



Mark Scheme

Summer 2018

Pearson Edexcel
GCE In History (9HI0/37)
Advanced

Unit 3: Themes in breadth with aspects in depth

Option 37.1: The changing nature of warfare, 1859-1991: perception and reality.

Option 37.2: Germany, 1871-1990: united, divided and reunited.

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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.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

Generic Level Descriptors: Section A

Target: AO2: 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	1–3	<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, with limited linkage 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	4–7	<ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material 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 judgements may be based on questionable assumptions.
3	8–12	<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 inferences • Deploys knowledge of the historical context 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 but with limited justification.

Level	Mark	Descriptor
4	13–16	<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 enquiries may be uneven. Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying 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 be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	17–20	<ul style="list-style-type: none"> Interrogates the evidence of the source in relation to both enquiries 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 to illuminate and/or 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.

Sections B and C

Target: AO1: 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	1–3	<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	4–7	<ul style="list-style-type: none"> • There is limited 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 substantiation 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	8–12	<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 descriptive passages may be included.

Level	Mark	Descriptor
		<ul style="list-style-type: none"> • 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 and precision.
4	13–16	<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, although treatment of issues may be uneven. • 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 and precision.
5	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by a sustained 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 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 37.1: The changing nature of warfare, 1859-1991: perception and reality.

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 must analyse and evaluate the source to consider its value for revealing the nature of the British attack at Cambrai and its impact on the German defenders. Saucker is not a named person on the specification but candidates should be aware of the context, the Battle of Cambrai.</p> <p>The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:</p> <ul style="list-style-type: none"> • The source provides a German perspective with a first-hand account from an officer • It is an initial impression of the opening stages of the attack and makes no reference to how the battle developed • The author of the source is an officer with experience of previous engagements • The source refers to one specific assault and does not give any overall picture or indication of the number of tanks deployed. <p>The following inferences and significant points of information could be drawn and supported from the source:</p> <p>Nature of the British attack :</p> <ul style="list-style-type: none"> • It indicates that the British were seeking to deploy their tanks in a coordinated way • It indicates that there was a shock element to the bombardment with the intention of catching the Germans by surprise. The bombardment starting at 6.20 am just over an hour before the attack began • It indicates that the tanks were fitted with an attachment enabling them to cross obstacles and penetrate the defences • It suggests that the British may have chosen this area for the assault because of the firmer ground • It provides evidence that the British had developed shells that would explode on impact. <p>The impact on the Germans:</p> <ul style="list-style-type: none"> • It indicates that the Germans were shocked by the tanks, notably reference to 'giant machine', and it is stated that there was an impact on their morale • It indicates that the Germans fought back but found their machine guns, which had previously been so devastating, appeared to have no impact • It suggests that the Germans had got used to certain modes of attack from the British and were very confident at countering those but were taken by surprise by the nature of this attack.

Question	Indicative content
	<p>Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the nature of the British tactics and the reaction of the German defenders. Relevant points may include:</p> <ul style="list-style-type: none"> • The attack came at the end of a long attritional campaign in Flanders • Earlier attempts to deploy tanks had limited success but Haig recognised the potential they had. The British shells incorporated the 106 fuse designed to explode on impact • The Germans had developed a new defensive system that they believed would be even more formidable than the system they had built on the Somme in 1916. <p>Other relevant material must be credited.</p>

Option 37.2: Germany, 1871-1990: united, divided and reunited.

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. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source to consider its value for revealing the perceived threat of the SA and the nature of Hitler's response to it. Hitler is named in the specification; candidates can therefore be expected to know about him and be aware of the context.</p> <p>The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:</p> <ul style="list-style-type: none"> • The speech was made a fortnight after the action referred to had been taken • In the speech Hitler is retrospectively justifying illegal actions • The tone of this speech shows Hitler asserting his authority. <p>The following inferences and significant points of information could be drawn and supported from the source:</p> <p>The perceived threat of the SA:</p> <ul style="list-style-type: none"> • It states that the SA posed a threat of 'permanent revolution', which would have led to instability • It states that the SA were planning 'to pursue Communist policies', which would have undermined the business interests • It states that the leaders of the SA had established links with a named military commander and this suggests the threat of a plan to achieve political control of the German Army, which would alienate the military elite • It implies that the SA leadership is a moral threat to Germany. <p>The nature of Hitler's response to it:</p> <ul style="list-style-type: none"> • It suggests that Hitler saw himself as able to identify and act on threats to the interests of Germany, 'In that hour, I was responsible for the fate of the German Nation' • It claims that Hitler had considered the situation carefully and only took action when convinced it was essential, 'I had a number of serious talks with the Chief Secretary' • It suggests some time may have been necessary for the Nazis to decide on the line they were going to take • It claims that Hitler had moral reasons for taking action • It indicates that he was capable of decisive action, 'I gave the order to shoot those responsible'.

Question	Indicative content
	<p>Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the perceived threat posed by the SA and Hitler's response to it. Relevant points may include:</p> <ul style="list-style-type: none"> • Hitler had ordered violent action against the leadership of the SA. This shows he was determined to assert his authority in the Party • The Reichstag had been purged of opposition and would provide total support for Hitler's actions • Hitler knew that he could not afford to alienate either the hierarchy of the German Army or the leaders of the business community • Hitler was concerned about the personal ambitions of Röhm • Hitler was determined to show his ability to be strong and decisive at a time of crisis. <p>Other relevant material must be credited.</p>

Section B: indicative content

Option 37.1 : The changing nature of warfare, 1859-1991.

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 about how far they agree that the leadership of Von Moltke was the most important factor in explaining Prussian military success in the years 1859–70.</p> <p>Arguments and evidence supporting the statement that the leadership of Von Moltke was the most important factor in explaining Prussian military success in the years 1859–70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Von Moltke recognised the need to work closely with the political leaders and his partnership with Roon, the Prussian war minister, was especially important • Von Moltke created the Prussian General Staff, which formed a highly trained elite. He inaugurated a scheme in which the most promising junior officers were identified and given specialist training • Von Moltke grasped and exploited new developments in technology, notably the telegraph and the railway: his development of four new lines leading into Alsace played a significant part in the 1870 invasion of France • Von Moltke kept himself abreast of new military developments and his visit to study the American Civil War is a case in point. <p>Arguments and evidence supporting the statement that other factors, not the leadership of Von Moltke, were important in Prussian military success in the years 1859–70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The military success owed a great deal to the diplomatic work of Bismarck who showed great skill in identifying and isolating his targets • The development of the Prussian armaments industry, for example Krupps, played a big part in providing the tools of modern war that Von Moltke could exploit • His opponents lacked the discipline, training and organisation present in the Prussian force, e.g. the Austrian forces at Sadowa in 1866 • The French, in particular, failed to exploit the new military technology that they possessed. <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<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 about how far you agree that Enigma and British code breaking was the key factor in the victory in the Battle of the Atlantic in the years 1939–45.</p> <p>Arguments and evidence supporting the statement that Enigma and British code breaking was the key factor in the victory in the Battle of the Atlantic should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The early stages of the war make it clear that the breaking of the codes was vital because of the scale of sinkings despite the small size of the German submarine fleet • In the summer of 1941, despite a significant increase in the German submarine deployment, the British had broken the naval code and losses were reduced • In early 1942 the importance of code breaking was highlighted when the Germans introduced a more sophisticated coding system, which led to very serious losses that alarmed Churchill • In December 1942 the British broke the sophisticated Shark code and were able to protect British convoys and reduce losses. <p>Arguments and evidence supporting the statement that other factors, not Enigma and British code breaking, were key factors in the victory in the Battle of the Atlantic should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • In the early stages of the war Hitler denied the German submarine commanders the resources they requested • There was an increasing number of escort ships, mainly British and Canadian, and they were well trained • There were significant developments in the anti-submarine equipment fitted to British ships, e.g. the hedgehog and huff-duff • The British deployed aircraft increasingly in anti-submarine operations and the Atlantic gap was closed • The work of the Western Approaches command based in Liverpool was outstanding, notably under the leadership of Admiral Horton • The US contributed vast numbers of Liberty Ships, notably through the enterprise of Henry Kaiser. <p>Other relevant material must be credited.</p>

Option 37.2: Germany, 1871-1990: united, divided and reunited.

Question	Indicative content
5	<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 about how far the <i>Kulturkampf</i> failed to achieve its objectives in the years 1871–79.</p> <p>Arguments and evidence that support the view that the <i>Kulturkampf</i> failed to achieve its objectives in the years 1871–79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The newly created Catholic Centre Party gained rapidly in support and by 1878 had become the second largest party just behind the National Liberals • Bismarck aimed to achieve a strong centralised state but his conduct of the <i>Kulturkampf</i> and the reaction to it had increased demands for more regional autonomy, e.g. in Bavaria • The Catholic non-ethnic German citizens, notably the Poles, had become more resolute in their opposition and little progress was made in suppressing the use of other languages • The May Laws crystallised opposition, especially to the treatment of many highly respected parish priests. <p>Arguments and evidence that that the <i>Kulturkampf</i> did not fail to achieve its objectives in the years 1871–79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The May Laws indicated the desire for a more secular society and made civil marriage mandatory • Large amounts of Church property and land were taken over by the State • By 1879 relations with the Papacy had improved and it was possible to have a more stable relationship • The policy had been driven by the need to work with the National Liberals and was a success until Bismarck split with them in 1878–79. <p>Other relevant material must be credited.</p>

Question	Indicative content
6	<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 about the significance of Helmut Kohl, in the years 1989–90, in the reunification of Germany.</p> <p>Arguments and evidence supporting the significance of Helmut Kohl, in the years 1989–90, in the reunification of Germany should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • His working with Eastern Bloc countries including Poland and Hungary showed his willingness to work with former Communist states • After his meeting with Gorbachev in Bonn in June 1989, he was able to offer Gorbachev the prospect of economic aid, which made Gorbachev more sympathetic to the idea of reunification • He developed a carefully structured Ten Point Plan that provided a road map for reunification • He seized the political initiative and managed to overcome the reservations of European leaders such as Thatcher and Mitterrand. <p>Arguments and evidence supporting factors other than the significance of Helmut Kohl, in the years 1989–90, in the reunification of Germany should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The decline of the SED in East Germany, especially after the fall of Honecker, undermined the GDR and began to strengthen the case for reunification • The increasing scale and impact of the peaceful protest movement, for example in Leipzig, brought the movement for change into the open • The attitude of Gorbachev and his statement that the Soviet Union would not provide economic or military support to the GDR • The increasing pressure of refugees, especially after the statement of Schabowski. <p>Other relevant material must be credited.</p>

Section C: indicative content

Option 37.1: The changing nature of warfare, 1859-1991.

Question	Indicative content
7	<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 about the accuracy of the statement that the Gettysburg Address set the pattern for official attempts to shape the public perception of war in the years 1859–1991.</p> <p>Arguments and evidence supporting the statement that the Gettysburg Address set the pattern for official attempts to shape the public perception of war should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> Lincoln emphasised the importance of the principle of defending basic human rights, 'all men are created equal'. In 1898, President McKinley spoke of 'actions in the cause of humanity' Lincoln emphasised that the United States stood for political freedom and this is clearly expressed in later conflicts, e.g. by Roosevelt in his 1941 speech after Pearl Harbour Lincoln emphasised the sacrifice that the dead soldiers have made and the importance of remembrance Lincoln emphasised the need to identify and defend the interests of the United States. In this case, preserving the Union 'that the Nation might live'. The word 'Nation' is repeated five times The nature of modern war meant that leaders needed to communicate with the mass of the people and the Gettysburg Address was printed in newspapers. <p>Arguments and evidence supporting the view that the Gettysburg Address did not set the pattern for official attempts to shape the public perception of war should be analysed and evaluated. Relevant examples may include:</p> <ul style="list-style-type: none"> Later conflicts were not civil wars and brought up a wider range of issues involving relations between different states The Gettysburg Address made no attempt to denigrate the enemy whilst official statements in later wars often focused on demonising the enemy, e.g. portraying Germany as a militaristic state in the First World War In later conflicts, beginning with McKinley in 1898, official statements identified the political and economic interests of the United States that were threatened During the twentieth century there was increasing focus on conflicting political ideologies and the threat that they posed, notably during the Cold War. <p>Other relevant material must be credited.</p>

Question	Indicative content
8	<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 about the accuracy of the statement that the reporting of the Tet Offensive in 1968 had the most significant impact of any reporting from a battlefield in the years 1859–1991.</p> <p>Arguments and evidence supporting the statement that the reporting of the Tet Offensive in 1968 had the most significant impact of any reporting from a battlefield in the years 1859–1991 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Tet came after a 10-week US government campaign to emphasise the progress being made in the war. It cast doubt on the claims and promises made by the military leadership • Leading media figures, e.g. Walter Cronkite, and influential journals such as <i>Newsweek</i> expressed serious reservations about the war. President Johnson was devastated by Cronkite's report • The photographs and film footage of the Vietcong presence in Saigon, notably for a brief spell in the US embassy compound, caused a great shock in the US as television brought the images into the home • The reporting of events boosted the arguments of the peace movement and of those in Congress who were becoming increasingly critical of the war • It was the reporting of the events rather than a real military failure that caused confidence in the US military to be shaken. <p>Arguments and evidence supporting the statement that other reporting, not the reporting of the Tet Offensive, had the most significant impact should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The reporting of the American Civil War and the Spanish American War shocked many and showed the increasing impact of newspapers • Films and photographs from the Western Front, which were linked to the writings of war correspondents, really brought home the reality of war • In the Second World War there were many graphic films and photographs that shocked many, e.g. the fighting on islands such as Tarawa and the scenes in the liberated concentration camps, e.g. Belsen • During the Gulf War there was instantaneous reporting from CNN, which made a huge impact. <p>Other relevant material must be credited.</p>

Option 37.2: Germany, 1871-1990: united, divided and reunited.

Question	Indicative content
9	<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 about the accuracy of the statement that the number and significance of white collar workers grew steadily in the years 1871–1990.</p> <p>Arguments and evidence supporting the statement that the number and significance of white collar workers grew steadily in the years 1871–1990 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • In the late 19th century there was significant growth of both state and private industry, which created job opportunities in research, sales, etc. and increased the significance of white collar workers in the economy • The expansion of the government machine led to a rise in the civil service • During the Nazi regime after 1933 there was a significant increase in the number of white collar workers • In the 1950s there was very rapid industrial growth that created many white collar jobs, which made white collar workers much more significant in economic development • In the 1970s and 80s the massive growth of service industries increased demand for white collar workers • After the Second World War there was considerable focus on scientific and technological development, which provided the opportunity for white collar workers to play a significant role. <p>Arguments and evidence supporting the view that the number and significance of white collar workers did not increase steadily in the years 1871–1990 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Great War caused considerable dislocation in the economy and the standard of living and demand for white collar workers declined • Under Weimar in the 1920s there was the initial impact of hyperinflation and high unemployment rates for white collar workers, which were estimated at c200,000 in 1924 • The Depression, which followed the withdrawal of US loans, triggered another rise in unemployment that temporarily reduced the number of white collar jobs and their significance • The expansion of the military, 1939–45, led to many white collar workers being drafted. <p>Other relevant material must be credited.</p>

Question	Indicative content
10	<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 about the accuracy of the statement that membership of the European Economic Community and the Common Agricultural Policy had the most significant impact on the economy of Germany in the years 1871–1991.</p> <p>Arguments and evidence supporting the statement that membership of the European Economic Community and the Common Agricultural Policy had the most significant impact on the German economy in the years 1871–1991 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The European movement was rooted in the coal and steel community, which showed the benefits of pooling resources to create the benefits of a wider market • The formation of the EEC in 1957 brought the benefits of a tariff free zone and boosted the exports of West Germany with 45% of exports going to EEC states • The EEC produced more stable exchange rates, which facilitated trade • The CAP brought about stability in pricing and led to targeted subsidy policies that helped farmers in poorer areas, which helped many regions of Germany by introducing modernisation. <p>Arguments and evidence suggesting that other developments, not the European Economic Community and the Common Agricultural Policy, had the most significant impact on the German economy in the years 1871–1991. Relevant points may include:</p> <ul style="list-style-type: none"> • In the 1870s the government imposed tariffs to boost domestic production and also increased military spending creating jobs and stimulated research and technology laying the foundations for economic growth • During the 1920s Germany suffered from both the cost of the Great War and from the impact of the Versailles Treaty, which created inflation and a slump in the economy • In the later 1920s the economy stabilised and began to recover because of the policies of Stresemann that attracted foreign investment and growth • The Depression of 1929–32 saw high levels of unemployment which led to acute instability. The loss of American finance and cuts in government spending led to serious deflation • The Nazi regime saw high investment in military policy, which created jobs but also overheated the economy seriously. There was reliance on deficit financing and consumer goods were neglected • The 'economic miracle' of the 1950s saw a free enterprise economy that benefited from US investment and was characterised by high levels of productivity and growth • In the 1980s there was increasing resentment that the relatively small German farming sector was benefiting at the cost of massive outlay on subsidies to other European states. <p>Other relevant material must be credited.</p>

