



Mark Scheme (Results)

Summer 2022

Pearson Edexcel International Advanced
A 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 to investigate the attitudes of the Four Powers to German reunification.</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"> • Brooker was an acknowledged experienced expert on European matters and so might be expected to have a shrewd understanding of the attitudes to reunification • Being produced for an Australian readership the author could be both candid and dispassionate in expressing his views • The language and tone of the article emphasise the complexity of the issue and the reasons for contrasting viewpoints. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the attitudes of the Four Powers to German reunification.</p> <ul style="list-style-type: none"> • It claims that the moves towards reunification are in danger of running out of control ('more like a bus careering down a dark road with its lights out.') • It implies that the British Prime Minister, Margaret Thatcher, is reluctant to support reunification ('Is Mrs Thatcher getting ready to apply the brakes?' 'Would she mind if it did so?') • It suggests that there is little consensus as to whether reunification is the right course of action to take ('deep misgivings about the re-emergence of a powerful reunited Germany') • It suggests that the actions of the Soviet Union are vital to a peaceful outcome over reunification ('360,000 well-armed Soviet troops... They cannot be driven out by force.'). <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"> • The growing exodus of East Germans to the West continued into 1990 thereby helping to undermine the GDR and add momentum to calls for German reunification • Formal 'Two plus Four' negotiations started in March 1990 to consider 'the German Question' • President Mitterrand and the French government were especially concerned, given their experiences in the twentieth century, about the geopolitical implications of German reunification • The success of the 'Alliance for Germany' in the March 1990 elections in the GDR brought a pro reunification majority to the GDR parliament. This helped convince the major powers of the need to support reunification.

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"> • Coming from the respective political leaders of the USA and West Germany the statement would be expected to be informed as to the key issues of reunification • The statement was issued in May 1990, following the fall of the Berlin Wall and continuing political unrest in the GDR, and might be seen as indicative of gathering momentum in support of reunification • The language and tone used is indicative of the importance of American support for reunification. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the attitudes of the Four Powers to German reunification.</p> <ul style="list-style-type: none"> • It indicates that the USA was aligning itself with West Germany in its aims regarding reunification ('We both want a united Germany which enjoys full sovereignty') • It implies that the reunification should be seen as part of a greater moral struggle to promote international harmony ('just and lasting peaceful order...division of Europe is overcome') • It indicates that the USA will act as a protector of a reunified Germany ('U.S. military forces should remain stationed in the united Germany'). <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"> • The attitudes of the Four Powers were partly changed by Chancellor Kohl promoting the issue and putting pressure on them, by publishing a 'Ten Point Plan' which tentatively suggested a timetable towards reunification • These discussions were part of a broader diplomatic effort. In February 1990, Kohl had visited the Soviet Union seeking a guarantee from Mikhail Gorbachev that the USSR would allow German reunification to proceed • George Bush had, from as early as the 'Seasick Summit' in Malta in December 1989, consistently signalled to the USSR that he would not oppose German reunification. <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"> • They both agree that reunification seems imminent and that high-level discussions are taking place between the major powers • They both agree that the Four Powers were being pressured in the push towards reunification • Source 1 takes a broader view than Source 2 in that it considers the viewpoints of the Soviet Union and the British.

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 collapse of the Second Empire in 1918 was more the result of its structural weaknesses, as seen in the years 1870-79, than the result of the problems caused by the war 1917-18.</p> <p>Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The democratic nature of the Second Reich was mainly illusory. The problems of war merely highlighted to some of the German people the need to remedy this by pushing for meaningful democratic change • The Second Reich originated out of war and was an uneasy federal system where the initial acquiescence of some states, such as Bavaria, had been predominantly achieved through bribery • Social and political tensions within the Second Reich, partly caused by Bismarckian policies such as the Kulturkampf and 'Germanisation', had been increasing before the First World War • The massive economic changes within the Second Reich since 1870 were challenging the political structures built around an earlier, different and more agrarian economic structure • Emerging political ideologies, such as socialism, were challenging some of the tenets underpinning the Second Reich such as deference to monarchy. The war years merely accelerated this process. <p>Arguments and evidence opposing the statement and/or that other factors were more important should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Opposition in the Second Reich was limited and, by 1879, Germany was a prosperous, predominantly stable state with an established constitution and firm political leadership • 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 military dictatorship of Hindenburg and Ludendorff both undermined the Kaiser and provoked a political backlash with calls for change and peace, e.g. Erzberger's peace resolution • Allied demands, as well as those from internal parties such as the SPD and USPD, started discussions about constitutional change which included the position of the Kaiser • Bismarck's mobilisation of conservative nationalism had permeated certain sections of society to such an extent that wartime setbacks

undermined confidence in the traditional governing elites.

- The shock of defeat in 1918 undermined the prestige of the monarchy leading to the abdication and withdrawal of the Kaiser to the Netherlands.

Other relevant material must be credited.

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 statement that the legacy created by Nazi Germany in the years 1933-39 was the greatest problem confronting the FRG in 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"> • Millions of Germans had, in the 1930s, associated with the Nazis and been persuaded of their values. This posed a major challenge to the FRG when it looked to instil support for democracy in the years 1949-60 • The difficulty in identifying Nazis, and the sheer scale of numbers of those involved, made it difficult for the FRG to fulfil the promise of the allies at Potsdam to destroy completely all traces of Nazism • The official US policy of using the <i>Fragebogen</i> was such a crude method of determining who were Nazis that there developed considerable opposition to de-Nazification policies in the fledgling FRG and so they were ended • The perceived success of Nazi economic policies in solving problems of mass unemployment in the 1930s meant it was imperative for democratic acceptance for the FRG to build a prosperous economy • Hostile and expansionist Nazi foreign policy created resentments that posed problems for the FRG in establishing harmonious relationships with her neighbours and acceptance on the diplomatic stage. <p>Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The belief that Nazism and Hitler had plunged Germany into the catastrophic Second World War made it easier for the FRG to encourage many of their citizens to embrace a new start after 1949 • The consequences of aggressive nationalism and expansionism under the Nazis made it easier for the FRG to encourage their citizens to accept international aid and support reconciliation with neighbours • Producing an effective and democratic constitution for the FRG in 1949 was a great challenge • Rebuilding German political and diplomatic standing in the face of a developing Cold War was a significant challenge for the FRG • The need to build a stable economy in the FRG was a significant challenge. <p>Other relevant material must be credited.</p>

