



## Question Guidance – in detail

Question type	Marks	Time in minutes	What is the question asking me to do?	How do I get the marks?	How do I structure my response?
Q1 Give two things you can infer from Source A about....	4	10  (spend 5 minutes reading source A first)	<p>-Make two supported inferences; an inference is something the source suggests but <u>doesn't</u> actually say; read between the lines.</p> <p>-This could be a written source or an image/cartoon.</p> <p>-Make sure you highlight the topic in the question first so that your inferences are relevant</p> <p>-You get a writing frame for this question!</p> <p>-It is easier to select your two quotes (and include quotation marks) or descriptions then explain what each quote suggests about the topic in the question (annoyingly, the other way around from the mark scheme).</p> <p>-Make sure you use your own words; <b>DON'T paraphrase (re-word), copy or repeat words from the interpretations.</b></p>	<p><b>Infer (point) and support (quote) x2:</b></p> <p>1 mark for each valid inference <b>(1-2 marks)</b></p> <p>1 mark for each supporting detail (quote) <b>(1-2 marks)</b></p> <p>e.g. I can infer that <i>Hitler was impatient with people in the Party who opposed him (1). For example, Strasser said that Hitler was a man '...who even then could hardly bear contradiction.'</i> <b>(1)</b></p>	<p style="text-align: center;"><b>SI (SUPPORTED INFERENCE) x2</b> <b>(follow the sentence stems)</b></p> <p><b>(i) What I can infer:</b> What can you guess at? What does it suggest about the topic in the question? <i>I can infer that.... The source tells me that...</i></p> <p><b>Details in the source that tell me this:</b> Give a quote/description to support your inference <i>In the source I can see....</i> <i>Source A states that .... "</i> <i>In the source it says.... "</i> <i>X (author/speaker) states that.... "</i> <i>He/she says that.... "</i></p> <p style="text-align: center;"><b>(ii) REPEAT FOR SECOND INFERENCE</b></p>
Q2 Explain why....	12	15	<p>-This focuses on the process of change, why something happened, the reasons behind an event.</p> <p>-Highlight the dates and topic in the question first.</p> <p>--Write 2-3 PEEL paragraphs. You can still reach L2&amp;3 without the third paragraph, so it is better to write two strong paragraphs using the bullet points than three rushed ones.</p> <p>-The two bullet points may give you two points or be examples to use to support points.</p> <p>-You don't have to use the bullet points in your answer, but they are usually relevant.</p> <p>-Include specific facts to support your points: names, dates, acts, events and statistics.</p> <p>-When explaining, use words such as 'allowed', 'helped', 'enabled', 'encouraged', 'facilitated' to show impact.</p> <p>-In your links, try to weigh up, link and compare for a higher mark; try to show how factors worked together using:</p> <p style="text-align: center;"><b>WITHOUT.... THEN... /IF... THEN....</b></p> <p>e.g. <u>Without</u> the Enabling Act, followed by the banning of other political parties, <u>then</u> Hitler would not have been able to eliminate his internal opposition in the Night of the Long Knives, as his illegal actions would have been <u>challenged</u> by the Reichstag, by the media and the public.</p>	<p><b>Level 4</b> - Logically selected specific and relevant supporting detail used to explain cause or change <b>throughout</b> the answer. <b>Must</b> include knowledge beyond the bullet points. <b>(10-12 marks)</b></p> <p><b>Level 3</b> – Lots of specific and relevant supporting detail <b>used to explain</b> cause or change in most of the answer. Aim to include knowledge beyond the bullet points for the top of this level. <b>(7-9 marks)</b></p> <p><b>Level 2</b> – Specific and relevant supporting detail used to <b>start to explain</b> cause or change. Aim to include knowledge beyond the bullet points for the top of this level. <b>(4-6 marks)</b></p> <p><b>Level 1</b> - General or simple answer given with limited knowledge. <b>(1-3 marks)</b></p>	<p style="text-align: center;"><b>3 x PEEL</b></p> <p><b>PEEL 1:</b> <b>Point</b> <i>One reason why.... was .... / because of....</i> <b>Evidence</b> <i>For example / For instance.....</i> <b>Explain</b> <i>As a result / This led to / meant that / allowed / encouraged / enabled / facilitated ....</i> <b>Link</b> <i>This was further aided by.... [next point or factor] because <u>without</u> the role of / if.... then....</i></p> <p><b>PEEL 2:</b> <b>Point</b> <i>Another reason why.... was .... / because of....</i> <b>Evidence</b> <i>For example / For instance.....</i> <b>Explain</b> <i>As a result / This led to / meant that / allowed / encouraged / enabled / facilitated ....</i> <b>Link</b> <i>This was further aided by.... [next point or factor] because <u>without</u> the role of / if.... then....</i></p> <p><b>PEEL 3: (if time!)</b> <b>Repeat PEEL</b> - <i>A final reason why.... was .... / because of....</i></p>
Q3a How useful are Sources B and C for an enquiry into...	8	15  (spend 5 minutes reading the sources first)	<p>-FIRST identify the enquiry: what are you trying to find out about? <u>Underline</u> it in the question.</p> <p>- Then imagine you are trying to find out about the topic <i>without</i> this source; what do you already know about the topic that this source does/doesn't explore? Are there other problems / details / treatments that are important to the topic?</p> <p>- Evaluate content (what the source says / shows)</p> <p>- Evaluate provenance (nature, origin and purpose). Pay close attention to the date and author; is it objective (balanced) and does the date of origin mean the author had all of the facts to give the full picture?</p> <p><b>-Remember that you can still get 5/8 marks by writing about only content (MAC) or provenance (NOPE).</b></p> <p>-Use FACTS to show the source fits with your own knowledge: what do you already know about that enquiry topic and how it is accurate / limited for this enquiry?</p> <p>-You need to place the sources in context (knowledge).</p> <p><b>-You are more likely to gain marks for saying why each source IS useful than ISN'T useful (limitations).</b></p> <p>-You DO NOT have to compare the sources or say which is more valuable</p>	<p><b>Level 3</b> - The judgement directly answers the question and assesses utility (usefulness) on the basis of content accuracy and limitations, provenance and typicality. The inferences made from both sources are developed with specific detail and explanation. The inferences are supported and challenged by own knowledge and the student explores provenance in their reasoning. <b>(6-8 marks)</b></p> <p><b>Level 2</b> - The judgement directly answers the question and the answer begins to assess utility (usefulness) on the basis of content accuracy and limitations, provenance and typicality. A clear inference is made from both sources supported by precisely selected</p>	<p style="text-align: center;"><b>2 x MAC-NOPE + summary (or SNAPCAT)</b> <b>You do not have to use this structure if it is not helpful to you!</b></p> <p><b>Paragraph 1: Content accuracy and completeness (MAC)</b></p> <p><b>M</b> - <b>Make a SUPPORTED INFERENCE</b> about the overall <b>MESSAGE</b> of the source One thing you can see/quote from the source and what this shows or suggests (what you can guess at) the overall message of the source is. <i>The message of the source is....</i> <i>The content of source B/C makes it useful because it shows... which I can see from .... / when it states "....."</i></p> <p><b>A</b> - Use your <b>CONTENT KNOWLEDGE</b> to show how the source is <b>ACCURATE (true) and TYPICAL</b> How does it match your own knowledge? How is it <b>typical</b> (does it match what most other sources from that time say) of the period / topic? Use PEE to make sure you have supported and explained why this makes it useful.</p> <p><b>Point</b> - <i>This is accurate / useful to a historian studying.... / The source's content is typical of the period .... / This fits with my contextual knowledge...</i> <b>Evidence</b> - <i>.... because indeed I know that... / ....because I further know that.... Indeed.... / For example....</i></p>



Paper 3 Practice Questions 2021 only - Weimar and Nazi Germany, 1918–33

			<p>-For higher marks, make sure you justify your answers with key words such as ‘<b>accuracy</b>’, ‘<b>limited</b>’, ‘<b>incomplete</b>’, ‘<b>typicality</b>’ or ‘<b>provenance</b>’.</p> <p>- Give an overall judgement for how useful each source is to show the examiner that you’ve considered all aspects.</p> <p><b>Key things to remember about NOP:</b></p> <p>- NEVER EVER use the word ‘biased’.</p> <p>- ALL sources are <b>subjective</b> in some way because they are written / created by humans. No source is completely <b>objective</b>.</p> <p>- ALL sources are useful in some way</p> <p>- Subjective sources are VERY useful for giving us an <b>insight</b> into certain points of view; don’t ever say ‘it’s useless because it’s biased’.</p> <p>- If it’s a cartoon / <i>The Wiper Times</i> / <i>Punch</i>, it is likely to be satirical, critical, <b>exaggerated</b>, subjective (one-sided) because they used humour in order to highlight an issue.</p> <p>- If it’s in a popular magazine / newspaper, then it will also probably reflect public opinion at the time and <b>may sensationalise</b> for effect.</p> <p>- Eyewitnesses from the time are not automatically accurate and reliable!</p> <p>- It doesn’t make sense to say ‘the source lies!’</p> <p>- If it’s a diary / private letter, then it will probably reflect someone’s honest opinions.</p> <p>- Reflections on the past written a while afterwards might be <b>romanticised</b> but not necessarily entirely false.</p> <p>- Remember the author’s circumstances e.g. censorship under the Nazi regime.</p> <p>-Be careful in making assumptions based on the nationality of the author.</p>	<p>detail from the source or its provenance. The inference is supported/ challenged by own knowledge. <b>(3-5 marks)</b></p> <p><b>Level 1</b> - A simple judgement supported by general comments about what both sources tells us or who/what/why/when it was made. The answer gives own knowledge but does not link this to how this makes the source useful or not. <b>(1-2 marks)</b></p> <p><b>You will only get 2 marks if you only explore ONE source.</b></p>	<p><b>Explain</b> - So this makes source B/C useful for an enquiry into.....because.....</p> <p><b>C</b> - Use your <b>CONTENT KNOWLEDGE</b> to show how the source is not <b>COMPLETE</b> (and therefore limited). Compare to what you know: what’s missing/omitted and is this deliberate? Is some of it misleading as a result? How does this omission affect the usefulness of the source?</p> <p><b>Point</b> - However, source B/C is limited because it does not show / include / leaves out / omits .....</p> <p><b>Evidence</b> - For example.... From my knowledge of the context of the period, I know that..... / For example, it does not include..... / omits the fact that..... / I know that a more typical experience was....</p> <p><b>Explain</b> - So this makes source B/C one-sided / less useful / limited for telling us ..... because.....</p> <p><b>Paragraph 2: Provenance (NOPE)</b></p> <p><b>NOPE</b> - State the <b>NATURE, ORIGIN</b> and <b>PURPOSE</b>, then <b>EVALUATE</b> how useful (give strengths and weaknesses)</p> <p><b>Nature</b> – what type of source is this? (cartoon / photograph etc)</p> <p><b>Origin</b> – when and how was it taken/written?</p> <p><b>Purpose</b> – Why was it created?</p> <p><b>Evaluate</b> - How does this affect how useful the source is? Consider how it is and isn’t useful.</p> <p><b>N</b> - The source is ... [WHAT – e.g. propaganda, newspaper, satirical cartoon...]</p> <p><b>O</b> - ..written by .... when.... [WHO, WHEN]</p> <p><b>P</b> ....with the purpose of.... [WHY]</p> <p><b>E</b> (strengths and weaknesses) - This would help a historian understand ..... because..... / This is typical of the period because.... / This therefore would reflect .... / However, the provenance of source B/C also makes it limited because.....</p> <p><b>REPEAT FOR SECOND SOURCE – MAC NOPE</b></p>
<p>Q3b Interpretations 1 and 2 give different views on..... What is the main difference between the views?</p>	<p>4</p>	<p>10 (spend 5 minutes reading the interpretations first)</p>	<p>-Switch into ‘interpretation’ mode - Remember that a ‘source’ is from the time period and an ‘interpretation’ is a <b>deliberate construct of the past</b>, someone’s point of view after that time.</p> <p>-Focus on the overall views rather than getting bogged down in the details.</p> <p>-Say <b>how</b> the two interpretations (<b>views</b>) differ. State and explain the main difference.</p> <p>E.g: <b>PELTS:</b></p> <p><b>PE</b> = points of emphasis (e.g. the focus of their view)</p> <p><b>LT</b> = language and tone (e.g. exciting vs resentment)</p> <p><b>S</b> = selection of information (e.g. descriptions chosen)</p> <p>-Quote/reference both of the interpretations to back this up</p> <p>-Make sure you use <b>your own words</b>, rather than the words in the interpretation (paraphrasing). <b>DON’T</b> just describe, copy or repeat words.</p> <p>-Use words to show <b>comparison</b>: however, whereas, contrastingly, in contrast...</p> <p>- DO NOT use provenance (NOPE)</p> <p>- <b>Key things to remember about interpretations:</b> interpretations are based on evidence from their period of study; a range of evidence that can be used to reach different conclusions that are equally valid.</p>	<p><b>Level 2</b> – You analyse and identify the overall difference between the interpretations. You make valid inferences and support these with precise quotes. <b>(3-4 marks)</b></p> <p><b>Level 1</b> – You attempt to analyse and identify differences between the interpretations, but only in the details of the interpretation, rather than the overall message. You forget to support your inferences or paraphrase / extract (copying) your support. <b>(3-4 marks)</b></p>	<p><b>SI x2 and summary</b></p> <p><b>SI</b> - Make a <b>supported inference</b> about the view of <b>Interpretation 1</b></p> <p><i>Interpretation 1 states/says “.....” (quote)</i>  <i>This suggests that he/she thinks / holds the view that .....(what you can guess at) / The view in Interpretation 1 is therefore that...</i></p> <p><b>SI</b> - Make a <b>supported inference</b> about the view of <b>Interpretation 2</b> showing <b>DIFFERENCE</b></p> <p><i>HOWEVER / WHEREAS interpretation 2 states/says “.....”.</i>  <i>This shows that he/she thinks / holds the view that ... / The view in Interpretation 2 is therefore that...</i></p> <p><b>Summarise</b> to show the precise main difference [if time]</p> <p><i>So, the two interpretations differ in their views of ..... in that...</i>  <i>So, the main difference between the views is that....</i></p>



## Question Guidance – simplified and exemplified

### Question 1: Give two things you can infer from Source A about... (4 marks)

Give two supported inferences.

- 1 mark for an accurate inference. (x2)
- 1 mark for giving a quote/source description that you used to make the inference. (x2)

The exam paper provides a writing frame to help you with this. →

Note:

- no marks for simply rephrasing the source or describing it – an inference must be a guess (read between the lines).
- make sure you write your inference & detail in the correct places – no marks if they are in the wrong place.
- detail must be linked to the inference you made.

(i) What I can infer:

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Details in the source that tell me this:

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(ii) What I can infer:

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Details in the source that tell me this:

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### Example Responses

#### Give two things you can infer from Source A about how Hitler became Chancellor [4]

One thing I can infer is that Hitler was enabled to become chancellor by through the political support of von Papen and President Hindenburg.

This is shown in the cartoon where both von Papen and President Hindenburg are physically lifting Hitler up on their shoulders.

Another thing I can infer is that Hitler was underestimated and it was assumed that his chancellorship was only temporary.

This is shown by the fact that von Papen looks like he is wobbling whilst trying to hold Hitler up, as well as the use of the word 'temporary' in the cartoon's title.

## Exam Question: Q1 Inference

'The Temporary Triangle', a British cartoon in 1933. Von Papen and Hindenburg, lifting Hitler, secretly cursing him under their breath.

Q1) Give two things you can infer from Source A about how Hitler became Chancellor [4]

Von Hindenburg and Von Papen (together) - "For he's a jolly good fellow, for he's a jolly good fellow, for he's a jolly good fe-el-low, (Aside: "**Confound him!**") and so say both of us!"

Complete the table below to explain your answer:

(i) What I can infer:

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Details in the source that tell me this:

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(ii) What I can infer:

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Details in the source that tell me this:

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**Example response:**

**Give two things you can infer from Source A about how Hitler kept power. [4]**

**Source A**

From a speech by David Lloyd George, an ex-prime minister of Britain, speaking to the British press in 1937.

Whatever one may think of his (Hitler's) methods... there can be no doubt that he has achieved a marvellous transformation in the spirit of the people... and in their social and economic outlook... As to his popularity, especially among the youth of Germany, there can be no manner of doubt. The old trust him; the young idolise him. It is not the admiration accorded to a popular leader. It is the worship of a national hero who has saved his country from utter despondency and degradation.

**NOTE: Use the guidance for structure purposes only – this topic is not tested in 2021.**

**Average answer**

What I can infer:

*Germany had suffered many severe problems, which Hitler helped to solve.*

Details in the source that tell me this:

*The Treaty of Versailles was unfair and unemployment went up in the Depression.*

The inference is correct, but the detail given to support it is not from the source.

**Verdict**

This is an average response because an inference is made, but without appropriate support. Use the feedback to rewrite this answer, making as many improvements as you can.



**Strong answer**

What I can infer:

*Germany had suffered many severe problems, which Hitler helped to solve.*

Details in the source that tell me this:

*Source says that Hitler 'saved his country from utter despondency and degradation'.*

Details are given that support a correct inference.

**Verdict**

This is a strong response because an inference is made and supported by the source.





## Question 2: Explain why... (12 marks)

Write at least two – three PEE paragraphs.

The bullet points are there to help you (give you ideas) but you don't have to use them if you are not confident with them.

You must make sure that you don't only write about the bullet points, as this will limit your marks.

Try to frame points around factors – social, economic, political, constitutional, military, etc.

### Example Responses

Explain why there was opposition in Germany to the Treaty of Versailles (1919).

You may use the following in your answer:

- military terms
- territorial terms

You must also use information of your own.

For example, you could also consider:

*Armistice*

*Stab in the back – November Criminals*

*Treaty of Versailles*

*Diktat*

*War guilt*

*Reparations – money had to be paid to allies*

*Loss military force*

*Loss total population*

*Loss of land - colonies*

U – Unfair - Diktat

B – Blame – Article 231 'War Guilt Clause'

R – Reparations – £6.6b, bankrupted

A – Army – 100,000 men, 6 battleships, Rhineland demilitarised

T – Territory – lost 13% of land; 10% of population displaced as a result e.g. The Saar given (for 15 years) to France, Polish Corridor, Danzig.

Use PEE/PEEL

One reason why there was opposition to the Treaty of Versailles in Germany was because of its military terms, reducing the military drastically. The Treaty decimated Germany's armed forces by reducing the army to 100,000 soldiers, allowing no air force, no tanks and a small navy of six battleships, with no submarines. This caused opposition because, for Germans, this seemed an unfair punishment designed to further weaken Germany and make it incapable of defending itself. Many Germans feared that France might attack them, for example, through the demilitarised Rhineland. The loss of their navy and submarines also made them feel militarily vulnerable. Moreover, Germany had been a militaristic country, priding itself on its army, so losing its army was humiliating for German people. Many Germans simply could not believe that the German Army could have been defeated in the war, so those who agreed these humiliating terms were seen as 'November Criminals' who had 'stabbed them in the back' (dolschstoss). The reduction of the army also had a marked effect on employment in Germany, where millions of troops were now unemployed and could not find jobs because the economy had been weakened by war debt and the imposition of reparations. So, the military terms of the treaty also further worsened the impact of the other terms, such as the reparations and territorial losses. Furthermore, the humiliation and vulnerability caused by the military terms exacerbated resentment at the November Criminals for agreeing to the War Guilt Clause, arguable the clause that underpinned the rest of the terms.

**Average answer:**

*There were many reasons why Germany opposed the Treaty of Versailles. Firstly, it was seen as a Diktat. Many Germans did not believe they had lost the war, but had been 'stabbed in the back' by the new Weimar government. However, because Germany surrendered, the Treaty of Versailles was a Diktat. This meant that the terms of the treaty were not open to negotiation – as Germany had surrendered, they were not entitled to an opinion. This angered many Germans.*

*Another reason why Germans opposed the Treaty of Versailles was the 'war guilt' clause. This meant that, since Germany were to blame for the war, they had to pay reparations. This compensation came in many forms. One of the biggest was money: Germany had to repay 136,000 million marks to the Allies. They also had to give away land surrounding Germany, such as Alsace and Lorraine as part of the Treaty of Versailles.*

*A key part of the 'war guilt' clause was reducing the German military. The Allies believed that this would prevent Germany starting another war. The German army was limited to 100,000 men, the navy was reduced (with no submarines allowed) and Germany were also not allowed an air force. Other countries did not have to do this. Germany were the only country made to reduce their military, which the German people opposed.*

**Strong answer: 12/12**

Firstly, the Treaty was regarded as a 'diktat'. These terms means that the leaders of Germany had not been allowed to take part in negotiations of the terms, and had no choice about signing the Treaty. To make this humiliation worse, the terms included the War Guilt Clause, making Germany accept full responsibility for a war that it was not solely to blame for. Thus the Treaty not only reinforced Germany's humiliation at being defeated in WWI, but also set up punishing financial and military terms. Furthermore the politicians who had no choice but to sign the Treaty were seen as betraying Germany, which weakened the young Weimar Republic. These political terms made Germans feel humiliated and unfairly punished.

Secondly, the Treaty did massive damage to the German economy already weakened by war. The reparations to pay for the damage of WWI, were eventually set at a massive £6600 million. This vast sum was justified by the War Guilt Clause. Germany could simply not afford the yearly payments, and this played a significant part in Germany's economic problems between 1919 and 1923. This was in addition to the loss of land, both abroad and on Germany's borders. This meant many Germans, who lost jobs, savings and homes, blamed the Treaty for their massive economic problems.

Thirdly, Germany's political and economic humiliation was compounded by the military terms. Many Germans, including Ebert, did not believe the German Army had been defeated in the war. They had simply failed to win. The Treaty then decimated Germany's armed forces by reducing the Army to 100,000 soldiers, no air force, and a small navy with no submarines. For Germans, this seemed an unfair punishment designed to further weaken Germany and make it incapable of defending itself. The limitation of the Army also worsened the economic situation as men could not get a job by joining the Army.



### **Strong answer: [Edexcel gave it 12/12]**

In 1919 there was much opposition in Germany when the Treaty of Versailles was signed. This took 13% of the land away, the Rhineland was turned into a demilitarized zone, Germany also had all colonies taken from them and any raw materials left in the taken land was claimed by other countries. This heavily impacted on Germany in a negative way because Germany was left with many displaced Germans (people who lived in the parts of Germany which were taken away). Having a demilitarized zone right next to France meant that Germany was very vulnerable and unsafe. Another agreement of the treaty was to have material such as coal taken from them, this made it much more difficult for Germany to pay reparations as they could not trade resources.

Another agreement from the Treaty of Versailles that the German people opposed was to cut down their armies. This included having to give away their battleships to GB and France, leaving them with 6. Their army could only include 100 000 men, and also Luftwaffe and submarines were banned. German having to give away battleships was humiliating. It meant helping the 'enemy' and left Germany unprotected. Having an army of 100 000 men made keeping peace internally difficult, never mind defending themselves. This made Germans scare that France would try to attack. Banning all submarines and planes was a huge impact on Germany which again made them feel vulnerable and unprotected. This part of the Treaty would significantly lower the German people's morale because before the war Germany was a strong and powerful country, they were an extremely militaristic society, so when they had their army demolished it affected them deeply.

The German people opposed the Treaty because they feared paying reparations. In 1921, the reparations were set at £6 600 million. When the Weimar government signed the treaty, they did not know that the price would be that high. Germany would have to significantly increase taxes for decades to afford the compensation agreed. People found this difficult because they had nothing left and had just had their resources taken away from them. This made German people afraid of how they would afford their future.

The Treaty of Versailles stated a 'War Guilt clause' which meant that German and all their people had to accept full blame for the war. This made German people international outcasts. This led to resentment in Germany and made it incredibly difficult to create a democracy and for the people to accept/agree with the new President (Ebert). This caused many problems for Germany as the country would be full of disagreement causing rioting etc. The German people saw the Treaty as unfair as Germany was the 4<sup>th</sup> country to join the war. Signing the Treaty of Versailles made the Weimar government look weak and pathetic, again causing loss of morale and faith.

### Example Response

Explain why people in Germany suffered as a result of the First World War. [12]

You may use the following in your answer:

- Food shortages
- Bankruptcy

You must also use information of your own.

One reason why people in Germany suffered as a result of the war was because of awful food shortages, that were caused by the British Blockade on imported food from 1915. For example, the average adult was living on 1000 calories a day, half the amount needed for a normal healthy diet. Also, when the Spanish flu arrived in Germany in 1918, people suffered in greater numbers as they were already weakened by the lack of food. Nearly half a million German citizens died of the disease in 1918 and 200,000 German soldiers too. As a result, the people's opinion of war changed to war weariness. They wanted the war to be over. This led to political instability.

Another reason why people in Germany suffered as a result of the war was because of the worker's strikes that had resulted from war weariness. These strikes became more and more common by 1917. For example, some workers' wages had decreased and they were angry at the rich, who were benefitting from paying lower wages. As a result, these workers began to protest against the war. This was further aided by Germany's falling economy.

A final reason why people in Germany suffered as a result of the war was because of Germany being virtually bankrupt after spending so much money on the war, (weapons, bullets, explosives). For example, Germany's debt tripled from 50 billion marks to 150 billion marks, during the war. Germany lent some of its money to the allies and this was highly unlikely to be paid back. The war left 60,000 war widows and two million children without fathers. Families faced a difficult future and felt let down by the government, who were not able to pay war pensions in full. As a result, Germany had to borrow money from the USA which had to be repaid.



## Example Response

### Explain why the German economy suffered between 1918 and 1923? (12 marks)

One reason why the German economy suffered between 1918 and 1923 was that the terms of the Treaty of Versailles caused Germany to become bankrupt. For example, the Treaty of Versailles set reparations at £6.6 billion. These would start in 1921. Given the economic impact of WWI, it was highly unlikely that the German government would ever be able to pay this; its debt had trebled between 1914 and 1918, from 50 billion marks to 150 billion marks, and it was owed vast sums in loans by its wartime allies. Moreover, the German government had spent the last of its gold reserves during the war. As a result, the reparations exacerbated Germany's economic problems, as the government was unable to find a solution to balance the deficit. This meant that Germany would never economically recover and thus never achieve the financial stability required to make reparations payments, and this failure then led to the French invasion of the Ruhr in 1923.

Another reason why the German economy suffered between 1918 and 1923 was because it could not make the best use of its wealth-earning industrial areas of land, which were occupied by other countries or had been taken from Germany under the Treaty of Versailles. One example is the Ruhr Crisis. On January 11<sup>th</sup> 1923, 60,000 French and Belgian troops occupied the Ruhr Valley in response to Germany's failure to make a payment of coal to France in December 1922, as per the reparations agreement. They confiscated raw materials, manufactured goods and industrial machinery, as alternative payments, and occupied key industries, such as coal mines, railways, steel works and factories. This crippled the German economy further, since the Ruhr accounted for 80% of coal, steel and iron reserves, and contained many factories. German production fell dramatically and the occupation led to further unemployment, debt and shortages. The German government also exacerbated the impact of the crisis by urging strikes and passive resistance amongst German workers in the Ruhr. Moreover, the German government then had to pay the workers that they had encouraged to leave their positions.

The final reason why the German economy suffered between 1918 and 1923 was therefore due to hyperinflation in 1923. This was caused by the government's decision to print more paper money in response to the Ruhr Crisis, unemployment and increasing debt. The solution of increasing taxes in order to reduce the deficit and balance the budget appeared untenable to politicians in 1923, given the growing political instability and the fragility of the Weimar Republic. So, the government increased its paper mills to 300 and its printing shops to 2000 in 1923 in order to repay its debts. However, as more money was printed, it caused inflation, where money loses its value. In the Autumn of 1923 this turned into hyperinflation, where money rapidly became worthless as prices rose by the hour. For example, a loaf of bread that cost 0.63 marks in 1918 rose to 201 billion marks by November 1923. Prices rose so rapidly that people had to bring their wages home in wheelbarrows, and restaurants printed menus multiple times a day. As a result, people lost their savings, and suffered from cold and hunger, as their wages could no longer buy the things they needed. Pensioners on fixed incomes suffered the worst because their pensions became worthless, whilst the middle class suffered because their hard-earned savings disappeared overnight. The poor became poorer and the winter of 1923 meant that many lived in freezing conditions, burning furniture to get some heat. It was these conditions that led many to turn to extremist parties, feeling that their government had failed them, therefore posing a danger to the Weimar Republic.



## Example Response

### Explain why there was more stability in Germany during the years 1924 and 1929. [12]

One reason why there was more stability in Germany between 1924 and 1929 was because Gustav Stresemann stabilised German currency, so that Germany could rebuild its economy. For example, in November 1923, as Chancellor, Stresemann's stopped the printing of old paper money and replaced the old money with a temporary new currency called the Rentenmark. This could be exchanged for the old currency. One Rentenmark replaced 1000 billion marks. In 1924, the Rentenmark was again replaced by the Reichsmark, a stable currency tied to gold reserves, that remained for the next 25 years. This brought **economic** stability in Germany because, firstly, it brought hyperinflation to an end. People could now afford everyday items at an affordable price and the standard of living began to improve. This brought an end to the extreme economic hardship of 1923 and allowed **society** to recover. A reduction in economic hardship also resulted in the public having more confidence in Weimar government and thus a decline in support for **political** extremism, which had been a major problem throughout hyperinflation.

Another reason why there was more stability under Stresemann was because he was able to negotiate in order to reduce and finance the reparations payments. For example, Stresemann financed the repayments by securing a loan of 800 million gold marks from the USA via its Vice-President, Charles Dawes, the Dawes Plan, in 1924. This was in exchange for the promise that Germany would begin reparation payments again if they received help. A repayment schedule was set up so that Germany could begin to pay reparations. Then, in 1929, Stresemann negotiated the Young Plan, which reduced the amount that Germany owed from £6.6 billion to £2.2 million and they had until 1988 to pay it (a further 59 years). This brought stability because, in the short term, it gave the French confidence in Germany's ability to pay reparations, so they left the Ruhr. This meant that industry could start again, and people could go back to work. In the long term, the US loans allowed Germany's economy not only to recover but to thrive and prosper. Stresemann invested the loans in infrastructure and industry, using it to build new factories, housing, hospitals, schools and roads. This led to increased employment opportunities, as the economy stabilised. Unemployment was reduced from 4% of the total population in 1924 to 1.3 million in 1928 (1.5%). In turn, wages improved for ordinary people as the economy grew. For example, real wages rose by 25% from 1925 to 1928. Improved wages also led to a better standard of living for German people and increased consumerism. For example, the sale of radios rose from 1m in 1926 to 4m in 1926, showing that ordinary Germans were better off. Society became more prosperous, entering a 'Golden Age' for Weimar Germany. By 1928, industrial output had doubled since 1923, surpassing pre-war levels, and Germany's economy had become the world's second biggest economy, second to America's. Finally, economic prosperity meant that the government could lower taxes for ordinary people, not only increasing standards of living but also restoring faith and trust in Weimar government. Thus, **society** became more stable and there was a significant reduction in support for **political** extremists compared to the period 1919 to 1923.

A final reason why there was increased stability was because of Germany's improved international status and image abroad. For example, in 1925, Germany signed the Locarno Pact with Britain, France, Belgium and Italy, promising never to invade each other. Then in 1926, Germany was allowed to join the League of Nations, an international peacekeeping organisation which Germany had been banned from when it was first set up in 1919. Another pact was signed in 1928, when Germany and 63 other countries signed the Kellogg-Briand Pact. They all agreed not to go to war unless it was in self-defence. This led to stability, firstly, because Germany was now safe from the threat of invasion or occupation. Ordinary people could feel safe again. Secondly, in regaining its reputation abroad, Germany was **politically** powerful again on the world stage and would be included in major decisions. This meant that German people felt less resentment towards other countries, especially those who had imposed the Treaty of Versailles. It also restored a sense of patriotism and pride in their country for ordinary German people. This was important as most German people were still supporters of right-wing traditionalism and militarism, **politically**; at least 30% of the vote in elections regularly went to right-wing parties throughout 1924 to 1928. So although society was still politically fractured, there was broad support for Stresemann's efforts to restore Germany's international status.



### Example Response

Explain why support for the Nazi Party increased between 1929 and 1933 [12]

You may use the following in your answer.

- The Great Depression
- Hitler's oratory

You must also include information of your own.

- *One reason why support for the Nazis increased is .... (use the factors headings in the boxes)*
- *For example.... (use the numbered examples)*
- *This increased their support because .... / As a result....*

One reason why people voted for the Nazis was the Great Depression. For example, it caused lots of problems which the Nazis were able to exploit. Over 6 million Germans were unemployed by 1933 and the Nazis promised them 'work and bread' in their propaganda posters. They also set up 'soup kitchens' to feed homeless Germans. This helped to increase their support because people felt that the party were providing solutions to their problems. In times of crisis, people often turn to extremism because these are the parties which offer extreme solutions. The Communists (KPD) also got votes from the unemployed because people were turning to extremism.

Another reason why Nazi support increased is because of Hitler's ideas in the first place. Hitler vowed to destroy the Treaty of Versailles by promising to regain land lost like the Polish corridor and to rebuild Germany's armed forces, a symbol of her pride, which had been reduced to only 100,000 men. This was in line with the desires of many Germans who found themselves separated from family under the Treaty and saw Hitler as an opportunity to re-unite the old German empire and relatives. Furthermore, Hitler's pledge to rebuild the armed forces was well received because it would provide much needed jobs in a time of recession. This helped to increase their support because people saw the practicality in his ideas and many shared his hatred of the overly harsh Treaty of Versailles; other politicians were simply telling them they had to carry on paying reparations and that the economic problems would resolve if they were patient. Hitler promised action now.

Finally, his messages were reinforced by his personal appeal, especially his oratory. For example, Hitler thrilled audiences with his booming voice and was very persuasive. Indeed his normal speaking voice operated above that of an angry man at 228 vibrations per second, leading many to describe his speeches as an 'assault on the eardrums'. Hitler practiced for hours in front of the mirror, waving his arms for dramatic effect to drive home his messages to the people. This helped to increase their support because his attention grabbing voice and gestures persuaded many people to vote for him because he seemed so passionate and forceful about his ideas and because of the confidence he projected in his body language.



**Question 3a: Study Sources B & C. How useful are Sources B & C for an enquiry into... (8 marks)**

How useful = what can you learn from the sources about the topic?

You **must** write about **both** sources. If only one source is written about, your marks are severely limited. Give a **balanced analysis of both sources** – writing about one source in lots of detail and the other only briefly will also limit your marks.

You should analyse both content and provenance of the sources, but do not have to do both for each source. E.g., you could analyse content for one source and provenance for another. If you struggle with provenance, you can still get up to 6/8 marks if you just do content for both sources.

**Structure – MAC NOPE:**

- **M** - The **message** of the source is that ..... [make a supported inference]
- **A** - This is **accurate** and therefore useful for..... Indeed, I know that... [support with own knowledge]
- **C** - Source B could be more **complete** in ..... [what could it address / include to help with the enquiry?]
- **N** - The provenance of source B makes it highly useful because .... [comment on HOW the **nature, origin and purpose** are useful, even if highly subjective, and remember to **evaluate** with reference to the words of the Q]

More sentence starters: *You do not have to include both content and provenance for both sources remember:*

**Paragraph 1: Content accuracy and completeness (MAC)**

**M** - Make a SUPPORTED INFERENCE about the overall **MESSAGE** of the source

One thing you can see/quote from the source and what this shows or suggests (what you can guess at) the overall message of the source is.  
*The message of the source is...*

*The content of source B/C makes it useful because it shows... which I can see from ..... / when it states "....."*

**A** - Use your CONTENT KNOWLEDGE to show how the source is **ACCURATE** (true) and **TYPICAL**

How does it match your own knowledge? How is it **typical** (does it match what most other sources from that time say) of the period / topic? Use PEE to make sure you have supported and explained why this makes it useful.

**Point** - *This is accurate / useful to a historian studying..... / The source's content is typical of the period ..... / This fits with my contextual knowledge...*

**Evidence** - *.... because indeed I know that... / ....because I further know that.... Indeed.... / For example....*

**Explain** - *So this makes source B/C useful for an enquiry into....because.....*

**C** - Use your CONTENT KNOWLEDGE to show how the source is not **COMPLETE** (and therefore limited).

Compare to what you know: what's missing/omitted and is this deliberate? Is some of it misleading as a result? How does this omission affect the usefulness of the source?

**Point** - *However, source B/C is limited because it does not show / include / leaves out / omits .....*

**Evidence** - *For example.... From my knowledge of the context of the period, I know that..... / For example, it does not include..... / omits the fact that.... / I know that a more typical experience was....*

**Explain** - *So this makes source B/C one-sided / less useful / limited for telling us ..... because.....*

**Paragraph 2: Provenance (NOPE)**

**NOPE** - State the **NATURE, ORIGIN** and **PURPOSE**, then **EVALUATE** how useful (give strengths and weaknesses)

**Nature** – what type of source is this? (cartoon / photograph etc)

**Origin** – when and how was it taken/written?

**Purpose** – Why was it created?

**Evaluate** - How does this affect how useful the source is? Consider how it is and isn't useful.

**N** - *The source is ... [WHAT – e.g. propaganda, newspaper, satirical cartoon...]*

**O** - *..written by ..... when.... [WHO, WHEN]*

**P** *....with the purpose of..... [WHY]*

**E** (strengths and weaknesses) - *This would help a historian understand ..... because..... / This is typical of the period because.... / This therefore would reflect .... /*

*However, the provenance of source B/C also makes it limited because.....*

## Example Response

### Q3a How useful are Sources B and C for an enquiry into Germany’s stability between 1924 and 1929?

The message of the source is that Germany was politically fragile between 1924 and 1929. This is useful because it shows that there was a lack of support amongst the public for the political elite / that those in power were seen as incompetent, which I can see from the socialist politician depicted with faeces in his head and the journalist with a chamber pot on his head and the RW lawyer with a scrambled brain. Indeed, this impression is accurate because I know that Weimar was political unstable because there were 25 governments in 14 years, as coalition governments often collapsed. Also, despite more support for moderate parties, 30% of the vote still regularly went to parties that opposed the Republic. Many people still hated the Treaty of Versailles and blamed Stresemann for not pushing to revoke it. Support for extremism was also clear when Hindenburg, a anti-Republican ex-WWI General, was elected President in 1926. So this makes source B useful for an enquiry into Germany’s stability because it reveals the political fragility of the Republic, despite improvements to standards of living.

However, source B is not wholly comprehensive in representing Germany stability because it omits the economic stability of the periods and the subsequent improvements to standards of living. For example Stresemann revived the German economy by securing American a loan of 800m gold marks under the Dawes Plan in 1924 and reducing the reparations by a third to 2.2b in 1929 (Young Plan). This money helped to improve standards of living; real wages increased by 25% between 1925 and 1928 and unemployment was reduced from 4% of the total population in 1924 to 1.3 million in 1928 (1.5%). So this makes source B limited for telling us about Weimar’s ‘Golden Age’ of economic stability and growth.

The source is a typical piece of art by George Grosz, who was famous for his political satire, with the purpose of exaggerating political instability, both in government and in support for extremism. This explains why Grosz was selective and subjective in depicting only instability. This painting is therefore useful for the enquiry because it reflects general public opinion at the time, the lack of respect for Weimar politicians and the elite, at both ends of the political spectrum.



## Example Response

### How useful are Sources C and D for an enquiry into how Hitler came to power in 1933?

Source C is useful because it shows that Germany was in chaos, which helps to explain how Hitler came to power. For example, it mentions how Brüning kept issuing commands, but he was not obeyed. The source says that ‘each week there were new decrees’, which suggests that there was no stability and people would have been confused and frustrated with this leadership. Indeed, I know from my own knowledge that Brüning issued 66 decrees in 1932. Meanwhile, unemployment was high, and people began to riot in the streets, like Source C says, although I also know that the SA and SS encouraged a lot of this violence. The source is therefore useful as it tells us about the violence and instability in Germany that made people want a strong leader (as source C puts it, ‘a man with hair on his chest’), like Hitler.

Source D is also useful as it is a satirical cartoon from a British political magazine published in 1933. This is the time that Hitler became Chancellor, so it shows that political commentators at the time thought that Hitler needed the help of Hindenburg and von Papen to lift him to power, but that they were reluctant to do so. I know that this is correct because von Papen said to Hindenburg in 1933 that “we will push Hitler so far into a corner, he will squeak like a mouse”. This is therefore useful because gives an informed view about Hitler coming to power and suggests that the role of Hindenburg and von Papen in bringing this about was well known, not just in Germany, but elsewhere in Europe, too.

#### Source C

From *Berlin Stories*, by Christopher Isherwood, published in 1945. Isherwood was a British journalist living in Berlin at the time Hitler came to power in Germany.

*Each week there were new emergency decrees. Brüning's weary episcopal voice issued commands...and was not obeyed... Berlin was in a state of civil war. Hate exploded...out of nowhere; at street corners, in restaurants, cinemas ... at midnight ... in the middle of the afternoon. Knives were whipped out, blows were dealt with spiked rings ... chair-legs, or leaded clubs; bullets slashed the advertisements... In the middle of a crowded street a young man would be attacked... thrashed, and left bleeding on the pavement.*  
 '[Brüning] is weak' [they] said. "What these swine need is a man with hair on his chest." ... People said that the Nazis would be in power by Christmas.

#### Source D

A 1933 cartoon from the British political magazine *Punch*. It shows Hindenburg (on the left) and von Papen (on the right) lifting Hitler to power.





**Question 3b: Study Interpretations 1 & 2. They give different views about... What is the main difference between these views?**

Interpretations are based on evidence from their period of study; a range of evidence that can be used to reach different conclusions that are equally valid. **So, when trying to work out (infer) a difference, consider PELTS:**

- **PE** = points of emphasis (e.g. the focus of their view)
- **LT** = language and tone (e.g. exciting vs resentment)
- **S** = selection of information (e.g. descriptions chosen)

Summarise each interpretation & give a quote:

- Viewpoint in Interpretation 1 & quote.
- Different viewpoint in Interpretation 2 & quote.

Tips:

- Use contrasting words: 'in contrast' or 'on the other hand'
- Make sure you give a viewpoint for **both** interpretations. Only writing about one interpretation = 0 marks.
- Use the word '**interpretation**' – NOT a 'source'.
- Focus on the **overall views** rather than getting bogged down in the details.
- Make sure you use **your own words**, rather than the words in the interpretation (paraphrasing).
- DO NOT use provenance (NOPE) – this is ONLY for sources.

**Interpretation 1**

From *Weimar and Nazi Germany*, by Stephen Lee (1996).

... between 1929 and 1933 crisis returned in full force. Germany experienced a serious depression. This caused the collapse of businesses and an increase in unemployment. The moderate parties of the Weimar Republic could not agree... More use was made of Article 48. The Reichstag was by-passed. Democracy was replaced by dictatorship. A larger part of the population showed interest in Hitler's ideas. The result was that the Nazis became the biggest party in the Reichstag. [They] gave Hitler power, hoping he would use it as they wanted.

**Interpretation 2**

From *Nazi Germany 1930–39*, by Steve Waugh and John Wright (2007).

Von Papen was determined to regain power. He met Hitler and agreed that Hitler would lead a government with von Papen as the Vice-Chancellor. Intrigue took the place of open political debate. The landowners and leaders of industry were convinced that von Papen and Hitler were saving Germany from Schleicher's military take-over. Von Papen convinced President Hindenburg that a coalition with Hitler would save Germany. Von Papen said that he could control Hitler. On 30 January, Adolf Hitler became Chancellor of Germany.

**Example Response**

Interpretations 1 and 2 give different views about how Hitler came to power. What is the main difference between these views? Explain your answer, using details from both interpretations.

*Average answer*

*A main difference is that Interpretation 1 emphasises the view that the social and political chaos in Germany was the reason Hitler came to power. Interpretation 2 says that von Papen and Hindenburg were the reason. It says 'Von Papen convinced President Hindenburg that a coalition with Hitler would save Germany'.*

A valid difference is identified but no details are given from Interpretation 1.

*Verdict*

This is an average answer because it identifies a difference, with some detail from Interpretation 2, but it does not use detail from Interpretation 1 to support the difference. Use the feedback to rewrite this answer, making as many improvements as you can.



*Strong answer*

*A main difference is that Interpretation 1 emphasises the view that the social and political chaos in Germany was the reason Hitler came to power. It says that businesses collapsed and unemployment went up and that democracy was replaced by dictatorship and that, as a result, more people showed an interest in Hitler.*

*On the other hand, Interpretation 2 says that von Papen and Hindenburg were the reason. It says 'von Papen convinced President Hindenburg that a coalition with Hitler would save Germany'.*

Details from both Interpretation 1 and Interpretation 2 explain the main difference between the two views.

*Verdict*

This is a strong answer because it identifies a valid difference with support from both interpretations.





## Example Response

- (b) **Study Interpretations 1 and 2. They give different views on the reasons for the growth in support for the Nazi Party in the years 1929–32.**

What is the main difference between the views?

Explain your answer using details from both interpretations.

**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.

Interpretation 1 emphasises the central role played by Hitler’s actions, suggesting that Hitler as an individual was the main reason for the growth in Nazi support. Interpretation 1 states “that Hitler was a “charismatic speaker” and a “powerful speaker” who could “identify with their emotions”.

Whereas the view in Interpretation 2 is that the main reason for the growth in Nazi support was the luck of the Wall Street Crash, rather than Hitler himself. Interpretation 2 states that “chance events, such as the depression and unemployment, played a much larger role”; before 1929, they had “little support”

## Example Response [This topic is NOT tested in 2021]

The main difference is that Interpretation 1 emphasises the enthusiasm for and attractions of the Hitler Youth by mentioning the “interesting activities” such as “campaign and hiking” and sports.

Whereas interpretation 2 emphasises the unpopularity of the Hitler Youth and its less attractive activities, which led to “resentment” such as those designed to ‘prepare’ the youngsters “for war”.

- (b) **Study Interpretations 1 and 2. They give different views about the attitudes of young people towards the Hitler Youth movement.**

What is the main difference between these views?

Explain your answer, using details from both interpretations.

**Interpretation 1:** From *Germany 1918–45* by J Cloake, published in 1997.

Many young people were attracted by the exciting and interesting activities of the youth movements. There were many outdoor events such as camping and hiking as well as sports. Some enjoyed the military aspects of the youth movements, the uniforms, the marching and the discipline. Other young people liked the music that was a frequent part of cultural activities or the military parades. There was great comradeship among the Hitler Youth.

**Interpretation 2:** From *Germany 1858–1990: Hope, Terror and Revival* by A Kitson, published in 2001.

The movement became less popular towards the late 1930s as the activities became increasingly focused on preparations for war and the discipline became more strict when membership became compulsory. There was a growing resentment at the way Hitler Youth leaders acted as if they were better than members who were barely younger than they were. Some youngsters began to kick against the restrictions of the Hitler Youth.



## Practice Questions

### Question 1: Give two things you can infer from Source A about... (4 marks)

1. Give two things you can infer from Source A about how well Germany was being governed in November 1918.

From the papers of Jan Smuts, a South African politician who visited Germany in 1918.

... mother-land of our civilization [Germany] lies in ruins, exhausted by the most terrible struggle in history, with its peoples broke, starving, despairing, from sheer nervous exhaustion, mechanically struggling forward along the paths of anarchy [disorder with no strong authority] and war.

2. Give two things you can infer from Source A about the transition to Republic after the Kaiser's abdication.

Scheidemann's appeal from the balcony of the Reichstag on 9 November 1918.

The Hohenzollerns [the German royal family] have abdicated. Take care not to allow anything to mar this proud day. Long live the German Republic.

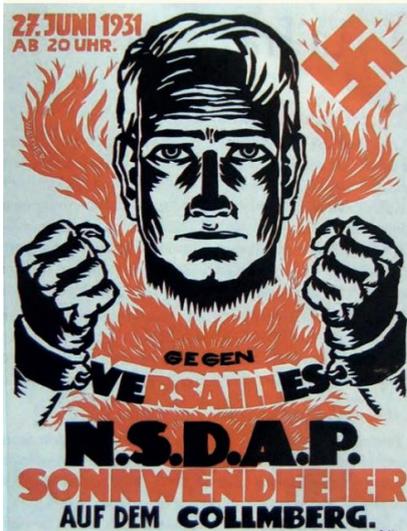
3. Give two things you can infer from Source A about the revolutions of 1918-19.

From a description by Rosa Levine-Meyer of events she saw in the streets of Munich in April 1919. Levine-Meyer was a communist leader who set up workers' councils in Munich in 1919 to replace the local government.

The streets were filled with workers, armed and unarmed, who marched by in detachment... Lorries loaded with armed workers raced through the town, often greeted with jubilant cheers. The bourgeoisie (the middle classes) had disappeared completely.

4. Give two things you can infer from Source A about German opposition to the treaty of Versailles.

A German poster from 1931. It advertises a NSDAP rally and shows a German figure in handcuffs labelled 'Versailles'.



5. Give two things you can infer from Source A about the impact of the French invasion of the Ruhr in 1923.



A poster from Germany in 1923. The figure represents France. The caption reads, 'Hands off the Ruhr area!'

6. Give two things you can infer from Source A about changes for women in Weimar Germany.



A magazine cover from 1925, comparing a woman from the past (in the foreground) with a 'woman of today' (at the back).



7. Give two things you can infer from Source A about the NSDAP in the 1920s.

Extracts from the Twenty-Five Point Programme, originally produced by the DAP in February 1920.

- 1 We demand the union of all Germans in a Greater Germany.
- 2 We demand equality of rights for the German people in its dealings with other nations.
- 3 We demand land and colonies to feed our people and settle our surplus population.
- 4 Only those of German blood... are members of the nation. No Jew may be a member of the nation.
- 7 We demand that the State's primary duty must be to promote work and the livelihood of its citizens.
- 9 All citizens shall have equal rights and equal duties.
- 17 We demand... a law to take from the owners any land needed for the common good of the people.
- 22 We demand... the creation of a people's army.
- 25 We demand the creation of a strong central state power for the Reich.

8. Give two things you can infer from Source A about Hitler's leadership of the Nazi Party in the 1920s.

**From *Hitler and I*, by Otto Strasser, published in 1940. Strasser was a leading member of the Nazi Party in its early years. Here he remembers a conversation with Hitler in 1925.**

I remember one of my first conversations with him. It was nearly a quarrel. 'Power!' screamed Adolf. 'We must have power!'

'Before we gain it', I replied firmly, 'let us decide what we propose to do with it. Our programme is too vague; we must construct something which will last.'

Hitler, who even then could hardly bear contradiction, thumped the table, saying sharply, 'Power first! Afterwards we can act as events occur.'

9. Give two things you can infer from Source A about the impact of the Munich Putsch on Hitler's approach to gaining power.

From a letter, written by Hitler in 1924, while in prison after the Munich Putsch.

When I resume active work, it will be necessary to pursue a new policy. Instead of working to achieve power by an armed coup, we will have to hold our noses and enter the Reichstag. If outvoting them takes longer than outshooting them, at least the result will be guaranteed by their own constitution. Sooner or later we shall have a majority, and after that - Germany!

10. Give two things you can infer from Source A about Nazi Party values from 1924.

A NSDAP campaign poster from 1924. It emphasises Nazi principles of family, work and nationalism.



11. Give two things you can infer from Source A about reasons for increased support for the Nazis, 1929-32.

**From an interview with a member of the Nazi Party.**

... for five years I remained unemployed and I was broken both in body and spirit and I learned how stupid were all my dreams in those hard days at university. I was not wanted by Germany... then I was introduced to Hitler. You won't understand and I cannot explain either because I don't know what happened, but life for me took on a tremendous new significance... I committed myself, body, soul and spirit, to the movement.

12. Give two things you can infer from Source A about Hitler's appointment to the Chancellorship in 1933.

**A 1933 cartoon called 'The Temporary Triangle' from the British political magazine *Punch*. It shows Hindenburg (on the left) and von Papen (on the right) lifting Hitler to power.**



THE TEMPORARY TRIANGLE.  
VON HINDENBURG AND VON PAPEN SHOULD BE  
FOR HIM A SHALTY GOOD FRIEND,  
FOR HIM A SHALTY GOOD FRIEND,  
FOR HIM A SHALTY GOOD FRIEND,  
LEAD: "Outward him!"  
AND HE HAS SHOT OF HIM!



**Question 2: Explain why... (12 marks)**

1. Explain why there was opposition in Germany to the Treaty of Versailles (1919).  
You may use the following in your answer:
  - military terms
  - territorial termsYou **must** also use information of your own.
2. Explain why the Weimar government was unpopular in the years, 1919 to 1923.  
You may use the following in your answer:
  - stab-in-the-back theory
  - Treaty of VersaillesYou **must** also use information of your own.
3. Explain why there were economic problems in the Weimar Republic from 1919 to 1923.  
You may use the following in your answer:
  - reparations
  - the French occupation of the RuhrYou **must** also use information of your own.
4. Explain why the Munich Putsch (1923) failed.  
You may use the following in your answer:
  - the German army
  - Bavarian leadersYou **must** also use information of your own.
5. Explain why there was limited support for the Nazi Party from 1929-32.  
You may use the following in your answer:
  - Dawes Plan
  - HindenburgYou **must** also use information of your own.
6. Explain why there was increased support for the Nazi Party from 1929-32.  
You may use the following in your answer:
  - rising unemployment
  - propagandaYou **must** also use information of your own.
7. Explain why there were political threats to the Weimar government between 1918 and 1923.  
You may use the following in your answer:
  - Revolts from left wing activists
  - Revolts from right wing activistsYou **must** also use information of your own.

*P – The Weimar government faced threats from the left, who wanted...*

*E – For example, ...[Spartacist Revolt]*

*E – This was a threat to the Weimar government because ....*

*L – However, it was not as greater threat as revolts from the right, because .....*



*P – Arguably, the threat from the right was greater because ...*

*E – For example, ...[Kapp Putsch]*

*E – This created a huge threat for the Weimar government because... In fact, the Putsch was only defeated when...*

*L – Therefore, the threat from the right was greater than from the left because.....*

*P – The threat from the right was also greater because they were more likely to be supported by those in power and the judiciary.*

*E – For example, ...[figures and details of political assassinations]*

*E – This threatened the stability of the government because .... [leniency of sentencing; endorsed / enabled / facilitated RW extremism]*

*L – Therefore, the threat from the right was greater than from the left because..... / in the long-term....*

8. Explain why there was more stability in Germany during the years 1924 and 1929.

You may use the following in your answer:

- The Rentenmark, 1923
- The Locarno Pact, 1925

You **must** also use information of your own.

### **PEEL 1: Stresemann stabilised Germany's economy (currency reform)**

**Point** One reason why there was more stability in Germany between 1924 and 1929 was because Gustav Stresemann stabilised German currency, so that Germany could rebuild its economy.

**Evidence** For example, in November 1923, ..... (what did he do?)

**Explain** As a result / This led to stability because it meant that.....

**Link** However, the economy would need more than a stable currency in order to pay off reparation debts.

### **PEEL 2: Stresemann resolved the reparations crisis with the Dawes Plan**

**Point** Another reason why there was more stability under Stresemann was because he was able to negotiate in order to reduce and finance the reparations payments.

**Evidence** For example ..... (what was agreed under the Dawes and Young Plans, in detail)

**Explain** This led to meant that .... (who left the Ruhr, what happened to Germany's economy and how did he use this money to rebuild Germany)

**Link** Furthermore, it was this economic and social stability that encouraged other foreign powers to begin to trust Germany again.

### **PEEL 3: Stresemann restored Germany's international status**

**Point** - A final reason why there was increased stability was because of Germany's improved international status and image abroad.

**Evidence** For example .... (how were they treated in 1918-19? What did Stresemann do? How did Germany's status change?)

**Explain** As a result, people began to trust..... (who and why?) and therefore..... (impact on social and political stability?)

9. Explain why extremist support increased during the years 1929 and 1933?

You may use the following:

- The Wall Street Crash
- Chancellor Brüning

You **must** also include information of your own. [12 marks]

**Structure**

1. Wall Street Crash = economic collapse and unemployment
2. The effects of the Great Depression on ordinary people = desperation for solutions
3. Brüning's failed solutions = less confidence in moderate Weimar politicians

One reason why support for extremists increased between 1929 and 1933 was because....

For example...

This caused people to vote for extremists because....

**Repeat paragraph structure for your second reason!**

What was the impact of the Great Depression on Germany?	LOs
<p>One reason why support for extremists increased between 1929 and 1933 was because....</p> <p><i>the Wall Street Crash in the USA had a direct impact on the German economy.</i></p> <p>For example...</p> <p><i>German banks had invested in the US stock exchange. When they wanted their loans back and businesses could not pay, industries and farms went bankrupt and had to close, so people lost their jobs. By 1933, over six million German people had lost their jobs and many were homeless.</i></p> <p><i>This caused people to vote for extremists because....</i></p> <p><i>people lost confidence in their government. They blamed Weimar politicians for the agreements that had made their economy so reliant on America's. This made people more prepared to listen to extremist views, believing that moderate politicians could not offer a radical-enough solution to the economic crisis. This is why people started to vote for both the Nazi Party and the KPD.</i></p>	<ol style="list-style-type: none"> <li>1. To identify the difference between the Wall Street Crash and the Great Depression.</li> <li>2. To explain the economic and social impact of the Great Depression on Germany.</li> <li>3. To explain the effect of unemployment on support for political extremists.</li> </ol> <p><b>Keywords</b>            Wall street Crash            October 1929            Black Thursday            Chancellor Brüning            6 million</p>

**Question 3a: Study Sources B & C. How useful are Sources B & C for an enquiry into... (8 marks)**

<p>1 Study Sources B &amp; C.</p> <p>How useful are Sources B &amp; C for an enquiry into reasons for the unpopularity of the Weimar Republic from 1919-23?</p> <p>Explain your answer using Sources B &amp; C and your knowledge of the historical context.</p> <div data-bbox="502 1227 1045 1803" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>Source B</b></p> <p>A poster from 1924 showing a German soldier being 'stabbed in the back'.</p>  </div> <div data-bbox="502 1818 1045 2087" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>Source C</b></p> <p>From an article in <i>Deutsche Zeitung</i>, a German newspaper, 28 June 1919.</p> <p>Vengeance, German nation! Today, in the Hall of Mirrors at Versailles, a disgraceful treaty is being signed. Never forget it! On that spot... German honour is being dragged to its grave. There will be revenge for the shame of 1919.</p> </div>
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2 Study Sources B & C.

How useful are Sources B & C for an enquiry into the challenges facing the Weimar Republic in the years 1919–23?

Explain your answer using Sources B & C and your knowledge of the historical context.

**Source B:** A photograph published in a German newspaper in March 1920. It shows Freikorps soldiers taking part in the Kapp Putsch. The soldiers are occupying an area in Berlin near to the Reichstag building.



**Source C:** From an interview with a German woman in 1974. She was a factory worker during the early years of the Weimar Republic. Here she is recalling the hyperinflation of 1923.

You got paid at the end of every day. You had to spend it straight away because the next day your wages would only be worth half as much as the day before. Money was literally not worth the paper it was printed on.

Many people who had their savings in bank accounts lost all the money they had managed to scrape together. We asked ourselves, 'How can that happen? How is it that the government can't control this inflation which wipes out the life savings of most people?' We never got an answer that meant anything.

After the hyperinflation, people didn't trust the government anymore.

3 Study Sources B & C.

How useful are Sources B & C for an enquiry into the recovery of the Weimar Republic between 1923 and 1929?

Explain your answer using Sources B & C and your knowledge of the historical context.

Source B

A right-wing cartoon published in 1923. The figure behind the curtain represents the USA. Wall Street was the US financial centre. The caption says 'Here is your enemy'.



Source C

A German journalist, writing in 1929.

In comparison with what we expected after Versailles, Germany has raised herself up. It now shoulders the terrific burden of that peace in a way we should never have thought possible. The bad feeling of Versailles has been conquered.

4 Study Sources B & C.

How useful are Sources B & C for an enquiry into

Explain your answer using Sources B & C and your knowledge of the historical context.

### Source B

An announcement made on 9 November 1923 by Gustav von Kahr, leader of the state government of Bavaria.

The deception and treachery of ambitious rebels have changed a peaceful meeting, held to encourage people to work together, into a scene of disgusting violence. The declarations of support, forced from myself, General von Lossow and Colonel Seisser at the point of the gun, are null and void. The National Socialist German Workers' Party (NSDAP), and the troops who have gathered to support them, are banned.

### Source C

A photograph of Hitler's Shock Troop in Munich on the morning of the Putsch, 8 November 1923.



5 Study Sources B & C.

How useful are Sources B & 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 & C and your knowledge of the historical context.

**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.

6 Study Sources B & C.

How useful are Sources B & C for an enquiry into the strength of democracy in Germany by 1932?

Explain your answer using Sources B & C and your knowledge of the historical context.

### Source B

A campaign poster in the presidential elections of 1932. It says that Germany would be on the road to self-destruction unless Hindenburg was re-elected.



### Source C

From *Berlin Stories*, by Christopher Isherwood, published in 1945. Isherwood was a British journalist living in Berlin at the time Hitler came to power in Germany.

Each week there were new emergency decrees. Brüning's weary episcopal voice issued commands...and was not obeyed... Berlin was in a state of civil war. Hate exploded...out of nowhere; at street corners, in restaurants, cinemas ... at midnight ... in the middle of the afternoon. Knives were whipped out, blows were dealt with spiked rings ... chair-legs, or leaded clubs; bullets slashed the advertisements... In the middle of a crowded street a young man would be attacked... thrashed, and left bleeding on the pavement.' [Brüning] is weak" [they] said. "What these swine need is a man with hair on his chest." ... People said that the Nazis would be in power by Christmas.



**Question 3b: Study Interpretations 1 & 2. They give different views about... What is the main difference between these views?**

1 Study Interpretations 1 & 2. They give different views about the attitudes towards women in Weimar Germany.

What is the main difference between these views?

Explain your answer using details from both interpretations.

**Interpretation 2**

From an article on women in Weimar Germany, written by Rudiger Graf in 2009.

Because of women's improved position in the workforce and their newly acquired rights as citizens... women themselves seemed to have changed... Magazines... presented a new generation of women that differed fundamentally from their mothers.

**Interpretation 3**

From *Weimar and Nazi Germany*, by Stephen Lee published in 1996.

The 1920s saw a huge cultural revival in Germany. Indeed, these years have been seen as the greatest period of experimentation in the whole of Germany's history. As things settled down politically, writers and artists had more of a chance to try out new ideas. The results were impressive and spread across all areas of the Arts.

2 Study Interpretations 1 & 2. They give different views about the reasons for the appeal of the Nazi Party to the German people, 1929-33.

What is the main difference between these views?

Explain your answer using details from both interpretations.

**Interpretation 1**

From *The Coming of the Third Reich*, by Richard J. Evans, published in 2004.

... Nazi propaganda... skilfully targeted specific groups in the German electorate... providing topics for particular venues and picking the speaker to fit the occasion. The... Party recognised the growing divisions of German society into competing interest groups in the course of the Depression and tailored their message to their particular constituency. The Nazis adapted... a whole range of posters and leaflets designed to win over different parts of the electorate.

**Interpretation 2**

From *The Weimar Republic*, by John Hiden, published in 1996.

More than any other party, the NSDAP depended on the crisis for its successful growth. The official membership statistics show an increase from 129,000 to 849,000 from 1930 to 1933...

No fewer than 43% of new members entering the party... were aged 18–30...

The preponderance [number] of petit-bourgeoisie [lower middle class] was particularly striking. White-collar workers, artisans, merchants, shopkeepers and civil servants were twice as strongly represented in the NSDAP than in society as a whole. Manual workers were under-represented (but) of the 270,000 workers who did join the party, 150,000 were unemployed.



3	<p>Study Interpretations 1 &amp; 2. They give different views about the challenges facing the Weimar Republic in the years 1919-23.</p> <p>What is the main difference between these views?</p> <p>Explain your answer using details from both interpretations.</p> <p><b>Interpretation 1:</b> From <i>The Weimar Republic, 1918-24</i> by M. Rathbone, published in 2013.</p> <div style="border: 1px solid black; border-radius: 10px; padding: 10px; margin: 10px 0;"> <p>Some democratic parties did support the Weimar Republic. However, powerful political groups on both the Left and the Right refused to accept the existence of the Weimar Republic. They were prepared to destroy it by force and replace it with their own form of government. They took action against the Republic very soon after it was created. This made it difficult for the new government to maintain order and govern Germany.</p> </div> <p><b>Interpretation 2:</b> From <i>Alpha History</i>, a history website.</p> <div style="border: 1px solid black; border-radius: 10px; padding: 10px; margin: 10px 0;"> <p>The hyperinflation which happened in 1923 forced the Weimar government to fear for its own existence.</p> <p>After the French had occupied the Ruhr, the industrial workers had gone on strike. The Weimar government supported the strikers by printing more paper money in order to pay them. As the strike continued, the government could not find a solution and simply printed even more money. This ruined the economy. People talked openly about removing the government by a popular revolution or a military putsch.</p> </div>
4	<p>Study Interpretations 1 &amp; 2. They give different views about the reasons for the growth in support for the Nazi Party in the years 1929-32.</p> <p>What is the main difference between these views?</p> <p>Explain your answer using details from both interpretations.</p> <p><b>Interpretation 1:</b> From <i>Weimar and Nazi Germany</i> by J Hite and C Hinton, published in 2000.</p> <div style="border: 1px solid black; border-radius: 10px; padding: 10px; margin: 10px 0;"> <p>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.</p> </div> <p><b>Interpretation 2:</b> From <i>Hitler 1889–1936</i> by I Kershaw, published in 1998.</p> <div style="border: 1px solid black; border-radius: 10px; padding: 10px; margin: 10px 0;"> <p>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.</p> </div>