

# Mark Scheme

Summer 2017

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

Unit 1: 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"><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>

Level	Mark	Descriptor
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></ul>

Level	Mark	Descriptor
		<ul style="list-style-type: none"> <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>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 assess its value for revealing the purpose and the impact of the raids on Hamburg in 1943. Spaight is not named in the specification but candidates can be expected to be aware of terror bombing.</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 authoritative nature of the Report, commissioned by the government and written by a senior Air Ministry civil servant</li><li>• The evidence used in the account was gathered from people directly involved in the events</li></ul> <p>It aims to persuade, making a case through argument as well as evidence.</p> <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p><b>The purpose of the raids :</b></p> <ul style="list-style-type: none"><li>• It states that military objectives were targeted ('attacking the sources of the enemy's munitions')</li><li>• It provides evidence that an objective was to destroy the German transport infrastructure</li><li>• It states that its essential purpose was to carry out the instructions of the Prime Minister to 'remove Germany's capacity to sustain a major war'</li></ul>



Question	Indicative content
	<ul style="list-style-type: none"> <li>• It suggests that terror is a purpose of the raids despite the claims to the contrary e.g. the powerful second paragraph celebrating tonnage of bombing.</li> </ul> <p><b>The impact of the raids:</b></p> <ul style="list-style-type: none"> <li>• It suggests satisfaction in the scale of the raids and the terror being inflicted with details piled on and comparison made with the raids on the UK</li> <li>• It suggests that the impact of raids was very carefully assessed and the raid photographs analysed in detail</li> <li>• It suggests that German reactions were carefully analysed</li> <li>• It states that sites of historical and cultural interest were destroyed</li> <li>• It provides evidence that German defences were overstretched and support was brought in from other regions.</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 reasons for and the effectiveness of the bombing. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Under the leadership of Harris, Bomber Command had adopted the policy that massive area bombing of German cities and industrial targets was their role in the winning of the war</li> <li>• There was increasing controversy in Britain about the morality of the massive area bombing campaigns. Spaight is clearly addressing this debate in his book</li> <li>• There has been much debate about the impact and effectiveness of the campaigns.</li> </ul>

**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 attitude of the Jewish community towards the government of Germany and the nature of the proposed policies of that government towards the Jewish community. These policies were part of the process of 'coming to terms with the past' and accepting responsibility for the actions carried out by the Nazi regime in the name of Germany. Adenauer is a named person in the specification and candidates can be expected to know about him.</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 extract is part of an interview given by the West German chancellor who had played a role in developing the policies of the government</li> <li>• The widespread reprinting of this article indicates its significance</li> <li>• The questions reflect Jewish concerns and the response is guarded but straightforward.</li> </ul> <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p><b>Attitude of the Jewish community:</b></p> <ul style="list-style-type: none"> <li>• It states a suspicion of anti-semitic feelings amongst German politicians and possibly members of the new Government</li> <li>• It indicates that there was concern amongst many Jews about whether the proposed compensation is sufficient</li> <li>• It indicates that the issue was about more than material atonement</li> <li>• It provides evidence that among the Jewish community there were some who were against accepting financial compensation from the Germans.</li> </ul> <p><b>Proposed policies of the government towards the Jewish community:</b></p> <ul style="list-style-type: none"> <li>• It indicates that the attitude of the government would be based on Christian principles</li> <li>• It indicates that all suffering and injustice is unacceptable with the implication that many Germans have suffered</li> <li>• It provides evidence of the acceptance of the need for atonement</li> <li>• It indicates that a specific sum of money will be paid to the State of Israel</li> <li>• It suggests that, while Adenauer recognised the need to make atonement, he did not believe that all Germans were directly responsible.</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 attitude of the Jewish community towards the government of Germany and the nature of the proposed policies of that government towards the Jewish community. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Adenauer had just been elected as Chancellor of the first government of the Federal Republic and had a very small majority</li> </ul>

Question	Indicative content
	<ul style="list-style-type: none"><li data-bbox="435 195 1356 258">• Adenauer was facing demands for an extensive de-nazification programme</li><li data-bbox="435 264 1333 327">• He was keen to state the position of his coalition administration but also cautious</li><li data-bbox="435 333 1356 396">• He knows that the new state faced great challenges and that, despite the Marshall Plan, resources were very limited</li><li data-bbox="435 403 1312 508">• Adenauer was convinced of the need to recognise the legitimate demands of the Jewish community and to facilitate their re-introduction into German society</li><li data-bbox="435 514 1373 577">• Adenauer had suffered under the Nazi regime and believed very strongly that his policies reflected the true spirit of the German people.</li></ul>

## 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 the accuracy of the statement that Grant's success was due to his ability to use new technology effectively.</p> <p>Arguments and evidence supporting the statement that Grant's success was due to his ability to use new technology effectively should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Grant made excellent use of the expanding railroad system to transport men, supplies and equipment. He also ordered Sherman to take action against the Confederate railway hub at Jackson during the Vicksburg campaign</li><li>• He made effective use of the navy for transport and for the bombardment of targets. Northern industrial technology produced 12 new heavily armed ships and Grant established an excellent relationship with Admiral Porter</li><li>• Grant used the telegraph system to get updated messages and information. He kept Washington informed during his campaign which helped him to retain Lincoln's confidence</li><li>• Grant trained his land forces in the use of newly developed heavy artillery.</li></ul> <p>Arguments and evidence supporting the statement that Grant's success was due to factors other than the ability to use new technology should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Grant had a very clear grasp of his strategic objectives and communicated orders clearly and directly. He knew that he was fighting a Total War</li><li>• He had complete faith in his subordinates, notably Sherman and Rawlins, and was trusted by them</li><li>• He showed great tenacity and tactical flexibility which was not undermined by setbacks in some campaigns, notably Vicksburg</li><li>• In 1863 he did not have to face Stonewall Jackson who had died at Chancellorsville. Jackson's successor, Pemberton, was a far less formidable opponent</li><li>• He received total support from Lincoln.</li></ul> <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 Petain's qualities as a commander primarily explain the French success in the Verdun campaign.</p> <p>Arguments and evidence supporting the statement that Petain's qualities as a commander primarily explain French success should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Petain provided more resolve to the defence with his slogan, 'They shall not pass'</li> <li>• He tightened discipline but also improved the conditions of his men by improving their rations and introducing a rota system for service in the front line</li> <li>• He improved supply and communications by developing the 'Sacred Way'</li> <li>• He improved the artillery and made effective use of reverse slope tactics.</li> </ul> <p>Arguments and evidence supporting the statement that other factors were the primary reasons for French success should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Falkenhayn was pessimistic about the prospects of outright victory and favoured campaigns that would weaken and exhaust the enemy and lead to peace talks</li> <li>• Falkenhayn did not follow up his initial capture of some of the forts surrounding Verdun with an outflanking movement. The delay in crossing the Meuse was especially important</li> <li>• The Germans had some ineffectual subordinate commanders, notably Prince Wilhelm</li> <li>• The Germans redeployed some troops to the Somme at a crucial stage of the battle of Verdun.</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>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 1871 constitution of the Second Reich was primarily responsible for making the governing of the new Germany extremely difficult.</p> <p>Arguments and evidence supporting the statement that the constitution of the Second Reich was primarily responsible for making the governing of the new Germany extremely difficult should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The constitution of the Second Reich was very complex system with power divided between the central government and the states each of which often had their own agenda</li><li>• There were contradictions with the Reichstag having the right to reject but not initiate legislation</li><li>• Confusion between the powers of the monarch and the powers of the Reichstag. For example, the emperor appointed the chancellor but to govern effectively the chancellor required a majority in the Reichstag</li><li>• The overriding power of Prussia and their ability to exercise a veto created frustration</li><li>• Individual states reserved powers over certain key areas such as education and law and order.</li></ul> <p>Arguments and evidence countering the statement that the constitution of the Second Reich was primarily responsible for making the governing of the new Germany extremely difficult should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Those who favoured a secular state were concerned about the influence of the Catholic church, especially in schools</li><li>• There was considerable flexibility in the constitutional arrangements which made it easier to deal with certain problems</li><li>• The vast differences between the character, traditions and interests of the different states</li><li>• The economic downturn of 1873 created real problems for the regime</li></ul> <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 whether domestic opposition in Germany to the war was mainly responsible for Germany's decision to seek an armistice in 1918.</p> <p>Arguments and evidence supporting the view that domestic opposition in Germany to the war was mainly responsible for Germany's decision to seek an armistice in 1918 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In the spring of 1917 politicians on the Left began to react against the war and the SPD announced they would vote against further war credits</li> <li>• In January 1918 more than a million workers took part in a strike against the war</li> <li>• Erzberger produced a Peace Resolution and made a speech in the Reichstag spelling out the reality of the German military position</li> <li>• The mutiny in the navy at Kiel brought matters to a head</li> <li>• A disastrous food and fuel crisis over the winter of 1917-18 lowered civilian morale and increased support for ending the conflict.</li> </ul> <p>Arguments and evidence that suggest other factors were mainly responsible for Germany's decision to seek an armistice in 1918 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The recognition by both Hindenburg and Ludendorff in the autumn of 1918 that the war could not be won was crucial. They made it clear that Germany could not continue to fight</li> <li>• The intervention of the USA began to make a significant impact, by late 1917 300,000 US troops were arriving in Europe each month</li> <li>• The delays in making peace with the Bolshevik regime which delayed a final offensive on the Western front</li> <li>• The allied naval blockade was putting Germany under increasing strain.</li> </ul> <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 as to how far in the years 1859-1991, visual images proved the most effective means of conveying the nature of war.</p> <p>Arguments supporting the proposition that visual images proved the most effective means of conveying the nature of war should be analysed and evaluated. Relevant points may include :</p> <ul style="list-style-type: none"><li>• Photography was a very powerful way of showing the impact of war e.g. Matthew Brady's photographs of the American Civil War show the impact of war as did Robert Capa and Lee Miller in twentieth century conflicts</li><li>• The development of film led to the making of documentaries , such as The True Glory which , combining words and film, showed the experiences of ordinary soldiers</li><li>• Popular feature films, such as Wings and All Quiet on the Western Front depicting both courage and suffering with the screenplays showing the emotions of war</li><li>• Newsreels had great immediacy and showed powerful evidence of war in the 1930's, especially with the impact of bombing of civilians during the Spanish Civil War</li><li>• World War Two led to the making of some powerful documentary style films often using men who had been involved in the campaigns being depicted, notably John Huston's Battle of San Pietro</li><li>• After the war some very powerful feature films tackled the issue of the impact of war on those who were trying to come to terms with life afterwards. The Best Years of our Lives being an outstanding example in this category</li><li>• The Vietnam War also produced some very powerful films depicting the realities of modern war and its impact on both participants and civilians</li><li>• Modern TV coverage, notably by organisations like CNN, has made an impact and has sometimes led to changing attitudes to the conflict in the domestic population.</li></ul> <p>Arguments and evidence contradicting or modifying the proposition that visual images proved the most effective means of conveying the nature of war should be analysed and evaluated. Relevant points may include :</p> <ul style="list-style-type: none"><li>• The writings of war correspondents , such as W H Russell and Martha Gelhorn, reveal the nature of warfare more directly than official dispatches which were not always published for many years</li><li>• Some senior commanders and ordinary men, such as Grant and James Sims, wrote autobiographies or published diaries. They show war from different perspectives</li><li>• Many novelists were inspired to write about their reactions to conflict, notably Stephen Crane in the Red Badge of Courage and Ernest Hemingway about twentieth century conflicts</li></ul>



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|  | <ul style="list-style-type: none"><li>• Many interviews have been conducted with both military of all ranks and with civilians. Series like The Great War, the World at War are very rich in insights.</li></ul> |
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Other relevant material must be credited.

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 propaganda was the most effective means of influencing the public attitude to war in the years 1859-1975.</p> <p>Arguments and evidence supporting the statement that propaganda was the most effective means of influencing public attitudes to war should be analysed and evaluated. The examples cited cover a range but are in no way prescriptive. Candidates who recognise that propaganda has a variety of purposes should be rewarded.</p> <ul style="list-style-type: none"> <li>• Propaganda was produced by both sides in the American Civil War to encourage enlistment and to portray the different conceptions of the impact of freeing the slaves</li> <li>• Poster propaganda was increasingly effective in the First World War with some very striking images</li> <li>• In World War Two Disney produced some very popular propaganda shorts, notably Donald Duck der fuhrer, which mocked the enemy and also encouraged patriotism.</li> <li>• Propaganda could be used to demonise the enemy and to emphasise the values being fought for. The Hollywood film So Ends Our Night illustrates this</li> <li>• During the Vietnam War, John Wayne made The Green Berets which had a strong message but was overshadowed by later bleak portrayals.</li> </ul> <p>Arguments and evidence contradicting or modifying the proposition that propaganda was the most effective means of influencing the public attitudes to war should be analysed and evaluated. Relevant points may include :</p> <ul style="list-style-type: none"> <li>• Censorship was strict in the American Civil War and in the First and Second World Wars for both strategic and morale reasons. An Office of Censorship was established</li> <li>• Support for the Second World War was in part a result of increased prosperity and falling unemployment rather than government propaganda</li> <li>• With the onset of TV reporting of war became more vivid and almost immediate with correspondents filming in war zones. Some news anchors like Ed. Murrow and Walter Cronkite developed near iconic status</li> <li>• Anti war movements began to develop and increased in scale and influence during the 20<sup>th</sup> century, especially with the campus unrest during the Vietnam War.</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>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 extent that the role of women in the workplace was the most important change in their position in German society during the period 1871-1990.</p> <p>Arguments and evidence supporting the statement that the role of women in the workplace was the most important change in their position in German society may include:</p> <ul style="list-style-type: none"><li>• In the late 19<sup>th</sup> century women began to enter the professions, notably teaching. Opportunities in industry were limited and mainly confined to areas like textiles</li><li>• During the Great War significant numbers of women began to be employed in industries such as chemicals and steel as well as munitions</li><li>• During the Weimar period opportunities for women to pursue careers widened, notably in medicine and the civil service.</li><li>• During the Nazi period women lost their roles in the workplace, notably in the civil service and the professions but the onset of war led to reversals of policy and an increased role for women in industry</li><li>• In the post-war period career opportunities for women broadened out with significant numbers going into business and technology</li><li>• In the 1970s and 1980s an increasing number of 'guest workers' in Germany had an adverse impact on job prospects.</li></ul> <p>Arguments and evidence supporting the statement that other aspects than the workplace were of more importance in the role of women in society should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The legal position of women was improved with gradual recognition of gender equality</li><li>• Educational opportunities for women developed</li><li>• Welfare benefits improved throughout the period</li><li>• Women began to have more freedom culturally with the liberalisation of attitudes during the Weimar period</li><li>• In politics women were enfranchised in the Weimar period.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
<p><b>10</b></p>	<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 period of the post-war 'Economic miracle' had more significant impact on the German economy than any other during the years 1871-1990.</p> <p>Arguments and evidence supporting the statement that the post-war 'economic miracle' had more significant impact on the German economy should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The government swept away rationing and import controls which helped create a growth rate of 8% a year between 1949-57</li> <li>• There was a focus on the production and sale of consumer goods which contributed to a 58% rise in living standards between 1949-57</li> <li>• The construction industry was encouraged and provided with grants and subsidies</li> <li>• There was very effective use of refugee and migrant labour</li> <li>• Good industrial relations were established with industry wide agreements.</li> </ul> <p>Arguments and evidence supporting the statement that other periods had more significant impact on the German economy than the post-war 'economic miracle' should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In late 19<sup>th</sup> century and pre Great War Germany experienced an economic boom based on exploiting its abundant natural resources .They developed a highly effective cartel system which facilitated efficient production</li> <li>• There was a serious slump in the German economy in 1873</li> <li>• The impact of the Versailles Treaty on the German economy was massive and designed to weaken Germany</li> <li>• During the Weimar period focus was on recovering financial stability and a new currency was introduced to help restore confidence</li> <li>• During the Nazi period there was a primary focus on military development but also some address to unemployment through the massive public works programmes</li> <li>• The escalation of military spending in the late 1930s and during the war itself put huge pressure on the economy and left a very difficult legacy for the post war governments</li> <li>• The attitude taken by the Western allies towards Germany had a significant impact, notably the injections of US financial support through the Marshall Plan</li> <li>• In the late 1970s and 1980s Germany was badly hit by the rise in the cost of oil.</li> </ul> <p>Other relevant material must be credited.</p>

