

# Germany 1890–1945: Democracy and dictatorship



revision workbook

For AQA

teachit

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## Introduction

### Overview of the exam

Section A of Paper 1 explores Germany's history over a 55-year period, 1890–1945. This includes a variety of developments and changes such as:

- social and cultural
- economic
- political
- the role of individuals and groups, such as Stresemann and the NDSAP.

**There are three key topics that you will need to study:**

**Topic 1** Germany and the growth of democracy

**Topic 2** Germany and the Depression

**Topic 3** The experience of Germans under the Nazis

### Assessment objectives

The exam will assess your knowledge of the key events in this period as well as your understanding of historical concepts such as continuity, change, cause, consequence, significance, similarity and difference.

Assessment objective		What does it mean?
<b>AO1</b>	Demonstrate knowledge and understanding	<ul style="list-style-type: none"> <li>• Knowledge and understanding of Germany in the period 1890–1945.</li> <li>• Your ability to recall and apply a range and depth of factual knowledge of Germany's history during this period.</li> <li>• Tip: Try to use two or three pieces of knowledge each time you approach a question with an AO1 focus.</li> </ul>
<b>AO2</b>	Explain and analyse historical events	<ul style="list-style-type: none"> <li>• This is your ability to communicate and explain Germany's history using various second-order concepts such as description, causation, change, continuity and consequence.</li> </ul>
<b>AO4</b>	Interpretations	<ul style="list-style-type: none"> <li>• Interpretations are historians' views and the evidence they select to support them.</li> <li>• They will often differ, despite exploring the same event, person or development.</li> <li>• You will be given two interpretations, between 50 and 100 words each.</li> <li>• You will need to know how they differ, why they differ and if they are 'convincing'.</li> </ul>

### Which questions assess which objectives?

The first six questions of Paper 1 will cover Germany (the last four will be on your 'Conflict and tension' topic).

You will be given a separate Interpretations Booklet containing the two interpretations that you will use to answer the first three questions.

Overall, Section A is worth 40 marks and consists of 6 compulsory questions.

### Questions 1–3 focus on AO4

<b>Q1</b>	<b>How</b> do the interpretations differ?	<ul style="list-style-type: none"> <li>• Identify how one interpretation argues something different from the other.</li> <li>• Make sure you refer to both interpretations and thoroughly explain at least one difference.</li> <li>• 4 marks (about 5 minutes).</li> </ul>
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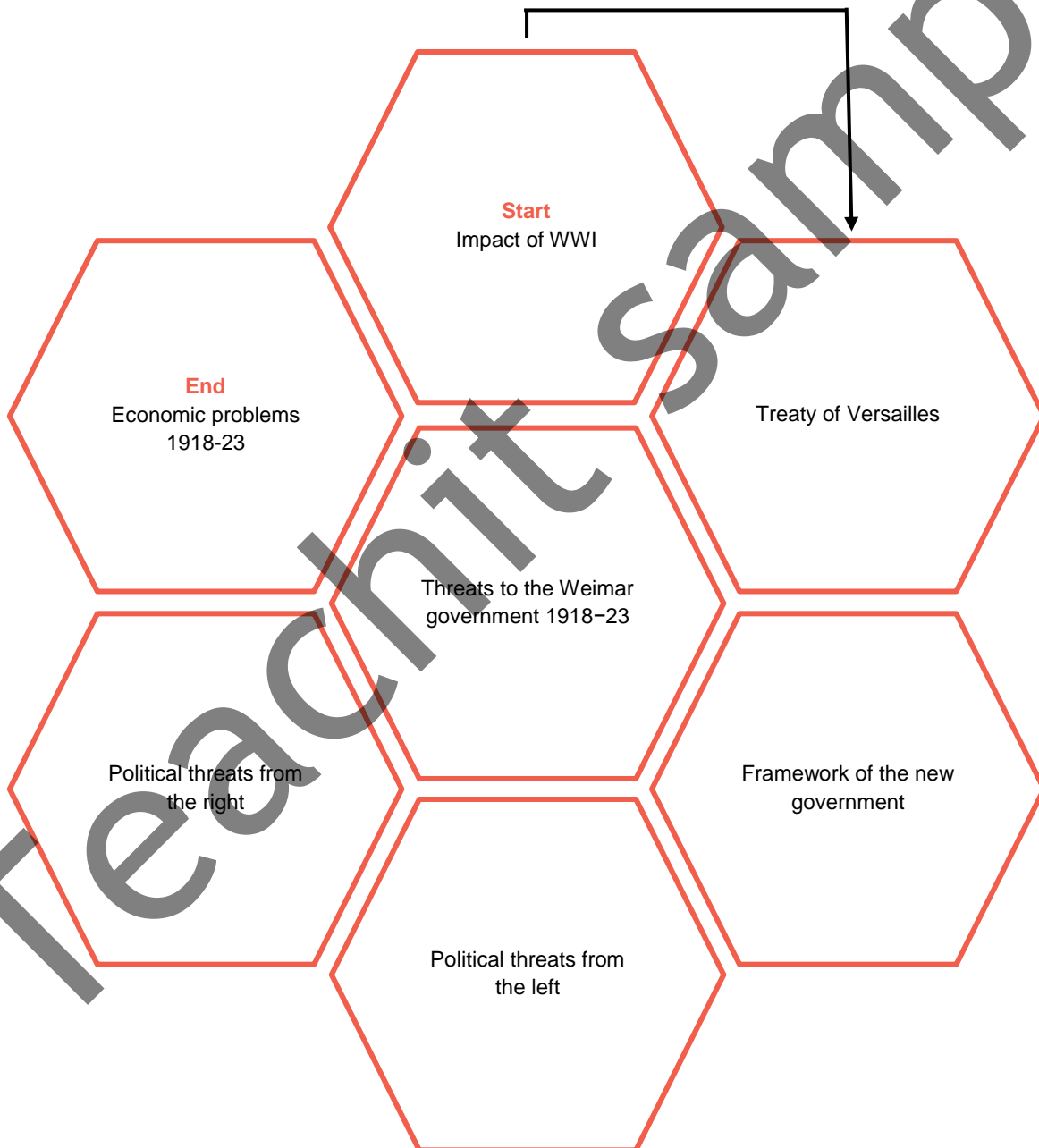
## Task

Revision hexagons – threats to the Weimar government

- Summarise each event in no more than 25 words. Ensure you include key names, terms and statistics.
- Once completed, try to make as many links as you can between the different events; draw arrows and annotate the links with your understanding.



**e.g.** The economic, social and political impact of WWI already damaged the reputation of the new government. When land and resources were lost due to the Treaty of Versailles and they agreed to reparations, this meant the government struggled more economically and their reputation was damaged further – the ‘November Criminals’.



## Opposition to the Nazis

### Opposition from young people

- The **White Rose group** were Munich University students who secretly distributed anti-Nazi pamphlets. Their leaders, siblings Sophie and Hans Scholl, were captured and executed in 1943.
- **Edelweiss Pirates** were young people who rejected Nazi values and discipline, drank alcohol and danced to jazz. They wrote anti-Nazi songs and slogans and would attack Hitler Youth.
- **Swing Youth** groups admired American culture, clothing, music and leisure pursuits. They listened to swing bands and jazz. They drank alcohol and smoked.

### Resistance from conservatives and the military

- **The July Bomb Plot** of 1944 was an attempt by senior army officer Colonel Claus von Stauffenberg to kill Hitler using a hidden bomb. The bomb exploded and four people were killed, though Hitler suffered only minor injuries. Around 5,000 people were arrested on suspicion of involvement in the plot.
- **The Kreisau Circle** was made up of right-wing academics, officers and wealthy landowners. They met in secret and were highly critical of the Nazi regime.

### Religious opposition

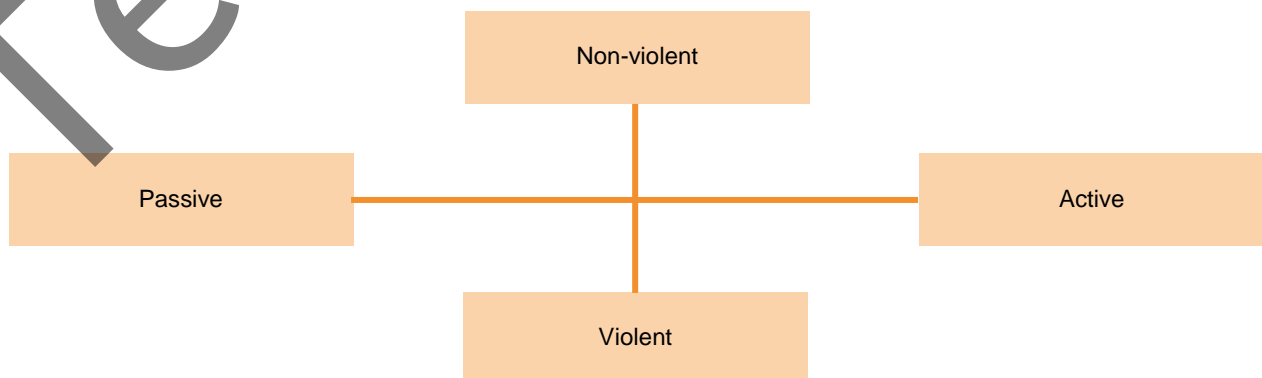
- The **Protestant Confessional Church** was led by Martin Niemöller. He encouraged other Protestant pastors to reject the Reich Church. Niemöller was held in a concentration camp during the period 1937–45.



Hitler's trousers after the assassination attempt known as the July Bomb plot

### Task

Place each of these groups on the axes below.



## Exam skills

In the exam, you will be asked six questions, worth **40 marks** in total. They will look similar to this:

Question	Marks	Assessment objective	Approx. time to spend on this question
How do the interpretations differ ...?	4 marks	AO4	5 minutes
Why do the interpretations differ?	4 marks	AO4	5 minutes
How convincing are the interpretations?	8 marks	AO4	10 minutes
Describe ...	4 marks	AO1	5 minutes
In what ways ... Explain your answer	8 marks	AO1 and 2	10 minutes
Essay question with bullet points	12 marks	AO1 and 2	15 minutes

## Example questions

**Question type 1** How do the interpretations differ ...? (4 marks, 5 minutes)

### Interpretation A

Henrik Metelmann in his book called 'Through Hell for Hitler', published in 1970.

Metelmann was a member of the Hitler Youth in the 1930s and he is referring to his experiences in this extract.

At the time, it was smashing. When we went on our marches the police stopped the traffic and passers-by had to give the Nazi salute. We were poor and suddenly had fine uniforms. I'd never been on holiday; now they were taking us to camp by lakes and mountains.

I am ashamed to say now that, to us, Hitler was the greatest human being in the world. At rallies we couldn't hear what he was saying – but we all screamed anyway. When war came I was so excited. I thought, 'Now, I can show the Fuhrer what I'm made of'.

### Interpretation B

Inge Scholl in her book called 'Students Against Tyranny' published in 1952.

Inge Scholl's brother Hans and her sister Sophie were members of the White Rose group. They were arrested and executed by the Nazi police state in 1943. Inge is referring to what happened when Hans returned from a Hitler Youth rally in the 1930s.

We could not believe it. I remember that the leaders had told Hans that his songs were not allowed. Why should he be forbidden to sing those songs just because they had been created by other races? Then came the racial legislation and our Jewish classmates had to leave school.

We were living in a society then, where hate and lies had become normal. No one was safe from arrest for the slightest unguarded remark, and some disappeared forever for no good reason. Unseen ears seemed to be listening to everything that was spoken in Germany.

**Question type 5** In what ways ... (8 marks, 10 minutes)

**Question 5 tips!**

- Explain change and continuity, consequence or causation, in two or three 'Point, evidence, explain' chains.
- 4 marks will be awarded for the quality of your AO1 knowledge and understanding.
- 4 marks will be awarded for the quality of your explanation of how a group or development was changed/affected by the event/development given in the question.

**What do the different command words mean?**

Command word	Meaning
<b>Change</b>	How a development or an event caused a change. This means that it changed to become different from what it was before. You must explain what that change is.
<b>Cause</b>	The reason why an event or development happened.
<b>Consequence</b>	The impact or effect of an event or development.

**Q5 Example response**

Explain why there were economic problems in Germany during 1919–23. (8 marks)

States the cause being explained in a clear point	The most important reason why there were economic problems in the Weimar Republic was the impact that the terms of the Treaty of Versailles had upon their economy. For example, Germany lost key resource areas such as coalfields in Silesia, 50% of their iron areas and 15% of their coal areas, and from 1921, they also had to make annual payments to pay a total of £6.6 billion in reparations. This therefore caused economic problems in Germany as they struggled to pay back the reparations as its economy was already damaged after WWI. Coupled with the loss of key industrial areas, this meant that industry struggled, shortages were common and exports dropped. As a result of this, the Germans were unable to meet the reparations payments by December 1922 which resulted in the French invading the Ruhr.	Provides three pieces of specific evidence – it has names and numbers
Explains in a developed way including the second-order concept		
States the cause being explained in a clear point	The second most important reason why there were economic problems was due to the French invasion of the Ruhr. For example, in 1923 the Germans didn't pay reparations so the French invaded to take control of factories and resources, the workers carried out passive resistance and the French arrested 150,000 workers. This therefore caused economic problems as not only did they lose resources but also by carrying out passive resistance, production slowed down resulting in fewer goods for the Germans to sell and also trade.	Provides three pieces of specific evidence
Explains in a developed way including the second-order concept		
States the cause being explained in a clear point	The least important reason why there were economic problems was due to hyperinflation. For example, the government printed more money which became worthless, bread prices rose to 2 billion marks and wages were being carried in wheelbarrows. This therefore caused economic problems as shortages affected everyone, the middle class lost their savings and pensioners lost their pensions, causing widespread economic suffering for much of Germany. Foreign powers would no longer trade with Germany.	Provides three pieces of specific evidence
Explains in a developed way including the second-order concept		