



# Mark Scheme (Results)

January 2019

Pearson Edexcel International Advanced Level  
In History (WHI01) Paper 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"> <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>
2	7–12	<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>
3	13–18	<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>
4	19–25	<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 the main consequence of the Treaty of Versailles, in the years 1919–24, was that it weakened Germany militarily.</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>• Germany's military capability was destroyed by the Treaty and left Germany humiliated and vulnerable</li><li>• The Treaty reduced the German army to 100,000 men, a decision that led to significant dissatisfaction amongst leading generals, and the officer corps</li><li>• Germany was not allowed an air force and its navy was significantly limited, meaning that Germany was unable to develop these military capabilities</li><li>• The demilitarisation of the Rhineland damaged Germany's ability to defend itself against France. It proved to be a bone of contention, e.g. the Ruhr Occupation.</li></ul> <p>The evidence countering or modifying the given view should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• 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 Germany's moral standing</li><li>• 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</li><li>• Germany lost territory of economic importance, e.g. losing 20 per cent of coal production and 15 per cent of agricultural resources, and this damaged its ability to rebuild after the war</li><li>• Germany lost land to Poland, meaning that large numbers of Germans now lived in Poland beyond the control of the German government.</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 development of Nazi party organisation was the main reason for the survival of the Nazis in the years 1924–28.</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>• In 1925 the NSDAP was re-founded and the party was reorganised into a centralised bureaucratic entity; at the Bamberg Conference (1926) a new autocratic and centralised structure was accepted</li> <li>• Bouhler and Schwarz divided the Nazi Party into regions and this was crucial to the survival of the Nazi Party</li> <li>• The role of Goebbels in his use of propaganda proved to be essential in the survival of the Nazi Party</li> <li>• The Hitler Youth and Nazi Students' Association were founded, which added support for the party and aided survival.</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 weakness of the Weimar Constitution meant that small parties could gain representation and, hence, support and survive</li> <li>• Hitler's trial and imprisonment were significant for the survival of the Nazi's as he gained publicity and it gave him time to rethink party organisation</li> <li>• The Nazi Party won its first Reichstag seats, 32, in the May 1924 election partly as a consequence of Hitler's trial and imprisonment</li> <li>• The ban on the Nazi Party was enforced weakly and lifted in 1925, and this enabled the Nazi Party to survive, develop and grow.</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 impact of the Enabling Act was the main reason why the Nazis were able to establish a dictatorship in the years 1933–34.</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 Enabling Act ended participatory democracy in Germany and signalled the start of the dictatorship, e.g. Article 1 transferred legislative power from the Reichstag</li> <li>• The Enabling Act gave the Nazis the power to alter the constitution, which allowed them to establish the dictatorship, e.g. Article 2</li> <li>• The Enabling Act effectively granted Hitler four years of power as a dictator, e.g. Article 3 transferred power from President to Chancellor.</li> </ul> <p>The evidence countering or modifying the given view should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Nazis' abolition of political parties and trade unions, in spring and summer 1933, heralded the beginning of the establishment of the dictatorship</li> <li>• The Night of the Long Knives, 1934, was crucial in the establishment of the dictatorship as it resulted in a close alliance between the Nazi state and the army</li> <li>• The death of President Hindenburg allowed Hitler to abolish the position of President, declare himself Führer, and this marked the establishment of the dictatorship</li> <li>• The military oath of loyalty to the Führer, and the August 1934 plebiscite securing a 'yes' vote for Hitler as Führer, confirmed the establishment of the dictatorship.</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 Nazis were better at managing the war economy than controlling the civilian population in the years 1939–45.</p> <p>The evidence supporting the given view should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The creation of the Ministry of Munitions, in 1940, went some way towards ending the multiagency approach to management of the war economy</li> <li>• Todt and then Speer rationalised industry and raw material distribution</li> <li>• In the manufacture of munitions output per worker rose by 60 per cent in the years 1939–45, and weapons production grew by 130 per cent in the same period</li> <li>• 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.</li> </ul> <p>The evidence countering or modifying the given view should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Nazi officials, even at the local level, made regular checks on households to ensure that strict rationing was not being abused</li> <li>• 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</li> <li>• There was a lack of standardisation in arms production with a tendency to produce multiple variants</li> <li>• 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.</li> </ul> <p>Other relevant material must be credited.</p>