



Pearson
Edexcel

Mark Scheme (Results)

January 2022

Pearson Edexcel International
Advanced A Level in History (WHI04/1B)

Paper 4: International Study with
Interpretations

Option 1B: The World in Crisis, 1879-
1945

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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 4

Section A

Targets: AO1 (5 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.

AO3 (20 marks): Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<ul style="list-style-type: none"> • Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some accurate and relevant knowledge is included and presented as information, rather than being linked with the extracts. • Judgement on the view is assertive, with little supporting evidence.
2	5–8	<ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • Mostly accurate knowledge is included, but lacks range or depth. It is added to information from the extracts, but mainly to expand on matters of detail or to note some aspects which are not included. • A judgement on the view is given with limited support, but the criteria for judgement are left implicit.
3	9–14	<ul style="list-style-type: none"> • Demonstrates understanding and some analysis of the extracts by selecting and explaining some key points of interpretation they contain and indicating differences. • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • Attempts are made to establish criteria for judgement and discussion of the extracts is attempted. A judgement is given, although with limited substantiation, and is related to some key points of view in the extracts.
4	15–20	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by a comparison of them. • Sufficient knowledge is deployed to explore most of the relevant aspects of the debate, although treatment of some aspects may lack depth. Integrates issues raised by extracts with those from own knowledge. • Valid criteria by which the view can be judged are established and applied and the evidence provided in the extracts discussed in the process of coming to a substantiated overall judgement, although treatment of the extracts may be uneven. Demonstrates understanding that the issues are matters of interpretation.

5	21–25	<ul style="list-style-type: none">• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors.• Sufficient knowledge is precisely selected and deployed to explore fully the matter under debate. Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments.• A sustained evaluative argument is presented, applying valid criteria and reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.
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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.

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.
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Section A: Indicative content

Option 1B: The World in Crisis, 1879-45

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 which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument.</p> <p>Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that it was the existence of the two great power alliances that led to the outbreak of war in Europe in 1914.</p> <p>In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include:</p> <p>Extract 1</p> <ul style="list-style-type: none"> • The European alliance blocs and their strategic military plans had the potential to both deter war and trigger a war • Between 1905 and 1914, the deterrent effect of the alliances disintegrated as military and political tensions between the blocs grew • The European alliances became involved in an arms race and hostility between them grew in specific areas, such as Morocco and the Balkans • By 1914, the Austrians and the Germans were feeling threatened, and it was the tensions emanating from this that specifically led to the outbreak of war. <p>Extract 2</p> <ul style="list-style-type: none"> • Before 1914, the European alliances were not fixed and tended to shift around; in particular, Austria considered a reconciliation with Russia and no one expected Italy to support the Triple Alliance in a war • There were various examples of co-operation between individual members of the alliances, for example, in education, finance and industry • Hostilities in the Balkan region had become so commonplace by 1914 that new outbreaks of violence elicited little response in western Europe • There was no reason to believe that the situation in June 1914 was going to develop into war, as more dangerous tensions between the alliances in 1905 and 1911 had been dealt with via diplomacy. <p>Candidates should relate their own knowledge to the material in the extracts to support the view that it was the existence of the two great power alliances that led to the outbreak of war in Europe in 1914. Relevant points may include:</p> <ul style="list-style-type: none"> • The Austro-German alliance of 1879 and the Franco-Russian alliance agreed between 1891 and 1894 reflected the international insecurities of the time, fear of encirclement and fear of German expansionism • The entry of Italy into the 'Triple Alliance' in 1882 and Britain into the 'Triple Entente' in 1907 broadened the potential for a trigger event to develop into a chain reaction of hostilities as happened in 1914 • A series of crises in the years 1905-1913 created a fatalistic atmosphere in Europe, with many believing that a general outbreak of war was only a matter of time; the assassination at Sarajevo provided the trigger • The Austro-German feeling of encirclement was articulated in the Schlieffen Plan, which was predicated on the view that, in order for Russia to be defeated in war, France should be invaded first.

Question	Indicative content
	<p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that it was the existence of the two great power alliances that led to the outbreak of war in Europe in 1914. Relevant points may include:</p> <ul style="list-style-type: none"><li data-bbox="347 304 1410 398">• The relationship between the major European powers was always changing, e.g. the British and French were antagonistic in the years before 1904, the British navy made a 'goodwill' visit to Kiel in June 1914<li data-bbox="347 421 1410 515">• The Moroccan crises of 1905 and 1911 between Germany and France were ultimately dealt with through international conferences and negotiations; crises in the Balkans in 1912-13 did not lead to a general war<li data-bbox="347 537 1410 631">• The great power alliances did not automatically mean that all would be drawn into a general war; in 1911 Britain refused to contemplate going to war over such a distant territory as Morocco<li data-bbox="347 654 1410 714">• Other reasons, including economic rivalry, German aggression, Austrian-Serb rivalry, the general European situation in 1914.

Section B: Indicative content

Option 1B: The World in Crisis, 1879-45

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 which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the statement that that the League of Nations was an ineffective organisation that was unsuccessful in resolving international disputes.</p> <p>Arguments and evidence that the League of Nations was an ineffective organisation that was unsuccessful in resolving international disputes should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The League of Nations had no binding constitutional provisions or military force to enforce its decisions, e.g. Poland was able to seize Vilnius (1920) • The League Council could only act unanimously, often undermining any decisive action, e.g. Britain and France as permanent members were reluctant to intervene over the Corfu incident (1923) • The ability of the League of Nations to act effectively in resolving disputes was affected by the absence of major powers, e.g. the USA throughout its existence, and the USSR, Germany and Italy at various times • Major powers who were members of the League often treated it with contempt over international disputes, e.g. Italy over Corfu, France over the Ruhr, Japan over Manchuria • In the 1930s, the League of Nations was unable to deal with the Japanese intervention in Manchuria or the Italian invasion of Abyssinia to the satisfaction of the invaded nations. <p>Arguments and evidence that counter and/or modify the statement that that the League of Nations was an ineffective organisation that was unsuccessful in resolving international disputes should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • The League was successful in helping to resolve disputes, particularly in the 1920s, e.g. Aaland Islands, Memel, Upper Silesia • The League was successfully involved in mediating in some of the more complex international disputes resulting from the First World War, e.g. the agreement over Mosul • The associated organisations and committees of the League of Nations were particularly effective in dealing with global social and economic issues, e.g. the ILO, the Health Organisation and the refugee commission • The majority of independent nations that were members of the League of Nations in the 1920s and 30s, believed in its objectives and attempted to use the League of Nations to resolve disputes, e.g. Abyssinia • The Council was used effectively as a forum by the British, French and German foreign ministers, in the years 1926-29, to discuss international problems. <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 which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how significant the victory in the Atlantic (1943) was to the success of the British and Americans in the war against Nazi Germany.</p> <p>Arguments and evidence that the victory in the Atlantic (1943) was significant to the success of the British and Americans in the war against Nazi Germany should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The decrease in U-boat activity in 1943 allowed the Atlantic supply route to deliver vital food and raw materials to Britain, at a time when Britain's resources were at a critical point • The reduction of the German threat to the Atlantic sea route allowed millions of US troops to be transported to Britain without loss, in order to be trained and prepared for the D-Day invasion • The D-Day invasion itself could not have taken place without the decrease in German naval and U-boat activity and the ability to divert military resources previously used to fight the war at sea • The decision to stand down extensive U-boat activity in the Atlantic during the summer of 1943 was an indication of the growing technological superiority of the Allies, e.g. the Enigma code, the use of radar • The victory in the Atlantic had a positive effect on the ability of the Allies to fight the war at sea in the Mediterranean and in North Africa, and to plan the southern offensive. <p>Arguments and evidence that the victory in the Atlantic (1943) was not significant/other factors were more significant to the success of the British and Americans in the war against Nazi Germany should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Although the Atlantic war was effectively over by the summer of 1943, the battle continued at a reduced level for the rest of the war and it required a land invasion finally to defeat Germany • The D-Day landings and the invasion of Normandy was the key turning-point in the defeat of Germany, forcing the Germans ultimately to retreat from France • It was the concerted strategic Allied bombing campaigns over Germany from 1942, with the US bombing during the day and the British at night, that undermined the ability of Germany to fight the war • The invasion of Sicily, and subsequent invasion of Italy, by the Allies meant the Germans had to divert resources to the southern arena of the war • The determination of the Russians to continue fighting on the eastern front meant that the Germans were unable to focus all their attention on dealing with the British and American invasion of Normandy, 1944-45. <p>Other relevant material must be credited.</p>

