Weimar and Nazi Germany- Topic 1, The Weimar Republic, Section A

Study source A below and then answer Question 1.

Source A: A description of Germany in 1918, written by a South African visitor

Germany lies in ruins, exhausted by the most terrible struggle in history, with its people broke, starving, despairing, struggling forward along the path of disorder and war.

1. Give two things you can infer from source A about the situation in Germany in 1918 (4)

(i) What I can infer:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Details in the source that tell me this:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

(ii) What I can infer:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Details in the source that tell me this:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
2. Explain why the period 1919-1923 was politically unstable in Germany

You may use the following in your answer:

- Spartacist Rising
- The Ruhr Crisis

You must also use information of your own

- Simple or generalised answer;
- Limited knowledge and understanding.

- Some explanation, development and organisation;
- Some accurate knowledge and understanding.
- Maximum five marks for level two answers that do not go beyond the stimulus points.

- Good explanation, analysis and organisation.
- Good knowledge and understanding.
- Maximum eight marks for answers that do not go beyond the stimulus points.

- Sustained analysis, focus and line of reasoning;
- Precise and wide-ranging knowledge and understanding.
- No access to level four for answers that do not go beyond the stimulus points.

1-3 marks | 4-6 marks | 7-9 marks | 10-12 marks
WEIMAR AND NAZI GERMANY SECTION B- Stresemann and the Weimar recovery, 1923-28

For this section, you will need to use the sources and interpretations in the Sources/Interpretations Booklet.

3. a) Study sources B and C

How useful are sources B and C for an enquiry into the extent of the recovery of the Weimar Republic between 1924 and 1929?

Explain your answer, using sources B and C and your knowledge of the historical context (8)

<table>
<thead>
<tr>
<th>1-2 marks (grade 1-2)</th>
<th>3-5 marks (grade 3-5)</th>
<th>6-8 marks (grade 6-9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judgement on source utility supported by undeveloped use of content and/or provenance; Simple comprehension of the sources; Limited contextual knowledge.</td>
<td>Judgement on source utility supported by developed use of content and/or provenance; Comprehension and some analysis of the sources; Contextual knowledge used to support analysis.</td>
<td>Judgement on source utility supported by developed use of content and provenance; Analysis used to support reasoning about utility; Contextual knowledge used to apply criteria for judgements on utility.</td>
</tr>
</tbody>
</table>
3. b) Study Interpretations 1 and 2. They give different views about the extent of the recovery of the Weimar Republic between 1924 and 1929.

What is the main difference between these views?

Explain your answer, using details from both interpretations (4)

<table>
<thead>
<tr>
<th>1-2 marks (grade 1-3)</th>
<th>3-4 marks (grade 4-9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited analysis of the interpretations is shown by the extraction or paraphrase of some content, but differences of surface detail only are given, or a difference of view is asserted without direct support</td>
<td>The interpretations are analysed and a key difference of view is identified and supported from both sources</td>
</tr>
</tbody>
</table>
3. c) Suggest **one** reason why Interpretations 1 and 2 give different explanations about the extent of the recovery of the Weimar Republic between 1924 and 1929. You may use sources B and C to help explain your answer (4)

<table>
<thead>
<tr>
<th>1-2 marks (grade 1-3)</th>
<th>3-4 marks (grade 4-9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A simple valid explanation is offered but displaying only limited analysis. Support for the explanation is based on simple undeveloped comment or on the selection of details from the provided material or own knowledge, with only implied linkage to the explanation.</td>
<td>An explanation of a reason for the difference is given, analysing the interpretations. The explanation is substantiated effectively.</td>
</tr>
</tbody>
</table>
Up to 4 marks of the total for part (d) will be awarded for spelling, punctuation, grammar and use of specialist terminology.

3. d) How far do you agree with Interpretation 1 about the extent of the Weimar Recovery between 1924 and 1929?

Explain your answer, using both interpretations and your knowledge of the historical context. (16+4)

<table>
<thead>
<tr>
<th>1-4 marks Grade 1</th>
<th>5-8 marks Grade 2-4</th>
<th>9-12 marks Grade 5-6</th>
<th>13-16 marks Grade 7-9</th>
<th>SPAG 1-4 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple, valid comment to agree/disagree with the interpretation;</td>
<td>Valid evaluative comment to agree/disagree with the interpretation;</td>
<td>Explained evaluation to agree/disagree with the interpretation;</td>
<td>Explained evaluation reviewing alternative views;</td>
<td>Spelling;</td>
</tr>
<tr>
<td>Limited use of one interpretation;</td>
<td>Some use of both interpretations;</td>
<td>Good use of both interpretations;</td>
<td>Precise use of both interpretations;</td>
<td>Punctuation;</td>
</tr>
<tr>
<td>Generalised contextual knowledge.</td>
<td>Some relevant contextual knowledge;</td>
<td>Relevant contextual knowledge;</td>
<td>Precise contextual knowledge</td>
<td>Grammar;</td>
</tr>
<tr>
<td>GCSE Target:</td>
<td>Total mark:</td>
<td>Percentage:</td>
<td>GCSE Grade:</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
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<td></td>
</tr>
<tr>
<td>Making limited progress towards target</td>
<td>Working towards target</td>
<td>On track to achieve target</td>
<td>Likely to exceed target</td>
<td></td>
</tr>
</tbody>
</table>

**WWW:**

**EBI:**

**Student Improvements:**
Source B - from the German magazine ‘Simplicissimus’, 1923. The caption reads, ‘Saviour Stresemann. He looks left, he looks right, he saves me’

Source C - from a speech made Stresemann to a group of bankers in 1928.

The German economy is doing well only on the surface. Germany is, in fact, dancing on a volcano. If the short-term credits are called in by America, most of our economy will collapse.

**Interpretation 1** From Weimar and Nazi Germany, F Reynoldson, 1996
From 1924 to 1929 the Weimar Republic was much stronger that it had been just after the war. Led by Stresemann in the Reichstag the different parties managed to work together. The extreme parties such as the Nazis gained fewer seats in the elections. The German people were better off and more contented. The Weimar Republic looked safe.

**Interpretation 2** From Weimar and Nazi Germany, E. Wimtott, 1997
German prosperity was built on quicksand foundations. The Weimar economy was dependent upon high-interest American loans, which usually had to be repaid or renewed within three months. In times of depression, US moneylenders could demand rapid repayment. Moreover, unemployment never fell below 1.3 million. Although big business grew in the 1920s, small firms struggled and many went