Pearson Edexcel

Mark Scheme (Results)

Summer 2024

Pearson Edexcel International Advanced Level
In History (WHI01/1C)
Paper 1: Depth Study with Interpretations
Option 1C: Germany, 1918 - 45

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Summer 2024
P75657
Publication Code: WHI01_1C_2406_MS
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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**	• 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**	• 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**	• 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**	• 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	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. Candidates are expected to reach a judgement on whether the most significant feature of the Golden Years (1924–29), in Germany, was economic prosperity. The evidence supporting the given view should be analysed and evaluated. Relevant points may include: • The *Rentenmark* ensured the return of monetary stability, which benefitted the prosperity of those Germans that had suffered because of hyperinflation • As a result of the Dawes Plan, there was a significant influx of foreign capital, which enabled the reconstruction of industry using new technologies, e.g. assembly lines and this aided prosperity • There were improved welfare programmes, e.g. Unemployment Insurance Act (1927), assistance to war veterans and their dependents and support to single mothers and the disabled, all aiding prosperity • The delaying of reparation payments in the years 1924–29, allowed national income to grow, which significantly aided economic prosperity • The prosperity of the Golden Years saw popular culture flourish with the expansion of the press, radio, cinema and spectator sport. The Republic had more cinemas than all the other European countries put together. The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include: • Economic prosperity was threatened by rising unemployment, particularly towards the end of the period • The increasing depression in agriculture had an impact on economic prosperity of the very large rural sector • During the Golden Years the Weimar Republic remained politically stable and saw a sharp decline in threats to parliamentary democracy • During the Golden Years Stresemann did much to restore Germany's position as a major power, e.g. Germany signed international agreements and gained access to the League of Nations • The Golden Years saw an era of innovation in the arts, which rejected traditional and conventional styles, and put the Republic at the forefront of European cultural development. Other relevant material must be credited.

Question	Indicative content
2	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. Candidates are expected to reach a judgement on whether, in the years 1920–23, the main reason for the growth of the Nazi Party was the impact of Adolf Hitler. The evidence supporting the given view should be analysed and evaluated. Relevant points may include: • In February 1920 Hitler, with the DAP leader, drew up the 25-point programme and changed the party name to NSDAP, which helped build support and increased membership • Hitler joined forces with Streicher's right-wing party which extended the Nazi party influence north of Munich and more than doubled the membership • Hitler's charismatic oratory skills were significant in convincing audiences about the Nazi message and assisted in the growth of the Party • Hitler's appeal ranged across different classes and in particular to the German youth, which aided the growth of the Party • Hitler's ideas about anti-Semitism and racial supremacy, *Lebensraum* and the Treaty of Versailles, anti-democracy and *Führerprinzip* struck a chord with some Germans and attracted growing support. The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include: • The Nazis benefitted from the perceived threat to the Weimar Republic from the left • The Weimar Republic appeared weak to many Germans and unable to cope with the post war financial and economic crisis and this was exploited by the Nazis, which resulted in more support and growth in membership • The weakness of the Weimar Constitution meant that small parties, like the Nazi Party, could gain representation and had an impact on political decision-making • The French occupation of the Ruhr aided right-wing sentiment in Germany and bolstered support for the Nazis. Other relevant material must be credited.

Question	Indicative content
3	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. Candidates are expected to reach a judgement on whether, in the years 1933–39, the most significant method of Nazi control of the German people was the use of propaganda. The evidence supporting the given view should be analysed and evaluated. Relevant points may include: • Nazi propaganda was broadcast by their use of new and innovative technology, e.g. the radio, which most German families owned by 1939, and by the use of film • The Nazis used propaganda to convey their message and create a positive image in the minds of the German people, e.g. Nazi rallies highlighted Nazi ideas and were shown in newsreels • The Nazi control of newspapers allowed them to influence and control the attitudes of German people through propaganda about the regime, e.g. *Völkischer Beobacchter* • The Nazis propagandised big events in order to convince people that their regime was a success, e.g. Berlin Olympics saw the largest-built stadium in the world and a film made about it and German success • The Nazis used propaganda to reach every part of German society, e.g. it manipulated the image of German Jews in books and education. The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include: • The Nazis controlled the German people by the use of terror, e.g. the SD and the Gestapo, who undertook the role of a secret police force and sought out and eliminated opposition • The Nazis controlled the German people by establishing an elaborate system of concentration camps across Germany. These were filled with those that the Nazis considered 'asocial' and political opponents • The Nazis controlled the German people with economic success, e.g. reduction in unemployment, re-armament programme, increase in living standards • The Nazis controlled the German population with welfare policies, e.g. improved welfare benefits and the role of the DAF. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement on whether in the years 1939–45, the German war economy was badly managed. The evidence supporting the given view should be analysed and evaluated. Relevant points may include: • The Nazis' management of the war economy was poor because planning was shared among too many competing agencies and Hitler's interference was often counter-productive • The Nazis did not plan effectively for the allocation of labour to meet the war effort • There was a lack of standardisation in arms production with a tendency to produce multiple variants • The Nazis allowed the army to have significant influence in economic decision making and this led to shortages with the tendency to produce quality at the expense of quantity. The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include: • The creation of the Ministry of Munitions, in 1940, went some way towards ending the multi-agency approach to management of the war economy • Todt and then Speer rationalised industry and raw material distribution • In response to workforce shortages, in 1943, women between the ages of 17 and 45 were increasingly signed up for work • In the manufacture of munitions output per worker rose by 60% between 1939-45 and weapons production grew by 130% in the same period. Other relevant material must be credited.

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