



AS LEVEL HISTORY

7041/20 Democracy and Nazism: Germany, 1918-1933
Report on the Examination

7041
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General

Students mostly responded well to the demands of the paper, especially in light of the disruption of recent years. However, in Section B it seemed that students sometimes utilised 'learned responses' to the essay questions, and were not as well practised in interpreting the requirements of the question as had been evident in previous years. The question on the Treaty of Versailles (02) was noticeably more popular than the question on the impact of Communism (03). For Section A, the vast majority of students were able to address the requirements of the sources' question satisfactorily, although there could be some improvement in the use of contextual knowledge. The comments which follow are indicative of some of the strengths and weaknesses commonly seen in students' answers in this paper.

Section A

Question 01

Students found both sources reasonably accessible and the majority could place them in context. Context was mostly linked to the issue of the question, although this was on occasion undeveloped. Some students were distracted by discussion of Stresemann's economic policies, therefore lacking focus on the value of the sources in relation to the issue identified in the question, German foreign affairs. Some candidates did link comment on the economy to foreign affairs thus validating the response. However, a significant number became focused on a generalised 'Golden Years' style response rather than maintaining focus on the issue of the question. It should be emphasised to students that explicit reference to the issue identified in the question is essential. In relation to the evaluation of provenance and tone, assertion or generic comment were sometimes seen. A number of students attempted to identify the value of provenance and tone in the abstract without relating this to the issue of the question. Finally, better responses tended to identify explicitly limitations thus providing balance of evaluation.

Section B

Question 02

This was the more popular of the two essay questions and was done reasonably well. Higher level answers were focused and demonstrated good understanding of the question. There was a significant number of students who made some appropriate comments on a range of issues including Wilson's 14 points (in particular that of self determination), Germany's anticipated treatment of other countries had Germany won the war, and article 231 / reparations. However, the issue of reparations sometimes led students to discuss hyperinflation of 1923 and consider longer term issues rather than maintaining focus on the more immediate issue of the Treaty of Versailles. It was apparent at the lower levels that students lacked conceptual understanding and did not specifically consider the unrealistic expectations of Germans. Weaker responses tended to provide a narrative of the difficulties faced by Germany in the post war years or a narrative of reasons for resentment of the Treaty of Versailles.

Question 03

This was the less popular of the two essay questions. Some responses did make specific comment regarding the growth of Communism, quoting electoral results, for example. Stronger responses tended to conclude that whilst Communism per se had limited direct impact on Weimar Germany the indirect impact was of significance, with particular reference to the fear of Communism and the development of polarisation and radicalisation in Weimar politics. However, a significant number of responses limited their answers to these issues. Weaker responses tended to lack focus on Communism, instead attempting to produce an account of the popularity of the Nazis. Much of this material was not always relevant. A small, but significant, number of students referred to events outside of the time frame of the question, in particular the Reichstag Fire.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.