



# Mark Scheme (Results)

January 2021

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	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Some relevant contextual knowledge is included, but presented as information rather than applied to the source material.</li> <li>• 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.</li> </ul>
2	5–8	<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material, but mainly to expand, confirm or challenge matters of detail.</li> <li>• 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.</li> </ul>
3	9–14	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Detailed knowledge of the historical context is deployed to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li> <li>• 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.</li> </ul>
4	15–20	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>

Level	Mark	Descriptor
5	21–25	<ul style="list-style-type: none"><li data-bbox="406 253 1390 383">• 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.</li><li data-bbox="406 398 1401 562">• 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.</li><li data-bbox="406 577 1406 734">• 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.</li></ul>

## 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"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
2	5–8	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• An overall judgement is given but with limited support and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
3	9–14	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence or precision.</li> </ul>
4	15–20	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• 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.</li> <li>• 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.</li> </ul>

Level	Mark	Descriptor
5	21–25	<ul style="list-style-type: none"><li>• Key issues relevant to the question are explored by a sustained analysis and discussion of the relationships between key features of the period.</li><li>• 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.</li><li>• 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.</li><li>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li></ul>

## 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 to investigate the difficulties facing the FRG at the time of its formation in 1949.</p> <p>Sources 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"> <li>• It is an official statement intended to present the united position of the three Allied powers on the future relationship with the FRG</li> <li>• The statement is issued at a time when events of the previous war and the role of Germany were still fresh in the minds of the participating countries</li> <li>• The language and tone is a mix of firmness and conciliation.</li> </ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the difficulties facing the FRG at the time of its formation in 1949.</p> <ul style="list-style-type: none"> <li>• It claims that initially the terms of the occupation statute will determine <b>governance in the FRG</b> ('The statute aims to permit the German people')</li> <li>• It implies that the relationship between the government of the FRG and the <b>Allied powers remains unequal</b> ('The Allied governments hope that they will not have a need to intervene.')</li> <li>• It indicates that the Allied powers want to help the FRG to overcome any <b>obstacles towards becoming a democracy</b> ('to preserve democratic government in Germany.').</li> </ul> <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"> <li>• The occupation statute gave Germany conditional sovereignty and admitted it into the Marshall Plan organisation as an equal partner</li> <li>• The foreign affairs of the FRG were dealt with by an Allied High Commission until 1951</li> <li>• The Basic Law of 1949 set out a temporary constitution for the FRG.</li> </ul>



Question	Indicative content
	<p>Sources 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"> <li>• Adenauer, as an experienced politician, might be expected to have a good awareness of the difficulties facing the newly formed FRG</li> <li>• The speech was delivered to the allied commissioners and so might be expected to be conciliatory in tone and language</li> <li>• The speech was delivered soon after Adenauer had been appointed Chancellor.</li> </ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the difficulties facing the FRG at the time of its formation in 1949.</p> <ul style="list-style-type: none"> <li>• It indicates that the FRG has significant restrictions on its governance at <b>this time</b> ('there are considerable restrictions contained in the occupation statute.')</li> <li>• It suggests that the FRG is going to be outward looking rather than <b>politically insular</b> ('opportunities for this...greater European political and economic co-operation.')</li> <li>• It implies that the FRG is facing difficult refugee <b>problems</b> ('Stability will only come... convert the millions of refugees into settled inhabitants by providing them with economic opportunities').</li> </ul> <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"> <li>• The displacement of Germans caused by expulsions and the Second World War ensured that stable European settlement remained a major problem after 1949</li> <li>• Adenauer had campaigned, in the election of August 1949, on the promise of securing economic growth in the FRG</li> <li>• By 1950, early discussions were already taking place to establish institutions of European cooperation such as the European Coal and Steel Community.</li> </ul> <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"> <li>• Both sources agree that the Occupation Statute limited the sovereignty of the FRG</li> <li>• Source 1 focuses more directly on the administrative difficulties facing the FRG in 1949, whilst Source 2 broadens these out to encompass economic and social challenges</li> <li>• Source 1 takes a cautious approach to the changes that are taking place to the FRG, whilst Source 2 takes a positive approach to the opportunities unfolding for them.</li> </ul>

## 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 the statement that the outcome, for Germany, of the war against France of 1870-71 was, in most important respects, completely different from the outcome for Germany of the First World War.</p> <p>Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• War in 1870-71 had strengthened Germany economically and created an empire with abundant natural resources. Germany was economically weakened by the First World War</li> <li>• In 1871 Germany had acquired significant amounts of territory, such as Alsace-Lorraine, but lost significant amounts of territory under the terms of the Versailles Treaty</li> <li>• The Frankfurt Treaty strengthened Germany by imposing reparations. The Versailles <b>Treaty weakened Germany's finances by allowing</b> significant reparations to be paid by Germany to the allies</li> <li>• The 1870-71 war and victory at Sedan massively increased patriotic fervour and support for Bismarck's government. By 1919 government had been undermined by defeat and the subsequent peace treaty</li> <li>• The prestige of the monarchy was enhanced by King William of Prussia becoming Emperor of Germany in 1871. The monarchy was undermined, and Kaiser Wilhelm forced to abdicate in 1918.</li> </ul> <p>Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In the years after both Wars, the Germany faced deep divisions, as shown through the Kulturkampf in the 1870s and attempted right and left-wing putsches in the 1920s, which challenged the authority of the state</li> <li>• Both Germany after 1871 and Germany after 1918 became federal states under their new constitutions</li> <li>• Following both the Treaty of Frankfurt 1871 and the Treaty of Versailles 1919, Germany was faced with managing hostile diplomatic relations with France</li> <li>• Germany was essentially united after both Wars.</li> </ul> <p>Other relevant material must be credited.</p>

	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 statement that the Weimar <b>Republic's system of democracy was weak from the start and this primarily explains its collapse into totalitarianism by 1934.</b></p> <p>Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The new constitution introduced proportional representation for voting, which helped small extreme and fringe parties establish themselves electorally and threaten the basic tenets of the democratic system</li> <li>• Lukewarm support by the Judiciary for democratic government was evident throughout the Weimar Republic, e.g. the leniency of the judiciary <b>at Hitler's trial following the Munich Putsch</b></li> <li>• Violent threats throughout the years of the republic, from both right and left, threatened the fundamentals of Weimar democracy and highlighted the difficulties elected governments faced in maintaining stability</li> <li>• The provision of article 48 to effectively allow unfettered presidential government, under certain circumstances, helped create the political instability and circumstances which helped bring Hitler to office in 1933</li> <li>• The simple constitutional provision accepting a 2/3rds Reichstag majority to enact major constitutional change was used to pass the Enabling Act in 1933 and thus effectively suspend parliamentary democracy</li> <li>• The Constitution made no provisions to check the power of existing political elites, many of whom were unwilling to support the democratic Republic and even actively worked to support authoritarian alternatives.</li> </ul> <p>Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The democratic institutions of the Weimar Republic were strong enough to survive the extreme political and economic challenges faced in the period 1919-24</li> <li>• The Nazis consistently targeted achieving political success through the democratic process. They participated in numerous elections becoming the largest political party in the Reichstag by July 1932</li> <li>• Economic crises gave a significant boost to the political fortunes of extreme parties such as the Nazis, thus enabling them to become the dominant political force and establish a totalitarian state</li> <li>• Political manoeuvring by politicians such as Schleicher and Papen in 1932-33 and Hindenburg, up to 1934, helped Hitler with both his rise to and consolidation of power into an eventual totalitarian state</li> <li>• Skilful propaganda, orchestrated by a slick machine headed by Goebbels, was effective in both promoting Hitler and the Führerprinzip which underpinned the ideological rationale for totalitarianism</li> <li>• Populist anti-Versailles campaigns and political slogans relating to making Germany great again resonated with an electorate experiencing economic and political turbulence and helped the acceptance of authoritarianism.</li> </ul> <p>Other relevant material must be credited.</p>

