

A-LEVEL HISTORY

Unit HIS1J: The Development of Germany, 1871–1925
Mark scheme

1041
June 2014

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 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.

Further copies of this Mark Scheme are available from aqa.org.uk

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 students. 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 students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students 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. Students 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 students 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 student 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 students 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 students' 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*. Students should never be doubly penalised. If a student 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 student 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

June 2014

GCE AS History Unit 1: Change and Consolidation

HIS1J: The Development of Germany 1871–1925

Question 1

01 Explain why Bismarck introduced State Socialism in the 1880s. **[12 marks]**

Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

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. **1-2**

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**

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.

Answers should include a range of reasons as to why Bismarck introduced policies of State Socialism in the 1880s.

Students might include some of the following factors:

- Bismarck feared the growing strength of the SPD. He was a fervent opponent of socialism and was prepared to use any tactic in order to undermine the political strength of the socialist party within the Reichstag

- Bismarck's anti-Socialist laws from 1878 had failed to curtail the growing political strength of the SPD. After an initial fall, SPD seats rose from 9 in 1878 to 24 in 1884
- Bismarck aimed to 'kill socialism with kindness' through convincing many in the working class that the state could improve their lives, thereby negating the need for them to turn towards the SPD
- Medical Insurance was introduced in 1883 in order to improve access to medical care for workers and their families. Accident Insurance (1884) aimed to help those injured at work. Pensions were introduced for those over 70 in 1890
- Bismarck was an imaginative and pragmatic politician. He would do whatever it took in order to achieve his aims, even if it meant borrowing ideas from his sworn enemies as in the case of State Socialism.
- In the mid-1880s, Bismarck was anticipating the accession of the liberal-minded Crown Prince Friedrich as Kaiser in the near future. It could be argued that the introduction of State Socialism was an attempt to win the favour of a man who Bismarck thought might soon be the Kaiser.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might argue that the overriding priority for Bismarck in the 1880s was to reduce the influence of the SPD and, being a flexible and pragmatic politician, he was prepared to use any tactics towards that end, ultimately adopting a 'carrot and stick' approach through anti-socialist laws and State Socialism.

Question 1

- 02** How far was Bismarck's control in Germany in the years 1878 to 1890 weakened by opposition in the Reichstag? **[24 marks]**

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

Generic Mark Scheme

Nothing written worthy of credit. **0**

- 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. **1-6**
- 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**

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 should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful' questions, the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting Bismarck's control weakened due to opposition within the Reichstag include:

- in 1880, the Reichstag rejected plans for an alternative Reich Council which would enable him to by-pass an increasingly difficult Reichstag. In the subsequent election three-quarters of the Reichstag deputies were hostile to the government.
- Bismarck was unable to pass a permanent anti-socialist law in 1890 due to opposition in the Reichstag
- Bismarck failed to curb the growth of the SPD in the Reichstag. In the 1890 election, the SPD gained 35 seats
- the *Kartell* which Bismarck had manufactured in the 1887 election was breaking down by 1890 and the parties which supported Bismarck lost their majority in the 1890 election
- the Centre Party, although supportive of protective tariffs in 1878, proved to be very unreliable allies for Bismarck through the 1880s.

Candidates may achieve balance through some of the following factors suggesting that Bismarck's control was not weakened by opposition in the Reichstag:

- Bismarck successfully manufactured a majority in the Reichstag in 1878/79 by splitting from the Liberals and aligning himself with the Conservatives and the Centre Party in order to pass the Anti-Socialist Laws and to introduce protective tariffs. Therefore, opposition in the Reichstag did not weaken Bismarck's control in 1878/79.
- up until 1888, Bismarck was able to rely on the continuing support of the Kaiser which he had enjoyed since 1871. This was crucial to Bismarck's position as Chancellor as under the constitution the Kaiser was the only person with the power to remove him
- Bismarck was able to pass his State Socialism laws in 1883, 1884 and 1889 despite being unable to command a regular majority in the Reichstag
- in 1887, Bismarck skilfully manipulated the reaction in Germany to the Boulanger Affair in France to achieve a majority for his right-wing *Kartell* in the subsequent election.

In addition, or alternatively, candidates may assess factors suggesting that Bismarck's control weakened due to other reasons which might include:

- the new Kaiser, from 1888 onwards, aimed to 'rule not reign' and was not prepared to work with a Chancellor who was used to getting his own way
- Wilhelm II set out with the intention of being the 'People's Kaiser' and disapproved of Bismarck's proposed anti-socialist legislation
- the new Kaiser and Bismarck also clashed over foreign policy with Bismarck favouring the renewal of the Reinsurance Treaty with Russia but the Kaiser opposing this
- Bismarck was not in good health by 1890 and was an old man of fading powers.

Good answers may show an awareness that Bismarck's position was increasingly precarious in 1890 as the powerful position he had held in the constitution between the Kaiser and the Reichstag was now coming under threat from both sides. However, it was the opposition of the new Kaiser which was far more significant than opposition in the Reichstag in bringing about Bismarck's resignation as it was only the Kaiser who held the constitutional power to achieve this.

Question 2

03 Explain why Hohenlohe was replaced by Bülow as Imperial Chancellor in 1900.

[12 marks]

Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit.

0

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. **1-2**

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**

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.

Answers should include a range of reasons as to why Hohenlohe was replaced by Bülow in 1900.

Students might include some of the following factors:

- from 1897 onwards, much to his frustration, Hohenlohe had been increasingly by-passed by the Kaiser and his inner-circle of advisers. For example, Hohenlohe was not involved in the appointment of new ministers or the direction of the new policy of *Weltpolitik*, a situation which contributed to his resignation in 1900
- the Kaiser had always regarded Hohenlohe as a 'Straw Doll', i.e. merely a figurehead to do his bidding. When Hohenlohe failed to have an Anti-Union Bill passed by the Reichstag, it was clear to the Kaiser that he would not be able to implement the new *Sammlungspolitik*. The already difficult relationship between Kaiser and Chancellor became even more strained
- Hohenlohe disagreed with the Kaiser over Germany's colonial policy towards China in 1900 which gave him the excuse to resign

- Bülow had been groomed as Hohenlohe's successor by Wilhelm's inner circle, especially Philipp zu Eulenburg. The inner circle exercised considerable influence over Wilhelm and Bülow was the obvious choice following Hohenlohe's resignation
- Bülow had spent a great deal of time and effort in flattering the Kaiser in the 1890s, earning himself the nickname 'The Eel'. Wilhelm came to trust and respect Bülow implicitly and referred to him as 'my Bismarck'
- Bülow had extensive experience within the Prussian civil service and the foreign office. He was a strong advocate of a forceful foreign and colonial policy which matched the Kaiser's priorities from 1897 onwards.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might argue that the Kaiser held the constitutional power to appoint and dismiss chancellors, therefore his role in 1900 was key. Wilhelm's relationship with Hohenlohe had broken down well before 1900 and Bülow was perfectly positioned to replace him, not just in the Kaiser's eyes but also within the influential inner circle of courtiers.

Question 2

- 04** How far were political problems in Germany in the years 1900 to 1914 caused by the Kaiser? **[24 marks]**

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

Generic Mark Scheme

Nothing written worthy of credit. **0**

- 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. **1-6**
- 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**

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 should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful' questions, the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting that the political problems were due to the Kaiser might include:

- the Kaiser was responsible for the appointment of Bülow as Chancellor and Bülow saw his role as implementing the Kaiser's policies, especially naval and military expansion in support of an aggressive foreign policy. Bülow's difficulties in dealing with the Reichstag largely stemmed from the need to secure more and more tax revenue to satisfy Wilhelm's demands for greater military spending
- The Daily Telegraph Affair (1908) is the classic example of the Kaiser's erratic and tactless character. Following an outcry in the German press about the Kaiser's comments regarding Anglo-German relations, the Kaiser was forced to give an undertaking to moderate his future conduct. Even Bülow joined the attacks on Wilhelm's 'personal government'
- the Kaiser gave his full backing to the Army during the Zabern Affair in 1913. As a result of the outcry in public opinion, the Reichstag passed a vote of no confidence against the Chancellor by 293 votes to 54. This was clear evidence of the frustration of many Germans at the way in which the Kaiser and the elites ruled Germany undemocratically.

Points suggesting that other factors were more important in causing the political problems within Germany might include:

- the most significant consequences of economic and social change came in the increasing influence of the SPD and trade unions. In 1912, the SPD became the largest party in the Reichstag. Throughout the period 1900–1914, Wilhelm's chancellors had struggled to control an increasingly restive parliament. By 1914, there was a constitutional deadlock as the Reichstag would not pass bills suggested by the government but did not have any power to initiate legislation of its own
- the influence of the military over policy making and the Kaiser increased significantly during this period. The Zabern Affair is clear evidence of the Army's attitude that they were above the law. Many historians would argue that the military were the most significant influence on government policy in the years up to 1914, e.g. in demanding increased budgets, rather than the Kaiser himself
- the influence of the right-wing elites was another destabilising factor on German politics in this period. Conservative opinion successfully resisted reform of the Prussian voting system as well as the introduction of inheritance tax. Right-wing pressure groups such as the Pan-German League and the Navy League played a significant role in shaping government policy such as naval expansion and Bülow's tariff reform. Such measures were bitterly opposed by the socialist representatives in the Reichstag causing the damaging polarisation of politics which existed by 1914.

Good answers may show an awareness that there is considerable debate amongst historians as to the Kaiser's personal control of government in this period. Some would argue that Wilhelm was a 'personal ruler' who bears the greatest responsibility for the polarisation and deadlock which existed in German politics by 1914. Others, however, portray Wilhelm as a 'shadow emperor' who was merely a figurehead for the influential elites who held the real power within Germany and therefore it is they who bear the ultimate responsibility for the failure of the German government to respond to the changing social, economic and political realities of Germany in this period.

Question 3

05 Explain why Germany experienced hyperinflation in 1923. **[12 marks]**

Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

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. **1-2**

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**

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.

Answers should include a range of reasons as to why Germany experienced hyperinflation in 1923.

Students may refer to some of the following long-term factors:

- during the war the German government had resorted to printing more money in order to fund the war effort. This caused significant inflation by 1919
- following the war, government borrowing continued in order to re-build industry and trade and fund the welfare state. The government would not contemplate tax rises or cuts in spending for fear of losing popularity
- the governments of 1919–1921 did little to address increasing inflation. This was for various reasons including the low unemployment achieved due to industrial expansion; the lessening of the government's debt burden; and the vested interest of influential industrialists who could repay loans with inflated currency.

and some of the following short-term/immediate factors:

- the French and Belgian occupation of the Ruhr in response to non-payment of reparations was met with a policy of passive resistance ordered by the German government. This had a devastating effect on the German economy because: the government paid wages to those workers it had called out on strike; tax revenue was lost from the businesses which had stopped operating; Germany had to import coal
- the shortage of goods caused by the passive resistance in the Ruhr fuelled the already significant levels of inflation
- the government's response was to print more and more money in notes of ever increasing denominations. Within months the German mark had become worthless.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might demonstrate that significant levels of inflation already existed within the German economy before 1923, which the new government did little to address, but that the crucial factor in escalating high inflation into hyper-inflation was the occupation of the Ruhr and the consequent response of the Weimar government.

Question 3

- 06** How far had the Weimar Republic brought about stability within Germany by 1925? **[24 marks]**

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

Generic Mark Scheme

Nothing written worthy of credit. **0**

- 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. **1-6**
- 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**

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 should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful' questions, the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting that the Weimar Republic was successful in achieving stability by 1925 might include:

Aspects of economic stability:

- Stresemann called off passive resistance in the Ruhr, one of the major contributing factors to the hyperinflation crisis.
- Stresemann cut government spending by dismissing many civil servants. In addition, taxes were raised in order to reduce demand and balance the budget
- Schacht pushed through the implementation of the *Rentenmark*. Schacht's policies put an end to speculation on the foreign exchange market and increased public confidence, at home and abroad, in the stabilisation and value of the currency. Inflation was close to zero after 1923.
- Stresemann's negotiation of the Dawes Plan helped to restructure reparation payments and gave Germany an 800 million mark loan. Loans were used to finance many public works such as roads, schools and municipal buildings, thereby creating jobs and stimulating growth.
- new housing and extended welfare schemes created a better standard of living for the working class. Furthermore, a new system of arbitration from 1923 onwards lessened the number of strikes. Such economic improvements for the working class led to greater political and economic stability for Germany as a whole.

And/or aspects of political stability:

- Levels of right-wing paramilitary violence and assassinations decreased significantly after 1923 and the failure of the Munich Putsch. The *Reichsbanner* a republican defence force gained 1 million members.
- Over 60% of the electorate voted for pro-Republican parties in the two elections of 1924. During 1924 both the Nazis and the Communists lost share of the vote.
- The election of Hindenburg as President of the Weimar Republic in 1925 reconciled many on the right-wing of politics to an acceptance of the democratic constitution.
- Following the end of passive resistance in the Ruhr and the negotiation of the Dawes Plan, relations with France improved and French troops left the Ruhr.
- The Locarno Pact marked a significant improvement in Germany's relations with her former enemies from the war and provided a guarantee that the occupation of the Ruhr could not be repeated.

Factors suggesting that stability was limited by 1925 might include:

Aspects of economic instability:

- Germany relied too heavily on foreign credit. A significant amount of investment in Germany was in the form of precarious short-term loans from foreign investors. The reliance on American loans was particularly strong
- the Weimar government was still living beyond its means. The welfare budget and the reparations payments made it difficult for the government to balance the budget. In addition, the government was committed to paying compensation to those who had lost out due to hyperinflation
- unemployment had begun to rise again after 1923 and was to reach 10% by 1926
- agriculture was struggling due to foreign competition, low prices, indebtedness and high taxes. Many farmers faced bankruptcy.

And/or aspects of political instability:

- there was ongoing bitterness from many Germans, especially from the middle classes, about the losses they had suffered during hyperinflation and there was resentment over the way in which compensation was distributed
- despite being the largest party the SPD did not serve in any government from November 1923. Coalitions remained weak and opposition to democracy on the right-wing was a constant presence
- anti-republican attitudes were prevalent amongst the judiciary, the civil service and the Army. Hindenburg's election in 1925 gave hope to these nationalist right-wing opponents of the constitution
- there was significant resentment on the right-wing about Stresemann's policy of fulfilment of the Treaty of Versailles as encapsulated in the Dawes Plan and Locarno Pact.

Good answers may show an awareness that on the surface the economic turnaround from 1923 to 1925 was impressive, largely due to the work of Stresemann and Schacht in stabilising the currency and government finances. However, a deeper analysis, below the appearance of recovery, reveals long-term issues that would prove much harder to resolve. Indeed, the over-reliance on foreign investment was catastrophic following the Wall Street Crash in 1929 (though this is not an essential point expected of candidates as it goes beyond the precise timespan of the specification). Politically, serious threats to the survival of the democratic constitution seemed to have receded. However, beneath the more stable appearance, right-wing opposition to the Weimar Republic was deeply entrenched in significant sections of German society and would not need much encouragement to re-emerge in the future.

Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator: www.aqa.org.uk/umsconversion