



Mark Scheme (Results)

October 2020

Pearson Edexcel
in GCE History (9HI0/37)

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. |

| Level | Mark | Descriptor |
|-------|-------|--|
| 5 | 17-20 | <ul style="list-style-type: none"> • Interrogates the evidence of the source in relation to both enquiries with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion, • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims. |

Sections B and C

Target: AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

| Level | Mark | Descriptor |
|-------|------|--|
| | 0 | No rewardable material. |
| 1 | 1-3 | <ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision. |
| 2 | 4-7 | <ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. • Mostly accurate and relevant knowledge is included but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision. |
| 3 | 8-12 | <ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. |

| Level | Mark | Descriptor |
|----------|--------------|---|
| | | <ul style="list-style-type: none"> 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 United States strengths and Japanese weaknesses in the Battle of Midway (1942). Both the writer and the recipient are named in the specification.</p> <p>1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:</p> <ul style="list-style-type: none"> • The source is a confidential exchange between two senior United States commanders • The report was composed 8 days after the events described • The report contains specific details to support judgements made. <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p>United States strengths:</p> <ul style="list-style-type: none"> • It suggests that the United States had learnt from previous experience, e.g. developing the ability to carry out emergency repair work on badly damaged ships • It suggests that the United States Intelligence system was working effectively and that military strategy was being based on its reports • It provides evidence that the United States Air Force, e.g. its scouting planes and its dive bombers, played a key role • It suggests that the United States commanders were in close communication and worked effectively together. <p>Japanese weaknesses:</p> <ul style="list-style-type: none"> • It suggests that the Japanese had made some mistaken assumptions and that their intelligence was not on a par with that of the United States • It provides evidence that the co-ordination between commanders was lacking and that the forces of Nagumo and Yamamoto were too far apart to be able to support each other • It indicates that the scouting carried out by the Japanese was insufficient. <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 strengths</p> |

| Question | Indicative content |
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| | <p>and weaknesses of the Americans and Japanese. Relevant points may include:</p> <ul style="list-style-type: none"><li data-bbox="424 237 1342 349">• The United States had suffered setbacks against the Japanese at Pearl Harbour and had reformed their command structure as a result<li data-bbox="424 367 1382 479">• The USA had carried out the Doolittle Raids on Tokyo in April 1942, which had shown the potential vulnerability of Japan, leading Japan to try to eliminate Midway as the advance US base in the Pacific<li data-bbox="424 497 1386 609">• The Battle of Midway altered the balance of power in the Pacific theatre, e.g. the Japanese lost their 4 large aircraft carriers and 25% of their aircrew, and from that stage the USA took the initiative. |

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 nature of the German Social Democratic Party (SDP) in 1959 and its political objectives in the FRG. There is no author cited but the German Social Democratic Party features in the specification and candidates will be aware of the context.</p> <p>1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:</p> <ul style="list-style-type: none"> • The source identifies a range of issues but lacks specifics and is aspirational in tone • The source expresses confidence about the future if Germany moves in the correct direction following Socialist policies • The programme was designed for publication. <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p>The nature of the German Social Democratic Party:</p> <ul style="list-style-type: none"> • It indicates belief 'in the values of a liberal democratic state' • It suggests that the Party will follow an ethical policy, e.g. by emphasising commitment to the control of nuclear weapons • It suggests that the Party wishes to take a conciliatory approach • It indicates that the Party wishes to encompass a broad range of views • It provides evidence of the Party's belief in the rights and responsibilities of the individual. <p>The political objectives of the German Social Democratic Party:</p> <ul style="list-style-type: none"> • It indicates, from the opening words of the extract, that the priority is to gain electoral support and play a part in governing Germany • It suggests, by putting Defence as the first point, that it wishes to reassure the electorate that the Party will give priority to National Security • It suggests that the Party is determined to make clear that it has no sympathy with Communism |

| Question | Indicative content |
|----------|---|
| | <ul style="list-style-type: none"> • It indicates that, whilst wishing to broaden its support, it recognises that its roots are in the working class • It provides evidence that the Party accepts and will develop some of the policies of the CDU, e.g. the Free Market policies. <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 nature of the German Social Democratic Party and its political objectives. Relevant points may include:</p> <ul style="list-style-type: none"> • The Party had suffered defeats in the national elections of 1953 and 1957 and there was an increasing view that it needed to re-examine its position and policies • There had been success in local politics, e.g. in Berlin and Hanover and this provided the opportunity for the Party to put social policies into practice, e.g. housing development • A new generation of leaders was emerging in the Party, e.g. Willy Brandt, and was challenging the established leadership of the Party • The discussions within the Party continued after the publication of the Godesberg Programme and some points were developed, e.g. in February 1960 a statement was made supporting NATO. |

Section B: indicative content

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

| Question | Indicative content |
|----------|--|
| 3 | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that the use of steam boats and railways had the biggest impact on the conduct of war in the years 1859-70.</p> <p>Arguments and evidence supporting the statement that the use of steam boats and railways had the biggest impact on the conduct of war in the years 1859-70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The development of railways gave commanders the ability to mobilise large armies quickly • The development of railways facilitated the transportation of heavy equipment, e.g. artillery • Steamboats did not depend on the wind. They developed greater versatility, e.g. in the Vicksburg Campaign when Admiral Porter made a massive contribution to Grant's success • Steam powered Ironclads were used by the Union to tighten its blockade of the Confederate States and to guard against foreign intervention • Steamboats and railways were also capable of carrying large quantities of food and other supplies. <p>Arguments and evidence challenging the statement that the use of steam boats and railways had the biggest impact on the conduct of war in the years 1859-70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Handguns and rifles had developed with greater range, accuracy and rate of fire, e.g. the Colt revolver and the Dreyse needle gun • Large calibre artillery developed, which was breech loading, and fired shells, e.g. developed by Krupps and organised by von Moltke into mobile batteries • Military academies were established to identify, and train potential officers and the command structure became more professional in both the Union forces in the American Civil War and in Moltke's Prussian army • Communication developed, e.g. the use of the telegraph, which enabled information and orders to be transmitted more quickly and effectively • The evolution of the concept of a General Staff facilitated more effective leadership and sophisticated planning. <p>Other relevant material must be credited.</p> |

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| Question | Indicative content |
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| 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 effective deployment of new military technology was the primary reason for the outcome of the Battle of Amiens (August 1918).</p> <p>Arguments and evidence supporting the statement that the effective deployment of new military technology was the primary reason for the outcome of the Battle of Amiens (August 1918) should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Allied artillery made a massive contribution with a brief, but very heavy and carefully focused, opening bombardment and then co-ordinated their fire with the advancing infantry in creeping barrages • The Air Force contributed very effectively with reconnaissance, artillery spotting and ground attack sweeps with bombs and machine guns • Tanks were deployed effectively to help break the German lines and then, especially the new Whippet tanks, to use their increased mobility to wreak havoc behind the German lines • The infantry was well equipped, e.g. with Lewis guns, which gave it far more firepower when engaging the enemy. <p>Arguments and evidence challenging the statement that the Battle of Amiens was decided by the effective deployment of new technology should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The very effective command of Foch, who had great drive but was also realistic. Foch worked well with Haig, who himself worked effectively with Rawlinson, the Army commander for the offensive • The Allied naval blockade had put Germany under sustained pressure, e.g. increased shortages of food and lowered morale on the Home Front • The self-belief of the German army declined when it became apparent that the Spring Offensive had not been decisive. They had outrun their supply lines and were experiencing shortages of equipment and supplies |

- The American entry into the War brought 1.5 million men, which had a psychological as well as a military impact
- The forces from the Empire made a very significant contribution and were well commanded, e.g. Australians under Monash and Canadians under Currie.

Other relevant material must be credited.

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

| Question | Indicative content |
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| 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 Socialists posed the greatest challenge to Bismarck's political authority in the years 1871-79.</p> <p>Arguments and evidence supporting the statement that the Socialists posed the greatest challenge to Bismarck's political authority in the years 1871-79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • In 1875 moderate and revolutionary Socialists united to form the SPD, with the aim of overthrowing the existing order • The SPD put forward a radical agenda, e.g. the nationalisation of the banks, coal mines and private industries. Bismarck saw this as a threat to his supporters and the stability of society • In 1877 the SPD got 500,000 votes and had 12 members elected to the Reichstag. In a multi-party assembly this could begin to bring them influence • Bismarck became increasingly concerned about Socialist writings and propaganda and the international nature of the movement, which conflicted with his concept of German nationalism • Bismarck saw the Socialists in the context of the Paris Commune 1871 and his apprehensions developed after the assassination attempts on the Kaiser. <p>Arguments and evidence challenging the statement that the Socialists posed the greatest challenge to Bismarck's political authority in the years 1871-79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Socialists were not as radical as Bismarck feared and some of their writings and speeches suggested. They made it clear that they would restrict their campaign to legal methods • Bismarck feared that the large number of Catholics in Germany would be an obstacle to national unity. He was also concerned about the increasing support for the Centre Party which won 91 seats in the 1874 election • Bismarck was concerned about the international nature of the Catholic church and saw the policies of Pius IX as a challenge to his reforms and to his view of the German state, which undermined his authority • Bismarck became estranged from the National Liberal Party from 1876 as he began to move towards a policy of economic protection. Also, they would not support his measures against the Socialists. |

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| | Other relevant material must be credited. |
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| Question | Indicative content |
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| 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 events in the GDR played the decisive role in German reunification in the years 1989-90.</p> <p>Arguments and evidence supporting the statement that events in the GDR played the decisive role in German reunification in the years 1989-90 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The corrupt and ineffective leadership of the Honecker regime had undermined the strength of support for Communism • Economic problems led to shortages, which were made worse by the mass emigration to the West. This reduced the labour force and the loss of skilled labour was a key problem • The Civic Revolution of 1989, e.g. the protests in Leipzig against the Stasi, showed the increasing lack of respect for the regime and willingness to challenge it • Gorbachev's visit in October 1989 acted as a catalyst and showed evidence of a desire for change and lack of enthusiasm for the regime. <p>Arguments and evidence challenging the statement that events in the GDR played the decisive part in German reunification in the years 1989-90 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Chancellor Kohl took the initiative, e.g. in his two meetings with Gorbachev, and convinced France and the United Kingdom through the Two Plus Four proposal that a united Germany would not be a threat • Influence of Gorbachev and his liberalising policies, e.g. the ending of the Brezhnev Doctrine. Gorbachev also recognised the need for economic support from the FRG for the ailing economy of the Soviet Union • Events in Eastern Europe, e.g. the opening up of the border between Austria and Hungary which increased the flow of refugees • The attitude of President George HW Bush showed a developing international approval for reunification. <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 |
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| 7 | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive, and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that Roosevelt's speech after Pearl Harbor in December 1941 was the most significant government attempt to shape public attitudes to war in the years 1863-1968.</p> <p>Arguments and evidence supporting the statement that Roosevelt's speech after Pearl Harbor in December 1941 was the most significant government attempt to shape public attitudes to war in the years 1863-1968 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The speech aimed to persuade Congress to sanction a declaration of war on Japan; only one member of Congress voted against • The speech was broadcast live on the radio and filmed by the newsreels, reaching millions of citizens. Vast numbers volunteered for military service on hearing the speech • Roosevelt took the moral high ground and rose to heights of oratory, e.g. characterising 7 December as 'a day that will live in infamy'. The speech led to a massive swing of mood of the US public • Roosevelt was aware of fears of Japanese military action against the west coast of the United States and reassured Americans that this would not occur • Roosevelt made it clear that this was part of a pattern of aggression, with simultaneous attacks on the Philippines and Hong Kong, and showed the scale of Japanese intent. <p>Arguments and evidence challenging the statement that Roosevelt's speech after Pearl Harbor in December 1941 was the most significant government attempt to shape public attitudes to war in the years 1863-1968 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Lincoln's Gettysburg address identified the cause that was at the root of the conflict and made the moral argument that the sacrifices made must not be in vain • McKinley's declaration of war against Spain in 1898 focused the increasingly virulent popular mood which had emerged in newspaper campaigns • In April 1917, the US government set up a Committee on Public Information, which used film, posters and adverts to highlight German atrocities and show that the war was for 'the benefit of mankind' |

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| | <ul style="list-style-type: none">• Johnson made a statement justifying the Vietnam War at Johns Hopkins University in April 1965, 'We must take this painful road so that every country can shape its own destiny'. This encouraged the Hawks. |
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Other relevant material must be credited.

| Question | Indicative content |
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| 8 | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive, and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that the instantaneous reporting from the First Gulf War had more impact than any previous reporting of war in the years 1859-1991.</p> <p>Arguments and evidence supporting the statement that the instantaneous reporting from the First Gulf War had more impact than any previous reporting of war in the years 1859-1991 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The satellite communications technology allowed the instantaneous free flow of images from the front line. The images had not been subject to editorial control and their graphic nature often shocked the audience • Journalists could interview commanders and political leaders on the spot and get their immediate reaction to unfolding events, the implications of which had not been thought through • There is some evidence that some of the images, e.g. showing the bombing of civilian targets, where women and children were killed in large numbers, had an impact on future tactics • There was concern amongst the commanders that operational security, deception schemes and the element of surprise could be compromised. <p>Arguments and evidence challenging the statement that the instantaneous reporting from the First Gulf War had more impact than any previous reporting of war in the years 1859-1991 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • During the American Civil War a number of war correspondents, e.g. WH Russell, communicated the nature of warfare more directly than official dispatches • The Spanish-American War (1898) saw the emergence of the yellow press, which appealed to their readership by sensationalising events and building up popular heroes, e.g. Theodore Roosevelt • In the First World War the papers developed popular campaigns, e.g. reaction to the sinking of the Lusitania 1915 and the German declaration of unrestricted submarine warfare in 1916 • In the Second World War radio emerged as a medium for communicating events at the battlefield to audiences at home with reporters such as Edward Murrow. <i>War Report</i> refined this after the Normandy landings • The Vietnam War saw television with lightweight video cameras and recording machines bringing the war into peoples' homes and influencing their attitudes to the conflict, e.g. over the Tet Offensive and My Lai. |

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| | Other relevant material must be credited. |
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Option 37.2: Germany, 1871-1990: united, divided and reunited

| Question | Indicative content |
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| 9 | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that the Weimar years witnessed the most significant changes to the status and role of women in the years 1871-1990.</p> <p>Arguments and evidence supporting the statement that the Weimar years witnessed the most significant changes to the status and role of women in the years 1871-1990 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Weimar Constitution granted women equal political rights. Nearly 10% of the first parliament elected were women • There were more employment opportunities, e.g. in teaching, the civil service, medicine and the retail trade, with more women holding positions of responsibility • By 1925, 36% of industrial workers were women • There was more sexual and artistic freedom with the emergence of the 'New Woman'. <p>Arguments and evidence challenging the statement that the Weimar years witnessed the most significant changes to the status and role of women in the years 1871-1990 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • In the late 19th century the main responsibility of women was felt to be domestic and they had no political rights. More women were employed but tended to be limited to low paid work, e.g. in food processing and textiles • The Nazis felt women should be confined to their 'natural' roles and some financial incentives were provided. Employment opportunities were restricted and women were banned from the legal profession and medicine • In the Second World War policies towards female employment were reversed and many did war work, with over 3 million working in 1943 • The Basic Law (1949) defined fundamental human rights for all Germans but there were still restraints, e.g. women could still be dismissed from civil service jobs when they married • In 1976, equal rights in marriage were legislated for and by 1980 40% of places in higher education went to women. In 1980, a minister was appointed to focus on Women's Affairs. <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 In the years 1871-1990, the acceptance of Marshall Aid had the greatest impact of any government policy on the development of the German economy.</p> <p>Arguments and evidence supporting the statement that In the years 1871-1990, the acceptance of Marshall Aid had the greatest impact of any government policy on the development of the German economy should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Marshall Aid for Germany signalled a fundamental change from the plan to turn Germany into a pastoral economy to the recognition that the recovery of the European economy relied on the participation of Germany • The investment addressed the devastation of the German economy: agriculture was operating at 40% of pre-war levels and 70% of industrial capacity had been destroyed • The provision of technical and business expertise was also facilitated and boosted the development of the economy • The capital injection enabled Germany to re-equip industrial plant to maximise efficiency. <p>Arguments and evidence challenging the statement that In the years 1871-1990, the acceptance of Marshall Aid had the greatest impact of any government policy on the development of the German economy should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • From the 1870s, the German economy was boosted by the benefits of Unification, Bismarck's policies of protection and the development of infrastructure • In the 1920s, the policies of Stresemann led to recovery by providing political and economic stability, which encouraged foreign investment, e.g. the Dawes Plan • From 1933, the Nazi rearmament policies were a stimulus to production and the policies of deficit financing facilitated investment • Membership of the EEC (1957) brought the benefits of a tariff free market and the Schengen agreement (1985) abolished land borders between participating continental member states, which facilitated trade growth. <p>Other relevant material must be credited.</p> |

