

# History

Answers and commentaries

**GCSE (8145)**

## **1AB Germany, 1890-1945: Democracy and dictatorship**

Marked answers from students for questions from the June 2022 exams. Supporting commentary is provided to help you understand how marks are awarded and how students can improve performance.

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## Answers and commentaries

Please note that these responses have been reproduced exactly as they were written by the student.

This resource is to be used alongside the GCSE History 1AB Germany, 1890 – 1945: Democracy and dictatorship June 2022 Question paper and inserts.

### Question 1

Read Interpretation A and B in the Interpretations Booklet.

How does **Interpretation B** differ from **Interpretation A** about the Nazis' rise to power?

Explain your answer based on what it says in the **Interpretations A** and **B**.

[4 marks]

### Mark scheme

<b>Target</b>	<b>Analyse individual interpretations (AO4a)</b> <b>Analyse how interpretations of a key feature of a period differ (AO4b)</b>	
<b>Level 2:</b>	<b>Developed analysis of interpretations to explain differences based on their content</b>	<b>3-4</b>
	Students may progress from a simple analysis of interpretations with extended reasoning to explain the differences.	
	For example, the interpretations differ about the reasons for the Nazis rise to power and gaining votes in elections. In Interpretation B the other parties did not get behind Weimar and its new constitution and give it their support, whereas in Interpretation A the reason for the rise of the Nazis was because they got more votes from people who believed what Hitler said, about blaming the Jews for Germany's position.	
<b>Level 1:</b>	<b>Simple analysis of interpretation(s) to identify differences based on their content</b>	<b>1-2</b>
	Students are likely to identify relevant features in each interpretation(s).	
	For example, the interpretations differ about the rise of the Nazis because one says it was the failure of the middle-class parties and Interpretation A says it was because of the promises Hitler made.	
	<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>

## Student responses

### Response A

Interpretation A speaks positively about that Nazi rise to power, this is shown in the quotation 'people listen eagerly to a man that said that Germany was a superior nation' inferring that people followed Hitler. Where as, interpretation B portrays a negative light on the rise of Nazi's, shown in the quotation 'worst of all ... Germans believed in or supported the Weimer Republic' showing that people also didn't agree or support.

#### **This is a Level 1 response**

This simple response identifies relevant differences using the content of both interpretations. It frames the difference in positive vs negative terms, though these are not made relevant to these interpretations. It therefore remains at Level 1.

### Response B

Interpretation A credits Nazi policies and propaganda for their rise to power, through the line "His promises of prosperity gained him followers". This suggests that Hitler himself is the reason why the Nazis grew in popularity. However, Interp B states that "the Nazis gained power because traditional parties failed", which suggests that the Nazis grew because people grew towards radicalism after the failure of Weimar, rather than any inherent love towards nazi policy. They differ because 'A' believes Hitler charisma and policies helped the party rise, while 'B' believes that it was just circumstance as ppl were desperate

#### **This is a Level 2 response**

This developed response uses the content of both interpretations to explain a difference in the final lines. It is therefore credited at Level 2, at the higher mark in the level.

## Question 2

Why might the authors of **Interpretations A** and **B** have a different interpretation about the Nazis' rise to power?

Explain your answer using **Interpretations A** and **B** and your contextual knowledge.

[4 marks]

### Mark scheme

<b>Target</b>	<b>Analyse individual interpretations (AO4a)</b> <b>Analyse why interpretations differ (AO4c)</b>
<b>Level 2:</b>	<b>Developed answer analyses provenance of interpretation to explain 3–4 reasons for differences</b>

Students may progress from identification to explanation of the reasons for the differences in the interpretations supported by factual knowledge and understanding related to, for example, differences in provenance, context of their time of writing, place, previous experience, knowledge, beliefs, circumstances, and access to information, purpose and audience.

For example, the interpretations differ because the authors' position to understand why the Nazis came to power was different. The author of B was at the time, in the German embassy in Moscow. He was in touch with lots of government figures and would have understood as an adult what was happening in German politics. However, the author of A, on the other hand, was a child who must have heard what her parents talked about and as her father was killed fighting for Germany she would want to make the reasons why her father died good ones. She would make him appear to be a patriot and she would blame the Nazis for his death.

<b>Level 1:</b>	<b>Simple answer analyses provenance to identify reasons for difference(s)</b>	<b>1–2</b>
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Students are likely to identify relevant reasons for the differences in each interpretation(s). Related to, for example, differences in provenance, context of their time of writing, place, previous experience, knowledge, beliefs, circumstances, access to information, purpose and audience.

For example, Interpretation A was by someone who was very young when the Nazis came to power, she must have heard what her parents said and believed it whereas Interpretation B was written by someone who was an important person, and an adult in the German embassy in Moscow.

<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>
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## Student responses

### Response A

The authors of both interpretations A and B have different interpretation about the Nazis rise to power because Interpretation A is written by Hunt whose parent supported the Nazis. She was in the Nazi youth movement which her mother helped run. This is useful as she had to go through all of that and she was talking from experience.

On the other hand Interpretation B was an interview with Hans Von Herwarth. Herwarth was linked to the July 1944 bomb plot on Hitler. This meant that he was against Hitler and didn't agree with what he was doing.

#### **This is a Level 1 response**

This simple response identifies relevant reasons for difference based on the provenance of both interpretations and is credited at Level 1.

### Response B

Interpretation A was written by a German civilian who was himself indoctrinated by the Nazi ideals. This means that their beliefs will be embedded into her perspective of the war, making the Nazi's seem more favourable. However, seeing as her father was killed by the war and in turn she fled, this could indicate residual resentment towards the situation.

The author of interpretation B was an adult at the time and actually worked for the German government as diplomat in international embassys. This could suggest he was nationalistic.

#### **This is a Level 2 response**

This developed response uses the provenance of both interpretations to explain why they differ. It shows extended reasoning which is contextually valid to explain the motivations of each author, and is therefore credited at Level 2.

### Question 3

Which interpretation gives the more convincing opinion about the Nazis' rise to power?

Explain your answer based on your contextual knowledge and what it says in

**Interpretations A and B.**

**[8 marks]**

### Mark scheme

**Target**      **Analyse individual interpretations (AO4a)**  
**Evaluate interpretations and make substantiated judgements in the context of historical events studied (AO4d)**

**Level 4:**      **Complex evaluation of interpretations with sustained judgement based on contextual knowledge/understanding**      **7-8**

Extends Level 3.

Students may progress from a developed evaluation of interpretations by analysis of the relationship between the interpretations supported by factual knowledge and understanding.

For example, Interpretations A and B both have convincing opinions in a way because Hitler stood out amongst all of the fairly ordinary Weimar politicians in the 1930s because of his promises and extreme views. Hitler's speeches offered hope to people and a simple solution to the problems of the Depression – blaming the Jews as in Interpretation A, and taking advantage of the hurt any Germans felt at the end of the First World War. None of the Weimar politicians at the time had his charisma or seemed to offer the decisive government that the Nazis did which reminded people of the Kaiser. So, in the absence of an attractive alternative, many Germans voted for and supported the Nazis.

**Level 3:            Developed evaluation of both interpretations based on contextual knowledge/understanding            5-6**

Extends Level 2.

Answers may assert one interpretation is more/less convincing.

Students may progress from a simple evaluation of the interpretations by extended reasoning supported by factual knowledge and understanding.

For example, Interpretation B is a more convincing opinion about the rise of the Nazis because they stood out amongst all of the parties in the politics created by the Weimar constitution and were opposed by most of the other parties.

When the Depression hit Germany Brüning could not rely upon the German parties so he had to rule using Article 48. Many Germans agreed with what Hitler said and wanted his promises to come true as in Interpretation A as they did not agree with what had happened after the Treaty of Versailles.

**Level 2:            Simple evaluation of one interpretation based on contextual knowledge/understanding            3-4**

There may be undeveloped comment about the other interpretation.

Students may progress from a basic analysis of interpretations to simple evaluation, supported with factual knowledge and understanding.

For example, Interpretation B is convincing because there were so many political parties in Germany in the 1930s and they formed many coalitions which argued and did not give decisive government. They argued about the flag of Germany.

**Level 1:            Basic analysis of interpretation(s) based on contextual knowledge/understanding            1-2**

Answers show understanding/support for one/both interpretation(s), but the case is made by assertion/recognition of agreement.

For example, Interpretation A is more convincing because Hitler had great charisma and was a good public speaker.

**Students either submit no evidence or fail to address the question            0**



## Student responses

### Response A

Interpretation A is convincing because it shows the nationalist policies that gained him population, the power of patriotism and used the wall street crash as a way to 'win over desperate people' who where struggling – like in 1932 when there was over 6 million unemployed people in Germany and Hitler provided jobs like building autobauns and joining the military to gain his support. However interpretation A is not convincing because Hunt was young during the Nazi rise to power so would not remember the exact events.

Interpretation B is convincing because it presents the idea of the failure of the Weimar Republic and poor leadership that lead to a rise in extreamism and thus a rise in popularity for the Nazi party. It show the failure of cooperation in the Weimar government – 'traditional parties did not work together' and Bruning unpopularity due to him raising the taxes, which was followed by Von Papen and Von Schleicher who where equally poor chansellors.

Interpretation B is not convincing because it was writen by an anti-Nazi soldier who may have over dramatized recounts of events.

Both interpretations are extreamly convincing because of the accurate accounts of the rise in Nazi popularity but I think that interpretation B is more convincing due to the recount of the failure of the Weimar government which was the largest reason that the Nazis gained power.

### **This is a Level 3 response**

This response shows developed reasoning in relation to Interpretation B, showing contextual knowledge of the weaknesses of the Weimar Republic to corroborate the interpretation. The treatment of A remains simple, meaning that this imbalanced response is credited at Level 3 at the lower mark in the level. There is occasional reference to provenance which does add to this particular response.

## Response B

Interpretation A states “the Nazis rose to power because of the promises he made to different groups” This is very convincing. At the time, the Nazis based their propaganda on appealing to as much people as possible after they became disillusioned with democracy and the Weimar government. The middle class voted for him because they subscribed to the “frurher cult” and believed that a strong saviour should lead the country, the business owners voted for him because of his anti-communist policies and farmers voted for him because of his promises of pay and prosperity, Therefore, a large reason as to why he rose to power was because of the way Nazism appealed to a large majority of people. This makes Interpretation A quite convincing.

Interp B states “The nazis gained power because tradition-al parties failed” and “few Germans supported the weimar Gov”. This is extremely convincing. At the time, The stock market crash had just recently happened, and Germany’s dependence on the USA meant that they were in financial ruin. Weimar had been controversial for many many years prior, due to their involvement in the treaty of Versailles. The Great depression was the final blow to their popularity, and people looked to extremism. Therefore, the Nazis were able to capatalise on this Hatred and convert all the suffering German people into his followers by taking advantage of Germanys vulnerability.

Overall, Interp B is more convincing than Interp A, as the Nazis were around for a while, and never got over 20% of the votes until the year of the wall street crash, their votes rose from 3% to over 33%

### **This is a Level 4 response**

This complex response shows substantiated evaluation of both interpretations using contextual knowledge and understanding. A substantiated judgement in the final lines shows complex thinking, meaning that the response is credited at Level 4.

## Question 4

Describe two problems faced by the German people during the Second World War.

[4 marks]

### Mark scheme

<b>Target</b>	<b>Demonstrate knowledge of the key features and characteristics of the periods studied (AO1a)</b> <b>Demonstrate understanding of the key features and characteristics of the periods studied. (AO1b)</b>	
<b>Level 2:</b>	<b>Answers demonstrate knowledge and understanding</b>	<b>3–4</b>
	<p>Students may progress from a simple demonstration of knowledge about the issues identified with extended reasoning supported by understanding of, for example, the ways in which events were problematic.</p> <p>One problem for the German people after 1942 was the destruction of the cities by the bombing, there was no electricity, water or transport. And people panicked, they left their homes. The bombing caused flooding and explosions of gas as well as the danger of unexploded bombs, the medical services were really stretched with all the injured and thousands of deaths.</p> <p>Another problem faced by the German people during the Second World War was the problem of not having enough food. By November 1939 food and clothing were rationed, most of the supplies were sent to the front for the soldiers and people at home were told that they had to make sacrifices.</p>	
<b>Level 1:</b>	<b>Answers demonstrate knowledge</b>	<b>1–2</b>
	<p>Students demonstrate relevant knowledge about the issue(s) identified which might be related.</p> <p>For example, during the Second World War many Germans died because of the bombing by the Allies which destroyed their homes.</p>	
	<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>

## Student responses

### Response A

During the second world war, a problem that German people faced was flu epidemics which killed many Germans and decreased Germanys population

Another problem faced by the German people during the second world war was that food was scarce. This meant they would try to eat anything such as dead horses.

#### **This is a Level 1 response**

This response shows knowledge of a problem faced by the German people during the Second World War (scarcity of food). It is credited at Level 1, at the lower mark in the level.

### Response B

During WW2 German people faced bombing from the allied forces, the USA and Britain. The damage from bombing was horrific, it led to thousands of deaths and over 7 million people became homeless. Another problem was rationing which was introduced before the war in 1939. Rations were reduced in 1943 and the system collapsed in 1945 leaving people to rely on the Black Market which was expensive.

#### **This is a Level 2 response**

The response identifies two problems, expanding on them with supporting examples. It therefore shows knowledge and understanding, and is credited at Level 2, at the higher mark in the level.

## Question 5

In what ways were the lives of the German people affected by the Nazi police state?  
Explain your answer.

[8 marks]

### Mark scheme

**Target** Explain and analyse historical events and periods studied using second-order concepts (AO2:4)  
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)

**Level 4:** Complex explanation of changes 7-8  
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Extends Level 3.

Students may progress from a developed explanation of changes by explanation of the complexities of change arising from differences such as time, group, social and/or economic impact, supported by knowledge and understanding.

For example, in reality the Nazi police state was operated by the people themselves. Germans were frightened by rumours about what happened to people who criticised the Nazis or protested. So, they policed themselves, assisted by a network of informers. They might gain an advantage by reporting someone because it moved suspicion away from them. The Nazis did not need so many actual policeman or Gestapo because the general public lived in a state of fear and watchfulness.

**Level 3:** Developed explanation of changes  
Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple explanation by developed reasoning considering **two or more** of the identified consequences, supporting them by factual knowledge and understanding.

In addition to a Level 2 response, students make additional developed point(s).

For example, the German people were affected by the Nazi Police state because the courts were under Nazi control. The Nazis passed new laws which meant that people could be punished for listening to foreign radio stations, having

dealings with German Jews, or even telling an anti-Hitler joke. Germans had to be very careful of what they said in public, how they behaved, and who they knew.

For example, The Nazi Police state set up concentration camps firstly for their political enemies – the Communists, but then they were used for Jews and gypsies. In the camps they were made to work hard, tortured or killed. The rumours about these camps kept everyone in check and keen not to draw attention to themselves. The camps were where the Final Solution was carried out and the Holocaust occurred. Many Germans knew or suspected what was happening but were frightened and did not or thought they dared not protest about it.

**Level 2: Simple explanation of change 3–4**  
**Answer demonstrates specific knowledge and understanding that is relevant to the question**

Students may progress from a basic explanation of change by using simple reasoning and supporting it with factual knowledge and understanding which might be related, for example, to **one** of the identified changes.

For example, the Nazi Police State meant that people were very careful what they said and did because the Nazis had informers who would report you. Even children could report their parents or teachers. The Gestapo could arrest you.

**Level 1: Basic explanation of change(s) 1–2**  
**Answer demonstrates basic knowledge and understanding that is relevant to the question**

Students identify change(s), which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.

For example, the Police State made everyone afraid that they could be punished. People were arrested and sent to camps.

**Students either submit no evidence or fail to address the question 0**

## Student responses

### Response A

German people could not have a right to their own opinion. Gestapo were undercover police who would target people who spoke out against the Nazi party. This caused the German people to think twice about what they were about to say because it might cost them their lives. Another thing were informers and the best kind were childrens. They would report people for talking out against the Nazis and caused the German people to live in fear.

Another way was the use of the SA. They would go round the streets beating up Jews, homosexuals, and people who expressed opinions. When they were on the streets the fear they carried with them caused the German people to be scared of the police state that should be there to protect them.

#### This is a Level 2 response

This simple response addresses more than one change. It uses generalised knowledge to explain how the Gestapo and SA impacted the lives of the German people. In all cases explanation requires further substantiation, and the response is therefore credited at Level 2, at the higher mark in the level.

### Response B

One way lives were affected was a lack of freedom. The Gestapo was known as the secret police in Germany and the most feared by the German people. This is because they were constantly monitoring Germany, watching out for any opposition to Nazism. The Edelweiss Perite were a youth opposition group, responsible for murdering an SA member in 1991. They were found out by the Nazi police state and 700 were murdered. The Gestapo were the main cause to peoples lack of freedom in Germany as the they scared the people into submission.

Another way lives were affected was a lack of justice. In Nazi Germany, all lawyers had to be from the Nazi Lawyers Alliance and all judges had to swear an oath of allegiance to Nazis. This affected the lives of the German people as there was the underlying threat to them of being thrown in prison or a concentration camp if they ever stepped out of line. As well as this, the lives of disabled Germans were affected as over 100,000 of them were sterilised so they couldn't reproduced and affect the Aryan race.

#### This is a Level 3 response

The response addresses more than one change, and demonstrates developed explanation. The second paragraph on the justice system is the stronger of the two; in the first paragraph some evidence of the explanation of personal freedom is not entirely linked to the point being made. As such, this imbalanced response showing developed and simple explanation is worthy of Level 3, at the lower mark in the level.

### Response C

One of the ways that the lives of German people were affected by the Nazi police state was they went into living in fear. Because of the police state that the Nazis created through corruption in the courts and control over the police force, it meant that German people were constantly controlled and monitored. This led to a state of fear throughout the German people as it caused them to always be conscious of what they were doing and who they supported. Because of the fact that their protection was controlled by the Nazis it meant they would always be scared, even leading people to turn in their friends out of the fear the Nazis had created which affected their lives so much.

Another way that the lives of the German people were affected by the Nazi police state was that their freedom had been essentially taken away. They were only allowed to do things such as view Nazi movies, read Nazi approved books, go on holiday to certain places, listen to certain things, learn certain things and many more control techniques. This meant that they were completely controlled in their everyday

#### **This is a Level 4 response**

This response addresses more than one change, showing substantiated explanation throughout. Complex explanation is shown in first paragraph and in the final lines due to appreciation of the broad and long-lasting impacts of the police state.



## Question 6

Which of the following was the more important reason for the recovery of Germany during the Gustav Stresemann era (1924–1929):

- economic developments
- international agreements?

Explain your answer with reference to **both** bullet points.

**[12 marks]**

## Mark scheme

**Target**      **Explain and analyse historical events and periods studied using second order concepts (AO2:6)**  
**Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:6)**

Examiners are reminded that AO1 and AO2 are regarded as interdependent and when deciding on a level should be considered together. When establishing a mark within a level, examiners should reward three marks for strong performance in both assessment objectives; two marks may be achieved by strong performance in either AO1 or AO2 and one mark should be rewarded for weak performance within the level in both assessment objectives.

**Level 4:**      **Complex explanation of both bullets leading to a sustained judgement**      **10-12**  
**Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question**

Extends Level 3

Students may progress from a developed explanation of causation by complex explanation of the relationship between causes supported by factual knowledge and understanding and arriving at a sustained judgement.

For example, both reasons are important and worked together to help Germany recover. Stresemann worked to improve the economy after the war and gradually improve Germany's standing amongst the nations of the world. He stopped the runaway inflation by introducing the Rentenmark in 1924. He negotiated international agreements to get Germany the money in 1924, called the Dawes Plan, which he used to build factories, which gave Germans jobs and paid reparations which helped get the French and Belgian troops out of the Ruhr. He continued to set up good relations with other countries to get money to boost the economy such as the Young Plan in 1929 and negotiate reduced and extended terms for reparations payments. Stresemann was anxious to show that Germany was not a threat so he signed the Kellogg Briand Pact in

1928 to reassure other countries that Germany would not attack them and could be trusted.

**Level 3:      Developed explanation of both bullets      7–9**  
**Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question**

Extends Level 2.

Students may progress from a simple explanation of causation with extended reasoning supported by developed factual knowledge and understanding.

For example, Stresemann helped improve Germany's relationships with other countries, this restored some of Germany's pride which had been battered by the country's treatment in the Versailles Treaty. Germany signed the Locarno Treaty in 1925 with Britain, France, Belgium, and Italy. Germany was admitted to the League of Nations in 1926 which meant she joined the international peacekeeping organisation meant to police the Versailles Treaty. Stresemann also arranged the Dawes and Young Plans which helped get the German economy back up and running. All of these treaties were important because they showed that Germany was being accepted on the international stage and recovered her international reputation. Although some right-wing parties in Germany criticised Stresemann.

**Level 2:      Simple explanation of bullet(s)      4–6**  
**Answer demonstrates specific knowledge and understanding that is relevant to the question**

Students may progress from a basic explanation of causation by using simple reasoning and supporting it with factual knowledge and understanding.

For example, Stresemann arranged loans from America such as the Dawes Plan in 1924 and the Young Plan in 1929 which meant that German industry could start again and Germans could have jobs. Stresemann used the money to build new factories, houses schools and roads.

**Level 1:      Basic explanation of bullet(s)      1–3**  
**Answer demonstrates basic knowledge and understanding that is relevant to the question**

Students recognise and provide a basic explanation of one/both bullet points.

For example, Germany recovered under Gustav Stresemann because he made deals for American money to rebuild German industry.

**Students either submit no evidence or fail to address the question      0**

## Student responses

### Response A

Economic developments were a key reason for the recovery of Germany under Gustav Stresemann. This was because in 1923 the wall street crash hit causing world wide depression in many countries such as Germany Hyperinflation was also a key problem in Germany. Germany owed vast sums of money (reparations) to other countries and printed more money in order to do so and to pay the ruhr workers which were put on strike. Stresemann replaced this money with a new temporary currency called the "rentenmark" in an attempt to put an end to hyperinflation.

However international agreements that were made between Germany and other countries was also an important reason for the recovery of Germany. Gustav Stresemann was eager to repair relationships with countries that had been damaged from the war. Stresemann repaired relations with America and made an agreement for America to give Germany loans in order to pay off their debts. This also improved trade relations with Germany and countries.

### **This is a Level 2 response**

The response addresses both bullet points and, despite some inaccuracies and irrelevance, shows simple explanation of the impact of the rentenmark. Some further basic thinking is identified in final paragraph about international agreements. As such, the response is credited at Level 2, at a lower mark in the level.

### Response B

The economic developments of the Stresseman era where a hugely important reason to the recovery of Germany after hyperinflation in 1923 where the value of the mark decreased from 4 marks to the dollar to 4.3 trillion marks to the dollar. Stresseman helped this problem through the introduction of the Rentenmark although it was only a temporary currency it allowed trade to continue in Germany and to establish a functional economy.

The international agreements were hugely important to the recovery during the Stresseman era. The Dawes plan of 1924 that granted a 800 million dollar loan from America to Germany allowed Germany to restart their economy and pay their reparations. And the Young plan, of 1929, a reduction in the total amount of reparations to be paid was also hugely helpful. However it created a reliance on America which caused severe depression in Germany after the Wall street crash in October 1929.

Overall both developments were very helpful for the re-establishment of the German economy and the recovery of Germany after hyperinflation but I think that the economic development of the Rentenmark was a more important reason to Germany's recovery because it didn't have a flaw as damaging as the reliance on America had due to the Wall street crash, although the international relations were still hugely helpful for Germany's re-establishment.

#### **This is a Level 3 response**

The response addresses both bullet points, with developed explanation shown for both (though supporting evidence is occasionally sparse). A judgement is attempted, though further substantiation is required to progress. The response is therefore credited at Level 3.

### Response C

Economic developments played a significant role in the recovery of Germany during 1924-1929. A main issue when Stresemann came to power was hyperinflation. As a solution, Stresemann stopped the printing of money in 1924 and replaced it with the temporary Rentenmark. This later turned into the Reichmark which in the long term was very successful as it lasted 25 years. By doing this, Stresemann was able to solve the economic crisis by stabilising the economy, setting Germany up for further improvement. However many people still blamed him for not getting their money completely back and for the issue of unemployment. Stresemann also set up a deal with the USA called the Dawes plan, which gave Germany a loan to pay back reparations and encourage further development. Many still criticised him for not getting back the land from the Ruhr taken by the French and Belgian but the Young Plan satisfied some when it lowered the entire payment plan. This loan was hugely important for the recovery of Germany as they weren't in the debt that caused hyperinflation and a lot of the money also went to funding the Golden Age of this era. Schools, roads and other buildings were being built with this money and gave so many jobs, solving unemployment while boosting Germany's economy.

On the other hand, foreign policies helped Germany recover as it strengthened Germany's relationship with other countries. The Pact in 1925 secured a deal with Britain, France, Italy and Belgium which meant they wouldn't invade each other. Stresemann also helped show Germany's effort of recovery to the whole world by joining the League of Nations after their previous ban in 1919. Being associated with a large peace keeping organisation meant Germany could be accepted by other nations. But this wasn't always the case as many enemies didn't like them.

Overall, while foreign policies helped Germany recover its reputation, economic policies stabilised the country for everyone. While it may have led to issues later on, with the dependency on America, it helped in 1924-29 and was more important since so many people had been turning to extremist groups as a result of the problems in Germany.

#### **This is a Level 4 response**

This complex response addresses both bullet points, substantiating developed explanation for both. A substantiated judgement is arrived at in the final paragraph, as it evaluates relative importance by comparing the scale of the impact of both bullet points. This moves the response from developed to complex. It is therefore credited at Level 4.

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