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## **Mark scheme (Results)**

January 2020

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
	<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, 1918–1945

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 years 1924–29 were not '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"><li>• Weimar domestic policies were seen as 'wall-papering over the cracks', and not ones that solved the political and economic issues facing Germany</li><li>• Prosperity was heavily dependent on foreign investment and US loans and credit that could be withdrawn at short notice</li><li>• 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</li><li>• Agriculture was an area of growing crisis as prices fell during the 1920s and farmers faced mounting debt.</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>• Stresemann did much to ensure that the Weimar Republic remained politically stable</li><li>• Weimar culture flourished in art and theatre, e.g. the Bauhaus saw innovation in industrial design, photography and commercial art</li><li>• This was a period of economic growth and prosperity for many, e.g. growth of new industries</li><li>• This was a period of significant social development which was led by the Weimar governments, e.g. welfare reform, educational reform.</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 impact of Nazi success in elections, in the years 1929–32, was the main reason for the collapse of the Weimar Republic.</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 Nazis unleashed a stream of vicious anti-Weimar propaganda that saw them do well in local elections during 1929, this was an ominous sign of things to come, and damaging to the Weimar Republic</li> <li>• In 1930 Germans voted in unprecedented numbers for the NSDAP and they polled 6.4 million votes, which undermined the strength of the Weimar coalition government</li> <li>• Hitler's challenge to Hindenburg in the 1932 Presidential election was a significant body blow to the Weimar establishment and bolstered political support for the Nazis</li> <li>• In 1932 the Nazis became the single largest party in the Reichstag, and with the growth in Communist Party support, anti-democracy parties were now in the majority.</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 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</li> <li>• 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</li> <li>• The political machinations of Hindenburg, Brüning, von Papen, and von Schleicher weakened the Weimar Republic in its bid for survival.</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 successfully controlled opposition 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"> <li>• In February 1933, all media was put under state control, which effectively removed all forums of debate and opposition and anyone attempting to demonstrate was arrested and imprisoned</li> <li>• The Nazis used punitive legislation and mass arrests to control opposition, e.g. 2 May 1933 laws ended the trade union movement</li> <li>• The Nazis banned and made illegal all political parties in July 1933 and many political opponents were either executed or sent to concentration camps</li> <li>• Under the Nazis the police, the Gestapo and the SD were granted extensive powers in monitoring potential subversives.</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 Protestant pastors opposed Hitler's policies and the Nazis were unable to control them, e.g. many joined the Confessional Church led by Martin Niemöller</li> <li>• The Nazis were unable to eliminate opposition that came from within the army</li> <li>• 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</li> <li>• 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.</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 Germany's inability to win the war at sea was the main reason why Germany was defeated in the Second World War.</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 inability to control the war at sea completely meant that Britain was not defeated and enabled the deployment of US military might and this contributed to defeat</li> <li>• Despite the U-boat fleet being trebled in size between April and December 1941, Allied merchant vessels being sunk fell to lowest levels and Allied supply chains were never broken, which contributed to defeat</li> <li>• The Allies were able to extend their convoy system by using surface 'support groups' that hunted down U-boats without hinderance, and essential war supplies were maintained, and this led to defeat</li> <li>• Allied naval supremacy made possible the reinvasion of Europe in June 1944.</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>• Allied bombing campaigns had a direct effect on industrial production, e.g. workers were redirected to rebuilding schemes and vital aircraft and tank production was decreased, which led to defeat</li> <li>• Strategic mistakes by Hitler, e.g. invading the USSR while still trying to defeat Britain, and declaring war on the USA while still fighting the USSR, meant war on too many fronts, and this led to defeat</li> <li>• The German economy was not fully mobilised for war in 1939, and despite Speer's effort to improve war production, it never caught up throughout the duration of the war, and this led to defeat</li> <li>• The Nazis alienated local populations in territories they took over, and this led to resistance that contributed to their defeat.</li> </ul> <p>Other relevant material must be credited.</p>