



Mark scheme

Summer 2019

Pearson Edexcel  
International Advanced Level  
In History (WHI01)  
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
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–6</b>	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the view presented in the question.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the issue in the question.</li> <li>• Judgement on the view is assertive, with little supporting evidence.</li> </ul>
<b>2</b>	<b>7–12</b>	<ul style="list-style-type: none"> <li>• Some understanding of the issue raised by the question is shown and analysis is attempted by describing some points that are relevant.</li> <li>• Mostly accurate knowledge is included, but it lacks range or depth and only has implicit links to issues relevant to the question.</li> <li>• A judgement on the view is given, but with limited support and the criteria for judgement are left implicit.</li> </ul>
<b>3</b>	<b>13–18</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Knowledge is included to demonstrate some understanding of the issues raised by the question, but material lacks range or depth</li> <li>• Attempts are made to establish criteria for judgement on the view and to relate the overall judgement to them, although with weak substantiation.</li> </ul>
<b>4</b>	<b>19–25</b>	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by analysing and explaining the issues of interpretation raised by the claim.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the issues raised by the question and to meet most of its demands.</li> <li>• 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.</li> </ul>



## Option 1C: Germany, 1918–45

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 dealing successfully with economic problems was the main reason why the Weimar Republic survived in the years 1919–24.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Weimar Republic resolved the reparations issue by agreeing the resumption of payments to France through the Dawes Plan and this helped stabilise the economy</li> <li>• The Weimar Republic secured the withdrawal of the French from the Ruhr and restored the production of essential materials in a crucial industrial area</li> <li>• The Weimar Republic took measures to balance the budget, which included the sacking of 700,000 state employees</li> <li>• The Weimar Republic established the <i>Rentenmark</i> to replace the old mark as a means of solving hyperinflation</li> <li>• The Weimar Republic opened the <i>Rentenbank</i> (which became the Reichsbank) to oversee and maintain the value of Germany's currency.</li> </ul> <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"> <li>• The Weimar Republic dealt successfully with threats from the left, e.g. the Spartacists, which ensured it was not overthrown and this contributed to its survival</li> <li>• The Weimar Republic dealt successfully with threats from the right, e.g. the Kapp Putsch and the Munich Putsch, ensuring that it was not overthrown and this ensured its survival</li> <li>• The Weimar Constitution created a system of checks and balances, a long list of civil rights and allowed an element of regional authority, all of which aided the Weimar Republic's survival.</li> </ul> <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 role of President von Hindenburg was the most significant factor in the coming to power of the Nazis in the period July 1932 to March 1933.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Hindenburg's decision to get rid of Brüning opened the door for the Nazis and assisted their coming to power</li> <li>• Hindenburg's decision to sack Papen and appoint Schleicher was significant as it raised the idea of bringing the Nazis into a coalition government</li> <li>• Hindenburg's decision to turn back to Papen to form a viable government, accepting Schleicher's resignation and installing Hitler as Chancellor, gave the Nazis an opportunity to take power</li> <li>• Hindenburg issued the decree For the Protection of People and State, which ended civil liberties after the Reichstag Fire and this assisted the Nazis' rise to power.</li> </ul> <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"> <li>• By July 1932 the Nazis had 230 seats in the Reichstag, making them the largest party and giving them a strong platform to push for power</li> <li>• The Nazis registered a large increase in votes in March 1933 and, as all communist KPD deputies were barred from the Reichstag, the result gave the Nazis a significant political advantage</li> <li>• The Nazis used a display of legality by holding the ceremonial opening of the Reichstag in Potsdam, impressing the military and industrialists that the Nazis were ready to rule</li> <li>• The Enabling Act gave the Nazis the power to alter the constitution and they no longer had to rely on the Reichstag or emergency powers in order to legislate.</li> </ul> <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 the Nazis failed to create a Volksgemeinschaft 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"> <li>• Not all German citizens were supportive of a Volksgemeinschaft, and by 1939 some sectors of German society showed some disillusion, e.g. unskilled workers</li> <li>• Policies to encourage the domestication of women were undermined after 1936 by economic pressures that required them to return to the workforce</li> <li>• Dissent was on the increase throughout the 1930s from youth groups and German churches</li> <li>• The racial and eugenicist aspects of the Volksgemeinschaft were not accepted by large numbers of Germans, e.g. boycott of Jewish shops, euthanasia for the mentally ill.</li> </ul> <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"> <li>• Many Germans supported the Volksgemeinschaft's aim of creating a classless and racially pure 'people's community' and demonstrated this by mass participation in Nazi rallies</li> <li>• Participation in DAF and KdF confirmed the belief in a 'workers' community'</li> <li>• The <i>Kinder, Küche, Kirche</i> policy promoted the values of family life and led to an increase in the birth rate and fewer women in work</li> <li>• Most German youth belonged to the Hitler Youth and were being educated through a Nazi-controlled education system</li> <li>• The Nazis successfully introduced discriminatory measures against Jews, ethnic minorities, 'asocials' and some religious organisations.</li> </ul> <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 the main problem within Germany facing the Nazi government, in the years 1939–45, was opposition to Nazi rule.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The opposition from military Generals after 1940 became a major problem, e.g., the Kreisau Circle, Stauffenberg and the July Plot</li> <li>• The problem of youth opposition continued during the war years, e.g. the Edelweiss Pirates attacked members of the Hitler Youth, White Rose sought to disrupt the war effort</li> <li>• The problem of communist opposition was a constant throughout the war years, e.g. Uhrig organised communist resistance cells and by 1941 there were 89 factory cells in Berlin alone</li> <li>• The growing importance of Goebbels and his Ministry was an indication of how significant it was to have control of the civilian population, showing how significant the opposition was.</li> </ul> <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"> <li>• The problem of 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</li> <li>• The problem of imminent defeat meant that in the summer of 1944 the forced mobilisation of German society, <i>Volkssturm</i>, was introduced</li> <li>• The problem of increased absenteeism within the workforce was evidence of increasing lack of control and had to be managed</li> <li>• The problem of the destruction and social dislocation caused by Allied bombing had to be managed.</li> </ul> <p>Other relevant material must be credited.</p>

