



Mark scheme (Results)

June 2017

Pearson Edexcel International
Advanced Level in History (WHI01)

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 most damaging consequence of the Treaty of Versailles for Germany, in the years 1919-24, was the loss of territory.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Germany lost territory of economic importance, e.g. losing 20% of coal production and 15% of agricultural resources, and this damaged their ability to rebuild after the war • Germany lost territory of symbolic importance, e.g. Alsace-Lorraine to France and this damaged Germany in the eyes of its people • Germany lost land to Poland, meaning that large numbers of Germans now lived in Poland beyond the control of the German government • All German colonies were to be handed over to the Allies and then organised by the League of Nations as mandates, which meant that Germany was no longer seen as an imperial power like Britain and France. <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"> • All of Germany's military capability was limited, e.g. army reduced to 100,000 men, no submarines, which meant that Germany would find it difficult to defend herself in the future • Germany was made fully responsible for starting the war, e.g. Article 231 blamed Germany for the war by stating 'war guilt', and this damaged German moral standing • Germany was made financially liable for the cost of the war, e.g. reparations were set, in 1921, at £6,600m and this damaged Germany's ability to recover economically from the war • The demilitarisation of the Rhineland damaged Germany's ability to defend itself against France. It proved to be a bone of contention, e.g. Ruhr Occupation. <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 the impact of the Reichstag Fire was the main reason why the Nazis were able to establish a dictatorship in Germany in the years 1933-34.</p> <p>The evidence that supports the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Reichstag Fire gave the Nazis a tactical and propaganda opportunity to portray themselves as the defenders of the Reich • The Fire enabled Hitler to get Hindenburg to sign the Emergency Decree for the Protection of the German People, which suspended democratic freedoms • The Fire enabled the Nazis to blame the Communists and accuse them of planning a national coup, as a consequence Communists were arrested and the Nazis and their allies had a sufficient majority to pass the Enabling Act • As a consequence of actions taken because of the fire, the Nazis had a legal basis for persecution, terrorism and repression of all opposition, all features of a dictatorship <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 legally appointed Chancellor January 30, 1933, and this gave him the basis to begin the process of establishing a dictatorship, e.g. making deals with the army and big business • Goebbels use of spectacle and propaganda, e.g. on <i>The Day of Potsdam</i>, Goebbels organised the opening of the new parliament in grand style as a coming together of the traditional and new forces • The Nazis effective use of the Enabling Act meant they could rule without opposition as a dictatorship, e.g. in May 1933 trade unions were banned, in July 1933 all political parties, except the Nazis, were made illegal • The death of Hindenburg (1934) allowed Hitler to combine the role of Chancellor and President, and enforce an oath of loyalty on the armed forces. <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 Nazis controlled the Churches in Germany in the years 1933-39.</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 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 Muller • Roman Catholic priests were not allowed to interfere in politics, and some were harassed, arrested and sent to concentration camps • Roman Catholic Bishops had to swear an oath of loyalty to the Nazi regime. <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"> • In 1937, Pope Pius XI realised that the Concordat was meaningless and condemned the Nazi regime, releasing a statement known as 'Burning Anxiety' • Many Protestants opposed Hitler's policies and spoke out against them, e.g. in 1934 7,000 out of 17,000 pastors rejected the structure of the German Christian Church and joined the Confessional Church led by Martin Niemöller • Pastor Martin Niemöller set up the Pastors' Emergency League, which campaigned against Nazi policies • The Nazis were never able to eradicate religion from German life. <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 the Nazis effectively maintained control over the German civilian population 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"> • 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 • The Ministry for National Enlightenment and Propaganda effectively controlled the civilian population using all aspects of the media • In the summer of 1944 the forced mobilisation of German society, Volkssturm, was introduced. <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"> • 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 'Rote Kappelle' (Red Orchestra) networked opposition, students continued to demonstrate openly up to 1943, the Kreisau Circle (Conservative elites) networked opposition up to 1944 • There was increasingly open criticism of the regime • An increasing lack of control was symbolised by the arbitrary acts of brutality carried out on behalf of the regime (1944-45). <p>Other relevant material must be credited.</p> |