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Pearson Edexcel
Level 3 GCE

Centre Number

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Candidate Number

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History

Advanced

Paper 3: Themes in breadth with aspects in depth

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

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

Sample assessment materials for first teaching
September 2015

Time: 2 hours 15 minutes

Paper Reference

9HI0/37

You must have:

Sources Booklet (enclosed)

Total Marks

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Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- You must answer **three** questions on the option for which you have been prepared.
- There are three sections in this question paper. Answer **one** question from Section A, **one** question from Section B and **one** question from Section C.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

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SECTION A

Choose EITHER Question 1 OR Question 2 for which you have been prepared.

You must start your answer on page 3.

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

Study Source 1 in the Sources Booklet before you answer this question.

- 1 Assess the value of the source for revealing the attitudes and approaches of the German army High Command to an attack on France in 1940.

Explain your answer, using the source, the information given about its origin and your own knowledge about the historical context.

(Total for Question 1 = 20 marks)

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

Study Source 2 in the Sources Booklet before you answer this question.

- 2 Assess the value of the source for revealing the approaches of the new Nazi regime to potential opposition in 1933 and its success in suppressing it.

Explain your answer, using the source, the information given about its origin and your own knowledge about the historical context.

(Total for Question 2 = 20 marks)

SECTION B

Answer ONE question in Section B on the option for which you have been prepared.

You must start your answer to your chosen question on the next page.

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

EITHER

- 3** How far do you agree that May 1943 was a turning point in the Battle of the Atlantic, 1939–45?

(Total for Question 3 = 20 marks)

OR

How accurate is it to say that the use of US air power in the years 1965–73 had no effect on the outcome of the war in Vietnam?

(Total for Question 4 = 20 marks)

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

EITHER

- 5** To what extent did Bismarck succeed in reducing divisions in the new Germany in the years 1871–79?

(Total for Question 5 = 20 marks)

OR

- 6** 'It was the flood of refugees from East Germany to West Germany that made unification inevitable in 1990.'

How far do you agree with this statement?

(Total for Question 6 = 20 marks)

SECTION C

Answer ONE question in Section C on the option for which you have been prepared.

You must start your answer to your chosen question on the next page.

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

EITHER

- 7 How far do you agree that throughout the period 1861–1991 in the USA, the popular portrayal and remembrance of war has largely focused on heroism rather than suffering and death?

(Total for Question 7 = 20 marks)

OR

- 8 How far do you agree that throughout the period 1861–1991, successive US governments were largely successful in gaining and keeping widespread public support for armed conflict when the nation was at war?

(Total for Question 8 = 20 marks)

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

EITHER

- 9 'Government intervention in the economy was the crucial factor in maintaining German prosperity in the years 1871–1990.'

How far do you agree with this statement?

(Total for Question 9 = 20 marks)

OR

- 10 'The German urban working class has grown steadily in importance and prosperity throughout the years 1871–1990.'

How far do you agree with this statement?

(Total for Question 10 = 20 marks)

Pearson Edexcel Level 3 GCE

History

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Paper 3: Themes in breadth with aspects in depth

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

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Sample assessment materials for first teaching

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Sources Booklet

Paper Reference

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Do not return this booklet with the question paper.

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Sources for use with Section A. Answer the question in Section A on the option for which you have been prepared.

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

Source for use with Question 1.

Source 1: From *Panzer Leader* by Heinz Guderian, published in English in 1952. Here he is recalling events that took place in 1939–40.

The Army High Command, spurred on by Hitler to mount an offensive, was intending to use, once again, the so-called 'Schlieffen Plan' of 1914. It is true that this had the advantage of simplicity, though hardly the charm of novelty. Thoughts turned to alternative solutions. In November 1939, Manstein, the Chief of Staff of army group A, outlined his ideas to me; these involved a strong tank attack through southern Belgium and Luxembourg towards Sedan, a breakthrough splitting in two the whole French front. He asked me to examine this plan from the point of view of a tank man. After a lengthy study and remembering the terrain from the First World War, I assured Manstein that the operation he had planned could be carried out. The only condition was that a sufficient number of armoured and motorised divisions must be employed, if possible all of them. 5 10

Manstein thereupon wrote a memorandum which was sent to the Army High Command on the 4th December 1939. There it was by no means joyfully received. To start with, the High Command only wanted to use one or two panzer divisions for the attack. I held such a force to be too weak and therefore pointless. Manstein was insistent on stronger tank forces and by so doing aroused such hostility in the High Command that he was removed from his position and appointed commanding general of an Infantry Corps. 15

When Manstein reported to Hitler on assuming command of his corps, he took the opportunity to express his views on the forthcoming operations. This resulted in the Manstein Plan now becoming the object of serious study: a war game that took place seemed to me decisive in its favour. The Chief of the Army General Staff, Halder, who was present, envisaged tank forces reaching the Meuse and even securing bridgeheads across it and then waiting for the infantry armies to catch up. I contradicted him strongly and repeated that the essential idea was that we use all the available offensive power of our armour in one surprise blow at one decisive point; to drive a wedge so deep and wide that we need not worry about our flanks; and then immediately to exploit any successes without bothering to wait for the infantry corps. 20 25

I was given command of three panzer divisions. No one believed we would be successful, except for Hitler, Manstein and myself. 30

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

Source for use with Question 2.

Source 2: From Sebastian Haffner, *Defying Hitler*, published 2002. Haffner was a 28-year-old trainee judge in Berlin in 1933. He left Germany with his Jewish fiancée in 1938. This extract relates to events in 1933, but the memoir was written in exile in England in 1939 and not discovered until after Haffner's death in 1999.

The world I lived in dissolved and disappeared. Every day one looked around and something else had gone and left no trace. What was happening openly and clearly in public was almost the least of it. Yes, political parties disappeared or were dissolved; first those of the Left, then those of the Right; I had not been a member of any of them. The men who had been the focus of attention, whose books one had read, whose speeches we had discussed, disappeared into exile or the concentration camps: occasionally one heard that one or other had 'committed suicide while being arrested' or been 'shot while attempting to escape'. At some point in the summer the newspapers carried a list of thirty or forty names of famous scientists or writers; they had been proscribed, declared to be traitors to the people and deprived of their citizenship. 5

More unnerving was the disappearance of quite harmless people, who had in one way or another been part of daily life. The radio announcer whose voice one had heard every day, who had become an old acquaintance, had been sent to a concentration camp, and woe betide you if you mentioned his name. The familiar actors and actresses who had been a feature of our lives disappeared from one day to the next. The brilliant young star Hans Otto lay crumpled in the yard of an SS barracks. He had 'thrown himself out of a fourth floor window' they said. A famous cartoonist, whose harmless drawings had brought laughter to the whole of Berlin every week, committed suicide, as did the master of ceremonies of a well-known cabaret. Others just vanished. One did not know whether they were dead, incarcerated or had gone abroad. They were just missing. 10

The symbolic burning of books in April had been widely publicised, but the disappearance of books from bookshops and libraries was uncanny. Contemporary German literature, whatever its merits, had simply been erased. Books of last season that one had not bought by April became unobtainable. Readers were deprived of their world overnight. Further they felt intimidated; and if they dared to talk about the newest books by Jewish authors, they put their heads together and whispered like conspirators. 25

Many journals and newspapers disappeared from the kiosks, but what happened to those that continued in circulation was much more disturbing. You could not quite recognise them anymore. 30

Acknowledgements

Source 1 is from Heinz Guderian, *Panzer Leader*, Penguin Classics 2009. © Penguin Books Ltd; Source 2 is from Sebastian Haffner, *Defying Hitler: A Memoir*, Picador 2003

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Mark scheme

Sample assessment materials for
first teaching September 2015

GCE History (9HI0/37)
Advanced

Paper 3: Themes in breadth with
aspects in depth

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

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

Generic Level Descriptors: Section A

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

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

Sections B and C

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

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

Section A: indicative content

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

Question	Indicative content
1	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source to consider its value in revealing the attitudes and approaches of the German army High Command to an attack on France in 1940. The author of the extract is named in the specification – candidates can therefore be expected to know about him and should be aware of the context, namely the attack on France in 1940.</p> <ol style="list-style-type: none">The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:<ul style="list-style-type: none">The author, as a highly placed German general and Germany's leading expert on tank warfare, is in a position to offer insightHe appears to be confident enough to argue with his superiors and to have a good grasp of the overall strategyHe is writing over 10 years after the event and with the benefit of hindsightHe may be exaggerating points to boost his own position and importance, as with many memoirs.The following inferences and significant points of information could be drawn and supported from the source:<p>Attitudes:</p><ul style="list-style-type: none">It claims that the High Command had little enthusiasm for attack – they had been spurred on by HitlerIt claims that it was only with reluctance that the High Command examined Manstein's plan and under pressure from HitlerIt suggests resentment of those challenging its assumptions and hence the removal of MansteinIt claims that there was little faith in the success of an attack.<p>Approaches:</p><ul style="list-style-type: none">It suggests that the fundamental approach of the original plan was unimaginative, relying on a long-standing and traditional strategyIt suggests suspicion of the original strategic conceptions in Manstein's plan in breaking the French Front through the ArdennesIt claims that the High Command believed armoured divisions should be employed only to secure the way for the infantry.Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the attitude and approaches of the German High Command to the attack on France. Relevant points may include:<ul style="list-style-type: none">Guderian, as the author of <i>Achtung Panzer</i> in 1937, was at the forefront of those advocating a new approachThe Manstein Plan turned out to be brilliantly successful and hence it was in Guderian's interest to claim as much credit as possible and to minimise the number of senior officers who backed itThere was a large element of luck in the success of the plan – in this sense, Halder's estimate that it had a 10 per cent chance of success was realistic and Guderian was almost foolhardy in his optimism.

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 in revealing approaches of the new Nazi regime to potential opposition in 1933 and its success in suppressing it. The author of the extract is not named in the specification and therefore candidates cannot be expected to know about him but should be aware of the context, namely the events in Germany in 1933.</p> <ol style="list-style-type: none">1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:<ul style="list-style-type: none">• The position of the author as an educated and well-informed observer living in the capital city at the time he describes• He was not a member of any opposition party• There is a mass of telling detail covering a range of activities that an educated young man might be interested in• It was written six years later and in exile, so it may have a justificatory purpose, but appears not to have been intended for publication.2. The following inferences and significant points of information could be drawn and supported from the source:<p>Approaches to potential opposition:</p><ul style="list-style-type: none">• It suggests that the Nazi regime operated with great thoroughness in dealing with a range of actual and potential critics• It suggests that the threat and use of extreme violence was well known• It suggests that there was a deliberate attempt to create an atmosphere of intimidation• It suggests that government moves were measured and stealthy and difficult to resist.<p>Successes in suppressing it:</p><ul style="list-style-type: none">• It suggests that across a wide range of areas the regime imposed its will and removed opponents, real or imaginary• It provides evidence that the regime was able to impose a climate of fear upon the population• It provides evidence that eminence and celebrity appear to have been no protection.3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing approaches to opposition in 1933 and the success of the Nazi regime in dealing with it. Relevant points may include:<ul style="list-style-type: none">• In 1933 there was a gradual, but effective, Nazi consolidation of power• Most of the steps taken were 'constitutional', e.g. the Enabling Act of March• The process of <i>Gleichschaltung</i> is well illustrated here• The author's middle class and Berlin perspective perhaps leads him to ignore the suppression of the trade unions and the militant left in the big industrial areas• The extract tends to give a sense of helplessness in the face of the regime, but little sense of the degree of support for the Nazis which, it can be argued, made it that much more effective in suppressing its opponents.

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 on how far May 1943 was a turning point in the Battle of the Atlantic, 1939–45.</p> <p>Arguments and evidence that May 1943 was a turning point should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The strength of the German position prior to May – the German U-boat fleet had reached its largest extent with 300 boats in commission and 70 on station• The German U-boats sank 510,000 tons of shipping in March 1943 for the loss of few U-boats• The position was dramatically reversed in May with the loss of only six merchant ships, but 20 U-boats were lost• Dönitz decided to withdraw all U-boats from the North Atlantic• Dönitz sent U-boats back in September but lost 59 in return for only nine merchant ships sunk by December• From May, over 96 per cent of allied ships crossed the Atlantic safely. <p>Arguments and evidence against the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• New levels of shipbuilding were significant, and it was in July 1943 that a record high of 200 ships built in a month was achieved – the Germans could never hope to match this with sinkings• The crucial breakthrough in breaking the German Naval Code was significant and took place partially in December 1942, but not to full effect until the autumn of 1943• Germany continued to work on new submarines, which were faster and harder to detect, and these were deployed in 1945• Fast liners used as troopships were almost invulnerable to slow moving U-boats in most circumstances. <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 how accurate it is to say that the use of US air power had no effect on the outcome of the war in Vietnam.</p> <p>Arguments and evidence supporting the statement that US air power had no effect should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The USA had massive air superiority and dropped a greater tonnage of bombs than in the whole of the Second World War, yet it still lost • Huge quantities of bombs were dropped in an attempt to impede communist supply lines, but on the Ho Chi Minh Trail, statistically, there was more risk from snake bite than US bombing • The US displayed excessive caution, according to air power specialists, in attacking North Vietnam, particularly near the Chinese border • SAM missiles used by the Vietcong often forced US strategic bombers to fly too high for accuracy • The jungle cover limited the tactical effectiveness of US air power. <p>Arguments and evidence contradicting the statement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Air power was effective in blunting the NVA offensive of 1972 • The use of air power against Hanoi in late 1972 was crucial in forcing the North to a compromise in negotiations with the Nixon Government • Where the NVA chose to make a conventional attack, as in the Ia Drang valley in 1965, US air power contributed significantly to inflicting defeat • The widespread use of helicopters was an enormous asset to the US Army in attack and in the evacuation of the wounded, which had great benefit in maintaining morale. <p>Other relevant material must be credited.</p>

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

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which Bismarck succeeded in reducing divisions in the new Germany in the years 1871–79.</p> <p>Arguments and evidence supporting the proposition about the extent of Bismarck's success in reducing divisions in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The effective cooperation with the National Liberals, the largest party in the <i>Reichstag</i> until 1878• The establishing of a uniform coinage• The setting up of an Imperial Bank (1875)• The establishing of a new commercial code for trade and industry.• The legal reforms, e.g. uniform legal procedures were established across the <i>Reich</i>. <p>Arguments and evidence contradicting the proposition about the extent of Bismarck's success in reducing divisions in these years should be analysed and evaluated. Relevant points may include.</p> <ul style="list-style-type: none">• Germany was a federal state and there were considerable variations in each state's constitutional arrangements• The armies of the separate states remained• The <i>Kulturkampf</i> heightened tensions with the large Roman Catholic minority• Minorities on the borders of the Reich continued to vote for separatist candidates in elections• The growing working class increasingly identified with the marxist Social Democrats, increasing social and political tensions• Bismarck introduced the divisive Anti-Socialist Law in 1878. <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 on the suggestion that it was the flood of refugees from East Germany to West Germany that made unification inevitable in 1990.</p> <p>Arguments and evidence supporting the proposition about the flood of refugees making reunification inevitable should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • In the winter of 1989–90, around 2,000 crossed from East to West Germany each day, and this was predicted to reach one million per year • The strains placed on the West German housing and social welfare system were becoming intolerable • The flood of refugees added to the existing temporary unemployment problem in West Germany • In East Germany, the loss of skilled workers threatened economic collapse • Managing the flood of refugees through unification seemed increasingly an easier option in the West than raising taxes to support refugees. <p>Arguments and evidence contradicting the proposition about the flood of refugees making reunification inevitable should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Honecker's illness and intransigence, undermining the long-standing government of the GDR • The importance of 'Wir sind ein Volk' • There were enormous additional economic problems in the East, including state debts • The willingness of Kohl to push for unification and throw the resources of the CDU into the elections in East Germany • The fact that Gorbachev and the Russian leadership were distracted by domestic problems • The generous agreement of Kohl and the Federal Republic to accept currency unification at parity. <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 as to how far, throughout the period 1861–1991, the popular portrayal and remembrance of war in the USA has been focused on heroism rather than suffering and death.</p> <p>Arguments and evidence supporting the proposition that popular portrayals and remembrance have focused more on heroism should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Veterans' parades took place for decades after the US Civil War with stirring speeches on heroism. Generals on both sides continued to be portrayed as heroic figures• The bestselling novel in the late nineteenth century <i>The Red Badge of Courage</i>, portrayed the triumph of courage over cowardice• The heroic antics of the 'rough riders' dominated reportage of the Spanish American War• The overwhelming number of popular fictional portrayals of the Second World War focus on heroism in a just cause, e.g. <i>The Sands of Iwo Jima</i>• Early and popular portrayals of the Vietnam War were positive in their portrayal of combat, e.g. <i>The Green Berets</i>. <p>Arguments and evidence contradicting or modifying the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The use of photography in the Civil War showed civilians the carnage of battles• The Spanish American War produced a bitter anti-war piece of writing from Mark Twain condemning the massacre of 600 civilians in the Philippines by US troops• The First World War led to the production of a series of films stressing the horror and pointlessness of war, the most famous of which was <i>All Quiet on the Western Front</i>• From the late 1960s, portrayals of the Second World War in film turned darker, e.g. <i>Patton</i>• The Vietnam War eventually elicited a mass of bleak portrayals, e.g. <i>Apocalypse Now</i>. <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 as to how far, throughout the period 1861–1991, successive US governments were largely successful in gaining and keeping widespread public support for armed conflict when the nation was at war.</p> <p>Arguments and evidence supporting the idea that US governments were largely successful in gaining and keeping support should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The governments of both the Confederacy and the Union were successful in gaining large numbers of volunteers for their armies • The outbreak of the Spanish-American War was greeted with wild jubilation and widespread support in the media • There was widespread support for the US war effort in 1917–18, as shown by the numbers of volunteers and the popularity of the crackdown on the small number of dissidents • The nature of the outbreak of the Second World War in 1941 ensured widespread support, which continued • The Vietnam War initially commanded widespread support and enjoyed majority support to 1973, according to opinion polls. <p>Arguments and evidence contradicting the idea should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • There was considerable opposition in the north to the Conscription Act of 1863 and riots in New York; there was growing and widespread desertion from the Confederate Armies by 1864–65 • The short duration of the Spanish-American War did not allow for real opposition to develop • Many Americans of German and Irish descent were less than enthusiastic about the First World War, as indicated by the authorities' crackdown on dissidents • Support for the Second World War was in part a result of increased prosperity and falling unemployment rather than government propaganda • The Vietnam War attracted an increasingly vocal minority of opponents particularly amongst the young; there was growing and serious opposition in Congress. <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 on the suggestion that government intervention in the economy was the crucial factor in maintaining German prosperity in the years 1871–1990.</p> <p>Arguments and evidence supporting the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The adoption of a tariff in 1879 protected German agriculture and helped the growing German iron and steel industry• The adoption of social welfare programmes in the 1880s aided German workers in sickness and old age• The construction of the large High Seas Fleet after 1898 stimulated the steel and engineering industries• The economic and social programmes adopted by the Nazi regime in 1933–39 helped to promote recovery from the slump and extended benefits to various groups• The economic protectionism and the common agricultural policy of the European Community aided German agriculture and industry in the years after 1956. <p>Arguments and evidence contradicting the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The skills of the workforce and entrepreneurial drive of the owners were vital to the boom in industry pre-1873 and in the period 1895–1914• The boom of the 1920s relied heavily on exports and foreign investment• The governments of 1927–32 did little to ameliorate the slump in agriculture or the later slump in industry• Marshall Aid was a US initiative that aided German recovery in the later 1940s• German culture valued hard work, skills and entrepreneurial drive; these and exports were vital in producing the economic miracle of the 1950s onwards. <p>Other relevant material must be credited.</p>

Question	Indicative content
10	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the suggestion that the German urban working class grew steadily in importance and prosperity in the years 1871–1990.</p> <p>Arguments and evidence supporting the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The growth in urbanisation over the period increased the size of the working class, increasing its importance compared to the hitherto dominant peasantry • It is reflected in the growth of trade unions which were well established and large by 1914 – these played an important part in the 1920s and again in the Federal Republic post-1949 • The political importance of the working class was shown in the growth and continued importance of the SPD • The introduction of welfare reforms in the 1880s and under the Nazis reflected the political importance of the urban working class • There was an overall rise in wage rates from 1871–1913, again in the late 1920s and in the periods 1933–39 and 1949–90. <p>Arguments and evidence contradicting the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • There were serious setbacks to prosperity in the two world wars and in the severe slump of 1929–33 • The growth in prosperity has seldom been steady – following the slump of 1873, growth was uneven and troubled until 1895 • The Nazi regime abolished trade unions in 1933 and free trade unions were only re-established post-1945 • The post-war boom and economic miracle was punctuated by slowdowns and recessions, such as that following the oil price shock of 1973 • The 'dear food' policies brought in by the Bismarck tariff and the Common Agricultural Policy favoured rural Germany and indicate that the interests of the working class could be ignored and therefore their importance was not great. <p>Other relevant material must be credited.</p>

