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GCE History 9HI0 37

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Introduction

It was pleasing to see candidates able to engage effectively across the ability range with the new A-level paper 37 which dealt with the Changing Nature of Warfare, 1859-1991 (37.1) and Germany, 1871-1990: United, Divided and Reunited (37.2).

The paper is divided into three sections. Section A contains a compulsory question which is based on two enquiries linked to one source. It assesses analytical and evaluative skills (AO2). Section B comprises a choice of essays that assess understanding of the period in depth (AO2) by targeting five second order concepts - cause, consequence, change and continuity, similarity and difference and significance. Section C comprises a choice of essays that relate to aspects of the process of change over a period of at least a hundred years (AO1). Most candidates appeared to organise their time effectively and there was little evidence of candidates being unable to attempt all three sections of the paper within the time allocated.

In Section A, the strongest answers demonstrated an ability, in both enquiries, to draw out reasoned inferences developed from the source and backed up with specific knowledge. It is important that candidates do not devote too much time to stating that the source is devalued by what is not there. In some cases, however, candidates made interesting and effective points suggesting that authors may have deliberately left out points and that in itself could be significant.

Candidates are more familiar with the Section B essay section and most candidates were well prepared to write, or to attempt, an analytical response. Stronger answers clearly understood the importance of identifying the appropriate second order concept. Candidates need to formulate their planning so that there is an argument within their answer. The generic mark scheme clearly indicates the four bullet-pointed strands which are the focus for awarding marks and centres should note how these strands progress through the levels.

In Section C, most candidates were well prepared in terms of their contextual knowledge of individual elements within the period, but not all candidates fully engaged with the elements of the process of change that are central in this section of the examination. Candidates need to be aware that this is a breadth question and that the question encompasses a minimum of 100 years. This has important implications for the higher levels in bullet point 2 of the mark scheme. It was judged not possible for candidates to have 'fully met' the demands of any Section C question unless at least 75% of the chronological range of the question was addressed.

The candidates' performance on individual questions is considered in the next section.

Question 1

Question 1 produced a good range of responses with the majority of candidates finding the source accessible and using it to establish a framework for their response to the two enquiries. The majority then deployed their own knowledge to illustrate the issues that emerged and sometimes to question the initial assumptions. The purpose of the raid was stated to be military and extracts were chosen to illustrate this point effectively, notably the quotation from Churchill.

Candidates at all levels were able to access this source and respond to the two enquiries within the question. Whilst the weakest candidates tended to paraphrase the content of the source, most candidates were able to draw out at least one inference and stronger candidates were able to use extracts from the source and knowledge to develop points. The purpose of the raid tended to be better dealt with than the impact although a significant number of candidates wrote effectively on the civilian losses issue. Candidates could have made more use of the attribution, e.g. the precise title and what it suggests about the purpose of the book, in their evaluation.

Chosen question number: Question 1

Question 2

~~Source 1~~ In July 1943, in an attempt ~~to~~ to weaken Germany's spirits and resources, as Hamburg was a city with many resources, such as the harbour, ~~and an~~ an extensive railway and military bases; Also, ~~it can be seen~~ ~~it was~~ Many have called it Terror bombing, as not only did they aim for their resources, but also the civilian structures and life, hitting them with incendiary bombs that would cause ~~it~~ a wildfire throughout the city, in the middle of the night, killing thousands and leaving many more ~~to~~ injured or homeless.
* the British RAF set on a four-day mass-bombing campaign in the city of Hamburg.

great value in the source, Spaight highlights the ~~the~~ terror and in this campaign and the great impact it had on its people, and he succeeds at ~~revel~~ revealing the great impact this air raid had on the people of Hamburg not ~~or~~ as he argues both the horror of the raid, but also the ~~re~~ and the impact it had on the citizens of Hamburg,* but also reveals the necessity of this campaign from the British side, as "The destruction of them is incidental and unavoidable consequence of the lawful operations of war, notably the attacking of the sources of the enemy's munitions". This adds to the value of the source as it is not biased towards the situation and acknowledges the horror in it but at ~~wrongdoing~~ wrongdoing of it, ~~but~~ and the need of it in a neutral way.

*as they called out on their radio stations "Terror Terror... Terror... pure, absolute, terror."

The source given is of great value as it assesses both the impact and the purpose of ~~the~~ Operation Gomora (bombing Hamburg Raids) in a ~~very~~ efficient ~~way,~~ and detailed way. Not only does the author J.M. Spaight

addresses the raid with great efficiency and detail, but even though being part of the British Air Ministry, he ~~talks~~ writes in a very neutral way, considering both the great impact that it had on Hamburg and the horror of it, but also the necessity felt by the British to carry out this operation, ~~that is the reason why the source is of great value~~ making the source of great value in revealing the purpose and impact of the raids in Hamburg 1943.

~~He reveals the~~ speaks about the ~~the~~ way in which he reveals the ~~great immense~~ impact the raid had on its citizens is ~~the~~ By

When addressing the impact that it had on the people and the city itself, Spaight ~~uses many states the numbers of the bombs fallen, and other things like~~ addresses this in depth as he speaks of the intensive and heavy bombing of the city, "as "No city in the world has ever endured such colossal, concentrated battering", and also compares it to other raids such as the ones in London, were the "maximum tonnage

ever dropped ~~was~~ in a single night was 450," whilst the total weight dropped on Hamburg "in those seven days was over 8,000 tons". The fact that Spight goes ~~in detail~~ uses numbers and comparisons to other raids adds great value to the source for revealing the impact as it allows the reader to be able to picture and measure the immense damage and suffering that fell on the city of Hamburg throughout the campaign.

What Spight does fail to mention is the numbers of civilian life lost, or the numbers of non-military or tactical buildings and areas destroyed. The numbers of these ~~was~~ were possibly not mentioned to not cast a light upon the inhumane murder of thousands of civilians. So, although ~~it~~ the source does ~~admit~~ in depth the amount of bombs that fell into the city throughout the campaign, it only briefly speaks about the direct impact on the citizens, briefly citing the message that went through ~~that~~ one of their radio stations, "terror... terror... terror... absolute, bloody terror".

Regarding the power of the source into a revealing the purpose of ~~the~~ the operation, is similar to ~~the~~ I would say once again it is valuable as it does reflect on how Britain felt it was necessary, as it is their "policy to remove Germany's capacity to sustain a major war" and ~~but what this source does project is the sense~~ and how "The destruction of them is the incidental and unavoidable consequence of the lawful operations of war, notably the attacking of the sources of the enemy's munitions".

~~So~~ Spight does indeed then reveal the purpose of the operation. It being that ~~eventually~~ to be able to win the war, sometimes you have to make sacrifices. ~~and~~ Also, he does highlight how "great damage was done to the harbour area and several railway workshops were destroyed" once again ~~giving~~ making the reason for the whole campaign to destroy German resources and to weaken them. But what this source fails to address is ~~if~~ ~~the~~ are questions asked by many throughout the years after the war and still today, being if it was really necessary to sacrifice civilian life and destroy so much civilian

space? ~~and also~~ And was Operation Gomora just in retaliation for the event of the Blitz in London?

In conclusion, the source does give detailed information on the ~~impact~~ way it was carried out, leading the reader into knowing the impact it caused on the city itself, it ~~it~~ fails to go into depth ~~in~~ on the direct effect it had on the city and its people. ~~Also~~, once again, it also reveals the 'reason' for the raid and its purpose to dismantle and weaken Germany's military resources but it does not address the controversial reason of it being a return attack in vengeance of the Blitz or if the civilian loss had to be part of the plan of destruction.

That is why source 1 is of ~~value~~ a certain value, as it does give useful and additional information about the Hamburg bombings of ~~the~~ 1943, but it does not address several issues and questions ~~many have tried to find answers for~~ that affect the impact and purpose of the raid directly, therefore making it susceptible to question.



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Examiner Comments

The candidate shows a sound general understanding of the source and identifies points relevant to both enquiries which are illustrated with specific extracts. There is some use of contextual knowledge but this could be developed to add depth to the assessment. There is some evaluation but it is largely of the stock variety and could make more effective use of the attribution.



ResultsPlus

Examiner Tip

Try to ensure both enquiries are dealt with thoroughly and make the maximum use of the attribution linking it to points in the source and contextual knowledge.

Question 2

This question provides candidates with the opportunity to discuss the important issue of Germany coming to terms with the past that is central to KT4 BP3. The chosen source is an interview which was chosen to be a framework for debate indicating some of the attitudes on both sides and providing the opportunity for development. The majority of candidates took up the opportunities and there was effective deployment of knowledge regarding Adenauer and the CDU which had come up in KT4 BP2 and material about de-Nazification also in KT4. Many candidates also developed points about the Nazi treatment of the Jews which they had dealt with in KT3 BP3. Indeed the use of knowledge by the majority of candidates was pleasing. There were also many candidates who developed points about Adenauer and in particular his 'vagueness' in this source relating this to his political situation with a very narrow majority and depending on a coalition.

Chosen question number: Question 1

Question 2

The source is more useful in revealing the attitude of the Jewish community to the Government proposals, than the approach of the German government in coming to terms with the past treatment of the Jews. ~~that~~ This is because the ~~date~~ ^{date} of the source ~~is~~ ~~is~~ ~~is~~ is the ~~of~~ 1949, so is unhelpful in showing the government's ~~past~~ attitude of policy of 'vergangenheitspolitik' after ~~the~~ 1951, whereas it is ~~clear~~ clear ~~that~~ that the Jewish community is already skeptical, so it is less important that this source was written in 1949.

~~the~~ It is true that the source is useful in denouncing the positive aspects of Vergangenheitsbewältigung. For example the source mentions the payment to Israel, ~~which~~ and ~~Adenauer later claimed~~ that Adenauer states compensation is not just 'economic', 'but also a moral one'. This is supported by the fact when ~~the~~ Adenauer gave the money in 1999 he stated compensation is only the first step. However, the value of the source is limited firstly by the date (1999) which means it does not include ~~the~~ ~~Adenauer's~~ Adenauer's policy of 'Vergangenheitspolitik' from 1951, which allowed 150,000 of those who had previously been stopped from working by the Allies programme of de-Nazification back into work. Secondly, the fact that ~~that purpose of~~ Adenauer speaks with the purpose of gaining support, he does not directly answer the question of the fact the CDU contains many 'anti-Jewish' tendencies, for example Hans Globke was ~~Adenauer's~~ Adenauer's close head of chancellery and had been involved in the legal process of both the Nuremberg laws and the Enabling Act. This means the source is

limited' in revealing the fact Adenauer
pp- prioritised democracy ~~over~~ and unity
over de-Nazification. For example, although
it could be argued that the source is
useful as Adenauer states that the Jewish
community were seen as 'equal citizens' as
in 1954, the extreme ~~Socialist~~ Reich Social
Party was banned by the constitutional ~~court~~

court, this was ~~only done~~ more done to
protect democracy and stability, as they were
anti-democratic. Therefore the source is
less useful in revealing the approaches of
the government due to the ~~attitudes and~~
date and purpose of the source.

The source is more useful in revealing the
attitudes of the Jewish community as the
date means that the fact the Jewish
community is already skeptical means that
~~as~~ when ~~the~~ the Annenbergs came in,
they are probably even more skeptical, so
their attitudes can be applied to the
whole time period. For example, their ~~best~~
~~best~~ attitude is shown when the journalist
states 'many prominent members' complained
about those who were anti-Jewish in the

can, for example the already mentioned Hans ~~Wolke~~ Globke. However, the source is ~~also~~ also limited due to the purpose of the journalist to present the view that the government's ~~was~~ ~~starting~~ work was insufficient, ~~for~~ and so also mentions ~~critical~~ criticism of their policies. There are also those who were less skeptical, for example

a book was written in the 1950s by a Jewish émigré writer - which presented ~~opposition~~ ~~from~~ strong opposition to the regime from churches, which allowed people to think de-Nazification was unnecessary as they could blame the idea of a 'Hitler cult'. ~~However, the source is less~~
However, generally, the source is more useful in showing the attitudes of the Jews & Jewish community, despite the fact it only portrays critical views, as the date of the source means the critical views can be ~~added~~ generalised to the whole time period.

To conclude, the source is more useful in measuring the attitude of the Feminist Community than the approaches of the German government, as the date of the source is 1949, so it does not show the policy of 'Vergangenheitspolitik' after 1951. ~~Was~~



ResultsPlus Examiner Comments

The response merits Level 4 and shows a clear understanding of the source which is interrogated to identify a range of key points which are developed with the use of specific extracts and some effective knowledge.



ResultsPlus Examiner Tip

Use specific knowledge to back up general points you identify. This adds substance to the argument.

Question 3

This question did not receive many responses but the majority recognised that the question required thorough consideration of the role of new technology in the military success of Grant. The railways, the telegraph and the developments of naval power were cited frequently but there was often a lack of specific illustration and analysis of the significance of the different points. Stronger candidates often chose to discuss the battle of Vicksburg in some depth and explain the power and impact of the sustained bombardment of the Confederate positions. They also explained the important relationship between Grant and Admiral Porter which anticipated the vitally important combined ops of 20th century warfare.

The most common weakness in the responses was the neglect of other factors which made it difficult to develop a meaningful debate. For example the vital relationships between Grant and Lincoln where the latter showed absolute faith in his chosen commander despite initial frustrations and Grant's choice of and support for subordinate commanders, e.g. Sherman. The underlying weaknesses of the Confederate side and specific mistakes by their commanders, e.g. at Gettysburg, were often alluded to but not sufficiently developed. This illustrates very clearly the importance of having a sound knowledge and understanding of the significance of named figures in the specification.

Chosen question number: Question 3 Question 4

Question 5 Question 6

Technological developments have been advanced significantly through 1859-1991 regarding weaponry, machinery such as tanks and ships and communication such as television and radio. It is clear ~~however~~ that the American Civil War 1861-1865, did ~~not~~ have new technology that was revolutionary to the time, which was influenced by American Commander Grant, however in some cases it was limited.

Countries knew they had to always keep up with technological advances that other countries would have. The steamboats and railways were critical of that. These provided mobilisation of troops and supplies across the country. Steamboats were advanced when they no longer relied on the wind to keep them traveling which made them so much more reliable and suitable, ~~than~~ The Austrian Empire were not ~~at~~ aware of using this type of transportation, which influenced wars between the Franco-Austrian war 1859 and Prussian-Austrian war 1862-1864. However, Commander Grant made ~~it~~ ~~at~~ transportation such as railways ~~always~~ available to troops for convenience and speed. This new technological

advancement was used to give either the Union or the Confederacy the best advantage against each other.

Although logistics is extremely important within war, weaponry ^{development} is critical. The American Civil War (1861-65) saw many guns being advanced and ~~Grant~~ Commander Grant's willingness for them to be used effectively in battle. The Colt's Revolver was a revolutionised handgun which was used with the ~~1861-65~~ Civil War. The six rapid fire shots without reloading ~~was~~ was a great advantage in weaponry. It's quick fire and simple and reliable construction ~~was~~ ~~is~~ revolutionised weaponry in the 19th Century, however the range could only shoot short distance. The Breech-loader rifle was also used in the Civil War by both the Union and Confederates who brought this rifle from private sellers mainly and was extremely powerful and beneficial in use. These weapons that were used in the American Civil War 1861-65, showed that ~~at the time~~, Commander Grant was using new and revolutionised technology as ~~the~~ both of these guns ~~only~~ ~~were~~ ~~invented~~ ~~around~~ ~~1830's~~ ~~a~~ ~~few~~ ~~de.~~ were advanced despite being invented many years prior during 1830's - 1840's.

Communication in war and battle was critical between troops especially. During the American Civil War,

There were no or limited supply of radios for communication. This led to the invention of electric telegraph. This electric telegraph was a copper wire that travelled through trenches in order for troops to communicate. However, communication with the public was different and infrequent. The public were never given any updates or news frequently about the war. Speeches were conducted, the most famous was speech from President Abraham Lincoln 'The Gettysburg* address' which was spoken on November 1863 was only heard by 50,000 which is a massive contrast to decades later where a speech spoken on radio broadcast would be heard by millions, as the Pearl Harbour attack was by Franklin D. Roosevelt on 8th December 1941. Nevertheless, the technological devices that armies had during the American Civil War were not perfect but they had the advantages and new technology provided which contributed to Commander Grant's success as ~~a~~ his ability to use new technology made a great impact and was revolutionary.



ResultsPlus Examiner Comments

A Level 2 response which identifies some general points but has a narrow range and resorts to assertion rather than points which have been illustrated and explained.



ResultsPlus Examiner Tip

It is vital to have sound knowledge and understanding of the impact and significance of individuals named in the specification.

Question 4

The most popular question in this section of this very small option. Strong answers addressed the role of Petain in terms of discipline, morale, supplies and tactics often discussing his personal qualities. They provided specific evidence to back up their points, e.g. the Sacred Way and the very effective use of the landscape of Verdun. They also identified and illustrated a range of other factors, e.g. mistakes by German commanders and the eventual impact of the Somme offensive. Weaker responses lacked the range and depth to develop informed debate on the specific question.

Question 5

This was the most popular question in this section and provided the opportunity to consider the domestic political situation in the new German state, with specific focus on the impact of the German constitution of 1871. The majority of candidates had a sound understanding of the constitution and were able to identify a range of other factors which provided the foundation for an informed debate. Stronger candidates deployed specific details to illustrate their points while some lacked convincing contextual knowledge and resorted to assertion in some cases. There was also the tendency in a minority of responses to blame Bismarck without providing convincing specific evidence.

Chosen question number: **Question 3** **Question 4**
Question 5 **Question 6**

In the years 1871-79, upon unification some may argue rather than the constitution making governing difficult, some could say that it was the diversity of different groups in which made governing difficult during the years 1871-79.

The new Germany was although established as united, some may argue that Germany was still a very divided nation. Consisting of many different past nationalities, ethnic groups and backgrounds, Germany seemed impossible to govern as all ~~groups~~ groups sought to achieve different goals and all had different aims.

The Prussian King, now Kaiser, Wilhelm II, was in almost complete control of Germany and ~~had~~ had the power to appoint his own advisors, dissolve the Reichstag and had complete control over foreign policies. Some may argue that the power and influence the previous Prussian King had over Germany led to an unstable Constitution and

Ultimately led to an unstable governing force.

The army was also independent from the Reichstag and influenced by the Kaiser which some believe should not have been the case as not all groups agreed with the political decisions in which the Kaiser ~~was~~ had undertaken.

The constitution of the Second Reich had many political parties which opposed each other and this ultimately led to demunification within the constitution and had an impact on the difficulty of governing the newly ~~Germany~~ established Germany.

Although there were many ^{factors} ~~fact~~ which played a role in the difficulty to govern the ~~so~~ united Germany, the fact that there were many different ethnic backgrounds which were discontented prior to the unification of Germany, the discontentment of these groups played into the new system of Germany and ultimately led to governing the new Germany extremely difficult.

To conclude, the ~~isnt~~ impact of the many different groups and religions, the power and inexperience of governing a large empire of the Kaiser and the

opposing political groups with the constitution all played a role in the difficulty of governing a newly established country where some historians may argue despite official unification, there were many forms ~~of~~ of disunification within the country.



ResultsPlus Examiner Comments

This is a Level 3 response which has some analysis and identifies some of the key points and deploys some evidence but without really effective range and depth, e.g. a general point is made about the Catholics but it is not developed and the point is not linked into the overall argument. There is some weighing up but the lack of range and depth restricts the force of the argument. There is some organisation and a general trend but it lacks depth and precision.



ResultsPlus Examiner Tip

It is important to illustrate and explain the significance of points if they are to be the building blocks of a convincing argument.

Question 6

This was the less popular question in this section of the paper. The question provided the opportunity to discuss the rapidly developing situation in Germany itself and in the First World War which led to the decision to seek an armistice in 1918. Most candidates had a sound understanding of the key points and there was a fair range of specific contextual knowledge deployed. Most candidates also attempted to develop an argument and to at least begin to weigh up the relative importance of points on both sides of the argument. Overall knowledge and understanding of the domestic situation was rather better than understanding of the impact of the military situation although many candidates worked to link the two together, e.g. over the naval mutiny and the domestic strikes.

Chosen question number: **Question 3** **Question 4**
Question 5 **Question 6**

During 1918 ~~to 1919~~ Germany was still ruled by the ~~old~~ German constitution of 1871 where the Kaiser held all the power. However from ~~the~~ September 1918 much domestic opposition ~~is~~ aroused such as ~~social~~ the growth of socialism and mutinies which eventually led to the decision to seek an Armistice in 1918. However Germany's failure in the war also led to the re-evaluation of the system.

By September 1918 Germany had lost the war. When ~~Hindenburg~~ ^{Ludendorff} announced this to Wilhelm ~~II~~ the following day Hindenburg resigned and ~~announced~~ ^{announced} that a parliamentary government should be formed and Ludendorff and Hindenburg the 'silent dictators' resigned and ~~left~~ left all the power to the Reichstag. These events were key in allowing a situation to occur in which Germany could seek for an Armistice in 1918.

Following this in ~~October~~^{November} there was a mutiny by sailors which soon spread to lots of ports and was joined by soldiers. This motivated workers and left wing opposition groups to go on strike and protest primarily due to the exacerbation of the economy in Germany, social and political divisions that the war created. This resulted in revolution councils to be established in Germany's major cities and the demand for peace and control of food production and distribution. This led to the spark of socialist activists as they went on strike demanding that the old constitution be destroyed and democratisation of the judiciary and civil service. *Even though in October Prince Max ~~was~~ created a government where the Kaiser's powers were limited and the Chancellor was made accountable to the Reichstag, many socialists and extreme left wing radicals ^{such as the Spartacists} believed this was not enough as the Kaiser still remained, a prince was still a Chancellor and the Reichstag did not act differently. Therefore ~~this~~ ~~all~~ this along with the events in November led to massive protest and search for a socialist revolution which led to Germany seeking an Armistice in 1918 in order to calm down the situation.

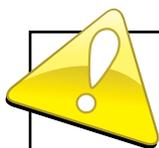
Therefore overall it was Germany's failure in the war that sparked the need for an Armistice in 1918 as it ~~was~~ caused popular discontent which started mutinies and strikes. However it was the growth of socialism and domestic opposition which was the biggest factor as Germany needed to seek a way to prevent a full scale revolution which eventually led to ~~seeking an Armistice~~ Germany's decision to seek an Armistice in 1918.

* separate paragraph



ResultsPlus Examiner Comments

A Level 4 response which has some address to the political situation, starting with an outline of the political system, and the impact of the war itself with some discussion of the role of Hindenburg and Ludendorff. The role of Max of Baden is also touched on but domestic political developments could be developed. Overall there is a fair range of points with some illustration and explanation. There is some linking of points, e.g. the naval mutiny and strikes and some weighing up although it needs more substance to be really convincing. General organisation and clarity of expression.



ResultsPlus Examiner Tip

It is important to illustrate points but also to explain their significance and where possible to link them together to strengthen the overall argument.

Question 7

A very small number of candidates but some very impressive responses. The topic of the effectiveness of visual depictions of war had clearly been followed up during the delivery of the course and produced some comprehensive and well developed responses. Specific examples spanned the timeframe from Matthew Brady in the American Civil War to CNN in the Gulf. Not only was the range very effective, and often imaginative, but the explanations of the significance of specific examples was thorough and clearly explained. There were several candidates who wrote very effectively of the distinction between the impact of the photographs of the Civil War from those in the Crimea (out of the spec. but legitimate in this instance) and some very interesting material on individual artists such as Robert Capa and Lee Miller.

Chosen question number: **Question 7** **Question 8**
Question 9 **Question 10**

Throughout this period there ~~we~~ have been many means of conveying the nature of warfare. Visual images certainly proved pivotal in conveying the nature of warfare, however it is arguable that landmark films and literature such as 'All quiet on the Western Front,' and televisual reporting, particularly during the Vietnam war, proved more effective.

Visual images certainly were an effective means of conveying the nature of war in the years 1859-1991. In the US Civil War of 1861-65, a certain photographer published an exhibition, largely focussing on the war-dead following the Battle of Antietam, and in the process breaking a historic taboo against showing pictures of those killed in war. The exhibition proved hugely popular and was quite effective in conveying some of the nature of the war. By the conclusion of the Civil War, this photographer and his associates had

taken more than 100,000 ~~pop~~ photographs, mainly ^{featuring} ~~featuring~~ war-dead and how the landscape was affected by war. These visual images proved effective since they conveyed to the general public, what the ^{effect} outcome of battle had on human life. For many this was the first time they had been in contact with war images and the effect it had was huge, something highlighted by the immense popularity of these photograph exhibitions. ~~Howe~~ However, these visual images proved far less effective than other means later on in the period, which were conveyed via the usage of new technologies and judging by the very strong public reaction to these new means of conveying the nature of warfare, they proved to be altogether more useful in the purpose of their task.

A more effective means of conveying the nature of warfare was through the use of media. Arguably the film "All Quiet on the Western Front" provoked the strongest reaction. The experience of the soldier was something many sympathised with and the film was highly successful in conveying the notion of the pointlessness of war, something particularly poignant following WWI. The ~~filmed part~~ was obviously successful in conveying many aspects of war and fuelled Pacifism throughout the 1930's. It was banned in

Nazi Germany and in the UK, an Oxford University students union called for the end of the idea of fighting for 'king and country'. However war media such as 'All Quiet...' also suffered from limitations in terms of its effectiveness in conveying the nature of warfare as a result of many other popular films with pro war messages. Films such as 'Memphis Belle', and the 'The Sands of Iwo Jima' and the 'Battle of Midway' conveyed a pro war message, and highlighted the sense of adventure and heroism that some associated with war. This no doubt limited the effectiveness of these films in conveying the true nature of warfare.

Arguably the most effective means of conveyance was through television reporting. By 1965, when the USA sent groundtroops to Vietnam, over 90 percent of American households had televisions. By conveying the actual reality on the ground straight into American homes, the nature of warfare was conveyed most effectively. [Ran out of time].



ResultsPlus Examiner Comments

A Level 4 response which was very strong on the early stages with very clear explanations of the significance and impact of visual images and less effective in the latter stages although the examples chosen were equally appropriate. Identifies a range of key points, some effective specific illustration, some weighing up and sound general organisation and clear explanation. Lacks the sustained development across the timeframe for Level 5.



ResultsPlus Examiner Tip

This response illustrates the importance of selecting effective specific examples and making clear why they were turning points as well as making their significance clear.

Question 8

This question attracted very few candidates on this small option. The responses seen were generally sound and most identified a range of points with specific illustration, e.g. the recruitment propaganda produced by both sides during the American Civil War. They weighed up the relative impact and significance of different forms of propaganda: there were interesting points regarding written and spoken propaganda, e.g. the speeches of Churchill and Roosevelt (one candidate wrote an interesting section on the impact of Stalin's speeches during the 'Great Patriotic War'); but censorship generally lacked effective specific development. Interestingly, in view of Question 7, visual propaganda was the most impressive section in many of the responses with some interesting and effective points about the emerging influence of film. Weaker candidates lacked range and depth.

Question 9

A popular question which produced a wide range of responses. The strongest candidates identified a range of criteria alongside the issue of the workplace and followed the developments, sometimes progress and sometimes regression, across the timeframe. Contextual knowledge was very strong in the best answers and in the majority it was generally sound. The weaker responses tended to be narrow in range and often confined to post 1918 or even post 1933 and/ or characterised by assertion and a lack of specific illustration/ explanation.

Chosen question number: **Question 7** **Question 8**
Question 9 **Question 10**

In the years 1871 - 1990, the role of women changed substantially: women went from filling their traditional duty of maternal care to having the ability to be financially independent, largely due to their changing role in the workplace. Despite a period of regression to traditional gender roles during the Nazi period, overall the position of females changed significantly and this was most evident in the role in the workplace.

Despite the instilling of traditional gender roles during the Kaiserreich, the females who were in employment had a substantial impact on their rights and progression - in 1885, the Council for the 'Protection of Women Workers' was established and by 1891 women had been granted a maximum of an 11 hour working day and 6 weeks maternity leave. ~~This~~ This demonstrates that despite having less power in society than men, women exercised what they did have to their advantage. However, whether this changed the position of all women is questionable, as it was

not until the Weimar Era that middle and upper class women experienced this change in status. The newly asserted "Weimar Woman" was financially independent and sexually active, dominating the spheres of society previously deemed exclusively male. By 1932, there were 20,000 female university students, suggesting that from 1871 the position of women had steadily increased, and then was catalysed during the Weimar Republic, enabling women to access new roles in the workplace and improve the position in society.

However, the regression during the Nazi period, both by encouraging females to become housewives and laws passed in 1935 removing females from the civil service and medical professions, as well as requiring certification of "Fitness to Marry," meant the position of females entered a period of stagnation. Although in this period the position of women increased in terms of their traditional roles, as Hitler praised women who birthed multiple children, women were generally exempt from working in order to comply with the Nazi ideology. Therefore, while women may have been more openly praised and valued, their actual

Position did not improve as they were given no opportunities to progress and learn outside of their expected gender norms.

However, following the division of Germany, females in the West were suddenly enabled to progress and improve their position, with rapid changes to their position in the workplace. During these years, 93% of part time work was ~~to not~~ filled by females, women dominated 75% of hospital staff and consisted of 50% of school staff. Despite only 39% of women in total making up the ~~work~~ female workforce, and this was still a significant improvement in the female position in the workplace, following living under a regime which reinforced men as the sole provider continually. There was still a heavy focus on gender roles in West Germany in these years, potentially as a result of the Nazi ideology being embedded into the public, however the reforms and progression that did occur were rapid; in 1957, women were granted equality in marriage with their husbands over their children, and by 1968 had the first female president of the Bundestrat. The growing position of females within politics as well as the workplace demonstrates

the extent to which the female position changed, as even today women in many countries across the world are excluded from these areas.

Overall, the role of women within the workplace was the most important ~~factor~~ change in their position during the years 1871-1990. Through their improved position, women were able to demonstrate financial control over their lives, as well as receiving more independence and therefore a higher social status. The regression of the Nazi period emphasises the benefits and significance of the changes which occurred both prior to and after their regime, however it was the changes after 1945 which had the most significant impact on the changing role of women within the workplace and the effect this had on their position.



ResultsPlus Examiner Comments

A Level 4 response. Sustains focus on the issue of women in the workplace and has very sound coverage of the timeframe with some effective deployment of knowledge to illustrate key stages of development. Other factors are dealt with to some extent with some illustration. This aspect needed to be stronger to move into Level 5.



ResultsPlus Examiner Tip

Candidates need to ensure that key stages in development are explained as well as illustrated.

Question 10

The less popular of the questions in this section. The best answers often started with specific address to the 'economic miracle' with some specific development of its measures and its success. This was usually followed by an informed review of other key stages in economic development, in some cases including negative ones which spanned the timeframe. The weaker answers had little specific knowledge or understanding of the 'economic miracle' and tried to make up for this with comments about Nazi policy and, in some cases, the recovery of the 1920s. Overall there was a disappointing lack of really strong answers and rather too many which had a slender grasp of the details and significance of economic development.

Chosen question number: **Question 7** **Question 8**
Question 9 **Question 10**

In this essay I will be looking at the various events and their impact on the economy in order to determine which one had the most important in causing economic change between 1871-1990. For the context of this essay I agree with the idea that the post-war 'economic miracle' was the most important reason.

The post war 'economic miracle' is important in causing economic change in Germany for a number of reasons. Most importantly, is the fact that it ~~was~~ was a complete turn around of the economy. After WW2 completely ruined the economy, the ~~turning up to its name~~ ^{way} the 'economic miracle' ~~great~~ made Germany into one of the most wealthy nations. The large focus on rebuilding and hard work of the population wanted a thriving economy, where it ~~has~~ eventually become the 3rd most successful economy at the time, ahead of Britain. ~~The post war economic miracle~~ This shows that the post-war economic miracle was the most

important factor in causing economic change as without it the Germans would have likely have remained economically broken after WW2 and never developed. It is more important than the economic growth due to Hitler's economic policies as well as the Naval expansion prior to WW1 for a number of reasons. Although both Hitler and Adenauer were able to completely turn around a broken economy, they did it completely different. Hitler's economic recovery was ultimately based on a mobilization towards war, a movement that naturally increases production and boosts the economy. The post war economic miracle on the other hand, did this without a mobilization to war. This makes it more important as it successfully turned the economy around without relying on mobilization towards war.

~~Thus~~ The second most important factor in causing economic change in Germany was the economic policies of the Nazis and their ~~not~~ eventual mobilization towards war. When Hitler and the Nazi Party took over in 1933, Germany was in economic ruin. ~~with 6 million people unemployed~~ on the Germany at the time

had around 6 million people unemployed. Hitler was able to greatly reduce that number and rebuild the economy. He did this ~~with~~ by the creation of the Autobahn is an example of how this was done, the creation of this network created jobs for many people. The ~~economy~~ Alongside this was the eventual march to war which the increased production of military equipment ~~for~~ and boosted the German economy. The Nazi developments in the economy were important as the great depression had completely ruined Germany as a nation and yet the Nazi economic policies was able to completely turn that around. This factor is more important than the Naval expansion by Kaiser Wilhelm II pre-WWI as although they were similar in the regard that they were both focused on mobilising for war, the economic change under the Nazis was far greater. However it is not more important than the post war economic miracle as an economy focused on building for war is usually more successful than one that is not, yet the post war economic miracle was still more successful.

Finally, I think the least important factor

in creating economic change in Germany between 1871-1990 was the naval expansion under Kaiser Wilhelm II in the buildup to WW1. Wilhelm desired Germany to be a naval power that could potentially rival Britain, because of this a large amount of funding was put into expanding the German Navy. As previously mentioned, an nation that focuses on ~~army~~ mobilisation towards war naturally experiences economic success, due to the influx of jobs that are created in order to create the military equipment. It is because of this that the Naval expansion is important as it created slight economic success before the outbreak of WW1 and thus created a change in the German economy. However this is by far the least important ~~change~~ factor in causing change in comparison to Nazi economic policies and the Post-war economic miracle for two reasons. Firstly being that before those other two factors the German economy was in a poor state, which was not the case for the Naval expansion. Secondly being that the growth due to the Naval expansion may not even that great. These two reasons show why Naval expansion was the least important reason as the overall change

in the economy was ~~so~~ so insignificant in comparison.

~~Dr~~ In conclusion I agree very much with the statement that the post-war economic miracle was the most important factor in creating economic change between 1871-1990.

This is because the scale of the economic turnaround was huge, while it can be argued that ~~the~~ the state of the economy was worse as a result of the great depression rather than WW2. The economic peak of the economic miracle was far greater than what the Nazis had done. ~~to~~ The main reason it is important is due to the long term effect it had. The economic success of the Great Expansion and ~~Nazi~~ economic policies were relatively short-lived as the war broke the economy eventually.

This was not the case with the post war economic miracle as it can be argued its effects were felt throughout the period after it occurred. It is because of this that I agree that the post-war economic miracle was the most important factor in creating economic change in Germany between 1871 and 1990.



ResultsPlus
Examiner Comments

A Level 3 response. There is some range and identification of points but there is a lack of specific detail to promote substantial debate. There is also a clear need to explain the significance of points and attempt more clearly to link material together.



ResultsPlus
Examiner Tip

Consideration of economic policy requires some specific detail to illustrate the significance of change and development.

Paper Summary

Based on their performance in the paper, candidates are offered the following advice:

Section A:

- Candidates should root their answers in the source by identifying key points made and specific extracts that can be used to develop them.
- Candidates should ensure that they deal with both parts of the enquiry.
- Candidates should look to develop valid inferences. They should avoid paraphrase.
- Inferences should be supported by the deployment of contextual knowledge.
- Evaluation should focus on the attribution and on examination of the standpoint of the author.

Sections B and C:

- Answers must have range and depth to access higher levels. Candidates need to deploy precise contextual knowledge.
- Candidates should avoid a narrative/ descriptive approach which undermines analysis.
- Candidates must be aware of key dates to provide an effective chronological framework.
- Candidates should try to explore the links between issues in order to facilitate a logical analysis.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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