



Mark scheme

International Advanced
Level in History (WHI01/1C)

Paper 1: Depth Study with
Interpretations

Option 1C: Germany 1918-45

Edexcel, BTEC and LCCI qualifications

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General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- 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.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- 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

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 their professional judgement to decide which level is most appropriate.

Placing 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.

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.

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, different 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 about whether the years 1924-29 were 'Golden Years' for Germany</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Stresemann did much to ensure that the Weimar Republic remained politically stable • Weimar culture flourished in art and theatre • This was a period of economic growth and prosperity for many, e.g. growth of new industries and development of welfare benefits • Stresemann did much to restore Germany's position as a major power, e.g. the Dawes Plan. <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"> • Weimar domestic policies were seen as 'wall-papering over the cracks', and not ones that solved the political and economic issues facing Germany • Prosperity was heavily dependent on foreign investment and US loans and credit which could be withdrawn at short notice • Public spending in the years 1924-29 was higher than income from taxation and this gap between the two (budget deficit) was made up by borrowing • Unemployment was higher in the later 1920s than the earlier 1920s and major trades disputes came as a consequence • Agriculture was an area of growing crisis as prices fell during the 1920s and farmers faced mounting debt. <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 about whether Adolf Hitler 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"> • Hitler took control of a party, the German Worker's Party, and massively increased its membership due to his skills of oratory • Hitler quickly asserted his control and adopted the 25-point programme which attracted popular support • 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 attracted a diverse range of individuals who played an important part in the Nazi party, e.g. Goering and Röhm. <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 benefitted from the perceived threat from the left • Criticism of the Treaty of Versailles meant that the NSDAP had an audience willing to listen and support it • The weakness of the Weimar Constitution meant that small parties could gain representation and hence support • Chance factors like the invasion of the Ruhr aided right-wing sentiment in Germany. <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 about whether the Nazi party was successful in improving the standard of living for Germans in the years 1933-39. The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Wages increased by 10% in the years 1933-39 • Work creation schemes and the re-armament programme eradicated unemployment • Improved working conditions included paid holiday and trips organised by the KDF/DAF • The Reich Food Estate quickly grew and employed 20,000 full time workers, and improved conditions in rural areas. <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 construction of housing had been neglected • Priority was increasingly given to the re-armament programme at the expense of consumption, e.g. few ever received their promised VW • The abolition of the trade unions led to the exploitation of some workers, e.g. abolition of the 8-hour day • 100 marks was actually worth less in real terms in 1939 than it was in 1933, and as a consequence consumer spending power was reduced. <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 about whether Himmler was responsible for the genocide of Jewish people living in areas controlled by the Nazis in the years 1939-45.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Himmler was a complete believer in Nazi racial policies • In January 1939 Himmler and his organisation were given responsibility for the 'Jewish Question' • Himmler was given control of annexed Polish territory where millions of Jews were located, and charged with creating a plan for the occupied territories in the East • In 1941 Himmler banned Jewish emigration from any German occupied territory and, as a consequence, directed the policy that was to become the 'Final Solution' • As Reichsführer Himmler oversaw the direction and implementation of the genocide, e.g. personnel from his organisation dominated the Wannsee Conference. <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 was responsible for the Final Solution • The Nazi policy of 'Euthanasia' can be seen as a rehearsal for the Final Solution • The problems raised by the German conquest of Eastern Europe, and the occupation of areas of the Soviet Union, was the driving force behind the policy of genocide • Nazi officials often acted on their own initiative, e.g. Heydrich ordered Jews into ghettos • It was Goering who ordered Heydrich to hold the Wannsee Conference. <p>Other relevant material must be credited.</p>