GradeMax



Mark Scheme (Results)

January 2018

Pearson International Advanced Level
In History

WHI01: Depth Study and Interpretations
Option 1C: Germany, 1918 - 45



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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**	• 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 Weimar culture had a positive influence on the development of the Republic in the 1920s. The evidence supporting the given view should be analysed and evaluated. Relevant points may include: • The explosion in new cultural ideas 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 • The development of mass culture was seen as a mirror image of the Republic's development of democracy, and part of its recovery and rehabilitation from the humiliation of the First World War and Versailles • Bauhaus saw innovation in industrial design, photography and commercial art that was reflected in the use of materials such as steel, concrete and glass, which was seen in towns and cities across the Republic • Popular culture flourished in the 1920s 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: • Many Germans saw the cultural developments as a step too far and preferred culture to remain as it had been. They saw cultural experimentation as negative and a sign of national degeneration • The Centre and Nationalist parties rallied against 'tides of filth', with campaigns against nudism, homosexuality, birth control, Americanisation and female emancipation, which they saw as negative impacts • The prominence of Jews within Weimar cultural experimentation was seen by the right as proof of the harm the cosmopolitan Weimar was doing to Germany, and encouraged the growth of anti-Semitism • There were reports of audiences booing experimental plays and concerts • Weimar culture led to censorship. In 1926, the Reichstag passed a law to 'protect youth from pulp fiction and pornography'. 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 the impact of the economic crisis on Germany, in the years 1929-32, was the main reason for the collapse of the Weimar Republic. The evidence supporting the given view should be analysed and evaluated. Relevant points may include: • The Weimar Republic was unable to deal with the levels of unemployment that came as a consequence of the economic crisis, e.g. at the start of 1929 unemployment was 2.5 million, by 1932 it was 6 million • The Weimar Republic adopted 'protectionist' polices that added to the economic problems, e.g. cost of goods and food increased, and people lost faith in Weimar politicians and the democratic system • As a result of the economic situation the Weimar Republic ended in political deadlock and could not effectively govern except by presidential decree • By the time the Weimar government tried to be interventionist it was too late, e.g. public works schemes, and allocating unused land to peasants and workers, did not solve the economic crisis. The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include: • The right wing parties' opposition to the Young Plan, from which Germany actually stood to gain, was a nail in the Weimar coffin, as the Nazis, in particular, gained greater political and financial backing • The Nazis unleashed a stream of vicious anti-Weimar propaganda that saw them do well in local elections during 1929, and was an ominous sign of things to come, and damaging to the Weimar • The political machinations of Hindenburg, Bruning, von Papen, and von Schleicher weakened the Weimar Republic in its bid for survival • The elections between 1930-32 saw significant increases in support for both the Nazis and the communists, and demonstrated the electorate's impatience with the Weimar Republic. 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 the Nazis were able to gain the support of German youth in the years 1933-39. The evidence supporting the given view should be analysed and evaluated. Relevant points may include: • The Hitler Youth (originally created in 1926) expanded rapidly after 1933 and by 1939 about 82% of all 11-18 olds were members • The Nazis' education policy tailored teaching and the curriculum to Nazi beliefs and indoctrinated students • The Nazis enthused youth through camps and sport • In 1933 all youth organisations (except Catholic ones) were abolished and taken over by the *Hitler Jugend,* as part of the policy of *Gleichschaltung* • In 1936 Catholic youth organisations were forced to give up their independence, and were incorporated into the Hitler Youth. The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include: • Although membership of the Hitler Youth was compulsory, many German youths managed to avoid it, especially if they left school at 14, which many did • The ideological and political bias of the Hitler Youth diminished its attraction for many young people, and led to the formation of alternative groups as a form of resistance • The Edelweiss Pirates was a collective name for a number of local groups, e.g. Roving Dudes, the Navajos, who beat up members of the Hitler Youth and the authorities found it difficult to control them • The 'Swing' Movement was an alternative youth group. They rejected Nazi politics, and expressed their ideas through forbidden music. The Nazis closed bars and made arrests, but could not stop or control them. 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 impact of the Allied bombing campaign during the Second World War was the main reason why Germany was defeated. The evidence supporting 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 • 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 • The bombing campaigns seriously damaged the German Airforce, which had a major impact on Germany's ability to fight on both eastern and western fronts • The bombing campaigns forced Germany, in 1943, to divert two million men away from war fronts into anti-aircraft service. The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include: • Germany's inability to control the Atlantic completely and win the war at sea enabled the deployment of US military might and this led to defeat • Strategic mistakes by Hitler and his high command, e.g. invade 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 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 caught up throughout the duration of the war, and this led to defeat • The Nazis alienated local populations in territories they took over, and this led to resistance that contributed to their defeat. Other relevant material must be credited.

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