



Mark scheme (Results)

January 2023

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

Paper 1: Depth Study with
Interpretations

Option 1C: Germany, 1918-45

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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 Weimar culture had a damaging effect on the Republic in the 1920s.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Many Germans saw the cultural developments as a step too far and preferred culture to remain as it had been. They saw cultural experimentation as negative and a sign of national degeneration • The Centre and Nationalist parties rallied against 'tides of filth', with campaigns against nudism, homosexuality, birth control, Americanisation and female emancipation, which they saw as negative impacts • Weimar culture led to censorship. In 1926, the Reichstag passed a law to 'protect youth from pulp fiction and pornography'. <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 explosion in new cultural ideas saw an era of innovation in the arts, which rejected traditional and conventional styles, and put the Republic at the forefront of European cultural development • The development of mass culture was seen as a mirror image of the Republic's development of democracy, and part of its recovery and rehabilitation from the humiliation of the First World War and Versailles • Bauhaus saw innovation in industrial design, photography and commercial art that was reflected in the use of materials such as steel, concrete and glass, which was seen in towns and cities across the Republic • Popular culture flourished in the 1920s and was reflected in domestic confidence, e.g. the expansion of the press, radio, cinema and spectator sport. <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 opposition to the Young Plan was the main reason for the collapse of the Weimar Republic in the years 1929-32.</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 right-wing parties' opposition to the Young Plan was a nail in the Weimar coffin, as the Nazis, in particular, gained greater political and financial backing allowing them to compete in state elections • The use of a referendum on the Young Plan damaged the Weimar Republic, e.g. although only 14% voted to reject the Plan, the campaign helped make Hitler a nationally-known politician • The Nazi-led anti-Young Plan alliance and campaign heightened the popularity of extreme nationalism across Germany. <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 Weimar Republic was unable to deal with the levels of unemployment that came as a consequence of the economic crisis, e.g. at the start of 1929, unemployment was 2.5 million, by 1932, it was 6 million • The Weimar Republic adopted 'protectionist' policies that added to the economic problems, e.g. cost of goods and food increased, and people lost faith in Weimar politicians and the democratic system • The Nazis unleashed a stream of vicious anti-Weimar propaganda that saw them do well in local elections during 1929, and was an ominous sign of things to come, and damaging to the Weimar • The political machinations of Hindenburg, Brüning, von Papen, and von Schleicher weakened the Weimar Republic in its bid for survival • The elections between 1930-32 saw significant increases in support for both the Nazis and the communists, and demonstrated the electorate's impatience with the Weimar Republic. <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 towards German youth were not effective.</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 ideological and political bias of the Hitler Youth diminished in its attraction for many young people, and led to the formation of alternative groups as a form of resistance • The Edelweiss Pirates was a collective name for a number of local groups, e.g. Roving Dudes, the Navajos, who beat up members of the Hitler Youth and the authorities found it difficult to control them • The 'Swing' Movement was an alternative youth group. They rejected Nazi politics and expressed their ideas through forbidden music. The Nazis closed bars and made arrests but could not stop or control them. <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 Hitler Youth (originally created in 1926) expanded rapidly after 1933 and, by 1939, about 82% of all 11-18 olds were members • The Nazis' education policy tailored teaching and the curriculum to Nazi beliefs and indoctrinated students and, once they left education, they would join RAD and DAF to ensure they did not escape control • The Nazis enthused youth through camps and sport, e.g. in 1935-37, camps were attended by over one million members of the Hitler Youth and the League of German Girls • In 1933, all youth organisations (except Catholic ones) were abolished and taken over by the Hitler Jugend, as part of the policy of Gleichschaltung • In 1936, Catholic youth organisations were forced to give up their independence and were incorporated into the Hitler Youth. <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 Nazis were unable to maintain effective control over the German civilian population.'</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Increased absenteeism within the workforce was evidence of increasing lack of control • Opposition to the Nazis continued during the war years, e.g. up to 1942, the communist '<i>Rote Kappelle</i>' (Red Orchestra) networked opposition, the Kreisau Circle (Conservative elites) networked opposition up to 1944 • There was increasingly open criticism of the regime as the war progressed • An increasing lack of control was symbolised by the arbitrary acts of brutality carried out on behalf of the regime (1944-45). <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"> • Nazi officials, even at the local level, made regular checks on households to ensure that strict rationing was not being abused • The regime used increasing repression to control people, e.g. in 1944, 500,000 Germans were held in subsidiary camps compared with 100,000 in 1942 • Competing wartime demands on the use of the workforce meant a register of labour was used to direct labour to where it was most needed • In October 1944, <i>Volkssturm</i>, was introduced; males between the ages of 16 to 60 years, who were not already serving in some military unit as part of a German Home Guard, were conscripted. <p>Other relevant material must be credited.</p>