his authority was being undermined by rivals within the Party, so he reasserted his authority as leader at the Bamberg Conference, 1926, reducing the importance within the Party of local leaders, such as Strasser.
- The need to gain more funding meant that Hitler reduced the role of socialist activists within the Party in order to gain support from wealthy businessmen.
- Hitler aimed to increase his control over local Party branches, so he restructured the Party, with Germany divided into regions called 'Gaue' and leaders appointed for each region, who would owe their loyalty to him.
- Hitler was concerned about the loyalty of the SA and he set up the SS, as a body of men who would be totally loyal to him.

Question		
3 (a)		How useful are Sources B and C for an enquiry into cultural changes in the Weimar Republic in the years 1924-29? 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:

- Source B claims that cultural changes in Weimar Germany, such as developments in cinema, radio and sport, had a positive impact on society.
- The source presents the radio as having a unifying effect on Weimar society in the way that people in different places can share the same experiences.
- Source B shows that the radio became a key element in people's lives and in culture in Weimar Germany because there was a sizeable number of listeners.

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 magazine was established in 1924, suggesting that this was felt to be a time of significant cultural developments in Weimar Germany, which gives greater weight to the views in the article.

- The magazine focuses on new trends in Weimar culture, so it is likely to reflect the views and experiences of the people who were most interested in cultural developments, possibly meaning it exaggerates the impact of new developments in culture.

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

- The economic recovery of Weimar Germany meant that people had more money to spend on leisure and cultural activities, leading to the period 1924-28 being called 'Golden Years'.
- Cinema became a key element in people's daily lives as it was a relatively cheap form of entertainment.
- German cinema was renowned for being innovative and progressive.

Source C

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

- The right-hand section of the painting suggests that jazz music and nightclubs were an important part of Weimar culture.
- The left-hand section of the painting show people in poverty, suggesting that the ostentatious entertainment portrayed in the right-hand panel was only enjoyed by the wealthy.
- The deliberate contrast between the sections in the painting suggests that art was used to reflect divisions in society.

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:

- Otto Dix may have exaggerated aspects of his painting in order to show ugly aspects of life in Weimar Germany.
- Dix lived in Berlin, so he had accurate knowledge of life in the capital.

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

- In the aftermath of the First World War, many artists, writers, musicians, etc reacted against the traditional social elites and values, and developed new styles of art, literature, theatre, music, film.
- Many people with traditional views thought that women were behaving badly during this period by smoking, wearing modern fashionable clothes, going to nightclubs, etc.

Question		
3 (b)		Study Interpretations 1 and 2. They give different views about cultural changes in the Weimar Republic in the years 1924-29. 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 a positive view of changes in culture during the years 1924-29, stressing the developments in mass culture and especially the new developments of the cinema. Interpretation 2, on the other hand, suggests negative aspects of the changes in culture, giving examples of cultural aspects that might shock some people.

Question		
3 (c)		Suggest one reason why Interpretations 1 and 2 give different views about cultural changes in the Weimar Republic in the years 1924-29. 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 provides some support for Interpretation 1's positive view as Source B shows how changes in culture positively affected all people. Source C gives an impression of cultural and social division which offers some support for Interpretation 2's emphasis on problems, shock and violence.
- The interpretations may differ because they show different aspects of culture in the years 1924-29. Interpretation 1 focuses on aspects of culture that were widely accessible to everyone in society, whereas Interpretation 2 focuses on the situation in the cities.
- They may differ because the authors have a different emphasis – Interpretation 1 is dealing with positive aspects of culture – the expansion of existing culture and development of new media; Interpretation 2 is dealing with new aspects of culture, which some people saw as problematic, such as crime, violence and being deliberately shocking and offensive.

Question		
3 (d)		How far do you agree with Interpretation 2 about cultural changes in the Weimar Republic in the years 1924-29? 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 cultural changes in the years 1924-29 had a negative impact on society.

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

- Interpretation 2 states that crime, sex and drugs became major problems in important cities.
- Interpretation 2 suggests that many people working in the arts lost respect for traditions and deliberately set out to criticise those in authority, and to shock and offend other people.
- Many aspects of culture affected the upper levels of society rather than ordinary people, for example nightclubs in the cities attracted wealthy people and developed a reputation for decadence.
- Films challenged traditional values and many paintings showed the horrors of war, often setting out to shock people; films often portrayed a visionary future, e.g. *Metropolis.*
- The cultural environment of Weimar allowed artists, writers, musicians, etc to be deliberately shocking and offensive.

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

- Interpretation 1 shows that entertainment, sports, and media, such as the press, radio and cinema, were very popular, which suggests these developments in culture were seen as positive.
- Interpretation 1 suggests that changes in culture affected people in all groups of society in a positive way, for example providing entertainment and improved communication.
- New ideas about women's role in society led to changes in culture, which many would see as positive, as seen in the work of the film star, Marlene Dietrich.
- Economic recovery during this period allowed more people to engage in culture and leisure activities, such as cinema and theatre, at affordable prices.
- The Bauhaus Movement was very influential in its aims to unify technology and design, often using modern materials such as glass, steel and concrete, making Weimar Germany seem innovative and modern.

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