



**General Certificate of Education
January 2012**

History 1041

Unit HIS1J

Report on the Examination

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Unit HIS1J

Unit 1J: The Development of Germany, 1871–1925

General Comments

As in previous years, most students answered question 1 about Bismarck's chancellorship, and part 01 was the best answered of the 12 mark questions. The two most common themes distinguishing between students overall were depth of factual knowledge and the precision of focus on the question. Weaker students did not have sufficient factual knowledge to attain higher than Level 2. Many students who did demonstrate adequate factual knowledge achieved Level 3, but no higher, because they lacked precise focus on the wording of the question. For example, they needed to do more to assess 'unity' in 02, or 'political stability' in 04, or 'influence' in 05.

Question 1

- 01** Overall, this question was answered well. Most students were able to give three clear reasons for the breakdown of the relationship between the Kaiser and Bismarck and therefore access Level 3 of the mark scheme. A pleasing proportion of students developed their responses into Level 4, most commonly by drawing the conclusion that the Kaiser held the supreme authority under the constitution and therefore it was his attitude towards Bismarck and his desire for personal rule which proved the most significant factor. Weaker responses tended to lack specific detail beyond explaining the desire of both men to dominate the political system.
- 02** There was an interesting variety of approaches to this question. More limited answers tended to treat this as a question about the Kulturkampf and little else. Other weaker responses tried to turn it into a question about how successfully Bismarck managed his relations with the Reichstag. Neither of these approaches addressed the full range and depth of relevant content.

Stronger answers covered a range of relevant aspects including the Kulturkampf; legal/economic aspects of unity; the persecution of national minorities; and the attack on socialism from 1878. This last aspect was not included in a lot of answers despite the years identified in the question stretching to 1879.

Question 2

- 03** Most students who answered this question showed an awareness of a range of factors in explaining German economic expansion after 1890. The main difference between weaker and stronger responses was in the depth of explanation of each of these factors. Weaker answers tended to read rather like a list of points with each factor perhaps only being given one or two sentences. The better responses developed the explanation of each factor beyond that.

There were a pleasing number of Level 4 responses from stronger students who drew links between the different factors behind economic expansion such as the exploitation of raw materials and the transport network, or the development of newer industries and the education system.

- 04** There was a full range of levels of response to this question. The strongest students showed a developed awareness that the threat to political stability from socialism in these years was much stronger in the perception of the ruling elites than in reality. These students showed a developed understanding of the nature of the socialist threat, as well as range and depth of detail about the government's response to it.

Weaker answers lacked range and depth. Many Level 2 answers were restricted to the period from 1878 to the mid-1880s, therefore not addressing the full demands of the question. Other more limited responses tended to assume that because socialism grew as a movement it must therefore have posed more of a threat.

Question 3

- 05** There was quite a range in the depth and accuracy of students' factual knowledge in response to this question. Most students effectively explained that the Freikorps played a vital role in crushing the Communist threat to the new republic in 1919 through their action against the Spartacists.

Detail on the Kapp Putsch was much more variable. The stronger students correctly identified that the Freikorps were both the saviours of the Republic in 1919, and opponents in 1920. Weaker students got quite confused about the details of the Kapp Putsch, which several had the Freikorps putting down rather than supporting.

Overall, only the very strongest answers focused on the **influence** of the Freikorps in addition to just their actions. The most common aspect of this was the attitude of the Army, judiciary and right-wing elites towards the Freikorps.

- 06** Most students who answered this question achieved some balance in their responses between Ebert's actions and those of others, most commonly Stresemann. However, the level of detail in responses varied enormously. There were quite a few students who struggled even to get into Level 2 because their depth of content was so weak.

A number of students were more confident about explaining Stresemann's impact rather than Ebert's and therefore, whilst balanced, their responses lacked range of content. The strongest students had a solid appreciation of the contribution of Ebert to the republic's survival as well as drawing in other factors.

Mark Ranges and Award of Grades

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