



Mark Scheme (Results)

January 2021

Pearson Edexcel International
Advanced Level in History (WHI01/1C)

Paper 1: Depth Study with
Interpretations

Option 1C: Germany, 1918-45

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Publications Code WHI01_1C_msc_20210304

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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.

Generic Level Descriptors for Paper 1

Targets: AO1 (10 marks): Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

AO3 (15 marks): Analyse and evaluate, in relation to the historical context, difference ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
1	1-6	<ul style="list-style-type: none"> • Simple or generalised statements are made about the view presented in the question. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the issue in the question. • Judgement on the view is assertive, with little supporting evidence.
2	7-12	<ul style="list-style-type: none"> • Some understanding of the issue raised by the question is shown and analysis is attempted by describing some points that are relevant. • Mostly accurate knowledge is included, but it lacks range or depth and only has implicit links to issues relevant to the question. • A judgement on the view is given, but with limited support and the criteria for judgement are left implicit.
3	13-18	<ul style="list-style-type: none"> • Understanding and some analysis of the issue raised by the question is shown by selecting and explaining some key points of view that are relevant. • Knowledge is included to demonstrate some understanding of the issues raised by the question, but material lacks range or depth • Attempts are made to establish criteria for judgement on the view and to relate the overall judgement to them, although with weak substantiation.
4	19-25	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by analysing and explaining the issues of interpretation raised by the claim. • Sufficient knowledge is deployed to demonstrate understanding of the issues raised by the question and to meet most of its demands. • Valid criteria by which the view can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may only be partly substantiated, the overall judgement is supported.

Question	Indicative content
1	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material that is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether the most significant threat to the Weimar Republic, in the years 1919-23, came from the extreme left.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Spartacist revolt, inspired by events in Russia, saw the establishment of workers councils in Bremen, and street demonstrations in Berlin, which threatened to overthrow the Weimar Republic • The Red Bavarian revolution created a socialist state in Bavaria and established a governing workers council and this threatened to undermine the Weimar Republic • In the Ruhr Communists formed the Ruhr Army of 50,000 workers, and demanded a soviet republic with a workers militia. The Weimar used the <i>Freikorps</i> to crush it. • The summer of 1923 saw a wave of strikes by workers across Germany, in response to economic collapse, and the KPD and Comintern organised a German 'October' which threatened to overthrow the Weimar Republic. <p>The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The extreme Right was supported by influential individuals and groups in German politics and military, who attempted to undermine the Weimar Republic throughout the period • The early success of the Kapp Putsch significantly undermined the Weimar Republic in March 1920, as Lüttwitz seized Berlin and proclaimed a new right of centre government was being established • The attempted Munich Putsch (1923) by the Nazi Party had the support of significant Weimar opponents, e.g. General Ludendorff • Throughout the period the Weimar Republic was threatened by major economic crisis culminating in the collapse of the currency in 1923. <p>Other relevant material must be credited.</p>

Question	Indicative content
2	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material that is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether the impact of the 25-point programme was the main reason for the growth of the Nazi Party in the years 1920-24.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The 25-point programme stated that the Treaty of Versailles would be scrapped in its entirety and this resonated with, and gained support from, disillusioned sections of German society • The 25-point programme blended aspects of socialism and nationalism and, therefore, appeared to offer something to all Germans • The 25-point programme stated that farmers should be given their land, pensions should improve, electricity and water should be owned by the state, which gained support and helped the Nazi Party to grow • The 25-point programme stated that Jews should be refused German citizenship and this gained support from those who accepted the notion of Jewish blame for the defeat in war and economic chaos. <p>The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Hitler joined forces with Streicher's right-wing party which extended the Nazi party influence north of Munich and more than doubled the membership • Hitler's charismatic oratory skills were significant in convincing audiences about the Nazi message and assisted in the growth of the Party • Hitler attracted a diverse range of individuals who played an important part in the Nazi party, e.g. Goering and Röhm • The Nazis benefitted from the perceived threat from the left • The weakness of the Weimar Constitution meant that small parties, like the Nazi Party, could gain representation and hence support. <p>Other relevant material must be credited.</p>

Question	Indicative content
3	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material that is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether in the years 1933-39, Nazi policies relating to women had a greater impact on German society than did Nazi policies relating to the Christian Churches.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The three 'Ks' reinforced the domestic role of the female within society and interest free loans saw women stay at home and withdraw from the labour market • Women's lives were improved because women felt more valued as a result of the Nazi Party's portrayal of them as mothers of the next generation • Women benefitted from the improved living standards resulting from falling unemployment and the recovery in the economy • The Nazis were never able to eradicate religion from German life and some priests protested about Nazi rule. <p>The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The employment of women in the agricultural and domestic service sectors remained largely the same throughout the period • The Concordat (1933) with the Pope gave the Nazis greater control over Catholic education, e.g. Catholic schools were brought into line with state schools or closed • The Nazis partially controlled the Protestant Churches by creating the German Christian Church under the leadership of 'Reich Bishop', Ludwig Müller • Roman Catholic priests were not allowed to interfere in politics, some were harassed and forced to swear an oath of loyalty, some were arrested and sent to concentration camps. <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material that is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether in the years 1939-45, the German war economy was well-managed by the Nazis.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The creation of the Ministry of Munitions, in 1940, went some way towards ending the multi-agency approach to management of the war economy • Despite heavy Allied bombing industrial production increased 1943-44 • In response to workforce shortages, in 1943, women between the ages of 17 and 45 were mobilised for work • In the manufacture of munitions output per worker rose by 60% between 1939-45 and weapons production grew by 130% in the same period. <p>The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Nazis' management of the war economy was poor because planning was shared among competing agencies • The Nazis did not plan effectively for the allocation of labour to meet the war effort • There was a lack of standardisation in arms production with a tendency to produce multiple variants • The priority given to the military offensive led to the mis-guided development of 'wonder weapons', e.g. the V2, and a move to the building of fighter planes which came too late • The Nazis allowed the army to have significant influence in economic decision making and this led to the tendency to produce quality at the expense of quantity. <p>Other relevant material must be credited.</p>