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# AS HISTORY 7041/1L

The quest for political stability: Germany, 1871–1991  
Component 1L Empire to democracy, 1871–1929

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Mark scheme

June 2019

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

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System Name	Description
?	Questionable or unclear comment or fact
^	Omission – of evidence or comment
Cross	Inaccurate fact
H Line	Incorrect or dubious comment or information
IR	Irrelevant material
SEEN_BIG	Use to mark blank pages or plans
Tick	Creditworthy comment or fact
On page comment	Use text box if necessary to exemplify other annotations and add further comment. <b>Always</b> provide a text box comment at the end of each answer.

## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, i.e. if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

**The quest for political stability: Germany, 1871–1991**

**Component 1L Empire to democracy, 1871–1929**

**Section A**

- 01** With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation of the economy of the Weimar Republic in the years 1919 to 1928? **[25 marks]**

*Target: AO3*

*Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.*

**Generic Mark Scheme**

- L5:** Answers will display a good understanding of the interpretations given in the extracts. They will evaluate the extracts thoroughly in order to provide a well-substantiated judgement on which offers the more convincing interpretation. The response demonstrates a very good understanding of context. **21-25**
- L4:** Answers will display a good understanding of the interpretations given in the extracts. There will be sufficient comment to provide a supported conclusion as to which offers the more convincing interpretation. However, not all comments will be well-substantiated, and judgements may be limited. The response demonstrates a good understanding of context. **16-20**
- L3:** The answer will show a reasonable understanding of the interpretations given in the extracts. Comments as to which offers the more convincing interpretation will be partial and/or thinly supported. The response demonstrates an understanding of context. **11-15**
- L2:** The answer will show some partial understanding of the interpretations given in the extracts. There will be some undeveloped comment in relation to the question. The response demonstrates some understanding of context. **6-10**
- L1:** The answer will show a little understanding of the interpretations given in the extracts. There will be only unsupported, vague or generalist comment in relation to the question. The response demonstrates limited understanding of context. **1-5**
- Nothing worthy of credit. **0**

**Indicative content**

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

In responding to this question, students may choose to respond to each extract in turn, or to adopt a more comparative approach to individual arguments. Either approach could be equally valid, and what follows is indicative of the evaluation which may be relevant.

Students must assess the extent to which the interpretations are convincing by drawing on contextual knowledge to corroborate or challenge.

**Extract A: In their identification of James' argument, students may refer to the following:**

- the main argument is that the economy of the Weimar Republic encountered serious difficulties in this period
- the impact of the Treaty of Versailles; generous wage settlements with the unions; and the effect of hyper-inflation all had damaging effects on the economy
- by 1928, the levels of investment in the economy were in decline and the future looked bleak.

**In their assessment of the extent to which the arguments are convincing, students may refer to the following:**

- the Treaty of Versailles resulted in the loss of 13% of Germany's territory, which included important industrial areas such as Alsace-Lorraine, and Germany lost 75% of its iron ore deposits and 26% per cent of its coal. Furthermore, reparations placed a severe strain on the economy
- the Weimar Republic lifted all restrictions on trade unions and granted workers an 8-hour day. Tribunals were set up which arbitrated in disputes between employers and employees often about pay. The tribunals often found in favour of workers' pay demands
- hyper-inflation certainly wiped out the savings of millions of Germans, which caused lasting resentment and reduced confidence in the economy which could have affected investment levels through to 1928.

**Extract B: In their identification of McElligott's argument, students may refer to the following:**

- the main argument is that the Weimar economy was increasingly stable and successful in these years, the latter of which could be considered 'golden years'
- the printing of money and inflationary policies helped the economy from 1919 to 1921 as the government could pay off debts more easily
- the Dawes Plan, which followed the hyper-inflation of 1923, brought about greater stability and prosperity to the German economy.

**In their assessment of the extent to which the arguments are convincing, students may refer to the following:**

- inflationary policies helped the government to pay off war debts, pay for the burgeoning welfare state and pay for post-war reconstruction. However, these policies also laid the foundations for the hyper-inflation of 1923
- the Dawes Plan allowed Germany to pay off its reparations bill over a longer period of time making the individual instalments more affordable
- the American loans which followed the Dawes Plan were used to invest in public works and German businesses, thus stimulating economic growth and stability after 1924.

In arriving at a judgement as to which extract provides the more convincing interpretation, students might argue that the assessment of the years 1919 to 1923 in Extract A, as being a difficult period for the German economy, is the more widely accepted interpretation of the immediate post-war period. However, Extract B provides the more commonly held interpretation of the years after 1924, when the economy appeared to be more stable due to the Dawes Plan and investment from America. There are clearly, however, opposing arguments on both counts.

**Section B**

- 02** 'Opposition in the Reichstag had little effect on Bismarck's political authority in the years 1871 to 1890.'

Explain why you agree or disagree with this view.

**[25 marks]**

*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.*

**Generic Mark Scheme**

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

**Indicative content**

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

**Arguments suggesting that opposition in the Reichstag had little effect on Bismarck's political authority in the years 1871 to 1890 might include:**

- under the constitution of the new Germany, written by Bismarck in 1871, the chancellor was only responsible to the Kaiser. This limited the extent to which the Reichstag could exercise any influence over Bismarck. He also retained total control of foreign policy
- he was able to effectively manipulate the political parties in 1878/79, for example his break with the National Liberals, causing the party to split, when they became too obstructive over the issue of protective tariffs. He was also able to bring the Kulturkampf to an end and gain the support of the Centre Party for his new policy of protection
- the anti-socialist laws were continually renewed from 1878 to 1890, and he was also able to introduce social welfare legislation in the 1880s despite opposition in the Reichstag
- Bismarck's downfall in 1890 was due to his disagreements with the new Kaiser rather than any significant opposition in the Reichstag.

**Arguments challenging the view that opposition in the Reichstag had little effect on Bismarck's political authority might include:**

- the National Liberals were able to force concessions out of Bismarck in the 1870s. For example, he had to agree to the Reichstag's scrutiny of the military budget every seven years, and his initial bill for a new Press Law had to be considerably watered down before passing through the Reichstag
- the Kulturkampf resulted in the significant growth of the Centre Party and, despite their support for protection in 1878/79, they did not become allies of Bismarck and regularly opposed his policies throughout the 1880s
- the Socialist Party grew in strength throughout the period, ultimately winning 35 seats in 1890. Bismarck was defeated by the Reichstag in his attempt to make the anti-socialist laws permanent in the same year
- the collapse of Bismarck's 'Kartell' in 1890 and his subsequent inability to control the Reichstag played a significant part in his downfall.

In arriving at an overall judgement, students may argue that Bismarck had written the German constitution in 1871 quite deliberately to place himself at the centre of power. His position as chancellor was entirely responsible to the Kaiser and not the Reichstag, therefore in many ways his political authority was undiminished as long as he retained the faith of the Kaiser. However, the constitution also gave the Reichstag the power to approve or reject new legislation, therefore, Bismarck had to take note of the opinion of the parties. In doing this, Bismarck proved an able manipulator of the political parties, however, he was not able to totally disregard their opinions and, therefore, they did play some role in limiting his political authority and freedom of action.

**03** ‘German society was transformed in the years 1890 to 1914.’

Explain why you agree or disagree with this view.

**[25 marks]**

*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.*

### Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

**Indicative content**

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

**Arguments suggesting that German society was transformed in the years 1890 to 1914 might include:**

- there was significant urbanisation in this period, resulting in the rapid growth of the urban proletariat. This was manifested in the mass membership of trade unions and the creation of many social clubs and societies for the new urban workers. Some limited social welfare legislation was introduced by the government in response
- the middle class expanded significantly in size during this period. White collar workers in industry, business, administration, education and the law all became more numerous. 'Bourgeois' values came to the fore in the culture of the expanding towns and cities
- the lower middle class or 'Mittelstand' also grew in size. Small businessmen, shopkeepers, skilled workers and minor officials all became a more significant feature of German society
- the landowning Junker class came under more pressure in this period as incomes from agriculture fell. Some landowners were forced to sell their estates to the newly rich upper middle class families from the cities. The new, wealthy entrepreneurial class presented a challenge to the Junkers traditional dominance of society.

**Arguments challenging the view that German society was transformed might include:**

- the Junker class remained socially dominant, for example in the army and the civil service, and steadfastly refused to contemplate marriage even with the sons and daughters of the wealthiest entrepreneurs in order to protect their social status. The new, wealthy upper-middle classes more often sought to emulate the aristocracy rather than oust them
- although the working class grew rapidly in size it remained apart from the social elites and mobility between the classes was restricted. Social inequality remained a central feature of German society with living and working conditions remaining extremely poor for the majority of workers
- the role and status of women in society changed little in this period. Very limited progress was made towards votes for women and women's rights within marriage remained severely restricted.
- divisions between rich and poor in the countryside also remained wide as peasants struggled to make ends meet in the face of increasing international competition and rising demands from the landowners.

In reaching an overall judgement, students may argue that these years witnessed an industrial revolution in Germany which had significant economic, social and political consequences. The growth of the urban working class and the middle-classes represented a significant transformation in the make-up of German society. However, the traditional social hierarchy remained largely unaltered with the aristocratic elite retaining their social dominance. The tension between social change due to industrialisation, and the continuing dominance of the traditional elites, ultimately led to the political difficulties encountered in the years up to 1914 as the increasingly assertive SPD was able to frequently frustrate the Kaiser's government.