Impact of the First World War

Learning objectives
In this chapter you will learn about:
- how the war boosted the US economy
- Europe’s dependence on US loans
- source inference.

Europe at the end of the war
When the First World War ended in 1918, the economies of most European countries were in ruins. Some had borrowed huge sums of money from the USA to finance the war. Trade links and production of ordinary goods had been disrupted by the war. In many countries mines, factories and communication links had been destroyed by the fighting. Britain and France were heavily in debt to the USA, and still borrowing – they needed more money to rebuild and start normal life again. Britain’s wartime and post-war borrowings added up to a total of $4,277 million; while France owed $3,405 million.

The USA at the end of the war
The USA had no war damage. Just the opposite. Its factories and farms were producing goods and food at full capacity. It was exporting food and all sorts of manufactured goods to Europe, and it had won new export markets that, before the war, the Europeans had dominated, such as supplying cotton to Japan. The war gave the USA high productivity and full employment, with good wages for its workers.

Industry
Many industries began to apply the principles of mass production during the war, making their factories more efficient. When the war ended, they were in a good position to produce goods quickly and cheaply, both for the home market and for exports.

<table>
<thead>
<tr>
<th>Year</th>
<th>Wheat ($ per bushel)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1915</td>
<td>$0.96</td>
</tr>
<tr>
<td>1917</td>
<td>$2.04</td>
</tr>
<tr>
<td>1919</td>
<td>$2.16</td>
</tr>
<tr>
<td>1921</td>
<td>$1.01</td>
</tr>
<tr>
<td>1923</td>
<td>$0.92</td>
</tr>
</tbody>
</table>

Source A: Price of wheat from farming statistics compiled by the US government.

<table>
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<tr>
<td>1923</td>
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</tr>
</tbody>
</table>

Source B: From US government figures.

US international loans (in $ millions)

<table>
<thead>
<tr>
<th>Wartime loans</th>
<th>Postwar loans</th>
<th>Total loans</th>
</tr>
</thead>
<tbody>
<tr>
<td>$7,067m</td>
<td>$2,911m</td>
<td>$9,977m</td>
</tr>
</tbody>
</table>

Source B: From US government figures.

Activities
1. List three ways in which Europe was damaged by the First World War.
2. List three ways in which the USA benefitted from the war.
3. Draw a diagram to show the percentage of the world’s wheat, corn, cotton and petrol the USA was producing in the early 1920s.
4. Write a paragraph saying how much the USA loaned European countries after the war and what they needed the money for.
Agriculture
America’s European allies suffered terrible food shortages in the last years of the war. Campaigns like Source D aimed to reduce US consumption, leaving more food to sell to Europe. Farmers played their part too. They expanded their farms, often taking out loans to buy new land and machinery. They also ploughed up land previously used for grazing cattle and sheep and grew wheat instead. Prices rose so high during the war that farmers were confident that they would sell crops at a good profit and repay their loans. In the early 1920s, the USA was producing 30% of the world’s wheat, 75% of its corn and 55% of its cotton. It produced 70% of its petrol, too. It saw itself as the world’s banker and the world’s supplier of necessities.

A time of adjustment
The government, meanwhile, believed in *laissez faire*: letting businesses run their own affairs rather than passing laws to control working hours, prices or wages. *Laissez faire* led to problems immediately after the war, when the prices of crops fell and many employers reduced wages. There was discontent, strikes and people lost their jobs. Those who still had jobs found that their hours of work were reduced. But the government felt that all this was part of the economy returning to normal after its huge wartime push. It hoped that falling prices would eventually even things out without government interference.

Coolidge [President 1923–29] believed in as little government interference as possible and declared, ‘the business of America is business’. Very soon, America was revelling in what became known as ‘Coolidge prosperity’. It had very little to do with him and everything to do with the fact that America, after the First World War, was the country the world owed money to. Its undamaged industries achieved miracles of production on the first great assembly lines. It had the highest average income of any country. It made more steel than Europe. And Henry Ford built a car that almost everyone could afford.

*Source C:* From *America*, written by Alistair Cooke in 1976.
Reactions to the War

Learning objectives
In this chapter you will learn about:
- Attitudes to the Treaty of Versailles and the League of Nations
- protectionist policies.

America suffered less from the effects of the war than Europe. Even so, many Americans felt it had been wrong to send ‘our boys’ to fight. They did not want to get caught up in European politics, or wars, again.

The Treaty of Versailles
The ‘Big Three’ in the negotiations over the treaties that ended the war were France, Britain and the USA. The US President, Woodrow Wilson, wanted the peace to be based on his Fourteen Points, drawn up before the war ended. It was not. The Treaty of Versailles, between the Allies and Germany, forced Germany to take the blame for starting the war and to pay reparations (compensation) to the Allies. Germany was not allowed to take part in the negotiations. Many people felt the treaty was too harsh.

Instead of pursuing a healing policy of reconciliation, which alone was worthy of the agony of war and the great army of dead who fought for a better world, the Treaty of Versailles and the other treaties reflect too much the spirit of vengeance. There are many points in the treaties which can be explained only on the basis of vindictiveness, bad judgment, and unwise compromise.

Source B: From an article in The Atlantic, an American magazine, in October 1920.

During almost all my public life, I have argued for an agreement between the leading nations of the world to set up the necessary international machinery to end war between civilized nations. I realize no such thing can happen unless every man and every nation approaches the subject with a willingness to compromise, with a willingness to sacrifice some of his own cherished opinions, to bring nations together. Nothing has ever happened in my life in which I felt a deeper interest or for which I would make a greater sacrifice.

Source C: From a letter to the Nebraska Times, written in 1920 by George Norris, Senator for Nebraska. He is discussing the need for a League of Nations.

Watch out!
Remember that the Allies made separate treaties with each of the countries they had fought in the First World War. The Treaty of Versailles was the treaty between the Allies and Germany, not any other country.

Source A: A cartoon from 1920 by American cartoonist Winsor McCoy.
The League of Nations
At the peace talks, President Wilson pressed for a League of Nations, an international organisation for world co-operation and peace. Eventually the Allies built it into the peace treaties. If a country signed a treaty, it automatically joined the League.

Isolationism
Wilson returned home to find many Americans, and most of the US Senate, did not want to accept the treaties or joint the League. Instead, they wanted to follow a policy of **isolationism** – not becoming involved in world politics. Their first isolationist step was to refuse to ratify (agree to) the treaties. The USA did not join the League.

Financial isolationism
The government still had a policy of laissez faire – not interfering in business. However, it made some exceptions in the early 1920s to make the USA’s economic independence more secure. It introduced laws to keep the government ‘living within its budget’ and lowered the high wartime taxes. It also introduced trade tariffs – taxes on goods imported into the USA. This pushed up the price of imports, encouraging Americans to ‘buy American’.

- **May 1921, Emergency Tariff Act:** increased the import taxes on wheat, sugar, meat, wool and other agricultural products.
- **June 1921, Budget and Accounting Act:** put controls on government spending.
- **November 1921, Revenue Act:** changed taxes, charging businesses more, but cutting the wartime tax on high levels of profit.
- **September 1922, Fordney and McCumber Tariff Act:** raised tariffs and extended them to industrial goods. It also gave the president the power to raise the tariff yearly, in line with the selling price of these goods in the USA.

These tariffs did encourage Americans to buy American goods. However, they did not help US exports. Other countries retaliated by introducing tariffs of their own, so US exports became more expensive and so less popular.

How shall you keep from meddling in the affairs of Europe or keep Europe from meddling in the affairs of America? I will not, I cannot, give up my belief that America must, not just for the happiness of her own people, but for the moral guidance and greater contentment of the world, be permitted to live her own life.

Source D: From a speech by William E Borah in the Senate on 19 November 1919. He was urging the Senate to vote against joining the League of Nations.

Tariffs did nothing to foster cooperation among nations. They quickly became a symbol of the ‘beggar-thy-neighbour’ policies, adopted by many countries during this time, which contributed to a drastic reduction of international trade once they had taken effect. For example, US imports from Europe declined from a 1929 high of $1,334 million to just $390 million in 1932, while US exports to Europe fell from $2,341 million in 1929 to $784 million in 1932. Overall, world trade declined by some 66% between 1929 and 1934.


Activities

1. Write a paragraph summing up why an American might object to the Treaty of Versailles.
2. Draw a table to show the terms of the 4 tariff acts of May 1921 to September 1922.
3. Write a paragraph outlining the benefits and problems the tariffs caused for US trade.
4. Write a paragraph about one thing you can infer about American attitudes to the Treaty of Versailles or the League of Nations from each source. Begin each sentence ‘Source A/B/C/D/E suggests...’.
5. a Which source do you think most strongly supports the attitude to the League of Nations suggested by Source A? Explain your answer.
   b Which source do you think least strongly supports the attitude to the League of Nations suggested by Source A? Explain your answer.
In late 1918, there was unrest across the whole of Germany. The emperor fled for his life and a new government took control. These events are called the German Revolution.

**What caused the German Revolution?**

One reason was failure in the First World War. Germany went to war in September 1914, confident of victory. But, by 1918, Germany’s enemies, known as the Allies, remained undefeated and now had the combined might of Britain, France, Russia and the USA. In March 1918, Germany made a spring offensive – a last, desperate, attack upon Paris. But in July, the Allies counter-attacked and drove the Germans back. Two million German troops had died since 1914, yet defeat seemed near. Morale amongst troops was very low.

Another reason for the German Revolution was the hardship that the war had caused. Allied navies were blockading the German coast, preventing imports of basic supplies. Food shortages led to great suffering (see Sources A and B) and military failure caused a sense of hopelessness. Public hardship was made worse by a deadly influenza infection which spread through Europe from August 1918.

**Source A:** A member of the German government, writing in October 1918.

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We have no meat, and potatoes cannot be delivered because we lack the 4000 trucks a day we need. The shortage is so great, it is a mystery to me what the people of Berlin live on. They say ‘Better a horrible end than unending horror’.

**Source B:** Berlin in 1918. Women searching through garbage for food.
The Russian Revolution also helped to cause discontent in Germany. In November 1917, Russians had overthrown their emperor, the Tsar, and replaced him by a government of the people. By November 1918, many Germans were demanding similar changes in Germany. They wanted to replace the undemocratic rule of their emperor, the Kaiser, by councils of workers and soldiers.

The events of the Revolution
On 29 October, German sailors at the naval base of Wilhelmshaven refused to follow orders to set sail. The mutiny spread to the base at Kiel. On 4 November, 40,000 sailors there joined dockers, set up a workers’ and soldiers’ council and took over the dockyard. This sparked similar revolts all across Germany in towns like Hamburg, Bremen and Lübeck. In Hanover, soldiers refused to control the rioters. Government was breaking down. It soon got worse. On 7 November, in the German state of Bavaria, thousands of workers, led by Kurt Eisner, marched on the state capital of Munich. The local ruler, King Ludwig III, feared for his life, so he left the country. Next day, Eisner set up a workers’ and peasants’ council and declared Bavaria a people’s state. In other parts of Germany, four kings, five dukes and twelve princes feared similar revolts and fled. In Berlin, even the Kaiser’s own ministers deserted him. As defeat in the war came closer, the Allies said they would only negotiate with ‘representatives of the people’. Ministers therefore told the Kaiser he had to go. On 9 November, Kaiser Wilhelm agreed to abdicate and, the next day, fled to Holland. Germany’s biggest political party, the Social Democrat Party [SPD] formed a new government. An SPD leader, Friedrich Ebert, became the new Chancellor.

Early problems
The new government’s first action, on 11th November, was to agree an armistice. Germany had to withdraw from all land won in the war, pull its troops back 30 miles inside its border with France, surrender huge amounts of munitions and put its navy under Allied control. Predictably, this was not popular. And economic suffering continued too. So, during the winter of 1918–19, political turmoil continued (see pages 52–3). However, gradually, Ebert’s government gained control. By mid-1919, in the town of Weimar, new rules for governing the country were agreed and the new German state became known as the Weimar Republic.
The Weimar Republic and the Treaty of Versailles

Learning objectives

In this chapter you will learn about:
• how a new constitution was agreed
• the terms, strengths and weaknesses of the new constitution
• the terms of the Treaty of Versailles
• its effects upon the Republic.

After the Kaiser’s departure, there was unrest all around Germany. Armed groups with extreme political views clashed with the army and even claimed control in some towns. But Ebert began to take control by introducing slow, careful changes. Civil servants stayed in post. Six moderate social democrats formed a Council of People’s Representatives, a temporary government. They organised elections for a National Assembly. This met in February 1919 to create a new constitution. With so much unrest in Berlin, the Assembly met in Weimar – and the new republic was called the Weimar Republic, even after the government moved back to Berlin. By August 1919 the Assembly had drawn up the new constitution.

The constitution had a number of strengths. Firstly, it was more democratic than Germany had been under the Kaiser. More people voted and there was a general election every four years. Secondly, it had a system of checks and balances. For example, there were two houses in the new parliament and the power of one, the Reichstag, was checked or limited, by the power of the other, the Reichsrat. There were also two key people, the President and the Chancellor. Power was shared – or balanced – between the two. So no single group or person dominated power.

The terms of the constitution

Local government was run by the 18 regions of Germany (e.g. Bavaria, Prussia); they kept local parliaments.

Central government was given more power than before.

The Reichstag was the dominant house of the new German parliament; it controlled taxation.

• Members of the Reichstag were elected every four years.
• All men and women over 20 years could vote, using a secret ballot.
• Proportional representation was used. This meant that the number of Reichstag seats which political parties were given depended on the percentage of votes they gained.

The Reichsrat: the other house of the German parliament.

• A number of members were sent by each local region, according to its size.
• The Reichsrat could delay new laws unless overruled by a two-thirds majority of the Reichstag.

The chancellor was the head of the government.

• The chancellor chose ministers and ran the country.
• But to pass laws, he needed majority support in the Reichstag.

The president was the head of state; the president was directly elected by the people every seven years.

• The president took no part in day-to-day government.
• But the president was a powerful figure.
  - He chose the chancellor (usually the leader of the largest party).
  - He could dismiss the Reichstag, call new elections and assume control of the army.
  - Also, under Article 48, the president could suspend the constitution, and pass laws by decree.
Friedrich Ebert was elected by the Assembly as the first president. He carefully gained the support of powerful groups in society.

- He promised General Gröner, the head of the German Army, that there would be no reform of the armed forces.
- He reassured the industrialists’ leader, Hugo Stinnes, that there would be no nationalisation of private businesses.
- He ensured the support of trade unions by promising their leader, Karl Legien, a maximum eight-hour working day.

With this support, the new government overcame the opposition of the protesters and gradually gained control of the country. The new republic was successfully launched but it had its weaknesses.

**Weaknesses of the constitution**

Firstly, proportional representation meant that even a party with a small number of votes gained seats in the Reichstag. During the 1920s, 28 parties were represented in the Reichstag. To get majority support, chancellors needed **coalitions** of several parties – usually the Social Democrats, the People’s Party, the Democratic Party and the Centre Party.

But these all wanted different things, making stable government difficult.

Secondly, the careful balancing of powers made strong, decisive government by the chancellor very difficult in times of crisis.

This second weakness meant that, whenever compromise broke down, the chancellor had to ask the president to suspend the constitution, under Article 48, and rule by decree. This gave the impression that the new constitution didn’t really work.

The Weimar Republic was built on shaky foundations. Extremist parties didn’t support it; moderate Germans feared it was too weak.

**Build Better Answers**

**Exam question: Describe one effect of the new constitution on Germany.**

Your exam paper will always have a question like this one, which asks you to give the *consequences* of something.

- **A basic answer (level 1)** gives a consequence, or effect, but no supporting detail. (For example, *Germany became more democratic.*)

- **A good answer (level 2)** makes a statement giving a consequence and then develops this statement by giving extra detail or explanation. (For example, *Germany became more democratic, because more people were given the vote and there was a general election, to elect a new government, every four years.*)

**Did you know?**

Because the National Assembly could not meet in Berlin, its meetings were held in Weimar’s National Theatre, complete with stage, circle and box seats.

**Source A:** A 1950s painting of Ebert addressing the National Assembly in the National Theatre, Weimar, 1919.
The terms of the Treaty of Versailles

**Germany had to pay reparations to the Allies**
- Reparations were eventually fixed, in 1921, at 136,000 million marks (£6600 million).

**Germany lost all its colonies**
- The 11 German colonies in Africa and the Far East were given to victorious countries as ‘mandates’ – territories to look after.

**German military forces were cut**
- The army was limited to 100,000; to be used internally only.
- The navy was limited to 6 battleships, 6 cruisers, 12 destroyers and 12 torpedo boats. No submarines were allowed. The rest of the fleet was destroyed.
- No air force was allowed. The existing air force was destroyed.
- The Rhineland was demilitarised – the German army was not allowed in the Rhineland, which bordered France.

**Germany lost land**
- Alsace and Lorraine were lost to France.
- Eupen and Malmédy were lost to Belgium.
- Posen and West Prussia were lost to Poland
  - the loss of Posen and West Prussia divided Germany in two, cutting off East Prussia from the rest of the country.
- Plebiscites (public votes) had to take place in other areas, to decide whether they should leave Germany.
  - Upper Silesia voted to become part of Poland
  - Northern Schleswig decided to become part of Denmark.
- The German port of Danzig was made an international city – not governed by Germany.
- Altogether, Germany lost:
  - about 13% of its European territory
  - almost 50% of its iron and 15% of its coal reserves.

![Map of Germany and the Treaty of Versailles](image-url)
The Diktat
Making peace with the Allies was one of the first jobs for the new German government. But it wasn’t given much influence over peace terms.

On 11 November 1918, just two days after the Kaiser had abdicated, Matthias Erzberger, representing the new government, signed the armistice – an agreement to stop fighting. The Allied leaders – David Lloyd George (Britain), Georges Clemenceau (France) and Woodrow Wilson (United States) – then spent several months drawing up the peace treaty.

The Germans were given 15 days to respond to the treaty. It said Germany had to accept the blame for starting the war, pay reparations (compensation) to the victorious nations and agree to reductions in Germany’s armed forces and territory. The Germans were bitterly opposed and asked for several changes; all were refused. They called the treaty a diktat – they were not invited to the negotiations and the treaty was dictated not negotiated. Because of their military collapse, they had to accept. On 28 June 1919, the German delegation signed the Treaty of Versailles.

The terms of the treaty were very unpopular with the people of Germany. They did not believe they deserved such harsh treatment. But that was not the only reason why the treaty was unpopular.

Dolchstoss – the stab in the back
The treaty was particularly difficult to take for the German people because they believed that their army had never been defeated in the war. It had failed to win but it had not been defeated. Critics of the treaty claimed that the army had been ready to fight on. They said that the army had been betrayed by politicians in Berlin – in effect, that they had been ‘stabbed in the back’ (the Dolchstoss in German).

So, the politicians who signed the Treaty were blamed for undermining the army, for being weak and for accepting its harsh terms. These politicians became known as the ‘November Criminals’ and resentment about the Treaty of Versailles followed the new republic all the way to its collapse in 1933.

The treaty therefore had lasting effects on Germany.
- It weakened the popularity of the Weimar Republic.
- It stirred up political protest (see pages 52–5).
- It harmed Germany’s economy (see pages 56–7).
In the final examination in Section A you will have to answer questions on two different themes. You will have to answer four questions. Question (a) is on chronology, (b) asks you to describe effects, (c) asks about causation and (d) is an essay using a source and your own knowledge.

You have about half an hour to answer the four sub-questions on each theme, so the examiners are not expecting you to write huge amounts. The number of marks helps you to judge how much to write. For Question (a) allow 3 minutes, Question (b) 5 minutes, Question (c) 10 minutes and Question (d) 15 minutes.

**Maximise your marks**

**Question (a)**

**Examiner’s tip:** Part (a) questions will ask you to place a series of events in the correct chronological order. This is only worth 3 marks so allow about three minutes for this question.

Let’s look at an example.

Study these events which occurred in the years 1919–29

Write these events in the correct chronological sequence. (3 marks)

<table>
<thead>
<tr>
<th>Germany joins the League of Nations</th>
<th>Munich Putsch</th>
<th>The Young Plan</th>
<th>The Spartacist Revolt</th>
<th>The Kaiser abdicates</th>
</tr>
</thead>
</table>

- As part of your revision, ensure you make a timeline of your own showing the key events in Germany in the years 1918–45. This will not only help you with Question (a) but with the other three questions in this section. It will ensure that you put events in the correct chronological order.
- Cut out the events and dates separately and test yourself by matching the dates to the events and putting them in chronological order. Here is an example:

<table>
<thead>
<tr>
<th>1918</th>
<th>1919</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaiser abdicates</td>
<td>Spartacist Revolt</td>
</tr>
<tr>
<td>New Republic set up</td>
<td>New Weimar Constitution</td>
</tr>
<tr>
<td>Germany agrees to armistice</td>
<td>Germany signs Treaty of Versailles</td>
</tr>
</tbody>
</table>

**Student answer**

The Kaiser abdicates The Spartacist Revolt The Young Plan Germany joins the League The Munich Putsch

**Examiner comments**

This would be awarded 1 mark as the candidate has the first two in the correct sequence.

Let’s rewrite the answer with all the events in the right sequence

The Kaiser abdicates The Spartacist Revolt The Munich Putsch Germany joins the League The Young Plan

The candidate has all five events in the right chronological order and would be awarded full (3) marks.
Question (b)

Examiner tip: Question (b) will give two of the five events from Question (a). It will ask you to choose one of the two of the events used in Section (a) and use your knowledge to describe its effects. This is only worth 4 marks so allow about 5 minutes for this question. An effect means a result or consequence of an event. In other words, what the event led to. For example, one effect of the Spartacist Revolt was to force the Weimar Republic to seek the help of the army leaders who, in return, ensured that the army would not be changed. One effect of the Young Plan was to encourage opposition from nationalist groups such as the Nazis and to give Hitler much needed publicity.

Let’s look at an example.

Choose either The Spartacist Revolt or The Young Plan

Describe one effect on the Weimar Republic of the event you have chosen. (4 marks)

• Choose one of the events and stick with your choice. Some candidates, half way through writing their answer on the first event, decide to write about the other event. This wastes valuable time.
• Focus on the question. It is about one effect so begin your answer with ‘One effect was’. Do not just tell the story.
• Give the effect and describe it. Using the word ‘because’ often helps.

Student answer

The Spartacists were communists who tried to take over the German government. They were led by Rosa Luxemburg and Karl Liebneckt. They wanted a Germany ruled by workers’ councils and Soviets.

Examiner comments

This student tells the story rather than focusing on one effect and describing it. This would be marked in level 1.

Let’s rewrite the answer and focus on one effect.

One effect of the Spartacist Revolt was to weaken the Weimar Republic. This was because the Weimar Republic was not strong enough to defeat the Spartacists and made an agreement with the army commanders and the Freikorps to put down the rebellion. In return the Republic promised not to change the army. As a result the old army, which supported the Kaiser and opposed the new Republic, remained in existence.

Examiner comments

The student immediately focuses on the question by giving the effect. There is a developed description of the effect using links words and phrases such as ‘because’ and ‘as a result’. This would be marked in level 2.
Question (c)

Examiner tip: Part (c) questions will ask you to use your knowledge to explain why something happened. In other words this is a question about causation. Causation means explaining the reasons why an event happened. In the example given below you are being asked to explain reasons why Germany was able to recover under the leadership of Stresemann. You will always need to explain at least two reasons and these reasons should be linked. It is worth 8 marks so allow about 10 minutes for this question.

Let’s look at an example.

Why was Germany able to recover under the leadership of Stresemann in the years 1924–29?

Explain your answer.  (8 marks)

There are several reasons that you could write about for this question. These include:

- The Dawes Plan and how this helped German economic recovery as well as reparations payments.
- The Rentenmark which stabilised the German currency after the hyperinflation of 1923.
- Stresemann’s policies abroad such as entry to the League of Nations and the Locarno Treaties.
- The political stability of the period with much less support for extremist parties such as the Nazis and Communists.

Remember to:

- Focus on the question. It is about causation so ensure you write about the reasons why something happened. Do not just tell the story.
- Write a separate paragraph for each reason. At the beginning of each paragraph give the reason and then fully explain it. Using the word ‘because’ often helps you to give a developed explanation.
- Two paragraphs or explained reasons are enough to achieve the top level.
- For the highest marks you also have to make links between each reason. This means explaining how one reason led to the next. For example a paragraph on the Dawes Plan and economic recovery could be linked to the stability provided by the introduction of a new currency, the Rentenmark. Here is an example:

  ‘The economic recovery brought about by the Dawes was a result of the the stability created by the introduction of a new currency, the Rentenmark’.

You would then write a paragraph giving an explanation about the Rentenmark.

Link words or phrases often help to achieve this. Here are some examples: this led to, as a result, moreover, furthermore, as a consequence, in addition.

- Write a conclusion confirming the link between the two reasons.

Here is a grid to help you plan your answer to this question.

<table>
<thead>
<tr>
<th>First reason</th>
<th>Give the reason</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fully explain it</td>
</tr>
<tr>
<td>Link</td>
<td>Make a link with the second reason.</td>
</tr>
<tr>
<td>Second reason</td>
<td>Give the reason</td>
</tr>
<tr>
<td></td>
<td>Fully explain it</td>
</tr>
<tr>
<td>Conclusion</td>
<td>Sum up the two reasons stressing the links between them.</td>
</tr>
</tbody>
</table>
Stresemann negotiated the Dawes Plan with America to help the recovery of Germany. The Americans lent money to Germany to help them recover from the hyperinflation of 1923. Britain and France agreed that reparation payments should be reduced until Germany could afford bigger payments. Stresemann also got Germany into the League of Nations and signed the Locarno Treaties.

Examiner comments
The candidate knows the reasons. For example mentions the Dawes Plan and gives good supporting detail about loans and reduced payments. The answer also mentions the League of Nations and the Locarno Treaties but does not explain these with supporting detail. In addition there is no attempt to show links between the two reasons. This would be marked in level 2.

Let’s rewrite the answer with the details added and links shown between the reasons.

The first reason for German recovery was the Dawes Plan. Stresemann negotiated the Dawes Plan with America to help the recovery of Germany. It helped because the USA agreed to lend Germany 800 million marks to invest in industry and commerce. In addition, reparation payments were adjusted to match Germany’s capacity to pay. Germany was now able to make reparations payments to the Allies. Britain and France, whilst the loans boosted the growth of German industry and reduced unemployment.

Moreover the Dawes Plan and reparations payments brought improved relations between Germany and the other major powers and this encouraged a second reason for German recovery, Stresemann’s policies abroad. As foreign secretary in the years after 1924, he successfully restored and improved relations with other countries, especially France and Britain. Germany signed the Locarno Treaties of 1925 guaranteeing her frontiers with neighbouring countries. In the following year Germany was allowed to join the League of Nations and seemed, once again, to be fully accepted by the rest of Europe.

The period of recovery was due to the Dawes Plan which stabilised the German economy and enabled Stresemann to improve relations abroad with Britain and France.

Now we have two clearly explained reasons. Notice how the candidate immediately focuses on the question at the start of the first paragraph. Furthermore, the answer makes links between the first factor, the Dawes Plan, and the second factor, Stresemann’s policies abroad. This link is reinforced by the conclusion. In addition, the answer gives supporting details for the second reason, the League and Locarno.
Maximise your marks

**Question (d)**

**Examiner tip:** Part (d) questions will ask you to use a source and your knowledge to describe or explain cause, effect or change. It is worth 10 marks so allow about 12 minutes for this question. If the question is about change you must show change either by comparing the situation before and after the development or you must show how it developed during the period. Let’s look at an example.

**Study the source and then answer the question that follows.**

**Source A:** *From a modern textbook*

Hitler was determined to **control** the young in Nazi Germany. They were the future supporters of the Nazi Party. The Nazis reorganised every aspect of the **school curriculum** to make children loyal to them. They also controlled their leisure time through the **Hitler Youth** and the **League of German Maidens.**

Use the source, and your own knowledge, to explain the changes in the position of the young in Nazi Germany in the years 1933–39. (10 marks)

- The question is asking you to use the source as well as your own knowledge. Ensure that you directly refer to the source in your answer.
- It is also asking you to use your own knowledge. Use the source to stimulate your own knowledge by underlining key names, events or dates in the source. This is shown in Source A where the candidate has underlined control, the school curriculum and the Hitler Youth and would be able to develop these. Once you explain these in more detail, you are using your own knowledge.
- Focus on the question. It is about change so ensure you write about changes. Do not just tell the story.
- At the beginning of each paragraph give the change and then fully explain it. Using the word ‘because’ often helps you to give a developed explanation.
- Two paragraphs or explained factors are enough to achieve the top level.
- For the highest marks you also have to make links between each factor. This means explaining how one change led to the next. Link words or phrases often help to achieve this. Here are some examples: *this led to, as a result, moreover, furthermore, as a consequence, in addition.*
- Write a conclusion confirming the link between the two factors.

Here is a grid to help you plan your answer to this question.

| The source | Underline or highlight key words, events, people in the source that you can write more about |
| First factor | Give the first factor mentioned in the Source |
|             | Fully explain it |
| Link | Make a link with a second factor mentioned in the Source. |
| Second factor | Fully explain the second factor |
| Conclusion | Sum up the two factors stressing the links between them. |
**Student answer**

Hitler wanted to control the young because they would be the future supporters of the Nazi Party. He controlled the young by changing their education, especially the school curriculum, and by making them join the Hitler Youth and the League of German Maidens.

**Examiner comments**

This answer summarise or paraphrases the source. There is little own knowledge except a hint of the young being forced to join the Hitler Youth. It would be awarded level 1 and needs to bring in a lot more own knowledge.

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Let’s look at an answer where the student has used some of his or her own knowledge.

The Nazis controlled the schooling of the young. Teachers had to swear an oath of loyalty to Hitler and join the Nazi Teachers’ League. Teachers had to promote Nazi ideals in the classroom. In lessons, with the boys the emphasis was on preparation for the military. Girls took needlework and home crafts, especially cookery, to become good homemakers and mothers. Subjects such as race studies were taught to put across Nazi ideas on race and population control. Children were taught that Aryans were superior and should not marry inferior races such as Jews.

This time the student has used own knowledge but made no direct reference to the source or to the idea of change. In addition, the answer only explains one factor, schooling and cannot show links to a second factor. This would be awarded a level 2 mark.

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Let’s re-write the answer to include the sources and own knowledge and two linked factors focused on change.

Life for the young **changed** a great deal under the Nazis. They exerted much greater control over the education and leisure time of young people than had been the case during the Weimar Republic. Moreover this control increased during the years 1933-39. The first change, as suggested in Source A, was in the school curriculum. Unlike the Weimar Republic, the curriculum was strictly controlled by the Nazis to put across their ideas about the different roles of boys and girls. With the boys the emphasis was on preparation for the military. Girls took needlework and home crafts, especially cookery, to become good homemakers and mothers. There was also a change in the subjects taught with new subjects such as race studies were taught to put across Nazi ideas on race and population control.

Moreover, this control of the young during the day was extended to their leisure time, as is suggested by Source A, with the introduction of the Hitler Youth as the Nazis banned the different youth groups, such as the Catholic Youth Organisation, which had existed under the Weimar Republic. The Hitler Youth changed the life of the young because, as with schooling, it was used to pass on Nazi ideas as well as reinforce the different roles of boys and girls. Boys’ activities trained them for the army, while girls learned domestic skills to prepare them for motherhood. Therefore there was much change for the young in Nazi Germany with boys and girls prepared for different roles through schooling as well as the Hitler youth movement.

This candidate has used the source and own knowledge and explained two changes and has ensured that the answer focuses on change. Furthermore, the answer links the first change to the second as well as reinforcing this in the conclusion.