

AS
HISTORY
7041/1L

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

Mark scheme

June 2022

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 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 Communist opposition to the Weimar Republic in the years 1919 to 1929?

[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 communist opposition to the Weimar Republic was a failure and had little impact
- strong action by the government crushed attempted communist uprisings and undermined the organisation and leadership of the party
- after 1924, the KPD was a small party in the Reichstag with limited influence on political developments.

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

- the Spartacist Uprising of January 1919 was easily crushed by the combined forces of the Army and the Freikorps, culminating in the murders of Liebknecht and Luxemburg, thus depriving the Communists of their two most capable leaders
- further communist uprisings between 1920 and 1923, in the Ruhr, Saxony, Thuringia and Hamburg were all crushed by the Army. These uprisings were not well planned, effectively led or widely supported amongst the working class
- the KPD continued to contest elections from 1924 onwards but its performance indicated that the vast majority of the working class were not supportive of its radical aims. Communism had little impact on Germany during the years of recovery in the mid-1920s.

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

- the main argument of Extract B is that Communist opposition to the Weimar government was sustained and significant through this period
- the government's use of violence between 1919 and 1923 merely served to enflame communist opposition and did nothing to address the causes of discontent
- from 1924, Communist opposition to the government in the Reichstag was not insignificant and contributed to bringing down several coalition governments in the 1920s.

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

- the KPD was bitterly opposed to the SPD throughout this period for 'selling out' to the traditional elites, eg through the Ebert-Groener Pact, and for using violent repression against communists, especially the brutal murders of Luxemburg and Liebknecht
- despite the failure of the uprisings of 1919–23, the KPD still retained a significant presence in the Reichstag from 1924 to 1929, increasing its number of seats in 1928
- in opposition to the argument in the extract, it could be argued that the goal of the communists throughout this period was to achieve a socialist revolution, similar to the 1917 revolution in Russia, and clearly this did not happen.

In arriving at a judgement as to which extract provides the more convincing interpretation, students might conclude that Extract A provides a stronger argument that communist opposition was ultimately a failure

as there was no socialist revolution in these years and, after 1919, the party lacked effective leadership and organisation. Being reduced to fighting elections and winning around 10% of the vote was not the vision of the communist revolutionaries at the beginning of the period. However, it could also be argued that Extract B correctly suggests that communist opposition was sustained and that they remained a significant political force, who could not be ignored. This proved to be very much the case during the Depression after 1929.

Section B

0 2 'There was significant change in German society 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 there was significant change in German society in the years 1871 to 1890 might include:

- the size of the proletariat grew significantly in this period due to rising levels of industrialisation and urbanisation. A large number of new socialist societies were established to provide sporting, cultural, political and educational opportunities for the working classes
- the degree of social welfare support provided for the working classes increased significantly in the 1880s, for example accident and sickness insurance, as well as pensions
- industrialisation also caused the significant growth of the middle class who became more influential in urban society, culture and politics. In addition, the influence of middle-class liberals advanced the process of further unification of the German Empire after 1871
- the social divide between rural and urban areas was decreasing as more and more peasants were taking the decision to migrate to urban areas in search of higher paid jobs and a better standard of living, especially as the railway system began to expand.

Arguments challenging the view that there was significant change in German society in the years 1871 to 1890 might include:

- the upper echelons of society remained dominated by the traditional elites. The officer corps of the Army continued to be made up of the sons of aristocratic families. The aristocracy remained resistant to the idea of marriage contracts between aristocratic and upper middle-class families
- the primary basis of social status, wealth and privilege remained land ownership. The Prussian-dominated state was itself dominated by the Junker class throughout this period, as evidenced by the introduction of protective tariffs on agricultural produce in 1878/79
- despite some improvements to welfare provision, the state remained largely hostile to the representatives of the growing urban proletariat, and the rigid class hierarchy persisted
- wider social changes, such as in the role and status of women, education provision and healthcare, remained limited in scope.

In conclusion, students may argue that the extent of social change in this period was limited overall. The response of the traditional elites, and therefore the government as well, to the industrialisation and urbanisation of this period was predominantly to limit the influence of the expanding working class and the bourgeois classes. The stirrings of more significant social changes are detectable in this period, however, by 1890 the traditional elites still maintained their dominance, and the other classes within German society had yet not grown to the extent where more widespread social change could occur.

0 3 'Kaiser Wilhelm II was in complete control of the government of Germany 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 Kaiser Wilhelm II was in complete control of the government of Germany in the years 1890 to 1914 might include:

- Wilhelm was determined to reign as a proactive personal ruler from his accession, and he imposed his constitutional authority over Bismarck, ultimately forcing the chancellor's resignation in 1890. He appointed and dismissed all subsequent chancellors up to 1914
- Wilhelm's desire to be the 'people's Kaiser' established the direction of Caprivi's 'New Course' 1890–94. His subsequent concern over the extent of Caprivi's reforms led to the latter's fall from office and his replacement by Hohenlohe, a 'straw doll' in Wilhelm's words, ie someone whom the Kaiser thought he could dominate
- Wilhelm's enthusiasm for the military was clearly demonstrated through the expansion of both army and navy, and the policy of Weltpolitik, from the late 1890s onwards. The side-lining of the chancellor – Hohenlohe – as part of this shift in policy signified Wilhelm's dominance
- Bülow was especially sycophantic as chancellor – being nicknamed the 'Eel' – demonstrating that the relationship between chancellor and Kaiser was crucial, and heavily weighted in the latter's favour.

Arguments challenging the view that Kaiser Wilhelm II was in complete control of the government of Germany in the years 1890 to 1914 might include:

- although establishing the general direction of Caprivi's 'New Course' in 1890, Wilhelm was not interested in determining the details and specifics of policy. Caprivi, in the end, proved more independent-minded than the Kaiser had anticipated
- Wilhelm's interest in Weltpolitik and the expansion of the military led to him becoming less and less engaged with domestic policy after 1900. Bülow pursued a range of domestic policies and alliances in the Reichstag, aiming to deliver on Wilhelm's ambitions as well as achieve domestic stability. In this, Bülow was largely free to pursue his own ideas
- Wilhelm can be described as a 'shadow emperor', ie influenced and manipulated by his inner circle of friends and advisers, and by the traditional elites who sought to maintain their dominance of society, the economy and the military
- Wilhelm's ability to achieve his goals was increasingly restricted by opposition within the Reichstag. There was significant resistance to the tax increases needed to fund military expansion and, by 1914, the Kaiser was increasingly exasperated by Bethmann-Hollweg's inability to control the Reichstag.

Overall, students may conclude that Wilhelm certainly set out to control the government of Germany. Given his constitutional powers, he was indeed able to exert a significant amount of influence over his chancellors and the direction of government policy. However, Wilhelm's personal failings ultimately limited the degree to which he was able to control the government. He was not interested in the details of policy and his propensity to change his mind, often due to the influence of those around him, suggest that whilst he was undeniably a significant force within the government of Germany, he perhaps did not control it as much as he would have liked, or perhaps realised.