



**General Certificate of Education
January 2013**

AS History 1041

HIS1J

Unit 1J

The Development of Germany, 1871–1925

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner 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 examiners 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 examiner understands and applies it in the same correct way. As preparation for standardisation each examiner 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, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal 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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

Copyright © 2013 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

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

January 2013

GCE AS History Unit 1: Change and Consolidation

HIS1J: The Development of Germany, 1871–1925

Question 1

01 Explain why Bismarck pursued an anti-Catholic campaign after 1871. (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.

Responses should include a range of reasons to explain why Bismarck pursued an anti-Catholic campaign in Germany. Students might include some of the following factors:

- Catholics were loyal to Austria in 1866 and were typically Grossdeutsch followers. The newly unified Second Reich represented a Kleindeutsch victory and the ascendancy of a Protestant Prussianised government
- Pope Pius IX's decree of Papal Infallibility issued in 1870 assumed Catholics to be loyal to the Pope first and their national state second
- Bismarck was concerned about the potential strength of the Centre Party. He feared the Centre Party would encourage civil disobedience among Catholics whenever the new

state made policies that conflicted with the beliefs of the Church, and that it could become an obstacle to his control of the Reichstag

- Bismarck wished to gain favour with the National Liberals who traditionally saw the Catholic Church as an old enemy which preached against a modern society based upon national identity
- Bismarck believed that the influence of Catholicism would hold back economic growth in the newly unified Empire. He was particularly concerned about Catholic influence over education which did not embrace modern ideas of science and technology
- Catholic clergy in ethnically Polish regions of Prussia taught students in Polish rather than German which infuriated Bismarck who aimed to strengthen the unity of the new German Reich linguistically.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might argue that Bismarck's key aim in domestic policy in the years 1871–1878 was to unify and consolidate the new Reich. The Catholic minority threatened the unity of the new Reich in a number of ways; thus, by persecuting a minority group like the Catholics, Bismarck hoped to strengthen feelings of national identity and unity.

Question 1

- 02** How far were the changes to Bismarck's domestic policy in 1878/1879 due to the rise of socialism? (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 this case, students should balance factors which suggest that the rise of socialism was a significant factor in causing the political changes of 1878/79, against other factors.

Factors suggesting that the changes to Bismarck's domestic policy in 1878/79 were due to the rise of socialism could include:

- the SPD was formed in 1875 and won 12 seats and ½ million votes in the election of 1877. The growth of support for the SPD and its commitment to the overthrow of the established order concerned Bismarck a great deal. As a result, he introduced the first Anti-socialist laws in 1878
- in breaking with the National Liberals in 1878, Bismarck denounced them as defenders of socialism, especially during the 1878 election campaign in which he used the assassination attempts on the Kaiser as evidence of the dangers of socialism
- the Pope had denounced socialism in the Syllabus of Errors in 1864. Bismarck pursued a new relationship with the Centre Party after 1878, which was partly based around their shared fear of the rise of socialism
- Bismarck drew closer to his natural Conservative supporters in the Reichstag after 1878, again partly because of the concerns that they both had over the rise of socialism.

Factors suggesting that the changes to Bismarck's domestic policies were due to other factors could include:

- the adoption of Protective Tariffs in 1878/79 was a response to the economic downturn which had affected Germany since 1873. Pressure for tariffs came from the Conservative Junkers and from the Centre Party. Bismarck's allies up to 1878, the National Liberals, were largely a Free Trade party and rejected protection. Thus the economic problems facing Germany were more pressing than the rise of socialism
- the final abandonment of the Kulturkampf and negotiations with the new Pope in 1878 were largely due to the failures of the policy in the 1870s, in particular, Bismarck's realisation that the Kulturkampf had strengthened rather than weakened his political opponents in the Centre Party
- by 1878, Bismarck was increasingly irritated with the National Liberals. They had forced him to pass the Septennial Laws in 1874 and were now demanding more seats in the Prussian government. Bismarck was looking for a way to manufacture a break with his difficult allies
- Bismarck wanted to pursue an alliance with Austria, and to cool relations with Russia, after the Balkans issue of 1877–1878. Abandoning the Kulturkampf would appeal to Austria and adopting protective tariffs would strain relations with Russia, therefore helping to achieve his foreign policy objectives.

Good answers may show an awareness Bismarck had a range of motivations for the changes to his domestic policy in 1878/79 and that fear of socialism was one of many factors, but it proved to be the most effective rallying cry to manufacture a new alignment with the Conservative parties and the Centre Party, and also to split from the National Liberals.

Question 2

03 Explain why Caprivi resigned as Chancellor of Germany in 1894. (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 Caprivi resigned as Chancellor in 1894.

Students might include some of the following factors:

- Wilhelm II had chosen Caprivi in 1890 because he wanted a Chancellor who would do his bidding. Caprivi displayed far more independence of mind than Wilhelm had bargained for in pursuing his 'New Course'. Caprivi found it increasingly difficult working with the interfering Kaiser
- Caprivi's reductions of protective tariffs angered influential Conservative Junkers who had the ear of the Kaiser. Eulenburg and the Agrarian League exercised their influence over the Kaiser to turn him against Caprivi
- the concessions made by Caprivi in 1892/1893 to gain Reichstag support for his Army Bill seriously angered Conservative opinion within the Kaiser's inner circle. Reducing military service from three to two years and giving the Reichstag a vote every five years on the military budget gave Caprivi's enemies much to use against him with the Kaiser
- the continued growth of the SPD, particularly in the 1893 elections, undermined some of the thinking behind Caprivi's 'New Course'. The Kaiser was now moving towards supporting Anti-Socialist legislation which Caprivi disapproved of as too divisive

- the assassination of the French President in 1894 caused a wave of alarm within Germany about radical political groups. Caprivi was associated with the growth of socialism due to his 'New Course' and this gave his opponents in the Kaiser's inner circle sufficient ammunition to orchestrate his downfall.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might point out that Caprivi had a genuine vision for the future of Germany by bringing about greater harmony between the classes but that he encountered insurmountable opposition from vested interests around the Kaiser, who became increasingly hard to work with as a result.

Question 2

- 04** How successful were the Chancellors of Germany in winning support in the Reichstag in the years 1894 to 1914? (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 German Chancellors were successful at winning support in the Reichstag might include:

- Bulow 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 Bulow's new Tariff Law in 1902 which reversed the tariff concessions of Caprivi
- following the demise of his 'Blue-Black Bloc' after 1905, Bulow was successful in creating a new 'Bulow Bloc' made up of the Conservative parties, the National Liberals and the Progressives whom Bulow managed to persuade into supporting *Weltpolitik*. Bulow skilfully manipulated patriotic public opinion in the 1907 election, highlighting the *Zentrum*'s opposition to colonial policy. The new 'Bulow Bloc' won a crushing victory and the SPD lost seats for the only time in an election between 1890 and 1914
- 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 gaining support for the government's policies 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
- Bulow'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 'Bulow 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.

Good answers may show an awareness 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 the near stalemate in the years after 1912.

Question 3

- 05** Explain why the Nazis attempted to seize power in Munich in November 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 the Nazis attempted the Munich Putsch in November 1923.

Students might include some of the following factors:

- Bavaria had been one of the most turbulent areas of Germany since 1918. The Bavarian state government regarded the national government as weak and in September 1923 leading figures considered marching on Berlin to replace the central government. Hitler believed that he could exploit this right-wing sentiment in Bavaria to propel himself to power in November 1923, particularly with the backing of General Ludendorff, who he believed would be able to win the support of the Bavarian army for their cause
- the Nazis were typical of right-wing nationalist groups in the Weimar Republic who subscribed to the 'stab-in-the-back' myth and were vehemently opposed to the Treaty of Versailles, the signing of which was blamed on the democratic politicians of the Weimar Republic
- the inflationary crisis of 1923 led many Germans to question the ability of the Weimar Republic and the democratic system to solve Germany's economic problems. This

fuelled Hitler's desire to overthrow the government and restore a single strong leader in Germany

- the Nazis were very critical of Stresemann's decision to call off passive resistance which the Nazis viewed as giving in to the French
- Hitler was determined to seize power in Munich with a view to staging a march on Berlin, with deliberate echoes of Mussolini's 'March on Rome' of 1922. The ultimate goal was to seize power over all of Germany and get rid of the democratic system established in 1919.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might focus on the links between Hitler's own ambitions and the wider context of right-wing opposition to the Weimar Republic, especially in Bavaria, which he sought to exploit.

Question 3

- 06** How far was the improved political and economic strength of the Weimar Republic in the years 1923 to 1925 due to Gustav Stresemann? (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. For this question, students should balance factors which suggest that Stresemann was responsible for the improved political and economic strength of the Weimar Republic after 1923 against other factors which also played a role.

Factors suggesting Stresemann was responsible for the improved political and economic strength of the Weimar Republic between 1923 and 1925 might include:

- Stresemann dealt effectively with the threat of possible action by the right-wing government of Bavaria to march on Berlin and seize power. He sent in troops to remove Communist governments in Saxony and Thuringia which appeased a significant section of nationalist opinion
- Stresemann overcame the inflationary crisis by calling off passive resistance in the Ruhr and by appointing Schacht to establish a new currency – the Rentenmark
- the ending of passive resistance and the resumption of reparations payments was enough to persuade the French to leave the Ruhr in 1925
- Stresemann also successfully brought the budget under control by cutting back expenditure through reducing salaries and cutting the number of government employees by 300,000; and by increasing taxation
- Stresemann was one architect of the Dawes Plan which geared Germany's reparations payments to her capacity to pay and provided American loans to stabilise the new currency and the economy
- as Foreign Minister, Stresemann scored a major diplomatic triumph with the Locarno Treaties in 1925. His policy of fulfilment of the Treaty of Versailles brought the other powers to the table. Germany was being reintegrated into the international community. Stresemann even managed to avoid a settlement over Germany's eastern borders which kept open the prospect of some revision in the future.

Factors suggesting that other factors were responsible for the improved political and economic strength of the Weimar Republic between 1923 and 1925 might include:

- Hjalmar Schacht, as head of the Reichsbank, made a significant contribution to the introduction and stabilisation of the new currency, e.g. limiting the supply of the new currency to 3,200 million Rentenmarks; securing the currency against land and industrial resources; and stopping offering credit to industry in order to reduce speculation and inflation. Schacht also played a role in negotiating the Dawes Plan
- without American financial assistance through the Dawes Plan the economic recovery programme in Germany would have been a lot weaker. The USA had a vested interest in re-establishing reparations payments as a lot of this money would find its way back to the US through French and British loan repayments. American loans were used to create machinery, factories, and jobs playing a significant role in economic stabilisation
- living standards began to increase as the loans were also used to build roads, schools, public buildings and housing. This improvement led to greater satisfaction with the government and therefore stability. This process was supported by the expansion of social welfare provision in Germany from 1920–1925, including a new National Insurance Code, a modern public assistance programme to replace the old poor relief, and a reformed accident insurance programme
- the murder of Rathenau (1922) and the failure of the Munich Putsch (1923) had reduced the appeal of extreme right-wing nationalism. Public opinion swayed more towards support for the Republic, as seen in the growth of the *Reichsbanner* (the new republican defence force) and after 1923 there were no more attempted putsches or political assassinations.

Good answers are likely to show an awareness that Stresemann played the central role in the stabilisation of the Weimar Republic after 1923, making some brave decisions such as calling off passive resistance which many other politicians would have shirked. He was helped by some favourable factors, particularly the willingness of the USA to come to the table offering loans, but it may well have been that without Stresemann's leadership such an offer would have been less forthcoming.

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