

Answers

Germany, 1890-1945

Democracy and Dictatorship

Answers to the AQA exam-style questions are indicative only and highlight the key things that should be included in your response. You may cover other points. It's how your answer is written and how it fits with the mark scheme that will determine the quality of your answer.

GERMANY AND THE GROWTH OF DEMOCRACY PART 1

p.13 Do it!



- Kaiser Wilhelm wanted Prussians like him to stay in charge of Germany: True
- Kaiser Wilhelm supported socialism because it helped him control the industrialists: False
- Kaiser Wilhelm figured that building a powerful navy would be something all Germans would support: True

p.14 Do it!



- Evidence to support the statement could include: the SPD reached 720,000 members in 1912 and 1 million members by 1914; by 1914, around 2.5 million Germans belonged to trade unions; by 1912 the SPD had become the largest party in the Reichstag (4 million people voted for them).
- Liberal parties and the SPD challenged the way the Kaiser wanted to rule Germany.

p.15 Do it!



Whether you think war or hunger was the most important reason for causing the end of the monarchy is up to your own interpretation. For example, the monarchy had survived four years of war, so perhaps it was hunger that was most important reason. But on the other hand, there wouldn't have been hunger without the war, so perhaps war was the most important.

The five reasons are listed in the diagram: which order you put them in is your choice and there is no one reason that is more important than others – what is important is how you explain your choice.

p.16 Stretch it!



The Treaty of Versailles affected the lives of German people in the following ways:

Social – 6.5 million German people were forced to change their nationality; those who remained in Germany felt under threat because Germany had to cut its armed forces and demilitarise the Rhineland.

Economic – Germany lost economic power from losing so much land, which meant the government had less money to spend on its people, including those who had been wounded or had lost their husbands or fathers in the war; people who had been in Germany's armed forces had to find other jobs. Germany also had to pay steep reparations to the victors, which it could not afford.

Political – Germans felt resentful about being blamed for the war and this made them resent their political leaders. There was a rise in support for both the extreme Left and Right. The Weimar government were labelled 'November criminals' and were never forgiven for signing the hated treaty.

p.19 Do it!

The seven key events to describe are: 1) Germany announced in 1922 that it cannot pay reparations; 2) France and Germany decided Germany was not telling the truth; 3) in January 1923, French and Belgian troops occupied the Ruhr; 4) the troops took control of factories, railways, mines; 5) the German government encouraged Ruhr workers to go on strike; 6) the German government kept on paying striking workers; 7) the French had to bring in more troops because of resistance in the Ruhr.

p.20 Do it!

- A businessman would find it easier to expand his business because he could take loans out and then pay them back when hyperinflation had made them very easy to afford; so he should be happy about the situation.
- A pensioner who depended on a state pension and savings would have a terrible time because their savings would have become worthless and the state pension, because it did not increase with inflation, was worthless too.
- A housewife would have found life very difficult during the period of hyperinflation. It was very difficult to find food to buy, even if the housewife could afford the prices. Housewives would have had to spend all day looking for any food for their family: exhausting.

p.20 Stretch it!

The main connections are that in 1922 the German government announced it could no longer pay reparations. These reparations were because of the Treaty of Versailles (when Germany signed the Treaty, it agreed the War Guilt clause (Article 231)). This decision resulted in the occupation of the Ruhr by French and Belgian troops. The German government encouraged workers in the Ruhr to go on strike, but kept paying their wages too. The Ruhr stopped making money for Germany, which meant the government started to run out of money. It printed more money, but this caused inflation and then hyperinflation.

p.21 Do it!

- 1a** Economic threats to the Weimar Republic included: reparation payments; economic impacts of the Treaty of Versailles (e.g. loss of 15% of its coal production); the economic consequences of the occupation of the Ruhr and the government's policy of paying the striking workers (these costs were double the cost of paying reparations in 1922); and hyperinflation (money became worthless).
 - b** Political threats included: the Spartacist uprising (1919), when the government faced a communist uprising; the Kapp Putsch (1920), when it faced a right-wing Freikorps coup; and the Munich Putsch (1923), when the government faced a second right-wing coup attempt led by Adolf Hitler.
- 2** One piece of evidence to agree with the statement could be that the Weimar government only survived in 1919 because the Freikorps were prepared to support it. When it faced the Freikorps' Kapp Putsch, the army refused to support the government – making the government very weak.

One piece of evidence to disagree with the statement could be that the Weimar government must have been stronger than its opponents thought – it was stronger than the Spartacists because it defeated them (with the help of the Freikorps); the Kapp Putsch was defeated thanks to the government's successful appeal to the Berlin workers; and the Munich Putsch failed because Hitler underestimated the Weimar government – he thought that hyperinflation had made it so weak that everyone wanted to get rid of it, but in fact troops and the police prevented Hitler's planned march on Berlin.

p.23 Do it!

- 1 Stresemann's 1923 'to do' list is likely to include: fix hyperinflation with a new currency; and reverse the Treaty of Versailles or reduce its economic, social and political impacts on Germany.
- 2 Hyperinflation: very successful since the introduction of the new currency ended hyperinflation.

Reducing economic impacts: the Dawes Plan reduced the total amount of reparations from £6.6 billion to £1.85 billion. However, Germany still complained it was too much, leading to the Young Plan, and Germany became very dependent on US loans – overall, therefore, mostly successful for Stresemann.

Reducing social problems: ending hyperinflation reduced unemployment, which made people happier, but there was still a lot of resentment about the war and the violence on the streets. Overall – quite successful.

Reducing political problems: the Weimar government faced fewer threats in the Stresemann era, which meant that Stresemann was successful in reducing immediate political threats. However, the political situation remained very fragile and in the long-term Stresemann was not successful.

p.23 Stretch it!

Your answer should use the points you made in the 'Do it' above. Remember that the obituary would be written in 1929 – before the Weimar Republic collapsed.

p.24 CHECK IT!

- 1 Two from: the Chancellor controlled the government and the Kaiser chose who the Chancellor was and could sack the Chancellor; the Kaiser and his government put forward new laws; the Kaiser could shut down the Reichstag if he didn't like their decisions.
- 2 For impacts of the Treaty of Versailles think LAMB: loss of Land; cuts to Army and defence; Money – reparations, loss of war industries; Blame – resentment over the war guilt clause.
- 3 Reasons for the abdication include: war weariness; starvation in 1918; Navy mutiny in Kiel in October 1918; workers' and soldiers' councils taking control of many German towns; and the economic crisis/war debts.
- 4 Any four ways from:
 - Farmers did not sell as much of their produce so there was less food to buy.
 - People had to barter rather than use money.
 - People lost their savings.
 - People who live on pensions or benefits suffered: their pensions and benefits became worthless.
 - People with debts could pay them back much more easily.
 - Businesses could expand by taking out loans and easily pay them back.
 - Farmers were less adversely affected because they had food to eat.
- 5 Three actions taken by Stresemann that helped Germany's recovery 1924–29 could include:
 - introducing a new currency to end hyperinflation and encourage investment in Germany
 - the Young Plan, which reduced reparations overall and got US loans for Germany and investments in Germany which boosted German industry
 - the Locarno Pact which confirmed borders, which made France and Belgium more confident about Germany and encouraged co-operation between the countries instead of occupation
 - joining the League of Nations, helped Stresemann to negotiate the Young Plan, which further reduced reparation payments.
- 6 The main weakness was Germany's reliance on US loans and US investment.

GERMANY AND THE DEPRESSION PART 2

p.24 Do it!



- True
- False
- False

p.26 Do it!



- 1 Your image will be up to you – maybe Hitler flopped down in some moss
- 2 Message, Organisation, Strength, Fear, Leadership, Opponents, Propaganda

p.31 Do it!



- 1 Example answers:

Agree – evidence could be that Hindenburg and Papen were sure they could control Hitler once they had put him in place as Chancellor.

Disagree – Hitler led the largest party in the Reichstag and that meant he would probably have been made Chancellor even without deal-making.

- 2 Example answers:

Agree – a piece of your own knowledge could be that Hitler became popular because the Depression meant 6 million Germans were unemployed and the Weimar government seemed powerless to help them.

Disagree – a piece of your own knowledge could be that Hindenburg did not want to make Hitler Chancellor because Hitler was not an important person (he had a low rank in the army); we need to know about the deal-making in order to understand how Hindenburg was convinced to make Hitler the Chancellor after all.

p.32 Do it!



This answer requires your personal response.

p.33 Do it! (top)



Hitler would have been disappointed because he did not have enough votes in the Reichstag to overturn the constitution; he would also have been disappointed that fewer people voted for him than before he became Chancellor, and that more people voted for other parties than for the Nazis.

p.33 Stretch it!



This answer requires your personal response.

p.33 Do it! (bottom)



This answer requires your personal response.

p.34 Do it!



The main problems were the threat of strikes from trade unions and opposition from other political parties. These problems were eliminated by:

- a) arresting trade unionists, making trade unions illegal and banning strikes
- b) banning the KPD, banning the SPD and then making the situation too threatening for any other political party except the Nazi Party to keep operating

p.35 Do it!



- 1 The main steps Hitler took were: the declaration of a state of emergency after the Reichstag Fire; the Reichstag elections of March 1933 and the passing of the Enabling Act (23 March 1933); the banning of trade unions and making strikes illegal on 2 May 1933; making all political parties illegal except the Nazi Party, on 14 July 1933.
- 2 This answer requires your personal response.

p.35 CHECK IT!



- 1 For reasons for the growth of the Nazi Party think MOSFLOP: **M**essage, **O**rganisation, **S**trength, **F**ear, **L**eadership, **O**pponents, **P**ropaganda
- 2 The Depression increased support for extremist parties because the governments of the Weimar Republic failed to meet the challenges of the Depression, for example mass unemployment, which meant people turned instead to the extreme left-wing parties (who promised to help the workers by taking from rich Germans) or the extreme right-wing parties (who promised to create work for true Germans).
- 3a September 1930: 107 seats
 - b July 1932: 230 seats
 - c November 1932: 196 seats (34 seats fewer than in July 1932)
- 4 The Reichstag Fire happened on 27 February 1933. It was significant because the Nazis used it as a reason to crack down on the KPD and for Hitler to convince Hindenburg to declare a state of emergency, which gave the Nazi government many more powers.
- 5 The Enabling Act was passed on 24 March 1933. It was significant because it gave Hitler and his government the power to pass decrees (laws) without having to get the President or the Reichstag to approve it first.
- 6 The Night of the Long Knives took place on 30 June 1934. It was significant because it removed a possible challenge to Hitler: the SA. The Night of the Long Knives cleared the way for the army to swear an oath of loyalty to Hitler.

THE EXPERIENCE OF THE GERMANS UNDER THE NAZIS PART 3

p.36 Do it!



- Rearmament created jobs because there were more soldiers, etc. but also German industries expanded to provide weapons and other military equipment; this meant many thousands of jobs.
- Conscription reduced unemployment because young men who went into the army were counted as having jobs.
- Policies for women created jobs for men because Nazi propaganda encouraged women to leave their jobs so men could have them; Nazi policies also barred women from some government jobs, which meant these jobs then became open to men.

p.36 Stretch it!

National Labour Service hid unemployment as, although 'in work', men taking part were only paid a small wage and it was not a permanent job; discouraging women from work, and banning women and Jews from certain professions, did not create new jobs, but opened them up to non-Jewish men; people in prison for crimes against the state were not counted as unemployed, but this did not create new jobs; changing the reporting of employment statistics also hid unemployment.

p.38 Do it!

A male factory worker who had been unemployed since 1930 would probably have found a job under the Nazis, perhaps working in a factory again (possibly linked to rearmament) or on a construction site.

From 1935 it would have been compulsory for an 18-year-old male student to spend six months in the RAD, before then spending two years in the army.

The male owner of a factory might have struggled to keep his factory open during the Depression. After 1933, he might well have been able to convert his factory to rearmament work and received a government contract, enabling him to expand his factory and hire more workers.

p.38 Stretch it!

This answer requires your personal response.

p.39 Do it!

A 16-year-old living in 1943 would have been affected very strongly by the war, especially if they lived in a city that was frequently bombed by the Allies. They might have lost their home and become a refugee, moving to a safer area of Germany. A 16-year-old would most likely have been delighted by Germany's rapid and amazing military successes in the first years of the war, but by 1943 might have had some concerns about how the war was going in the East, against the USSR. Rationing would have been something the 16-year-old would have been well used to, since this began in Germany in 1939, but from 1942 the rations were reduced; they would have missed having as much food to eat as before, and would not have been able to have many new clothes.

p.42 Stretch it!

This answer requires your personal response.

p.42 Do it!

This answer requires carrying out your own research.

The Nazis wanted to control young people because if young people were exposed to Nazi indoctrination at school and in their leisure time (through control by the Hitler Youth), then they would grow up to be loyal Nazi Party members. The Nazis wanted to control women for various reasons: there were economic reasons (to reduce male unemployment) that the Nazis wanted women to leave their jobs and become housewives instead. There were also cultural and political reasons: the Nazis associated more freedom for women with the Weimar culture and believed that this 'degenerate' culture had weakened Germany, meaning that the country must return to traditional ways of life for both men and women. Controls over religions were because Hitler did not want people to have any authority in their lives except him: not the Pope in Rome for Roman Catholics, or heads of churches in Germany for Germany's Protestants. The Churches also ran many of Germany's youth clubs before the Nazi dictatorship, and Hitler did not want young people exposed to any culture that might conflict with or contradict Nazism.

How successful: evidence your answer might use could include the following:

For unsuccessful control of all young people: in 1936, before membership of the Hitler Youth became compulsory (in 1939) there were 4 million young people in the Hitler Youth, in 1939 there were around 9 million: so in 1936 there were around 5 million young people who had chosen not to join the Hitler Youth.

For unsuccessful control over all women: although there were 200,000 more marriages after Nazi policies to promote marriage were brought in, the number of women working increased by 2.4 million between 1933 and 1939 – even though the Nazis wanted women to leave the workplace.

For unsuccessful control over all religion: despite the Nazi takeover of the Protestant Churches in Germany, a small number of German Protestants set up the Confessing Church, which did not follow Nazi policies on religion.

p.45 Do it!



Your answer should refer to two areas of culture, and explain how these were used as propaganda to celebrate 'true' Aryan German; explain how culture was limited because anything that did not fit Nazi ideals was banned – for example, jazz music, Jewish actors and abstract art.

p.46 Do it!



Examples of repression could include: the Nazis repressed the communists by rounding up thousands of communists and imprisoning them in concentration camps; the Nazis repressed religious organisations by forcing Catholic youth groups to join the Hitler Youth, shutting down monasteries and nunneries and arresting members of the Confessing Church and putting them in concentration camps; the Nazis repressed homosexuals by arresting them and often sending gay men to concentration camps, castration was encouraged; 'Gypsies' were rounded up and sent to concentration camps; the Nazis repressed Jews by first taking away their rights as German citizens, forbidding them from running businesses or employing workers or sending their children to 'Aryan' schools, and then forcing German Jews to leave their homes and move into ghettos, with all Jews forced to wear yellow stars. In January 1942, senior Nazis launched a plan to kill all Jews in Europe, which led to 6 million Jews being murdered.

p.47 CHECK IT!



- 1 Methods that the Nazi state used to reduce the number of unemployed included: investing in public works, rearmament, National Labour Service, conscription, creating demand for new products such as cars (which meant more workers were required) and introducing controls on employers (which meant factory owners needed permission before they could sack people and not replace them); the Nazis also encouraged women to leave work, creating more jobs for men; banned Jews from government jobs, creating more jobs for non-Jews; sent 160,000 people to prison – whose jobs were taken by others; and massaged statistics, e.g. by counting all part-time jobs as full employment.
- 2 One benefit of Nazi employment policies was that they were successful in creating jobs and ending the very high rate of unemployment. One drawback was that controls on wages meant that people did not really get any better off from year to year under the Nazis. Another drawback was that the National Labour Service was more like being in the army than having a real job.
- 3 They had to give up work.
- 4 The League of German Maidens
- 5 The Nuremburg Laws
- 6 One from: the Edelweiss Pirates, the Swing Youth, the White Rose group, the 1944 bomb plotters

HOW TO ANSWER THE EXAM QUESTIONS

p.49 Do it! (top)



Option D

p.49 Do it! (bottom)



1 Extracts 2, 3 and 4 are explaining the difference.

2 B

p.49 Stretch it!



Extract 1 – question E; Extract 2 – question D; Extract 3 – question B;
Extract 4 – question C

p.51 Do it!



B = When was it written?

C = What? Why? What – a biography (rather than a textbook); Why – for what purpose and for what audience (to inform people about Kaiser Wilhelm).

D = Who wrote it? What previous experiences had they had?

E = When? Where? 'Where?' is the more important of the two.

p.52 Do it! (top)



a ✓ b ✓ c x d x e ✓

p.52 Do it! (bottom)



Level 1: there is no explanation of reasons for differences.

p.53 Do it!



A 7, B 3, C 4, D 1, E 6, F 2, G 5

p.54 Do it! (top)



1 A ✓ B x (The interpretation says there was 'massive violence and intimidation' to force people to vote Nazi.) C ✓ D = x (The interpretation says they did not manage to win over a majority of the electorate.)

2 F

p.54 Do it! (bottom)



Your answer should include the phrase 'complete failure of the Nazis...to win a majority'.

p.55 Do it!



More convincing ✓	Less convincing ✗
The Gestapo had enormous power – they could arrest people without evidence and imprison or execute people without trial.	Only around 10 per cent of the political crimes committed between 1933 and 1945 were discovered by Gestapo officers.
160,000 people were arrested for political crimes in 1939 alone.	There were only around 30,000 Gestapo officers, in a country of 80 million people.
Although the numbers of Gestapo officers were quite small, the Gestapo employed more than 150,000 informers.	The vast majority of German citizens who were investigated by the Gestapo were usually released.

p.56 Do it! (top)



A

p.56 Do it! (bottom)



Your answer will depend on your own views and knowledge. Here is one possible answer:

The main argument of Interpretation A is that the Gestapo had total control over the German people: 'The Gestapo spotted or overheard every German's slightest movement.' I find this quite convincing because I know the Gestapo had enormous power – they could arrest people without evidence and imprison or execute people without trial. Large numbers of people were arrested in Germany for political crimes: for example, 160,000 people were arrested for political crimes in 1939. This also supports the idea that the Germans were constantly being watched by the Gestapo for any sign of opposition.

However, Interpretation B's main argument is that the Gestapo did not watch everyone but instead depended on ordinary Germans informing on each other. It says '80% of all political crime was discovered by ordinary citizens who turned the information over to the police or the Gestapo'. I find this very convincing because I know that there were only around 30,000 Gestapo officers, in a country of 80 million people, and that only around 10% of the political crimes committed between 1933 and 1945 were discovered by Gestapo officers.

Overall, I find B more convincing about the role of the Gestapo in controlling the German people because it says that it was only effective because it had a huge amount of co-operation from ordinary German citizens, which is what more modern historians say is true. There were not enough Gestapo officers to watch every German all the time, as Interpretation A suggests.

p.57 Do it!



- 1 1e, 2d, 3a, 4f, 5b, 6c
- 2 **1e** Wealthy industrialists wanted to gain more political power from the Prussian elite, which was a problem for the government because it was led by Prussians, who wanted to hold on to their power.

2d The abdication of the Kaiser meant a change from monarchy to republic, which was a problem for the new republican government because many on the right wanted the monarchy to return.

3a Germany could not drive the French and Belgians out of the Ruhr because their army was too weak, and yet the German people demanded some way to stop the occupation and seizing of German resources.

4f The new Weimar government was too weak on its own to put down the rebellions, which meant it was in danger of being overthrown.

5b International investors had lost confidence in the German mark, which was a

problem because it made the mark increasingly worthless.

6c Germany's refusal to pay its reparations had damaged its international reputation because other countries did not believe they could trust Germany to pay back investments.

p.58 Do it! (top)



- The most relevant problems for this issue would be: the SA and Ernst Röhm; political opposition and/or the trade unions.
- Your answers likely to make the following points (which you should also support), depending on whether you choose to write about the SA, political opposition or trade unions:

The SA and Röhm:

- The SA and Röhm were a problem because the SA wanted the Nazi 'revolution' to go further and get rid of the inequality within German society: Röhm agreed with this and Hitler was persuaded that Röhm meant to try to take control himself.
- The SA and Röhm were also a problem because their street fighting and working-class attitudes alarmed big business, which Hitler needed on the Nazi Party's side.
- The SA and Röhm were also a problem because the army hated the idea of a merger with the thugs of the SA and their openly gay leader, Röhm. Hitler had to have the support of the army as the army could overthrow his government and, also, he needed them for his plans for Germany.

Political opposition:

- Political opposition was a problem because Hitler wanted complete control as a dictator, without having to get votes through in the Reichstag; he especially wanted to avoid getting the two-thirds majority of the Reichstag he needed to change the Weimar Constitution.

Trade unions:

- The trade unions were a problem because they were left-wing organisations that had the power to cripple Hitler's government using strikes, which trade unions could call on all their members to take part in. Hitler remembered the lesson of the Kapp Putsch in 1920, which failed after strikes meant the Kapp government could not achieve anything.

p.58 Do it! (bottom)



It is a level 2 answer that should receive 4 marks (full marks). Two problems are identified which are relevant. Both are developed with extended reasoning which identifies why they were problems for Hitler in ruling Germany up to 1939; the student supports this reasoning with accurate and relevant knowledge and understanding.

p.59 Do it!



Other periods of change you could add to the diagram could include the following: Weimar culture, Nazi social policies, Nazi economic changes, Nazi repression.

p.60 Do it!



- Answers could include: people who had been unemployed got jobs; women who had been working left work; Jewish people lost their jobs.
 - Women were encouraged to give up their jobs and support their husbands/families as housewives; couples were encouraged to get married and have children; young people were encouraged to join the Hitler Youth; Church organisations were forced to support the Nazis and stop influencing people; teachers joined the National Socialist Teachers' League and taught Nazi propaganda.
 - People whom Nazis considered 'inferior' were discriminated against/sent to concentration camps; people with mental and physical disabilities were often sterilised/some were euthanised; Jewish Germans were deprived of German citizenship and forbidden from many aspects of normal life (such as marrying 'Aryan' Germans, going to 'Aryan' schools, running a business, and living in their own homes).
- Example answers:

Industrialisation: people now lived in cities; people faced difficult working conditions.

The First World War: women now had jobs that used to be done by men only.

Hyperinflation: people who had been well off and lived comfortable lives had nothing and were reduced to living in poverty.

The Depression: most families in Germany suffered as a result of unemployment – families that used to have good lives now could not afford to buy food.

The Second World War: people became homeless or had to move away from areas that were bombed heavily (such as the Ruhr) and live in other parts of Germany.

p.61 Do it! (top)



A = X, B = V, C = Z, D = U, E = W, F = Y

p.61 Do it! (bottom)



- 1 People in a lot of debt benefited from hyperinflation because their debts became very easy to pay off as money lost its value. In contrast, people who relied on their savings were badly affected as the money in their accounts became worthless.
- 2 Catholic Christians trusted Hitler to allow them independence after the signing of the Concordat in 1933, but the Nazi state went back on the deal, persecuted priests and took over Church youth organisations. Some Protestant Christians were already nationalists who supported Hitler in the Reich Church, promoted Nazi ideas and rejected Jewish aspects of Christianity (such as the use of the Old Testament), while other Protestants split away (in 1934) from the Reich Church to form the Confessing Church, which opposed the Nazis: these Christians were repressed and many were sent to concentration camps.

p.62 Do it!



- 1a Links to the start of the second paragraph: 'Another change was that girls did some different subjects at school than boys'.
- b The evidence is the point about the Catholic youth organisations, 'e.g. Catholic ones that were about being good and kind to other people'.
- c The other policy referred to is the Nazi Party's Hitler Youth social policy.
- d The link here is to the end of the first paragraph, where the student says: 'This was different for young people because before they might have been in different youth organisations, e.g. Catholic ones that were about being good and kind to other people.'
- e This link is to the second paragraph.
- 2 Level 2: the answer identifies two changes but only backs up one with relevant and accurate knowledge; it does not develop both explanations.

p.63 Do it!



- 1 Poverty in the Depression caused growth in support for the Nazi Party 1928–32.
The growth in socialism caused difficulties in ruling Germany 1890–1914.
Introduction of a new currency caused recovery during the Stresemann era, 1924–29.
Papen's deal to get Nazi support in the Reichstag helped Hitler to become Chancellor in 1933.
The hyperinflation crisis caused Hitler's decision to launch the Munich Putsch in 1923.
Aryan ideas caused increasing persecution of Jewish Germans 1933–39.
- 2 Poverty in the Depression is economic and social.
The growth in socialism is political.
Introduction of a new currency is economic.
Papen's deal is political.
The hyperinflation crisis is economic and social.
Aryan ideas are cultural.

p.64 Do it!



- 1 Reparation payments were reduced to what Germany should be able to pay (Dawes Plan); The USA loaned Germany \$200 million (Dawes Plan); Germany agreed to respect the borders between itself, Belgium and France (Locarno Pact); The total amount of reparations were reduced to £1850 million (Young Plan).
- 2
 - Reducing reparation payments were important for the recovery because they meant that France had more trust in Germany meeting its payments, which meant less risk of another invasion of the Ruhr or a similar crisis that would destabilise Germany.
 - The USA loaning Germany \$200 million was important for the recovery because it allowed Germany's businesses to start to expand again, creating more jobs and wealth and encouraging the USA to make more investments in Germany.
 - Germany agreeing to respect the borders between itself, Belgium and France was important for the recovery because it helped other countries to trust Germany again, increasing trade, and helped Germans feel more secure – for example, more confident that France would not invade Germany again.
 - Reducing the total amount of reparations was important for the recovery because it meant that Germany would have more money to invest in areas such as house building and job creation.

p.65 Do it!



- 1
 - The growth of socialism was such an important threat that the Kaiser's government brought in social reforms that improved conditions for workers. – There were benefits for workers who could not work because of illness (1903) and laws to prevent children under 13 from working in factories (1908). (You could also match it with 'By 1914, around 2.5 million Germans belonged to trade unions', because this could be evidence for the growth of socialism.)
 - The most important reason for the German revolution was the shortage of food. – 750,000 Germans died in 1918 because they could not get enough to eat.
 - One of the most resented aspects of the Treaty of Versailles was the loss of territory. – These lands had produced 50 per cent of all Germany's iron ore, 15 per cent of its coal and 15 per cent of its farm production.
 - The Depression had such an important impact on German society because almost all families became poorer. – There were 1.8 million unemployed at the start of 1929. By 1933, over 6 million Germans were unemployed (one in three of all workers).
- 2
 - Evidence for the failure of Weimar democracy is likely to be election results: for example, the Nazi Party went from 3 per cent of all votes in the 1928 Reichstag elections to 18 per cent in 1930, while the KPD increased its number of Reichstag seats by 13 in the same period. By July 1932, the Nazis had 37 per cent of the vote and the KPD 14 per cent – over half the electorate voted for parties rejecting Weimar democracy.
 - Evidence for the impact of banning the KPD is likely to be: 81 KPD deputies and another 26 socialist deputies were prevented by this ban from voting on the Enabling Act. (There were 647 deputies in the Reichstag, so Hitler would have needed at least 427 votes in favour to pass the Enabling Act with a two-thirds majority. However, by getting rid of 107 deputies who would never have voted for the Enabling Act with the ban, Hitler needed a two-thirds majority of 540 deputies: a much more manageable 357 votes.)
 - Evidence for abolishing unemployment as a main reason for continuing support for the Nazi regime is likely to be: the number of unemployed people fell from 6 million in 1933 to 0.3 million in 1939.
 - Evidence for fear of repression could be: the majority of arrests for political offences (160,000 of these in 1939) came because people informed on someone they knew, possibly because they were frightened of what might happen to them if they didn't.

p.66 Do it!



- 1 One reason affected more people than the other.
- 2 One reason caused more consequences than the other.
- 3 One reason caused the other reason.

p.67 Do it!



- 1 All the weaknesses in the list apply to this answer except: Not supporting the explanations with evidence.
- 2 Pointers could include:
 - Your answer only mentions the second reason, propaganda, very briefly. To improve your answer, you need to explain how both reasons caused the limited opposition. You could expand your point about propaganda influencing election results by stating, for example, that propaganda about fear of communists influenced many Germans to vote for the Nazis: having voted for them then meant people were less likely to oppose them.
 - Your explanation of why the Gestapo was important does not link to the question focus – you need to explain why the Gestapo (and propaganda) was important in explaining why there was only limited opposition to the Nazis before the war. You can do this by explaining people's fear of being arrested by the Gestapo if they spoke out against Hitler or opposed the Nazis in any way.
 - You do provide some evidence to support your explanation(s), but you need to make sure this evidence is relevant to the question. For example, your evidence about Himmler is correct but not relevant. It would be better to state, for example, that 160,000 Germans were arrested for political offences by the Gestapo in 1939.
 - Your answer should include a judgement about why one reason is more important than the other in your view. A good Question 06 answer will:
 - unpack reasons to show there were several different factors involved, showing your knowledge and understanding of the period
 - explain why reasons were important, showing your explanation, analysis and judgement skills
 - support your explanations with relevant factual knowledge (e.g. facts and figures) and understanding (e.g. details, developments)
 - stretch your explanation so it explains why reasons were important for the question focus (e.g. for understanding why there was only limited opposition to Hitler)
 - make a judgement and explain why you consider one reason to be more important than the other.
- 3 This question requires your own extended response.

p.68 Do it!



It is a level 4 answer because it provides a complex explanation of both bullets (it considers how propaganda influenced fear of the Gestapo, for example), it has a range of accurate and detailed knowledge and understanding that is relevant to the question, and it makes a judgement which is supported by the analysis in the rest of the answer.

PRACTICE PAPERS

Answers to the AQA exam-style questions are indicative only and highlight the key things that should be included in your response. You may cover other points. It's how your answer is written and how it fits with the mark scheme that will determine the quality of your answer.



p.69 Practice paper 1

- 01** How does **Interpretation B** differ from **Interpretation A** about what young Germans thought of the Hitler Youth?

A Level 2 answer (3–4 marks) would both identify and explain differences. For example, how Interpretation B emphasises the positive aspects of joining the Hitler Youth ('the greatest experience of my life') because of the high level of the 'well-chosen' activities, while Interpretation B gives a negative view of Maschmann's first experiences ('a bitter disappointment') because of the boring activities and unpleasant meeting places.

- 02** Why might the authors of **Interpretations A** and **B** have a different interpretation about what young Germans thought of the Hitler Youth?

A Level 2 answer (3–4 marks) would analyse provenance to explain a reason or reasons for the difference. For example, an answer could argue that Maschmann's negative interpretation about her experience of joining the Hitler Youth might be because of guilty feelings about her Jewish friend, while Dressler's account is more positive because he might have remained a strong supporter of the Nazi Party, and his family may have been economically better off under Nazi rule.

- 03** Which interpretation do you find more convincing about what young Germans thought of the Hitler Youth?

A Level 4 answer (7–8 marks) would provide a complex evaluation of interpretations with a sustained judgement based on own knowledge and understanding, for example, the judgement that Interpretation A is more convincing because membership of the Hitler Youth was made compulsory in 1939 because of low turnouts to Hitler Youth political discussions.

- 04** Describe two problems faced by Weimar governments in ruling Germany between 1919 and 1923.

Level 2 answers (3–4 marks) identify two valid problems and also explain why they were problems for Weimar governments in the period 1919–23.

For example:

One problem was that ruling Germany was difficult because of opposition from the extreme left wing, such as the Spartacists, who tried to overthrow the government in 1919 and forced the government to make deals with the Freikorps in order to put the Spartacists down. Another problem making ruling Germany difficult was the hyperinflation crisis: the government was blamed for causing the crisis by printing so much money that it lost its value on international markets.



05 In what ways did the lives of people in Germany change during the Depression (1929–1933)?

Level 4 answers (7–8 marks) provide a complex explanation of changes which consider differences in the ways that changes happened or impacted on different groups.

For example here is one paragraph that includes the idea of different impacts on different groups:

Almost all Germans were affected by the Depression: 6 million Germans were unemployed which was one worker in every three. That meant almost every family in Germany experienced some form of hardship as a result of the Depression, for example finding it hard to afford food, or find food to buy with the money they had, or finding it hard to keep warm. However, hardships affected different groups in different ways. For example, middle class families often lost their savings and pensions as banks collapsed, which meant middle class people faced a very different future than the one they'd anticipated – and they blamed the government for losing their money. Business owners experienced the loss of their companies, which meant a huge blow to their self-esteem: they also blamed the government for not doing enough to protect their businesses from bankruptcy. Farmers could still grow food and that meant they could feed their families, but prices for food dropped and farmers struggled to keep up with rents and faced having their land repossessed. Children also suffered the most from the lack of food: thousands died from malnutrition.

06 Which of the following was the more important reason why Germany was difficult to govern in the years 1890–1914:

- the upper class
- the working class?

Level 4 answers (10–12 marks) provide a complex explanation of both bullets that leads to a sustained judgement, in an answer that includes a range of accurate, relevant and detailed knowledge and understanding.

A complex explanation considers the relationships between the causes, supported by factual knowledge. For example, an answer might explain the way in which it was growing demands from the working class, together with the threat from socialism, that alarmed the upper class and increased tensions in government, to the point where the Kaiser, who believed that the upper class should be allowed to rule Germany as they thought best, wanted to stop working-class people having the vote at all. It was only the threat of revolution that convinced the Kaiser and other upper-class Prussians to bring in social reforms aimed at reducing the increase in support for socialism among the working class. Because these reforms impacted negatively on the profits of industrialists, it meant that middle-class industrialists demanded more support for their interests, increasing the difficulty of ruling Germany still further.



p.71 Practice paper 2

- 01** How does **Interpretation B** differ from **Interpretation A** about the reasons why Germans supported Hitler?

A Level 2 answer (3–4 marks) would both identify and explain differences. For example:

Interpretation A explains German support for Hitler as something people did to fit in with changing conditions ('like an animal which changes its coat in winter') rather than because they have really thought about it or have good reasons for their support. Interpretation B, however, says that Germans understood all the bad sides to the Nazi regime ('they hate spying, they hate the loss of their liberties'), but still supported Hitler because he ended the 'nightmare of unemployment'.

- 02** Why might the authors of **Interpretations A** and **B** have a different interpretation about the reasons why Germans supported Hitler?

A Level 2 answer (3–4 marks) would analyse provenance to explain a reason or reasons for the difference. For example, a reason for the difference could be that Interpretation A was written at about the start of the Nazi regime before the Nazi dictatorship had really been established and repression and control was less, while Interpretation B was written in 1940, when Germans had experienced seven years of Nazi rule, including the start of a war which many had hoped never to have to live through again.

- 03** Which interpretation do you find more convincing about the reasons why Germans supported Hitler?

A Level 4 answer (7–8 marks) would provide a complex evaluation of interpretations with a sustained judgement based on own knowledge and understanding. An example of a judgement of this could be: Interpretation B is more convincing because support for Hitler remained high right up to the end of the war, while election evidence (1928–30) that saw support for the Nazis rise from 3 per cent of all votes to 37 per cent of the vote in 1932, clearly shows that people were distressed by the Depression and turned to the Nazis in the hope of reducing unemployment – arguing against Interpretation A's view that people did not really know why they supported Hitler.

- 04** Describe two problems faced by Hitler in establishing a dictatorship in Germany in the years 1933 to 1934.

Level 2 answers (3–4 marks) identify two valid problems and also explain why they were problems for Hitler in establishing a dictatorship in the period 1933–34. For example:

One problem was that although the Nazis had won 288 seats in the Reichstag in the March 1933 elections, Hitler still did not have a two-thirds majority. This was a problem because Hitler needed a two-thirds majority in order to make the changes to the Weimar Constitution that would grant him the absolute power of a dictator. Another problem was that Hitler faced political opposition from other parties, including the SPD, which could prevent his party from transforming Germany into a one-party state.



- 05** In what ways did the lives of people in Germany change during the Stresemann era (1924–1929)?

Level 4 answers (7–8 marks) provide a complex explanation of changes and consider differences in the ways that changes happened or impacted on different groups. An example of a paragraph providing a complex explanation could be:

Some women took advantage of the new freedoms of the Stresemann era and went out to work, used their earnings to buy shorter dresses, stylish haircuts and more makeup and made the most of their new independence by going out unaccompanied by a male partner, drinking and smoking in public and dancing outrageous American dances such as the 'Black Bottom'. Other women did not approve of the new fashions and freedom for women, however, and wanted all women to return to their traditional role of staying at home to care for their husband and raise their children.

- 06** Which of the following was the more important reason for growth in support for the Nazis between 1928 and 1932:

- the Depression
- Hitler's appeal?

Level 4 answers (10–12 marks) provide a complex explanation of both bullets that leads to a sustained judgement, in an answer that includes a range of accurate, relevant and detailed knowledge and understanding.

A complex explanation considers the relationships between the causes, supported by factual knowledge. For example, an answer could consider how Hitler's appeal increased significantly as a result of the Depression, when audiences had a lot more to relate to in his political message of hope for Germany, his presentation of himself as Germany's only 'saviour', his 'ordinary man' appeal (instead of being associated with the wealthy industrialists or the Prussian elite who were seen as profiting from the Depression) and his blaming of all Germany's problems on the Jews. When people were feeling the impacts of the Depression on them and their families, Hitler was able to make much stronger connections with his audience – people felt that he understood their suffering and knew how to fix it. Before the Depression, people did not need to feel understood and were not looking for solutions in the same way, which limited Hitler's appeal – as seen in the 1928 Reichstag election results when the NSDAP received just 3 per cent of the vote.