

GCSE Medicine knowledge organiser.

Name:

Class:



Big questions: key topic 1

The Weimar Republic, 1918-1929.

BQ1: What problems did Germany face at the end of the First World War?

BQ2: How was the Weimar Republic set up?

BQ3: What was the Weimar Constitution and what were the key strengths and weaknesses of it?

BQ4: Why was the Treaty of Versailles hated in Germany?

BQ5: What political challenges did the Weimar Republic face?

BQ6: Why was 1923 a crisis year for the Weimar Republic?

BQ7: How do I apply my knowledge to interpretation questions?

BQ8: How did the Weimar Republic recover economically after 1923?

BQ9: How did the Weimar Republic recover in international affairs between 1924-1929?

BQ10: To what extent did the Weimar Republic experience a golden age between 1924-1929?

By November 1918, the First World War had been going on for four years. The German army was still deadlocked against the armies of the Allies (including Britain, France and the United States). The Allies were gradually gaining the upper hand, but Germany was still undefeated on the battlefield. However, back at home, the German state was crumbling. Demonstrations, strikes, revolts and mutinies had broken out across the country. Between November 1918 and July 1919, in a series of events known as the German revolution, the Kaiser abdicated and a new German state – the Weimar Republic – was formed.

The new Weimar Republic was crippled from the start. It carried wounds inflicted by four years of warfare. It was resented by a large part of the German people. It was also governed under a flawed constitution.



Key Words:

President – figurehead of the government.

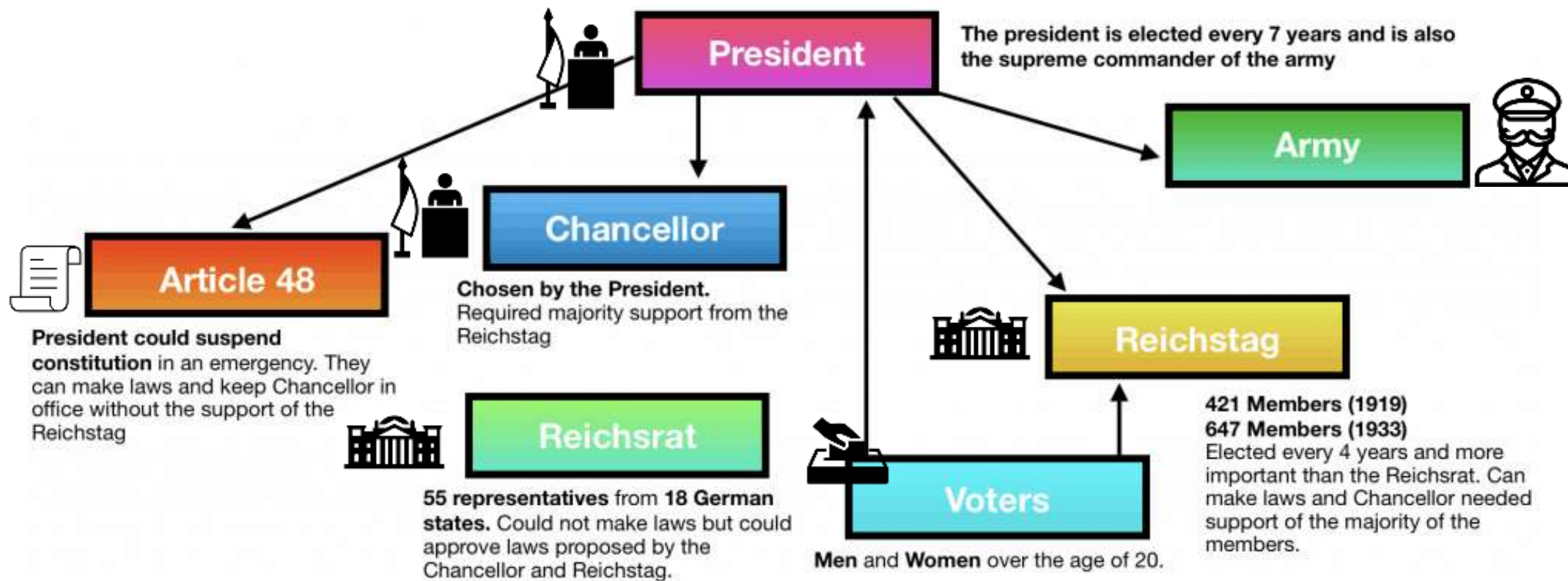
Chancellor – head of the government on a day-to-day basis.

Reichstag and Reichsrat – the two chambers of the German Parliament.

Constitution – a set of laws that sets out how a country is governed.

Proportional Representation – a method of electing representatives where the proportion of seats a party gains in Parliament is equal to its share of the vote (ie: 10% of the vote would give that party 10% of seats in Parliament).

GCSE History Knowledge Organiser: Weimar & Nazi Germany – How strong was the Weimar Constitution?



Strengths of the Weimar Constitution	Weaknesses of the Weimar Constitution
<ul style="list-style-type: none">• Democratic – everyone 21+ could vote• Proportional Representation is very democratic• Checks & Balances meant no one person had too much power	<ul style="list-style-type: none">• PR led to unstable coalition government• Weakness in crisis led to over-reliance on Article 48• Government had used force in order to establish it – legitimate?• Unpopular with the establishment (civil service, judiciary and the army)



Key Dates:

**11 Nov 1918 –
Armistice Day**

**June 1919 –
Treaty of
Versailles
signed**

**August 1919 –
Weimar
Constitution
formally
adopted**

**1923 -
Hyperinflation**

GCSE History Knowledge Organiser: Weimar & Nazi Germany – Why was the Weimar Republic unpopular?

The Weimar Constitution made the republic a democracy – this was unpopular with the right who preferred an authoritative leader.

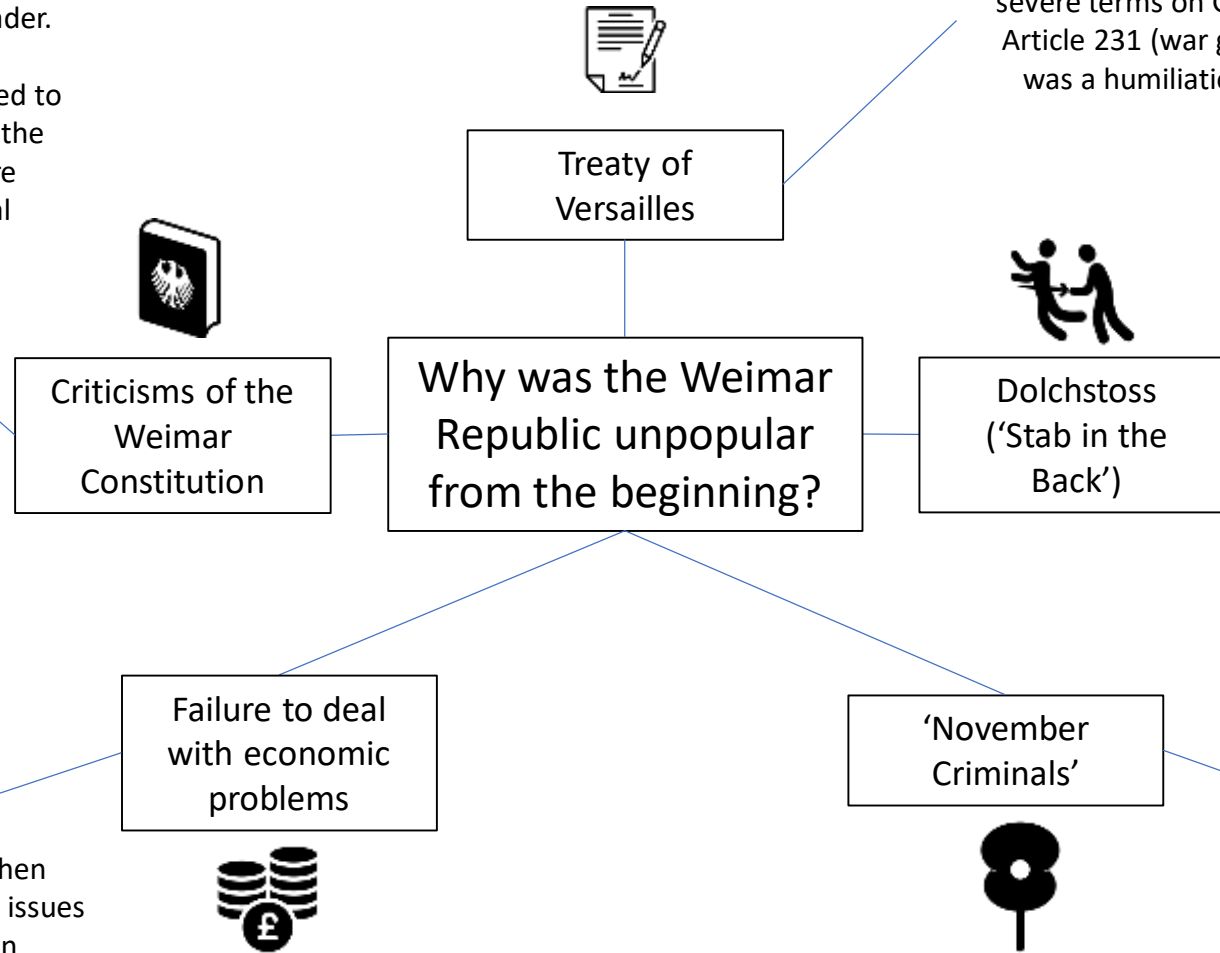
Proportional Representation led to many parties represented in the Reichstag – it was therefore difficult to achieve political stability.

The legacy of WWI and then hyperinflation in 1923 were issues that successive German governments struggled to deal with – therefore angering many in Germany who suffered as a result.

The Treaty of Versailles imposed severe terms on Germany including Article 231 (war guilt clause) – this was a humiliation for Germany.

The idea that the German civilian government sought an unnecessary surrender – stabbing the army in the back.

The nickname given to those members of the civilian government that signed the Treaty of Versailles.



Key Words:

Polarisation – when a country divides into two sharply contrasting sets of beliefs.

Spartacists – a communist group led by Karl Liebknecht and Rosa Luxemburg.

Freikorps – a large paramilitary group made of mostly disbanded German soldiers after WWI.

Putsch – a German word for an uprising.

GCSE History Knowledge Organiser: Weimar & Nazi Germany – What challenges did the Weimar Republic face from the left-wing and right-wing between 1919 and 1923?



1919-1923: Huge political divisions in Germany between left- and right-wing groups (polarisation) – extremes of both sides unhappy with the Republic.



Challenges from left and right

Challenges from the left

Wanted Germany controlled by the people. They opposed capitalism and wanted to abolish private ownership of land business.

Spartacist Uprising (1919) – communist rising led by Luxemburg and Liebknecht defeated by the Freikorps.

Various communist risings across Germany including Hamburg and Saxony in 1923

Attempts to establish regional socialist governments in Saxony and Thuringia



Challenges from the right

Wanted a return to strong government led by a powerful leader, and a strong army. Supported capitalism. Tended to be nationalist.

Kapp Putsch (1920) – 5,000 Freikorps soldiers occupied Berlin and invited the Kaiser to return. Weimar Government urged people not to cooperate which led to the putsch's failure.

Munich Putsch (1923) – Hitler attempted to take over Bavarian government and then march on Berlin. Ended in failure and Hitler's arrest and trial.

Ongoing political violence – approx. 376 murders mainly carried out by the right-wing. Two leading Weimar ministers assassinated (Erzberger and Rathenau)



Weimar Republic plagued by constant fighting and challenges to its authority. Moderate Reichstag parties struggled to form coalitions while being constantly attacked by extremist politicians.



Key Words:

The Ruhr – an industrial region of Germany that generated lots of wealth.

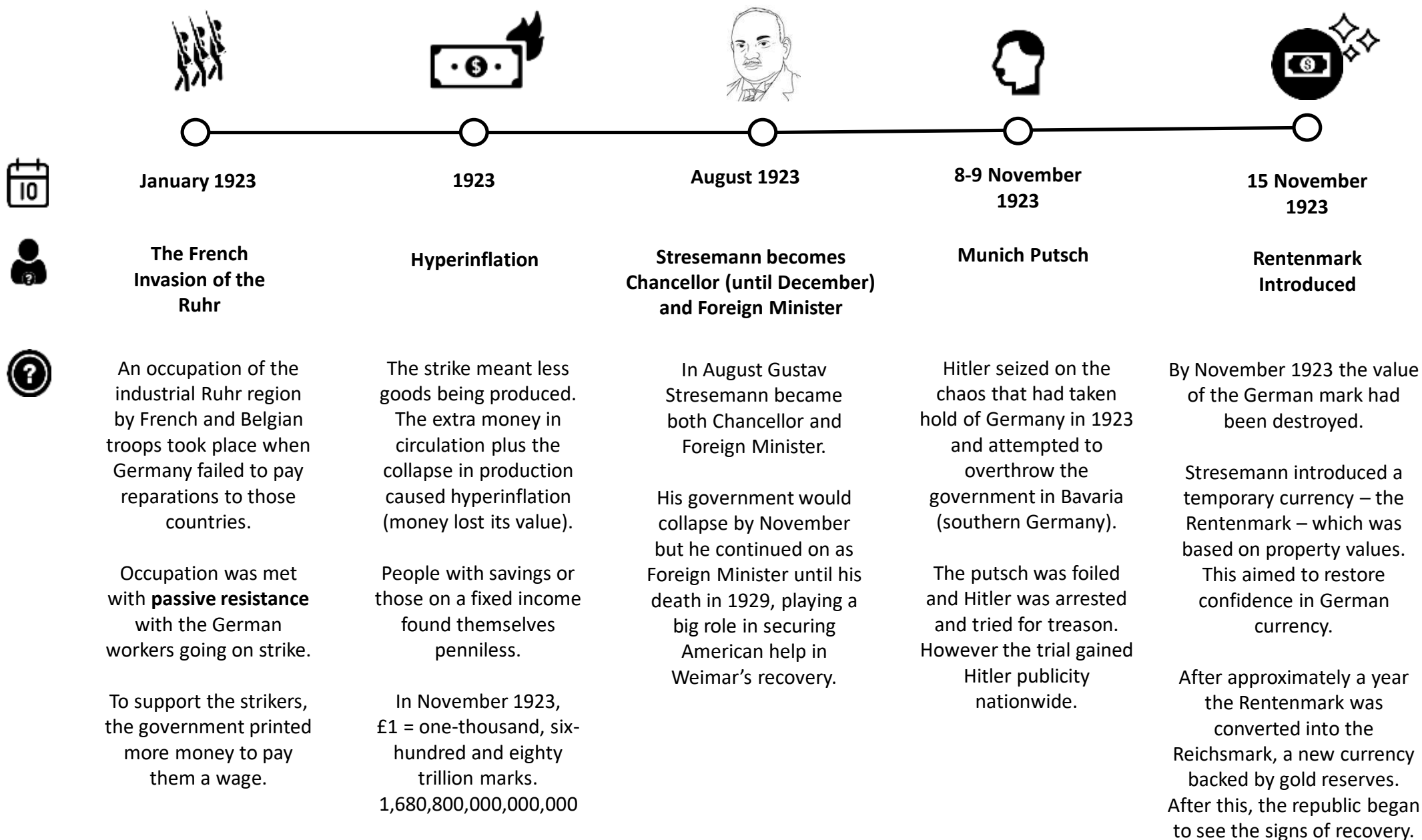
Reparations – compensation paid by the defeated in war to the victor.

Passive resistance – a tactic employed by Germans in the Ruhr where the workers refused to cooperate with the French and employed non-violent opposition.

Hyperinflation – rapid and uncontrollable devaluation of currency leading to huge price rises.

Rentenmark – a temporary currency introduced in Germany to replace the old papiermark.

GCSE History Knowledge Organiser: Weimar & Nazi Germany – Why was 1923 a 'crisis year' for the Weimar Republic?



GCSE History Knowledge Organiser: Weimar & Nazi Germany – Why did the Weimar Republic recover after 1923?

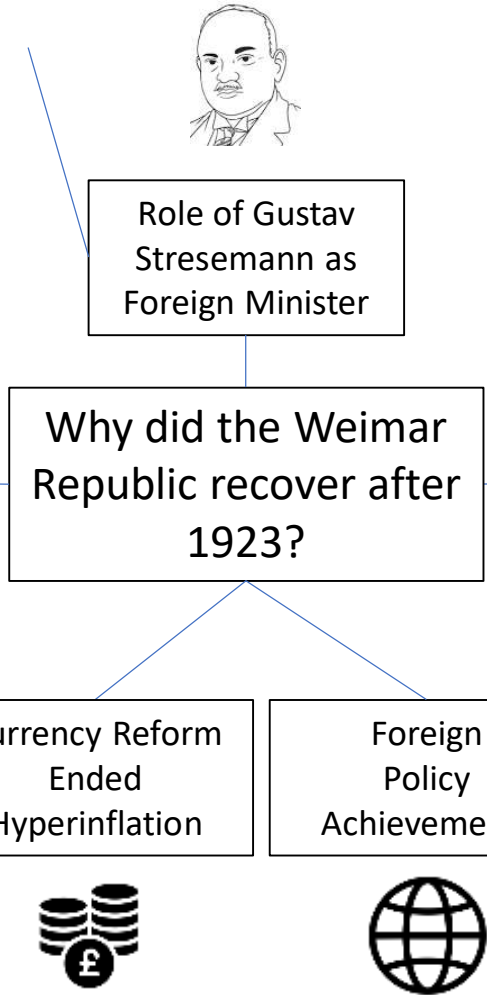
- Key Dates:**
Nov 1923 – Introduction of the Rentenmark
Sept 1924 – Dawes Plan goes into effect
1924 – Reichsmark introduced as Germany's new permanent currency
1925 – Locarno Pact
1925 – Hindenburg elected President
1926 – Germany joins the League of Nations
1927 – Allied troops withdrew from the west bank of the Rhine, five years early.
1929 – Young Plan agreed

Although Stresemann was only Chancellor for a few months of 1923, in that time he introduced the Rentenmark which ended hyperinflation.

Between 1923-29, as Foreign Minister, he was instrumental in regaining Germany's place on the world stage and helping the economy to recover

The economic recovery coupled with successes abroad led to growing political stability after 1924. Support for moderate parties grew whilst support for extremist parties dwindled. Furthermore the election of WWI hero Hindenburg as President in 1925 seemed to show the old conservative establishment now accepted the Weimar Republic.

In November 1923 Stresemann introduced a temporary currency – the Rentenmark – which was based on property values. After approximately a year the Rentenmark was converted into the Reichsmark, a new currency backed by gold reserves. As a result hyperinflation came to an end.



Stresemann played a role in negotiating several agreements with the USA to help recovery:

Dawes Plan (1924) – reparations would begin at 1bn marks and increase to 2.5bn marks per year over the following four years. The USA would loan 800m marks to Germany plus another \$3bn by 1929.

Young Plan (1929) – reparations reduced to £1.85bn and Germany given 59 years to pay the amount – an average of 2.05bn marks per year.

Locarno Pact (1925) – agreement with Britain, France, Belgium and Italy to keep existing borders between Germany, Belgium and France. Began a period of cooperation between the European powers.

Germany joins League of Nations (1926) – Germany given a permanent seat on the Council.

Kellogg-Briand Pact (1928) – agreement with 64 other nations to use armies for self-defence only and solve all international disputes 'by peaceful means.'

Key Words:

Unemployment Insurance Act (1927) – a scheme where employers and employees paid into a scheme which provided money if a person became unemployed or sick.

Neue Sachlichkeit – ‘New Objectivism’ held that the arts should show life as it really is.

Bauhaus – a movement that stressed the beauty in technology, simple lines and careful craftsmanship. Used basic shapes and colours.

Reactionary – conservative; opposing political or social progress or reform

GCSE History Knowledge Organiser: Weimar & Nazi Germany – How far did Weimar German society change for the better?

How far did Weimar German society change for the better?



Standard of Living

Evidence of improvement	Evidence of little change
Increase in real wages of over 10% by 1928 (on average) which mainly benefitted the working classes.	Middle-classes saw little benefit – did not experience a noticeable rise in wages
Unemployment generally fell (only 1.3m by 1928)	Unemployment still high in the professions. 184,000 unemployed middle-class workers in Apr 1928
2m new homes built 1924-1931	
By 1928 homelessness reduced by more than 60%.	
The government extended the reforms introduced by Bismarck in the 1880s by introducing the Unemployment Insurance Act (1927).	

Women



Evidence of improvement	Evidence of little change
Weimar Constitution introduced votes for women over 20, equality in education, equal pay in the professions.	Proportion of women in work remained largely unchanged compared to pre-war levels – 36% in 1925.
By 1926 there were 32 female deputies in the Reichstag.	After WWI, the ‘better paid’ jobs were largely reclaimed by men coming back from the war.
Growing number of women in new areas of employment and public services (civil service, teaching, etc). By 1933 there were 100,000 women teachers and 3,000 women doctors.	Attitudes did not change much – married women in work (‘double-earners’) often criticised for neglecting their homes.
Women enjoyed more social freedom, going out unescorted, able to drink and smoke in public.	

Culture



Evidence of improvement	Evidence of little change
Strict pre-war censorship on art was removed and government provided financial support. Therefore:	There were some reactionary attitudes still prevalent in Germany. Some, largely on the political right, criticised these changes and believed they seriously weakened German society and values. For these people, cultural changes only increased their opposition to the Weimar Republic.
Weimar artists try to portray everyday life in their paintings (Neue Sachlichkeit) – Grosz and Dix.	
Bauhaus architecture flourished.	
Golden age for German cinema. Fritz Lang produced the film <i>Metropolis</i> (1926).	
There were discussions about war in 1920s German literature. Remarque wrote <i>All Quiet on the Western Front</i> (1929).	
Emergence of <i>Zeittheater</i> and <i>Zeitoper</i>	

Big questions: key topic 2

Hitler's rise to power, 1919-1933.

BQ1: What was the Nazi Party like in the early 1920s?

BQ2: To what extent was the Munich Putsch a failure for the Nazi Party?

BQ3: What were the key developments of the lean years 1924-1928?

BQ4: How significant was the Wall Street Crash for the growth of the Nazi Party between 1929-1933?

BQ5: What other factors led to the rise of the Nazi Party between 1929-1933?

BQ6: Why did Hitler become Chancellor in January 1933?



Adolf Hitler was born in Braunau, Austria – not in Germany – on 20th April 1889. Hitler's early life gave no indication of what was to come. His father was a middle-class Austrian customs official. His mother, to whom he was devoted, died of cancer when he was 18.

Hitler did not excel at school. Though talented at art, he failed to get a place at art academy. Early in his life, he had jobs as a labourer, house painter and even a road sweeper.

In 1913, Hitler moved to Munich, a city in Bavaria in the south of Germany. Soon after, his life was changed by the First World War. He became a soldier, and according to his commander, was brave, effective and conscientious. He was wounded twice and awarded the Iron Cross (First Class) for bravery.

The defeat of Germany and the Treaty of Versailles were double blows for Hitler. He later wrote, 'And so, it had all been in vain... and in vain the two million who died... In these nights, hatred grew in me, hatred for those responsible... I, for my part, decided to go into politics.'

Within 15 years, he was Chancellor of Germany.

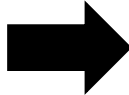
GCSE History Knowledge Organiser: Weimar & Nazi Germany – How did the Nazi Party develop under Hitler, 1919-29?

Key Words:
Nationalism – political ideas that emphasise the importance of the nation.
Socialism – political idea that all people are equal and should share in a country's wealth.
Volkischer Beobachter – the Nazi newspaper, *People's Observer*
Sturmabteilung (SA) – the Nazi's paramilitary group made of largely ex-soldiers and students. They dressed in brown shirts.
Schutzstaffel (SS) – a paramilitary group that acted as Hitler's bodyguard. They dressed in black uniform.

September 1919 – Hitler joins the German Workers' Party (DAP)

How did Hitler establish his leadership of the NSDAP by 1923?

- Party Policy – Twenty-Five Point Programme
- Hitler's Personal Appeal
- Party Organisation
- Party Leadership
- The SA (Brownshirts)



November 1923 – Hitler leads the failed Munich Putsch

Hitler realised he needed a new strategy – needed to build legitimate national support

Hitler used his time in prison to write *Mein Kampf* – the book that became the inspiration of the Nazi Party

Hitler's trial earned him national publicity for his views



How did Hitler develop the NSDAP during the 'Lean Years' (1924-29)?

- Ideas in *Mein Kampf* form basis of Nazi policy
- Party HQ based in Munich
- Creation of a national Nazi Party
- Expansion of the SS to 3,000
- The Bamberg Conference (1926) shifts the NSDAP towards nationalism



GCSE History Knowledge Organiser: Weimar & Nazi Germany – Why did support for the Nazis grow after 1929?

Key Words:

KPD – The German Communist Party

Industrialists – wealthy factory owners

Propaganda - information, especially of a biased or misleading nature, used to promote a political cause or point of view.

Middle-class - the social group between the upper and working classes, including professional and business people and their families.

Although Hindenburg defeated Hitler, it ensured that Hitler was recognised as a national political figure because he used modern campaigning strategies such as flying between cities to give speeches. This contributed to greater success in the Reichstag elections of July 1932.

German banking system collapsed. Banks recalled loans from German businesses, leading to a collapse of the German economy. This led to widespread unemployment – approx. 5m by 1932. Successive governments failed to deal with this problem.

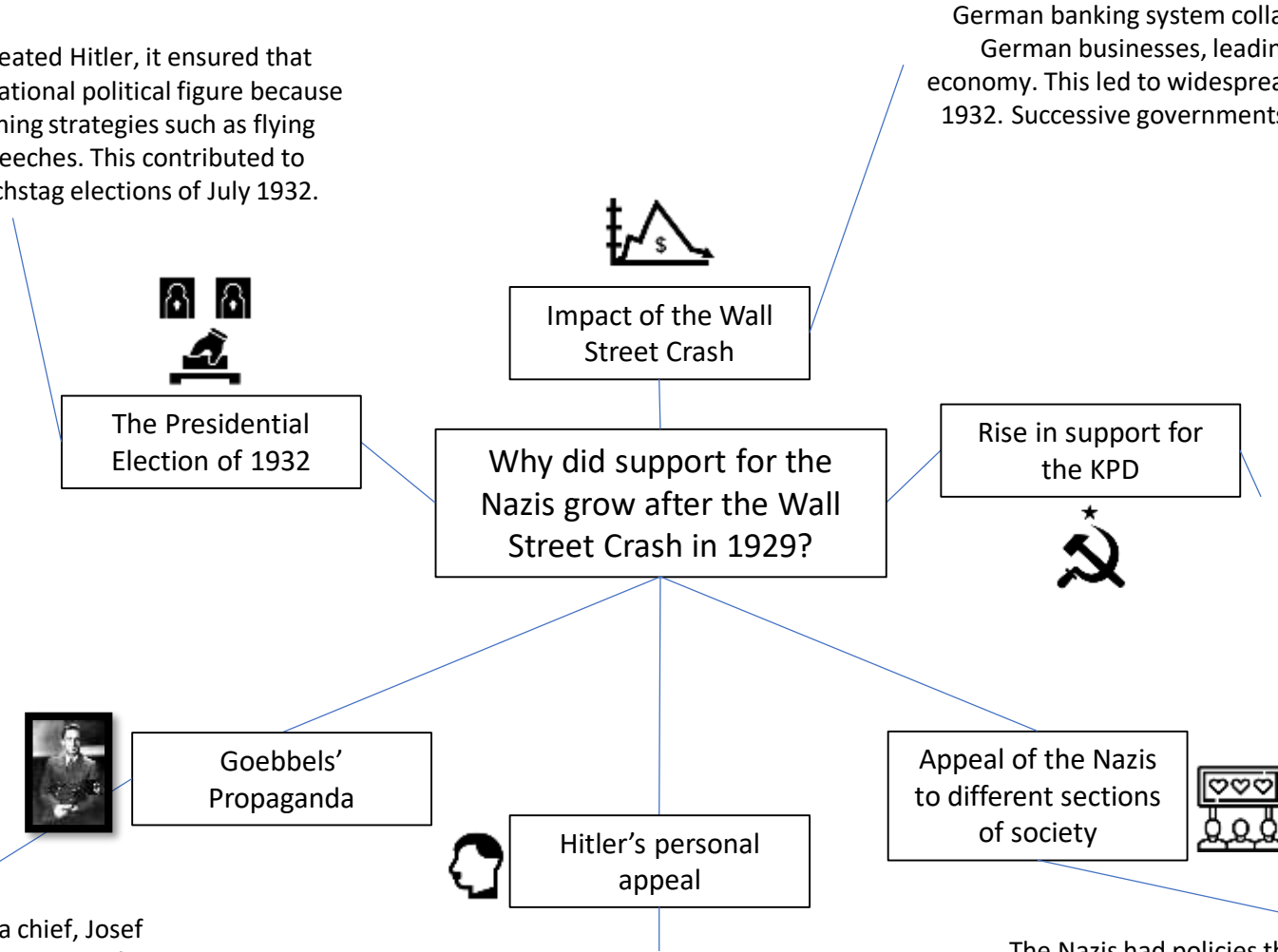
As the government failed to deal with unemployment, German voters switched to extremist parties like the NSDAP and KPD.

The KPD had gained 1m extra voters by 1932 – this terrified the German middle- and upper-classes who feared their land and companies would be confiscated by a communist government. As support for the KPD grew among the working class, more middle-class voters switched to the Nazis because they felt Hitler was their best defence against the communists.

The NSDAP's propaganda chief, Josef Goebbels has mastered the art of propaganda, making sure that the Nazi message was everywhere, and that Hitler was seen as the face of the NSDAP.

In Hitler the people saw a strong leader who promised to restore law and order, and to scrap the Treaty of Versailles. His strong skills as a public speaker helped increase membership of the party.

The Nazis had policies that appealed to particular sections of German society. This meant there was something for everyone. Support from big business in particular was key because it brought in huge amounts of money, without which Goebbels could not have conducted his nationwide propaganda campaign.



Big questions: key topic 3

Nazi control and dictatorship, 1933-1939.

BQ1: How did Hitler consolidate his power between 1933 and 1934?

BQ2: How did the Nazis develop a police state?

BQ3: How did the Nazis change the legal system and religion?

BQ4: How did the Nazis control and influence attitudes?

BQ5: How much opposition did the Nazis face?



In January 1933, Hitler was appointed Chancellor of Germany. At that time, Hitler was the leader of a democratic state, whose people elected its leaders, and his powers were limited by the Weimar Constitution.

During the years after 1933, however, Hitler changed all of this. Hitler destroyed any opposition to his control of the Nazi Party with a purge involving the deaths, without trial, of 400 members of the party. He destroyed democracy in Germany, banning all other political parties and trade unions. By the end of 1934, he was a dictator, with almost complete personal power over the country.

He also controlled the attitudes, beliefs and actions of the German people, using a combination of propaganda, censorship and a range of police forces. Hitler's Germany was the Germany of the Gestapo, the SS and concentration camps. The Nazi state even sought to control German sport, art, architecture, literature and film.

Despite this, pockets of opposition to the Nazis remained in parts of German society, particularly amongst the German churches and the young.

Key Words:

Dictatorship - A dictator is a political leader who possesses absolute power. A dictatorship is a state ruled by one dictator.

Constitution – the laws that set out how a country is governed.

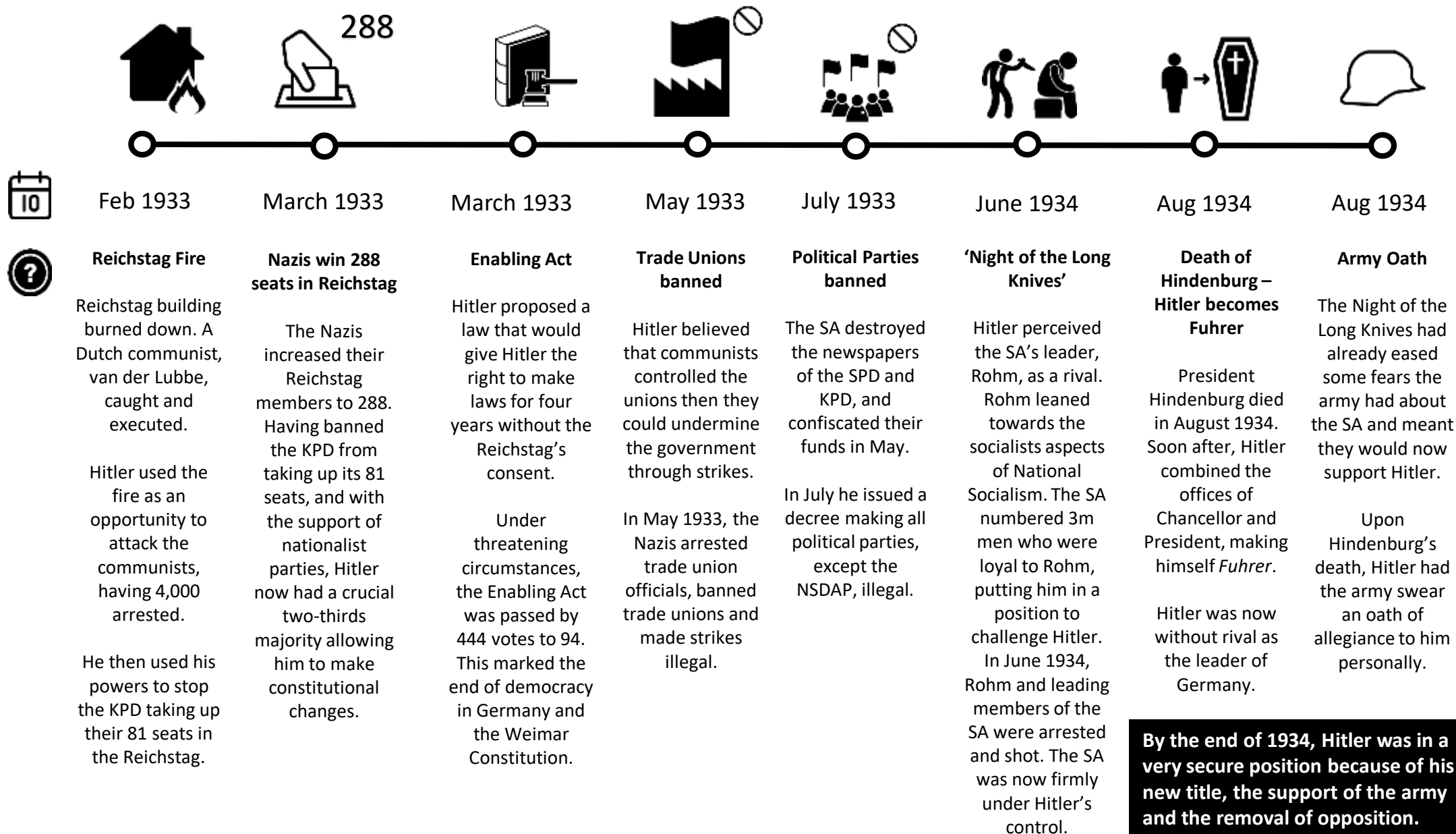
Trade Unions – organisations that represent and defend workers' interests.

Decree - an official order that has the force of law

Oath – a promise

Fuhrer – German word for leader.

GCSE History Knowledge Organiser: Weimar & Nazi Germany – How did Hitler establish a dictatorship, 1933-1934?



By the end of 1934, Hitler was in a very secure position because of his new title, the support of the army and the removal of opposition.

GCSE History Knowledge Organiser: Weimar & Nazi Germany – How did the Nazis control attitudes in the Third Reich?

Key Words:

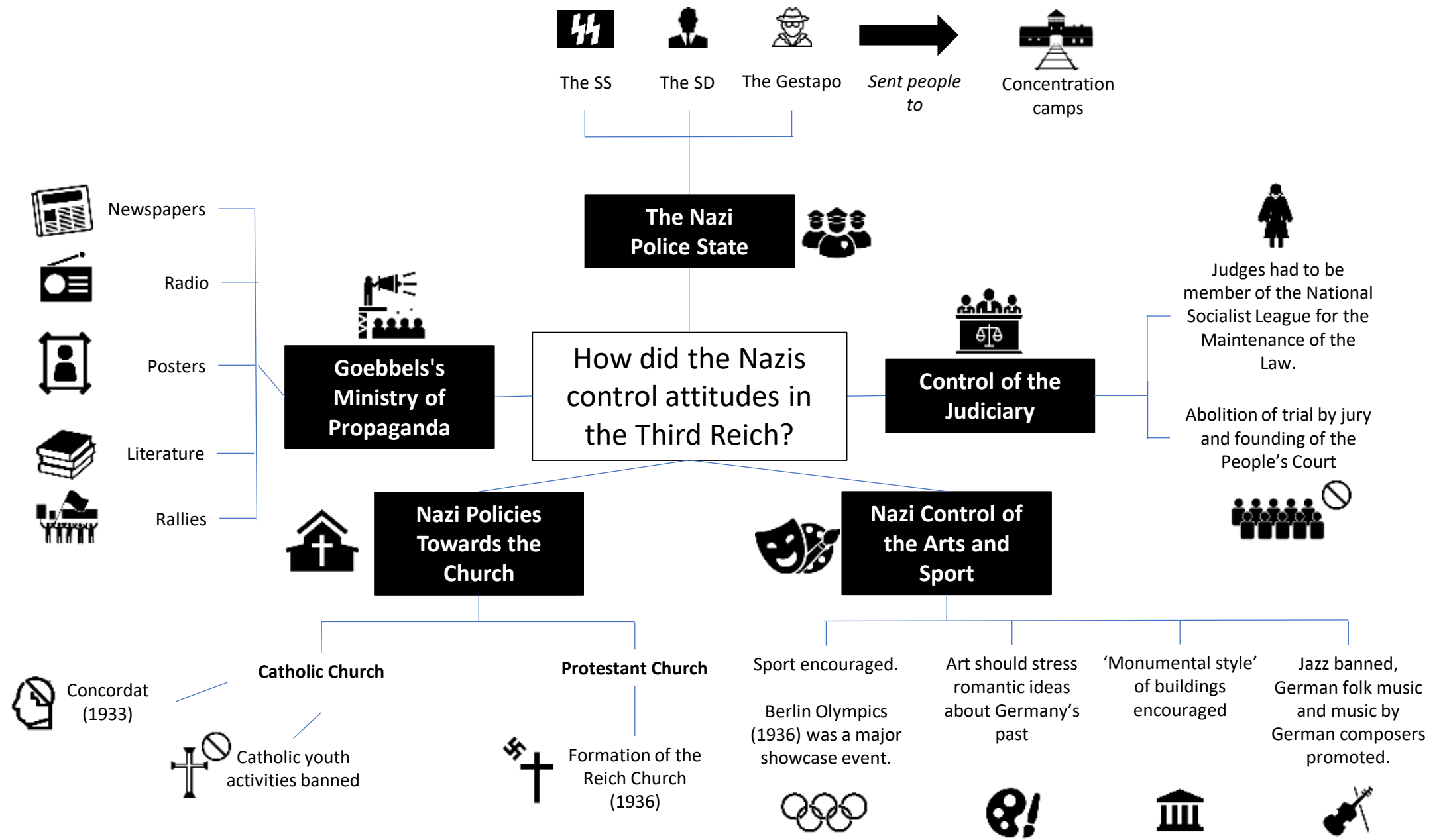
Propaganda - information, especially of a biased or misleading nature, used to promote a political cause or point of view.

Judiciary – the legal system: judges and courts.

Concordat – an agreement between the Nazi regime and the Pope that the Catholic Church would not interfere in German politics in return for religious freedom for Catholics in Germany. Hitler soon broke this agreement.

Gestapo – plain-clothed secret police led by Heydrich from 1936.

Concentration camps – large prisons for political prisoners



Key Words:

Opposition – resistance or dissent to something.

High Command – the senior staff of the army.

Hitler Youth – the Nazi youth organisation for boys 14-18. Membership was compulsory from 1936.

The League of German Maidens – the Nazi youth organisation for girls 14-18.

Pastors' Emergency League – a group of Protestant pastors led by Martin Niemoller who opposed the treatment of Protestant churches in Germany.

GCSE History Knowledge Organiser: Weimar & Nazi Germany – How effective was opposition to the Nazi regime between 1933-1939?

How effective was opposition to the Nazi regime between 1933-1939?



The Army



The Youth



The Church

Evidence of opposition	Evidence of conformity
Chief of German High Command, Ludwig Beck, resigned in protest at Hitler's plans.	Plan to overthrow Hitler in 1938 abandoned after his successes in Czechoslovakia.

Evidence of opposition	Evidence of conformity
Edelweiss Pirates – copied American fashion trends and taunted Hitler Youth members. The Swing Youth – admired American culture and music. They organised illegal dances.	Membership of the Hitler Youth by 1939 was around 8m. Many young people were enthusiastic and committed Hitler Youth members.

Evidence of opposition	Evidence of conformity
Pastors' Emergency League (1933) and Confessional Church (1934) set up in opposition to the Reich Church Pope's message, <i>With Burning Concern</i> , read in all Catholic Churches in 1937	Pope Pius XI and Hitler agreed the Concordat in 1933 Many Protestants joined the Reich Church Attendance of non-Reich Church services did not become open opposition

There was some opposition to the Hitler and Nazi regime but it was never coordinated or unified. The young, the Church and the army did present some challenges to Hitler but they were never enough to threaten the regime in the years 1933 to 1939.

Big questions: key topic 4

Life in Nazi Germany, 1933-1939.

BQ1: How successful were Nazi policies towards women?

BQ2: How successful were Nazi policies towards the youth?

BQ3: How successful were Nazi education policies?

BQ4: How did the Nazis manage to successfully reduce unemployment?

BQ5: Did living standards improve for the ordinary people between 1933-1939?

BQ6: How were minorities treated under the Nazis?



Many of the events described so far have been national events which happened to Germany – the German revolution, the Treaty of Versailles, the Weimar Republic and the start of the Nazi Third Reich.

Many of the people described so far have been national figures from the centre of political events – people like the Kaiser, Stresemann, Brüning and Hitler.

Key topic 4 looks at the lives of ordinary Germans. Looking at work, marriage, children, quality of life under the Nazis and what it was like for the minorities living under Nazi rule.

GCSE History Knowledge Organiser: Weimar & Nazi Germany – How did life in Germany change under the Nazis by 1939?

How did life in Germany change under the Nazis by 1939?

Key Terms:
Curriculum – what is taught in schools.

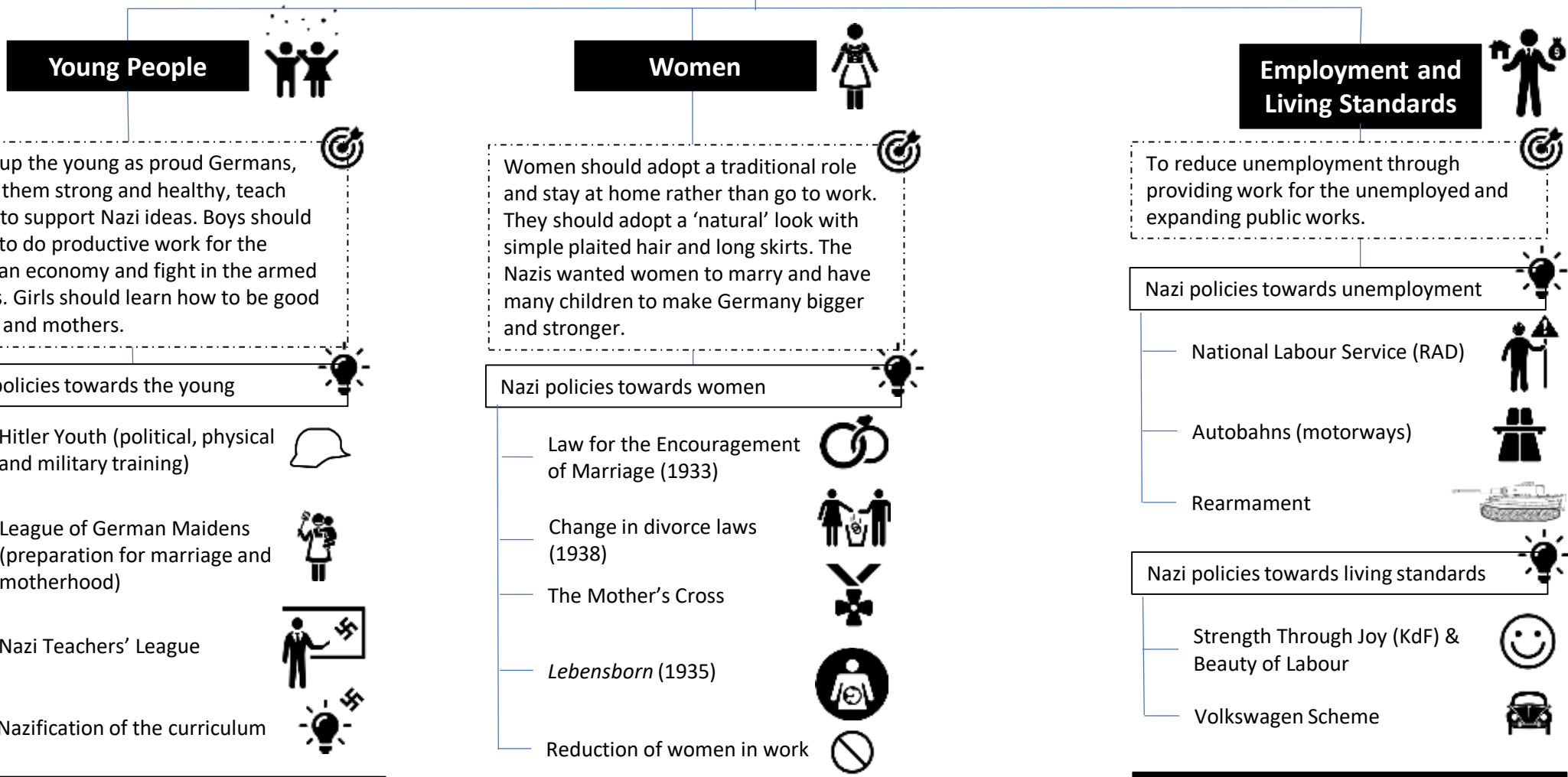
Law for the Encouragement of Marriage (1933) – gave loans to help young couples marry.

Mothers' Cross – a medal given to women who had a certain number of children.

Lebensborn – a programme where unmarried women could become pregnant by 'racially pure' SS men.

Rearmament – when a country begins to rebuild its armed forces.

Invisible Unemployment – using dubious methods to keep unemployment figures low.



Although many young people joined the Nazi organisations, it was not always popular with its members.

As German industry grew alongside rearmament, the needs of the state brought more women back into work.

Not all workers benefitted from Nazi policy. Unemployment figures are dubious due to 'invisible employment.'

Key Words:

Civil Service – government employees.

Boycott – refusing to buy or take part in something as a protest.

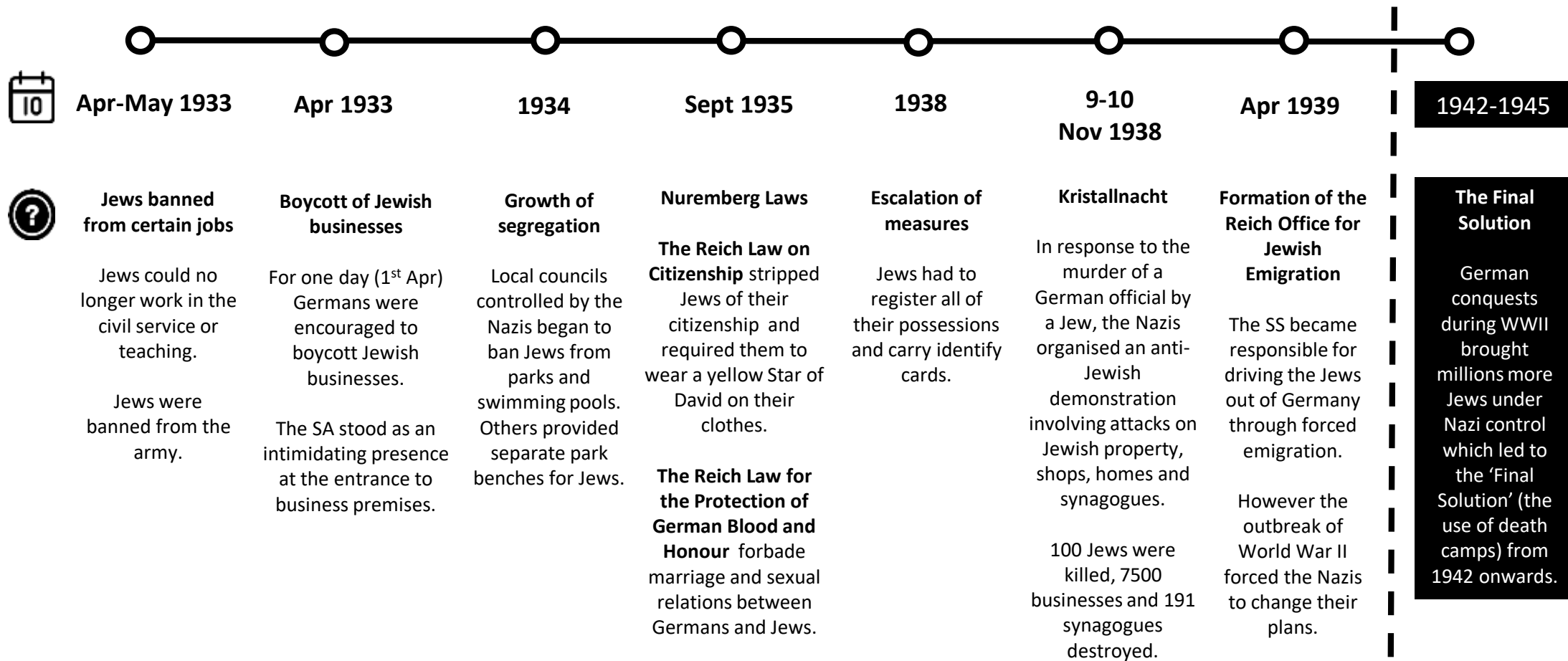
Segregation – keeping two groups apart.

Synagogue – the Jewish place of worship.







Forced emigration – forcing or strongly pushing people to leave a country.

The 'Final Solution' – the plan by the Nazis to exterminate Europe's Jewish population using death camps and gas chambers.

GCSE History Knowledge Organiser: Weimar & Nazi Germany – How did persecution of the Jewish people escalate?



Which minorities were persecuted by the Nazi regime?

Jews	Roma	Slavs	Homosexuals	The Disabled	Afro-Germans
					

How would I answer the exam questions?

4 mark source question (What can I infer from Source A about...)



- Firstly, read through the source, you can annotate if and if you don't understand words, don't worry!
- Read the question and then again look at the source, highlighting/circling any areas that link the question
- Aim to pick out two inferences (things you can work out) you can make from the source
- Then give quotes or paraphrasing from the source that meets your inference

Give two things you can infer from Source C about education in Nazi Germany (4 marks)

Source A: From the memoirs of a German who was a student in the 1930s.

No one in our class ever read Mein Kampf. I myself only used the book for quotations. In general we didn't do much about Nazi ideas. Anti-Semitism wasn't mentioned much by our teachers except through Richard Wagner's essay 'The Jews in Music'. We did, however, do a lot of physical education and cookery.

What I can infer:

That improving the health and fitness of young Germans was a key part of Nazi education and they included lots of exercise

Details in the source that tell me this:

The source says that 'we do a lot of physical education and cookery'

What I can infer:

That teaching of Nazi ideology and race policy was not a key part of school education

Details in the source that tell me this:

The source says 'Anti-Semitism wasn't mentioned much by our teachers'



Inference

Identifies the inference (what you can work out about education)

Detail

Detail from the source e.g. quote/evidence

How would I answer the exam questions?

12 mark 'explain why'



This question asks you to explain the cause/consequence of a specific event
The question is testing both your knowledge and also ability to explain causation.

Mark Scheme

Level		Mark
AO1: Specific and relevant subject knowledge AO2: Analysis of cause/change		
1	1-4	A simple answer that attempts to answer the question Basic subject knowledge of the topic
2	4-6	Explanation that answers the question e.g. <i>Why Gustav Stresemann was able to achieve the recovery of Germany?</i> Good subject knowledge is used to back up explanation Maximum 5 marks for Level 2 answers that only use the two bullet points
3	7-9	Two to three clear and detailed explanations that answer the question but can lack organisation Accurate and specific subject knowledge Maximum 8 marks for Level 3 answers that only use the two bullet points
4	10-12	An analytical explanation that answers the question, sticks to question and is structured Uses specific, relevant and accurate subject knowledge Level 4 can ONLY be reached if answers provide at least 1 extra explanation with the two bullet points

You are being examined on two skills:

- Subject Knowledge
- Analysis of cause/change



So to get top marks (12/12)
What should I do?

- A minimum of three points (paragraphs) needed to reach Level 4
- Uses a wide range of specific subject knowledge
- Always link back to the question and analyses the causes
- Use both bullet points & at least one of your own



1. First you need to identify the cause/consequence in your first sentence
2. Explain in detail this cause/change using specific knowledge and examples
3. Always link back to the question at the end of the paragraph.

See the example paragraph below

Tips and Tricks

- 18 minutes in total
- No conclusion or judgement needed
- You don't need to use the bullet points, you can use ANY other piece of relevant information to answer the question. Aim for 3-4 to get Level 4.
- The bullet points are simply there to guide you, they can be used as paragraphs or as examples within paragraphs.



Example Paragraph

This is one paragraph of the question on the right.
The key parts have been identified.



Explain why Gustav Stresemann was able to achieve the recovery of Germany between 1924-29. You may use the following in your answer:

- The Dawes Plan
- The Locarno Treaty

During the period of 1924-9, Chancellor **Gustav Stresemann** was able to succeed in **securing the recovery of the Germany economy**. In 1923, the German economy was in serious trouble with the impact of the **£6.6 billion reparations** and the ongoing Ruhr Crisis and Hyperinflation. **Stresemann was able to secure the Dawes Plan, a deal with US banker Charles Dawes in 1924 which vastly improved the German economy**. Firstly, the plan tackled hyperinflation by destroying the old currency and replacing it with a new currency, the **Rentenmark** which reset the value of the mark. Furthermore, he secured valuable loans to help the German economy, the first of these was worth **800 million marks**. These loans allowed Germany to begin paying off her reparations again and it also helped kickstart the German economy again. Therefore, Stresemann's securing of the Dawes Plan was crucial in helping the German economy recover by 1929.

Identify

Clearly identifies the cause

Explain

Explains in detail the point made

Link

Links back to the question at the end of the paragraph

Knowledge

Specific subject knowledge

How would I answer the exam questions?

8 mark 'how useful'



Discussing Provenance

- To find the provenance look at the **CAPTION** of the source
- Provenance is the background of the source; who made it, what is the source, why was it made, when was it made?
- You only need to discuss 1 or 2 points about the provenance



Source B A photograph published in 1932 in a German newspaper. It shows people from Hanover queuing for their unemployment benefits. The writing on the wall of the building says 'Vote Hitler'.



Source C: From *Inside the Third Reich* by Albert Speer, published in 1970. Here Speer is remembering hearing a speech made by Hitler in 1931. Speer later became the official Nazi architect and a Nazi minister.

I was carried away on a wave of enthusiasm by the speech. Here, it seemed to me, was new hope. Here were new ideals, a new understanding and new tasks for Germany. The dangers of Communism, which seemed to be growing, could be stopped. Hitler persuaded us that Germany could recover from all of its problems. It must have been during this time that my mother saw an SA parade. The sight of discipline in a time of chaos, the impression of energy in an atmosphere of hopelessness, seems to have won her over to the Nazis as well.

Example Paragraph

This is one paragraph of full mark answer to the question on the right. The key parts have been identified.



How useful are Sources B and C for an enquiry into the reasons for the growth in support for the Nazi Party in the years 1929-32?
Explain your answer, using Sources B and C and your own knowledge of the historical context. (8 marks)

Source C is useful as it suggests that Hitler's speeches and the content of these were a primary reason for growth in support for the Nazi Party, in said speech Hitler promises that 'Germany could recover from all of its problems'. To some extent this is correct as people were enthused by the 'energy in an atmosphere of hopelessness' and Hitler had appeal as a strong war hero in a time when the Weimar Republic looked weak. I know that Hitler's speeches were dynamic and targeted at his audience saying things people wanted to hear such as promises to reduce unemployment, destroy the Treaty of Versailles and as it says in the source he would stop 'the dangers of communism'. Therefore the source is useful as it highlights the power of Hitler's speeches and image of power which increased votes during the crisis of 1932. On the other hand Source C does not reveal that it was the failure of the Weimar government to address the problems of the Great Depression which caused over 6 million unemployed that led to this hopelessness. The fact the source was written in 1970, by Albert Speer an ex-Nazi minister makes the source useful as it highlights that despite he is looking back at those years, he still admits he was inspired (and his mother) by Hitler's speeches which increased his support the the Nazis. Furthermore as the author, Speer, witnessed these speeches it provides a useful insight into the power of Hitler's speeches.

Utility
Argues why the source is useful

Content
Discuss the content of the source and uses evidence

Provenance
Discuss the provenance of the source

Knowledge
Specific subject knowledge



So to get top marks (8/8) What should I do?

- One paragraph for each source
- Always focus on arguing **WHY** the source is useful, especially at the end of each paragraph.
- Discuss how content of the sources are useful and use evidence from the source (quote/description)
- Discuss how provenance of the source makes it useful
- You can include 1 sentence on why the source is not useful
- No conclusion needed

Mark Scheme

AO3: Specific and relevant subject knowledge

AO3: Judgement made on how useful source is, focussing on the provenance & content

AO3: Use of the content of the source

Level	Mark	
1	1-2	<ul style="list-style-type: none"> A simple judgement on how useful the source are Basics comprehension of the source using a quote or paraphrase used Limited subject knowledge is used which links to the source.
2	3-5	<ul style="list-style-type: none"> A judgement on how useful the sources are is made, using what the sources tells us (content) and/or the provenance (nature, origin, purpose) Good comprehension of the source using quotes/description to say how useful they are Used clear subject subject knowledge throughout to support comments on the usefulness of the content of the sources and/or their provenance.
3	6-8	<ul style="list-style-type: none"> Clear judgement on how useful the sources are, using both the content AND the provenance of the source to make a comment. The sources content is analysed to argue about how useful the source is Specific knowledge is used throughout to back up how useful sources are for both content and provenance

How would I answer the exam questions?

4 mark interpretation question

Difference in views

Study Interpretations 1 and 2. They give different views about how the role of Hitler in the growth of Nazi support 1929-32.

What is the main difference between these views? (4 marks)



The first thing to do is spend your time reading the interpretations, they are the focus of three questions

1. You do not need to use your own knowledge here
2. Simply, explain what are the different views between the two interpretations
3. You must talk about both interpretations and use evidence from them, a quote or paraphrase

Model Answer

A main difference between Interpretation 1 and Interpretation 2, is that Interpretation 1 emphasizes the role of Hitler in the rise of the Nazi party. It suggests that Hitler's leadership, his charisma and speaking skills such as 'timing, expression and content' impressed Germans. Whilst Interpretation 2 suggests Hitler's role was smaller and the depression and unemployment in Germany caused a much larger role than any of the action by Hitler. They rather argue the Nazis growth of support was by 'chance'

Interpretation 1: From *Weimar and Nazi Germany* by J Hite and C Hinton, published in 2000.

Hitler himself was central to the success of the Nazis in the years 1929-32. He provided charismatic leadership with his powerful message to build a new Germany. He was a powerful speaker with his timing, expression and the content of his speeches impressing listeners. He was able to identify with their emotions and gave people hope. Along with Goebbels, he realised the importance of propaganda. He used propaganda to target the specific grievances of many Germans.

Interpretation 2: From *Hitler 1889-1936* by I Kershaw, published in 1998.

There was nothing inevitable about Hitler becoming Chancellor of Germany in January 1933. Five years earlier the Nazis had been a small party in German politics with little support. Events such as the Wall Street Crash, which led to depression in Germany, brought increased support for the Nazis in the years 1929-32. Chance events, such as the depression and unemployment, played a much larger role than any actions of the Nazi leader himself in bringing Hitler to power.

Why difference in views?

Suggest one reason why interpretations 1 and 2 give different views about how the Nazis support increased 1929-32. (4 marks)



The first thing to do is look at the **caption** of the source, it tells you about the **provenance**: Who wrote it, when, why and their motive.

1. Simply, explain WHY do the two interpretations have different views – you must discuss both
2. You may also refer to sources B and C, but not essential
3. Think about why they wrote it, their background etc.

Model Answer

One reason why these two interpretations would have different views is due to the historians having different emphasis on why the Nazis rose to power between 1929-32. Both sources focus on the same time period but Kershaw, who's extract is from a biography of Hitler, is seeking to downplay the contribution made by Hitler to their rise rather focusing on the depression. Whilst Interpretation focus on the role of Hitler's leadership throughout the extract, therefore seeking to emphasise a different area.

How would I answer the exam questions?

16 mark interpretation question (+4 SPAG).

Mark Scheme

Level	Mark
1	1-4
2	5-8
3	9-12
4	13-16

TOP MARKS

To get 16/16 you need to do the following in 24 minutes:

1. Read the question and identify what Interpretation 2 says
2. Write a paragraph that argues why you **agree**, using evidence from interpretation 2 and your own knowledge to back it up.
- 3 Write a paragraph that argues why you **disagree** using evidence from Interpretation 1 and your own knowledge to back it up.
- 5) Write a detailed conclusion that agrees or disagrees with Interpretation 2 with link to the question.

Interpretation 2 suggests that the depression and the resulting unemployment from this was the reason for 'increased support for the Nazis', even suggesting it was luck 'there was nothing inevitable'. This is certainly correct as before the onset of the depression in 1929, support for the Nazi Party was low evidenced by the fact that only they achieved 2.6% of the vote in 1928. This figure increased dramatically by 1930 to 18% and by July 1932 the Nazis achieved 37.4% of the vote, making them the largest party in the Reichstag. This coincided with the rising unemployment, peaking at 6 million in 1932, therefore I do agree with the interpretation as without impact of the Wall Street Crash, it is as the interpretation suggests, the Nazis would have remained a small party with little support. . What the interpretation does not really highlight in how this event increased support – this was the inaction of the Weimar government, who failed to solve the crisis by cut unemployment benefits and raising taxes, which encouraged Germans to look for another in Hitler. Therefore, Hitler by chance was able to make the best of the situation to secure Nazi power in 1933.

Interpretation 1 challenges the view put forward in interpretation 2. Interpretation 1 suggests that Hitler played a 'central' role in the success of the Nazis and really argues it was Hitler's 'charismatic leadership' and realisation of 'the importance' of propaganda that led to the success of the Nazis support increasing by 1932. This argument holds weight as Hitler was a powerful speaker who flew to upto 6 cities a day targeted his simple message at the audience he was speaking to. For example the popular messages in his speeches were that he would reduce unemployment, make Germany great again and destroy the Treaty of Versailles. This increased Nazi support at a time whe the Weimar Government were looking weak during the depression, which does link to Interpenetration 2. Hitler also employed Goebbels as his propaganda minister who carefully targeted his message at 'specific grievances' of the German people. For example 'work +bread' was a popular message aimed at the working class, whereas an anti- communist message was popular with business owners. Therefore, it can be acknowledged that Hitler himself played a significant role in the growth of the Nazi party, challenging Interpretation 2's downplay of Hitler's role.

Overall, I strongly agree with the interpretation put forward in interpretation 2. This is because the Nazi Party were a small fringe party who had achieved a very small proportion of the vote prior to 1929. However, interpretation 1 does hold some weight too as the people of Germany were clearly seeking an alternative and Hitler was able to capitalise on this by telling people what they wanted to hear. Despite this message Hitler had was the same prior to the Great Depression but nobody wanted to listen so therefore it must have been circumstance that increased support for the Nazi Party 1929-1932. Therefore, the two are interlinked closely.

Analysis
Argues why you agree or disagree

Content
Discuss the content of the interpretations and uses evidence

Balance
Discuss both interpretations

Judgement
An overall judgement is given in detail

Knowledge
Specific subject knowledge

How far do you agree with Interpretation 2 about reasons for the growth in support for the Nazi Party in the years 1929–32?

Explain your answer, using both interpretations and your knowledge of the historical context.



Model 16/16 answer

This is one paragraph of full mark answer to the question on the right. The key parts have been identified.

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Wider reading and resources.



Something to read...

The Rise and Fall of the Third Reich

by William L. Shirer

Hitler: A Study in Tyranny

by William L. Shirer

Inside the Third Reich

by Albert Speer

The Coming of the Third Reich:

How the Nazis destroyed

Democracy

by Richard J. Evans

Hodder GCSE History for Edexcel:

Weimar and Nazi Germany.



Something to watch...

The History teacher on You Tube

Key topic 1 –

<https://www.youtube.com/playlist?list=PL0ifbTeFrUEsT-LqqKPPE4z6GeafsGZe>

Key topic 2 –

<https://www.youtube.com/watch?v=R1QfjWymc9g>

Key topic 3 –

<https://www.youtube.com/playlist?list=PL0ifbTeFrUEuZXutgZNI7oXPh9o7xz34P>

Key topic 4 -

<https://www.youtube.com/playlist?list=PL0ifbTeFrUEstegDWNcctpNeYoKGbcjsx>