



**General Certificate of Education
June 2011**

AS History 1041

HIS1J

Unit 1J

The Development of Germany, 1871–1925

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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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Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level candidates. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Candidates who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which candidates meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a candidate performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:

AS EXAMINATION PAPERS

General Guidance for Examiners (to accompany Level Descriptors)

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that candidates might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other candidates' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Candidates should never be doubly penalised. If a candidate with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a candidate with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

June 2011

GCE AS History Unit 1: Change and Consolidation

HIS1J: The Development of Germany, 1871–1925

Question 1

01 Explain why Bismarck resigned as Chancellor in 1890. (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and candidates 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.

Answers should include a range of reasons as to why Bismarck resigned in 1890.

Candidates might include some of the following factors:

- Bismarck's relationship with Kaiser Wilhelm II, in particular disagreements over who should rule, Kaiser or Chancellor
- disagreements over policy and socialism
- Bismarck's relationship with the Reichstag and the limitations of his support there

- Bismarck's dependence upon the Kaiser, which reflected the long-term weaknesses in the political system which Bismarck had created in 1871
- disagreements over foreign policy. Bismarck's resignation letter maintained that the Kaiser's anti-Russian policy was one that he could not approve.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might conclude that underlying the resignation was Kaiser Wilhelm II, whose ambition and desire for 'personal rule' had been completely misjudged by Bismarck.

Question 1**02** How successful was Bismarck in dealing with his opponents? (24 marks)*Target: AO1(a), AO1(b), AO2(b)***Generic Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and candidates 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.

Candidates should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting that Bismarck was successful in dealing with his opponents might include:

- Bismarck's Falk Laws of 1873 enabled the German State to maintain a closer control of the Catholic Church. Between 1873 and 1876 Jesuits were forced to leave Germany, Catholic schools were supervised by the state and civil wedding ceremonies were made compulsory. Reconciliation following the Kulturkampf transformed the Centre Party largely into a religious, rather than political party, which supported Bismarck on some important measures such as protectionism
- after the Kulturkampf, Bismarck maintained some state control over the Catholic Church. Jesuits were forbidden from entering Germany, the 'pulpit paragraph' forbidding political sermons remained and the Church had to agree to submit names of appointments to the state
- Bismarck's persecution of the socialists through the 1878 anti-socialist law crippled the SPD by banning any group or meeting aimed at spreading socialist principles, outlawing trade unions and closing down 45 newspapers
- his more paternalistic policy of state socialism introduced from 1883 played an important role in diffusing working class opposition to the state before 1914. Despite their revolutionary claims the SPD in Germany were loyal to the Empire which provided for their security
- Bismarck followed a policy of Germanization in order to control the national minorities living within the German Reich.

Factors suggesting that Bismarck was not successful in persecuting Reichsfeinde might include:

- ultimately the Kulturkampf was a failure as it strengthened, rather than weakened Catholicism in Germany. Catholics rallied to the Centre Party. Its vote doubled in 1874 and by 1881 it held 100 seats in the Reichstag
- the anti-socialist law of 1878 meant that the SPD developed social and cultural activities which bound members together. Persecution by the state helped a 'fortress mentality' of the German working class to develop. SPD membership expanded rapidly from 550 000 in 1884 to 1 427 000 in 1890.

Good answers are likely to show an awareness that Bismarck's attempts to unify the German population through persecuting opponents satisfied his short-term political objectives to control the Reichstag, but in the longer term consolidated opposition to conservatism in the Reichstag.

Question 2

- 03** Explain why there was pressure within Germany to expand the navy between 1897 and 1906. (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and candidates 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.

Answers should include a range of reasons as to why there was pressure from within Germany to develop the Navy in the years 1897 to 1906 (the period which covers the first three Naval Laws).

Candidates may refer to some of the following long-term factors:

- Kaiser Wilhelm's long standing interest, admiration and jealousy of the British Royal Navy, which fuelled his desire to build a strong German navy
- the industrialisation of Germany post-unification which renewed and increased German nationalism and led to pressure to develop the Navy. German industrialists saw the expansion of the Navy as a way of increasing their political influence and thus rivalling and eventually eclipsing the traditional Prussian Junkers
- Weltpolitik and the growing pressure of German Nationalists with a desire for Germany to have power on the world stage. This could only be achieved through the growth and development of the Navy

- the Navy would enable Germany to secure an overseas empire and colonies to rival Great Britain and France.

and some of the following short-term/immediate factors:

- the appointment of Admiral von Tirpitz whose belief that “the fleet is necessary to show that Germany is as well born as Britain”, led to the first Naval Bill of March 1898
- the need to maintain the support of the industrialists, such as Alfred Krupp a leading member of the Naval League
- a means of providing a quick fix solution to Germany’s domestic problems, such as growing socialist tension, by uniting the population through nationalist fervour.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might conclude that the key pressure for the development of the Navy came from Kaiser Wilhelm himself and his desire for personal rule. It was Wilhelm’s appointment of von Tirpitz which led to the Naval Laws of 1898, 1900 and 1906. However, further pressure for the growth of the Navy also came from the growing industrial might of Germany and the desire for political change.

Question 2

- 04** How far was the political dominance of the Kaiser in Germany undermined by the internal crises of the years 1907 to 1913? (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and candidates 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.

Candidates should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views.

Factors suggesting that the political dominance of the Kaiser was undermined by the internal crises of 1907 to 1913:

- Wilhelm's regime was badly dented by the political scandals of 1908 (Eulenburg Affair and Daily Telegraph Affair) and as a result the army assumed an even more influential role within government, ultimately destabilising Germany
- following the 1908 Daily Telegraph Affair there were demands made by the German Press and the Reichstag to place constitutional restraints on the Kaiser, Wilhelm promised in writing to respect the constitution
- in 1909 the Bülow Bloc fell apart following unsuccessful attempt to raise money for the military
- The Daily Telegraph Affair and Bulow's fall from power marked the effective end of the Kaiser's personal rule. Wilhelm did not have the same working relationship with Bethmann Holweg and consequently a vacuum developed within the German government
- the Army Bill of 1913 cost 435 million Reichsmarks in order to expand the army's size from 544,00 to 870,000. This resulted in a special defence tax on property which in turn alienated the propertied classes
- the Zabern Affair of 1913 illustrated the increasing influence of the military on domestic political matters. The Kaiser's refusal to dismiss the commanding officers highlighted how the army was above the rule of law and responsible to the Kaiser alone. Bethmann-Hollweg's refusal to side with politicians against the army led to a vote of no-confidence in the Reichstag against him by 293 votes to 54.

Factors suggesting that the dominance of the Kaiser was not politically undermined by the internal crises of 1907 to 1913:

- no constitutional restraints on the Kaiser were introduced after 1908
- even though the Reichstag passed a vote of no-confidence in Bethmann-Hollweg in 1913, he remained as Chancellor until 1917, as the Chancellor's authority stemmed from the Kaiser. This reflected the weakness of the Reichstag and the strength of the Kaiser's political position
- the Kaiser's dominance increased with increased militarism and nationalism to 1913.

Other factors that undermined the Kaiser's political dominance after 1907:

- the impact of industrialisation and the social upheaval which resulted in a growing working and middle class who wanted greater political representation than was granted to them by the 1871 constitution. It can be argued that it was the political elites' fear of socialism which destabilised Germany politically and undermined the Kaiser's rule.

Good answers are likely to show an awareness that whilst the political scandals of 1907 to 1913 did much to damage the personal reputation of the Kaiser, the constitution of Germany ensured that effective political power still rested in Wilhelm's hands.

Question 3

05 Explain why a democratic constitution was established in Germany in 1919. (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

L2: Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

L3: Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

L4: Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and candidates 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.

Answers should include a range of reasons as to why a democratic constitution was introduced in Germany in 1919.

Candidates might include some of the following factors:

- a democratic constitution was a requirement of the Allies (in particular the US President Woodrow Wilson) when German signed the armistice and one which Prince Max's government agreed to introduce in order to try to gain more favourable terms in the post-war settlement
- the constitution was written by Hugo Preuss a legal expert, who fundamentally believed in democracy
- the Kaiser's autocratic personal rule was direct contributor to war and ultimately defeat, a democratic constitution was supposed to guard Germany from another form of personal dictatorship.

- the most dominant political party within Germany following the abdication of the Kaiser was the SPD, which was fully committed to introducing a more democratic governmental process.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might understand how the abdication of the Kaiser, the determination of the allies and the formation of a pro-democratic coalition enabled the implementation of a democratic German constitution.

Question 3

- 06** How successful were the governments of the Weimar Republic in overcoming political extremism in the years 1919 to 1925? (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
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- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and candidates 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.

Candidates should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting that the Weimar Republic was successful in overcoming political extremism might include:

- Ebert's use of the forces of the right (the Freikorps and the Army through the Ebert-Groener pact) to quash the political extremism of the left. Therefore the conservative forces of Germany were willing to tolerate the Republic as long as it prevented the 'greater evil' of Communism
- the splits and divisions of the extreme left between the USPD and the KPD weakened its attempts to overthrow the Republic
- extremist right-wing opposition was halted through a combination of worker resistance (Kapp) and weak leadership (Munich)
- Ebert's use of Article 48 and the strength of the Weimar Constitution to suspend citizen rights in times of emergency so as to stabilise the political situation.
- ultimately the Weimar Republic survived the years of crisis through the resolute action of Stresemann and Schacht, which brought financial and subsequently political stability to Germany.

Factors suggesting that the Weimar Republic was not successful in overcoming political extremism might include:

- the Kapp putsch was a serious challenge to the Republic, mainly because of the stance of the Reichswehr which refused to fire upon fellow soldiers. Ebert's government were forced to leave Berlin for Dresden
- the Spartacist uprising in January 1919 threatened a communist revolution. When it was violently quashed by the Freikorps it stimulated a series of strikes and clashes between the workers and the Freikorps, creating a virtual civil war within the new Republic between the forces of the Left and Right in 1919. By the end of June 1920 three different governments had fallen due to the political violence. Between the end of June 1920 and November 1923 a further four governments rose and fell
- assassinations of political figures such as Erzberger and Rathenau by the extreme right illustrated the total rejection of the democratic system which the Republic represented. However the real damage to the Republic was done by the lenient sentences that were given to right wing plotters in comparison to those on the left. This proved that the anti-Weimar stance of the extreme right was favoured by the judiciary
- Hitler's Munich Putsch arose out of the hyperinflation crisis in 1923 and the French occupation of the R uhr which further fuelled extremism and led to use of Residential decrees.

Good answers are likely to show an awareness that by the end of 1925 extremist opposition had been mostly overcome and that the Weimar Republic entered a period of relative economic, political, social and cultural stability widely known as the "Golden years".

Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator: www.aqa.org.uk/umsconversion