



Mark Scheme (Provisional)

Summer 2021

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**

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**Targets: A01 (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.

**A03 (15 marks):** Analyse and evaluate, in relation to the historical context, difference ways in which aspects of the past have been interpreted.

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	<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>

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 revolution from below was the most important stage in the transformation of Germany from Reich to republic in 1918.</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 revolution from below in November signalled a new radical stage of political transformation</li> <li>• Naval mutinies in Wilhelmshaven and other ports led to Councils of workers and soldiers (soviets) being established in Rostock and Bremen, while, in Munich, a revolt led to the proclamation of a republic in Bavaria</li> <li>• The most powerful political group, the SPD, whose decision to withdraw from Prince Max's government signalled its end, and enabled it to set up their own government and, inadvertently, led to a republic</li> <li>• In November 1918, a popular uprising forced the Kaiser to seek refuge in Holland.</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 revolution from above saw the German High Command begin the moves to a different form of government and Ludendorff resigned</li> <li>• The revolution from above meant that the Chancellor and the Cabinet were now answerable to the Reichstag, making Germany a parliamentary government</li> <li>• The revolution from above saw a crucial change in personnel, e.g. a new Liberal Chancellor (Prince Max) was appointed</li> <li>• The impact of the revolution from above saw the political powers of the Kaiser drastically reduced as he no longer appointed the 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 impact of Hitler's trial and imprisonment was more important than party organisation for the survival of the Nazi Party 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>• Hitler used the trial to get national publicity and sympathy for his ideas and the Nazi Party</li> <li>• Hitler used his time in prison to reconsider how best to achieve power. He wrote these ideas in Mein Kampf and they became central to the Nazi Party and aided the survival of the Party</li> <li>• Hitler's time in prison enhanced his celebrity status</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> </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>• 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 created and this aided survival</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 heading the Nazi Party organisation in Berlin proved to be essential in the survival of the Party</li> <li>• The Hitler Youth and Nazi Students' Association were founded, which added support for the party and aided 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 Nazi economic policies did little to improve the standard of living for German people 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>• The 'battle for production' to increase the production of grain, 1934-5, was not successful because of a lack of machinery and labour</li> <li>• Priority was increasingly given to the re-armament programme at the expense of consumption, e.g. 'guns or butter', and few Germans ever received their promised VW car</li> </ul>

	<ul style="list-style-type: none"> <li>• The abolition of the 8 hour day led to the exploitation of some workers and weakened trade union ability to protect workers</li> <li>• The policy of autarky (self-sufficiency) was not a complete success as it led to shortages in some foods and consumer goods.</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>• Nazi economic policies led to wages increasing by 10% in the years 1933-39</li> <li>• Work creation schemes and the re-armament programme significantly increased employment and aided in an increase in the standard of living</li> <li>• Improved working conditions and welfare benefits included paid holiday and trips organised by the KDF/DAF</li> <li>• The Reich Food Estate quickly grew and employed 20,000 full time workers, and improved living conditions in rural areas.</li> </ul> <p>Other relevant material must be credited.</p>
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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 strategic mistakes made by Hitler and his high command were 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>• The strategic mistake of 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 strategic mistake of seeing the war in the Mediterranean as secondary and not trying to occupy the crucial British naval base of Malta, which allowed the Allies to launch significant offensives</li> <li>• Hitler's strategic obsession with the offensive, e.g. focus on bombers and not fighter planes, and then development of 'wonder weapons'</li> <li>• During the Soviet counter attack (November 1942), Hitler refused to allow the Sixth Army to retreat, which ultimately resulted in German soldiers surrendering at Stalingrad, marking a significant turning point in the war.</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 bombing campaigns had a direct effect on industrial production, e.g. workers were redirected to rebuilding schemes and vital aircraft and tank production were decreased, which contributed to defeat</li> <li>• The bombing campaigns resulted in significant civilian death and injury and infrastructure destruction, which impacted on morale and support for the war, e.g. absenteeism and lack of confidence in an eventual victory</li> <li>• Germany's inability to control the Atlantic completely and win the war at</li> </ul>

sea, enabled the deployment of US military might and this led to defeat

- The German economy was not fully mobilised for war in 1939, and despite Speer's effort to improve war production, it never matched the productive superiority of the western allies and this led to defeat.

Other relevant material must be credited.