

A-level
HISTORY
7042/1L

Component 1L The quest for political stability: Germany, 1871-1991

Mark scheme

June 2020

Version: 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, i.e. 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** Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to social change in West Germany in the years 1960 to 1989.

[30 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:** Shows a very good understanding of the interpretations put forward in all three extracts and combines this with a strong awareness of the historical context to analyse and evaluate the interpretations given in the extracts. Evaluation of the arguments will be well-supported and convincing. The response demonstrates a very good understanding of context. **25-30**
- L4:** Shows a good understanding of the interpretations given in all three extracts and combines this with knowledge of the historical context to analyse and evaluate the interpretations given in the extracts. The evaluation of the arguments will be mostly well-supported, and convincing, but may have minor limitations of depth and breadth. The response demonstrates a good understanding of context. **19-24**
- L3:** Provides some supported comment on the interpretations given in all three extracts and comments on the strength of these arguments in relation to their historical context. There is some analysis and evaluation but there may be an imbalance in the degree and depth of comments offered on the strength of the arguments. The response demonstrates an understanding of context. **13-18**
- L2:** Provides some accurate comment on the interpretations given in at least two of the extracts, with reference to the historical context. The answer may contain some analysis, but there is little, if any, evaluation. Some of the comments on the strength of the arguments may contain some generalisation, inaccuracy or irrelevance. The response demonstrates some understanding of context. **7-12**
- L1:** **Either** shows an accurate understanding of the interpretation given in one extract only **or** addresses two/three extracts, but in a generalist way, showing limited accurate understanding of the arguments they contain, although there may be some general awareness of the historical context. Any comments on the strength of the arguments are likely to be generalist and contain some inaccuracy and/or irrelevance. The response demonstrates limited understanding of context. **1-6**
- 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 interpretation/arguments/views.

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

- the main argument is that class differences between rich and poor were much reduced in these years
- West Germany became an affluent consumer society, which helped to level differences in taste between classes
- workers in West Germany had far more free time to spend their wages.

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

- to support the extract, it could be argued that millions more West Germans identified themselves as 'middle-class' by the end of the 1980s. Many more people worked in 'white-collar' jobs as opposed to traditional 'blue-collar' industrial jobs
- the extensive welfare state, the shorter working week, effective trade union representation and increasing use of automation meant that the standard of living of 'ordinary' workers in West Germany was improving throughout this period narrowing the gap between classes
- conversely, it could be argued that there was still a significant class of workers who did not share in the affluent consumer society. Prominent among them were those who had immigrated from East Germany and the foreign Gastarbeiter, who took the low-skilled, low-paid jobs
- in opposition to the extract, it could also be argued that the traditional aristocratic class still maintained a significant amount of economic, political and social dominance. Many powerful aristocratic families were prominent in business, politics and higher education
- in the second half of the 1980s, unemployment rose to over 2 million as the increasing use of computers and robots cut the number of manual jobs available. Cuts in welfare spending also increased the numbers struggling at the bottom of the class-system.

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

- the main argument is that women in West Germany had limited opportunities and that little progress was made in the 1970s and 1980s to improve equality of opportunity for women
- women tended to work in low-paid and low-status jobs which were often part-time and from which they could be easily laid off
- female representation in higher education was limited and little had changed since 1968.

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

- despite improved employment opportunities for women in these years – half the workforce was female by 1989 – most of these jobs were part-time and low-status. The number of women in management positions was little changed from previous decades
- the general attitude that women should shoulder the burden of domestic duties and childcare continued. Labour saving devices in the home often merely added to the frequency of chores and/or created an expectation that women could work as well as fulfil their 'household duties'

- the number of women in prominent positions in society and politics was very low. There were only a handful of female ministers in government throughout the period and the figures for women in senior positions in higher education were shocking
- in opposition to the extract, it could be argued that the increased availability of contraception and abortion enabled women to manage their careers and lifestyles more flexibly. The birth rate declined, 1.4 children per woman by 1989, and millions more women were in work
- in opposition to the extract, it could also be argued that changes in divorce law made it much easier for women to extricate themselves from unhappy marriages. The divorce rate increased by over 30% in the 1980s, with most of the increase initiated by women.

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

- the main argument is that there was a 'proper denazifying' of West German society in these years, as a more political active and curious generation of Germans came of age
- now that West Germans were economically secure, they were ready for deeper reflection on recent German history
- German books, articles and TV programmes fully revealed the German nation's responsibility for the crimes of the Nazi period.

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

- the Auschwitz Trial of the mid-1960s raised awareness of the events of the Holocaust and sparked more intense reflection on the Nazi period
- the post-war generation became students in the mid- to late-1960s. They questioned the 'amnesia' of their parents' generation and accused them of covering up the crimes of the Nazi period
- compulsory Holocaust studies became the norm in German schools and thousands of school visits to former concentration camps were organised in order to confront the reality of the Nazi past
- in opposition to the extract, it could be argued that the impression of a full denazification is somewhat exaggerated. Open reunions of former SS officers still took place into the 1980s and ex-Nazis provided financial backing to Franz Strauss, leader of the CSU until 1988
- neo-Nazi groups still existed in the 1970s and 1980s. In 1980, a neo-Nazi group planted a bomb at the Munich Oktoberfest and in 1989 there were approximately 18 000 members of extreme right-wing groups, some of whom perpetrated anti-Semitic attacks.

Section B

0 2 'The economic growth of Germany, in the years 1871 to 1890, was due to government policies.'

Assess the validity of 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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is 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 the economic growth of Germany, in the years 1871 to 1890, was due to government policies might include:

- the government of the newly-unified German Empire removed internal protective tariffs and trade barriers. This stimulated trade between the different states
- following unification, the government introduced a new currency for the whole of Germany. This simplified trade and removed costly currency exchanges between the German states. Furthermore, the currency reform caused mild inflation which made it easier for businesses to borrow money
- other aspects of government policy supported economic growth, e.g. legislation to promote the establishment of joint-stock companies, a single system of weights and measures, support for the extension of the railway network
- between 1871 and 1878, Bismarck was closely aligned with the National Liberals, many of whom were industrialists and businessmen. This political alignment meant that government policy was in line with the desire of German business leaders for free trade in these years
- the introduction of protective tariffs in 1878/79, in response to requests from industrialists and agriculturalists, helped to protect the German economy from the worldwide depression, and demonstrated that the government was responsive to the most influential economic interests.

Arguments challenging the view that the economic growth of Germany, in the years 1871 to 1890, was due to government policies might include:

- Germany enjoyed a range of geographical advantages – it was rich in raw materials which provided cheap access for German industry to essential resources such as coal and iron ore. It also had several navigable rivers and the broad, flat plains of the North were well-suited to railway development
- significant population growth provided both the labour force and the market for Germany's growing industrial sector
- the education system was focused on the development of technical and scientific skills, which supported the expansion of industry
- the cartelisation of German business removed wasteful competition and maintained profit levels, which could then be reinvested into further expansion
- the banking sector enjoyed great freedom and invested heavily in industrial and economic development. Links between banks and businesses were very close.

In reaching an overall judgement, students may argue that German economic expansion was a natural consequence of several factors which existed independently of government policy, such as the geographical advantages, population growth and the education system. However, government policy following unification in 1871 did help to promote this economic expansion further and also guide the economy through potentially rough waters through the introduction of protective tariffs in 1878/79. Therefore, economic expansion was not 'due to' government policy but it was 'helped by' it.

0 3 How successful was the Kaiser’s government in asserting its political authority within Germany in the years 1890 to 1914?

[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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**

- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**

- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**

- L2:** The answer is 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 the Kaiser's government was successful in asserting its political authority within Germany in the years 1890 to 1914 might include:

- continued Prussian dominance of the Bundesrat ensured that the 1871 constitution remained unchanged after 1890. This meant that only the Kaiser's government could propose new legislation thus ensuring their political authority was maintained
- from 1897, the Kaiser's government pursued the policy of *Weltpolitik*. Bülow was able to manipulate support for *Weltpolitik* from the Centre Party in 1902, and from the Progressives in 1907, demonstrating that the government was successful in implementing its policies
- the government aimed to expand the army and navy to complement the aims of *Weltpolitik*. By 1914, the size of Germany's military had increased significantly indicating that the government had been successful
- in 1913, the Kaiser ignored a vote of no-confidence in Bethmann-Hollweg, which came as a result of the Zabern Affair. The Kaiser's constitutional authority to appoint and dismiss the chancellor regardless of the Reichstag remained unaltered
- in 1914, even the SPD voted in favour of the war budget and military credits, demonstrating that the unifying force of patriotism had won support for the Kaiser and the government.

Arguments challenging the view that the Kaiser's government was successful in asserting its political authority within Germany in the years 1890 to 1914 might include:

- Caprivi's 'New Course' failed to weaken support for the SPD, which was the Kaiser's aim in 1890. The SPD gained seats in the 1893 election
- Hohenlohe was unable to pass a Subversion Bill in 1894 or an Anti-Union Bill in 1899 due to opposition in the Reichstag. The government had to abandon such plans to eliminate the 'left-wing threat'
- in the face of a public outcry in response to the Daily Telegraph Affair in 1908, the Kaiser was forced to give assurances that he would respect the constitution in the future and not act unilaterally on matters of foreign policy
- in 1909, Bülow's finance bill was defeated by the Reichstag. Subsequent attempts to deal with the spiralling budget deficit foundered on opposition from the left-wing parties to increases in taxes on consumer goods, and from opposition from Conservatives to property and inheritance taxation
- in the 1912 election, the SPD became the largest party and, together with the Progressives, controlled a majority for left-wing parties in the Reichstag. The Kaiser's government found it increasingly difficult to have legislation approved by the parties in the Reichstag.

In reaching an overall judgement, students might argue that the Kaiser's government found it increasingly difficult to assert its political authority in the context of the growth of support for socialism and the difficulties it encountered in managing the Reichstag. However, the constitutional powers of the Kaiser and his ministers remained intact, and the government was able to achieve its main aims of pursuing *Weltpolitik* coupled with the expansion of the armed forces. From the patriotic perspective of 1914 it could be argued that the government's political authority remained strong, however, the underlying weaknesses would soon be exposed by the harsh realities of war.

0 4 'The lives of working-class Germans improved throughout the years 1918 to 1939.'

Assess the validity of 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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is 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 the lives of working-class Germans improved throughout the years 1918 to 1939 might include:

- the revolution of 1918 created a new democratic system in which the Social Democrats were the dominant party. This led to a significant extension of the welfare state, which benefited the working class
- working-class women gained the vote in 1919. The new political system after 1919 helped to promote working-class women's rights and opportunities within society, e.g. easier access to contraception, as well as providing war pensions for widows
- the appointment of Stresemann as chancellor, in 1923, helped to stabilise the economy following the hyper-inflation. Working-class Germans had few savings and therefore did not suffer as much from the hyperinflation as the middle classes. US loans, under the Dawes Plan, helped to create jobs after 1924, which benefited the working classes
- the rise to power of Hitler, in 1933, led to the creation of millions of new jobs following the economic depression. Nazi policies of rearmament and investment in public works schemes created work for millions of working-class Germans who had been unemployed
- after 1933, the Nazis created 'Strength Through Joy' and 'Beauty of Labour', which improved some working conditions and offered workers the chance to participate in sporting and cultural activities.

Arguments challenging the view that the lives of working-class Germans improved throughout the years 1918 to 1939 might include:

- the new Weimar political system did not alter the traditional hierarchy of German society significantly. Rich industrialists remained powerful and fought back against the growing welfare state. Lock-outs were becoming more common before 1929
- many workers supported the KPD as they felt that the SPD had 'sold out' to the traditional elites. The SPD government under Ebert used the army and Freikorps to crush several communist uprisings between 1919 and 1923
- the collapse of Müller's Grand Coalition and the creation of Brüning's new government in 1930 did little to solve the suffering of the working classes in the depression. Brüning's deflationary policies and cuts to unemployment benefit exacerbated the situation
- under the Nazis, from 1933, the dissolution of the trade unions meant that workers had little protection for their rights. By 1939, average hours had increased but pay had not
- in the RAD, wages were often below the level of the unemployment benefit many had been receiving. The work was hard and many resented the military-style discipline imposed by the Nazis.

In reaching a final judgement, students may argue that the lives of working-class Germans in this period experienced significant fluctuations due to the unstable economic landscape and, therefore, it is not possible to conclude that their lives improved throughout this period. However, there were significant improvements at times, not least the welfare state created by the new Weimar Republic after 1919, and the job creation and improved social opportunities, e.g. KdF, under the Nazis. Considering the period as a whole, it could be concluded that there were two significant periods of improvement – 1924–28 and 1933–36 – punctuated by the economic crises of hyperinflation and the Great Depression, and ending with the increased demands of the Nazi economy as war approached.