

Mark Scheme (Results)

Summer 2024

Pearson Edexcel GCSE
In History (1HI0)
Paper 3: Modern depth study

Option 31: Weimar and Nazi Germany, 1918–39

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Summer 2024
Question Paper Log Number P75488A
Publications Code 1HI0_31_2406_MS
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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.

Question	
1	Give two things you can infer from Source A about how Hitler increased support for the Nazi Party in the early 1920s. 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.

- *Hitler was a passionate speaker (1). He is gesturing and everyone is listening to him (1).*
- *Hitler appealed to a range of groups in society (1). Hitler's audience included old and young, men and women, and ex-soldiers (1).*
- *Hitler's speeches drew attention to the Nazi Party (1). A large Nazi flag is behind Hitler (1).*

Accept other appropriate alternatives.

Question		
2		Explain why the situation in Germany was unstable in the years 1918-23. You may use the following in your answer: • the Spartacist revolt • hyperinflation 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]
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 answers that do not address three or more aspects of content.*
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 address three or more aspects of content.*

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:

- In January 1919, feeling betrayed by the new government, the Spartacists seized various key buildings in Berlin and the new government had to rely on the Freikorps to keep control.
- There was unrest because the economy had been affected by the war − there was a shortage of goods as ports had been blockaded − and, when the French invaded the Ruhr in 1923, inflation escalated into hyperinflation.
- The abdication of the Kaiser in November 1918 meant that government was in disarray as no-one had ultimate authority and there was no formal government until August 1919, when the new Weimar Constitution came into effect.
- There were left-wing challenges, involving riots and strikes throughout the country, leading to fears of a communist revolution, as workers and soldiers set up their own, unofficial councils in many places. There was also an attempted right-wing coup, led by Kapp.
- People's morale and support for the government was affected by the belief that politicians had betrayed the country when they signed an armistice and then accepted the Treaty of Versailles, and later failed to prevent the French occupation of the Ruhr.
- In November 1923, the government was faced with a right-wing challenge when Adolf Hitler and the Nazis attempted to seize control of local government in Munich.

Question		
3 (a)		How useful are Sources B and C for an enquiry into Nazi methods of controlling the German people in the years 1933-39? 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 shows the key role of the local official, who was expected to monitor the activities of people in his area and report any lack of support for the Nazi Party.
- The instructions show that even gossip and rumours were seen as a problem that must be suppressed and reported upwards.
- The source indicates how wide-ranging the Nazi organisations were and how thorough the monitoring system was.

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:

- Source B is taken from the Nazi Party's official instructions and therefore reflects the Nazi Party's policies and priorities.
- The purpose of Source B is to show how Nazi officials across Germany were expected to control people's behaviour.

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

- People accused of disloyalty could be dealt with by the police and courts, or the SS and Gestapo.
- People's lives were controlled in different ways: a range of organisations targeted various groups, such as farmers, teachers, women, children, while policies aimed to control people's lives at work and in their leisure.

Source C

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

- Source C implies that Goebbels and Hitler were aware of the importance of the radio for communicating messages to the German people and that it could be used as a medium of propaganda.
- Source C suggests the importance of Goebbels' role as Minister for Propaganda, since Hitler has chosen Goebbels to read out his message.
- The photograph shows Hitler's New Year message being recorded, which suggests that the Nazis wanted to use key moments to reinforce Nazi ideas.

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 fact that the photograph was published in a newspaper shows that the Nazis made use of print, as well as radio, to convey messages to as many German people as possible.
- Hitler may have intended to use the photograph as propaganda, since the photograph was taken by his official photographer.

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

- The People's Receiver radio was produced and the cost heavily subsidised to encourage people to buy a radio.
- Speeches were broadcast over loudspeakers in the street and in the workplace.

Question		
3 (b)		Study Interpretations 1 and 2. They give different views about Nazi methods of controlling the German people in the years 1933-39. 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 the Nazis were able to control Germany through propaganda, which ensured that Nazi ideas were spread to the people. Interpretation 2, on the other hand, emphasises the Nazi creation of a police state, using the law to control people's behaviour.

Question		
3 (c)		Suggest one reason why Interpretations 1 and 2 give different views about Nazi methods of controlling the German people 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 the authors may have given weight to different sources. For example, Source C illustrates the use of the radio to convey messages, which provides some support for Interpretation 1 about various propaganda techniques used by Goebbels, while Source B gives some details about the systematic use of surveillance by the Nazi Party to control all aspects of people's behaviour and provides some support for Interpretation 2, which emphasises the use of the legal system to investigate and control people's behaviour.
- The interpretations may differ because the authors emphasise different techniques used to control the German people – Interpretation 1 focuses on the use of propaganda to persuade people to conform while Interpretation 2 emphasises the development of the police state to monitor behaviour and force people to obey.
- They may differ because the authors have a different approach to explaining Nazi policies– Interpretation 1 is suggesting Nazi control was done in a positive way, implying people were willing to conform to Nazi ideas, whereas Interpretation 2 is suggesting people were controlled in a negative way, through the state's legal powers and coercion.

Question		
3 (d)		How far do you agree with Interpretation 2 about Nazi methods of controlling the German people 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 Nazis controlled the German people through legal coercion and the creation of a police state.

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

- Interpretation 2 explains that the police had legal powers to investigate and intimidate people.
- Interpretation 2 suggests that the state had wide-ranging powers to investigate people's attitudes and punish any signs of dissent.
- The Nazis systematically eliminated sources of potential opposition from other political parties, trade unions, the Churches and the army.
- The first concentration camp was opened at Dachau in March 1933.
- 'People's Courts' were set up in 1934 to try people accused of crimes against the state, showing that legal intimidation was a key element in Nazi control from the start.

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

- Interpretation 1 shows that Goebbels controlled information reaching the public through a range of media.
- Interpretation 1 illustrates the positive aspects of the Nazi regime that were presented to the people in propaganda.
- Goebbels' Ministry of Propaganda controlled aspects of culture, such as the theatre, films, literature, music etc.
- Nazi propaganda targeted various groups in society in order to portray Nazi rule as beneficial, and celebrated achievements, such as in the economy and the Berlin Olympics, in order to maintain popular support.
- Ownership of radio sets dramatically increased during the 1930s.

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