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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 2023

Version: 1.0 Final



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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, ie 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 the rule of Kaiser Wilhelm II in the years 1890 to 1914?

**[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 of Extract A is that Kaiser Wilhelm II had significant power over the government of Germany in these years, which was a period of personal rule
- the Kaiser was able to have his 'favourite projects' enacted and was in control of all key appointments
- at court, the atmosphere was dominated by the need to gain the Kaiser's favour which led to a wealth of sycophantic behaviour.

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

- the Kaiser was obsessed with the military and his 'favourite projects' included huge expansion of both the army and navy, pushed through by his appointee – Tirpitz. This military expansion had been achieved by 1914
- the Kaiser appointed and dismissed all of the chancellors and other key ministers in this period, eg forcing the resignation of Caprivi who had proven too independent-minded in favour of Hohenlohe. Bülow earned himself the nickname 'the Eel' for his sycophancy
- in opposition to the extract, it could be argued that the Kaiser's personality made him incapable of meaningful personal rule, and that government was more influenced by the right-wing elites who formed the Kaiser's immediate political and social circle.

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

- the main argument of Extract B is that Wilhelm II was a 'shadow emperor' who aimed to establish strong personal rule, but under whom there was a power vacuum at the top of the German state
- as a result of this power vacuum, a number of rival centres of power and influence arose
- the competing nature of these rival centres of power caused the inconsistency in state policy through these years.

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

- Wilhelm began his reign hoping to be the 'people's kaiser', supporting Caprivi's 'New Course' in policy. However, this only lasted until 1894, after which Wilhelm supported attempts to suppress socialism and unite the country behind an expansionist foreign policy
- the rivalry between the military, supported by influential pressure groups, and the left of centre parties in the Reichstag could be considered an example of the 'different individuals and groups', seeking to influence government policy, causing the chancellors from 1900 onwards great difficulty in political management
- in opposition to the extract, it could be argued that Wilhelm's priorities all along were to expand Germany's international power and influence, and to strengthen authoritarian government; policies which were consistently pursued, especially after 1897.

In arriving at a judgement as to which extract provides the more convincing interpretation, students might conclude, in support of Extract A, that the constitutional framework of Germany gave the Kaiser significant influence over the direction of policy and Wilhelm was determined to exercise this power as much as possible. However, it could also be argued, more in line with Extract B, that Wilhelm lacked the skill and consistency to achieve meaningful personal rule and that the execution of government was left to his ministers and chancellors, as well as being influenced significantly by the military and right-wing pressure groups.

**Section B**

- 0 2** 'Bismarck's policies were the main reason for the growing industrialisation of Germany 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 supporting the view that Bismarck's policies were the main reason for the growing industrialisation of Germany in the years 1871 to 1890 might include:**

- policies of further unification after 1871, such as the new currency and single system of weights and measures, alongside the removal of internal customs duties, stimulated trade in manufactured goods across Germany
- policies to promote the creation of joint-stock companies, expand the availability of credit and stimulate the expansion of the railway network were enacted by Bismarck in conjunction with his political allies – the business-supporting National Liberals – between 1871 and 1878
- Bismarck introduced protective tariffs in 1878/79 in response to demands from German industrialists and manufacturers. These tariffs helped German industry to overcome the challenges of the worldwide economic downturn after 1873
- Bismarck's support for imperial expansion in the 1880s opened up new supplies of cheap raw materials for German manufacturers as well as new markets for their finished goods.

**Arguments challenging the view that Bismarck's policies were the main reason for the growing industrialisation of Germany in the years 1871 to 1890 might include:**

- Germany enjoyed a range of geographical advantages – it was rich in raw materials which provided cheap access for German industry to essential resources such as coal and iron ore. It also had several navigable rivers and the broad, flat plains of the north were well-suited to railway development
- significant population growth provided both the labour force and the market for Germany's growing industrial sector
- the education system was focused on the development of technical and scientific skills, which supported the expansion of industry
- the state did not intervene significantly in the workings of the industrial economy. Banks had close links to industry and made credit easily available. Cartelisation of businesses enabled industry to maintain high profit levels, which were then reinvested into expansion.

In conclusion, students may argue that Germany was already industrialising before 1871 and that the foundations of this development remained in place after unification, not least Germany's geographical advantages. However, students may also argue that Bismarck's policies of further unification after 1871 accelerated the development of German industry as well as protecting it from the potential damage of the worldwide recession through the adoption of tariffs. Therefore, Bismarck's policies may not have been the main reason for Germany's industrialisation in this period, but they were certainly an important factor in its continuing development.



**0 3** 'The influence of right-wing political views, in the years 1919 to 1929, was damaging to the stability of Weimar democracy.'

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 influence of right-wing political views, in the years 1919 to 1929, was damaging to the stability of Weimar democracy might include:**

- in 1920, the Kapp Putsch succeeded in taking control of the government offices in Berlin and forcing the democratic government to flee the city. The ambivalent response of the army leadership to the putsch is a further indication of the threat that Kapp posed
- extreme right-wing nationalists organised themselves into 'leagues' and terrorist groups, such as 'Organisation Consul'. Several prominent democratic politicians were assassinated between 1919 and 1923, including Erzberger and Rathenau
- the continuing influence of right-wing views within the judiciary, civil service and army leadership throughout this period limited the strength of commitment to the new democratic system within key sections of the political system. Hitler's light sentence from a sympathetic judge in 1923 is the most obvious example of this
- Hindenburg had frequently denounced the democratic constitution since 1919, and was vocal in his promotion of the 'stab-in-the-back' myth and his condemnation of the 'November criminals'. His election as president in 1925 was seen by some as a serious threat to the long-term survival of Weimar democracy.

**Arguments challenging the view that the influence of right-wing political views, in the years 1919 to 1929, was damaging to the stability of Weimar democracy might include:**

- the Ebert-Groener Pact ensured that the army was committed to defending the new democratic state, despite the right-wing leanings of the majority of the army leadership. Hitler's attempt to seize power in Munich in 1923 was fairly easily contained as the army in Bavaria remained loyal to the Weimar government
- the right-wing DNVP abandoned its opposition to Weimar democracy in 1925 and even joined a couple of coalition governments in the following two years
- as president, up to 1929, Hindenburg respected the constitution and did nothing to undermine the normal workings of the democratic system
- in the 1928 election, parties supportive of the democratic constitution gained over 70% of the vote. When the DNVP opposed the government over the Young Plan in 1929, right-wing opponents of the government policy only gained 14% in the referendum.

Overall, students may conclude that right-wing views appeared to pose a significant threat to Weimar democracy between 1919 and 1923, due to the level of political violence coupled with the moral support of a number of leading army generals and other prominent figures. However, it is also possible to conclude that this impression is exaggerated and that the underlying strength of support for Weimar democracy, particularly amongst the workers and large sections of the middle classes, was more significant. The election result of 1928, and referendum result of 1929, would seem to support the view that over the course of the decade, from 1919 to 1929, the underlying strengths of Weimar democracy outweigh the threat posed by right-wing views.