

AS
HISTORY
7041/1L

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

Mark scheme

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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 Examiner.

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.

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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.

Section A

- 0 1** With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation of political authority within Germany in the years 1871 to 1890?

[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.

Students must assess the extent to which the interpretations are convincing by drawing on contextual knowledge to corroborate and challenge the interpretation/arguments/views.

In their identification of the argument in Extract A, students may refer to the following:

- the main argument is that the Kaiser held the most powerful position within the constitution
- the Kaiser appointed and dismissed chancellors and therefore had political dominance over the Chancellor
- the Church reinforced the Kaiser's authority as the head of state.

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

- the Kaiser had the constitutional power to appoint and dismiss chancellors. Bismarck retained Wilhelm I's full confidence between 1871 and 1888; however, when Wilhelm II became Kaiser he soon brought about Bismarck's downfall and chose his own appointee as chancellor
- even when Wilhelm I was Kaiser, Bismarck still had to take account of the Kaiser's views. The Kaiser's unease about attacks on organised religion during the Kulturkampf were a contributing factor to Bismarck's abandonment of the policy in 1878
- in opposition to the extract, it could be argued that all of the major policy decisions between 1871 and 1890 were taken by Bismarck and, in practice, the Kaiser played a limited active role in governing Germany.

In their identification of the argument in Extract B, students may refer to the following:

- the main argument is that Bismarck was the actual centre of power within the German government
- Ministers of state were answerable to the Chancellor not to the Kaiser, to whom they had no direct access
- Bismarck's chairmanship of the Bundesrat enabled him to further centralise power and concentrate it in his hands.

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

- Bismarck was held in such high esteem by Kaiser Wilhelm I that he was allowed free rein to decide all major policy initiatives within Germany, such as the Kulturkampf (1871–78), the introduction of protection (1878–79) and state socialism (1883–89)
- Bismarck was the head of the Prussian delegation to the Bundesrat and, because of the large number of Prussian delegates, he held an effective veto over any Bundesrat decisions
- in opposition to the extract, it could be argued that Bismarck's power rested primarily on his personal relationship with Wilhelm I and was not constitutionally based. Under a new Kaiser from 1888, he found his political power soon eroded.

In arriving at a judgement as to which extract provides the more convincing interpretation, students might conclude that the assessment in Extract B is more accurate with regard to the realities of political authority for most of this period due to the respect in which Bismarck was held by Kaiser Wilhelm I. However, the actual constitutional relationship of the Kaiser and Chancellor is more accurately described

in Extract A, which came to bear when a new Kaiser ascended the throne in 1888 and Bismarck lost power soon afterwards.

Section B

0 2 'The German economy was completely 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 supporting the view that the German economy was completely transformed in the years 1890 to 1914 might include:

- in the 1880s, agriculture made up a greater proportion of Germany's economy (40%) than industry (30%). By 1914, the balance had changed as agriculture's share of the economy (25%) fell below that of industry (45%)
- in the 1890s, a 'second industrial revolution' took place in Germany based on the rapid expansion of new industries and technologies, including electrical, chemicals and motor transport
- in 1890, German production of raw materials such as coal, iron and steel, was roughly half that of Britain. By 1914, Germany had caught up Britain in the production of coal and iron, and was producing more than double the amount of steel
- Germany became one of the leading trading nations across the world. The value of German exports increased threefold in this period. Germany was a significant overseas investor in Latin America, southern Africa and the Ottoman Empire.

Arguments challenging the view that the German economy was completely transformed in the years 1890 to 1914 might include:

- the importance of protective tariffs remained significant within the German economy. Although they were lowered by Caprivi in the early 1890s, higher levels of tariffs were restored due to the continuing influence of pressure groups such as the Agrarian League and the Industrialists League
- Germany was already experiencing an industrial revolution in the decades before 1890 and, it could be argued, the period after 1890 was merely a continuation of this long-term process, e.g. the railway network expanded by roughly the same amount between 1871–90 as it did 1890–1914
- the industrial economy was already heavily controlled by cartels of large companies by 1890. The influence of cartels was maintained and strengthened within the economy up to 1914
- within agriculture, the significance of the large Junker estates in the east continued. Rising demand from the industrial cities and improved transport meant that large landowners, as well as smallholders, found ready markets for their produce.

In arriving at an overall judgement, students may argue that the mid-1890s do represent something of a turning point for the German economy. The pre-1890 economic growth had been steady but relatively modest, however, after 1896 the economy expanded at an unprecedented rate due to the 'second industrial revolution'. The balance between industry and agriculture was reversed and Germany became a major world economic power, and the world leader in newer technologies. Therefore, although there are clear examples of continuity within the German economy, the aspects of transformation are stronger for the period 1890–1914 overall.

0 3 'Working-class Germans benefited greatly from social reforms and cultural change in the years 1919 to 1929.'

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 supporting the view that working-class Germans benefited greatly from social reforms and cultural change in the years 1919 to 1929 might include:

- the welfare state and public sector provision was significantly expanded, including war pensions, unemployment relief, extension of the national insurance scheme, new schools and hospitals, improved transport and a significant increase in affordable housing
- industrial working rights were improved, e.g. an 8 hour day, lifting of all restrictions on trade unions, creation of industrial tribunals to arbitrate in employee-employer disputes
- working-class women benefited from increased employment opportunities, the right to vote and the wider availability of contraception
- social and cultural activities available to the working classes included dance halls, libraries, swimming pools, sports clubs and cinemas.

Arguments challenging the view that working-class Germans benefited greatly from social reforms and cultural change in the years 1919 to 1929 might include:

- significant class divisions remained in German society. The industrial elite fiercely resisted the expansion of the welfare state and employment rights. Tensions remained high between employers and unions in many industrial disputes
- the role of women within society and the economy remained restricted in comparison to men. Most people still regarded a woman's 'natural' place to be in the home and married women were not expected to work
- much of the 'cultural explosion' of the Weimar Republic was not within the reach of the working classes who could not afford many of the new opportunities such as the nightlife in large cities or trips to the theatre and opera
- working-class Germans from ethnic minority groups, such as the Ostjuden, Roma and Sinti, continued to experience significant discrimination.

In reaching an overall judgement, students may argue that the more left-wing nature of Weimar politics ushered in an era of greater social rights and opportunities for working-class Germans, who clearly benefited from a number of changes. However, it is also important not to overstate the extent of change as Germany remained a class-based society in which the traditional aristocracy, the army and the upper middle class retained a significant degree of privilege and influence.