



Mark Scheme (Results)

November 2021

Pearson Edexcel GCSE

In History (1HIA & 1HIB)

Paper 3: Modern depth study (1HIA & 1HIB 31)

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	<p>Give two things you can infer from Source A about how the Nazis reacted to the Reichstag Fire.</p> <p>Target: Source analysis (making inferences). AO3: 4 marks.</p>
Marking instructions	
<p>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.</p> <p>e.g.</p> <ul style="list-style-type: none">• <i>The Nazi leadership reacted very quickly (1). Hitler was present while the building was still burning (1).</i>• <i>Hitler reacted aggressively (1). 'Every Communist official must be shot' (1).</i>• <i>The Nazis' reaction was well organised (1). The police already had lists of suspects to arrest (1).</i> <p>Accept other appropriate alternatives.</p>	

Question		
2		<p>Explain why the Weimar Republic was unpopular in the years 1919-23.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • reparations • the new Constitution <p>You must also use information of your own.</p> </div> <p>Target: Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks. AO1: 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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] <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	7-9	<ul style="list-style-type: none"> • 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] <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	10-12	<ul style="list-style-type: none"> • 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] <p><i>No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>

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 signing the Treaty of Versailles, the new government agreed to pay reparations, causing economic hardship for the people and resentment of the government.
- The failure to pay the reparations demanded by the Allies led to hyperinflation and the invasion of the Ruhr by French and Belgian forces.
- The use of proportional representation in Reichstag elections meant that it was difficult to create stable governments that could deal with Germany's problems and gain the support of the people.
- The democratic nature of the new Constitution was unpopular with many right-wing nationalist elements in German society, such as those who carried out the Kapp Putsch in 1920.
- The government of the newly formed Republic was unpopular because it signed the Treaty of Versailles by which the Allies removed 13% of Germany's land and 10% of its population.
- The Republic was unpopular because it was seen as having surrendered to the Allies when Germany was still strong, leading to accusations of having 'stabbed Germany in the back.'

Question		
3 (a)		How useful are Sources B and C for an enquiry into support for the Nazi Party in the years 1924-28? Target: Analysis and evaluation of source utility. AO3: 8 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance¹. 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	<ul style="list-style-type: none"> 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 provenance¹. 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	<ul style="list-style-type: none"> Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance¹ 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 gained very little attention from the German public, who were not interested in its policies.
- The source provides details about the poor election results for the Nazis in 1928.
- It indicates that economic and cultural life in Germany was thriving and that most people supported the Weimar Republic and democracy.

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 American journalist was a frequent visitor to Germany, so he had a valuable perspective to offer as a foreign, and possibly impartial, observer.
- The author did not live in Germany, so he would not have had as much experience of life in the country as a permanent resident and his insight into attitudes would have been limited.

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

- After the Munich Putsch, Hitler had been jailed and the Nazi Party had been temporarily banned from holding rallies, so they were less visible.
- During the Golden Years of the Weimar Republic, the improvement in the economy led to a drop in support for extremist parties like the Nazis and Communists.

Source C

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

- The photograph shows that the Nazi Party had enough members to put on public displays.
- The source suggests widespread support for the Nazi Party as it shows members of the Party in uniform as well as people who appear to be ordinary members of the public.
- The source is useful for showing how Hitler wanted to portray an image of an organised and disciplined party, as well as his dominant role as leader.

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 might be focused on a small but supportive crowd to exaggerate the level of Nazi popularity.
- The photograph is from 1928 so it only gives an indication of the nature and extent of Nazi support at the end of the period.

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

- By 1928 the Nazi Party had 100,000 members and was well organised in many parts of the country, after the reorganisation of the Party and the Bamberg Conference (1926).
- The Nazi Party held major rallies in Nuremberg between 1926 and 1928, which they used to create publicity for the movement.

Question		
3 (b)		<p>Study Interpretations 1 and 2. They give different views about support for the Nazi Party in the years 1924-28. What is the main difference between the views? Explain your answer, using details from both interpretations.</p> <p>Target: Analysis of interpretations (how they differ). AO4: 4 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> The interpretations are analysed and a key difference of view is identified and supported from them.
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Indicative content guidance</p> <p>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.</p> <ul style="list-style-type: none"> A main difference is that Interpretation 1 shows that the Nazi Party was building support during this period by creating new organisations. On the other hand, Interpretation 2 suggests that the German people were not interested in supporting the Nazi Party by showing its lack of success in elections. 		

Question		
3 (c)		Suggest one reason why Interpretations 1 and 2 give different views about support for the Nazi Party in the years 1924-28. 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 2 by stressing the lack of interest most people had in supporting the Nazi Party, while Source C provides some support for Interpretation 1 by showing that the Nazis were well supported.
- The interpretations may differ because the authors have chosen to focus on different details. While Interpretation 1 focuses on the actions taken by the Nazis themselves to increase their support Interpretation 2 focuses instead on the success of the Weimar government as a reason for the limited support for the Nazis.
- They may differ because the authors have a different emphasis - Interpretation 1 is dealing with the methods the Nazis were using to build support; Interpretation 2 is dealing with the problems facing the Nazi Party in its attempts to gain support.

Question		
3 (d)		<p>How far do you agree with Interpretation 2 about support for the Nazi Party in the years 1924-28? Explain your answer, using both interpretations, and your knowledge of the historical context.</p> <p>Target: Analysis and evaluation of interpretations. AO4: 16 marks. Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 Nazi Party struggled to gain support during the years 1924-28.

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

- Interpretation 2 shows clearly that the Nazis were not succeeding in elections, with the number of representatives in the Reichstag actually going down between 1924 and 1928.
- Interpretation 2 claims that improvements in the economy of Weimar Germany meant that the German people were not interested in Hitler's ideas.
- After the Munich Putsch trial Hitler went to prison, was absent from public life and became somewhat of a fringe figure in German politics.
- Electoral support for the Nazi Party had fallen sharply during 1924. They had gained 32 seats in May 1924 but only held 14 seats in December 1924.
- During the 'Stresemann Years', the Weimar government managed to establish a stable currency and economy, reduce reparations payments and oversee increases in industrial production, which reduced support for extremist parties.

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

- Interpretation 1 suggests that the creation of new organisations such as the Hitler Youth was helping the party to increase the size of its membership.
- Interpretation 1 claims that progress was being made by the Nazi Party in certain areas of the countryside, where their vote was increasing.
- At the Bamberg Conference of 1926 Hitler gained complete control of the Party and was able to make all the decisions about how it would be restructured.
- Hitler decided that he could not take power by armed revolution so he put a lot of emphasis on controlling the SA and increasing propaganda to make the Party more successful in elections.
- By 1928, the Nazi Party had begun to appeal to many in the middle classes and big business leaders which helped to increase the wealth and influence of the Party.

