

**AS**  
**HISTORY**  
**7041/1L**

The quest for political stability: Germany, 1871–1991  
Component 1L Empire to democracy, 1871–1929

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Mark scheme

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Version/Stage: 1.0 Final



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 Examiner.

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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## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity, you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level, you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

**Section A**

- 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 culture and society in the Weimar Republic in the years 1919 to 1929?

**[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**

- 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.**

Students must assess the extent to which the interpretations are convincing by drawing on contextual knowledge to corroborate and challenge the interpretations/arguments/views.

**In their identification of the argument in Extract A, students may refer to the following:**

- the main argument of Extract A is that Weimar culture and society were vibrant, creative, modern and liberal
- the Weimar period experienced a 'unique wealth' of artistic creativity which was widely admired and discussed at the time
- Weimar society also included more liberal social and moral attitudes.

**In their assessment of the extent to which the arguments are convincing, students may refer to the following:**

- Weimar culture is certainly often depicted as very modern and creative. Examples cited include: the work of Mann and Remarque in literature, Brecht and the 'Zeittheatre' school in theatre, Gropius and the Bauhaus movement in architecture, famous films such as 'The Blue Angel' (starring Dietrich) and 'Metropolis'
- there was also a growth of a more liberal attitude towards sex, fashion and nightlife. Berlin became known as the 'avant garde' capital of Europe with renowned cabaret shows, nightclubs and dance halls. Attitudes towards homosexuality, female emancipation and youth culture were the most liberal in the world
- in opposition to the interpretation, it could be argued that the artistic and cultural freedoms described above were out of reach for the majority of the German population who could not afford or access many of the new opportunities. It was mostly the more affluent, middle classes who embraced the liberal, creative cultural scene of the Weimar years.

**In their identification of the argument in Extract B, students may refer to the following:**

- the main argument of Extract B is that culture and society in the Weimar Republic remained predominantly conservative
- the main influences over culture and morality remained the churches, schools and a traditional sense of nationalism
- despite gaining the vote, women did not gain much more towards female emancipation.

**In their assessment of the extent to which the arguments are convincing, students may refer to the following:**

- both the churches and right-wing groups were critical of the liberalisation of sexual mores demonstrated in the nightclubs and cabaret shows of Berlin and other major cities. The majority of German people did not access the new nightlife and remained rooted in their local, traditionally-minded communities
- most women were still expected to give up work once married – an attitude supported by those from both the right- and left-wing of politics. Employment of women was not dissimilar to pre-wars levels, remaining at around one-third of women in employment
- in opposition to the interpretation, it could be argued that there was significant social and cultural change in Germany in these years. The spread of both radio and cinema was accessible to the

majority of German families who enjoyed experiencing a wider range of culture. The new media also sparked a new and vibrant youth culture within Weimar Germany.

In arriving at a judgement as to which extract provides the more convincing interpretation, students might conclude that Extract A provides the traditional interpretation of Weimar society and culture, and one that would have been recognised at the time, both within Germany and internationally. However, it is important to reflect – as suggested in Extract B – on the reach of this new cultural output across the population of Germany as a whole. The majority of Germans probably did not access or relate to much of the new culture.

**Section B**

**0 2** 'In the years 1871 to 1890, Bismarck successfully controlled the Reichstag.'

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 supporting the view that in the years 1871 to 1890, Bismarck successfully controlled the Reichstag might include:**

- Bismarck forged an effective working relationship with the National Liberals between 1871 and 1878. Together, they introduced several policies to further the unification of Germany and also collaborated on the Kulturkampf, aiming to limit the power of the Catholic Church
- when Bismarck decided to change course in 1878, he was able to end his alignment with the National Liberals and establish a new alliance in the Reichstag with the Catholic Centre Party in favour of protective tariffs, despite his previous persecution of Catholics
- despite a less favourable distribution of seats in the Reichstag after 1881, Bismarck was still able to manufacture majorities in favour of his social welfare legislation in 1883 and 1884, as well as renewing his anti-socialist laws every three years
- in 1887, Bismarck called an election which he heavily influenced through patriotic propaganda. As a result, he was able to manufacture a 'Kartell' of right-wing parties who agreed to a further extension of his anti-socialist legislation.

**Arguments challenging the view that in the years 1871 to 1890, Bismarck successfully controlled the Reichstag might include:**

- the National Liberals were able to force concessions out of Bismarck in the 1870s which he did not want to concede. He was forced to water down his proposed Press Law and had to agree to Reichstag scrutiny of the military budget every seven years in 1874
- despite creating a new alignment with the Centre Party, in favour of protective tariffs in 1878, this was not a stable political alliance for Bismarck. German Catholics still resented the Kulturkampf and the Centre Party were not reliable allies for Bismarck in the 1880s
- the SPD grew significantly in this period despite Bismarck's efforts to contain their rise. His anti-socialist legislation did not prevent growth of support for the SPD and his 'state socialism' did not wean the support of the working classes away from socialism either
- after 1888, Bismarck found it increasingly difficult to manage the parties in the Reichstag who were encouraged in their opposition by the accession of the new Kaiser. Bismarck's proposal for a new, permanent anti-socialist law in 1890 was defeated, contributing to his resignation.

In conclusion, students may argue that Bismarck is often renowned for his political skill at manufacturing majorities in favour of his policies in the Reichstag. He was certainly able to pass legislation delivering on his main priorities through this period, not least policies of unification, protective tariffs and anti-socialist measures. However, his ability to successfully control the Reichstag in this way waned over time and the pace of legislation notably slowed in the 1880s, contributing to Bismarck's defeat and eventual downfall in 1890. Therefore, whilst it is possible to agree with the statement that Bismarck successfully controlled the Reichstag, it could also be argued that his success in this regard steadily diminished across these years.

**0 3** 'All social groups within Germany benefited from the economic growth of the years 1896 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

- 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 supporting the view that all social groups within Germany benefited from the economic growth of the years 1896 to 1914 might include:**

- with the ending of the depression in 1896, the rich, industrial elites benefited significantly as their business interests boomed. They demonstrated their enhanced wealth and status by buying landed estates and socialising with the traditional aristocratic class
- the growing middle class gained significantly due to the rapid growth of white-collar jobs and professional opportunities. The upper middle class enjoyed comfortable houses staffed by servants. The 'Mittelstand', whilst less affluent, also enjoyed greater prosperity and status
- the majority of the working classes also benefited from increased job opportunities in the growing industries and from rising wages. In addition, increased government revenues led to the extension of accident and health insurance schemes for the workers
- many farmers benefited as the industrialisation and urbanisation of this period created large new markets for their produce. Improved transport links made it easier for farmers to access urban markets.

**Arguments challenging the view that all social groups within Germany benefited from the economic growth of the years 1896 to 1914 might include:**

- the lower working class did not benefit noticeably. Their employment remained insecure and low paid. They were the first to be laid off in times of economic downturn and continued to live in overcrowded slum conditions
- not all agricultural areas and farmers within Germany benefited. Rural depopulation increased labour costs, and the need to purchase new machinery to remain competitive meant that many landowners and farmers fell into financial difficulties and debt, especially in the more remote eastern areas
- the traditional aristocratic elites did not benefit significantly. They were reluctant to invest in industry and found their traditional economic and social dominance beginning to be challenged by the up-and-coming class of rich industrialists. The Junkers of eastern Germany were particularly vulnerable due to falling incomes from their estates.

Overall, students may conclude that the rapid economic growth of these years benefited the majority of Germans, who on average became more affluent and enjoyed a higher standard of living. This was most obvious in the industrial towns and cities where industrial expansion created gains for those in the working classes all the way up to the rich business-owning elite. However, this growing prosperity was not enjoyed by all, particularly in the poorer sections of society, in both urban and rural areas. Furthermore, the traditional aristocratic elites also found their exalted status coming under threat from the rising class of upper middle-class industrialists. Therefore, whilst it is fair to conclude that the majority of Germans benefited from rapid economic growth in these years, it cannot be said to have been of universal benefit.