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## GLOSSARY

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ABOUT THIS BOOK

This book is written for students following the Edexcel International GCSE (9–1) History specification and covers one unit of the course. This unit is Germany: Development of Dictatorship, 1918–45, one of the Depth Studies.

The History course has been structured so that teaching and learning can take place in any order, both in the classroom and in any independent learning. The book contains five chapters which match the five areas of content in the specification:

- The establishment of the Weimar Republic and its early problems
- The recovery of Germany, 1924–29
- The rise of Hitler and the Nazis to January 1933
- Nazi Germany, 1933–39
- Germany and the occupied territories during the Second World War

Each chapter is split into multiple sections to break down content into manageable chunks and to ensure full coverage of the specification.

Each chapter features a mix of learning and activities. Sources are embedded throughout to develop your understanding and exam-style questions help you to put learning into practice. Recap pages at the end of each chapter summarise key information and let you check your understanding. Exam guidance pages help you prepare confidently for the exam.

Learning objectives
Each section starts with a list of what you will learn in it. They are carefully tailored to address key assessment objectives central to the course.

Activity
Each chapter includes activities to help check and embed knowledge and understanding.

Extend your knowledge
Interesting facts to encourage wider thought and stimulate discussion. They are closely related to key issues and allow you to add depth to your knowledge and answers.

Timeline
Visual representation of events to clarify the order in which they happened.

Source
Photos, cartoons and text sources are used to explain events and show you what people from the period said, thought or created, helping you to build your understanding.

Key term
Useful words and phrases are colour coded within the main text and picked out in the margin with concise and simple definitions. These help understanding of key subject terms and support students whose first language is not English.
Exam-style question
Questions tailored to the Pearson Edexcel specification to allow for practice and development of exam writing technique. They also allow for practice responding to the command words used in the exams.

Recap
At the end of each chapter, you will find a page designed to help you consolidate and reflect on the chapter as a whole.

Recall quiz
This quick quiz is ideal for checking your knowledge or for revision.

Skills
Relevant exam questions have been assigned the key skills which you will gain from undertaking them, allowing for a strong focus on particular academic qualities. These transferable skills are highly valued in further study and the workplace.

Exam guidance
At the end of each chapter, you will find two pages designed to help you better understand the exam, allowing you to approach them with confidence.

Student answers
Exemplar student answers are used to show what an answer to the exam question may look like. There are often two levels of answers so you can see what you need to do to write better responses.

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### Exam Guidance: Part (A) Questions

#### 218

**Question 1**

The main points of each chapter are summarised in a series of bullet points. These are great for embedding core knowledge and handy for revision.

**Student answers**

Exemplar student answers are used to show what an answer to the exam question may look like. There are often two levels of answers so you can see what you need to do to write better responses.

---

**Analysis Question 1:**

What is the question type testing?

This is a 6-mark question and you need to make sure you leave enough time to answer it. There is a time permitting of 15 minutes, so you need to make sure you leave enough time to answer the question.

**Analysis Question 2:**

What are the strengths and weaknesses of Extract A?

Unfortunately, this is a very small answer. The question asks about the character's view of Germany at this time, but the answer has simply stated that the character is a national hero. This barely answers the question and gives 1 mark at best.

**Analysis Question 3:**

Are there any techniques I can use to make it very clear what the character's view of Germany at this time was surprising, because he says 'Astonishing' Hitler got just a short sentence.

**Commentary**

The question asks about the character's view of Germany at this time, but the answer has simply stated that the character is a national hero. This barely answers the question and gives 1 mark at best.

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**Activity 2:**

In small groups, create a poster to accompany a lesson on the Munich Putsch. Include a photograph of Hitler and his supporters, and a timeline of the events leading up to the Putsch. Use primary sources to help you prepare your poster.

**Checkpoint**

Checkpoints help you to check and reflect on your learning. The Checkpoint section helps you to consolidate and understand, and check that you have grasped the content they include to create a particular impression. The Checkpoint questions provide you with the opportunity to show what you have learned and how you have understood the content.

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**Summary**

The main points of each chapter are summarised in a series of bullet points. These are great for embedding core knowledge and handy for revision.

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**Exam-style question**

Questions tailored to the Pearson Edexcel specification to allow for practice and development of exam writing technique. They also allow for practice responding to the command words used in the exams.

**Recap**

At the end of each chapter, you will find a page designed to help you consolidate and reflect on the chapter as a whole.

**Recall quiz**

This quick quiz is ideal for checking your knowledge or for revision.
TIMELINE – GERMANY, 1918–45

1918
- Kaiser went into exile
- Armistice signed

1919
- New constitution approved by the National Assembly
- Spartacist Uprising
- Treaty of Versailles signed
- Kapp Putsch

1921
- Hitler became leader of Nazi Party
- Stormtroopers set up

1923
- Invasion of the Ruhr by French and Belgian troops
- Hyperinflation
- Munich Putsch
- Rentenmark introduced

1924
- Hitler’s trial and imprisonment
- Dawes Plan

1925
- Locarno Pact

1928
- Kellogg–Briand Pact

1929
- Young Plan approved
- Wall Street Crash

1932
- Nazis became largest party in Reichstag

1933
- Hitler became chancellor
- Reichstag fire
- Concordat signed with Catholic Church

1918
- End of First World War

1919
- Versailles Peace Treaty

1920
- League of Nations founded

1921
- Lenin died

1924
- General Strike in Britain

1926
- Germany joined the League of Nations

1928
- Fleming discovered penicillin

1929
- St Valentine’s Day Massacre

1930
- Roosevelt introduced New Deal
1934
- Ministry of Propaganda and Public Enlightenment set up
- Enabling Act passed
- Night of the Long Knives
- Hindenburg died
- Hitler became head of state

1935
- Ministry of Propaganda and Public Enlightenment set up
- Enabling Act passed
- Night of the Long Knives
- Hindenburg died
- Hitler became head of state

1936
- Ministry of Propaganda and Public Enlightenment set up
- Enabling Act passed
- Night of the Long Knives
- Hindenburg died
- Hitler became head of state

1938
- Kristallnacht

1939
- Outbreak of Second World War

1940
- Long March in China
- Trotsky murdered

1941
- Germany invaded Soviet Union

1942
- Holocaust began

1943
- Scholl executed

1944
- Bomb plot against Hitler

1945
- Germany surrendered
- Hitler committed suicide
- End of Second World War
- United Nations founded
The period 1923–29 is sometimes called the ‘Stresemann Era’, named after the politician Gustav Stresemann. In 1923, the Weimar Republic was in crisis. Thanks to Stresemann’s economic and diplomatic policies, Germany emerged from this crisis in a much healthier position. Stresemann believed it was vital to improve Germany’s relations with other countries, so he could negotiate more realistic reparations payments. He hoped this would give Germany a chance to sort out its economic problems. Stresemann’s approach relied on finding a way to co-operate with the Allies. He also worked hard to bring the more extreme sections of German society to a more moderate position. This allowed him to build a new, stronger Germany.
2.1 THE WORK OF GUSTAV STRESEMANN – AT HOME

LEARNING OBJECTIVES

- Understand how the introduction of the Rentenmark helped to end the currency crisis
- Understand the aims and outcomes of the Dawes Plan and the Young Plan
- Understand the role of US loans and the recovery of the German economy.

GUSTAV STRESEMANN AND THE GREAT COALITION GOVERNMENT 1923

In 1923, Germany was in crisis. This was due to the effects of hyperinflation and the French occupation of the Ruhr. Within the next few years, however, the Weimar Republic overcame its economic problems, social unrest and political revolutions and entered an age of stability and prosperity.

Much of the credit for this recovery must go to Gustav Stresemann. He became chancellor in 1923 and led the ‘Great Coalition’ government. This government helped to solve the urgent problem of hyperinflation and brought about important improvements in the state of the economy – for example, a fall in unemployment, more house building and investment in transport systems. Stresemann was chancellor for just 4 months, before becoming foreign secretary. He held this position until his death in October 1929.

SOURCE A

Gustav Stresemann (centre front) was chancellor of the Great Coalition government, 1923.

THE RENTENMARK

As a result of the 1923 hyperinflation crisis, the German mark was worthless. Stresemann needed to stabilise the value of the currency. In November 1923, he introduced a new currency as a temporary solution. This currency was
known as the Rentenmark and the amount of money printed was tightly controlled.

Stresemann based the value of the Rentenmark on Germany’s industrial and agricultural worth. He also promised to exchange the notes for shares in German land or industry if the currency failed. This gave the German people confidence in the new currency.

In 1924, a new independent national bank – called the Reichsbank – was handed control of the new currency. In the same year, the Reichsmark was issued to replace the Rentenmark. The Reichsmark was a new permanent currency that people in Germany and in other countries could now rely on. These measures restored faith in Germany’s financial system and were vital in allowing Germany’s economy to grow stronger.

**SOURCE B**

A pile of Rentenmark stored in the basement of the Reichsbank in 1923.

**ACTIVITY**

Draw a flowchart to show how Stresemann stabilised the German currency after the hyperinflation crisis.

**US LOANS AND GERMAN ECONOMIC RECOVERY**

Stresemann believed that Germany’s economy could not recover until the issue of reparations had been solved. He argued that Germany should accept the Treaty of Versailles to improve foreign relations with Britain and France. This was a very unpopular view as most Germans hated the treaty. However, Stresemann also believed it would be possible to negotiate better terms for Germany. The USA, France and Britain had a lot to gain from allowing the German economy to recover. The USA had lent millions of dollars to France and Britain as war loans during the First World War. If the German economy improved, Germany would be able to make its reparations payments; this in turn would provide Britain and France with the money they needed to repay the USA. The Allies would also benefit if Germany was able to become a strong trading partner again.
Stresemann was right to believe there was a chance to negotiate better terms for reparations payments. In 1923, the USA sent Charles Dawes to Germany to help resolve its economic problems. Dawes advised Stresemann on the establishment of the Reichsbank. France and Britain accepted that Germany wanted to renegotiate the reparations payments and, in 1924, the Dawes Plan was agreed between Germany and the Allies. The key points of the Dawes Plan were as follows.

- The USA loaned Germany 800 million gold marks; this gave a massive boost to German industry.
- Reparations payments were lowered to 1,000 million marks for the first 5 years, to make them more affordable. After this time, the payments would be increased to 2,500 million marks.
- The Allies agreed to review the payment rate over time, to take account of Germany’s economic situation and ability to pay.
- The French agreed to withdraw troops from the Ruhr. They also agreed that any missed payments in the future would be dealt with by the Allies together.
- The Allies were given some control of the Reichsbank and the railways in Germany.

Some Germans criticised the government for agreeing to the terms of the Dawes Plan. They felt that Germany was accepting the blame for starting the war by agreeing to continue with reparations payments. However, the Dawes Plan helped to restore Germany’s economy and led to further loans from the USA. Over the next 6 years, Germany received more than 25 billion marks in loans. This money allowed German industry to recover.

Germany’s economy recovered significantly after 1924. The stability in Germany’s currency meant that there was more investment in Germany from other countries, especially the USA. Much of that investment was in boosting industry and building factories. The Dawes Plan helped boost industrial output which doubled in the years 1923–29. Wages rose, the cost of living went down and the standard of living improved. Confidence in the economy was restored and the government was able to build new roads, schools and public buildings. The improvements in the economy meant that by 1927 new laws could be introduced to allow people to claim unemployment benefit and ‘labour exchanges’ were set up to help people still unemployed to find work.
However, foreign investment left the German economy open to risks if there were problems in the world economy. The recovery was based largely on American loans. These loans were invested in projects that would create wealth and allow the loans and interest to be paid off. What would happen if there was a downturn in the world economy? By 1927 there were signs that the German economy was slowing down and the farming industry was beginning to struggle. When the Wall Street Crash came in 1929, the Germans found out how weak their economy still was.

The Young Plan 1929

Despite the Dawes Plan and American loans, the German government still did not find it easy to make reparations payments.
- The total reparations bill was reduced to around $8 billion.
- The payments were to be made over 59 years, at a rate of $473 million per year.
- Germany was only obliged to pay a third of the annual sum each year. It should pay the rest if it could afford to do so.

At the same, the French agreed to leave the Rhineland by June 1930 – 5 years ahead of the previously agreed date of 1935. The reduction in annual payments allowed the government to reduce taxes and released funds that were used to boost the German industry and create jobs for workers.

Many people in Germany opposed the Young Plan. Some nationalist groups were angry that Germany would continue to pay reparations. They felt that the timescale for the payments was far too long and would limit Germany’s progress as a nation. Alfred Hugenberg, a media businessman, organised a petition against the plan and managed to get 4 million signatures. However, when a referendum was held in December 1929 – allowing people to vote to accept or reject the plan – only 14 per cent voted against it.

There was also some British opposition to the Young Plan. Two memorials to Britons killed in the war (at Thiepval and the Menin Gate) had only recently been completed and feelings against the Germans were still strong.
In the end, the Young Plan came to nothing. In 1929, the Wall Street Crash occurred in the USA; after this, the Americans could not afford to loan any money to Germany. In 1931, the German economy also crashed and the Allies agreed to suspend reparations payments. When Hitler came to power in 1933, he had no intention of paying reparations.

**EXAM-STYLE QUESTION**

**A01** A02

**ACTIVITY**

1. Copy and complete the table below to compare the terms of the Dawes Plan and the Young Plan.
2. Which plan treated Germany more fairly?

<table>
<thead>
<tr>
<th></th>
<th>DAWES PLAN 1924</th>
<th>YOUNG PLAN 1929</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount of reparations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timetable for payments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Terms and conditions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effect on Germany</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**HINT**

When you explain an effect on something, you need to include information about how the situation changed.

**2.2 STRESEMANN’S SUCCESSES ABROAD**

**LEARNING OBJECTIVES**

- Understand the role of Stresemann in developing relations with other countries
- Understand the challenges and successes of Stresemann’s work as foreign secretary
- Understand the criticism that some Germans made about foreign relations at this time.

**KEY TERM**

**diplomacy** the use of negotiations and agreements to reach decisions and resolve differences between countries

Stresemann was determined to strengthen Germany’s power and wealth. However, he realised that Germany could not challenge the Treaty of Versailles or fight the Allies on military terms. He therefore used diplomacy to improve Germany’s position. For example, he improved Germany’s relationship with other countries, including Britain and France, by ending passive resistance in the Ruhr in 1923. (See page 16 for more information about passive resistance.)
Gustav Stresemann was the son of a restaurant owner. He was a lonely boy who loved to study. At university, he wrote a paper on the bottled beer trade, but his career was to be in politics. In 1907, aged 29, Stresemann became the youngest member of the Reichstag. He suffered from poor health and was rejected when he attempted to join the German army during the First World War. His health began to decline in 1927 and he was advised to stop work. However, he insisted on continuing as foreign secretary, and held that office until he died of a stroke in October 1929.

**EXTEND YOUR KNOWLEDGE**

GUSTAV STRESEMANN

Gustav Stresemann was the son of a restaurant owner. He was a lonely boy who loved to study. At university, he wrote a paper on the bottled beer trade, but his career was to be in politics. In 1907, aged 29, Stresemann became the youngest member of the Reichstag. He suffered from poor health and was rejected when he attempted to join the German army during the First World War. His health began to decline in 1927 and he was advised to stop work. However, he insisted on continuing as foreign secretary, and held that office until he died of a stroke in October 1929.

In 1925, Germany signed the Locarno Pact. This was a collection of seven treaties involving Germany, France, Belgium, Italy, Britain, Czechoslovakia and Poland.

- Germany agreed to accept its new western borders, and all the countries involved in the Locarno Pact agreed to avoid military force except in self-defence. This provided important reassurance for France and Germany in particular: they shared a long border and the French had invaded the Ruhr in 1923.
- Germany agreed that Alsace-Lorraine would be French. In return, the French agreed not to occupy the Ruhr again.
- All parties agreed that Germany’s eastern borders could be settled by ‘peaceful means’. Germany, Poland and Czechoslovakia agreed to settle all disputes peacefully through the League of Nations.

**SOURCE E**

From a letter written by Stresemann in 1925.

In my opinion there are three great tasks that confront German foreign policy in the immediate future:

1. The solution of the reparations problems in a way that is tolerable for Germany.
2. The protection of those ten to twelve million Germans who now live under foreign control in foreign lands.
3. The readjustment of our eastern frontiers; the recovery of Danzig, the Polish Corridor, and a correction of the frontier in the Upper Silesia.

**SOURCE F**

Stresemann signing the Locarno Pact. This agreement was negotiated in Locarno, Switzerland and signed in London in 1925.
Stresemann said the Locarno Pact was a victory, because it made peace in Europe more likely. He said that Germany was now being treated as an equal to the other European powers, rather than being ordered about by them. Despite these arguments, some nationalist parties and groups in Germany were very resentful. They were unhappy that Stresemann was accepting the terms of the Treaty of Versailles, particularly in relation to Germany’s borders.

However, the Locarno Pact did lead to a significant improvement in relations between Germany and other countries. Stresemann was awarded the Nobel Peace Prize in 1926 and the period 1925–29 is sometimes called ‘the Locarno Honeymoon’.

**SOURCE G**

Gustav Stresemann talking after the signing of the Locarno Pact in 1925.

The great majority of the German people stands firm for such a peace as this. Relying on this will to peace, we set our signature to this treaty. It is to introduce a new era of cooperation among the nations. It is to close the seven years that followed the War, by a time of real peace, upheld by the will of responsible and far-seeing statesmen, who have shown us the way to such development, and will be supported by their peoples, who know that only in this fashion can prosperity increase. May later generations have cause to bless this day as the beginning of a new era.
### ACTIVITY

Match up the following statements to make pairs.

<table>
<thead>
<tr>
<th><strong>STRESEMANN’S STRATEGY</strong></th>
<th><strong>DRAWBACKS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Use diplomacy to improve relations</td>
<td>Germany was getting stronger but was not strong enough to have any genuine power compared with the Allies</td>
</tr>
<tr>
<td>Reorganise reparations payments</td>
<td>The nationalists saw building relationships with former enemies as weakness</td>
</tr>
<tr>
<td>Build a stronger Germany</td>
<td>Nationalists wanted Germany to refuse to pay altogether</td>
</tr>
<tr>
<td>Increase loyalty to the new Weimar Republic</td>
<td>Germany was vulnerable as it relied on loans from the USA</td>
</tr>
<tr>
<td>Build an economic recovery</td>
<td>Support for the regime was still limited</td>
</tr>
</tbody>
</table>

### SOURCE I

A German cartoon from 1926, showing the ‘mask of peace’ worn by the French during the Locarno treaties.
THE RECOVERY OF GERMANY, 1924–29

LEAGUE OF NATIONS 1926

The League of Nations was formed at the end of the First World War. This was a new international organisation, which allowed powerful countries to discuss ways of solving the world’s problems without using military force. No one wanted a repeat of the horrors of the First World War. The idea for the League of Nations came from the US president, Woodrow Wilson. However, the USA chose not to become involved in European politics after the war had ended, and did not join the league. Germany, like the other defeated nations in the war, was not invited to become a member.

In September 1926, Stresemann persuaded the other great powers to allow Germany to join the League of Nations. This was partly a result of the signing of the Locarno Pact. Germany was given a place on the League of Nations Council – this was significant because the members of this council made the most important decisions.

This was a positive step for moderate political parties who supported Stresemann’s diplomatic policies and his attempts to improve relations with the other great powers. It also increased many Germans’ confidence in the Weimar regime: they could see that their country was once more accepted into the ‘international family’. However, some Germans saw the League of Nations as a symbol of the hated Treaty of Versailles. They wanted Germany to have nothing to do with it.

ACTIVITY

Look at Source I.

1 What do you think the cartoonist was trying to say?
2 Do you think the following people would have agreed with the cartoonist?
   a Stresemann
   b a worker in the Ruhr
   c a soldier who fought in the First World War.

KELLOGG-BRIAND PACT 1928

In August 1928, 62 countries including Germany, the USA and France signed the Kellogg–Briand Pact. The aim of this pact was to prevent a future war, by getting countries to promise not to use military force to settle disagreements. The pact was named after the US secretary of state and the French foreign minister who wrote the agreement. The USA was not in the League of Nations and it saw this pact as a way for it to be involved in building peace with other countries.
An account of Stresemann’s achievements, published in a German newspaper after his death in October 1929.

To serve Germany he set out a path of understanding. He refused to try to get back land that had gone forever. He offered our former enemies friendship. Being a practical man he saw that any other path would have left Germany without any hope of recovery.
'The foreign policy of Stresemann was the main reason why Germany recovered in the 1920s.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the foreign policy of Stresemann
- the Dawes Plan 1924.

You must also use information of your own.

(16 marks)

**HINT**

Remember to think about all the reasons why Germany recovered from the problems it faced in the early 1920s. Then explain why at least three of them brought about recovery.
RECAP

RECALL QUIZ

1. What name was given to the 1923 government led by Stresemann?
2. For how many months did Stresemann hold the position of chancellor?
3. What was the name of the new German currency introduced in November 1923?
4. What was the Reichsbank?
5. Under the terms of the Dawes Plan, how much money was lent to Germany by the USA?
6. Which period is sometimes known as the ‘Locarno Honeymoon’?
7. What was the League of Nations?
8. Who was Briand?
9. In 1928, how many countries signed the Kellogg–Briand Pact?
10. In which year did Stresemann die?

CHECKPOINT

STRENGTHEN

S1 Describe the measures taken by Stresemann to stabilise the German currency.
S2 Summarise the terms of the Locarno Treaty.
S3 List three points included in the Kellogg–Briand Pact.

CHALLENGE

C1 Why did Stresemann argue that Germany needed to accept the Treaty of Versailles?
C2 Explain the key differences between the Dawes Plan and the Young Plan.
C3 What do you think people meant when they described the years 1925–29 as the ‘Locarno Honeymoon’?

SUMMARY

The period 1923–29 is sometimes called the ‘Stresemann Era’ because Stresemann played such an important part in German politics at this time.

- Stresemann’s economic and diplomatic policies meant that Germany recovered to a large extent from the crisis of 1923.
- Stresemann focused on improving Germany’s relations with other countries.
- Stresemann believed that Germany needed to restore good relations with other countries before it could address its economic problems.
- Stresemann took a more moderate approach to German politics. He aimed to reduce the threat of political extremism and build a new, stronger Germany.
- Public confidence in the moderate political parties increased. The German public began to believe that these parties could rebuild Germany’s future.
- There were still hardliners in Germany who did not want the Weimar democracy to succeed. They believed that Stresemann’s approach involved unacceptable compromises, such as accepting the Treaty of Versailles.
Question to be answered: Explain two effects on Germany of the work of Stresemann. (8 marks)

Analysis Question 1: What is the question type testing?
In this question, you have to show that you have knowledge and understanding of the key features and characteristics of the period studied.

You also have to analyse historical events and periods so you can explain and make judgements about their effects. In this case, you need to demonstrate your knowledge and understanding of the ways in which Stresemann’s work affected Germany.

Analysis Question 2: What do I have to do to answer the question well?
Obviously, you have to write about Stresemann’s work but don’t simply write everything you know. You have to write about two effects – things that Stresemann’s work caused to happen. The key to explaining the effects of an event is to explain the links between the event and an outcome. For example, an effect of you doing a lot of revision should be that you can answer the questions in the exam more effectively. You would explain this by emphasising that you know more facts, you have to spend less time trying to remember things, you have looked at more examples of how to answer questions, and so on.

Analysis Question 3: Are there any techniques I can use to make it very clear that I am doing what is needed to be successful?
This is an 8-mark question and you need to make sure you leave enough time to answer the other two questions fully (they are worth 22 marks in total). Remember, you do not need to write an essay – you simply need to identify two effects and provide enough historical detail to explain why the event had these effects.

The question asks for two effects, so it’s a good idea to write two paragraphs and to begin each paragraph with a phrase such as: ‘One effect was…’, ‘Another effect was…’. You should also try to use phrases such as: ‘this led to…’; ‘as a result of this…’; ‘this brought about…’. This will help to show that you are focusing on effects.

The word ‘explain’ is important because it tells you that you have to do more than just state what the effect was. You need to use your knowledge of the period to explain how the event (Stresemann’s work) led to the outcome. So ‘this led to…’ is simply stating an effect, but ‘this led to… because at this time…’ is moving towards an explanation.

You cannot get more than 4 marks if you explain only one effect. However, you are required to explain only two effects and you will not gain credit for a third. If you do write about more than two effects, the better two will be marked and the third will be ignored.
Answer A

In 1923 the hyperinflation crisis meant money in Germany became worthless. Stresemann brought in a new currency to fix the problem. His actions helped Germany a lot.

What are the strengths and weaknesses of Answer A?

This is a very weak answer. It identifies one of Stresemann’s actions (introducing a new currency) and states that this helped to deal with hyperinflation, but it does not provide sufficient detail. The answer does not explain how Stresemann’s actions helped to solve the hyperinflation crisis and restore confidence. The answer needs much more detail to score a high mark.

Answer B

One effect of Stresemann’s work was that he stabilised the German economy and ended the crisis which was making it so difficult to govern effectively. Hyperinflation had gripped Germany in 1923, but Stresemann’s measure to introduce a new temporary currency – the Rentenmark – and link its value to Germany’s industrial and agricultural worth restored business and public confidence in the German currency. The new independent Reichsbank was given control of Germany’s currency in 1924 which gave longer term stability.

Another feature of Stresemann’s work was that Germany’s relations with other countries improved dramatically and it rejoined the ‘family of nations’. Stresemann was convinced that foreign affairs could benefit Germany at home because improving the terms of reparations payments, for example, could help the German economy. Stresemann successfully negotiated the Locarno Treaties and was responsible for Germany joining the League of Nations in 1926. This meant that Germany was once again seen as a leading power and was more accepted internationally after the shame and humiliation of losing the First World War and the ‘diktat’ of the Treaty of Versailles.

What are the strengths and weaknesses of Answer B?

This is a very good answer. Two important effects of Stresemann’s work – economic effects and improved international relations – are discussed and good details are provided to support the explanation. The events in the Ruhr would have been a very useful alternative factor, as it affected both economic and foreign relations issues.

Challenge a friend

Use the Student Book to set a part (b) question for a friend. Then look at the answer. Does it do the following things?

- Identify two effects
- Provide 3–4 lines of detailed historical knowledge to explain why the event caused each outcome (effect) you have identified.

If it does, you can tell your friend that the answer is very good!