Mark Scheme (Results)

Summer 2021

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

Paper 4: International Study with Interpretations

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

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Summer 2021
Question Paper Log Number P67054A
Publications Code WHI04_1B_rms_20210604

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	• 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	• 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	• 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	• 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	• 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.

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.

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 1B: The World in Crisis, 1879-1945

Question	Indicative content
1	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. 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. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that war between the Great Powers broke out in 1914 as a result of the international rivalries that had developed during the crises and confrontations of 1905-13. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • International crises that occurred before 1914 created a climate of tension that was likely to lead to war • The Moroccan crisis of 1905-6 resulted in Britain and France strengthening their relationship, while leaving Germany isolated with only Austria-Hungary as a definite ally • The crises that occurred in the Balkans in the years before 1914 were likely to provide the trigger which would start a general war • The outcome of the Balkan Wars (1912-13) created the context in which Austria-Hungary reacted to the June crisis of 1914. Extract 2 • Despite the international rivalries that existed in 1914, the outbreak of war in the summer of 1914 was not inevitable; it was the decisions of Germany and Austria-Hungary in 1914 that were responsible for the war • Austria-Hungary believed that the assassination at Sarajevo provided an opportunity to challenge Serbia • Germany enthusiastically gave support to Austria-Hungary for its planned action against Serbia • Austria-Hungary waited for four weeks after the assassination before sending an ultimatum to the Serbians, which was calculated to be rejected. Candidates should relate their own knowledge to the material in the extracts to support the view that war between the Great Powers broke out in 1914 as a result of the international rivalries that had developed during the crises and confrontations of 1905-13. Relevant points may include: • The crises and confrontations of 1905-13 encouraged a climate of enhanced military planning, military recruitment and military build-up across Europe • The First Moroccan Crisis over European influence in Morocco left Germany in a humiliating position, in which it was forced to back down, and led to a clear breakdown in trust between the Great Powers • The Balkans were an area of strategic interest for all the Great Powers, with Austria-Hungary and Russia having territorial interest and Germany, France and Britain having interest in the fate of the Ottoman Empire

Question	Indicative content
	• The outcome of the Balkan Wars (1912-13) considerably strengthened Serbia, so threatening Austria-Hungary; Serbia increased its territorial size and its influence over the Serb minority in the Austrian Empire. Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that war between the Great Powers broke out in 1914 as a result of the international rivalries that had developed during the crises and confrontations of 1905-13. Relevant points may include: • In both Germany and Austria-Hungary in the summer of 1914, the more militaristic elements of the political elites were in the ascendancy • A proposed acceleration in French, but particularly Russian, conscription meant that Germany needed to take advantage of the present situation in order for its war plans to succeed • The assassination of Archduke Franz Ferdinand was a direct attack on the prestige of Austria-Hungary by pro-Serbian activists, however, by the time of the ultimatum, an inquiry had shown no direct Serbian involvement • In July 1914, the German government provided Austria with the so-called 'blank cheque,' which meant that Germany would support Austria no matter what decision was made in relation to the events in Sarajevo.

Section B: Indicative content

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

Question	Indicative content
2	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. Candidates are expected to reach a judgement on the treaties of the Versailles Settlement (1919-23) had a mainly negative impact on international relations in the years 1923-33. Arguments and evidence that the treaties of the Versailles Settlement (1919-23) had a mainly negative impact on international relations in the years 1923-33 should be analysed and evaluated. Relevant points may include: • The settlement pleased neither the losers nor the winners of the First World War leading to long-term underlying resentment, which in the late 1920s and early 1930s contributed to a growing threat to peace • Resentment of the enforced demilitarisation of the losing powers, particularly Germany, undermined attempts to establish global disarmament and led to the failure of the World Disarmament Conference • Many of the territorial agreements resulted in further tension and conflict across Europe, e.g. disputes between Greece and Turkey, disputes over Germany's eastern borders • The reparations clauses enforced on the losing powers led to instability in Europe, e.g. Germany's failure to keep up with reparations payments led to the Ruhr Crisis (1923-25) • The failure of the US Congress to ratify the final treaty meant that the world's most powerful nation sought to distance itself from international diplomacy. Arguments and evidence that the treaties of the Versailles Settlement (1919-23) had a mainly positive impact on international relations in the years 1923-33 should be analysed and evaluated. Relevant points may include: • The Settlement laid a groundwork for peace between the major powers, which was maintained throughout the 1920s; no conflict between the major powers broke out in the years 1923-33 • The Settlement meetings at Versailles were an example of what could be achieved through diplomacy and encouraged further diplomatic agreements, e.g. the Locarno treaties (1925), Kellogg-Briand Pact (1928) • All of the signatories agreed to establish a League of Nations as a peace-keeping body; each treaty included a covenant setting up the League • The harsh terms enforced on the losing powers created short-term stability, e.g. Germany was in no position to challenge the newly-formulated international order, despite not having been invaded • The League of Nations was able to deal effectively with minor international conflicts, e.g. dispute over the Aaland Islands, and to establish humanitarian organisations, e.g. the Refugee Commission, the WHO. Other relevant material must be credited.

Question	Indicative content
3	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. Candidates are expected to reach a judgement on whether the Russian victory in Eastern Europe (1943-45) was due mainly to the impact of German mistakes. Arguments and evidence that the Russian victory in Eastern Europe (1943-45) was due mainly to the impact of German mistakes should be analysed and evaluated. Relevant points may include: • The decision to capture Moscow during Operation Barbarossa undermined German effectiveness in the east in the long-term, e.g. stretching of German military resources, failure to capture the southern oilfields • German logistical planning had not been based on a realistic appraisal of either the likely weather conditions or the terrain that would be encountered • Tactical mistakes undermined early German successes, e.g. at Stalingrad crack troops entered the city, leaving less experienced soldiers from other Axis nations to protect the flank and the rear • Hitler's unwillingness to listen to his generals, e.g. during the Kursk offensive, and his decision to take personal control of the German High Command, undermined the effectiveness of the German military strategy • The German military planners continually underestimated the strength and determination of the Russian forces and did not always respond effectively to accurate intelligence. Arguments and evidence that the Russian victory in Eastern Europe (1943-45) was due mainly to other factors should be analysed and evaluated. Relevant points may include: • Russian deployment of a policy of total war in all aspects of Soviet life was underpinned by an absolute determination to defeat Germany, e.g. siege of Stalingrad • The ability of the Russian war economy to outperform the German war economy, particularly after Stalingrad; the production of Soviet tanks was particularly significant • US and British material and military aid to Russia, e.g. Lend Lease, food supplies, such as Spam, and military transport • Allied bombing campaigns and the D-Day offensive released pressure from the Eastern Front by forcing Germany to divert resources away from the Russian campaign and having to fight a war on two fronts • Russian military and strategic planning, particularly the use of deception, e.g. siege of Stalingrad and battle of Kursk. This was further bolstered by Stalin's willingness to listen to his military generals when necessary. Other relevant material must be credited.

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