GradeMax



Mark scheme (Results)

October 2019

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**	• 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 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 which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the extent of the challenges facing the GDR in the late 1980s. **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: • Being from a founding proclamation, it might be expected to outline the aims of New Forum • Dating from September 1989, it was issued at a time of growing political uncertainty for the GDR authorities • The balanced, yet firm tone, might be a reflection of the intellectual nature of New Forum's founders. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the extent of the challenges facing the GDR in the late 1980s. • It indicates that the GDR is an increasingly divided nation and that many citizens are choosing to try to emigrate ('Communication between the state and society has broken down', 'mass emigration and widespread…') • It implies that there are no clear and easy solutions to the widespread challenges facing the GDR ('People in the GDR seem confused about their wishes'.) • It claims that the government needs to address the broad challenges faced as a matter of priority ('The time for change is now.'). 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: • Mass emigration from the GDR increased in the summer of 1989 as the Hungarian government opened its border with Austria so enabling 30,000 GDR citizens to flee to the FRG • Numerous opposition groups proved popular and grew in size in 1989 • In 1989, the Stasi employed c90,000 people full time and was a significant security force that many protesters saw as infringing the rights of the citizens of the GDR. **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: • Honecker, as Head of State of the GDR, might be expected to play down challenges to the GDR • Speaking at the celebration of the 40th anniversary of the founding of the GDR, Honecker would expect that his message would be received both domestically and internationally

Question	Indicative content
	• The tone and content of the speech is defiant. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the extent of the challenges facing the GDR in the late 1980s. • It claims that the GDR remains a strong and stable nation at the heart of Europe ('The GDR, on the western boundary of the socialist countries in Europe, remains firm as a dam wall') • It claims that many of the challenges facing the GDR are the responsibility of a determined and concerted foreign plot ('The relentless co-ordinated international campaign against the GDR') • It implies that whatever challenges the GDR faces will be resisted and overcome ('The GDR will continue to show that its founding… was a turning point in the history of the German people and of Europe'.). 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: • Challenges to the policies of the GDR authorities had been growing throughout 1989, as seen through the increasingly popular Monday night protests after church services • Gorbachev's speech at the celebrations proved an unexpected challenge to Honecker, as he emphasised the need for the GDR to reform • Honecker, who refused to implement political reforms, was replaced by Krenz. His attempts at reform failed to quell growing opposition to the GDR authorities. **Sources 1 and 2** The following points could be made about the sources in combination: • Both sources indicate that the GDR is faced by significant challenges in the late 1980s • Source 2 emphasises the foreign threat to the GDR in a way that Source 1 does not • Source 1 emphasises the need for dialogue between the people and the GDR state. Source 2 gives no indication that the situation warrants this.

Section B: Indicative content

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

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 which is indicated as relevant. Candidates are expected to reach a judgement on how accurate it is to say that Bismarck's Germany, in the years 1870–79, and Weimar Germany, in the years 1918–24, can both be described as essentially democratic. Arguments and evidence supporting the statement that Bismarck's Germany, in the years 1870–79, and Weimar Germany, in the years 1918–24, were both essentially democratic should be analysed and evaluated. Relevant points may include: • Both had written constitutions that introduced new political structures with democratic features, e.g. an elected Reichstag utilising a secret ballot • Both had an elected Reichstag and so, to varying degrees, embraced the important principle of widespread participatory politics • Both were federal states where significant political powers were given to the Länder • Both had a bi-cameral political system in which the Bundesrat and Reichsrat helped to ameliorate executive decisions and protect the interests of the Länder. Arguments and evidence opposing the statement that Bismarck's Germany, in the years 1870–79, and Weimar Germany, in the years 1918–24, were both essentially democratic should be analysed and evaluated. Relevant points may include: • Germany after 1871 remained an empire with the King of Prussia always appointed Emperor. By contrast Weimar Germany was a Republic with an elected President • Elections to the Reichstag after 1870 were based on the principle of Universal Manhood Suffrage only. In Weimar Germany, the principle for voting was Universal Suffrage • Under the Weimar constitution basic rights were established as to the German state's responsibilities. This was not the case in 1871 • Unlike after 1918, Prussia, after 1871, held dominance over the Bundesrat with representatives sent chosen by the Landtag, which had been elected using an undemocratic, property-based, three-tier voting system • Both constitutions recognised that the Head of State wielded considerable power, as Emperor after 1870 and through the potential to use Article 48 for the President of the Weimar Republic • Both Bismarck's Germany and Weimar Germany faced considerable political opposition demanding meaningful and further democratic change. 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 which is indicated as relevant. Candidates are expected to reach a judgement on how far they agree that it was the effects of war that had the most significant impact on the economy of Germany in the years 1870–1960. Arguments and evidence supporting the statement that it was the effects of war that had the most significant impact on the economy of Germany in the years 1870–1960 should be analysed and evaluated. Relevant points may include: • War in 1870 had led to the Unification of Germany and had created an empire with abundant natural resources, including rich iron ore from newly acquired Lorraine, and a strong and stable internal German market • French reparation payments of five billion gold francs, for the war of 1870, gave a significant boost to the German economy in the 1870s • The significant costs of fighting in 1917–18 and the pernicious effects of the British naval blockade brought near economic collapse and starvation in Germany • The economic effects of the Treaty of Versailles, with significant territorial losses and a reparations demand of £6.6 billion, placed considerable strain on the German economy partly resulting in hyperinflation in 1923 • The geopolitical effects of the situation at the end of the Second World War culminated in the split between the FRG and the GDR to the significant economic detriment of the latter. Arguments and evidence that other factors were more significant should be analysed and evaluated. Relevant points may include: • The onset of a worldwide depression in 1873 had a severe impact on Germany. The prices for most agricultural and industrial goods fell precipitously and the net national product declined in the years to 1879 • Political instability in the early 1920s and numerous government decisions, including to suspend reparations payments and continue to print money, were mainly responsible for inflation developing into hyperinflation • External factors, such as the Wall Street Crash and its effects on American loans to Germany and the depression of 1929–32, led to unemployment in Germany rising to six million by 1932 • Nazi economic policies had significant positive economic effects on reducing unemployment but also resulted in unstable monetary conditions, brought about by deficit financing of rearmament • The effects of Marshall Aid (47 per cent of all investment in the FRG in 1949) and the economic policies of Erhard resulted in significant economic growth during the so-called 'economic miracle' in the FRG • The establishment of the EEC in 1957 proved of significant benefit to the FRG as it provided a tariff-free zone for its exports. In contrast, the GDR did not benefit significantly from this development. Other relevant material must be credited.