

Mark Scheme (Results)

Summer 2025

Pearson Edexcel GCSE
In History (1HI0)
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: Weimar and Nazi Germany, 1918 – 39

Question	
1	Give **two** things you can infer from Source A about the impact of hyperinflation in Germany in 1923. **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. • *Prices were unpredictable* ***(1)****. The stores closed at noon and prices were higher when the shops reopened* ***(1).*** • *The rapid decrease in the value of money affected what families could buy in the shops* ***(1)****. Wages were paid at 10am, three times a week, to allow people to buy things before the prices went up* ***(1).*** • *Hyperinflation was a severe problem, affecting the whole family* ***(1)****. Women developed a regular, organised approach to collect and spend the wages as quickly as possible* ***(1).*** Accept other appropriate alternatives.	

Question		
2a		Explain why support for the Nazi party grew in the years 1929-32. You **may** use the following in your answer: • the Wall Street Crash (1929) and the Great Depression • Hitler's speeches 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:

- People increasingly voted for extremist parties when the Weimar government could not cope with the economic problems of the Depression and high unemployment in Germany, which resulted from the Wall Street Crash.
- The leader of the Nazi Party, Adolf Hitler was a charismatic speaker, who claimed to be able to solve Germany's problems if he were elected to power.
- Goebbels organised propaganda campaigns effectively, for example the 'Hitler, our last hope' poster and the 'Hitler over Germany' campaign, which increased support for the Nazis.
- The Nazi Party used a variety of tactics to ensure Nazi appeal was widespread, for example, propaganda targeted different groups in society, Nazi Party organisations were set up for different groups, and Nazi speakers were trained.
- The SA created the impression that the Nazis offered strength and discipline, while they also disrupted the meetings of rival parties, especially the Communists.
- Many members of the middle and upper classes felt threatened by Communism and supported the Nazis, who openly attacked Communists and Socialists.

Question		
2b		Explain why there was opposition from some young people towards the Nazis in the years 1933-39. You **may** use the following in your answer: • Nazi policies on education • the Edelweiss Pirates 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:

- Some young people opposed Nazi policies on education as their opportunities became limited, for example the Nazis burned books and discouraged higher education for women.
- The Edelweiss Pirates objected to Nazi control of various aspects of leisure and preferred a freer approach to leisure activities than the Hitler Youth allowed.
- Students in the Swing Movement enjoyed activities which were forbidden by the Nazis, such as listening to jazz music and the Swing Movement included Jewish students.
- Some young people disagreed with the Nazi ideas about gender roles, which were reflected in the Nazi youth organisations, with their emphasis on preparation for the army or motherhood.
- Some young people opposed Nazi policies on religion, for example, the closing of churches and ending Catholic provision of education and youth groups.
- Some young people opposed Nazi politicisation and control of everyday life through propaganda and coercion.

Question		
3 (a)		How useful are Sources B and C for an enquiry into people's living standards in Nazi Germany 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:

- The large number of people in the photograph suggests that the Strength through Joy movement offered many people the chance to enjoy leisure activities.
- The enjoyment of so many people watching the activity suggests that they saw the Strength through Joy programme of activities as enhancing people's standard of living.
- The photograph is useful because it appears to show that a range of people from different classes and age groups benefited from the Strength through Joy organisation.

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 photograph shows a cruise in 1935, only two years after the Nazis took power, which is useful as it suggests the Nazis saw the Strength through Joy organisation as an important way of improving people's standard of living in a short space of time.

- The photograph could be a private snapshot, suggesting the enjoyment was genuine and that people did benefit from Strength through Joy activities.

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

- Liners were built specifically for the Strength through Joy organisation, in order to make cruises available to large numbers of people.
- Nazi propaganda emphasised the benefits of Strength through Joy in order to increase support for the regime.

Source C

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

- Source C provides useful information, listing the hardships the autobahn workers were experiencing and suggesting they did not have a good standard of living.
- The source is useful as it tells us that workers were complaining that they were being paid less than previously but being pushed to work harder, implying that their standard of living had declined under the Nazis.
- The workers complained that deductions were being taken from their pay, suggesting that they would not be able to keep very much money for themselves to improve their standard of living.

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:

- Engelmann overheard this conversation in a train so there is no reason to assume it is not accurate, although it may have been taken out of context or may have been simply the natural behaviour of tired workers.
- The conversation took place in 1936 and Engelmann did not publish his recollections until 50 years later, so his memories may have been affected by later events.

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

- The Nazis began their programme of building autobahns in 1933, with the aim of improving transport within Germany. Unemployed young men were conscripted into the Labour Front (RAD), living in temporary camps and carrying out hard physical work for low pay.
- A series of work programmes for the unemployed included building schools and hospitals, which helped to improve people's standard of living.

Question		
3 (b)		Study Interpretations 1 and 2. They give different views about people's living standards in Nazi Germany 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 that, under the Nazis, people's standard of living did improve, for example through the Strength through Joy provision of a range of cheap leisure activities. Interpretation 2, on the other hand, emphasises that, in many ways, the standard of living actually declined – people worked longer hours, lost rights, and could not afford some of the Strength Through Joy activities.

Question		
3 (c)		Suggest **one** reason why Interpretations 1 and 2 give different views about people's living standards in Nazi Germany 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 have given weight to different sources. For example, the positive impression created by the holidaymakers in Source B provides some support for Interpretation 1 which stresses the various ways the Nazis aimed to provide leisure activities to improve people's standard of living, while Source C suggests some workers felt their standard of living had declined under the Nazis, which provides some support for Interpretation 2, which emphasises that working conditions declined while the cost of living increased.
- The interpretations may differ because they are from a different perspective; the authors of Interpretation 1 are looking at the positives of life under the regime, while the authors of Interpretation 2 are explaining the range of ways in which people were worse off under the Nazis.
- They may differ because the authors have a different emphasis – Interpretation 1 is dealing with the opportunities offered by the Strength through Joy organisation; Interpretation 2 is dealing with the actual experiences of the workers.

Question		
3 (d)		How far do you agree with Interpretation 2 about people's living standards in Nazi Germany 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 people's standard of living declined under the Nazis.

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

- Interpretation 2 suggests that workers' standard of living declined under the Nazis as they worked longer hours and had lost the right to negotiate for improvements.
- Interpretation 2 suggests that the general standard of living was negatively affected by rising costs and that Nazi organisations and activities did not offer many benefits.
- Many women were dismissed from their jobs, and Jewish people were excluded from many activities and public areas, affecting their standard of living.
- From 1936 onwards, the economy was geared towards preparation for war, and consumer goods such as coffee were in short supply.
- People were encouraged to save for a 'People's Car', but none was actually delivered under this scheme.

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

- Interpretation 1 shows that there was a range of subsidised activities, which improved the standard of living for a wide range of people.
- Interpretation 1 suggests that the improved economy meant that people could afford a better standard of living.
- Strength through Joy had liners built to take people on cruises, trains were run to Munich every week to visit the theatre, and spas and sport centres were built.
- The work carried out by the Labour Front (RAD) included building hospitals, schools and autobahns, and the Beauty of Labour movement encouraged improvements to the workplace, which all contributed to a better standard of living.
- Prices were regulated and some wages increased, meaning that many people felt they were better-off.

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