



**Pearson  
Edexcel**

## **Mark Scheme (Results)**

**Summer 2018**

**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.

**A03 (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> |

| 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 Weimar Constitution was the main reason why the Weimar Republic was unstable in the years 1918-23.</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>• Proportional representation created a multi-party system which meant the Republic would inevitably be ruled by a coalition government, e.g. the period saw nine different governments</li> <li>• The <i>Länder</i> could create instability if their political make-up was different to that of the national government</li> <li>• The Constitution did not affect the power of existing political elites, who maintained their positions in the civil service, military and industry, many of whom were unwilling to support the Republic and this created instability.</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 unstable due to the impact of the Treaty of Versailles and their acceptance of it, and the view that they were the 'November criminals'</li> <li>• The Weimar Republic was unstable due to threats from the left, e.g. the Spartacists</li> <li>• The Weimar Republic was unstable due to threats from the right, e.g. the Kapp Putsch, the Munich Putsch</li> <li>• The Weimar Republic was unstable due to the impact of economic problems, e.g. the payments of reparations, hyperinflation</li> <li>• The Republic saw a wave of political assassinations of key figures.</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 main achievement of the Weimar Republic in the years 1924-29 was social reform.</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>• Introduction of new welfare schemes brought in comprehensive unemployment insurance system that protected workers, and led to better medical provision</li> <li>• New schools were established in Weimar Germany to engage students in experimental methods of learning, combining research into physical movement and overall health</li> <li>• A growing number of women were allowed to enter new areas of employment, e.g. teaching, civil service and social work</li> <li>• The Constitution put the family at the centre of Weimar society and it was the responsibility of adults to protect and nurture young people</li> <li>• Public spending on housing grew rapidly and improved the quality of living conditions.</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 got hyperinflation under control by calling in the 'old money' and introducing a new currency, the <i>Rentenmark</i></li> <li>• The Weimar Republic partially resolved the reparations issue through negotiation and the adoption of the Dawes Plan</li> <li>• Stresemann successfully re-integrated Germany diplomatically with other European nations</li> <li>• German industry adopted modern production methods especially in the coal industry and car manufacture.</li> </ul> |

|  |   |
|--|---|
|  | Other relevant material must be credited. |
|--|---|

| 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 were successful 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 September 1934 Schacht introduced the 'New Plan', which gave the government extensive powers to regulate trade and currency transactions which led to a trade surplus</li> <li>• Unemployment was significantly reduced by <i>Arbeitsdienst</i> (work schemes)</li> <li>• Schacht introduced Mefo bills, which successfully led to the growth of demand in the economy</li> <li>• The development of the re-armament industry, particularly advanced aircraft, was seen as a technological and economic success.</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 'Battle for Production', begun in 1934, was unsuccessful and did not increase the production of grain</li> <li>• By 1936 Germany had used up its reserves of raw materials and was now forced to buy raw materials, such as oil, on the open market for cash</li> <li>• The 'guns versus butter' issue got in the way of clear economic planning</li> <li>• Autarky was not completely successful, and by 1938 Germany had a balance of payment deficit of 432 million.</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 impact of Germany's conquest of Poland was the main reason for the evolution of the genocide of Jewish people in the years 1939-45.</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 conquest of western Poland increased the 'Jewish problem' by 3,300,000 people and, as a consequence, a more radical solution to the 'problem' was sought</li> <li>• The <i>Einsatzgruppen</i>, which followed behind the invading and conquering German army in western Poland, were used to round up Jews with great brutality</li> <li>• 'Ghettoisation' of Jews in Poland eventually led to more radical policies</li> <li>• It was in Poland that the major death camps were established.</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>• It was the combined impact of the German conquest of Eastern Europe, and the occupation of areas of the Soviet Union, that was the driving force behind the evolution of the policy of genocide</li> <li>• It was after the invasion of the USSR that the <i>Einsatzgruppen</i> began a programme of deliberate murder</li> <li>• The Nazi policy of 'Euthanasia' can be seen as a rehearsal for the evolution of the genocide of Jewish people</li> <li>• The evolution of genocide emerged from Herbert Backe's 'Hunger Plan'</li> <li>• In 1941, Himmler oversaw the direction and implementation of the evolution of the genocide.</li> </ul> <p>Other relevant material must be credited.</p> |