



General Certificate of Education

AS History 1041

Unit 1: HIS1J

The Development of Germany, 1871–1925

Mark Scheme

2009 examination – January series

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

January 2009

GCE AS History Unit 1: Change and Consolidation

HIS1J: The Development of Germany, 1871–1925

Generic Mark Scheme

Question 1(a), Question 2(a) and Question 3(a)

- 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. **0-2**
- 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**

Question 1(b), Question 2(b) and Question 3(b)

- 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. **0-6**
- 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**

Question 1

(a) Explain why Bismarck introduced the Kulturkampf in the early 1870s. (12 marks)

Target: AO1(a), AO1(b)

Indicative content

Responses should include a range of reasons to explain why Bismarck introduced the Kulturkampf. Bismarck's key aim in domestic policy in the years 1870–1873 was to unify and consolidate the new Reich. The Catholic minority threatened the unity of the new Reich in a number of ways:

- firstly, Catholics were loyal to Austria and were typically Grossdeutsch followers. The newly unified Second Reich represented a Kleindeutsch victory and the ascendancy of a Protestant Prussianised government
- secondly, Pope Pius IX's decree of Papal Infallibility issued in 1870 assumed Catholics to be loyal to the Pope first and their national state second
- thirdly, Bismarck believed that the Centre Party would encourage civil disobedience among Catholics whenever the new state made policies that conflicted with the beliefs of the Pope
- finally, Bismarck wished to gain favour with the National Liberals who traditionally saw the Catholic Church as an old enemy which preached against a modern society based upon national identity.

Thus by persecuting a minority group like the Catholics, Bismarck hoped to strengthen feelings of national identity and unity.

- (b) How successful was Bismarck in overcoming the domestic problems he faced in governing Germany in the years 1878 to 1890? (24 marks)

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

Indicative content

Candidates should be able to make a judgement by balancing evidence that suggests he was successful against evidence that he was not. The clearer the response is in defining the domestic problems that Bismarck faced governing the more successful the response will be. The domestic problems facing Bismarck included:

- keeping political power predominantly in the hands of the conservative classes in an Empire that was experiencing rapid economic and social change
- the growing physical and political strength of socialism
- struggles within the Reichstag in obtaining support for legislation
- reliance on the power of the Kaiser
- maintaining national unity, the problems posed by minorities and Catholics.

Evidence to support the argument that Bismarck was successful might include:

- the alliance of 'steel and rye' successfully upheld conservative authority
- the Anti-Socialist Law introduced in 1878 prevented the Socialists from adopting an extreme position
- the Liberals were split and unable threaten his dominance
- the parties in the Reichstag were too divided to form a united front against him
- in the 1887 elections, the Kartell (German Conservatives, Free Conservatives and National Liberals) won 220 seats, allowing Bismarck to push through a new seven year military budget
- he retained the support of the Kaiser Wilhelm I which enabled him to override most of the opposition that he faced in the Reichstag.

Evidence to support the argument that Bismarck was unsuccessful might include:

- until 1887 Bismarck had no clear majority in the Reichstag, e.g. following the 1881 elections over three-quarters of the Reichstag deputies opposed Bismarck's policies
- the socialist party grew in numbers despite the anti-socialist law. Welfare legislation backfired on Bismarck and by 1890 there were 35 SPD deputies in the Reichstag elected by over 500 000 votes
- the Centre Party used every opportunity to oppose Bismarck in revenge for the Kulturkampf
- Bismarck's failure to control the Reichstag brought him into conflict with the new Kaiser, Wilhelm II, who used his power to dismiss Bismarck in 1890.

Question 2

- (a) Explain why Chancellor Caprivi began a 'new course' in domestic policy in 1890. (12 marks)

Target: AO1(a), AO1(b)

Indicative content

Caprivi's 'new course' was introduced for a number of reasons, primarily as a response to the difficult legacy left by the Bismarckian political system. Answers should focus on causation and reasons why, not a description of the policies of the 'new course':

- Caprivi's own political beliefs meant that he sought concession and compromise. He refused to see any political grouping as a Reichsfeinde, e.g. the anti-socialist laws were allowed to lapse, confrontation with the national minorities in Posen and in Alsace-Lorraine was eased by the relaxation of rules governing the use of German in administration and education
 - Caprivi's 'new course' was approved by Kaiser Wilhelm. Kaiser Wilhelm II initially supported Caprivi's methods as he believed that the workers would be won over with welfare benefits
 - to reduce the threat of socialism which had grown under Bismarck's chancellorship, a series of reforms were introduced which included a ban on Sunday working, the limitation of working hours for women and children and the establishment of courts for industrial arbitration
 - Bismarckian protectionism had raised food prices and decreased trade, therefore Caprivi's new economic course introduced a number of bilateral trade agreements with other European states which reduced German agricultural tariffs and increased the supply of cheap foodstuffs into the German markets.
- (b) How far was Kaiser Wilhelm II responsible for the domestic problems faced by the Chancellors of Germany in the years 1890 to 1914? (24 marks)

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

Indicative content

Central to an effective response is some consideration of the historical debate about the personal rule of Kaiser Wilhelm II. If the Kaiser was able to establish a personal rule he would have considerable influence in creating difficulties for his Chancellors. However, it can be argued that domestic difficulties stemmed from other factors such as the elites determined to cling onto power, or from the changing political climate, i.e. the rise of socialism, due to the impact of industrialisation and economic growth.

Evidence to support the Kaiser's influence might include:

- Wilhelm controlled all major political appointments and he could appoint and dismiss Chancellors at will. He had the right to dissolve the Reichstag and personal command of the army and navy

- Caprivi resigned in 1894 due to disagreements with the Kaiser over the reintroduction of the anti-socialist laws
- Hohenlohe's resignation in 1900 was precipitated by the Kaiser's persistent failure to consult him on important policy matters
- he intervened directly in policy making creating domestic difficulties for the Chancellors who had to find funding for his schemes such as the naval bills, military expansion and weltpolitik
- Wilhelm took independent action, ignoring ministers and creating tensions at home and abroad, e.g. Kruger telegram 1896, Daily Telegraph interview 1908, Zabern Affair 1913.

Evidence to support other factors might include:

- Caprivi's new economic course drove the Junkers and most farmers into opposition to the government
- the political scene was becoming increasingly polarised as the SPD's vote increased in the Reichstag. By 1912 the SPD was the largest party in the Reichstag with 110 seats. The growth in socialism was a direct consequence of Germany's industrialisation and Bismarck's attempts to at first crush it through anti-socialist laws and then 'kill it with kindness' through welfare reform. The SPD resisted indirect taxes and caused problems for Bulow in 1909 and Bethmann Hollweg in 1913
- on the right there was the growth in a number of powerful pressure groups, the Pan-German League, Navy League and Defence League. These Conservative groups resisted property taxes.

Question 3

- (a) Explain why, in 1923, the German currency collapsed. (12 marks)

Target: AO1(a), AO1(b)

Indicative content

In 1923 inflation turned to hyperinflation in Germany and prices quickly spiralled out of control. Effective responses need to identify the main reasons why the German currency collapsed in 1923 and should look beyond the impact of allied demands for reparations. Descriptions of the effects of hyperinflation are not relevant as the focus of this question is on causation.

- French and Belgian demands that reparations be met culminated in the invasion of the Ruhr, the industrial heartland of Germany. It was this crisis which precipitated the hyperinflation.
- The Weimar Government also bears some of the responsibility for the collapse of the currency in three ways. Firstly, the Republic, frightened that an increase in taxation or a decrease in public spending would alienate many Germans, continued with the disastrous policy of deficit spending. Secondly, the policy of passive resistance to counter the occupation of the Ruhr had catastrophic consequences for the German economy. Who would pay the striking workers? Finally, in an attempt to pay the workers and industrialists who were out of pocket, the Weimar Government continued the policy of deficit financing and printed yet more money.
- The preconditions for hyperinflation had been set by the wartime policies of the imperial government who financed the conflict through war loans which would be repaid with interest after the final victory.

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- The Treaty of Versailles imposed harsh economic demands for compensation on Germany.
 - The reparations imposed in 1921 were fixed at £6600 million and made economy recovery more difficult.
- (b) How successful was the Weimar Republic in bringing about economic recovery in Germany in the years 1923 to 1925? (24 marks)

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

Indicative content

It can be argued that in the years 1923 to 1925 the Weimar Republic laid the foundations of the period known as the 'Golden Years'. Critical to this achievement was the stabilisation of the currency through the introduction of the Rentenmark. However, it can be argued that the economic recovery was due to outside forces such as American loans and that in the longer term the economic recovery proved to be superficial due to the over-reliance on foreign capital.

Evidence to support the statement:

- Stresemann called off passive resistance in the Ruhr, one of the major contributing factors to the hyperinflation crisis
- Schacht pushed through the implementation of the *Rentenmark*; the new currency was based on the mortgage of all of the properties in Germany. Schacht's policies put an end to all speculation on the foreign exchange market and increased the public confidence, at home and abroad, in the stabilisation and value of the currency
- Stresemann's negotiation of the Dawes Plan helped to restructure reparation payments and gave Germany 800 million mark loan
- as President of the Reichsbank, Schacht was against foreign loans and insisted that the funds from the Dawes Plan were used only to finance production and not on luxury items or consumption, thereby laying the foundation for secure economic growth and development by 1925
- the German economy grew rapidly in the years 1924 to 1925.

Counter-argument:

- the economic and financial recovery was also due to the implementation of the Dawes Plan which would not have come about without the support of Britain and the USA. Britain was willing to support the development of German industry for economic reasons and acted as mediator. The USA had a vested interest in helping the German economy to prosper so that Germany could pay reparations to France and Britain which could then repay their loans to the USA
- new production and management techniques also stimulated a short lived recovery
- Germany's economy grew on average 4% in the years 1924–1929, however America's grew by 70%, therefore Germany was lagging significantly on the world economic scene
- unemployment remained high throughout the period and never fell below 1.3 million
- the economic recovery did not have an impact on the agricultural sector, which was hit by a worldwide depression in the mid-1920s, resulting in financial losses.