Pearson Edexcel

Mark Scheme (Results)

January 2024

Pearson Edexcel International Advanced Level In History (WHI03)

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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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	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. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to investigate the reasons for Bismarck introducing the Anti-Socialist Law (1878). **Source 1** 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: • Helldorff-Bedra, as leader of the German Conservative Party, might be expected to be supportive of Bismarck's proposals • He is speaking to other representatives and so would be expected to focus the rhetoric on appealing to them • The arguments used, regarding the link between economic and social policy, were a central feature of German political discourse. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for Bismarck introducing the Anti-Socialist Law (1878). • It claims that the Social Democrats are a threat to the stability of German society ('dangerously associated with the international Communist League.', 'hate our country.') • It indicates that socialists need curbing because they take a narrow view of social problems which are better resolved by increasing general prosperity ('eliminated by re-establishing sound economic conditions') • It implies that the proposals before the Reichstag are entirely limited and reasonable ('The Anti-Socialist Law we propose has a precisely defined purpose'). 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: • The legislation proposed in 1878 was called 'The Law for Combating the Criminal Aims of Social Democracy' • Bismarck frequently used the threat of either real or imagined Reichsfeinde to rally the support of the German people • Accusations of direct links between the SPD and the International Communist League were massively overstated.

Question	Indicative content
	Source 2 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: • Bebel, as leader of the SPD, might be expected to oppose measures to clamp down on socialist activities • His speech was made as a direct response to an earlier speech supporting anti-Socialist legislation • The language and tone used is based on an appeal for fairness, justice and right to prevail. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for Bismarck introducing the Anti-Socialist Law (1878). • It implies that the law is part of a well-orchestrated and cynical campaign to undermine Social Democracy ('accusations being hurled against Socialists. A general hate campaign', 'provoke us') • It claims that Socialists are being blamed for events that were nothing to do with them ('falsely blamed for the assassination attempts against the Kaiser.') • It claims that the aims of the Social Democrats are not a threat to German society ('only wishes to develop quietly and peacefully'). 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: • In 1878, there were two assassination attempts on the Kaiser both incorrectly blamed on the socialists • The general election in 1877 saw the SPD win 13 seats. This was their highest total to date • Although the law did not ban the SPD directly, it aimed to cripple the organisation through the banning of any group or meeting of whose aims were to spread social-democratic principles. **Sources 1 and 2** The following points could be made about the sources in combination: • Source 1 sees the proposed legislation as having a narrow, proscribed purpose, whereas Source 2 sees it as an attack on more general socialist principles • Source 1 portrays Social Democrats as dangerous demagogues, whereas Source 2 sees them as a persecuted political party • Both sources agree that the country is undergoing some political agitation but disagree as to the root cause of it.

Section B: Indicative content

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

Question	Indicative content
2	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. Candidates are expected to reach a judgement on how accurate it is to say that the most important factor in explaining how the Nazis achieved power during 1933 was the features of the Weimar Constitution (1919). Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • The introduction of proportional representation for voting helped small fringe parties such as the Nazis establish themselves electorally and rise to be the largest party in the Reichstag by 1932 • The growth of a range of smaller parties made coalition governments the norm, thus leading to instability and dissatisfaction with conventional political leadership 1930-33 • The use of Part II of the Constitution that promoted more liberal social values, gave a platform from which the Nazis could appeal to traditional German and conservative values thereby boosting their popularity • The use of Article 48 to effectively bring in presidential government (1930-33) created further political controversy and made the promises of the Nazis more electorally appealing • The stipulation of a 2/3rd Reichstag majority for amendments to the Constitution was used to pass the Enabling Act 1933. This allowed the Nazis to govern without effective opposition to Hitler. Arguments and evidence opposing the statement and/or that other factors were more important should be analysed and evaluated. Relevant points may include: • The leniency of the judiciary to Hitler in 1923-24 helped him establish himself as a national politician • External factors, such as the growing economic crisis, had a major impact on the growing appeal of the NSDAP. By July 1932 the Nazis had 230 seats in the Reichstag • The political manoeuvring of von Papen and von Schleicher, as well as others, help explain Hitler's appointment as Chancellor • Clever propaganda and cultivation of the image of Hitler help to explain the Nazis' popularity • The Reichstag Fire stimulated the growing fear of communism and gave opportunities to the Nazis to vilify their opponents and reinforce their own support in the election of March 1933 • Growing terror in 1932-33, e.g. the Decree for the Protection of the People and the State, gave overall momentum to support for the Nazis. Other relevant material must be credited.

Question	Indicative content
3	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. Candidates are expected to reach a judgement on whether political repression was more effective in Nazi Germany than it was in the GDR. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • Nazi Germany used an extensive system of concentration camps to help control their population in a way not evident in the GDR • After July 1933, Nazi Germany was a one-party state, with widespread political control, whereas the GDR allowed a number of different parties throughout its existence • Nazi Germany dealt with mass protest, such as the SPD riots at Köpenick 1933, ruthlessly. The GDR had to call on assistance from the USSR to quell popular protests in 1953 • Attempts to repress mass popular protests in 1989 in the GDR failed and showed up the increasing weakness of the state • Protest groups, especially in the 1980s, continued to meet in the GDR, unlike Nazi Germany where their existence was not tolerated. Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include: • Although political parties continued to exist in the GDR, and elections held, they were tightly controlled by the SED thereby effectively rendering the GDR a one-party-state • Both Nazi Germany and the GDR felt compelled to introduce populist economic policies over unemployment reduction and social welfare to maintain popular support for their regimes • Political control was much more evident in the NVA than in the Wehrmacht with the proportion of SED members in the officer corps rising steadily eventually reaching almost 95 percent • The Stasi in the GDR grew to over 100,000 full time employees by the 1980s and its influence was widespread. By contrast, the Gestapo was significantly smaller in size • Ulbricht used the 1953 uprising to justify a purge of the SED and to strengthen his political position like Hitler after the 'Night of the Long Knives' June 1934. Other relevant material must be credited.

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