



Pearson

Mark Scheme (Results)

January 2017

Pearson Edexcel International Advanced Level
In History (WHI01)

Paper 1: Depth Study with Interpretations

Option 1C: Germany, 1918-45

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification websites at www.edexcel.com, www.btec.co.uk or www.lcci.org.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus

About Pearson

Pearson is the world's leading learning company, with 40,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at: www.pearson.com/uk

January 2017

Publication Code WHI01_1C_1701_MS

All the material in this publication is copyright

© Pearson Education Ltd 2017

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- 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.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- 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.

How to award marks

Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use their professional judgement to decide which level is most appropriate.

Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

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">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<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 about whether the revolution from above (October 1918) 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"> • The revolution from above saw the German High Command begin the moves to a different form of government and Ludendorff resigned • The revolution from above meant that the Chancellor and the Cabinet were now answerable to the Reichstag making Germany a parliamentary government • The revolution from above saw a crucial change in personnel, e.g. a new Liberal Chancellor (Prince Max) was appointed • The impact of the revolution from above saw the political powers of the Kaiser drastically reduced as he no longer appointed the government. <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"> • The revolution from below in November signalled a new radical stage of political transformation • The Kaiser's departure on 9 November 1918 led to the Proclamation of the Republic • The formation and coming to power of the social democratic government under Ebert ushered in a series of important political changes, e.g. changes to the voting system in Prussia • It was the Kaiser's formal abdication (28 November 1918) that signalled the end of the Reich and its replacement by a republic. <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 about whether the impact of Hitler's trial and imprisonment was the main reason why the Nazi Party survived in the years 1924-28.</p> <p>The evidence supporting this the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Hitler used the trial to get national publicity and sympathy for his ideas and the Nazi Party • 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 • The consequent ban on the Nazi Party was weakly enforced and lifted in 1925, and this enabled the Nazi Party to survive, develop and grow • The Nazi Party won its first Reichstag seats, 32, in the May 1924 election partly as a consequence of Hitler's trial and imprisonment. <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"> • The Nazi Party was banned and Hitler was humiliated, and the Nazi Party looked like it might not recover or survive • Bouhler and Schwarz divided the Nazi Party into regions and this was crucial to the survival of the Nazi Party • The role of Goebbels in his use of propaganda proved to be essential in the survival of the Nazi Party • The role of Strasser in developing the Nazi Party. <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 about whether Nazi policies improved the life of women 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"> • Women's lives were improved because women felt more valued as a result of the Nazi Party's portrayal of them as mothers of the next generation • Some women valued the opportunity interest free loans gave them to stay at home and look after children and withdraw from the labour market • Women benefitted from the improved living standards resulting from falling unemployment and the recovery in the economy. <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"> • Nazi ideology fundamentally opposed the social and economic emancipation of women • Professional women were forced to leave their well-paid jobs as doctors, teachers or lawyers • Women were excluded from all senior positions within the Nazi Party structure • Long hours in the factories and on the land coupled with the 'home' role made life for women arduous • The three 'Ks' simply reinforced the domestic role of the female within society. <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 about whether the Nazis' management of the war economy in Germany was poor in the years 1939-45. The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Nazis' management of the war economy was poor because planning was shared among competing agencies • 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 the tendency to produce quality at the expense of quantity. <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"> • 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 obliged to sign 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. <p>Other relevant material must be credited.</p>