Mark Scheme (Results)

Summer 2023

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.

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 role of Nazi propaganda in the years 1933-39. **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: • It was a speech given by Goebbels, the Minister in charge, and so might be expected to give a clear statement as to the role envisaged for propaganda under the new regime • It was delivered to a gathering of journalists with the expectation that the views would be widely circulated • It was made in March 1933, less than two months after the Nazis came to power, and so might be seen as an early indicator of their true views on the issue. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the role of Nazi propaganda in the years 1933-39. • It indicates that the propaganda must be delivered using the most modern means of communication possible ('that makes use of the most modern and effective technology.') • It claims that the role of propaganda is to win people over to a common nationalistic goal ('focused on uniting the nation behind the ideal of the national revolution.') • It implies that psychological coercion is a legitimate role of propaganda ('We want people to completely give in to us Nazis.'). 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: • Propaganda was seen as a key means by which the Nazis attempted to create a Volksgemeinschaft • The Nazis widely adopted modern technologies, such as radios and newsreels, to disseminate their message • The rights of the press were controlled by legislation, such as the Reich Press Law (Editors Law) 4 October 1933.

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: • Schulze-Wechsungen was writing in 1934, a year after the Nazis came to power, and so would be able to see how the propaganda system was working • As a Nazi insider he might be expected to be sympathetic to the purposes of Nazi propaganda • The title of the article makes it clear that propaganda has an overtly 'political' purpose. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the role of Nazi propaganda in the years 1933-39. • It claims that propaganda needs to win over the support of the masses through using the power of emotion rather than rational debate ('control the emotional world', 'The masses are mostly very forgetful') • It suggests that the role of propaganda should be to keep the message to be delivered clear and easy to comprehend ('creating a state with one single purpose: 'All for Germany'.') • It implies that the role of propaganda is to reinforce the cult of the Führer ('He is the personification of public opinion and winning over the people is his final goal.'). 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 Nazis employed propaganda techniques which concentrated on slogans and images repeated often enough to enhance the message e.g., Deutschland Erwache, Kinder Küche Kirche • Various modern media were utilised to reach the masses. Volksempfänger were widely available and communal listening was encouraged • The concept of the Führerprinzip was widely promoted through various forms of media including such films as 'Triumph of the Will' (1934). **Sources 1 and 2** The following points could be made about the sources in combination: • Both sources agree that propaganda can play a transformative role in German society • Both sources agree that the role of propaganda is to target and win over the support of the masses • Source 1 concentrates more on the mechanisms that can be used to deliver the propaganda message while source 2 more on the ideological rationale for 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 the statement that Germany, in the years 1917-24, largely faced different problems from those faced by Germany, in the years 1870-79. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • Germany after 1918 faced real political challenges such as the Spartacist uprising and the Kapp Putsch. Bismarck's 'Reichsfeinde' were largely 'turnip ghosts' • Germany benefitted from the terms of the treaty of Frankfurt 1871 but was hard hit by the treaty of Versailles in 1919 • Bismarck faced considerable hostility from the Catholic community because of the Kulturkampf. Catholics were more reconciled to Weimar with the Zentrum playing a key role in all governments • Germany experienced an economic recession from 1873 onwards but it was less intense than the problems caused by the loss of major coalfields, reparations and currency collapse in 1923 • The loss of Alsace Lorraine and the Polish Corridor meant that German governments after 1919 were not faced with the same problem of what to do with national minorities that Bismarck faced. Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include: • Both Germany after 1919 and Weimar Germany were faced with politically enacting and adjusting to the workings of new constitutions • Both Bismarck's Germany and Weimar Germany were faced with managing hostile diplomatic relations with France • Both were faced with the difficulties of administering a federal state where considerable power was held by the Länder • Both were faced with managing a multi-party-political system • Both were faced with challenges from the left. Bismarck's Germany from the Socialists and Weimar from the Communists. 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 the extent to which you agree that there was only limited opposition to the governments of both the FRG, in the years 1949-60, and the GDR, in the years 1949-89. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • Adenauer and the CDU remained in government throughout the period 1949-60. Adenauer retained the support of the people as seen through successive election results • Economic prosperity, achieved through 'Erhard's Economic Miracle', helped maintain popular support for Adenauer and the CDU government • The SPD between 1949-60 increasingly found its policies out of favour with voters. The election of 1957, where 50.2% voted CDU was a massive rejection of their policies • Many in the GDR were ideologically committed to socialism as a solution to the economic and social problems facing East Germany after the Second World War and maintained support throughout • Although political parties continued to exist in the GDR and elections were held, they were tightly controlled by the SED thereby effectively rendering the GDR a one-party state without an opposition • Government in the GDR utilised repression and surveillance and hence, succeeded in suppressing any glimmerings of opposition. Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include: • The CDU was only elected by a slim majority in August 1949 (31% to 29.2% for the SPD). Adenauer was only elected Chancellor by one vote, his own casting vote being decisive • There was some, mainly SPD opposition, to Adenauer's policies on de-Nazification e.g., Walter Menzel's vocal opposition to the Amnesty Laws • The extreme right wing Socialist Reich Party remained a presence until it was banned in 1952. It had a significant presence in some regions e.g., winning 11% of the vote in Lower Saxony in 1951 • The GDR had relied on Soviet support from the beginning with Soviet troops continuing to be stationed there. Weakening of this support in the 1980s undermined the integrity of its government and led to opposition • Discontent with government in the GDR was overt on occasions e.g., the rising of June 1953, and growing protests based around the Protestant church, e.g. January and March 1989 demonstrations in Leipzig • Emigration from the GDR, indicating opposition, continued throughout but increased significantly in 1989.The seriousness of the issue was shown by Republikflucht being declared treasonous. Other relevant material must be credited.

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