



# Mark Scheme (Results)

Summer 2025

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.

## 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> |

| Level    | Mark         | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>5</b> | <b>17–20</b> | <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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>1</b> | <b>1–3</b>   | <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>                                                                                                                                                                                                                                                                  |
| <b>2</b> | <b>4–7</b>   | <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>                              |
| <b>3</b> | <b>8–12</b>  | <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> |
| <b>4</b> | <b>13–16</b> | <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> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

| Level    | Mark         | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |              | <ul style="list-style-type: none"> <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>                                                                                |
| <b>5</b> | <b>17–20</b> | <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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| 1.       | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source to consider its value for revealing the reasons for the problems facing the German submarine fleet and the factors that explain the improved performance of the allies in the Battle of the Atlantic. 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"><li>• Dönitz had been promoted to be commander-in-chief of the German Navy in January 1943; he had previously been commander of submarine operations. He was a highly respected commander</li><li>• He is writing in his official military record that would have only been accessible to senior military personnel</li><li>• He is very candid in providing an assessment that shows awareness of the problems of his own side.</li></ul> <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p><b>Reasons for the problems facing the German submarine fleet:</b></p> <ul style="list-style-type: none"><li>• It suggests that Dönitz is frustrated that although he 'constantly argued' for more U-boats to sustain success, his fleet 'has never been given the priority in terms of resources' because the focus was on surface ships</li><li>• It provides evidence of significant losses of crews, 'we have lost many great commanders and valuable trained crews.'</li><li>• It indicates that he has had doubts about the security of the German communications codes, 'fear that our communication system has been decrypted'</li><li>• It provides evidence that developments in other theatres of the War have had an effect, 'we have also had to deploy significant forces elsewhere'.</li></ul> <p><b>Factors that explain the improved performance of the allies in the Battle of the Atlantic:</b></p> <ul style="list-style-type: none"><li>• It suggests that the weaknesses in the Royal Navy force that had contributed to earlier German success had been addressed, 'the enemy has new detection devices and more effective weaponry.'</li><li>• It indicates that Royal Navy officers are now on a par with U-boat commanders, 'quality of command has risen'</li><li>• It provides evidence that the Royal Navy is receiving support from other branches of the services, 'air support... has been especially effective'</li><li>• It indicates that the USA has provided very significant support, notably a significant number of Liberator aircraft, and that 'the Atlantic Gap... has now been closed.'</li></ul> <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing what Dönitz feels were the problems facing the German submarine fleet and the factors that explain the improved fortunes of the Royal Navy in the Battle of the Atlantic. Relevant points may include:</p> |

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | <ul style="list-style-type: none"> <li>• 1943 was the turning point year in the Battle of the Atlantic. In late March and April, in U-boat attacks on ONS5 and SC129 and 130, only 2 merchant ships were lost and over 20 U-boats were sunk</li> <li>• In early 1943, there was a considerable build-up of Allied forces in North Africa that necessitated greater focus by the German Navy in the Mediterranean</li> <li>• Huff-Duff and the Hedgehog respectively are examples of detection devices and more effective weaponry</li> <li>• There had been a breakthrough at Bletchley Park and the highly sophisticated Shark communications code had been broken.</li> </ul> |

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

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| 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 qualities of Chancellor Kohl as a political leader and his aims in putting forward his policies. The author of the source appears 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"><li>• Chancellor Kohl was a central figure in world politics and a figure of great authority concerning this particular issue</li><li>• The Chancellor is speaking to members of the German parliament and seeking to persuade by reasoned argument</li><li>• The speech is designed to reach and influence a wider audience.</li></ul> <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p><b>The qualities of Chancellor Kohl as a political leader:</b></p> <ul style="list-style-type: none"><li>• It suggests that he has identified and is responding to the will of the people of the GDR, 'calls for freedom...from the people of Leipzig'</li><li>• It indicates he is aware that Germany's future is a matter of international concern, 'not just a matter for Germans .... we need to consult' but this must not stop action, 'not be afraid to move forward.'</li><li>• It suggests that he recognises that this is a complex issue and indicates that decision making will require the consideration of a range of perspectives, 'We must listen to all points of view'</li><li>• It suggests he is very sensitive to reservations about the creation of a new and independent German state, he chooses his words carefully and uses the term, 'confederation'.</li></ul> <p><b>Kohl's aims in putting forward his policies:</b></p> <ul style="list-style-type: none"><li>• It suggests that he recognises the immediate need to address humanitarian issues, 'vast number of refugees.', 'medical and humanitarian aid.'</li><li>• It provides evidence that he believes that an essential requirement for providing the framework for a new state is an effective communications system, 'establish a telephone network'</li><li>• It indicates Kohl's recognition that facilitating political freedom is a vital precondition for progress, 'release all political prisoners.', 'SED must give up its monopoly of power.'</li><li>• It suggests that Kohl is aware that addressing economic challenges is necessary, and that 'fundamental reform' is required. He offers a way forward, 'Western investment.', '... the proposed Single Market.'</li></ul> <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the effectiveness of Chancellor Kohl's qualities as a political leader and Kohl's aims in putting forward his policies. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Kohl recognised that there were strong reservations about possible Reunification, notably from Thatcher, Mitterrand and Gorbachev</li><li>• Significant changes were taking place in the Soviet Union, and it was clear that Gorbachev had not reacted to changes in Poland and Hungary by threatening any kind of intervention</li></ul> |

| Question | Indicative content                                                                                                         |
|----------|----------------------------------------------------------------------------------------------------------------------------|
|          | <ul style="list-style-type: none"> <li>There were increasingly serious economic and social problems in the GDR.</li> </ul> |
|          |                                                                                                                            |

## Section B: indicative content

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

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| 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 judgement that the leadership of von Moltke and the Prussian general staff was more significant than the use of new technologies in explaining the Prussian victories in the wars of 1866 and 1870.</p> <p>Arguments and evidence supporting the statement that the leadership of von Moltke and the Prussian general staff was more significant than the use of new technologies in explaining the Prussian victories in the wars of 1866 and 1870 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Von Moltke focused on the selection and training of officers, stressing that, in action, they had to be prepared to adapt to specific circumstances in battle without losing sight of the overall objectives</li><li>• Von Moltke improved and developed the general staff to ensure uniformity in training. He ensured that promotion was on merit and that training programmes enabled his senior officers to brief their subordinates</li><li>• The general staff, and all senior commanders, were instructed to keep in close contact with von Moltke throughout any campaign</li><li>• Von Moltke stressed to his general staff the importance of reconnaissance and preparation for battle, e.g. at the Battle of Sedan (1870), MacMahon's French army was hemmed in against the River Meuse</li><li>• Von Moltke worked to ensure that he had the total trust of the King of Prussia and played the key role in developing a state based on military power and a policy of universal recruitment.</li></ul> <p>Arguments and evidence challenging the statement that the leadership of von Moltke and the Prussian General Staff was more significant than the use of new technologies in explaining the Prussian victories in the wars of 1866 and 1870 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The rapid movement of forces and equipment was facilitated by the Prussian railroad network, e.g. the transportation of the Army of the Elbe to Königgratz took Benedek by surprise</li><li>• The telegraph system enabled commanders to communicate quickly and effectively</li><li>• Prussian industrialists, e.g. Krupp produced powerful guns, and the heavy artillery batteries played a key role in overwhelming both Austrian and French defensive positions</li><li>• The Dreyse Needle gun, a breech loading rifle using bolt action, was especially effective, and Benedek, the Austrian commander at Königgratz (1866), believed it was instrumental in defeating his forces.</li></ul> <p>Other relevant material must be credited.</p> |

| 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 Battle of Cambrai showed how new military technology was able to make a significant impact on the Western Front in 1917.</p> <p>Arguments and evidence supporting the statement that the Battle of Cambrai showed how new military technology was able to make a significant impact on the Western Front in 1917 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The battle opened with a short and carefully targeted artillery bombardment that gave less warning of an imminent attack. This was followed by an infantry offensive supported by a creeping barrage</li> <li>• The offensive was planned to involve infantry, artillery, tanks and aircraft. It marked the beginning of 'all arms warfare'. The RFC carried out reconnaissance and conducted missions against German supply points</li> <li>• The analysis of aerial photographs of the German positions used new interpretive techniques and enabled more effective identification of targets</li> <li>• The tanks were deployed in a coordinated assault and were fitted with fascines designed to counter obstacles. The attack had a significant shock effect and initially there was good coordination with the infantry</li> <li>• Very effective use was made of Fuze 106 shells that exploded on impact but did not cause the cratering that had proved an obstacle in previous offensives.</li> </ul> <p>Arguments and evidence challenging the statement that the Battle of Cambrai showed how new military technology was able to make a significant impact on the Western Front in 1917 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• 400 Mark IV tanks were deployed but were liable to mechanical failure and proved vulnerable to German artillery. 180 of the tanks were no longer operational by the end of the second day of the offensive</li> <li>• The Germans were able to regroup, and the Bourton Ridge proved to be a strong defensive position, which was less vulnerable to the British weaponry and tactics</li> <li>• The Germans, after an initial shock, remained resolute, and their use of trench mortars was very effective</li> <li>• The British failed to commit reserves at a crucial stage and found themselves under extreme pressure in a salient, which made them vulnerable to flank assaults, forcing Haig to order a retreat.</li> </ul> <p>Other relevant material must be credited.</p> |

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

| 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 significance of the War in Sight crisis (1875) in consolidating the new Germany in the years 1871-79.</p> <p>Arguments and evidence supporting the significance of the War in Sight crisis (1875) in consolidating the new Germany in the years 1871-79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Bismarck created the War in Sight crisis in order to boost nationalist feeling by suggesting that the new Germany was vulnerable to foreign threats</li><li>• Bismarck used his contacts in the press, notably the <i>Berlinerpost</i>, to exaggerate the threat from France in order to bond the German people behind the idea of France being an external <i>Reichsfeinde</i></li><li>• Bismarck wanted to use the War in Sight crisis to contain the potential threat of France as he saw the French desire for Revanchism as a direct threat to the security and stability of the new Germany</li><li>• Bismarck knew that the Roman Catholic church was powerful in France and feared that they were encouraging others, e.g. Belgium, to undermine the new Germany by supporting condemnation of the <i>Kulturkampf</i>.</li></ul> <p>Arguments and evidence challenging the importance of the War in Sight crisis (1875) in consolidating the new Germany in the years 1871-79 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Bismarck skilfully worked with the largest party, the National Liberal Party, and gained their support for the new Germany by introducing policies that would benefit commerce, e.g. a common currency and Free Trade</li><li>• Bismarck believed that the strength and unity of the new Germany was potentially compromised by other national minorities, e.g. Poles and Danes. The national civil service and judicial system helped assimilation</li><li>• Bismarck believed Socialism was an international political belief that threatened the new Germany he aimed to create. Anti-Socialist laws were enacted in 1878 to ban Socialist meetings and newspapers</li><li>• Bismarck saw the Catholic Church, under the leadership of Pius IX, as a threat to the new Germany and developed the <i>Kulturkampf</i> to assert the independence of the German state, e.g. in areas such as education.</li></ul> <p>Other relevant material must be credited.</p> |
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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 judgement that the Night of the Long Knives marked the key turning point for the Nazi state in the years 1933-35.</p> <p>Arguments and evidence supporting the statement that the Night of the Long Knives marked the key turning point for the Nazi state in the years 1933-35 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• One commentator stated that, 'On that night the Nazi regime became a murder.'. The purge was carefully orchestrated and carried out with extreme ruthlessness</li> <li>• Hitler showed that he was determined to assert his authority in the Nazi party. He was determined to crush Rohm's demands for a continuing revolution and saw that Rohm's policies were a threat to his own position</li> <li>• The SS emerged as a radical elite committed to the pursuit of racial purity and internal security. Himmler and Goebbels seized control of police forces in many areas of Germany</li> <li>• The German legal system was dismantled and the Peoples' Court introduced in 1934. This administered summary justice as stated by Hitler in his speech about the actions that had been taken against the SA.</li> </ul> <p>Arguments and evidence challenging the statement that the Night of the Long Knives marked the key turning point for the Nazi state in the years 1933-35 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The framework of a totalitarian state had been developing from the start and the process of <i>gleichschaltung</i> was well under way by December 1933 into 1935</li> <li>• There was evidence from Hitler's assumption of power of the use of Terror. The Dachau concentration camp was opened in March 1933 and in that summer thousands of political opponents were interned</li> <li>• After the Reichstag Fire (February 1933), which was blamed on the Communists, the Reichstag Fire Decree paved the way for Nazi dictatorship, e.g. it suspended freedom of speech</li> <li>• The Enabling Law (March 1933) gave the Nazis control of the political system, with other political parties banned</li> <li>• Trade Unions were banned in May 1933 and many leaders were arrested and then interned. The Nazis were determined that no organised workers movement should oppose them</li> <li>• The death of President Hindenburg (August 1934) saw Hitler determined to consolidate his power by combining the offices of Chancellor and President</li> <li>• The Nuremberg Laws (September 1935) codified the racist legislation that enforced the antisemitic prejudice that was central to Nazi ideology. Many Nazi leaders had argued for this to be done to strengthen their state.</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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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 visual evidence from after 1945 was the most effective in conveying the nature of war in the years 1859-1991.</p> <p>Arguments and evidence supporting the statement that visual evidence from after 1945 was the most effective in conveying the nature 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 Vietnam War, lightweight video cameras and recording machines allowed reporters to be in the front line with forces and produce graphic evidence of events such as My Lai</li><li>• Television played a huge part in the reporting of the Vietnam War and mass audiences witnessed events in Saigon during the Tet Offensive in their own homes</li><li>• Public service channels, e.g. CSPAN, began to produce well-illustrated documentaries that explored conflicts the USA was involved in from the Korean War onwards</li><li>• In the Gulf War, satellite technology meant that instantaneous images could be seen. This illustrated the effectiveness of the technically sophisticated bombing campaign but also instances of civilian deaths.</li></ul> <p>Arguments and evidence challenging the statement that visual evidence from after 1945 was the most effective in conveying the nature 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 American Civil War, the photographs of Mathew Brady and Alexander Gardner, e.g. <i>The Dead of Antietam</i>, had a great impact on the public</li><li>• In the Spanish-American War, images of the sinking of the Maine showed the horrors of war. The newspapers also featured illustrations of the exploits of Roosevelt's Rough Riders during the capture of San Juan Hill</li><li>• In the First World War, the film <i>Pershing's Crusaders</i> made a huge impact with its evidence of the experiences of ordinary American soldiers</li><li>• In the Second World War, photographers, e.g. Lee Miller and Robert Capa, took many striking images, Miller's appearing in <i>Vogue</i> magazine and Capa's iconic <i>Magnificent 11</i> depicting the horrors of Omaha Beach</li><li>• John Huston made films, e.g. <i>The Battle of San Pietro</i>, revealing the experiences of troops and the horrors they encountered.</li></ul> <p>Other relevant material must be credited.</p> |

| 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 most significant developments in propaganda, in the years 1859-1963, occurred during the Second World War.</p> <p>Arguments and evidence supporting the judgement that the most significant developments in propaganda, in the years 1859-1963, occurred during the Second World War should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Films highlighted American achievements and illustrated the moral case to mass audiences. <i>Burma Victory</i> celebrated the deeds of ordinary soldiers and <i>So Ends Our Night</i> showed the depravity of the enemy</li> <li>• Governments realised the need to get across messages about the impact of shortages and the danger of leaking information. This led to a vast increase in poster campaigns and public information films</li> <li>• Radio journalists could access mass audiences and report from war fronts, e.g. the reports of Ed. Murrow very effectively showed the US audience the will to resist of the British people</li> <li>• The Voice of America was established in 1942 to inform the US public of the contributions that the American forces were making throughout the conflict</li> <li>• Walt Disney produced a series of cartoons satirising the Nazi regime, e.g. <i>Der Fuehrer's Face</i> in 1943, which reached very wide audiences.</li> </ul> <p>Arguments and evidence challenging the judgement that the most significant developments in propaganda, in the years 1859-1963, occurred during the Second World War should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The American Civil War propaganda reached mass audiences on both sides with campaigns in the South defending States' Rights and campaigns to recruit men to safeguard the cause of freedom in the Union states</li> <li>• In the late nineteenth century, there were very effective campaigns in mass circulation newspapers vilifying Spain for their actions in Cuba and, in particular, the sinking of the USS Maine in Havana (1898)</li> <li>• In the First World War, a Committee of Public Information was established to emphasise the principles of freedom that the Americans were fighting for and demonise the Germans in the eyes of the masses</li> <li>• In the First World War, films showed the qualities of the American military, e.g. <i>Pershing's Crusaders</i> and the visual images of the experiences of ordinary soldiers made a huge impact</li> <li>• In the Korean War, a Psychological Warfare Staff was established that set up a radio station 'The Voice of the United Nations' to broadcast anti-Communist propaganda and 12 million propaganda leaflets were dropped</li> <li>• In 1963, the US Information Agency began to produce a series of posters that promoted American values and demonised the Communist regime, saying that 'the South were struggling to maintain freedom from slavery'.</li> </ul> <p>Other relevant material must be credited.</p> |

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

| 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 judgement that the most important changes in the role of women in the workplace that occurred in the years 1871-1990 took place in the years 1871-1932.</p> <p>Arguments and evidence supporting the judgement that in the years 1871-1990 the most important changes in the role of women in the workplace occurred in the years 1871-1932 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• In the late nineteenth century, women began to enter the professions, e.g. teaching and the Law</li><li>• The growth of the textiles and food-processing industries from the 1880s provided employment for large numbers of women</li><li>• During the First World War, significant numbers of women took the place of men doing war service. This was especially in the chemical industry, munitions factories and in maintaining the postal and transport systems</li><li>• During the Weimar period, career opportunities grew, e.g. in medicine and the Civil Service. Equal Pay laws boosted female employment and by the mid-1920s the female workforce had increased by 30%.</li></ul> <p>Arguments and evidence challenging the judgement that in the years 1871-1990 the most important changes in the role of women in the workplace occurred in the years 1871-1932, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• During the Nazi period, women were expected to fulfil their domestic role of producing healthy children and look after the family. They were not allowed to work in the Government service or in Medicine</li><li>• In the late 1930s, the military build-up led to a reversal of policy and many women returned to the workforce. By the outbreak of the Second World War, women made up over 30% of the workforce</li><li>• During the Second World War, women played an increasing role in factories, replacing men on war service. By 1943, women made up 60% of the domestic workforce</li><li>• In the post 1945 period, career opportunities for women opened up in business and technology. Educational reforms led to a higher proportion of women entering Higher Education, which broadened job opportunities</li><li>• From the 1970s, many women lost jobs as the number of guest workers rapidly increased</li><li>• In the 1980s, the number of women in universities became equal to men and many women developed careers in the service industries. Overall, by 1990, 62% of working age women were in employment</li><li>• Women began to play an increasing role in public life and, in 1988, the first female President of the Bundestag took office.</li></ul> <p>Other relevant material must be credited.</p> |

| Question  | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <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 on the accuracy of the statement that the changes in the German economy in the years 1945-90 were less significant than the changes in the German economy in the years 1871-1939.</p> <p>Arguments and evidence supporting the judgement that the changes in the German economy in the years 1945-90 were less significant than the changes in the German economy in the years 1871-1939. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In the late nineteenth century, there was significant progress in exploiting natural resources, protecting domestic industry through tariffs and encouraging investment. This laid the foundations for large scale industry</li> <li>• After the First World War, the impact of the Versailles Treaty was massive and designed to constrain German economic development, provide reparations for other states and prevent Germany building up its power</li> <li>• During the Weimar period, there were dramatic changes: currency collapse in 1923, introduction of a new currency, foreign investment and growth and economic collapse, 1929-1932</li> <li>• During the Nazi period, there was a primary focus on military development that put pressure on the economy but also a massive public works programme that created employment and improved the infrastructure.</li> </ul> <p>Arguments and evidence challenging the judgement that the changes in the German economy in the years 1945-90 were less significant than the changes in the German economy in the years 1871-1939 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The economy was rebuilt dramatically after the Second World War. The recovery was boosted by the Marshall Plan, which provided funds to re-equip industry and also benefited from the Co-determination policy</li> <li>• After 1949, the Government developed a programme of Free Market economics introduced by the CDU government led by Adenauer with Erhard as Finance Minister</li> <li>• Germany played a key part in the development of the Schuman Plan in the 1950s and the development of the EEC. This protected farming interests, and reduced tariffs helped industrial exports to 1990</li> <li>• There was significant development of the construction industry to rebuild homes, which also had a stimulating effect on the demand for, and production of, domestic goods.</li> </ul> <p>Other relevant material must be credited.</p> |

