Mark Scheme (Results)

Summer 2023

Pearson Edexcel International
Advanced A 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
	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 in the years 1923-29, it was the work of Gustav Stresemann that had the most positive impact on the Weimar Republic. The evidence supporting the given view should be analysed and evaluated. Relevant points may include: • As Chancellor, Stresemann successfully ended hyper-inflation, which was crippling the economy, e.g. he ended passive resistance, introduced the *Rentenmark* and reduced government spending • Stresemann was seen as the symbol of the Republic's Golden Years and he was the crucial figure in making coalition government work, which made the Republic more politically and socially stable • In 1924, Stresemann successfully negotiated the reorganisation of Germany's reparations payments through the Dawes Plan, which partially resolved the issues in the Ruhr and aided economic recovery • Stresemann secured Germany's western border, which gave the Republic a greater sense of security and this aided domestic recovery • In 1926, Stresemann successfully negotiated Germany's entry into the League of Nations, which restored Germany's reputation. The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include: • Von Hindenburg, as President of the Republic was a crucial figure in providing stability and in moderating the threat from the right-wing opponents of the Weimar Republic • Weimar culture had a positive impact on the Republic, e.g. in art and theatre, there was a rejection of traditional and conventional styles, which put the Republic at the forefront of European cultural development • The period was one of economic growth and prosperity for many and this had a positive impact on the Republic, e.g. growth of new industries and development of welfare benefits • The Weimar Constitution had a positive impact on the Republic, e.g. it facilitated a working parliamentary democracy with a multi-party representational political system. 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 1923-28, the most significant event in the development of the Nazi Party was the Bamberg Conference (1926). The evidence supporting the given view should be analysed and evaluated. Relevant points may include: • Hitler was concerned that the Nazi Party was in danger of splitting in two ideologically, so he called the conference and resolved the issue • Hitler used the conference to establish the *Führerprinzip* (Leader Principle), e.g. the party leader was in absolute control and no dissent would be expected or tolerated • Hitler used the conference to diminish the influence of the district leaders from the North by insisting that the Nazi Party would not go in the direction of 'undiluted socialist principles' and inspire 'communism' • The Conference saw Goebbels set himself firmly in the Hitler camp, which Hitler recognised by making him the *Gauleiter* of Berlin, where he developed propaganda to promote the party and its programme. The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include: • The Munich Putsch was significant because its failure made Hitler realise that the Nazi Party would never come to power by revolution and that he would have use democratic means • Hitler's trial was significant as he gained national publicity and sympathy for his ideas and the Nazi Party • Hitler's imprisonment was significant, e.g. he wrote *Mein Kampf*, which became central to the Nazi Party and aided the development of the Party • The lifting, in 1925, of the ban on the Nazi Party was significant as it enabled the Nazi Party to survive, develop and grow. 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 1934-39, Hitler's government was well-managed. The evidence supporting the given view should be analysed and evaluated. Relevant points may include: • Hitler's government managed the internal organisation and security of Germany through the Reich Interior Ministry, which supressed opposition and implemented racial laws • Hitler's government managed public information through the Reich Ministry for Propaganda and Public Enlightenment, e.g. controlled newspapers, film and radio and organised rallies • Hitler's government managed Germany's economic development through the Reich Office of the Four Year Plan, e.g. increased agricultural activity, build roads, increased military production. The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include: • Hitler's government had no coherent constitution and no clear division of powers, e.g. it was myriad of leadership positions, departments, ministries, agencies and security forces • Hitler's cabinet increasingly did not meet to plan policy and legislation • Hitler was a lazy dictator, e.g. he was not interested in long-term planning or detailed policies, but more grandiose visions and vague plans which he gave to others • Hitler often responded to the suggestions of others or completely opted out of decision making, e.g. the 1935 Nuremberg Laws, *Kristallnacht* (1938) • 'Working towards the Führer' increased the radicalisation of Hitler's government, which led to the disintegration of the formal machinery of government, e.g. during the 1930s, the civil service lost its influence. 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 the main reason for the defeat of Germany in the Second World War was the superiority of Allied resources. The evidence supporting the given view should be analysed and evaluated. Relevant points may include: • The Allies were able to outproduce Germany and its allies by huge margins, e.g. trucks and jeeps made the Red Army more mobile than the German army by 1944 • In 1942, the allies produced c100,000 military planes compared to Germany's 15,000 • The total manpower available to the Allies from Russia and America was far greater than the limited manpower of Germany and its allies, and this proved significant in Germany's defeat • The Allies produced superior technological innovations compared to Germany and its allies, e.g. radar, sonar, proximity fuses, which led to the defeat of Germany at sea, in the air and on land • The Allies production of raw materials was superior to that of Germany and its allies, e.g. coal, crude oil. The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include: • 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 • German obsession with quality at the expense of quantity and the failure to concentrate on a few variants necessary for mass production contributed to their defeat • Strategic mistakes by Hitler and his high command, 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 • The Nazis alienated local populations in the territories they took over, and this led to resistance that contributed to their defeat. Other relevant material must be credited.

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