



# Mark Scheme (Results)

Summer 2024

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

Paper 3: Themes in breadth with aspects in depth (9HI0/37)

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.

## How to award marks when level descriptions are used

### 1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

### 2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

#### Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

#### Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

## Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

## Generic Level Descriptors: Section A

**Target:** AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> <li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li> <li>• Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.</li> </ul>
2	4–7	<ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.</li> </ul>
3	8–12	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences</li> <li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.</li> </ul>
4	13–16	<ul style="list-style-type: none"> <li>• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two enquiries may be uneven.</li> <li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li> <li>• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</li> </ul>
5	17–20	<ul style="list-style-type: none"> <li>• Interrogates the evidence of the source in relation to both enquiries with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion,</li> <li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li> <li>• Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.</li> </ul>

## Sections B and C

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> <li>Simple or generalised statements are made about the topic.</li> <li>Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>The overall judgement is missing or asserted.</li> <li>There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
2	4–7	<ul style="list-style-type: none"> <li>There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.</li> <li>Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li> <li>The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
3	8–12	<ul style="list-style-type: none"> <li>There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
4	13–16	<ul style="list-style-type: none"> <li>Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>
5	17–20	<ul style="list-style-type: none"> <li>Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li> <li>Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li> <li>Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.</li> <li>The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li> </ul>

## Section A: indicative content

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

Question	Indicative content
1.	<p>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 how Pétain planned to make use of technology in the defence of Verdun and his qualities as a commander. The author of the source is named 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"><li>• Pétain was commander of the defence of Verdun and, therefore, in a position to write with authority</li><li>• The rhetorical style of the first paragraph is clearly designed to boost morale</li><li>• Pétain has written this after a careful review of the overall situation and the source makes clear that Pétain has thought through the issues</li><li>• Pétain expresses himself clearly and his tone is calm with a very honest and realistic message.</li></ul> <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p><b>How Pétain planned to make use of technology in the defence of Verdun:</b></p> <ul style="list-style-type: none"><li>• It suggests that Pétain has kept abreast of the rapid technical developments that had become characteristic of modern war. He is prepared to use new methods both in combat and in treating his men</li><li>• It provides evidence that Pétain understood that advances in heavy artillery made it central to his tactics and that he knows it must be used relentlessly ('by day and night')</li><li>• It suggests he is aware of the need to develop air power for attack and defence ('a squadron of fighter aircraft.') to engage the enemy and an 'aerial photography section.' to provide information on enemy positions</li><li>• It suggests that Pétain is aware that technology can revolutionise the supply of manpower, munitions and rations. He decides to have 'A specialist regiment of engineers' to work on road and rail construction.</li></ul> <p><b>Pétain's qualities as a commander:</b></p> <ul style="list-style-type: none"><li>• It provides evidence that Pétain has a very clear understanding of the objective and importance of the campaign and that he shares this with his men. He states that Verdun 'stands in the path of a German advance.'</li><li>• It suggests that he will seek to provide inspirational leadership ('will lead from the front line') and inspire confidence in the outcome ('they have underestimated our strength and resolve.', 'surrender is not an option.')</li><li>• It suggests that he understood the importance of thorough reconnaissance and of making effective use of the terrain ('reverse slope tactics.')</li><li>• It suggests that Pétain understands the pressures that his men are fighting under and the need for respite and decent rations ('I will introduce a rota system.').</li></ul>

Question	Indicative content
	<p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the policies stated by Pétain and his qualities as a commander, points may include:</p> <ul style="list-style-type: none"> <li>• The German commander, Falkenhayn, believed that the attack on Verdun would lead to losses that the French could not sustain and that it would make a joint French-British assault on the Western Front less effective</li> <li>• During the battle the French fired over 30 million artillery shells</li> <li>• The cost of the battle was very high, the French lost over 160,000 men dead or missing, with at least another 200,000 casualties</li> <li>• Pétain did have genuine concern for the conditions and morale of the ordinary soldier and did spend time in the front line.</li> </ul>



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

Question	Indicative content
2	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source to consider its value for revealing the nature of the federal government established by the German Constitution of 1871 and the ways in which the Constitution protected the interests of the <i>Länder</i>. The German Constitution appears in the specification and candidates will be aware of the context.</p> <ol style="list-style-type: none"><li>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"><li>• The source is an official government document setting out the new Constitution of the expanded Federation</li><li>• The source is comprehensive and covers a wide range of political, military and social issues</li><li>• The source was produced very swiftly after the proclamation of the German Empire.</li></ul></li><li>2. The following inferences and significant points of information could be drawn and supported from the source:<p><b>The nature of the federal government established by the German Constitution of 1871:</b></p><ul style="list-style-type: none"><li>• It suggests that executive power will be focused on Prussia ('king of Prussia... Kaiser of Germany') and that the Kaiser will have political influence ('Chancellor appointed by the Kaiser.')</li><li>• It provides evidence that the legal system has been framed to maintain the authority of the federal government ('precedence over the laws of the states.')</li><li>• It suggests that the <i>Bundesrat</i> may be heavily influenced by Bismarck ('Chancellor will preside over the <i>Bundesrat</i>') and the Chancellor has a 'deciding vote in the case of a tied vote.'</li><li>• It provides evidence that the Kaiser will have the key influence in foreign policy ('represent the Reich', 'declaring war and making peace') and control of the military ('All military actions...ordered by the Reich.').</li></ul><p><b>The ways in which the Constitution protected the interests of the <i>Länder</i>:</b></p><ul style="list-style-type: none"><li>• It provides evidence that the <i>Länder</i> still had some independent authority ('retain many of their traditional rights')</li><li>• It indicates that the <i>Länder</i> retained control of many key social areas, e.g. education, policing and health</li><li>• It provides evidence that other <i>Länder</i>, and not only Prussia, played a part in the organisation of the German Army with units from 'Bavaria, Saxony and Württemberg.'</li><li>• It suggests that the <i>Länder</i> could gain influence through the <i>Bundesrat</i> ('representatives from all states.'). All members could propose measures and if states voted together and achieved 14 votes this constituted a veto.</li></ul></li><li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source for revealing the nature of the federal government established by the German Constitution of 1871 and</li></ol>

Question	Indicative content
	<p>the ways in which the Constitution protected the interests of the <i>Länder</i>.  Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Before unification Germany had consisted of 38 different states. The 1871 Constitution continued the process of bringing them together</li> <li>• There were significant differences between the traditions of states</li> <li>• Only 50% of the enfranchised population cast a vote in the first election after the new Constitution came into effect</li> <li>• There is no reference in the Constitution to religious issues.</li> </ul>

## 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 radio had the most significant impact on the development of mobile warfare in the First World War in the years 1917-18.</p> <p>Arguments and evidence supporting the statement that radio had the most significant impact on the development of mobile warfare in the First World War in the years 1917-18 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Radio was increasingly used by the RFC to send back information, e.g. from artillery spotters, about enemy positions, troop movements and artillery installations, in order to plan attacks more effectively</li><li>• Radios became easier to carry/transport and were used to co-ordinate attacks between units. They could also report back on features of the defence system, which could be targets for bombardment</li><li>• Radios were used for deception purposes, e.g. in seeking to deceive the Germans about the plans for the Amiens offensive, in order to confuse the enemy and facilitate the offensive</li><li>• Radios were fitted into tanks to allow communication with infantry units so that informed decisions could be made more quickly to ensure the effectiveness of all arms attacks</li><li>• Radio provided the means for communication with HQ to enable senior officers to make more informed decisions about their plans for advance.</li></ul> <p>Arguments and evidence challenging the statement that radio had the most significant impact on the development of mobile warfare in the First World War in the years 1917-18 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The development of motor transport allowed men, equipment and supplies to be moved more quickly</li><li>• The development of tanks provided more firepower to penetrate the enemy defences and create opportunities for the infantry to move through. The tanks also had a shock effect as shown at Cambrai</li><li>• Improvement in shell technology, e.g. fuse 106, made artillery bombardments more effective in weakening the German defensive positions</li><li>• The developments in the RFC made it possible to provide support by strafing defensive positions with their machine guns after the introduction of the interrupter gear.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that the Japanese application of superior technology was the main reason for the success of their attack at Pearl Harbour (1941).</p> <p>Arguments and evidence supporting the statement that the Japanese application of superior technology was the main reason for the success of their attack at Pearl Harbour (1941) should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The development of the aerial torpedo provided a new dimension to the attack</li> <li>• The Japanese had developed high altitude bombs that could penetrate the decks of warships before exploding</li> <li>• The Japanese Zero fighters were fast, exceptionally manoeuvrable and had formidable firepower. Over 200 of them took part in the assault</li> <li>• The Japanese had 6 up-to-date carriers, two of which only came into service in 1941, from which they could prepare and launch their air assault.</li> </ul> <p>Arguments and evidence challenging the statement that Japanese application of superior technology was the main reason for the success of their attack at Pearl Harbour (1941) should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• There were serious lapses by the United States Intelligence. They failed to pass details of Japanese diplomatic messages, including one sent on 1 December</li> <li>• United States Intelligence and the duty commanders failed to recognise the significance of the detection of two Japanese midget submarines near the perimeter of the harbour</li> <li>• The United States was anticipating a possible attack on the Philippines and did not believe it was within the capacity of the Japanese to stage multiple attacks</li> <li>• The radar detection system employed by the United States was misinterpreted and when a large flight of aircraft was identified they were believed to be B17 bombers <i>en route</i> to the Philippines.</li> </ul> <p>Other relevant material must be credited.</p>

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

Question	Indicative content
<b>5</b>	<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 Erzberger played the most significant role in the crisis that developed in Germany in 1917 over the conduct of the First World War.</p> <p>Arguments and evidence supporting the statement that Erzberger played the most significant role in the crisis that developed in Germany in 1917 over the conduct of the First World War should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Erzberger was a member of the Centre Party and had initially supported military action. His changing opinions reflected a wider change in attitudes to the conduct of the War</li><li>• Erzberger's position was influenced by visiting the Eastern Front where he recognised that the campaign was failing and creating divisions among military commanders. He reported his findings to the Reichstag</li><li>• In July 1917, the Reichstag was required to vote on the extension of war credits and Erzberger decided this was the time to express his reservations and provided a forensic account of German military weakness</li><li>• Erzberger realised the need to build multi-party support for a Peace initiative and brought the issue to a head by drafting the resolution of July 1917</li><li>• Erzberger became convinced that the policy of unrestricted submarine warfare would not only fail but have disastrous consequences. Many German politicians were uneasy about conflict with the democratic USA.</li></ul> <p>Arguments and evidence challenging the statement that Erzberger played the most significant role in the crisis that developed in Germany in 1917 over the conduct of the First World War should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The Russian Revolution (February 1917) had a significant impact with discontented people in Germany seeing the people of Russia taking strike action to express their views and industrial relations began to deteriorate</li><li>• Hindenburg and Ludendorff were still highly respected in Germany and exerted considerable influence, especially after Bethmann Hollweg's replacement by the ineffectual Michaelis</li><li>• The support for, and influence of, Erzberger was compromised by a feeling that he was an opportunist who had abandoned his initial enthusiasm for the war</li><li>• Some prominent politicians, e.g, Kapp and von Tirpitz, rejected defeatist attitudes and developed a new Fatherland Party, which further highlighted the deep divisions in Germany over the future conduct of the War.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
6	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that the weaknesses of the political opposition played the most significant part in the success of the CDU in the years 1949-60.</p> <p>Arguments and evidence supporting the statement that the weaknesses of the political opposition played the most significant part in the success of the CDU in the years 1949-60 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The rigid principles of Schumacher meant he was out of step with the prevailing mood of the majority, e.g. his opposition to greater Western European co-operation and hostile attitude to the occupying powers</li> <li>• The SPD suffered electorally because of the loss of traditional areas of support in the East</li> <li>• There was apprehension about Schumacher's insistence that the government should be rooted in Socialist principles. The SPD came across as a class party rather than one representing the whole people</li> <li>• Ollenhauer did not come across as an effective political leader or potential Chancellor. He failed to reconcile the tension between the Left and Right of the SPD, particularly concerning Willy Brandt</li> <li>• Ollenhauer was a lacklustre electoral campaigner and suffered a crushing defeat in the 1957 election: CDU 51% SPD 32%.</li> </ul> <p>Arguments and evidence challenging the statement that the weaknesses of the political opposition played the most significant part in the success of the CDU in the years 1949-60 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The CDU developed after the War and set a centrist tone with its mix of Liberals and Conservatives. Adenauer who assumed leadership had impeccable anti-Fascist credentials</li> <li>• The CDU provided stability in a country with bitter memories of the instability and subsequent extremism of the inter-war years. Its association with stability is illustrated by its slogan, 'no experiments'</li> <li>• The success of the free market economic policies driven by the Finance Minister Erhard, allowed the growth of the economy and improved living standards</li> <li>• Adenauer worked closely with the USA, which brought both economic and political benefits</li> <li>• Adenauer worked for Western European co-operation and reconciliation with France, which established the position of West Germany in Europe</li> <li>• The conference at Bad Godesberg (1959) saw the SPD, influenced by figures such as Brandt, move to a more centrist, less ideological position, which led to significant improvements in their electoral performance.</li> </ul> <p>Other relevant material must be credited.</p>

## Section C: indicative content

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

Question	Indicative content
7	<p>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 Hollywood films made the greatest impact on the remembrance and portrayal of war in the years 1859-1991.</p> <p>Arguments and evidence supporting the statement that Hollywood films made the greatest impact on the remembrance and portrayal of war in the years 1859-1991 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• <i>Wings</i> (1927) was the most successful silent film at the Box Office and won the first Academy Award. The director, William Wellman, had combat experience, and depicted the heroism and brutality of the air war</li><li>• <i>All Quiet on the Western Front</i> focused on the horror of war and its impact on individuals. The trench sequences are realistic and the ending had an enormous impact on the massive audiences who saw the film</li><li>• Films made during the Second World War attracted huge audiences and ranged from propaganda boosters featuring Errol Flynn to the gritty realism of John Huston's early features, e.g. <i>The Battle of St Pietro</i></li><li>• <i>The Best Years of Our Lives</i> (1946) showed the impact of the Second World War on the lives of individuals and the problems they experienced returning to civilian life</li><li>• Vietnam brought a series of films, which became more graphic as the events became more horrific and the mood in the USA became more unsettled, e.g. <i>The Deer Hunter</i>.</li></ul> <p>Arguments and evidence challenging the statement that Hollywood films made the greatest impact on the remembrance and portrayal of war in the years 1859-1991 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• In the Gettysburg Address, which was widely reported, Lincoln stressed the importance of remembrance of the sacrifices of ordinary soldiers and emphasised the moral argument of standing up for a just cause</li><li>• Stephen Crane in <i>The Red Badge of Courage</i> depicted the Civil War conflict in graphic detail and reached a very wide audience. It had an enormous impact in depicting the War's impact on individuals</li><li>• The war journalism of Ernie Pyle was very widely read during the Second World War and showed an empathy with the experiences of ordinary soldiers</li><li>• The Vietnam Memorial was constructed on a very moving and fitting site between the Lincoln Memorial and the Washington monument. The black granite walls and the Three Soldiers Statue were very effective</li><li>• In the Gulf War, there was instantaneous television reporting, which showed the technical capacity of the American forces but also, by its very nature, revealed some instances of tragic mistakes.</li></ul> <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 use of telegraph was the most significant development in the reporting of war in the years 1859-1991.</p> <p>Arguments and evidence supporting the statement that the use of telegraph was the most significant development in the reporting of war in the years 1859-1991 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The electric telegraph revealed its capacity for communicating reports from the battlefield. W H Russell established a great reputation and his reports on the American Civil War were widely syndicated</li> <li>• In America telegraph wires criss-crossed the country and a Transatlantic cable linked America with Ireland from the 1850s</li> <li>• Associated Press was established to co-ordinate information received by telegraph so that information was shared between journalists and the system could work more efficiently</li> <li>• There were concerns that the spread of information compromised security, e.g. reports on the size of defending forces in Richmond encouraged the assault by the Union army. Censorship began to be introduced</li> <li>• Newspaper reporting, utilising the telegraph, continued during the First World War even before the United States was at war, e.g. reporting about the sinking of the Lusitania and the Zimmermann Telegram.</li> </ul> <p>Arguments and evidence challenging the statement the statement that the introduction of the telegraph was the most significant development in the reporting of war in the years 1859-1991 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In the 1860s, lithographs appeared in magazines, e.g. Harper's Weekly, depicting graphic scenes from Gettysburg. The photographs of Alexander Gardner in The Dead of Antietam exhibition made a huge impact</li> <li>• The growth of mass circulation newspapers, e.g. those owned by Hearst, led to sensationalism in the form of 'yellow journalism'. This stirred up popular feelings during the Spanish-American War (1898)</li> <li>• In the Second World War, radio and newsreels made a massive impact with the reports of the Voice of America and newsreels by John Ford on Midway and George Stevens on the advance of the US army after D Day</li> <li>• In the Vietnam War, the development of colour television was significant. The onset of mobile video and sound recording equipment facilitated on the spot reports, e.g. on the Tet Offensive</li> <li>• In the First Gulf War, increasingly sophisticated satellites allowed instantaneous transmission, notably by CNN reporter Peter Arnett. CNN was founded in 1980.</li> </ul> <p>Other relevant material must be credited.</p>



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

Question	Indicative content
9	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that the most significant changes in the status of women in German society in the years 1871-1990 only happened after 1945.</p> <p>Arguments and evidence supporting the statement that the most significant changes in the status of women in German society in the years 1871-1990 only happened after 1945 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The Basic Law (1949) established the principle of legal equality, which was not the case before 1945</li><li>• More women entered the professions, especially medicine and the law. In 1953, women were allowed to join the Civil Service and others began to pursue business careers. Maternity rights were safeguarded</li><li>• In 1980, a government minister was appointed with specific responsibility for achieving equality and there was focus on encouraging more to enter Higher Education. By 1990, over 40% of students were female</li><li>• Women enjoyed more prestigious occupations, e.g. in 1988, the Bundestag had its first female President and more entered politics at a local or national level; by 1990, nearly 30% of the Reichstag were female.</li></ul> <p>Arguments and evidence challenging the statement that the most significant changes in the status of women in German society in the years 1871-1990 only happened after 1945 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Adenauer's government sought to reconcile women's rights with traditional beliefs re roles in the home, e.g. the Civil Service Law (1950) allowed dismissal of women if husbands could provide for the family</li><li>• By 1890, half a million women worked in industry, in areas such as textiles and food processing</li><li>• In 1871, no University places were open to women but in 1890 Heidelberg became the first to accept women and, by 1929, 20% of students were female</li><li>• During the First World War, a wider range of work became available, e.g. in mechanical engineering and munitions</li><li>• In the 1920s, a more liberal cultural attitude prevailed and the 'New Women' challenged traditional German views</li><li>• The Nazi period witnessed a significant reversion to traditional attitudes and educational opportunities in school and Higher Education were curtailed, with women expected to have a domestic role</li><li>• Rearmament and the onset of war outweighed the attempt to limit female employment and, by 1943, 60% of the workforce in Germany were women.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
<b>10</b>	<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 policies of the governments from 1871-1914 were the most significant in stimulating economic development in the years 1871-1990.</p> <p>Arguments and evidence supporting the statement that the policies of the governments from 1871-1914 were the most significant in stimulating economic development in the years 1871-1990 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In the 1870s, the government introduced a policy of tariffs, e.g. the Tariff Law of 1879, designed to protect domestic industry and the interests of the farming community</li> <li>• The government legislated to allow and encourage banks to buy and sell stock as well as providing investment funding, e.g. <i>Deutschebank</i> helped the development of AEG and Siemens in electrical engineering</li> <li>• There was a focus on developing technical education, which expanded the size and expertise of the skilled workforce</li> <li>• The government invested in improving infrastructure, especially in transport, which increased the efficiency of industry, e.g. the railway system doubled in size by 1875</li> <li>• There was a significant increase in military spending, especially on the Navy, e.g. Naval Laws 1898-1912. This created jobs and facilitated the development of engineering</li> </ul> <p>Firms were allowed to work together to maximise their resources and cartels were encouraged in order to facilitate large projects requiring massive investment, e.g. BASF and AGFA in the chemical industry.</p> <p>Arguments and evidence challenging the statement that the policies of the governments from 1871-1914 were the most significant in stimulating economic development in the years 1871-1990 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In the Weimar period, Stresemann acted to stabilise the economy by introducing a new currency. He also negotiated foreign investment in Germany, especially from the United States</li> <li>• Under the Nazi regime, Schacht made use of deficit financing to stimulate industrial development. There was also a focus on developing transport infrastructure, e.g. the autobahns</li> <li>• From the mid-1930s, there was vast expansion in military spending which created jobs and stimulated technical innovation</li> <li>• From 1949, the Free Market policies of Erhard stimulated growth in the economy and policies to encourage guest workers helped boost levels of production</li> <li>• From 1957, membership of the EEC established a tariff-free market, which stimulated expansion of German exports to the end of the period. There was also significant expansion of the market as membership increased</li> <li>• In the years 1871-1914, the focus on military spending led to a massive increase in the National Debt, which reached 490 billion marks by 1913, leading to higher interest rates, which impacted negatively on investment.</li> </ul> <p>Other relevant material must be credited.</p>