



# Mark Scheme (Results)

Summer 2023

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

Paper 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.

## 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"> <li>• 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.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li> <li>• 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.</li> </ul>
2	4–7	<ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li> <li>• 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.</li> </ul>
3	8–12	<ul style="list-style-type: none"> <li>• 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</li> <li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li> <li>• 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.</li> </ul>
4	13–16	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
5	17–20	<ul style="list-style-type: none"> <li>• 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,</li> <li>• 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.</li> <li>• 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.</li> </ul>

## 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"> <li>Simple or generalised statements are made about the topic.</li> <li>Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>The overall judgement is missing or asserted.</li> <li>There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
2	4–7	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li> <li>The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
3	8–12	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
4	13–16	<ul style="list-style-type: none"> <li>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.</li> <li>Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>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.</li> <li>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.</li> </ul>
5	17–20	<ul style="list-style-type: none"> <li>Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li> <li>Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li> <li>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.</li> <li>The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li> </ul>

## Section A: indicative content

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

Question	Indicative content
1.	<p><b>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.</b></p> <p>Candidates must analyse and evaluate the source to consider its value for revealing the strength of Allied Coalition airpower during the First Gulf War and the impact of its use. The authors of the source are 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"> <li>• The report was commissioned by the US Defence Department to review the effectiveness of the deployment of airpower during the campaign</li> <li>• The report was published two years after the events, providing the time for consultation and assessment</li> <li>• The report is clearly expressed and deals with both positive and negative aspects of the campaign</li> <li>• The report looks at things mainly from the Coalition perspective.</li> </ul> <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p>The strength of Allied Coalition airpower during the First Gulf War:</p> <ul style="list-style-type: none"> <li>• It suggests there was confidence that the initial assault would be an overwhelming success because the technologically sophisticated stealth bombers were <b>'invisible to radar'</b></li> <li>• <b>It suggests that the use of 'aircraft and satellites' enabled the Coalition to conduct Intelligence-led operations by identifying specific targets</b></li> <li>• It indicates that the Coalition were deploying new technology, in the form of <b>'precision-guided' missiles</b>, to disrupt the Iraqi <b>'command and control system' and conduct 'surgical strikes'.</b></li> </ul> <p>The impact of its use:</p> <ul style="list-style-type: none"> <li>• It provides evidence of the deployment of a wide variety of new technologies in air warfare to effectively neutralise the Iraqi defence system and armed forces as a prelude to a ground attack</li> <li>• It suggests that airpower fulfilled its role effectively as the ceasefire came four days after the deployment of ground forces and the Iraqi forces had <b>proved extremely vulnerable to Coalition airpower, e.g. 'the Warthog'</b></li> <li>• It indicates that the deployment of new technology enabled President Bush to avoid "another Vietnam" and avoid large scale deployment of ground troops</li> <li>• It provides evidence that, despite sophisticated methods of identifying targets, mistakes occurred and innocent civilians were killed or wounded.</li> </ul> <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 strength of Allied Coalition airpower during the First Gulf War and the impact of its use, points may include:</p> <ul style="list-style-type: none"> <li>• The use of airpower with high technology specifications and delivery systems minimised losses to the Coalition, e.g. only 2 planes were lost in the raids on Baghdad</li> </ul>

Question	Indicative content
	<ul style="list-style-type: none"><li>• Coalition air forces flew over 100,000 missions in the 43 days of the campaign and airlifted supplies to over 400,000 troops</li><li>• There was considerable apprehension that the Iraqis would deploy chemical weapons, which they had against the Kurds in 1988</li><li>• After the Iraqis withdrew from Kuwait, a ceasefire was announced in line with the United Nations Resolution.</li></ul>

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

Question	Indicative content
2	<p><b>Answers will be credited according to candidates' deployment of material</b> 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 appeal of the National Socialist Party in 1933 and the nature of the Party. The author of the source is not named in the specification, but candidates should be aware of the context.</p> <ol style="list-style-type: none"> <li>The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: <ul style="list-style-type: none"> <li>The source was written in 1948, when the author wrote to her childhood friend and decided to communicate her perspective on the events of 1933</li> <li>The source is clearly expressed and honest about the emotions and feelings of the author, who had been a committed member of the Nazi Youth Movement</li> <li>The tone of the letter makes clear that the author wishes to express her feelings of guilt for her actions in 1933, although she knows that she has no right to expect forgiveness.</li> </ul> </li> <li>The following inferences and significant points of information could be drawn and supported from the source: <p>The appeal of the National Socialist Party in 1933:</p> <ul style="list-style-type: none"> <li>It provides evidence of the appeal of <b>idealism, 'live together like brothers and sisters.'</b> <b>There is the specific appeal of the <i>Volksgemeinschaft</i>, 'it had a magic glow ...declaring war on class prejudice'</b></li> <li>It suggests that the National Socialist Party is providing the opportunity to have a sense of purpose and to work <b>together, 'burning desire to belong to these people.'</b></li> <li>It provides evidence of the belief that the National Socialists would deal <b>with social issues, 'do away with unemployment' and restore Germany's international prestige, 'overcoming ... the shameful peace'</b></li> <li>It suggests that hindsight provides a different perspective on the National Socialists, <b>'idealistic fantasy'.</b></li> </ul> <p>The nature of the Party:</p> <ul style="list-style-type: none"> <li>It suggests the Party wished to create a sense of excitement, <b>'torchlight procession' and discipline 'columns marched by'</b></li> <li>It provides evidence of violent undercurrents within <b>the movement, 'leapt from the ranks of the marchers .....struck a young man.'</b></li> <li>It provides evidence of collective passion, <b>"for the flag we are ready to die."</b></li> <li>It provides evidence of a reliance on denunciations, <b>'information' and a determination to root out opposition, 'meeting to discuss Communist ideas'.</b></li> </ul> </li> </ol>



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 for revealing the appeal of the National Socialist Party in 1933 and the nature of the Party. Relevant points may include:</p> <ul style="list-style-type: none"><li>• In January 1933, Hindenburg accepted von <b>Papen's proposal that Hitler</b> should become Chancellor of a coalition government</li><li>• Unemployment in Germany had risen dramatically and reached 6.1 million by the beginning of 1933</li><li>• The National Socialists proved to be ruthless in destroying political opposition, e.g. the actions taken after the Reichstag Fire</li><li>• The National Socialist Party developed groups, e.g. the BDM, to spread their ideas and influence young people.</li></ul>

## Section B: indicative content

## Option 34.1: The changing nature of warfare, 1859-1991: perception and reality

Question	Indicative content
3	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that the military judgement of the younger Moltke played the most significant part in the failure of the Schlieffen Plan.</p> <p>Arguments and evidence supporting the statement that the military judgement of the younger Moltke played the most significant part in the failure of the Schlieffen Plan should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Moltke made many modifications to the Plan. He did not ensure that his forces were balanced to facilitate the encirclement of Paris</li> <li>• Moltke made the decision to move men from the crucial right wing to the left wing facing the French in Alsace Lorraine</li> <li>• The unexpected speed of mobilisation by Russia led Moltke to judge that it was necessary to transfer forces to the Eastern Front. This compromised the original plan to have a significant force moving to the west of Paris</li> <li>• There was insufficient focus on the issue of supplies, e.g. there were insufficient lorries and a considerable distance from the main railway hubs to the areas of military concentration</li> <li>• Moltke did not give sufficient attention to communications. At the start of the campaign there was one radio transmitter and at a crucial stage in the Battle of the Marne there was no radio communication between 1<sup>st</sup> and 2<sup>nd</sup> armies</li> <li>• Moltke did not manage his subordinate commanders effectively, e.g. Kluck and Bulow.</li> </ul> <p>Arguments and evidence challenging the statement that the military judgement of the younger Moltke played the most significant part in the failure of the Schlieffen Plan should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The plan was not fit for purpose and based on outdated assumptions. The Russians had made huge progress in developing their military capability and attacked East Prussia</li> <li>• The Austro-Hungarian forces on the Eastern Front performed badly and Moltke had to divert more German forces to this campaign</li> <li>• Joffre commanded the French forces with great determination and they fought back strongly, driving the Germans back to the Aisne</li> <li>• The resistance of Belgium was stronger than anticipated, e.g. the fortress at Liège was more strongly armoured, which held up the advance</li> <li>• The British declared war on August 4 and a BEF was sent to France. The force of 125,000 was markedly smaller than either the French or German military, but they held back the Germans at Mons and played a part at the Marne.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that German deployment of submarines presented a significant challenge to the British war effort in the years 1917-18.</p> <p>Arguments and evidence supporting the statement that the German deployment of submarines presented a significant challenge to the British war effort in the years 1917-18 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In 1917, the U-boat fleet had expanded with 46 operating in the Atlantic and 30 in the Western Approaches. The Germans had developed more powerful torpedoes and, in April, 800,000 tons of shipping were sunk</li> <li>• The Royal Navy senior commanders initially rejected the idea of a convoy system, believing that groups of ships would be a more inviting target. U-boats were able to pick off individual ships</li> <li>• The development of U-boat bases on the Belgian coast, e.g. at Ostend and Zeebrugge, posed an increasing threat to the Royal Navy</li> <li>• Britain needed to import food and the U-boat campaign was having an increasingly serious effect, e.g. on imports from Canada. Rationing was introduced in January 1918.</li> </ul> <p>Arguments and evidence challenging the statement that the German deployment of submarines presented a significant challenge to the British war effort in the years 1917-18 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The German submarine campaign, far from damaging the British war effort in the long term, helped it by contributing to the <b>USA's entry into</b> the war on the British side</li> <li>• The Royal Navy developed effective tactical responses, e.g. the deployment of convoys, after they had proved effective on the Norway route. In August 1917, British losses were cut to under 200,000 tons</li> <li>• The Royal Navy identified and targeted key German submarine bases, e.g. Ostend and Zeebrugge</li> <li>• The Royal Navy developed more advanced technology to counter the U-boat threat, e.g. depth charges and SONAR with extensive research on hydrophones</li> <li>• The U-boat campaign was conducted in fits and starts, doing enough to alienate neutral countries, but without being pressed to a definitive conclusion</li> <li>• The deployment of US destroyers operating out of Irish ports made a significant impact from late 1917. The USA also laid minefields across the North Sea, preventing U-boats reaching the Atlantic.</li> </ul> <p>Other relevant material must be credited.</p>

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

Question	Indicative content
5	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that the deteriorating military situation on the Western Front was <b>mainly responsible for Germany's decision</b> to seek an armistice in 1918.</p> <p>Arguments and evidence supporting the statement that the deteriorating military situation on the Western Front <b>was mainly responsible for Germany's decision to</b> seek an armistice in 1918 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In April 1917, the USA entered the war, which provided a rapidly increasing boost to the manpower deployed against Germany on the Western Front</li> <li>• In June 1917, Erzberger drafted a Peace Resolution and made a speech in the Reichstag spelling out the reality of the German military position on the Western Front, even before US forces began to make an impact</li> <li>• The Spring Offensive of 1918, after initial progress, was halted and the German Army suffered massive losses. They then faced a massive counter offensive, which they found difficult to respond to</li> <li>• Hindenburg and Ludendorff came to the conclusion, in September 1918, that military victory was no longer possible and made their views clear to the Kaiser and the political leadership.</li> </ul> <p>Arguments and evidence challenging the statement that the deteriorating military situation on the Western Front <b>was mainly responsible for Germany's decision to</b> seek an armistice in 1918 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Politicians on the Left began to move against the war and the SPD voted against further war credits, which hindered any military developments</li> <li>• The Royal Navy tightened its blockade of the Baltic ports and food shortages became more acute causing more discontent in the civilian population,</li> <li>• The food and fuel crisis lowered civilian morale and led to potentially serious divisions between rural and urban areas</li> <li>• Germany faced a deteriorating military situation on other fronts, e.g. in Italy, the Balkans and the Middle East</li> <li>• In January 1918, industrial workers began to question the restriction to worker freedom imposed by the Auxiliary Service Act and 400,000 workers in Berlin staged a strike</li> <li>• The Naval mutiny at Kiel was against the orders to ready the High Seas Fleet for action and shows that the sense of defeat was not confined to the land forces.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
6	<p><b>Answers will be credited according to candidates' deployment of</b> 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 Adenauer government limited the extent of de-Nazification in the 1950s.</p> <p>Arguments and evidence supporting the statement that the Adenauer government limited the extent of de-Nazification in the 1950s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Amnesty laws (1951 and 1954) allowed all but major war criminals to return to the civil service. As a result, 60% of department heads in Bonn ministries and 75% of the Foreign Ministry were ex-Party members</li> <li>• Adenauer felt that he needed men with administrative expertise for the reconstruction process. Hans Globke who, while never being a member of the Nazi Party, drafted anti-Jewish laws, became his Secretary of State</li> <li>• Most Germans regarded themselves as victims of the war, and Adenauer made it clear, in interviews and speeches, that he did not feel that all Germans were responsible for the actions of the Nazi regime</li> <li>• Theodor Oberlander was appointed Minister for Refugees from 1953-60, although he had drafted policy documents for the ethnic cleansing the Nazis carried out in Poland and the Soviet Union.</li> </ul> <p>Arguments and evidence challenging the statement that the Adenauer government limited the extent of de-Nazification in the 1950s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Adenauer did accept there was a moral responsibility for the treatment of Jews and, in 1952, a compensation agreement was made with the state of Israel making 100 million <i>deutschmarks</i> available to Holocaust survivors</li> <li>• In 1952, Adenauer's <b>government had concerns about the increasing</b> support for the neo-Nazi Socialist Reich Party. They went to the federal constitutional court and the Party was banned</li> <li>• In 1958, in Ulm ten men were found guilty of having participated in the <i>Einsatzgruppen</i>. The government responded by establishing a central authority, based in Stuttgart, to coordinate investigations into cases</li> <li>• In 1949, Government funding was provided to establish a research institution into the impact of National Socialism in Bavaria. A second was set up in Hamburg in 1956 and by 1960 there were six regional centres.</li> </ul> <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><b>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.</b></p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that the most significant developments in the reporting of war came after the end of the First World War.</p> <p>Arguments and evidence supporting the judgement that the most significant developments in the reporting of war came after the end of the First World War should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Radio correspondents, e.g. Ed. Murrow, who was based in London, broadcast graphic accounts of the 1940 Blitz. These were heard by massive audiences in the US and illustrated the spirit of resistance</li> <li>• Photojournalists, e.g. in <i>Life</i> magazine and <i>Colliers</i>, produced illustrated accounts from many theatres of war, e.g. the Normandy landings. This continued after the war, e.g. the reports from Korea by James Cameron</li> <li>• The radio reports on the Voice of America and the BBC had a big impact in the USA in exposing the nature of the Nazi regime, e.g. Richard <b>Dimbleby's</b> haunting report from Belsen in 1945</li> <li>• In the Vietnam War, the development of more mobile cameras and recording equipment facilitated on the spot coverage, e.g. the events during the Tet Offensive.</li> </ul> <p>Arguments and evidence challenging the judgement that the most significant developments in the reporting of war came after the end of the First World War should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• <b>W H Russell's accounts of the American Civil War revealed the experience</b> of ordinary soldiers, which became a common focus of war reporting</li> <li>• The accounts of the Spanish War (1898) in the yellow press showed how reporting of incidents, e.g. the sinking of the USS Maine, could stir up very strong feelings</li> <li>• The First World War saw war correspondents producing powerful reports on the treatment of civilians by German forces, e.g. the atrocities in Louvain</li> <li>• American newspapers published details of the Zimmermann Telegram, which promoted anti-German feeling.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
8	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement about the accuracy of the judgement that speeches by political leaders played the most significant part in shaping the public perception of war in the years 1859-1973</p> <p>Arguments and evidence supporting the judgement that speeches by political leaders played the most significant part in shaping the public perception of war in the years 1859-1973 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Lincoln's Gettysburg Address identified the issue at the root of the conflict, <b>'We must preserve the Union that the Nation might live'</b>, which made clear to the public that the future of the whole Nation was at stake</li> <li>• McKinley in the Spanish War (1898) made clear the values that Americans were fighting for and reinforced the feeling that the USA was taking <b>'action in the cause of Humanity.'</b></li> <li>• Wilson, in his Fourteen Points, made very clear the principles the USA were fighting for and that they were involved in a just war. This resonated strongly with the American public</li> <li>• Roosevelt's Pearl Harbour speech emphasised that the USA had the moral <b>high ground, 'December 7 1941 will live in infamy'</b>, and that the USA was defending the cause of freedom</li> <li>• Kennedy's speeches on the situation in South East Asia emphasised the importance of safeguarding freedom and American values</li> <li>• Some leading members of Congress, including Senate majority leader Mike Mansfield, became critics of the conduct of the Vietnam War under President Johnson and were widely quoted in anti-war campaigning.</li> </ul> <p>Arguments and evidence challenging the judgement that speeches by political leaders played the most significant part in shaping the public perception of war in the years 1859-1973 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Literature had a powerful impact with Stephen Crane's <b>novel, <i>The Red Badge of Courage</i></b>, depicting the physical and emotional experience of ordinary soldiers in the American Civil War</li> <li>• The film <b><i>Pershing's Crusaders</i></b> showed the contribution of American soldiers and the devastating impact of war on ordinary communities in France. It made it very clear what the men were fighting for</li> <li>• Cinema audiences in the USA could see newsreels, e.g. of the bombing of Guernica during the Spanish Civil War, which showed the destructive power of bombing</li> <li>• The photojournalism of Robert Capa made an enormous impact with his <b><i>Magnificent Eleven</i></b> from Omaha Beach, illustrating the nature of war and the sacrifices being made by the American military.</li> </ul> <p>Other relevant material must be credited.</p>

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

Question	Indicative content
9	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that the growth of social mobility in Germany after the Second World War was the most significant social change in the years 1871-1990.</p> <p>Arguments and evidence supporting the statement that the growth of social mobility in Germany after the Second World War was the most significant social change in the years 1871-1990 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The rebuilding of the economy after the Second World War created opportunities for more middle-class jobs. The number of blue collar and agricultural jobs declined</li> <li>• The separation of Germany after the War removed the predominant land base of the Junker class and reduced its significance</li> <li>• The construction industry was encouraged, which enabled a wider range of the population to have higher standards of accommodation and also a significant rise in the proportion of owner-occupiers of houses</li> <li>• Between 1950 and 1980, the number of University students rose from c250,000 to over a million. The Education Support Law of 1971 provided finance to enable needy families to send their children to Higher Education</li> <li>• In the 1970s, the rapid development of service industries provided more opportunities for middle class jobs.</li> </ul> <p>Arguments and evidence challenging the statement that the growth of social mobility in Germany after the Second World War was the most significant social change in the years 1871-1990, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• After 1871, the development of industry led to Germany moving from a predominately rural society to an urban one. In 1871, the rural population constituted over 60% of the population, by 1914 it was 60% urban</li> <li>• In the 1880s, Bismarck introduced a number of social reforms, e.g. medical treatment for workers and their families and pensions</li> <li>• An increasing number of women began to work in industry, by 1925 over 30% of industrial workers were women</li> <li>• After 1933, the Nazi regime removed women from many jobs, e.g. in medicine and the law, and emphasised their domestic role</li> <li>• The artisan tradition, which was the root of many small family enterprises, declined as heavy industry developed in the 1920s and 1930s</li> <li>• The Equality of Burdens Act (1952) adjusted payments of benefits so that the less affluent would receive more, which helped raise their standard of living</li> <li>• From the mid-1950s, migrant workers came to Germany to provide cheap labour. Turkish migration began in 1961 and by the 1980s over two million had settled with their families, a significant demographic change</li> <li>• In 1961, a European Social Contract was published and endorsed by the German government. This focused on improving the rights of individuals, for example, the rights of workers, children and migrants.</li> </ul> <p>Other relevant material must be credited.</p>





Question	Indicative content
10	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that the years 1871-1929 were less successful for German agriculture than were the years 1933-90.</p> <p>Arguments and evidence supporting the statement that the years 1871-1929 were less successful for German agriculture than were the years 1933-90 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In the 1870s, Germany suffered from a series of bad harvests, which reduced income</li> <li>• At the turn of the century, cheap wheat imports from the USA and Russia led to a decline in prices and hit farm incomes</li> <li>• In the First World War, conscription of both young men and horses had a major impact on levels of production, which deteriorated further in the <b>severe winters of 1916 and 1917 leading to the 'turnip winter'</b></li> <li>• After the First World War, protectionist policies had been abandoned and worldwide overproduction led to a drop in food prices. This came at a time when the Weimar Government had increased taxes on land values</li> <li>• The Nazi focus on self-sufficiency led to subsidies for farmers as Hitler was determined to avoid a repetition of the shortages of the First World War</li> <li>• After 1945, agricultural land was consolidated into larger farms, which made it possible to introduce more advanced equipment and the government provided subsidies</li> <li>• From 1962, the Common Agricultural Policy introduced subsidies that guaranteed prices, and facilitated investment in new technology.</li> </ul> <p>Arguments and evidence challenging the statement that the years 1871-1929 were less successful for German agriculture than were the years 1933-90 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• <b>Bismarck's government introduced Protection to aid German farmers</b> and by the end of the 19<sup>th</sup> century agriculture still accounted for 30% of the national product</li> <li>• The promises of the Nazi regime were not fulfilled as increased military spending took up an increasing proportion of the budget; <b>it was 'Guns before Butter'</b></li> <li>• The impact of the aryanisation of conquered territories, e.g. in Poland and the Ukraine, which through its perverted racial eugenics provided food and led to the resettlement of 4 million German peasants, was short lived</li> <li>• <b>In the 1950s, the 'flight from the land' increased: two thirds of agricultural workers left the land in the years 1949-69 and agriculture's contribution to GNP fell from 25% to 6%</b></li> <li>• Under the Common Agricultural Policy, the government continued to pay a massive amount in subsidies, which restricted competition in the farming sector and encouraged inefficient farming practices.</li> </ul> <p>Other relevant material must be credited.</p>

