

Write your name here

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Other names

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

Specimen materials for first teaching
September 2015

Time: 2 hour 15 minutes

Paper Reference

9HI0/37

You must have:

Sources Booklet (enclosed)

Total Marks

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 in 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.

Turn over ►

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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 effectiveness of air power in the First Gulf War and the problems associated with its use.

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 beliefs of the Spartacists and the reasons for the Spartacist Rising of January 1919.

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)

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Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: **Question 1** **Question 2**

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[The live question paper will contain six more pages of answer lines.]

TOTAL FOR SECTION A = 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 'Problems with transport and logistics explain the failure of the Schlieffen Plan in 1914.'

How far do you agree with this statement?

(Total for Question 3 = 20 marks)

OR

- 4 How far do you agree that the Germans took more account of new technologies in their military preparations in the 1930s than did the French?

(Total for Question 4 = 20 marks)

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

EITHER

- 5 'The consequence of Hitler's leadership style was that he was a dictator who did not dictate.'

How far do you agree with this statement?

(Total for Question 5 = 20 marks)

OR

- 6 How far does Adenauer deserve to be regarded as the 'Father' of the Federal Republic?

(Total for Question 6 = 20 marks)

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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 was the impact of the film, 'All quiet on the Western Front' (1930), a key turning point in the portrayal of war in the years 1859–1991?

(Total for Question 7 = 20 marks)

OR

- 8 How far do you agree that the impact of new technologies in the reporting of war dramatically altered the public response to war in the USA in the years 1859–1991?

(Total for Question 8 = 20 marks)

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

EITHER

- 9 To what extent did the landowning elite enjoy social dominance and economic power in Germany in the years 1871–1990?

(Total for Question 9 = 20 marks)

OR

- 10 To what extent was the First World War a turning point in the changing role of women in Germany in the years 1871–1990?

(Total for Question 10 = 20 marks)

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Pearson Edexcel Level 3 GCE

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

Specimen materials for first teaching

September 2015

Sources Booklet

Paper Reference

9HI0/37

Do not return this booklet with the question paper.

Turn over ►

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Source 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 General Sir Peter De La Billiere, *Looking For Trouble*, published 1994. This is the autobiography of De La Billiere who was commander of British forces in the Middle East during the Gulf War of 1990–91.

The air-attack on Iraq was by far the most intense in the history of warfare— an operation of incredible complexity in which Allied aircraft flew over 3000 sorties during each twenty-four hour period. British Tornado fighter-bomber crews were called upon to deliver their special weapon, the JP233 bomb designed to put airfields out of action. The JP233 had to be delivered from a precise altitude – which meant that our pilots were called upon to attack at night, at ultra low level in the face of intensive anti-aircraft fire. The Tornado crews exhibited the highest courage and tenacity but so hazardous were their sorties that, within a week, we had lost five aircraft, a very high number in relation to our strength. We decided to call off low level attacks for the time being. By then in any case, we had achieved air supremacy, for under the Allied assault, the Iraqi air force had ceased to fly. 5

For all the precision of guided bombs and missiles, some inevitably went astray, and as the air war ground on through February, we had to steel ourselves against a rising tide of criticism, especially from America, that we were killing civilians needlessly. Saddam Hussein himself with characteristic brutality, began to try to engineer the deaths of his own people by siting headquarters in schools, placing guns in the grounds of hospitals and parking aircraft next to mosques, in the hope that the Allies would bomb them and alienate international opinion. In fact we took great pains to spare such targets, which were strictly off-limits to our pilots- and in no previous operation had so much care been devoted to avoiding civilian casualties. 15

Right to the launch of the ground war there was disagreement among the allies over the extent to which we had degraded the Iraqis’ ability and will to fight. Battle damage assessment, or BDA, is notoriously difficult. Evidence trickling out suggested that most Iraqi soldiers had been severely demoralised by weeks of bombardment. The increasing desperation of their commanders became apparent on 16 February, when we heard of new measures for the treatment of deserters from the Iraqi III Corps: one man from each battalion was to be hanged, and his body left hanging for five hours in front of his former comrades, and the rest of those who had tried to run away were to be shot. 20

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

Source for use with Question 2.

Source 2: From The Spartacus Manifesto, published 26th November 1918. The Spartacists were a group of revolutionary Marxists founded by Rosa Luxemburg. Luxemburg and many other Spartacists went on to found the German Communist Party in December 1918. This Manifesto appeared in Red Flag, the official publication of the Spartacists and also founded by Rosa Luxemburg.

The revolution has made its entry into Germany. The masses of the soldiers, who for four years were driven to the slaughterhouse for the sake of capitalistic profits, and the masses of workers, who for four years were exploited, crushed and starved, have revolted. That fearful tool of oppression-Prussian militarism, that scourge of humanity – lies broken on the ground. Its most noticeable representatives, and therewith those most guilty of this war, the Kaiser and the Crown Prince, have fled the country. Workers' and soldiers' councils have been formed everywhere. 5

Proletarians of all countries, we do not say that in Germany all power has really been lodged in the hands of the working people, that the complete triumph of the proletarian revolution has already been attained. There still sit in the government all those socialists who abandoned our most precious possession, the Second International Workingmen's Association, and who for four years betrayed the German working class by supporting the war. 10

Now at this moment we are justified before history and before the German proletariat. The masses agree with us enthusiastically; constantly widening circles of the proletariat share the knowledge that the hour has struck for a reckoning with capitalist class rule. But this great task cannot be accomplished by the German proletariat alone: it can fight and triumph only by appealing to the solidarity of the proletarians of the whole world. 15 20

Comrades of the belligerent countries, we are aware of your situation. We know very well that your governments, since they have won the victory, are dazzling the eyes of the people with the surface brilliance of this triumph. We know that they thus succeed through their success in war in making its causes and aims forgotten. Proletarians of all nations, when we now summon you to a common struggle, it is not done for the sake of the German capitalists who, under the label of the 'German nation' are trying to escape the consequences of their own crimes; it is being done for our sake as well as yours. Remember that your victorious capitalists stand ready to suppress in blood our revolution, which they fear. You have not become any freer through the 'victory'- you have become still more enslaved. If your ruling classes succeed in throttling the proletarian revolution in Germany, as well as in Russia, then they will turn against you with re-doubled violence. 25 30

Acknowledgements

Source 1 is from General Sir Peter De La Billiere, *Looking for Trouble*, Harper Collins 1995;

Source 2 is from Anton Kaes, Martin Jay Edward Dimenberg (editors), *The Weimar Republic Sourcebook*, University of California Press 1994.

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Mark scheme

Specimen 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 for revealing the effectiveness of air power in the First Gulf War and the problems associated with its use.</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">It was written three years after the Gulf War, a comparatively short time but the time gap between the events and publication should add to the value enabling some of the inevitable 'fog of war' to be liftedThe author was a senior figure in the overall command structure as the head of the British Forces, which were second only to the Americans in size and importance. He was privy to most classified military dataAlthough in overall command of British forces he was an army officer not an air-force officerThe role of the American forces on land and in the air was far greater than Britain's.The following inferences and significant points of information could be drawn and supported from the source:<p>The effectiveness of air power in the First Gulf War:</p><ul style="list-style-type: none">It claims that air supremacy was gained quicklyIt claims that allied air warfare was on an unprecedented scale with 3000 sorties per dayIt claims that modern technology enabled much greater precision in bombingIt suggests that Iraqi ground forces appear to have been thoroughly demoralised by weeks of bombingIt claims that desertion from the Iraqi army appears to have been a major problem as a result of air warfare although the author only mentions one Iraqi corps in evidence.<p>The problems associated with its use of air power:</p><ul style="list-style-type: none">It claims that Iraqi ground defences took a heavy toll of low flying Tornados of the RAFIt claims that there was a real problem in assessing the effectiveness of tactical strikes on troopsIt provides evidence that inevitably, despite the advance of guidance techniques, some bombs went astrayIt suggests that modern reporting techniques and widespread and almost instant coverage enabled the Iraqi regime to use 'collateral damage' for propaganda purposesIt claims that the Iraqi regime ruthlessly tried to increase 'collateral damage'.Knowledge of historical context should be deployed to support and develop inferences and confirm the value of the source for assessing the effectiveness of air power in the First Gulf War and the problems associated with its use. Relevant points may include:<ul style="list-style-type: none">The brutality of the Iraqi regime was such that it was likely to have behaved as the author suggestsThe judgement on the effectiveness of air power could be moderated by reference to US mistaken attacks on British unitsThe impact of air power that emerged after the war largely confirmed the author's judgements about its effectiveness. <p>The propaganda war on the home fronts in Britain and the USA was vitally important in maintaining public support for the war. Western public opinion was particularly sensitive to civilian casualties compared to previous wars.</p>

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 the beliefs of the Spartacists and the reasons for the Spartacist Rising of January 1919. The individual referred to in the extract is named in the specification and candidates can therefore be expected to know about her and be aware of the context.</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">• It is dated late November 1918 following the overthrow of the Monarchy but six weeks before the Spartacist rising• It is clearly drawn up by those committed to Marxist theory and who sympathise with the idea of revolution• The tone is one of excitement and possibility tinged with caution• There is no hint of regret at Germany's defeat but a celebratory tone.2. The following inferences and significant points of information could be drawn and supported from the source:<p>The Beliefs of the Spartacists:</p><ul style="list-style-type: none">• It claims that the international dimension of politics is all-important and class conflict should replace conflict between nations• It suggests that they have always opposed the war and those German Socialists who supported it• It suggests that the war is a capitalist war brought about by the capitalist desire for profit• It suggests that capitalists will 'enslave' the working class given the chance and will use nationalist fervour to accomplish this end.<p>Reasons for the Spartacist Rising:</p><ul style="list-style-type: none">• It claims that there is an excited atmosphere of change and the possibility of further change• It implies that the barriers to real change and revolution have been removed, namely the power of the Prussian Army• It claims that there is a rapidly growing support for the Spartacist position, which it is implied has been a minority one up until now• It suggests that there are still class traitors in power who must be removed• It claims that the masses have been oppressed for too long and their suffering has made them ripe for revolution.3. Knowledge of historical context should be deployed to support and develop inferences and confirm the value of the source in revealing the beliefs of the Spartacists and the reasons for the Spartacist Rising of January 1919. Relevant points may include:<ul style="list-style-type: none">• The character, background and beliefs of Rosa Luxemburg were clearly of importance• The war had produced a bitter split in the Socialist movement• Recent events in Germany had led to the emergence of workers and soldiers councils• The revolutionary situation in Russia was clearly of importance as was the potential for revolution elsewhere• The new SPD government cooperated with the army high command.

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 the suggestion that problems with transport and logistics explain the failure of the Schlieffen Plan in 1914.</p> <p>Arguments and evidence that problems with transport and logistics explain the failure of the Schlieffen Plan in 1914 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The most westerly large First Army had to march 500km in a month after leaving the railhead. Its 84,000 horses needed 2 million lbs of fodder daily. Large numbers of horses died and heavy guns could not keep up with the infantry• All seven German armies had only 4,000 lorries between them• The Belgians sabotaged their rail network, denying it to the Germans• The crucial First and Second armies were 80 and 100 miles respectively from the nearest operating rail supply point by early September• Whilst the Germans walked, the French used their lateral railways to re-force their western armies so that by September they outnumbered the Germans' hammer-head of the First and Second Armies. <p>Arguments and evidence that problems with transport and logistics do not explain the failure of the Schlieffen Plan in 1914. Relevant points may include:</p> <ul style="list-style-type: none">• Moltke was increasingly depressed and nervous whereas Joffre remained calm and confident• Moltke reinforced his armies facing Russia in view of their faster-than-expected invasion of East Prussia• Belgian resistance was greater than expected• The British Expeditionary Force had been largely discounted in German planning• Communication problems in the German Command system led to the decision to withdraw from the Marne to the Aisne. <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 on the suggestion that the Germans took more account of new technologies in their military preparations in the 1930s than the French did.</p> <p>Arguments and evidence that the Germans took more account of new technologies in their military preparations in the 1930s than the French did, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Germans made more use of radio communication in tanks • Guderian in Germany developed a much more comprehensive theory of tank warfare in the 1930s which became known as Blitzkrieg • The Germans came to appreciate faster than the French the importance of support and repair units in armoured formations • The German air force was equipped with more advanced planes than the French air force who started re-equipping later • The Germans integrated air and land power more effectively. <p>Arguments and evidence that the Germans did not take more account of new technologies in their military preparations in the 1930s than the French did, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The French had more and better tanks than the Germans • Guderian's ideas on tank warfare had not been embraced by most of the German Army High Command by 1940 • The French had seven motorised infantry divisions to six German • Most of the German army relied on horses for supply with each division having 5,375 horses • The French were more wary of radio communication not because of being backward in the technology but because they were expert in interception and decrypting military radio communications. <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 judgment on the suggestion that Hitler was a dictator who did not dictate.</p> <p>Arguments and evidence that the consequence of Hitler's leadership style was that he was a dictator who did not dictate should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• He delegated large number of policies and detailed decisions e.g. to Schacht on the economy to 1937• He often appeared lazy with a chaotic lifestyle atypical of a national leader• He frequently failed to read briefing notes and papers• He took no interest in certain key areas e.g. agriculture - refusing to see his minister, Darré, for many years• He handed over many important ceremonial and diplomatic duties to Goering. <p>Arguments and evidence that counter the proposition that the consequence of Hitler's leadership style was that he was a dictator who did not dictate Hitler should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• He set the wider agenda - 'working towards the Fuhrer'• He showed great mastery of detail in areas of interest to him - weapons and art• He was effective in getting his way where it mattered to him e.g. with Schacht over rearmament• He elicited great loyalty from subordinates whom he trusted and over whom he did not need to exercise detailed control. <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 judgment on how far Adenauer was the 'Father' of the Federal Republic.</p> <p>Arguments and evidence that Adenauer was the creator should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • He was the first Chancellor for the crucial first fourteen years 1949-63 • As a very senior figure in the old Catholic Centre Party he played a crucial role in broadening its appeal into a moderate Christian conservative party • He provided an image of reassuring stability and security, conservative yet not associated with the Nazis by whom he had been twice arrested • He was trusted by the Americans as a fierce anti-Communist and non-Nazi • He worked well with the French particularly Schumann and later De Gaulle creating first the Iron and Steel Community and then the European Economic Community (EEC). <p>Arguments and evidence that Adenauer was not the 'Father' of the Federal Republic should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The 'economic miracle' underpinned the Federal Republic and this was largely supervised by Ludwig Erhard under Adenauer • The Cold War encouraged crucial American support for the creation and success of the federal republic • The existence of a hard-line communist regime in East Germany under Ulbricht contributed to support for the setting up and success of the federal republic • Adenauer's chief political rivals, the SPD were weakened by divisions for much of the period, giving Adenauer the chance to create and run the federal republic • Cheap oil and the post war boom assisted the economic miracle which underpinned the survival of the federal republic. <p>Other relevant material must be credited.</p>

Section C: indicative content

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

Question	Indicative content
7	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the impact of the film, 'All quiet on the Western Front ' (1930), as a key turning point in the portrayal of war in the years 1891-1991.</p> <p>Arguments and evidence that the impact of the film, 'All quiet on the Western Front' (1930), was a key turning point in the portrayal of war in the years 1859-1991 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The film had an enormous anti-war impact. It is unremittingly anti-war in its message• The film was the first to win two Academy awards for 'outstanding production' and best director indicating its quality and impact• In 1990 it was selected to be preserved in the US Library of Congress National Film Registry as 'culturally, historically or aesthetically significant'• Most films or novels previously, even when portraying tragic suffering in war, retained an element of glory and redemption e.g. 'The Red Badge of Courage' (1894) and 'Birth of a Nation' (1915)• It had considerable influence on later anti-war films particularly during the post Vietnam War era. <p>Arguments and evidence that the impact of the film, 'All quiet on the Western Front' (1930), was not a key turning point in the portrayal of war in the years 1861-1991 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Mathew Brady's photographs of the American Civil War, particularly his shots of the dead after the Battle of Antietam brought home the horrors of the conflict and tempered war fever• There were some anti-war films earlier in the 1920s e.g. 'The Big Parade' (1925)• The Second World War produced an explosion of films made during or after-608 in total. Many of these celebrated heroism or glory• It cannot be argued that pacifism has dominated either books or films since 1930 - there has been a range of responses• Epics on the scale of 'Birth of a Nation' have remained popular• The technology of film-making and what is possible to portray has been increasingly influential e.g. in the many films on the Vietnam conflict in the 1980s. <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 on how far the impact of new technologies in the reporting of war dramatically altered the public response to war in the USA in the years 1859-1991.</p> <p>Arguments and evidence that the impact of new technologies in the reporting of war dramatically altered the public response to war in the USA in the years 1859-1991 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Mathew Brady's photographs of the American Civil War, particularly his shots of the dead after the Battle of Antietam brought home the horrors of the conflict and tempered war fever • The new technologies which made possible the 'Yellow press' in the late nineteenth century (cheap and populist) under such owners as Hearst had considerable influence particularly in the declaration of war on Spain in 1898 • The filming of war and its leaders in World War II produced managed images from such actor/generals as Patton, Clark and Macarthur • The role of radio reporters who could really use the new medium such as Ed Murrow had considerable impact in influencing US opinion e.g. in their attitude to Britain in 1940 • Television reports producing instant images and analysis such that in 1968 by Walter Cronkite on the Tet Offensive could produce a massive impact. <p>Arguments and evidence that the impact of new technologies in the reporting of war had not dramatically altered the public response to war in the USA in the years 1859-1991 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The range of public responses has remained mixed • The changing and mixed response to the Spanish American War of 1898 was replicated in the changing and mixed responses to the Vietnam war of 1965-73 • The degree of initial commitment and the degree of US interests involved seems to have been more important than the technologies of reporting e.g. the public support for the Second World War remained solid • The numbers of casualties and degree of success appears to have been more decisive in terms of public response than the techniques and technologies of reporting e.g. the comparison in response to the stalemate of the Korean war and the dramatic victory in the First Gulf War. <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 how far the landowning elite enjoyed social and political dominance and economic power in Germany in the years 1871-1990.</p> <p>Arguments and evidence that the land owning elite did enjoy social dominance and economic power should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Pre-1918 the three class system of suffrage in Prussia enabled the landowners to dominate the Prussian Landtag and positions of prestige• They held a preponderant position in the Army pre-1913, which slowly declined but was still highly influential down to 1945• They had a highly influential position at Court under the monarchy to 1918 and held many positions in Government and the Civil service. This declined after 1918 but remained highly disproportionate to 1933 and even afterwards• The system of protective tariffs in place until 1945 and the Reich Food Estate (1933-45) promoted their economic interests• They enjoyed dominant social status until 1918 and considerable social influence till 1945. <p>Arguments and evidence that the land owning elite did not enjoy social dominance and economic power should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• In 1945 the great estates of East Germany were confiscated and agriculture collectivised• Their hold on senior, high-profile social positions was much weakened with the fall of the monarchy and the arrival of real parliamentary democracy in 1919• Between 1933-45, the Nazis cultivated the image of a classless racial community and many <i>gauleiters</i> and Nazi officials were from very humble origins• The Federal Republic was separated from the East where most of the great landholders had their roots. The new army, when it was reconstituted as the <i>Bundeswehr</i>, was far less dominated by traditional army families than its predecessors. <p>Other relevant material must be credited.</p>

Question	Indicative content
<p>10</p>	<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 judgment on how far the First World War was a turning point in the changing role of women in Germany in the years 1871-1990.</p> <p>Arguments and evidence that the impact of the First World War was a key development in the changing role of women in Germany 1871-1990 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • There was a massive increase in women in paid work - Bosch in Stuttgart increased its female labour force during the war from 580 to 5,245 • Between 1907 and 1925, the female labour force increased by a third • Women received the vote in 1919 • Women entered national and local politics just after the war in significant numbers - a tenth of local elected bodies were female in the late 1920s • There were big improvements in educational opportunities, which were very limited pre 1914 • Women played a significantly greater role in cultural life • The best-selling novel of 1929 <i>Stud.chem. Helene Willfuer</i> by Vicki Baum embodied the new woman. <p>Arguments and evidence that the impact of the First World War was not a key development in the increasing role of women in Germany 1871-1990 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Many female jobs created during the war were lost e.g. 3,500 at Bosch • Women's pay remained substantially less than men's throughout most of the twentieth century • There was a major reaction during the Third Reich, for example women civil servants were dismissed • There had been a growth in white collar jobs for women pre-1914 e.g. teachers • There was a steady increase in educational opportunities for women post-1945 and a slow but growing participation in politics. <p>Other relevant material must be credited.</p>

Write your name here

Surname

Other names

**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 38.1: The making of modern Russia, 1855–1991

Option 38.2: The making of modern China, 1860–1997

Specimen materials for first teaching
September 2015

Time: 2 hour 15 minutes

Paper Reference

9HI0/38

You must have:

Sources Booklet (enclosed)

Total Marks

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 in 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.

Turn over ►

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