
AS
HISTORY

Paper 1L The Quest for Political Stability: Germany, 1871–1929

Mark scheme

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 Assessment Writer.

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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AS History Paper 1 Specimen Mark Scheme**1L The Quest for Political Stability: Germany, 1871–1929****Section A**

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|----------|----------|--|-------------------|
| 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 Bismarck's relationship with the National Liberals in the 1870s? | [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

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|------------|---|--------------|
| 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.

In responding to this question, students may choose to respond to each extract in turn, or to adopt a more comparative approach of individual arguments. Either approach could be equally valid, and what follows is indicative of the evaluation which may be relevant.

Extract A

Students could assess the extent to which the interpretation is convincing by drawing on contextual knowledge to corroborate as follows:

- Bismarck needed an alliance with the National Liberals to secure a majority in the Reichstag, which was necessary under the new constitution to pass new laws
- Bismarck and the National Liberals worked together to combat what they perceived as ‘divisive forces’ in the new Reich, not least the influence of Catholicism
- one of the National Liberals main policies as a party was to promote the unity of the new Reich, which coincided with Bismarck’s priority in the years after 1871
- many laws passed in the 1870s strengthened the unity of the new Germany, such as a new currency, common law code and court system, abolition of internal tariffs, which both Bismarck and the National Liberals wanted.

Students could assess the extent to which the interpretation is not convincing by drawing on contextual knowledge to challenge as follows:

- use of knowledge of context to assess whether Bismarck did actually accept the National Liberals, or any Party, as a ‘kind of governmental party’ with reference to his autocratic approach
- similarly, assess just how far Bismarck can be said to have supported the National Liberals, e.g. in terms of policy.

Extract B

Students could assess the extent to which the interpretation is convincing by drawing on contextual knowledge to corroborate as follows:

- the alliance between Bismarck and the liberals was indeed ‘curious’ from the perspective that Bismarck was a conservative, Prussian Junker with a deep-seated suspicion of democracy which the liberals hoped to promote
- Bismarck and the liberals did agree on certain policies, most obviously the *Kulturkampf* as mentioned in the extract
- Bismarck and the liberals did clash over the army budget in 1874 which revealed the ideological divisions between them over the role of democracy in the new Reich
- Bismarck resented having to deal with the Reichstag and employed many tactics, including ‘bullying’, in order to get his own way
- the relationship between Bismarck and the liberals was breaking down in the second half of the decade owing to the failure of the *Kulturkampf*, the increasing demands for protective tariffs and the National Liberals’ demands for greater influence within

government.

Students could assess the extent to which the interpretation is not convincing by drawing on contextual knowledge to challenge as follows:

- use of knowledge of context to assess whether the struggle over the Army Bill was as bitter as suggested, given that a compromise was agreed.

In conclusion, students may argue that Extract B provides a more balanced assessment of Bismarck's relationship with the National Liberals as it covers both areas of common interest, such as the *Kulturkampf*, and areas of division, such as the army budget. Extract A contains an accurate picture of the common purpose shared by Bismarck and the National Liberals in pursuing further unification after 1871, but it does not address the issues on which their views diverged. Ultimately, Bismarck's relationship with the National Liberals came under increasing strain in the later 1870s, as the *Kulturkampf* failed and Bismarck became irritated by the liberals' demands for greater representation in government. Therefore, the interpretation in Extract B, which gives an idea of the inherent tension within the alliance, is the more convincing.

Section B

0 2 'The chancellors of Germany were successful in winning support in the Reichstag 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

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|------------|--|--------------|
| 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.

Factors suggesting that the German chancellors were successful in winning support in the Reichstag in the years 1890 to 1914 might include:

- Caprivi was able to pass new social welfare legislation through the Reichstag with a broad spectrum of support, only being opposed by the Conservatives
- Caprivi was also able to negotiate a new Army Bill with the Reichstag achieving an increase in the army of 84 000 men in return for a reduction in military service to two years and the right of the Reichstag to discuss the military budget every five years
- Bülow was successful in passing the second Navy Law in 1900 relying on the support of a new 'Blue-black bloc' (the Conservative parties and the *Zentrum*) in the Reichstag who were prepared to support government policy. Most crucial to this new 'Sammlung' was the decision of the *Zentrum* to support *Weltpolitik*
- the *Zentrum* also found common ground with the Conservatives in support of Bülow's new Tariff Law in 1902 which reversed the tariff concessions of Caprivi
- following the demise of his 'Blue-black bloc' after 1905, Bülow was successful in creating a new 'Bülow Bloc' made up of the Conservative parties, the National Liberals and the Progressives whom Bülow managed to persuade into supporting *Weltpolitik*
- Bethmann-Hollweg managed to pass a new Army Bill in 1913 due to SPD support for the principle of direct taxation on property.

Factors suggesting that German chancellors were unsuccessful in winning support in the Reichstag might include:

- Hohenlohe failed in his attempts to pass Anti-Subversion Bills through the Reichstag in both 1894 and 1899. Those parties which supported the government – Conservatives, Free Conservatives and National Liberals – did not hold a majority in the Reichstag
- Bülow's 'Blue-black bloc' came under increasing strain following the 1903 election in which the SPD won 25 more seats than in 1898. The *Zentrum* pursued an increasingly independent line opposing government bills to increase the cavalry budget and to fund a military operation in South-West Africa
- the 'Bülow Bloc' of Conservatives, National Liberals and Progressives was an unstable alliance from 1907 onwards. The Conservative parties and the Progressives were divided over the need to introduce tax reform in order to fund the increasingly expensive army and navy budgets
- the 1912 election saw the SPD become the largest party in the Reichstag for the first time. This created a deadlock in the German constitution whereby the chancellor could not get support for the Kaiser's policies in the Reichstag but nor could the Reichstag exercise any influence over the government.

Students might conclude that the German chancellors of this period were in an unenviable position often caught between the demands of the Kaiser and the resistance of the Reichstag. Such successes as they had tended to be rather short-term, based on alliances of parties which were inherently unstable. The general overall trend of the period was that of

an increasingly difficult relationship between the Reichstag and the Kaiser's government, resulting in near stalemate in the years after 1912.

0 3 'German agriculture and industry were transformed in the years 1890 to 1929.'

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 suggesting that German agriculture and industry were transformed in the years 1890 to 1929 might include:

- rapid economic growth in late 19th/early 20th centuries made Germany the largest economy in Europe by 1900; fastest growth rate in the world using plentiful natural resources
- coal production increased 400% (from 1880–1914); (Ruhr coal output rose from 60 million tons in 1900 to 114 in 1913). Steel dominated world markets (after USA and above Britain – producing twice as much by the First World War). Heavy engineering, machinery and armaments grew enormously and were further stimulated by demands of war (although fallback thereafter)
- new industries, e.g. chemicals (90% world trade in chemicals) 1914; electricals, cars – which maintained growth in the 1920s
- international trade increased and although damaged by war, returned after 1924 with the help of a more favourable international situation and Dawes Plan
- growth of banks and cartels; creation of United Steel works, 1926 – rationalisation and technical advances
- development of transport – industrial railways; rivers and canals; aviation (although no military air force permitted ‘officially’ post-Versailles, commercial air transport was established)
- growth in agriculture using intensive agricultural techniques – seen especially in the farming of sugar and other root crops; Germany was most efficient agricultural producer in Europe by 1914, doubling in value of farm products despite decline in rural population
- changes in workforce meant Germany established an industrial-based (rather than agricultural) economy and the industrial sector developed in political influence.

Arguments suggesting that German agriculture and industry were not transformed in the years 1890 to 1929 might include:

- considerable regional variation that existed, with northern/western states richer than those in the south
- industrialisation occurred only in certain sectors of the economy; Germany retained its artisan industry and small workshops even into 1920s
- despite some large Junker estates – many farms remained small in size; (60% farms were less than 5 acres); farmers did badly in 1920s and indebtedness and under-investment remained a problem. Socially there was limited change in the agricultural community
- production declined post-war exports were damaged and industrial growth knocked (coal output fell, particularly with Ruhr occupation and was barely back to 1913 levels by 1929).

Students might conclude that there was a transformation in industry before 1914, but that it slowed between 1919 to 1929 (although they would be wrong to suggest that the economy did not continue to grow and evolve). They are likely to point to the continuing plight of agriculture, although they should be aware of its adaptability and change in response to increased industrialisation.

