



**General Certificate of Education  
January 2012**

**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 meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting 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 the standardisation meeting each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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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)**

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#### **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

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January 2012

**GCE AS History Unit 1: Change and Consolidation**

**HIS1J: The Development of Germany, 1871–1925**

**Question 1**

- 01** Explain why Bismarck and Kaiser Wilhelm II were unable to work together by 1890. (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 and Kaiser Wilhelm II could not work together by 1890.

Students might include some of the following factors:

- disagreements over who should rule, Kaiser or Chancellor, intensified by the Kaiser's desire for personal rule
- disagreements over policy towards socialism which were brought to a head by the Ruhr miners' strike of 1889

- Bismarck's increasingly weak political position in the Reichstag following the collapse of the 1887 Kartell in the 1890 elections where it lost 85 seats
- Bismarck's position as Chancellor being entirely dependent upon the Kaiser
- disagreements over foreign policy. Wilhelm and the General Staff accused Bismarck of not informing them in time of Russian troop manoeuvres in the Balkans. Bismarck's resignation letter maintained that the Kaiser's anti-Russian policy was one that he could not approve.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might conclude that ultimately Bismarck and Wilhelm could not work together because of Wilhelm's ambition and desire for 'personal rule'.

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**Question 1**

- 02** How successful was Bismarck in developing the unity of the German Reich in the years 1871 to 1879? (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 developing the unity of the Reich might include:

- persecution of the Catholics, whose religious ties to Rome and shared religion with Austria made them a threat to the unity of the Reich. It can be argued that the Falk Laws of 1873 enabled the German State to maintain a closer control of the Catholic Church. 1000 priests were suspended from their posts and by 1876 all but 2 of Prussia's twelve bishops were in exile or under arrest
- by persecuting the Catholic opposition Bismarck was able to strengthen his alliance with the Liberals, who opposed that Centre Party because of its lack of enthusiasm for national unity
- the Kulturkampf helped to transform the Centre Party largely into a religious, rather than political party, which supported Bismarck on some important measures such as protectionism
- when the Kulturkampf ended Bismarck managed to maintain some state control over the Catholic Church
- Bismarck's persecution of the socialists through the 1878 anti-socialist law crippled the SPD by banning any group or meeting aimed at spreading socialist principles, outlawing trade unions and closing down 45 newspapers
- Bismarck followed a policy of Germanization in order to control the national minorities living within the German Reich
- creation of a national bank, unified legal procedures (1877), German Appeal Court (1879).

Factors suggesting that Bismarck was not successful in developing the unity of the Reich might include:

- ultimately the Kulturkampf was a failure as it strengthened, rather than weakened Catholicism in Germany. Catholics rallied to the Centre Party. Its vote doubled in 1874 and post 1879 it became a major force in the Reichstag
- the anti-socialist law of 1878 meant that the SPD developed social and cultural activities which bound members together. Persecution by the state helped a 'fortress mentality' of the German working class to develop. Post 1879 SPD membership expanded rapidly
- codification of German Civil Law was not introduced until 1900
- the Germanization policy did not work, e.g. the people of Alsace continued to vote for deputies in favour of separation from the Reich
- the break with the German Liberals in 1878/79 meant that Bismarck's closest allies in favour of unification had been seriously alienated.

Good answers are likely to/may show an awareness that Bismarck's attempts to unify the German population through the use of reichsfeind opponents satisfied his short term political objectives to control the Reichstag, but in the longer term consolidated opposition to conservatism in the Reichstag. Under Bismarck Germany did become more united, strong and powerful through the reichsfeind imagery; however it can be argued that the sense of freedom and democracy was weakened.

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**Question 2**

- 03** Explain why the German economy expanded so rapidly in the years c1890 to 1914.  
(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.**

Between 1890 and 1910 Germany witnessed another period of economic expansion. Despite the occasional economic downturn in 1891 and 1901 the German economy grew on average by 7–8% per year. German exports rose to over £500 million by 1914. The reasons for this economic growth are varied and answers should include a range of reasons as to why there was economic growth in this period.

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

- the economy took full advantage of its Bismarckian foundations of economic protectionism and exploitation of abundant raw materials which enabled the iron and steel industry to continue to prosper beyond the 1890s.

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

- the steady growth in the railway system from almost 42000 km in 1890 to almost 60000 km by 1910 allowed for the rapid transportation of coal which was required to provide energy for industry.
- in 1890 the population stood at almost 50 million, in the next two decades the population rose to 65 million. The rapid growth in population provided industry with a greater workforce and more consumers who had larger incomes to spend on consumer products
- the development of the German merchant navy was spectacular in this period and stimulated the growth of the economy in a number of ways. Firstly, raw materials were needed to build the fleet. Secondly, the building of the ships provided vital work for the shipbuilding yards based in ports like Hamburg. Thirdly, it provided employment for men as sailors. Fourth, and perhaps most importantly, the merchant navy exported German manufactured goods and imported raw material from the rest of the world- thus fuelling economic growth
- new ventures such as chemical and electrical industries were invested in by banks, further stimulating economic growth. The chemical industry produced 75% of the world output of chemical dyes by 1914. Agriculture was stimulated by the production of chemical fertilisers. By 1913 half of the world's electro-technical trade was in Germany
- the German education system, especially technical schools, provided a skilled workforce for the new and traditional industries.

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**Question 2**

- 04** How far was the growth of socialism a threat to political stability in Germany in the years 1878 to 1914? (24 marks)

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

**Generic Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

**Indicative content**

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

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

Factors suggesting that the growth of socialism was a threat to the political stability of Germany in the period 1878 to 1914:

- the anti-socialist law of 1878 did not ban the SPD. The SPD grew in the Reichstag from 12 seats in 1877, to 24 seats in 1884, to 35 seats in 1890
- the anti-socialist law in reality strengthened the socialist cause as a 'fortress mentality' of the German working class developed
- the issue of socialism in Germany was ultimately the downfall of Chancellors Bismarck and Caprivi
- the political scene was becoming increasingly polarised as the SPD's vote increased in the Reichstag. By 1912 the SPD was the largest party in the Reichstag with 110 seats. The SPD resisted indirect taxes and caused problems for Bulow in 1909 and Bethmann-Hollweg in 1913
- the party appealed to the rapidly growing urban working classes who often lived in abject poverty and were increasingly frustrated by the lack of social mobility
- at the Erfurt Congress of 1891 the SPD adopted an uncompromising Marxist programme to overthrow the Wilhelmine class system.
- according to Berghahn the perceived threat of socialism forced the ruling elite to look to war as a solution to rising social tensions within Germany.

Factors suggesting that the growth of socialism in the period 1878 to 1914 was not a threat to the political stability of Germany:

- the anti-socialist law of 1878 immediately crippled the SPD. The legislation was enforced rigorously and at first the SPD vote fell from 493 000 in 1877 and 12 seats in the Reichstag to 312000 in 1878 and 9 seats
- State Socialism was designed to wean the working classes from revolutionary socialism by offering them a modest stake in the Empire. In the longer term Bismarck's policy proved to be successful as State Socialism led to a gradual transformation in the attitude of the SPD to the state, so much so that in 1914 the SPD supported the empire at war
- there existed divisions within the rank and file of the SPD about the methods to achieve its aims. For example the trade unionists believed in a more gradual and evolutionary way to create a socialist society
- whilst in theory the SPD remained committed to a revolutionary programme, in practice the socialist deputies in the Reichstag worked for social and political change through the existing system
- the SPD also supported the financial provisions of the Army Bill in 1913 because of the included property tax.

Other factors which threatened political stability in Germany in the years 1878 to 1914 could include:

- Kaiser Wilhelm and his personal rule
- the growth of rightwing leagues
- the power and influence of the German Army.

Higher level answers will appreciate that the fear of socialism posed more of a threat to the German political system than the reality of the SPD. It can be successfully counter-argued that the greatest threat to political stability in the period came from the Kaiser himself, who created a powerful, but unstable 'personal rule' and from the right-wing elites' determination to maintain political power for themselves.

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**Question 3**

- 05** Explain why the *Freikorps* were an important influence in Germany in the years 1918 to 1920. (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**
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- 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 *Freikorps* became an important influence in Germany in the years 1918 to 1920:

Students might include some of the following factors:

- as anti-communist volunteer groups the ranks of the *Freikorps* were swelled by ex-servicemen embittered by the armistice and resulting peace treaty. Therefore the *Freikorps* were significant because of their strength in numbers, in a state which was to have its standing army drastically reduced
- *Freikorps* were often funded by industrialist fearful of a communist revolution. Thus the *Freikorps* had supporters with political and economic influence
- the Weimar government used the *Freikorps* to crush the Spartacist revolt of January 1919 to restore “order” to Germany. They were also used to end strikes and shut down the “republics of Councils”. Thus the *Freikorps* were important in saving the new Republic from communism

- the Freikorps along with disgruntled army officers attempted the Kapp putsch in the spring of 1920 which exposed the vulnerability of the Weimar Republic to attempted revolution from the right. The Kapp putsch revealed the lack of support for the Republic from within the armed forces as Seeckt declared “Reichswehr does not fire on Reichswehr”.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might understand how the Freikorps were important in helping the Weimar Republic establish itself and survive attacks from the left, yet the Freikorps also threatened the political stability of the new Republic.

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**Question 3**

- 06** How far was President Ebert responsible for the survival of the Weimar Republic in the years 1919 to 1925? (24 marks)

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

**Generic Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
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- 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 Ebert was personally responsible for the survival of the Weimar Republic might include:

- Ebert negotiated the use of the forces of the right (the Freikorps and the Army) through the Ebert-Groener pact to quash the political extremism of the left
- Ebert's use of Article 48 and the strength of the Weimar Constitution to suspend citizens' rights in times of emergency so as to stabilise the political situation
- in the period of intense political instability between 1919 and 1923 where governments fell in quick succession Ebert was the constant figure of authority
- without Ebert's threat to call new elections in 1924 the Dawes Plan would have been rejected by Nationalists in the Reichstag. Therefore Ebert deserves some of the credit for the economic improvement which followed the Dawes Plan.

Factors suggesting that Ebert was not personally responsible for the survival of the Weimar Republic might include:

- Ebert was one of the "November criminals" who was detested by the extreme right, whilst the extreme left felt betrayed by Ebert's negotiations with the army and Freikorps
- the Weimar Republic survived primarily because its extremist opposition was divided. The splits and divisions of the extreme left between the USPD and the KPD weakened its attempts to overthrow the Republic, whilst the right wing were unable to launch a co-ordinated attack
- extremist right-wing opposition was halted through a combination of worker resistance (Kapp) and weak leadership (Munich)
- ultimately the Weimar Republic survived the years of crisis through the resolute action of Stresemann and Schacht, which brought financial and subsequently political stability to Germany.

Good answers are likely to show an awareness that whilst Ebert's leadership enabled the Republic to lurch from crisis to crisis and just about survive, it was not until Stresemann's period as Chancellor that the Weimar Republic entered a period of relative stability.

### **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](http://www.aqa.org.uk/umsconversion)