



Mark Scheme (Results)

Summer 2022

Pearson Edexcel
In GCE History (9HI0/37)

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.

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.
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.

Level	Mark	Descriptor
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. 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.

Level	Mark	Descriptor
		<ul style="list-style-type: none"> 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 importance of technology in the Battle of Verdun and the reasons for Germany's failure to achieve its objectives. The author of the source is not named in the specification but candidates should be aware of the context.</p> <p>1. 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 author was directly involved in the campaign and, because of his military position and high social status, was well informed about the planning and execution of the campaign • The author was writing when recriminations were starting and this may have influenced his account, 'I did everything I could to stop the carnage' • The author expresses his views clearly and cites specific evidence. <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p>The importance of technology in the Battle of Verdun:</p> <ul style="list-style-type: none"> • It provides evidence that German control of the, 'vital railheads.' was significant, 'enabling us to move in our biggest guns.' • It provides evidence that the developments in artillery, with new heavy guns and more powerful shells, was central to Falkenhayn's tactics, 'two million shells fired.' • It suggests that developments in air power were vital with 'aerial reconnaissance' important to both attackers and defenders • It indicates that the moving of the heavy guns to a different front will have a significant impact on the German assault. <p>The reasons for Germany's failure to achieve its objectives:</p> <ul style="list-style-type: none"> • It suggests failings of overall command, 'a great opportunity thrown away'. It implies criticism of Falkenhayn's decision to modify the original plan and limit the attack to the East Bank of the Meuse • It provides evidence of the difficulty of advancing because of the impact of the bombardment, 'shell cratered ground.' • It suggests that there have been failings in planning and organisation, 'if the reserves promised had arrived on time.', 'rations were not available in sufficient quantity.' • It provides evidence of French revival after a change of command, 'sent in more men, established a new supply line and restored morale.' It also indicates that the French were achieving air supremacy • It provides evidence that the weather hindered the advance by limiting the effectiveness of the spotting that would aid the artillery, 'heavy mists, which limited aerial reconnaissance.'

Question	Indicative content
	<p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the effectiveness of source for revealing the importance of technology in the battle of Verdun and the reasons for Germany's failure. Relevant points may include:</p> <ul style="list-style-type: none"> • The French army had suffered 650,000 casualties in 1914-15 and this led to Falkenhayn's confidence that they were on the verge of cracking • The casualties at Verdun were huge with the Germans suffering 337,000, including 143,000 dead and the French 377,231 of whom 162,440 died • Because of their commitments on the eastern front, the Germans lacked the reserves to attack on a broad front. Falkenhayn limited his attacks and did not deal with the French forts on the west bank of the Meuse • The railway systems were vital in transporting military supplies, e.g. the 17cm heavy artillery guns and the vast quantities of canister mines (miniwerfers) used by the German army • Pétain took over command of the French forces on 24 February and made the inner ring of forts the spine of his defence strategy.

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 Bismarck's motives for the Kulturkampf and the measures he proposed to take to deal with the issues that he had identified. The author of the source is named in the specification.</p> <p>1. 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"> • Bismarck speaks with the authority of the Chancellor of Germany. The tone of the source is very firm and self-assured • Bismarck is addressing the parliament of Prussia where there was a clear Protestant majority and in which his own political authority was based • Bismarck cites some specific evidence to support his argument. <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p>Bismarck's motives for the Kulturkampf:</p> <ul style="list-style-type: none"> • It suggests that Bismarck was frustrated that leaders of the Catholic Church had become involved in what Bismarck regarded as political issues • It indicates that Bismarck believed that the struggle with the Catholic Church provided the opportunity for all 'politicians with liberal values' to unite against the threat to their values • It indicates that Bismarck believed that the attitude of the Pope was out of place in the society he envisaged, 'Concepts belonging to the Middle Ages must not be used to hold our country back.' • It suggests he had concerns that the new state he is seeking to build had significant minorities and the Catholic Church, consisting of a third of the population, was a source of division. <p>How he planned to deal with the issues he had identified:</p> <ul style="list-style-type: none"> • It suggests that he is giving the situation priority by appointing a new minister with specific responsibility, 'He [the new minister] will deal with these matters with vigour and take urgent steps.' • It indicates that Bismarck had identified specific threats, 'the repressive Jesuit order.' • It provides evidence that he had identified specific reforms required to move towards a more secular State, e.g. civil marriages and appointment of priests by the State. <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the effectiveness of the source for revealing Bismarck's motives for the Kulturkampf and the measures he proposed to take to deal with the issues he had identified. Relevant points may include:</p>

Question	Indicative content
	<ul style="list-style-type: none">• Bismarck was concerned that the Catholic Centre Party was emerging as a significant force in the German Parliament. In the 1871 election it gained 18.6% of the vote and, in 1874, 27.9%• Bismarck needed to retain the political support of the National Liberals and the Kulturkampf was consistent with their agenda• Bismarck saw non-German groups inside his new State as a challenge to his vision of Germany, e.g. the Polish and French Catholics. He believed that the Centre Party was supporting State autonomy• Falk introduced the May Laws in 1873.

Section B: indicative content

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

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 the accuracy of the statement that the failure of Gamelin to make effective use of new technology was the primary cause of the military failure of France in 1940.</p> <p>Arguments and evidence supporting the statement that the failure of Gamelin to make effective use of new technology was the primary cause of the military failure of France in 1940 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Gamelin's headquarters at Vincennes had not developed the secure and effective communication system essential to direct a fast-moving campaign • The French had some advanced tanks, e.g. the Somua and the Char B1, but the majority did not have modern two-way radio sets. Gamelin did not deploy the Char tanks in massed formation, limiting their effectiveness • Gamelin based his strategy on fighting a defensive campaign until forces had been built up. He failed to exploit the numerical advantage France had in motorised infantry divisions • Gamelin underestimated the developments of modern motorised military vehicles and believed they would not be able to penetrate the Ardennes. <p>Arguments and evidence challenging the statement that the failure of Gamelin to make effective use of new technology was the primary cause of the military failure of France in 1940 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Gamelin was firmly set in the theories of 1918 and was very detached from his troops. He had bad relationships with many of his subordinate commanders, e.g. General Georges • Guderian, in his book <i>Achtung Panzer!</i>, showed that modern war was based on mobility, with self-propelled guns, supported by aircraft. The French faced a motorised spearhead able to cover 100 kms a day • French units had very uneven levels of modern armaments, training, leadership and morale. The reservists were particularly ineffective • The German air force was dominant; by 1939 Germany was producing 3,000 aircraft annually, while the French, although they were beginning to develop new planes, only had 600 • The French had a long frontier to defend. Corap's forces were left to defend the Ardennes front with infantry and lightly mechanised cavalry, which was inadequate against the panzer divisions • Belgium had announced its neutrality in 1936 and this prevented any development of a joint military strategy. <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 the accuracy of the statement that Dönitz was responsible for German failure in the Battle of the Atlantic in the years 1939-45.</p> <p>Arguments and evidence supporting the statement that Dönitz was responsible for German failure in the Battle of the Atlantic in the years 1939-45 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Dönitz failed to counter the improved tactics adopted by the Royal Navy from mid 1943, e.g. the Raspberry tactic which made optimum use of ASDIC and depth charges • Dönitz made significant tactical errors at key points in the Battle, e.g. failing to recognise the implications of code breaking • Dönitz was unable to counter advances in Allied technology. There were significant developments in both direction finding and weaponry, e.g. huff-duff and the hedgehog • Dönitz failed to counter the impact of Canadian and US forces, e.g. the deployment of Liberators closed the Atlantic Gap. In September 1943, the Germans lost 59 U-boats and only sank nine merchant ships • Dönitz diverted his U-boats away from the Battle of the Atlantic to other theatres at crucial times, e.g. the Mediterranean, where they suffered very heavy losses at the hands of the Royal Navy. <p>Arguments and evidence challenging the statement that Dönitz was responsible for German failure in the Battle of the Atlantic in the years 1939-45 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Dönitz had a very clear strategy. He recognised that Britain depended on the import of food and war materials and, in 1940, the pre-war level of 22 million tons of food was reduced to 12 million • Dönitz was initially frustrated by the insistence of Raeder, the head of the German Navy, to give priority to the construction of surface ships • Initially Dönitz was based at Wilhelmshaven but from June 1940 he established a specialist HQ at Lorient, which opened up direct access to the Atlantic • In the first half of 1942, Dönitz insisted on changes in German Naval Enigma with the introduction of Shark, which led to an immediate increase in the U-boat success rate • Dönitz developed the concept of wolf packs, which made effective use of the Enigma coding system, and the intelligence provided by the B-Dienst code breakers • Dönitz selected very able commanders, e.g. Otto Kretschmer, who countered ASDIC by shadowing convoys and surfacing to attack from the middle of the convoy at night.

	Other relevant material must be credited.
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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 the accuracy of the statement that the Weimar Constitution (1919) established the foundations for achieving freedom and stability in Germany.</p> <p>Arguments and evidence supporting the statement that the Weimar Constitution (1919) established the foundations for achieving freedom and stability in Germany should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The framework of the Constitution was impeccably democratic as drawn up by the Liberal jurist, Hugo Preuss, e.g. Article 1 stated that, 'Political authority emanates from the people.' • The voting system stated that there was universal secret suffrage for all who had reached the age of 20 • A system of Proportional Representation was established, which would provide a Reichstag seat for each 60,000 votes. This was intended to minimise extremist opinion • Article 118 of the Constitution guaranteed the right to express opinions in speeches and writings. This was intended to avoid citizens having to resort to violent protest • Article 48 mandated the President to exercise emergency powers to safeguard democracy against extremism that could lead to instability. <p>Arguments and evidence challenging the statement that the Weimar Constitution (1919) established the foundations for achieving freedom and stability in Germany should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The operation of the Constitution revealed differences between theory and practice, e.g. Proportional Representation afforded more extreme groups the opportunity to gain seats in Parliament • The electoral system led to almost inevitable coalition governments, which created instability as disparate parties found compromise hard • Article 48 gave the President the powers to intervene and rule by decree, which had the potential to be abused • The Army and the Judiciary retained power and influence. The Army was still dominated by the Junker élite who despised democracy. There was some evidence that the judiciary favoured the Right • MPs were selected from central party lists and this led many to argue that there was a disconnect between the community and their representatives. <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 accuracy of the statement that the CDU played the most important part in shaping the new Federal Republic.</p> <p>Arguments and evidence supporting the statement that the CDU played the most important part in shaping the new Federal Republic should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The CDU brought together the parties of the centre right with the Catholic Centre Party evolving into a non-denominational party of moderate conservatives committed to maintaining political stability • The CDU backed European integration, e.g. the establishment of the Coal and Steel Community in 1952. This contributed to the international rehabilitation of the FRG • The leadership of the CDU by Adenauer and Erhard was highly effective. Adenauer conducted policy pragmatically, rehabilitating Germany and integrating it into the Western community • The CDU pursued effective and successful economic policies, e.g. the Social Market, and harmonious relations were established between the leaders of capital and labour (Rhineland Capitalism) • The social policies of the Government ameliorated the conditions of the poor, the dispossessed and the elderly. The reform of pensions in 1957 being particularly effective. <p>Arguments and evidence challenging the statement that the CDU played the most important part in shaping the new Federal Republic should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Fundamental Law established a political system that avoided the multiplicity of small parties which had bedevilled Weimar. The power of the President was curtailed and he was no longer elected by popular vote • The United Kingdom and the United States supported the development of the FRG and American financial investment facilitated the recovery of an intrinsically strong West German economy • The attitude of the Soviet Union created the feeling in West Germany that the new Federal Republic was essential to protect the rights of the people • The repression in the GDR, e.g. the brutal action against the June Rising in Berlin (1953), boosted support for the CDU and contributed to the outcome of the 1953 election where they gained 45.2% of the vote • The CDU made limited progress in tackling the legacy of Nazism and accepted that many former Nazi Party members and officials had key roles in the civil service, e.g. Globke. <p>Other relevant material must be credited.</p>

Section C: indicative content

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

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 photography made the most significant impact on the reporting of war in the years 1859-1991.</p> <p>Arguments and evidence supporting the statement that photography made the most significant impact on the reporting of war in the years 1859-1991 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The photographs of Mathew Brady and Alexander Gardner during the American Civil War showed how a new medium could show people the nature and reality of war • Official photographs during the Spanish-American war (1898) showed the training of recruits and the deployment of new military technology, e.g. the Gatling Gun. This depicted a well-trained and well-equipped military • In the First World War, the photographs of Ernest Brook, e.g. his iconic silhouette images, were effective in showing the heroism and sacrifices of ordinary soldiers in the First World War • In the Second World War, mass circulation news magazines used powerful images, e.g. Lee Miller's Dachau photographs and Robert Capa's Omaha Beach sequence, to illustrate the inhumanity and the suffering of war • In the Vietnam War, photo magazines brought home to the American public the horrors of war, e.g. Nick U's Napalm Girl and Eddie Adams Saigon Executioner. <p>Arguments and evidence challenging the statement that photography made the most significant impact on the reporting of war in the years 1859-1991 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The development of the electric telegraph in the 1850s allowed news of conflicts to be reported quickly and newspapers began to employ specialist war correspondents, e.g. W H Russell, who reported on the Civil War • Mass circulation newspapers saw that war reporting could increase their sales and act as propaganda, e.g. the Hurst papers reporting the heroic exploits of the Rough Riders during the Spanish American War (1898) • News magazines, e.g. Scribner's, showed how war reporting could develop a propaganda message, e.g. reports of the sinking of the Lusitania and the German Declaration of unlimited submarine warfare • The impact of noted war correspondents, e.g. Ernie Pyle, who won the Pulitzer prize in 1944 for <i>Brave Men</i>. He produced graphic accounts of the experiences of the ordinary fighting men • Cinema newsreels reached a wide audience, reporting war through companies such as Pathé and Fox Movietone News • The development of on-the-spot television reporting of the Vietnam War made a huge impact on the American public, e.g. the reports of the much-respected Walter Cronkite

	<ul style="list-style-type: none"> In the First Gulf War (1990-91) advances in satellite communications technology facilitated instantaneous reporting from correspondents, e.g. Peter Arnett, who were embedded with U.S coalition forces. <p>Other relevant material must be credited.</p>
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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 demonising the enemy was the most significant focus of official attempts to influence the public response to war in the years 1859-1991.</p> <p>Arguments and evidence supporting the statement that demonising the enemy was the most significant focus of official attempts to influence the public response to war in the years 1859-1991 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> During the American Civil War, the Union created the image of the Confederacy as rebels who threatened the integrity of the United States and plantation owners who ruthlessly exploited slaves In the First World War, the Committee for Public Information exploited the reaction to the German Declaration of Unrestricted Submarine Warfare with lurid posters, e.g. 'Destroy the Mad Brute.' In the Second World War, there was a strong campaign against the Japanese and films that exposed the horrors of the Nazi regime, e.g. the government sponsored <i>Why We Fight</i> series of documentaries President George HW Bush made a TV address in 1990 focusing on the duplicity of, and the threat to, World security of the Iraqi attack on Kuwait to justify the decision to send a massive force to Saudi Arabia. <p>Arguments and evidence challenging the statement that demonising the enemy was the most significant focus of official attempts to influence the public response to war in the years 1859-1991 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> There was unofficial 'demonising of the enemy' that influenced the public response, e.g. by the Yellow Press with reports of Spanish atrocities in Cuba and the sinking of the US Maine in the build up to the war of 1898 President Wilson's 14 Points (January 1918) made clear to the public that the war was necessary to protect the ideals of democracy and self-determination President Roosevelt's Four Freedoms speech (January 1941), emphasised that that the United States stood for positive values and had a moral obligation to move from Isolationism After 1945, Truman and Eisenhower made it clear that the United States stood ready to defend the ideals of political and economic freedom In a speech to the National Legislative Conference (September 1967) President Johnson explained that US commitment to the Vietnam War was because, 'We cherish the right of self-determination for all free people'.

	Other relevant material must be credited.
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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 social reforms resulted in consistent improvements in the lives of Germans in the years 1871-1990.</p> <p>Arguments and evidence supporting the statement that social reforms resulted in consistent improvement in the lives of Germans in the years 1871-1990 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Bismarck's government introduced a range of social policies, e.g. Sickness and Accident Insurance (1883-84) followed by the Old Age and Disability Act (1889), which laid the foundations of State welfare • In 1911, the provision of social reform was made more comprehensive, extending to white collar workers who were protected against sickness and industrial injuries • In the 1920s, social welfare was developed to focus on living conditions, e.g. housing and 2 million new homes were built. The Youth Welfare Law (1922) recognised the need to define the rights of the young • The Nazi ideology focused on creating a community of equals and developed social benefits for the family, e.g. Marriage Loans • In the 1950s, there was the need to rebuild the social system after the ravages of war and a comprehensive series of measures were introduced, e.g. the Pensions Reform Act (1957) • In 1960s and 70s, the Social Democrat governments aimed to bring equality of opportunity by addressing welfare issues. <p>Arguments and evidence challenging the statement that social reforms resulted in consistent improvement in the lives of Germans in the years 1871-1990, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Bismarck's government did not tackle the problem of the rural peasant class and c.7 million agricultural workers were disadvantaged in terms of pay and medical care • The Great Depression had a negative effect with high levels of unemployment overwhelming the welfare system. Brüning's government (1930-32) exacerbated the situation with public spending cuts • There was a deliberate Nazi campaign to curtail female emancipation and an insistence that the place of German women was in the home. Social policies were orientated to eugenic aims • The Second World War had a massive negative impact with social policies being modified or abandoned. The government introduced food rationing in August 1939 and subsequently a points system for clothing • In the 1980s, fiscal constraints dominated policy making and there were cuts in social spending with some benefits being made discretionary. <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 the years 1930-1990 were more significant in the development of German industry than the years 1871-1914.</p> <p>Arguments and evidence supporting the statement that the years 1930-1990 were more significant in the development of German industry than the years 1871-1914 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Under the Nazi regime, industry benefitted from the rearmament policies and massive investment in infrastructure, e.g. the autobahns. The steel industry and automobile production boomed • The Marshall Plan (1948) injected 2.7 billion dollars in investment funds to boost the economy. There was focus on restoring transport infrastructure and the electrical and steel industries after the devastation of war • The restructuring of the economy brought co-determination with companies employing more than 1,000 having workers on the Board. This created more motivation and better industrial relations • The movements towards European unity, e.g. Coal and Steel Community (1951) and EEC (1957), boosted demand for industrial products with customs formalities on goods largely eliminated by January 1988. <p>Arguments and evidence challenging the statement that the years 1930-1990 were more significant in the development of German industry than the years 1871-1914 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The introduction of protection in the 1870s gave industrialists a stronger domestic market • The rapid rise in population, over 20% in the years 1890-1914, provided a larger workforce and an increased market • There was significant investment in the development of technical skills in the years leading up to the First World War • There was a vast increase in the production of steel, electrical and chemical industries with companies such as Siemens and AEG • In the 1890s, the expansion of the German navy, with a series of Navy Laws between 1898 and 1912, stimulated industry creating employment and developments in technology • The policy of cartelisation created strong companies, e.g. Krupps and Thyssen, which facilitated high levels of investment and improved methods of production • The Government, especially under Caprivi (1890-94), negotiated low tariff agreements, which opened up wider opportunities for German exports. By 1914, Germany produced nearly two thirds of Europe's steel. <p>Other relevant material must be credited.</p>