

Mark scheme

International Advanced
Level in History (WHI03/1C)

Paper 3: Thematic Study with
Source Evaluation

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

Generic Level Descriptors for Paper 3

Section A

Target: A02 (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.

Level	Mark	Descriptor
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.
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: A01 (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 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 that is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate Hitler's approach to the conduct of government.</p> <p>Source 1</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • This is from the memoirs of a close associate of Hitler who saw him frequently on friendly terms • The memoirs were written and published long after the events they describe and in a very different context of defeat and contrition • The writer was a highly educated and intelligent man. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about Hitler's approach to the conduct of government <ul style="list-style-type: none"> • It provides evidence that Hitler worked in a very unusual way for a senior politician • It provides evidence of bursts of energy and enthusiasm • It suggests that he possessed creativity but not a bureaucratic temperament • It implies that Speer had a certain admiration for one who worked with an artistic temperament even in conducting the business of government. 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: <ul style="list-style-type: none"> • The confirmation of Hitler's obsession with architecture and the creation of monumental and symbolic buildings and how such obsessions could crowd out other areas of governmental importance • Knowledge of the political structure of the Third Reich • Hitler's attention to detail in matters that concerned him, for example the military and indifference to other areas, for example agriculture. <p>Source 2</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • The writer observed Hitler closely and on a daily basis • Von Below was not a Nazi Party member but a professional officer with family connections within the army elite • The memoirs are written in the context of the defeat of Germany and may seek to make Hitler a scapegoat.

Question	Indicative content
	<p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about Hitler's conduct of government:</p> <ul style="list-style-type: none"> • It provides evidence of Hitler's unconventional style • It provides confirmatory evidence of frantic bursts of energy • It implies that Hitler's approach could cause chaos throughout the chain of government • It is fundamentally critical of the Nazi dictatorship. <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"> • Knowledge of the ways in which policies originated in Nazi Germany, for example The Nuremberg Laws of 1935 • Knowledge of the concept of 'Working towards the <u>Führer</u>' • Knowledge of Hitler's relationship with cabinet colleagues and his approach to cabinet government. <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 Hitler's approach to government was unconventional although Source 1 might be said to offer a defence of his style in a way Source 2 does not • Both sources are from after the war and written in a context of defeat and both may be trying to cash in on the large market for information on Hitler and Nazi Germany • Both sources, by focusing on the role of Hitler, accept his perceived importance and centrality to Nazi Germany.

Section B: indicative content**Option 1C: Germany: United, Divided and Reunited, 1870–1990**

Question	Indicative content
2	<p>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 that is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the statement 'War created the Second Reich and war destroyed it'.</p> <p>Arguments and evidence supporting the statement that 'War created the Second Reich and war destroyed it' should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The war with France in 1870 and the victory at Sedan massively increased patriotic fervour in Germany, which translated into support for acceptance of Bismarck's version of unification within both the North German Reichstag and the Southern Parliaments • The War enthusiasm and fear of France helped to overcome suspicions of Prussia in the South German States • It was at Versailles in January 1871 that the Second Reich was triumphantly proclaimed • By 1917-18, the strains of war massively increased popular discontent with the regime of the Second Reich leading to strikes and ultimately revolution • The shock of defeat in 1918 undermined the prestige of the monarchy leading to the abdication and withdrawal of the Kaiser to the Netherlands. <p>Arguments and evidence opposing the statement that 'War created the Second Reich and war destroyed it' should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The economic pressure on the South German States exerted by the importance of the Zollverein was of crucial importance particularly when Bismarck threatened Bavaria with exclusion • The King of Bavaria was heavily bribed to offer the crown of the new Reich to Wilhelm of Prussia at Versailles in 1871 • The social and political tensions within the Second Reich had been increasing before 1914 threatening major changes • The massive economic changes within the Second Reich since 1870 were undermining the political structures built around a different economic structure • In some ways the war of 1914–18 did not destroy the Second Reich except in terms of its political superstructure. Germany remained united and the Weimar Constitution provided for a closer federal union. <p>Other relevant material must be credited.</p>

Question	Indicative content
3	<p>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 that is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the question: how different was the constitution of the Federal Republic of Germany (FRG) from that of the Weimar Republic?</p> <p>Arguments and evidence that point to differences should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • There was a directly elected president under the Weimar Constitution with wide powers under article 48. Under the FRG the President was largely ceremonial and elected by the two federal assemblies • The powers of the Länder were greater under the FRG • There was greater balance between the Länder in 1949 with no one state enjoying the preponderance of Prussia as under the Weimar Constitution • The voting systems for the federal parliaments differed with that of 1919 relying on a purely proportional system of voting, but that of 1949 having a considerably modified version • The Chancellor was appointed by the President under the Weimar Constitution but by the Bundestag under the FRG constitution. <p>Arguments and evidence that point to similarities should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Both were republics without hereditary rulers • Both were federal systems with significant powers devolved to the Lander • Both were bicameral systems with second chambers, the Reichsrat and Bundesrat, representing the Länder and having powers of veto over legislation • Both had federal parliaments, the Reichstag and Bundestag, elected on a wide and democratic franchise involving all adult males and females • Both had, as the head of the government, a Chancellor, dependant on the support of the national Parliament. <p>Other relevant material must be credited.</p>