



Mark Scheme (Results)

November 2021

Pearson Edexcel GCE
In History (9HI0)

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 assess its value for revealing the importance of new technologies in the US Civil War and Grant's qualities as a commander. The author of the source is named in the specification.</p> <p>1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:</p> <ul style="list-style-type: none"> • The authoritative nature of the Report, written by the commander of the campaign to one of his subordinates • The source is highly confidential and contains vital campaign information • The tone of the source is very calm and clear. <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p>The importance of new technologies in the US Civil War:</p> <ul style="list-style-type: none"> • It provides evidence of the use of communications technology, e.g. the telegraph, to establish effective links with both the President and subordinate commanders • It provides evidence of the role of the railway in transporting troops, equipment and supplies and that control of the rail hub at Jackson is vital • It provides evidence of advances in artillery technology, e.g. the strength of the defences at Vicksburg and the potential firepower of the new ships in the Union navy • It suggests that by using the new technologies in a co-ordinated way Grant is maximising his chance of success. <p>Grant's qualities as a commander:</p> <ul style="list-style-type: none"> • It suggests that Grant uses technology confidently, e.g. the use of the telegraph to communicate Intelligence and to maintain contact with the President • It suggests that he is willing to learn from experience and modify his tactics in the light of the new technology available to him, e.g. 'Jackson... vital in transportation' • It provides evidence of tactical flexibility and willingness to innovate, e.g. respect for Admiral Porter and use of naval power as a key element of his planning. <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 importance of technology and Grant's qualities as a commander. Relevant points may include:</p> <ul style="list-style-type: none"> • Improved communications technology was deployed to improve the links between the political and military leadership and to enable swifter decision making • The campaigns of 1863 did prove the significance of the superiority of the military technology developed on the Union side preparing the way for their victory

Question	Indicative content
	<ul style="list-style-type: none"><li data-bbox="368 141 1358 232">• Establishing control of the Mississippi River was vital to Union strategy and Grant made use of more advanced military technology, e.g. of the Union Navy, to achieve this.

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 assess its value for revealing the political problems facing Germany in 1919 and the attitude of the Government towards these problems. The author of the source is not named in the specification, but 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 extract is part of a statement made by the Chancellor to the German National Assembly • The Chancellor was an experienced politician but had only held his post for a few weeks • The speech is a review of the situation as the Chancellor saw it. <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p>The political problems facing Germany in 1919:</p> <ul style="list-style-type: none"> • It provides evidence that there is no prospect of concessions from the Allied governments. They are 'firm in their demands' • It states that there are deep political divisions 'reflected in this Assembly' and cites the example of right-wing groups who could stir up more divisions by seeking to blame 'the Jews and the Communists.' • It suggests that within the 'officer class' there is a resistance to facing reality. <p>The attitude of the Government towards them:</p> <ul style="list-style-type: none"> • It suggests that the Chancellor has recognised the need for a realistic and moderate approach in order to rebuild Germany • It indicates that compromises have been made and have to be accepted in order to, 'save what can be saved' • It suggests that the Government can't be sure of what policies it will need to follow, 'no clear path forward' • It indicates there will have to be a focus on social policy because of the impact of the War. <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 political problems facing Germany and the attitude of the Government:</p> <ul style="list-style-type: none"> • Bauer had taken over as Chancellor after the cabinet of Scheidemann had resigned when they could not accept the terms of the Versailles Treaty • Bauer had made a strong personal effort a fortnight earlier to persuade the Allied leaders to soften some of the punitive clauses of the Versailles treaty but to no avail • The <i>Dolchstoß</i> myth of the stab in the back was widely believed and promulgated in right-wing circles • There was significant growth of nationalist, radical paramilitary <i>Freikorps</i> groups led by ex-soldiers.

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 Joffre was primarily responsible for the military failings of France in the years 1914-16.</p> <p>Arguments and evidence supporting the statement that Joffre was primarily responsible for the military failings of France in the years 1914-1916 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • In the Battle of the Frontiers 1914, Joffre's Plan XVII ignored Intelligence warnings and underestimated the firepower of the defenders • Joffre underestimated the scale and strength of the German advance, especially the role of the railways in transporting vast number of troops and military equipment • In 1915 his attacks in Artois and Champagne were poorly planned and executed, and lacked the firepower to break through against the strength in depth of the German linear defences • Joffre underestimated German firepower which led to his mistake in concluding that the Germans would not attack Verdun and ordering that some forts should be demolished. <p>Arguments and evidence challenging the statement that Joffre was primarily responsible for the military failings of France in the years 1914-1916 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Joffre employed the new transport technologies to regroup his forces to defeat the Germans at the strategically vital Battle of the Marne in September 1914 • Joffre studied the campaigns of his enemies very carefully and noted the effectiveness of their use of technology • Joffre purged defensive minded officers who showed reluctance in employing the new technology and advanced the careers of many talented junior officers, e.g. Nivelle • Joffre faced constant demands from politicians, who were unaware of the massive impact of technology in defence, to launch attacks and this was partly to blame for the losses of 1915 • French military equipment, especially artillery, lagged behind that of Germany, e.g. in 1914 the French has 2,000 automatic weapons compared to 4,500 German and 3,800 field guns compared to 6,000. <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 strategic bombing campaigns against Tokyo and Hiroshima in 1945 were not an excessive response, given the military situation faced by Curtis LeMay.</p> <p>Arguments and evidence supporting the statement that the strategic bombing campaigns against Tokyo and Hiroshima in 1945 were not an excessive response, given the military situation faced by Curtis LeMay should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • LeMay felt that his responsibility was to end the war as quickly as possible and believed that drastic methods had to be employed to break resistance and destroy the Japanese war industry • In terms of the attack on Tokyo he felt that the centre of Japanese power needed to be dealt with decisively using the overwhelming firepower that had been developed • He believed that up to a million US soldiers could be killed if an invasion of the Japanese mainland had to be launched • Hiroshima was a city of both industrial and military significance. It was the command centre for southern Japan. <p>Arguments and evidence challenging the statement that the strategic bombing campaigns against Tokyo and Hiroshima in 1945 were not an excessive response, given the military situation faced by Curtis LeMay should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The scale of the attacks was felt by some to be excessive. In Hiroshima between 90,000 and 140,000 were killed as a result of the raid and many more were severely incapacitated later as the result of radiation • The weaponry used could be argued to be beyond what was necessary to achieve the strategic objective, e.g. the deployment of phosphorus bombs and napalm • Operation Starvation, which involved dropping mines to cripple the internal waterways system, led to the starvation, and subsequent death of many civilians • Operation Meetinghouse, the low-level attack on Tokyo, had no specific military objectives and was estimated to have killed 100,000 civilians. <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 process of <i>Gleichschaltung</i> was fully completed in the years 1933-34</p> <p>Arguments and evidence supporting the statement that the process of <i>Gleichschaltung</i> was fully completed in the years 1933-34 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The police were brought under the control of the Nazi party as a result of the Reichstag Fire Decree • The professions, e.g. medicine and teaching, set up Nazi professional organisations, membership of which was essential if careers were to develop • The media, e.g. the cinema, the radio and newspapers, were controlled by Goebbels after the establishment of the Ministry of Propaganda • The political system was restructured after the passing of the Enabling Law, both in federal and state institutions, in order to facilitate centralised control • After the death of Hindenburg the offices of President and Chancellor were merged and the multi-party system was abolished • Independent trades unions were abolished and replaced by the German Worker's Front (DAF) and there were no rights to negotiate wages or working conditions. <p>Arguments and evidence challenging the statement that the process of <i>Gleichschaltung</i> was fully completed in the years 1933-34 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Catholic Church retained some independence, e.g. in education and youth groups under the Concordat agreement • The DAF and Robert Ley, its leader, challenged official Nazi policy over wages and conditions of service as the rearmament programme was stepped up • Hitler continued to recognise the authority and influence of the Army • The Nazi regime took a cautious policy towards the business community and many businesses continued to operate independently • The civil service maintained a degree of independence and, in particular, there were anti-Nazi pockets in the Foreign Office. <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 reunification of Germany in 1990 was primarily the result of economic pressures.</p> <p>Arguments and evidence supporting the judgement that the reunification of Germany in 1990 was primarily the result of economic pressures should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Gorbachev made it clear that the Soviet Union could no longer provide economic support to East Germany. This left the GDR without major economic support, which made reunification more attractive • The cost of the welfare system had put increasing pressure on the East German economy, which made it increasingly difficult to function independently • Increasing numbers of workers, particularly many with skills, had emigrated to the West • The industrial base of the GDR was outdated and there was a chronic need for investment. The economic weakness left it unable to resist the financial inducement implicit in Kohl's 10 Point Plan. <p>Arguments and evidence challenging the judgement that the reunification of Germany in 1990 was primarily the result of economic pressures should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Helmut Kohl, the political leader of West Germany, produced the 10 Point Plan which provided a roadmap to reunification • Gorbachev's reforms in the Soviet Union provided inspiration to many, e.g. the reaction to him when he visited East Berlin. This played a part in undermining the stability of the East German regime • Gorbachev made it clear there would be no military intervention by the Soviet Union • The United States made it clear that it supported reunification. France and Britain stated they would not oppose 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
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 on whether, in the years 1859-1991, it was the developments in radio broadcasting during the Second World War that had the greatest impact on war reporting.</p> <p>Arguments supporting the judgement that the developments in radio broadcasting during the Second World War 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 radio could reach people in their homes, which facilitated vast audiences • Radio enabled political and military leaders to communicate with their people, e.g. President Roosevelt after the attack on Pearl Harbour • Developments in recording and communications technology allowed Radio journalists to travel with the forces and report from the battlefield, e.g. the broadcasts of Ed Murrow from London on the Voice of America. <p>Arguments and evidence challenging or modifying the judgement that the developments in radio broadcasting during the Second World War had the greatest impact on war reporting should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The writings of war correspondents, e.g. W H Russell, during the American Civil War were syndicated and provided graphic accounts of the campaigning which often linked with the onset of photographic images, e.g. those of Mathew Brady • Reporting of the Spanish-American war aroused the feelings of the people with 'Yellow Journalism' exaggerating atrocities and fabricating events to incite anti-Spanish feeling. It was a negative stage in development of war reporting • The reporting of the First World War was detailed in local and national newspapers with large numbers of war correspondents commenting, sometimes critically, on the conduct of campaigns • The reporting from Vietnam showed the impact of television with the public being shocked by the images that came into their homes, e.g. of My Lai and the Tet Offensive and the strong comments of reporters such as Walter Cronkite • In the First Gulf War people were able to see the conflict in an immediate way with the advent of satellite communications. Commanders in the field, e.g. Norman Schwarzkopf faced questioning at press conferences. <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 the First World War saw the most significant developments in propaganda in the years 1859-1991.</p> <p>Arguments and evidence supporting the statement that the First World War saw the most significant developments in propaganda in the years 1859-1991 should be analysed and evaluated.</p> <ul style="list-style-type: none"> • Propaganda was developed to get across messages to the public, e.g. about the need to conserve food • Propaganda became more effective at demonising the enemy, e.g. after the sinking of the Lusitania in 1915 and, later in the conflict, the declaration of unrestricted submarine warfare • Propaganda also became more effective at depicting the values that war was being fought to defend and the promise of a better life once the conflict was over • Propaganda to encourage recruitment was very effective and some iconic posters were created, e.g. featuring Uncle Sam • The First World War saw new developments in communications technology being deployed, e.g. propaganda films such as 'Pershing's Crusaders' • The US government established the Committee of Public Information, which made its deployment of propaganda more effective. <p>Arguments and evidence contradicting or modifying the statement that the First World War saw the most significant developments in propaganda in the years 1859-1991 should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • The American Civil War saw an effective propaganda campaign to recruit for the Union army and some memorable songs that communicated the messages of both sides, e.g. 'When Johnny comes marching home' • In the American Civil War, it was important to state clearly the cause that many had fought and died for. The Gettysburg Address (1863) did this very effectively and was widely and quickly distributed throughout the nation • By the late 19th century mass circulation newspapers had developed and the Spanish American War saw the publication of articles designed to vilify the Spanish with exaggerated and sometimes invented reports • In the Second World War the cinema was widely used to highlight American successes and to illustrate the evil deeds and ideologies of America's enemies • In the Vietnam War the greatest development was in protest propaganda on the side of opposition to the conflict, with anti-war messages becoming more widespread, e.g. in the universities • The First Gulf War saw very powerful propaganda-use of the 24-hour news channels. <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 First World War brought about the most significant changes in the role of women in Germany in the years 1871-1990.</p> <p>Arguments and evidence supporting the statement that the First World War brought about the most significant changes in the role of women in Germany in the years 1871-1990 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • In the First World War, the need to recruit men to the military brought about a massive change in the role of many women who took on total responsibility for the family and became the breadwinner • The reduction of men in the workforce caused many women to be employed in industries, such as chemicals and steel, and by the end of the conflict, 37% of the industrial workforce were women • The First World War brought about a significant change in the pattern of employment for women with 400,000 leaving domestic service and agriculture • The contribution of women during the war brought about a recognition that they should be enfranchised and this was implemented in November 1918. The 1919 election saw 10% of the National Assembly being women. <p>Arguments and evidence challenging the statement that the First World War brought about the most significant changes in the role of women in Germany in the years 1871-1990 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • In the 1870s, the expansion of industry led to the recruitment of women to work in industry, e.g. textiles and food processing • In the 1890s, as a result of campaigns from pressure groups such as the BDF, middle class women had the opportunity to gain entry to some professions, e.g. teacher training in 1890 and medicine from 1899 • In the Weimar period a more liberal attitude brought about the emergence of 'new women' with wider career opportunities. In 1925 over 7,117 were in teaching, medicine or the law and, by 1932, this rose to over 12,000 • Nazi ideology led to restrictions in the role of women, reflecting the belief that their place was within the family, bearing children and focusing on domestic responsibilities • The military build-up from 1937 led to shortages in the workforce, which brought many women back to employment • In May 1949, the western allies enacted the Basic Law, which guaranteed fundamental rights. This made it clear that men and women must be treated equally and, in 1957, the Civil Code was amended to reflect this • In the 1970s, SPD governments brought about significant changes in the legal position of women, e.g. equal rights in marriage in 1977. Equality in access to higher education came in the late 1980s. <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 economic change in Germany in the years 1871-1914 was more significant than economic change in Germany in the years 1914-90.</p> <p>Arguments and evidence supporting the statement that economic change in Germany in the years 1871-1914 was more significant than economic change in Germany in the years 1914-1990 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The economy grew after the Franco-Prussian War after which it became possible to reduce the deficit and fund spending to facilitate growth in the economy • The government introduced a policy of improving the infrastructure of Germany, e.g. the state took control of road building from 1878 and this created employment and stimulated economic development • The government introduced protective tariffs, e.g. on steel and agricultural products, which boosted the domestic economy • The government encouraged the development of a Second Industrial Revolution and large producers, e.g. Siemens and Krupp's, were boosted by this development • The government under Wilhelm II stepped up military development, especially of the navy, and this created employment and stimulated the economy by increasing consumer spending. <p>Arguments and evidence challenging the statement that economic change in Germany in the years 1871-1914 was more significant than economic change in Germany in the years 1914-90 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The First World War had a massive impact on the German economy, e.g. the impact of the Allied blockade of the Baltic ports • During the Weimar period focus was on recovering financial stability and a new currency was introduced to help restore confidence. Agreements, e.g. the Dawes Plan with the United States, encouraged investment • During the Nazi period there was a primary focus on military development but also some address to unemployment through the massive public works programmes • 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 • The government accepted Marshall Aid, which brought a huge injection of funding to help rebuild the economy • The government pursued Social Market economic policy under finance minister Erhard, which led to rapid growth • The development of the European Economic Community boosted the market for German industry, e.g. the car industry. <p>Other relevant material must be credited.</p>