



Mark Scheme (Results)

January 2022

Pearson Edexcel International
Advanced Level in History (WHI03/1C)

Paper 3: Thematic Study with
Source Evaluation

Option 1C: Germany: United,
Divided and Reunited, 1870–1990

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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 3

Section A

Target: AO2 (25 marks): Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<ul style="list-style-type: none">• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.• Some relevant contextual knowledge is included, but presented as information rather than applied to the source material.• Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	5–8	<ul style="list-style-type: none">• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making inferences relevant to the question.• Contextual knowledge is added to information from the source material, but mainly to expand, confirm or challenge matters of detail.• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and some judgements may be based on questionable assumptions.
3	9–14	<ul style="list-style-type: none">• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid developed inferences.• Detailed knowledge of the historical context is deployed to explain or support inferences as well as to expand, confirm or challenge matters of detail.• Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria with some justification.
4	15–20	<ul style="list-style-type: none">• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two sources may be uneven.• Deploys well-selected knowledge of the historical context, but mainly to illuminate or discuss the limitations of what can be gained from the content of the source material. Displays some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.

Level	Mark	Descriptor
5	21–25	<ul style="list-style-type: none"> • Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • Deploys knowledge of the historical context with precision to illuminate and discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

Section B

Target: AO1 (25 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.

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<ul style="list-style-type: none">• Simple or generalised statements are made about the topic.• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.• The overall judgement is missing or asserted.• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–8	<ul style="list-style-type: none">• There is some analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.• Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.• An overall judgement is given but with limited support and the criteria for judgement are left implicit.• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	9–14	<ul style="list-style-type: none">• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although some mainly descriptive passages may be included.• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence or precision.
4	15–20	<ul style="list-style-type: none">• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period.• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence or precision.

Level	Mark	Descriptor
5	21–25	<ul style="list-style-type: none">• Key issues relevant to the question are explored by a sustained analysis and discussion of the relationships between key features of the period.• Sufficient knowledge is precisely selected and deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.• Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

Option 1C: Germany: United, Divided and Reunited, 1870–1990

Question	Indicative content
1	<p>Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the sources together to investigate the impact of hyper-inflation on Germany in 1923.</p> <p>Source 1</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none">• As one who deliberately travelled throughout Germany, he would have seen at first hand the impact of the inflation on different sections of German society• Reporting for a left-leaning British newspaper might encourage him to be critical of the workings of the German capitalist economy• The tone of the article is apocalyptic. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of hyper-inflation on Germany in 1923.</p> <ul style="list-style-type: none">• It claims that price increases are rampant ('It cost me so much... this morning... as prices have gone up, so much more.')• It implies that extreme politicians are looking to take advantage of the situation ('would-be political dictators, that keep emerging, have any policies which can hold the nation together.')• It indicates that Germany is on the verge of a political explosion ('Germany has become a political volcano and is smouldering.') <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:</p> <ul style="list-style-type: none">• Hyperinflation created a situation whereby prices rose almost hour by hour. People were paid twice in a day and often had to take piles of money to the shops in wheelbarrows• There were some beneficiaries from hyper-inflation. Anyone with debts found that they were easily repayable as the value of these debts did not increase• Hyperinflation proved to many that the old mark was of no use and that Germany needed a new currency. The mark was replaced with the Rentenmark which was backed with American gold.

Question	Indicative content
	<p>Source 2</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"> • Von Papen was writing in 1952 and so could reflect on both the economic and political impact from the perspective of one who had lived through the events • Von Papen's wealthy aristocratic background might have helped shield him from some of the worst difficulties caused by hyper-inflation • The tone of the source reflects his bitterness at the personal sufferings caused by the hyper-inflation. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of hyper-inflation on Germany in 1923.</p> <ul style="list-style-type: none"> • It claims that it is very difficult for any, who had not personally experienced or witnessed the hyper-inflation, to fully understand its impact ('People outside Germany had very little idea of the scale of the disaster') • It indicates that Germany's financial system was in chaos ('Central Bank... unable to print money fast enough and many cities issued their own currency') • It claims that hyper-inflation is fuelling political extremism ('extreme ideologies... flourished in these difficult days.'). <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:</p> <ul style="list-style-type: none"> • In 1922, a loaf of bread cost 163 marks. In November 1923, a loaf of bread cost 200,000,000,000 marks • The group that suffered greatly – proportional to their income – was the middle class. Their hard-earned savings disappeared overnight • Many of those middle class who suffered in 1923, were to turn to Hitler and the Nazi Party who initially, in November 1923, tried to stage a 'national revolution'. <p>Sources 1 and 2</p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> • Both sources indicate that it was difficult to fully comprehend the extent of the impact of hyper-inflation on Germany • Both sources indicate that hyper-inflation led to more open political extremism, although source 2 is more positive about how successful the impact was in fuelling it • Source 1 emphasises how powerful economic interests attempted to use the hyper-inflation to impose their own economic aspirations on government, in a way which Source 2 does not.

Section B: Indicative content
Option 1C: Germany: United, Divided and Reunited, 1870–1990

Question	Indicative content
2	<p>Answers will be credited according to their 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 which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that Bismarck’s aims for Germany, in the years 1870-79, and Hitler’s aims for Germany in the years 1933-39, were essentially similar.</p> <p>Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Both aimed to restore political stability to Germany following periods of instability caused by war (1870-71) and economic and political dislocation (1930-33) • Both aimed to transform Germany economically. Bismarck by taking advantage of unification by building on the work of the Zollverein and Hitler by turning Germany into a command economy set up for war • Both were strong advocates of the appeal to nationalism as a means to achieve unity • Both aimed to enhance Germany’s international standing. Bismarck by maintaining its dominance over neighbouring states; Hitler by restoring greatness through overthrowing the terms of the Versailles treaty • Both aimed to deal harshly with those considered ‘<i>Reichsfeinde</i>’ within Germany and maintain as much authoritarian rule as possible. <p>Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Bismarck aimed to reinforce the power of the Prussian monarchy through giving Wilhelm the title ‘Emperor of Germany’. Hitler wanted all power and established himself as Führer on the death of Hindenburg in 1934 • Bismarck was prepared to recognise Germany as a constitutional state after 1871 whilst Hitler, after 1933, was determined to rule free of accepted constitutional restraints • Following unification Bismarck was keen to avoid undesirable future wars. By contrast Hitler welcomed future war as the likely consequence of his racial ideology and desire to restore Germany’s status • Hitler’s policies were aimed at making Germany more overtly centralised with Gleichschaltung neutering regional and local government. The Länder had considerable authority under Bismarck • Hitler aimed to completely suppress dissent in Germany through political party bans, and a draconian terror state. Bismarck took much less stringent action, e.g. Kulturkampf and the Anti-Socialist law 1878. <p>Other relevant material must be credited.</p>

Question	Indicative content
3	<p>Answers will be credited according to their 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 which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which the reunification of Germany (1990) stemmed from the greater economic strength of the FRG compared to the GDR during the years 1949-60.</p> <p>Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Erhard's liberal economic policies created an 'economic miracle' which was not replicated in the GDR and increasingly highlighted economic imbalances which, in 1989-90, made reunification more attractive • FRG involvement in the move towards greater European unity in the 1950s provided it with access to a larger market, which became a later reason for some in the GDR to embrace the idea of reunification • The GDR's economy had never kept pace with economic growth in the FRG resulting in the GDR becoming heavily dependent on loans from West Germany. This economic symbiosis made economic reunification simpler • The economic disparity established in the 1950s formed the basis of the economic contrast that became even more apparent in the late 1980s and fatally undermined popular support for the GDR • The East German economy was one of the strongest in the Soviet Bloc but still unable to provide the standard of living enjoyed in the West. A desire for equivalence helped fuel demands for reunification. <p>Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Growing political discontent in the GDR in 1989, over the unwillingness of Honecker to reform when other countries in the region were doing so, exacerbated discontent and helped fuel calls for reunification • The withdrawal of much of the support of the Soviet Union, following Gorbachev's policies of Perestroika and Glasnost, undermined the GDR and removed a potential obstacle to reunification • The opening of borders in 1989, by countries such as Hungary, offered escape routes to citizens of the GDR. This further undermined the GDR state and made reunification a more realistic option • The swift collapse of authority in the GDR, and the dismantling of the Berlin Wall, called into question the viability of the GDR to exist as an independent state • Impetus was given for calls for reunification after Chancellor Kohl signalled his intention to push for it by publishing his 'Ten Point Plan' in November 1989 • The influence of the USA, in not opposing reunification and entering into the 'Two plus Four' negotiations gave a great boost to the cause of reunification. <p>Other relevant material must be credited.</p>

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