



Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCE 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"> • 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.
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. • 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 qualities of Von Moltke as a commander and the contribution made by technology in the wars of 1866 and 1870. The author of the source is named in the specification and candidates can therefore be expected to know about him and should be aware of the context, namely his victories in 1866 and 1870.</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 authoritative nature of the account, written by Von Moltke • Von Moltke comprehensively surveys his military methods • The account was published in 1871, which gave Von Moltke opportunity to reflect on the wars • It is designed to instruct and inform. <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p>Qualities of Von Moltke as a commander:</p> <ul style="list-style-type: none"> • It indicates that Von Moltke has a very clear appreciation that the supreme commander must establish the overall strategy but not try to micromanage the conduct of operations • It suggests that Von Moltke has learned from his experience that the nature of war is constantly changing and that his forces must be prepared to respond quickly and flexibly • It suggests that he understands the importance of the training and selection of subordinate officers and that he values their opinion and trusts them • It suggests that Von Moltke understood that an awareness of technological developments was essential in modern war and that planning must take account of changes. <p>Contributions made by technology to his success in the wars of 1866 and 1870:</p> <ul style="list-style-type: none"> • It indicates that the development of railroads had revolutionised warfare in the transportation of both troops and military equipment • It suggests that the telegraph had revolutionised communications in speeding up transmitting of information, facilitating decision making and allowing orders to be issued quickly • It suggests that Prussian technology had played a vital part in his victories. <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 qualities of Von Moltke as a commander and the contributions made by technology. Relevant points may include:</p>

Question	Indicative content
	<ul style="list-style-type: none"><li data-bbox="368 141 1394 203">• Von Moltke was writing in the aftermath of his two great victories against Austria at Sadowa in 1866 and France at Sedan in 1870<li data-bbox="368 215 1394 277">• The state of Prussia had been built on the basis of its military power with its very professional General Staff and policy of universal recruitment<li data-bbox="368 288 1394 383">• There were significant developments in technology in the mid-19th century, e.g. by the late 1860s Prussia had 5,000 miles of railroad, Krupps produced increasingly powerful rifled breech loading steel guns.

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 Bismarck, the German Chancellor, towards the <i>Reichstag</i> and the problems he faced politically. The source is dealing with a speech by Bismarck who is a named individual in the specification.</p> <ol style="list-style-type: none"> 1. 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"> • The newspaper expresses some comment for an English audience • The article expresses a view but shows awareness of the context in which Bismarck is operating • The article is reporting on a speech that had been recently made by Bismarck • The speech reflects Bismarck's conception of his role in German politics. 2. The following inferences and significant points of information could be drawn and supported from the source: <p>Attitude of Bismarck to the <i>Reichstag</i>:</p> <ul style="list-style-type: none"> • The article states clearly that Bismarck intends to limit the authority of the <i>Reichstag</i> • The speech makes it clear that Bismarck saw himself as above party politics with a higher duty to the state • The speech suggests that Bismarck is prepared to change his attitude to a party depending on the political context, e.g. the Catholic Centre Party • The speech claims that Bismarck sees himself as the defender of the constitution. <p>Problems that Bismarck faced politically:</p> <ul style="list-style-type: none"> • It suggests that governing in a multi-party state is complicated • It suggests that Bismarck may have to compromise previous policies because of the need to sustain a parliamentary majority • It indicates that Bismarck is very concerned by the potential threat of Socialist political groups • It implies that Bismarck will have to work with more political parties than he has done hitherto. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing attitudes of Bismarck towards the <i>Reichstag</i> and the political problems that he faced. Relevant points may include: <ul style="list-style-type: none"> • The elections of the later 1870s had shown a decline in support for the National Liberals and a rise in the support for the Catholic Centre Party and the Socialists • The tension with the Catholic Church had eased after the death of Pius IX in 1878

Question	Indicative content
	<ul style="list-style-type: none"><li data-bbox="357 136 1375 203">• Bismarck had become convinced of the need for protectionist policies during the decade, which led to conflict with the National Liberals<li data-bbox="357 210 1375 315">• The National Liberals had campaigned to increase the authority of Parliament and Bismarck was determined to maintain autocratic government.

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 Guderian played the key role in the military fall of France in 1940.</p> <p>Arguments and evidence supporting the statement that Guderian played the key role in the military fall of France in 1940 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Guderian outlined his concept of warfare in a book in 1937 and followed the principles set out in the campaign of 1940 • Guderian deployed mass formations of tanks with support from air power • Guderian used tanks with effective radio communication between different elements of the attacking force • Guderian worked with Manstein to develop the strategy of attacking through the Ardennes • Guderian took the initiative by taking the decision to push on west after crossing the Meuse. <p>Arguments and evidence challenging the statement that Guderian played the key role in the military fall of France in 1940 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • France was haunted by the human and material losses of the Great War and another conflict seemed unthinkable, which influenced both the mood and the material preparation of France • France in the 1930s neglected the development of military technology and did not build on the developments of the 1920s especially relating to radio and aircraft • There was a belief that the Ardennes could not be penetrated by a modern army • Gamelin proved to be an ineffective commander and seemed to become increasingly isolated from the campaign • Other German commanders, e.g. Rommel, also played a significant part in the campaign. <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 the impact of air power was limited in the conduct of the Vietnam War but crucial in the conduct of the First Gulf War.</p> <p>Arguments and evidence supporting the statement that the impact of air power was limited in the conduct of the Vietnam War but crucial in the conduct of the First Gulf War should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Operation Rolling Thunder was initially limited and was subject to frequent pauses as well as not targeting key sites, e.g. Hanoi and Haiphong • The intensity and the range increased from 1967 but the North Vietnamese built tunnels and developed the Ho Chi Minh trail. The bombing did not prevent the Tet Offensive having initial success • The bombing in the First Gulf War was much more precise, e.g. stealth missiles destroyed enemy command/control capability. Air power neutralised the Iraqi military before the ground war began • Attacks from US warships using Tomahawk missiles were very effective hitting Iraqi SCUD missile sites • Iraqi missile sites were destroyed by F-4G Wild Weasel attacks. <p>Arguments and evidence challenging the statement that the impact of air power in the conduct of the Vietnam War was limited and in the conduct of the First Gulf War it was crucial should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The stepping up of Operation Rolling Thunder by President Johnson did frustrate the North's Easter Offensive • Operation Linebacker 2 persuaded the North to make concessions leading to the Paris agreement of February 1973 • President George H W Bush decided not to launch air strikes against Saddam's retreating armies, which some felt prevented a decisive outcome • The US stuck closely to implementing the UN resolutions over Kuwait and did not exploit the weaknesses exposed in the Iraqi military. <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 whether Ebert made a significant contribution to the development of a democratic German state in the years 1918-19.</p> <p>Arguments and evidence supporting the view that Ebert made a significant contribution to the development of a democratic German state in the years 1918-19 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Ebert played a key role in the establishment of the German Republic and took responsibility as its first President • Ebert played a key role in supporting the constitution • Ebert confronted the violent and radical challenges that threatened revolution in Germany by the pact with Groener, which played a part in restoring stability • Ebert brokered an agreement between the unions and the industrialists that brought industrial stability. <p>Arguments and evidence countering the view that Ebert made a significant contribution to the development of a democratic German state in the years 1918-19 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Ebert failed to reform the military leadership and power remained with the Prussian elite • Ebert relied on the <i>Freikorps</i> to suppress risings, which set a dangerous precedent • Ebert was prepared to compromise his socialist principles and was regarded by many on the Left as a class traitor, which led to divisions amongst politicians who favoured democracy • Ebert was linked in the minds of many with the acceptance of the Versailles Settlement • It was a constitutional commission that produced the draft constitution. <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 Nuremburg Laws marked a change in the policies of the Nazi regime towards Jews in Germany in the years 1933-35.</p> <p>Arguments and evidence supporting the statement that the Nuremburg Laws marked a change in the policies of the Nazi regime towards Jews in Germany in the years 1933-35 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Nuremburg Laws were the first formal steps in the process of imposing legal restraints against the Jews • The Reich Citizenship Act made it clear that Jews could no longer be citizens of the German state. All the exceptions made for Jews who had served in the First World War were removed • The Law for the Protection of German Blood and German Honour established the principle of the superiority of the Aryan race • The Nuremburg Laws indicated that the more cautious approach, e.g. of Schacht, was to be abandoned. <p>Arguments and evidence supporting the view that the Nuremburg Laws did not mark a change in policies of the Nazi regime towards the Jews in Germany in the years 1933-35 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Racial policy was a core part of Nazi ideology. There had been some restraint in the early years of the regime but the fundamental attitude was clear • The policy continued to show caution and lacked political direction but the conduct of the SA and the increasingly vicious anti-Semitic propaganda revealed underlying feelings in the movement • The position of Jews in the professions was already limited by regulations passed in 1933 to ban them from the Civil Service and a career in the law • Jewish opportunities in schools and higher education were severely restricted in 1933 and 1934. <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 period 1859-1991 literature proved the most effective means of conveying the nature of war.</p> <p>Arguments and evidence supporting the proposition that literature 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"> • The American Civil War and the Spanish American War inspired some very powerful novels that focused on the nature of war as experienced by individuals, e.g. the bestselling novel <i>The Red Badge of Courage</i> • Novelists who had first-hand experience of the nature of war wrote graphic accounts, e.g. Ernest Hemingway about the Italian Front in the Great War • Senior commanders and political leaders wrote memoirs revealing the nature of war from the perspective of those who made key decisions, e.g. Grant after the American Civil War and Churchill after the Second World War • The Vietnam War produced some very powerful novels, e.g. <i>Paco's Story</i>, which describes the experience of conflict and offers insight into the problems of adjustment when back in the United States. <p>Arguments and evidence challenging or modifying the proposition that literature 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"> • War correspondents wrote about the nature of warfare more directly than official dispatches, e.g. the writings of W H Russell about the American Civil War and Martha Gellhorn during the Second World War • Photographers began to produce very graphic portrayals bringing home the horror of the nature of war, e.g. Matthew Brady in the American Civil War and Robert Capa in the Second World War and other conflicts • The Vietnam War inspired some very powerful films depicting the realities of modern war and its impact on both participants and civilians, e.g. <i>Born on the Fourth of July</i> • Television coverage of the nature of war, e.g. by CNN in the First Gulf War, had an immediacy and brought war into the home. <p>Other relevant material must be credited.</p>

Question	Indicative content
8	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that television has had the most significant impact on the reporting of war in the years 1859-1991.</p> <p>Arguments and evidence supporting the statement that television has had the most significant impact on the reporting of war in the years 1859-1991. Relevant points may include:</p> <ul style="list-style-type: none"> • Television coverage had a powerful impact during the Vietnam War with correspondents reporting from the front line, e.g. scenes in My Lai and events in Saigon during the Tet Offensive • Television journalists, e.g. Walter Cronkite, who were held in high esteem began to express their feelings about the conflict, which had an impact on the public mood • Coverage of war by CNN began to provide an instantaneous view of war that could not be subjected to editing, e.g. from the Gulf War • Television focused on the domestic reaction to war and showed demonstrations and some shocking examples of campus unrest, which led to increased questioning of the wars • Television provided a forum for debate and questioning of policy and conduct by prominent public figures, e.g. Congressman Mike Mansfield. <p>Arguments and evidence challenging or modifying the statement that television has had the most significant impact on the reporting of war should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The development of the telegraph in the mid-19th century enabled information and opinions to be transmitted from the battlefield much more quickly • Newspapers began to employ more war correspondents, e.g. W H Russell in the American Civil War, whose work reached a wide audience because of syndication • Radio reporting developed during the Second World War and the BBC's War Report and the programmes of the Voice of America reached wide audiences • Photo journalism became a more important part of reporting, e.g. the work of Picture Post during the Korean War following on from images of the Spanish-American War, the First World War and the Spanish Civil War • Film encouraged the development of Cinema Newsreels, which became increasingly popular and influential from the late 1920s and vast audiences were influenced by scenes such as the bombing of Guernica. <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 how far the policies of the Nazi government had the most significant impact on German industry in the years 1871-1990.</p> <p>Arguments and evidence supporting the statement that the policies of the Nazi government had the most significant impact on German industry in the years 1871-1990 may include:</p> <ul style="list-style-type: none"> • The Nazi government had a policy of increasing military production, which provided a boost to industry • The Nazi government improved the transport infrastructure, which provided a boost to the car industry and facilitated the movement of raw materials and finished products • Schacht, appointed Minister of Economics in 1933, introduced deficit financing to boost investment in industry • There was focus on a policy of self-sufficiency, e.g. research and development of synthetic rubber and petrol • In the Second World War there was central planning by Todt and Speer to maintain and increase production levels and extensive use of forced labour from occupied states. <p>Arguments and evidence that challenge the view that the policies of the Nazi government had the most significant impact on German industry should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • German industry was boosted by the benefits of Unification and Bismarck's policies of protection, development of infrastructure, emphasis on technical education and encouragement of credit banks • In the late 19th century industry was boosted by the second Industrial Revolution and the introduction of cartelisation • The First World War led to a boost in the armaments industry but the drop in trade had adverse effects • The Marshall Plan and the economic policies of Erhard were a powerful stimulus to German industry in the late 1940s and into the 1950s • The development of the EEC in 1957 established a tariff free market for German exports, which stimulated industry and continued to do so into the 1980s as the EEC expanded. <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 German agriculture was in a state of steady decline throughout the years 1871-1990.</p> <p>Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • In the 1870s Germany suffered from a series of bad harvests and the impact of cheap wheat from the USA and Russia led to a decline in prices and lower income for farmers • After the First World War, cheap foreign foodstuffs led to prices for farmers going down. World food prices collapsed because of over production • In the 1920s taxes on land values increased, which hit farmers badly • From 1937 farm incomes stagnated and there was a labour shortage caused by many moving to industry or the military • After 1945, much agricultural land had been devastated and the transport infrastructure had been badly damaged • In the years 1950-90 the number of farms in Germany declined from 1.6 million to 630,000. <p>Arguments and evidence challenging the statement that German agriculture experienced a steady decline throughout the years 1871-1990 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • In 1879 Bismarck's introduction of tariffs protected German agriculture and brought a 'dear food' policy that increased farm incomes • The First World War brought an initial boom in farm incomes • The reforms introduced by the Nazi minister Darre provided financial support, e.g. relief in mortgage and insurance payments, which increased average farm incomes • The Common Agricultural Policy of the EEC aided German agriculture in the years up to 1990, providing subsidies that maintained price levels and reduced imports. <p>Other relevant material must be credited.</p>