

GCSE HISTORY

(8145)

**Marked Papers 1A/B –
Germany, 1890–1945: Democracy and
dictatorship**

Understand how to apply the mark scheme for our sample
assessment papers.

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EXAMPLE RESPONSES



Example responses plus commentaries

The following student responses are intended to illustrate how the mark scheme can be interpreted and how it is likely that students will respond to the questions, allowing the student and teacher to explore and reflect upon the mark scheme and how answers can be improved.

Paper 1A/B: Germany 1890–1945

Question 01

How does **Interpretation B** differ from **Interpretation A** about Hitler's appeal to the people of Germany?

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

[4 marks]

Mark scheme

The indicative content is designed to exemplify the qualities expected at each level and is not a full example answer. All historically relevant and valid answers should be credited.

Target	Analyse individual interpretations (AO4a) Analyse how interpretations of a key feature of a period differ (AO4b)	
Level 2	Developed analysis of interpretations to explain differences based on their content	3–4
	Students may progress from a simple analysis of interpretations with extended reasoning to explain the differences. For example, how Interpretation B emphasises the breakdown of the capitalist system. Schiff highlights the despair of various different groups affected by the Depression. By comparison Interpretation A focuses on Hitler's emotional appeal where his oratory moved the spirit, and how he represented hope for the future and protection from communism.	
Level 1	Simple analysis of interpretation(s) to identify differences based on their content	1–2
	Students are likely to identify relevant features in each interpretation(s) for example, Hitler's appeal, according to Schiff (Interpretation B), was based on the desperate plight of people facing financial ruin whereas Speer (Interpretation A) claims that it was Hitler's oratory.	
	Students either submit no evidence or fail to address the question	0

Responses

Student one

A is a positive view about Hitler's appeal to the German people. It says 'he spoke passionately.....we were carried on a wave of enthusiasm.....Here it seemed was hope.' So this source suggests Hitler was seen as a leader who could turn around the fortunes of Germany and persuaded others to support him. B is different as it has a more negative view about Hitler's appeal to the German people. In the interpretation it says "Hitler appealed to the despair of the unemployed workers." So B is different because it suggests that Hitler was only taking advantage of people's fears following the depression, whereas A argues that Hitler gained people's support for hopeful reasons.

Commentary – Level 2

A developed analysis of the differences between the interpretations based on their content. A relevant comparison is made and explained based on the positive view of Hitler's appeal to the German people in interpretation A and the negative view expressed in interpretation B.

Student two

Interpretation A suggests that Hitler was an effective orator and offered an alternative to the communist threat. For example Speer says 'it swept away our doubts... The Perils of communism could be stopped.' Therefore this shows Hitler's used their fears of communism to gain support, whereas Interpretation B implies that Hitler's rise to power is as a result of his exploitation of the Great Depression and the Wall Street Crash. For example Schliff states 'Hitler owes his rise...to the World Economic Crisis' suggesting that the economic difficulties made it possible for Hitler to have appeal with the masses. The interpretations are therefore different because they suggest different reasons for Hitler gaining the support of the masses.

Commentary – Level 2

This answer contains a developed analysis of both interpretations based on their content. A comparison is made and substantiated that explains how they are different.

Student three

A and B are different because Interpretation B is all about people liking Hitler because they were unemployed or had no money. For example, 'Hitler appealed to the despair of the unemployed workers and the young people who had no future'. On the other hand, A says that about Hitler was a great speaker, he was 'hypnotic' so that's why he appealed to people. For example, 'He spoke passionately, it was hypnotic and persuasive. We were carried on a wave of enthusiasm.'

Commentary – Level 1

Two simple but accurate points are identified and focus on the Hitler's oratory (B) and on the World Economic Crisis (A). To progress, the response should seek to explain the difference between Hitler's appeal to Germans by making a comparison that addresses the focus of the question.

Question 02

Why might the authors of **Interpretations A** and **B** have a different interpretation about Hitler's appeal to the people of Germany?

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

[4 marks]

Mark scheme

The indicative content is designed to exemplify the qualities expected at each level and is not a full example answer. All historically relevant and valid answers should be credited.

Target	Analyse individual interpretations (AO4a) Analyse why interpretations differ (AO4c)	
Level 2	Developed answer analyses provenance of interpretation to explain reasons for differences	3–4
	Students may progress from identification to explanation of the reasons for differences in the interpretations with extended reasoning supported by factual knowledge or 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, Students may argue that the interpretations of Speer and Schiff were based on different circumstances, beliefs and purposes. Speer had been in jail for war crimes and sought to justify his own actions/support for the Nazis. Schiff blames Hitler's rise on the Depression; by explaining his socialist distaste for the Nazis which meant he couldn't understand Hitler's appeal.	
Level 1	Simple answers analyse provenance to identify reasons for difference(s)	1–2
	For example, Interpretation A was by Speer who became Nazi Armaments Minister, so was on Hitler's side. Interpretation B was by Schiff who was a socialist and they hated the Nazis.	
	Students either submit no evidence or fail to address the question	0

Responses

Student one

These two sources differ because of who wrote them.

Source A was written by Albert Speer who went on to become a Nazi minister which means he is more likely to speak positively about Hitler's appeal. Also the source was written in 1966 remembering his thoughts of 1931 so this means he is remembering Hitler's appeal before he became a dictator. Overall this explains why the source has a positive view towards Hitler's appeal as he was associated with the Nazis and wants to make himself look better so he is remembering Hitler before the horrors of his dictatorship.

Source B was written by Victor Schiff who was a socialist journalist which means he is more likely to have a negative view of Hitler's appeal as socialists were an enemy of the Nazis. Also the source was written in 1950 which is following Hitler's Germany had been defeated in the war so this means he is more able to criticise the Nazis. Overall this explains why the source has a negative view towards Hitler's appeal because he was a political opponent.

Commentary – Level 2

The response shows a developed analysis of the reasons why the interpretations differ about Hitler's appeal to the German people. Reasons for difference related to A and B are identified and the purposes of each are explained with reference to the background of the writer and context in which the interpretations were written. Relevant factual knowledge is used to substantiate the explanations.

Student two

Albert Speer (the author of interpretation A) was one of Hitler's chief architects and one of his greatest allies. At the time this was written, Albert Speer was in prison after the war. He talks of Hitler being "hypnotic and persuasive" leading us to think that his interpretation of Hitler's appeal is that he takes control of people's actions through the use of his persuasive speeches. The reason his interpretation may be this way, is to suggest how Hitler was the cause of his actions, in order to take some of the blame off of himself being put in prison.

However, Victor Schiff (author of interpretation B) was a German journalist and socialist who worked as the Paris correspondent for an American paper. Therefore his opinion of Hitler's appeal would be more widespread as, being a journalist, he gets the German public's opinion as well as Hitler's supporters. As he was left wing, Schiff would be more interested in the workers' opinion of Hitler and therefore highly dislikes the Nazis, meaning his interpretation of Hitler's appeal to the public is much more negative.

Commentary – Level 2

The response shows developed analysis of the provenance of interpretations A and B. It analyses how their background explains why they have a different opinion on Hitler's appeal to the German people, using relevant knowledge to support the analysis.

Student three

B is different to A because Speer was an important Nazi so his Interpretation in A will be all for Hitler. He worked for the Nazis and became Minister for weapons, so he was excited by Hitler when he heard him speak.

Interpretation B was written by Victor Schiff who was a socialist. He worked in Paris for the Americans so probably he wasn't in Germany and probably didn't know what was going on in Germany.

Commentary – Level 1

The response shows simple analysis. It identifies the authors' attitudes/motives and asserts a pro-or anti-Nazi stance, without explanation, based on the writers' different circumstances.

Question 03

Which interpretation do you find more convincing about Hitler's appeal to the people of Germany?

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

[8 marks]

Mark scheme

The indicative content is designed to exemplify the qualities expected at each level and is not a full example answer. All historically relevant and valid answers should be credited.

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 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...the judgement that Interpretation B is more convincing, as B explains the economic and resulting social conditions which were needed before Hitler's oratory could have had an impact; analysis of what Speer has written highlights the despair he and others felt and it was the Depression that was the root cause of this.	7–8
Level 3	Developed evaluation of both interpretations based on contextual knowledge/understanding 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...supporting Interpretation A by reference to Hitler's oratory/use of propaganda/rallies and/or his stormtroopers' direct actions against the Communists may be referenced.	5–6
Level 2	Simple evaluation of one interpretation based on contextual knowledge/understanding There may be undeveloped comment about the other interpretation Students may progress from a basic analysis of interpretations by supporting it with factual knowledge and understanding.	3–4

For example, Interpretation B by reference to growth in Nazi electoral support as Depression worsened and/or Hitler's support from key groups such as the unemployed attracted by Nazi promises of 'bread and work'.

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, answers stating that Interpretation A is convincing as Hitler was famous for being a great speaker and/or that Interpretation B is convincing as people were known to be desperately poor because of the Depression.	
	Students either submit no evidence or fail to address the question	0

Responses

Student one

The overall argument of A is that Hitler was very appealing to most Germans. The most convincing aspect of this source is when it claims Hitler was a persuasive speaker, because one appealing aspect of Hitler was his public speaking skills which gained him much attention such as his court room speech following the Munich Putsch. In addition to this the interpretation is convincing as it is claimed Hitler's followers were swept along in a 'wave of enthusiasm.', and Hitler attracted great crowds who would hang on his every word.

The overall argument of B is that Hitler's appeal was based upon the despair many had during the economic depression. The most convincing aspect of this source is the claim that 'Hitler owes his victory to the world economic crisis.' This is a convincing claim as the Nazi's only gained 2.5% of the vote prior to the 1929 economic crisis. In addition to this it claims Hitler appealed to the unemployed, the businessman and other sections of society. I know this is convincing because Hitler promised to reduce unemployment and prevent a communist takeover.

Overall B is more convincing because it focuses on the economic crisis, which was the main reason given in B for Hitler's appeal to Germans. Hitler oratory only became important when people got desperate and turned to extreme parties after the Wall Street Crash. In the 1920s when people were more comfortable, the Nazis only got tiny fraction of the vote.

Commentary – Level 4

The response shows complex evaluation of the interpretations. Relevant factual knowledge is used to expand upon the detail included in both interpretations. The response becomes complex when a judgement about the most convincing interpretation is sustained, using contextual knowledge to explain that B is more convincing than A because it focuses on a more important reason for Hitler's appeal to the German people.

Student two

Firstly, interpretation A is quite convincing due to the way it talks of Hitler being “hypnotic and persuasive” as Hitler was a very good public speaker which was the reason he joined the Nazis in the first place. This convinces me as the reason Hitler became so popular was due to his public speeches, therefore it is easy to believe how he would appeal to the German public through his talent that brought him to fame. Also, the fact that it talks about stopping communism is convincing because people in Germany were afraid of Communists and wanted to remain capitalist, and Hitler was strongly right wing meaning he was against communism. For this reason I can believe that one of his appeals to the German public was to stop communism.

However, A states that “Hitler owes his rise and ultimate victory to the World Economic Crisis” makes this interpretation convincing as people only listened/turned to Hitler at times of crisis such as the Wall Street Crash. This is convincing as 6 million people were unemployed, meaning many would turn to Hitler for support which convinces me that Hitler appealed to unemployed and young people as it would gain him more overall support.

Overall, I find interpretation B more convincing as it states the changes in Hitler’s support and relates to events during his rise to power to support what it says about Hitler’s appeal to the people of Germany.

Commentary – Level 3

The response shows developed evaluation of both interpretations, using knowledge to confirm the views of both interpretations. A judgment is asserted but not explained. To progress to Level 4, the response would need to justify why B is more convincing about Hitler’s appeal to the German people.

Student three

Firstly, Interpretation B tells you why Hitler appealed to the country after the economic crisis where 6 million people were unemployed and looking for a leader. Interpretation A is quite convincing because it talks about him causing enthusiasm in the crowd and being “hypnotic” we know this is true because this is one of the many reasons that he became so popular. But the fact that it was written in prison makes it less convincing because he was there due to Hitler’s actions so it suggests it’s not all completely truthful.

I personally think that interpretation B is more convincing because it shows what events Hitler exploited and how his support changed, whereas interpretation A shows that Hitler was only popular when he had something to talk about which is usually when something bad happened.

Commentary – Level 2

Simple evaluation of B is shown, with some relevant knowledge applied to the interpretation (eg the reference to the number of unemployed). The response about interpretation A is either descriptive largely based on provenance which is not credited in this question. The judgement is summative.

Question 04

Describe two problems faced by Kaiser Wilhelm II's governments in ruling Germany up to 1914.

[4 marks]

Mark scheme

The indicative content is designed to exemplify the qualities expected at each level and is not a full example answer. All historically relevant and valid answers should be credited.

Target	Demonstrate knowledge of the key features and characteristics of the periods studied (AO1a) Demonstrate understanding of the key features and characteristics of the periods studied (AO1b)	
Level 2	Answers demonstrate knowledge and understanding 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. These might include: One problem was that ruling Germany was difficult because rapid industrial expansion created social problems in the towns and opposition from the growth of militant Trade Unions and extremist groups. Another problem was that the growing power of the socialists made it difficult to secure a majority for the government in the Reichstag.	3–4
Level 1	Answers demonstrate knowledge Students demonstrate relevant knowledge about the issue(s) identified. For example, Germany was industrialising very quickly and that the socialists were becoming more numerous and were demanding reforms.	
	Students either submit no evidence or fail to address the question	0

Responses

Student one

One of the Kaisers biggest problems was the trade unions because they felt they were not being treated very fairly and they were getting angry with the Kaiser, this is a problem because if they were to go on strike Germany would fall apart because they would have no money or resources as there was 3.3 million of them.

Another less threatening problem was the agrarian league they wanted protection measures put in place to protect them from foreign competition, however it had mixed results when it tried to attract peasants they did well in the north, but the south had its own peasant leagues so they didn't get many members.

Commentary – Level 2

The response shows knowledge and understanding of two relevant problems and the answer therefore reaches the top of Level 2.

Student two

One of the problems was the Reichstag (Kaiser Wilhelm II's Government) was the fact that they were left wing. This was a problem as the Kaiser and Chancellor were both right wing meaning they wanted capitalism and the Reichstag wanted equality. Kaiser Wilhelm's desire was "Weltpolitik" meaning he wanted to be a major player in World affairs; this would be a problem for the left wing Reichstag as they would be against this. Having conflict inside a monarchy would highly affect the country as they may become weak and vulnerable.

Another problem faced by the Kaiser and his Government was Trade unions. These were a problem as by 1914 membership had reached 3.3 million. Trade unions were workers who went on strike/ raised the Governments awareness of their upset about wages, working conditions or working hours. This would have caused a problem for the Kaiser as at the time he was aiming for rearmament, meaning without enough workers he could not build enough battle ships/ weaponry to remain a strong monarchy.

Commentary – Level 2

The response shows knowledge and understanding of two problems and therefore reaches the top of Level 2.

Student three

One problem was that there were many strikes about the price of bread and the Kaiser was not able to deal with it.

Another problem was that the Kaiser also had a lot of resentment from the working class and poorer people and made him afraid for his safety.

Commentary – Level 1

The response identifies two problems. To progress, the answer should provide further description of each problem. There is an attempt to do this for the first problem, but further detail is needed.

Question 05

In what ways were the lives of women in Germany affected by Nazi social policies?

Explain your answer.

[8 marks]

Mark scheme

The indicative content is designed to exemplify the qualities expected at each level and is not a full example answer. All historically relevant and valid answers should be credited.

Target	Explain and analyse historical events and periods studied using second-order concepts (AO2:8) Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:8)	
Level 4	Complex explanation of changes 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 with knowledge and understanding. For example...some Nazi policies changed over time, such as the insistence that women accept a more domestic role and boost the birth rate was linked to military, racial and employment policies, but such policies had to be reversed when there were labour shortages during the war.	7–8
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...women were also made to give up their jobs because the Nazis believed women should be at home which meant they had reduced employment opportunities. For example...women were also expected to emulate traditional German peasant fashions. They could no longer wear make-up or trousers. This reflected the expectation that they became the model homemaker.	5–6

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, women in Nazi Germany were expected to have more babies to increase the birth rate to make a large Aryan race.	
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, under the Nazis women were made to have more babies.	
	Students either submit no evidence or fail to address the question	0

Responses

Student one

The women were affected by the Nazis between the years 1933 and 1939. The Nazis encouraged women to have more children and larger families so that the population would grow. They nearly made a law that families should have at least four children. So that the women would have more children the Nazis encouraged women to not work, to stay at home. The Nazis went to desperate measures giving out loans to the 800,000 who signed up, they even gave out medals. Bronze = 4 children. Silver = 6 children. Gold = 8 children. Women were also deprived of their jobs, 15% of all teachers, all women doctors and civil servants were sacked. Women would normally get the jobs that no one else wanted to do, men always got the first pick of jobs no matter how overqualified the women were.

However, many women and their families were confused on what Nazi Germany actually wanted from them. At the start of the time period women were basically forced to stay at home, not to work and have many kids whereas at the end of the time period they were insisting that all women go back to work because at the time Germany was in desperate need of employees due to the men going in to the army. This led to lots of women not knowing whether to stay at home and raise their children to be the perfect German citizen or to leave for work and help Germany function without as many men.

Commentary – Level 4

The response shows a complex explanation of change. More than one change is explained, with complex thinking shown in the explanation that different changes happened to women at different times ('at the beginning of the period' and 'at the end of the period').

Student two

One way in which Nazi social policies affected women was that they were encouraged to be mothers and work around the house. An example of this is that the Nazis claimed women should follow the KKK which meant Children, Church and Kitchen. Also this meant married women were forced to leave their jobs following their wedding and so relied upon their husband. So this affected the life of women in Germany because women became increasingly reliant upon men.

A further way in which Nazi social policies affected women was that they received encouragement to have as many children as possible. An example of this is that the Nazis gave couples a marriage loan if the women gave up work immediately and decided to have children. Also awards such as the Gold cross were given to women who had many children with greater awards for the more children given birth too. So this affected women in Nazi Germany because they increasingly had to stay at home and look after the children.

Commentary – Level 3

The response shows more than one developed explanation of change, supported with factual knowledge and understanding in a way that is relevant to the question.

To progress into Level 4 the response should show a complex understanding of change. For example, the answer could explain that changes for women were different according to time or group.

Student three

The Nazi party change women's lives was because they believed in 'Children, Cooking and Church', which was a way of bring back traditional ideas. The Nazis didn't like the old Weimar Republic and thought that it destroyed too much about what was great in Germany before. This affected women's lives because the Nazis though that they were too free before during the Weimar republic

Another change was that the Nazis wanted the population to grow because they wanted more men to go in to the army. This was because Hitler hated the treaty of Versailles and wanted to reverse all of the things that it did to the army, like reducing it to 100,000 men. This affected womens lives because the Nazi's wanted them to live in a more traditional way.

Commentary – Level 2

The response shows more than one simple explanation. Nazi social policies are described, and there is an attempt in both paragraphs to explain how these affected the lives of women, though further substantiation is required to progress to Level 3.

Question 06

Which of the following was the more important reason why the Weimar Republic was in danger in the years 1919–1923:

- economic problems
- political unrest?

Explain your answer with reference to **both** reasons.

[12 marks]

Mark scheme

The indicative content is designed to exemplify the qualities expected at each level and is not a full example answer. All historically relevant and valid answers should be credited.

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...Students will explain both the part played by economic and political unrest in making Weimar unstable and may conclude that economic problems fed political instability through poverty which short-lived governments could not address. Or there were so many examples of political groups which had broader aims (e.g. right wing groups who wanted a return of the Kaiser, Spartacists who wanted to copy the Bolshevik regime in the USSR) that the state of the economy was secondary to the political tensions.

Level 3	<p>Developed explanation of both bullets</p> <p>Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question</p> <p>Extends Level 2</p> <p>Students may progress from a simple explanation of causation with extended reasoning supported by developed factual knowledge and understanding.</p> <p>For example...Students may explain how Germany had emerged from the war with enormous debts and the reparations burden which, combined with the government's refusal to pay, caused the invasion of the Ruhr and the resultant hyperinflation made people very poor, desperate and angry towards the government. Also, political opposition in the form of left wing political groups such as the Spartacists and right wing extremists such as Kapp and Hitler tried to overthrow the Republic.</p>	7–9
Level 2	<p>Simple explanation of bullet(s)</p> <p>Answer demonstrates specific knowledge and understanding that is relevant to the question</p> <p>Students may progress from a basic explanation of causation by using simple reasoning and supporting it with factual knowledge and understanding</p> <p>For example, economic problems caused danger and were important because the failure to pay reparations and resulting invasion of the Ruhr led to hyperinflation. Political uprisings such as the Spartacists threatened the political stability of Germany.</p>	4–6
Level 1	<p>Basic explanation of bullet(s)</p> <p>Answer demonstrates basic knowledge and understanding that is relevant to the question</p> <p>Students recognise and provide a basic explanation of one/both bullets.</p> <p>For example, Germany was in danger because the war had made it very poor; it was in danger because there was political extremism and violence.</p>	1–3
	<p>Students either submit no evidence or fail to address the question</p>	0

Responses

Student one

On the one hand economic problems were a reason why the Weimar Republic was in danger during these years. Following the war the German economy was badly damaged as industrial production was hurt and the government owed money to Britain and France. The Treaty of Versailles added to Germany's economic problems by taking away their land and then forcing them to pay reparations of £6,600m Germans which had to be paid in instalments. In 1923 this led to hyperinflation which was when the German currency lost all of its value so that German workers had to collect their wages in suitcases and many ended up being unemployed as a consequence. Therefore the economic problems were a danger to the Weimar Republic as they created instability and anger which meant many Germans saw Weimar democracy as a system which had led to poverty and despair.

On the other hand political problems were a reason why the Weimar Republic was in danger during these years. Following the war the communists attempted to take control during the Spartacist revolt of January 1919 but this was ended by the army and the Freikorps. In addition to this the Kapp Putsch created more political unrest when the Freikorps tried to take power in March 1920, this was more dangerous because the army refused to stop the revolt which was only ended by the workers going on strike. During Hyperinflation in 1923 the Nazis attempted to take control of Germany when started the Munich Putsch. Therefore the political problems were a danger to the Weimar Republic as they showed the democracy had enemies who were willing to use violence to transform the country.

To conclude, the economic problems were more important than political unrest. Political unrest was an important danger as the Kapp Putsch demonstrated how a nationalist revolt would not be prevented by the army and showed democracy was not fully supported. However economic unrest was more important as economic poverty and despair following the war created instability which caused political unrest like the Munich Putsch.

Commentary – Level 4

The response shows complex understanding of both bullets leading to a sustained judgement. The response is complex because the judgment shows how the factors are related in order to explain importance for the issue in the question (ie how economic problems led to political problems, making economic problems more important in placing the republic in danger).

Student two

The Weimar Republic faced dangers from economic and political threats.

Political unrest caused danger because violent groups tried their best to seize control which forced the Weimar republic to defend itself. For example, in 1919 the Spartacists started a revolt in Berlin, and were only defeated by the Freikorps who killed the leaders and retook control. However, the Freikorps were a danger to the republic because they started the Kapp putsch. They took over key buildings in Berlin and were only stopped when the unions called a General Strike and Kapp gave up. So political unrest was a danger because the leaders of the Weimar republic relied on others to take back control which showed how weak they were.

Economic problems also caused unrest. For example, the Republic had to pay 6.6 billion in reparations because of the treaty, which made Weimar unpopular because it looked weak for accepting the diktat. Hyper-inflation also caused bitterness because money became worthless and people's savings were wiped out. This made food hard to buy and people had to carry their money in wheelbarrows. Weimar was blamed for this, which was dangerous because it led to strikes and protests like the Munich Putsch.

In conclusion, for ordinary people, the problems over hyperinflation were much worse than political unrest because this affected everyone.

Commentary – Level 3

The response is developed as it explains both bullet points in a way that directly addresses the issue in the question (ie how the factors caused danger for the republic), supported with relevant knowledge and understanding. The response asserts a judgement. Further explanation of why economic problems were more important than political unrest for causing danger to the republic is required to progress beyond Level 3.

Student three

Economic reasons were important. After the First World War, people in the Weimar Republic had no jobs, and the Treaty of Versailles made them pay high reparations. Food was in short supply and what there was could be difficult to buy because of hyperinflation, which meant that it cost millions of marks to buy just a loaf of bread because money was worthless. This had a negative effect on people and made the German population very angry.

Political problems were also important. For example, there were groups trying to take over like the Spartacists or Communists, who thought that everyone in the world should be equal and fought for their beliefs in Germany and tried to take over Berlin. Also, there were groups of Freikorps who were soldiers in World War One and were also dangerous to the new government because they didn't like the new Weimar Republic.

Overall, political problems were more important than economic reasons because of groups like the Freikorps and Spartacists.

Commentary – Level 2

The response shows a simple explanation of both bullets. The response describes how the Republic faced problems in the period defined by the question, but doesn't go on to explain why these factors posed a threat/danger. To progress, the response should directly address the issue in the question, for example by explaining why the Freikorps posed a danger to the Weimar Republic.

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You can talk directly to the History subject team

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