



**General Certificate of Education
June 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.

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Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level students. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Students who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which students meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a student performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:

AS EXAMINATION PAPERS

General Guidance for Examiners (to accompany Level Descriptors)

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that students might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other students' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Students should never be doubly penalised. If a student with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a student with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

June 2013

GCE AS History Unit 1: Change and Consolidation

HIS1J: The Development of Germany, 1871–1925

Question 1

01 Explain why Bismarck introduced protective tariffs in 1878/1879. (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

L2: Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

L3: Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

L4: Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why Bismarck introduced protective tariffs in the years 1878 and 1879.

Students might include some of the following factors:

- the German economy suffered a slump from 1873 onwards. Pressure from various groups grew over the next five years arguing that protective tariffs were the best way out of the economic depression

- pressure was particularly strong from the rich landowners, such as the Prussian Junkers, who were suffering from low prices caused by cheap foreign grain from America and Russia. The Junker class had considerable influence in the corridors of power
- the landowners were joined in pressing for protective tariffs by rich industrialists in the so-called 'Alliance of Steel and Rye'. Foreign markets were increasingly difficult for German industries to exploit as several other countries had already introduced tariffs. They argued that Germany should do the same in order to protect domestic industry
- the depression had undermined the ability of the federal states to pay contributions to the central government. Tariffs would allow the government to raise funds independently of the federal states
- Bismarck wished to break his ties with the National Liberals who had become over-demanding allies. In order to maintain his control of the Reichstag he now aimed at gaining the support of the Catholic Centre Party who he knew would favour the introduction of protection in addition to his attack on the rising SPD.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might point out that the introduction of protection in 1878/1879 was part of a wider political realignment which Bismarck felt was necessary for maintaining his political dominance. Tariffs provided a useful rallying point for the parties which Bismarck hoped to rely on for support in the Reichstag after 1878 – the Conservative parties and the *Zentrum*.

Question 1

- 02** How successful was Bismarck in winning support for his domestic policies in the years 1878 to 1890? (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 Bismarck was successful in winning support for his domestic policies between 1878 and 1890 might include:

- the Catholic Centre Party backed Bismarck's policies of protection and the Anti-Socialist laws introduced in 1878/79, which were also supported by Bismarck's more natural allies in the Conservative parties
- Bismarck was able to introduce social welfare policies, such as medical insurance (1883), accident insurance (1884) and pensions (1889), throughout the 1880s with the support of a majority of the Reichstag
- in 1887, Bismarck called an election in order to gain a more compliant Reichstag as the Centre Party were proving to be unreliable. He successfully exploited the Boulanger Affair in France to create a wave of patriotic feeling during the election campaign which resulted in significant gains for the Conservative parties and the National Liberals who formed the *Kartell*.

Factors suggesting that Bismarck was not successful at winning support for his domestic policies between 1878 and 1890 might include:

- despite supporting the introduction of protection in 1878/79, the Centre Party had not forgotten the *Kulturkampf* and opposed many of Bismarck's other policies throughout the 1880s. This meant that from 1881 until 1887 around three-quarters of Reichstag deputies regularly opposed Bismarck
- the SPD were not undermined by the Anti-Socialist Laws or the introduction of social welfare policies. By 1890, the SPD had 35 deputies in the Reichstag which added to the strength of opposition Bismarck faced there
- many socialists derided the social welfare policies of the 1880s as 'crumbs from a rich man's table'. The continuation of protection kept food prices high which was more of a concern to many in the working classes
- the split of the Liberals in 1878/79 over the issue of protection had created a significant group of progressive or Left Liberals in the Reichstag who were more inclined to oppose Bismarck's policies
- in 1890, Bismarck's *Kartell* parties suffered significant losses in the election which followed the defeat of his proposed new Anti-Socialist Laws. Bismarck's inability to control the Reichstag in 1890 was a contributory factor to his resignation in the same year
- Bismarck failed to win support from the new Kaiser after 1888 for his proposals for a permanent anti-socialist law.

Good answers are likely to/may show an awareness that the 1880s were a difficult period for Bismarck. He did enjoy successes, most notably the 1887 election, but these were short-lived and the more significant trend of the period was of an increasingly hostile Reichstag. After 1888, this combined with a hostile Kaiser and ultimately culminated in Bismarck's resignation.

Question 2

- 03** Explain why the SPD had become the largest party in the Reichstag by 1912. (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 SPD had become the largest party in the Reichstag in 1912.

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

- the social and economic changes experienced in Germany between 1871 and 1912 led to a huge increase in the industrial proletariat who were the SPD's natural constituency. Rapid industrialisation led to increasing class consciousness amongst the working-classes who looked towards the SPD to represent their interests
- the SPD was very effective at winning popular support through organising many clubs and societies for the working classes
- the lapsing of Bismarck's anti-Socialist laws in 1890, part of Caprivi's 'New Course', gave a considerable boost to the SPD who were now able to operate more freely

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

- since the increase in protective tariffs in 1902 by von Bulow, the cost of living in Germany had become more expensive, a trend which hit the working classes hardest and encouraged them to turn to the SPD in the hope of some political remedy
- increases in indirect taxation in the years before 1912 also angered many on the Left who felt again that it was the working classes who were most disadvantaged by such an economic policy
- the issue of the voting system for the Prussian *Landtag* also infuriated left-wing opinion in the years up to 1912, for example socialist candidates in 1908 won 23% of the vote but only 7% of the seats.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might argue that the long-term rise of the SPD was a direct consequence of social and economic change in Germany but that the particularly rapid rise after 1890 was largely due to the impact of the government's policies on the working classes.

Question 2

- 04** How successful was Kaiser Wilhelm II in maintaining his personal control of government in the years 1888 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 Wilhelm II was successful in maintaining his personal control of government might include:

- in the clashes with Bismarck from 1888 to 1890, Wilhelm was able to assert his authority and ultimately accepted Bismarck's resignation
- the Kaiser was responsible for the appointment and dismissal of all the subsequent Reich Chancellors in this period
- the policies of naval expansion and *Weltpolitik*, pursued vigorously from 1897 onwards, were fully in line with the Kaiser's own priorities and ambitions
- during the Zabern Affair in 1913, the Kaiser was able to completely ignore a vote of no-confidence in his government in the Reichstag. His backing for the Army and their obvious influence in Germany provide evidence of the Kaiser's continuing political power.

Factors suggesting Wilhelm II was not successful in maintaining his personal control of government might include:

- Caprivi proved to be far more independently minded than Wilhelm had bargained for in pursuing his 'New Course'. Even Caprivi's dismissal, by Wilhelm, could be seen as the result of pressure being put on the Kaiser by influential Junkers and Army officers who disliked Caprivi's policies
- it is possible to argue that Wilhelm II was merely a 'shadow emperor' – a leader exploited by the powerful right-wing elites who held the real power in Germany
- the Eulenburg Affair from 1906 to 1908 damaged the Kaiser's public image and credibility. As a result, Wilhelm retreated from taking such an active part in directing the government from 1908
- after the Daily Telegraph Affair (1908) the Kaiser was forced to issue a statement saying that he promised to respect the constitution. In the years up to 1914, the Kaiser played a far more restricted role in domestic politics
- the Zabern Affair can also be used as evidence of the free rein which the military felt it had within Germany, and who merely used Wilhelm as a figurehead
- by 1914, a stalemate had arisen in German politics with the Kaiser's Chancellors largely unable to gain a majority in the Reichstag for their policies due to the dominance of left-wing parties after the 1912 election.

Good answers are likely to/may show an awareness that that it appeared to contemporaries that Wilhelm II very much carried out 'personal rule', especially in the period 1897–1908. However, after 1908 the Kaiser did not exercise as much personal control over government, partly through his own choice following the difficulties he got into. Alternatively, students may argue that the Kaiser was merely a 'shadow emperor' throughout the period, manipulated by the right-wing elites who held the real power.

Question 3

05 Explain why Germany became a Republic in November 1918. (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 Weimar constitution established a President as head of state.

Students might include some of the following factors:

- the rule of a Kaiser had been discredited by the actions of Wilhelm II before the war and by Germany's subsequent defeat. An alternative head of state and system of government was considered important by many Germans keen to have more effective and democratic leadership
- the creation of a Republic by handing over power to the largest party in the Reichstag – the SPD – can be seen as a cynical attempt by the Army leadership to deflect blame for the ultimate surrender in the war away from themselves and the Kaiser and onto a new democratic, socialist government
- Germany was under pressure from the Allies to introduce a more democratic system of government in order to receive more favourable treatment in the peace negotiations. In this context the establishment of a Republic was seen as a necessary step

- there were a series of riots and mutinies across Germany at the end of October/beginning of November 1918. The Chancellor, Prince Max, proclaimed the abdication of the Kaiser on November 9 1918 in order to pre-empt this unrest from developing into a full-blown communist revolution
- Prince Max renounced the chancellorship and handed it over to Friedrich Ebert, leader of the SPD. Ebert's co-leader, Philipp Scheidemann, declared a Republic from a balcony of the Reichstag building.

To reach higher levels, students will need to show the inter-relationship of the reasons given. Students may point out that there were long-term factors such as the strength of the SPD and concerns over the Kaiser's rule which pre-dated the war. However, the specific circumstances of 1918 brought matters to a head in which many significant groups saw something to be gained from the proclamation of a Republic – the SPD would gain power; the Army could manufacture a scapegoat; and, for many moderate Germans, a more extreme revolution could be averted.

Question 3

- 06** How far was the instability of the Weimar Republic in the years 1919 to 1923 due to the Treaty of Versailles? (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 Treaty of Versailles is important in explaining the weaknesses of the Weimar Republic might include:

- the democratic politicians of the Weimar Republic were lambasted by right-wing nationalist opinion within Germany for signing the Treaty. This gave much greater strength to the 'Stab-in-the back-myth' which was already pervasive in right-wing circles. The impact was to increase support for nationalist parties who were opposed to the new democracy such as the DNVP and the Nazis even amongst relatively moderate voters
- the Treaty of Versailles significantly weakened the German economy in the years 1919–1923, ultimately contributing to the inflationary crisis of 1923
- The policy of 'fulfilment' pursued by the Weimar government, although the only realistic option, caused the lingering resentment of the Treaty amongst many Germans to become associated with the democratic politicians. At its most extreme this contributed to the wave of political assassinations carried out by right-wing extremists
- the disarmament terms of the Treaty were a significant cause of the Kapp Putsch (1920) in which the *Freikorps* aimed to take over power rather than be disbanded
- the French and Belgian occupation of the Ruhr in 1923 was caused by Germany defaulting on her reparations payments. Resentment against such foreign occupation was again focused on the Weimar government for having signed the Treaty in the first place.

Factors suggesting other factors were just as/more important in explaining the weaknesses of the Weimar Republic might include:

- despite the new democratic constitution many institutions in German society remained largely unchanged from the pre-war years. The most important of these were the Army, the judiciary and the civil service. All of these groups were dominated by right-wing sentiment which was at best lukewarm towards the new Republic and more often openly hostile
- the Spartacist Rising and other such challenges to the Weimar Republic from the extreme left had little to do with the Treaty of Versailles. These groups regarded the moderate socialist nature of the new government to be a betrayal of the left-wing cause
- the failure of any single party to secure a majority in the elections of 1919 or 1920 resulted in a series of weak coalitions which were prone to collapse. This undermined confidence in the new democracy as well as the government's ability to deal with the challenges it faced.

Good answers are likely to/may show an awareness that whilst the fledgling Weimar democracy had several weaknesses, the most significant of these was the threat from the forces of the Right. The Treaty of Versailles provided right-wing nationalists with the perfect material to use in undermining the new republic. Without the damage caused by the Treaty, the Weimar government may have been able to overcome its challenges more completely. Therefore, the Treaty is hugely important in understanding the weaknesses of the Weimar Republic in this period.

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