

AQA GCSE HISTORY

Paper 2: Life in Nazi Germany- 1919-1945



Miss Longhurst's
Revision Workbook

What are the questions like on the exam paper?

Section A:

- Section A has five compulsory source based questions. Each question builds on the knowledge of the previous one based on source A-E.
- Spend about 60 minutes on section A as it is worth a total of 36 marks.

Question 1a)

- Source A will be a picture and Source B a short piece of text
- Use your own words to summarise the impression the sources create

Question 1b)

- This introduces another picture (source C) and another piece of text (source D). Use the same idea as 1a.
- Start with Source C and D then compare with Source A and B
- Use words like whereas or However/ In comparison to join your ideas about the two sets of sources are different.

Question 1c)

- You must give reason why there is a different between the two sets of sources
- Think about Time Audience Purpose
- What is going on at the time using your own knowledge

Question 1d)

- Look at the content of the sources. Say how it connects with what you have learned. Does it provide some useful insight?
- Consider the caption of information which explains where it has come from because this will affect the usefulness.

Question 1e)

- This tests your understanding of why an event has happened
- You will need to write more than one reason.

Section B:

- You will need to choose either Question 2 or Question 3. Each question has three parts. Make sure you read both parts before choosing which one to answer
- Part C carries the most marks so make your decision on how well you can answer that question

Question A:

- This is the easiest question to pick up marks
- All you need to do is write about what you know about the event or person

Question B:

- Source F and G might be a picture or a piece of text
- You need to use your own knowledge and the source
- You will not lose marks if you don't use the source but it will help with the answer.

Question C:

- This question starts with a statement which is someone's opinion
- The statement takes a view on the issue or problem that you are being asked about
- You have to write a balanced answer showing ways in which you agree or disagree with the interpretation and an overall judgement

What are the questions like on the exam paper?

Section A- Question 1			
A	What does Source A and B suggest...?	4	Source comprehension and knowledge
B	What different.... Is suggested by Source C and D?	6	
C	Why do you think Source Give a different view...?	6	Source evaluation
D	How useful is Source E for...?	8	
E	Why were.... Able to...?	10	Knowledge and explanation
Section B – Question 2 or 3			
A	Why was.... Important?	4	Source comprehension and knowledge
B	Using Source F/G.. and your own knowledge explain...	8	Source comprehension and knowledge
C	How far do you agree with this interpretation of....?	12(+ 4)	Evaluation of an interpretation using knowledge and understanding (SPAG)

Past Paper Questions...

1a: What does Source A suggest...?

What do Sources A and B suggest about Nazi attitudes to women? [4 marks] (2013)

What do Sources A and B suggest about Hitler and the Munich Putsch? [4 marks] (2015)

What do Sources A and B suggest about Nazi attitudes to workers? [4 marks] (2016)

What do Sources A and B suggest about the Brownshirts (SA)? [4 marks] (2014)

1b: What different view...?

What different view of Nazi attitudes to workers is suggested by Sources C and D? Explain your answer using Sources A, B, C and D. [6 marks] (2016)

What different view of the Brownshirts (SA) is suggested by Sources C and D? Explain your answer using Sources A, B, C and D. [6 marks] (2014)

What different view of Nazi attitudes to women is suggested by Sources C and D? Explain your answer using Sources A, B, C and D. [6 marks] (2015)

1c: Why do they differ..?

Why do you think Sources A and B give a different view to Sources C and D? Explain your answer using Sources A, B, C and D and your knowledge. [8 marks] (2016)

Why do you think Sources A and B give a different view to Sources C and D? Explain your answer using Sources A, B, C and D and your knowledge. [8 marks] (2014)

Why do you think Sources A and B give a different impression to Sources C and D? Explain your answer using Sources A, B, C and D and your knowledge. [8 marks] (2015)

1D: How useful...?

How useful is Source E for understanding how Christians in Germany reacted to the Nazis? Explain your answer using Source E and your knowledge. [8 marks] (2016)

How useful is Source E for understanding Nazi economic policies? Explain your answer using Source E and your knowledge. [8 marks] (2014)

How useful is Source E for understanding Nazi policies for women? Explain your answer using Source E and your knowledge. [8 marks] (2015)

Section B:

Why was the Munich Putsch important? [4 marks]

Study Source F in the Sources Booklet. Using Source F and your knowledge, explain why the Weimar governments became unpopular before 1924. [8 marks] (2016)

'The main reason Germans voted for the Nazis was because of the economic Depression.' How far do you agree with this interpretation of why so many Germans voted for the Nazi party in the years 1930 to 1932? Explain your answer. [12 marks] [SPaG 4 marks]

Why was Weimar culture important? [4 marks]

'Nazi propaganda was most successful in entertainment and the arts.' How far do you agree with this interpretation of the success of Nazi propaganda in the culture of Germany after 1933? Explain your answer. [12 marks] [SPaG 4 marks]

Why was sport important for the Nazis? [4 marks]

How important were schools, amongst other factors, in influencing young Germans in the years 1933 to 1945? [12 marks] [SPaG 4 marks]

Why was the hyperinflation of 1923 important? [4 marks]

How important were the revolts and rebellions in the years 1919 to 1923, amongst other factors, in weakening Weimar governments? [12 marks] [SPaG 4 marks]

How did the Nazis try to control the lives of women and children? [10 marks]

'It was aid from the USA that enabled the Weimar Republic to recover after 1923.' How far do you agree with this interpretation of the importance of help from the USA in making the Weimar governments successful after 1923? Explain your answer. [12 marks] [SPaG 4 marks]

'It was the economic Depression that enabled Hitler to become Chancellor of Germany in January 1933.' How far do you agree with this interpretation of how important the Depression was in bringing Hitler and the Nazis to power in 1933? Explain your answer. [12 marks] [SPaG 4 marks]

Why was the hyperinflation of 1923 important? [4 marks]

How important were the revolts and rebellions in the years 1919 to 1923, amongst other factors, in weakening Weimar governments? [12 marks] [SPaG 4 marks]

How important were schools, amongst other factors, in influencing young Germans in the years 1933 to 1945? [12 marks] [SPaG 4 marks]

Rate your understanding and progress

Knowledge statements	Understanding (1=poor; 5=excellent)				
	1	2	3	4	5
The Weimar Republic includes its problems and successes and how these relate to the formation of the Nazi party.					
The Spartacists,					
the terms of the Treaty of Versailles and reactions to this within Germany:					
the Kapp Putsch,					
the formation of the National Socialist party.					
Challenges and recovery includes the key events of 1923, including the invasion of the Ruhr, hyperinflation and the Munich Putsch;					
the work of Stresemann in aiding recovery of the Weimar Republic between 1924 and 1929, including the introduction of a new currency, the Dawes and Young Plans and Germany's entry to the League of Nations.					
Increasing support for the Nazi Party involves the support from different social groups in the years to 1929					
including changes of tactics, the appeal of Hitler, the role of propaganda, the work of the SA and the economic and political consequences for Germany of the Wall Street crash of 1929.					
The creation of the Nazi state involves the reasons why Hitler was able to gain total power in Germany,					
the role of von Papen and von Hindenburg in 1932–33					
the key events of 1933–4: the Reichstag Fire, the Enabling Act, the banning and removal of rival power groups including political parties, trade unions and the Night of the Long Knives.					
The nature of Hitler's role as Fuhrer.					
the role of the SS, concentration camps and local wardens;					
laws restricting civil liberties;					
churches and opposition groups and individuals					
the role of Goebbels					
The purpose and effectiveness of different types of propaganda, for example films, posters, rallies.					
Opposition and resistance involve its nature and extent, including the significance of the White Rose Group and Pastor Niemoller.					
Nazi policies towards young people and women;					
the nature and purpose of education in schools for boys and girls					
the role and effectiveness of youth movements including preparation for war, charity work and military role in the war years.					
The emergence of rebel groups, for example the Edelweiss Pirates.					
The role of women within the family, society and employment, and changes to their role during the period					
The impact of economic policies to reduce unemployment: the New Plan, labour service, construction of autobahns and rearmament.					
Changes in the standard of living for German workers, Strength Through Joy.					
The importance of Nazi beliefs in Aryan supremacy and the 'master race'.					
The treatment of minority groups, for example Jews, gypsies and disabled people.					
The changes in policies during the period and the escalating discrimination and persecution including the Nuremberg Laws and Kristallnacht up to and including the 'final solution'.					

Task 1: Timeline

Part 1: You need to complete the timeline based on your notes and the revision guide given to you in lesson. Be as detailed as possible but make sure it is points you can remember. Part 2: Complete the key terms table from your notes and additional resources

DATE	KEY EVENT(S)
1918	
1919	
1920	
1921	
1922	
1923	
1924	
1925	
1926	
1927	
1928	
1929	
1930	
1931	
1932	
1933	

1934	
1935	
1936	
1937	
1938	
1939	
1940	
1941	
1942	
1943	
1944	
1945	

Key term	Definition
Article 48	
Aryan	
Autarky	
Beauty of Labour	
Block Warden	
Concordat	
Confessional Church	
Dawes Plan	
Dictatorship	
Eidelweiss Pirates	
Eugenics	
Euthanasia	
Four Year Plan	
Führer	
Gestapo	
Holocaust	
Hyperinflation	
Indoctrination	
Jew	
Lebensborn Program	
NSDAP	
Kaiser	
Kapp Putsch	
Kristallnacht	
Lebensraum	
League of Nations	

Mein Kampf	
Munich Putsch	
New Plan November Criminals	
Nuremberg Laws	
Police State	
Putsch	
New Plan	
Night of the Long Knives	
Rechsarbiendienst	
Reichstag	
Reparations	
Ruhr	
Propaganda	
Proportional Representation	
SA	
Social Darwinism	
Spartacists	
SS	
Strength through Joy (Kdf)	
Totalitarian	
Wall Street Crash	
White Rose Group	
Year of crisis	
Young Plan	

Task 2: Weimar Republic 1919-1923

This section is all about the early years of the Weimar Republic and the challenges it faced. You must complete all the tasks below.

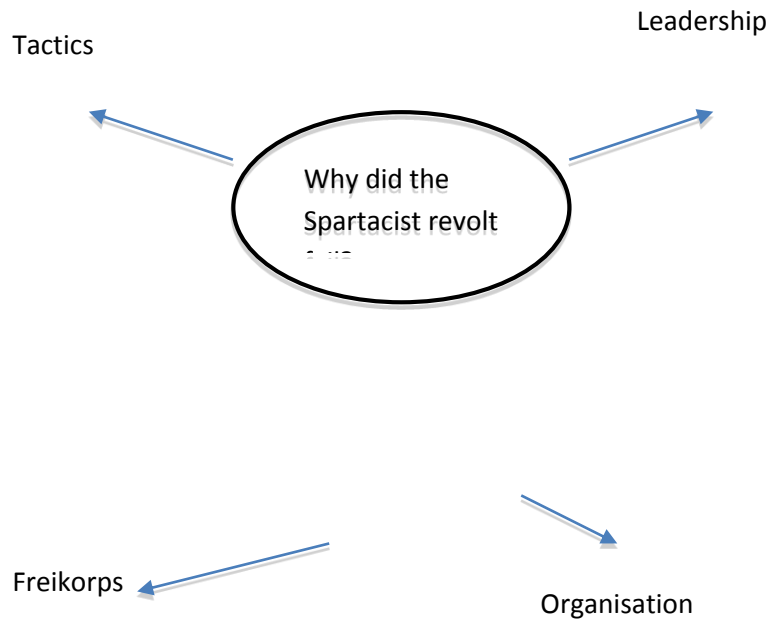
Read the statements and tick whether they are examples of problems or successes.

Statement	Problem	Success
Many ordinary Germans did not agree with the decision of politicians to sign a peace agreement	✓	
Ordinary Germans did not want the Kaiser to abdicate and wanted him back		
Germany became a member of the League of Nations in 1926		
A new currency was created called the Rentenmark-this stopped hyperinflation		
Culture flourished in Weimar Germany-for example, cabaret		
1923 became known as the Year of Crisis.		
The Year of Crisis involved hyperinflation; the occupation of the Ruhr and the Munich Putsch		
Radical groups like the Spartacists and the Friekorps tried to seize power		
Proportional Representation was very fair and democratic-many countries use it today		
Proportional Representation led to coalition governments that squabbled and could not agree-not much was achieved		
In 1924 the Dawes Plan was signed. This led to US loans to Germany; the German economy recovered.		
In 1929 the Wall Street Crash led to American loans being withdrawn. The economy crashed.		
Millions lost their jobs after the Wall Street Crash.		
Many had no faith in the Weimar politicians-they were known as 'November Criminals'.		
Reparations-the money Germany had to pay back under the Treaty of Versailles-depressed the economy.		
Article 48 has become known as 'the backdoor to dictatorship'. This was a weakness in the constitution which meant the President could suspend democracy in an 'emergency'.		
Gustav Stresemann helped the country to recover after 1923 as Chancellor and later Foreign Minister.		

The Spartacists Uprising

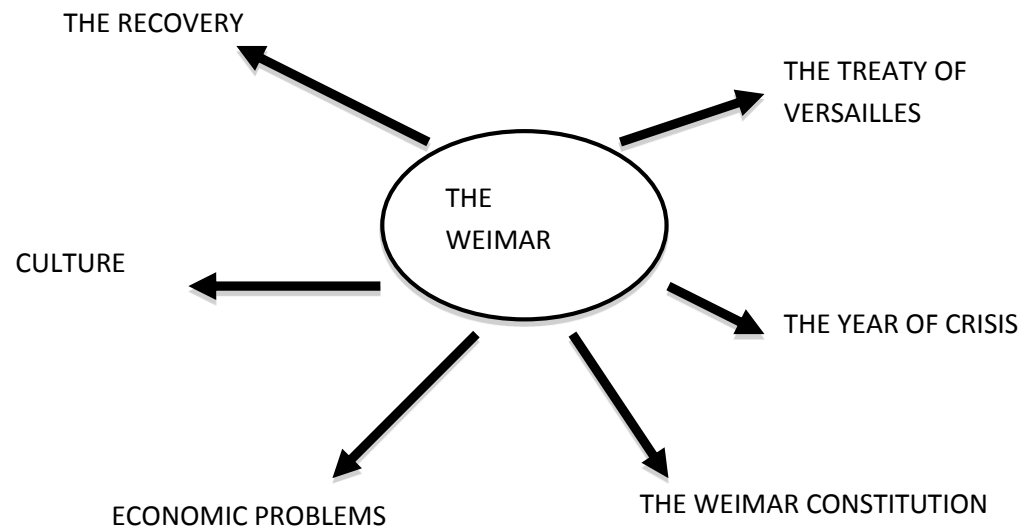
Who were the leaders of the Spartacist revolt? _____

Complete the mind map below using your notes to explain why the revolt failed:



How did the defeat of the Spartacists still end up making the Weimar government look weak? _____

The Weimar Republic: Create a mind map on the Weimar Republic



The terms of the Treaty of Versailles and reactions to this within Germany:

The terms of the Treaty of Versailles can be easily remembered using the mnemonic LAMB. Make sure you are aware of the different terms of the treaty by filling in the table below.

Term	Key details:
L and	
A rmey	
M oney	
B lame	

The Kapp Putsch

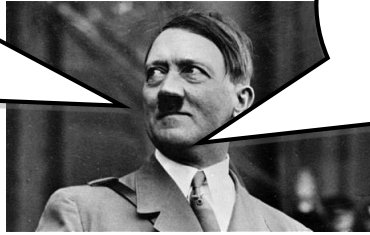
Fill in the details on the Kapp Putsch below:

Who did it involve?	
When was it?	
Why was it important?	

The formation of the National Socialist party

Complete the speech bubbles to explain how the Nazi party was formed

What was Hitler doing when he got involved with the party?



Who was Gregor Strasser and what was the DAP?

What did Hitler do during World War One?

Who designed the Swastika?

Challenges and recovery includes the key events of 1923

What happened during 1923? Summarise the events in the table below:

EVENT OF 1923	KEY DETAILS:
OCCUPATION OF THE RUHR	
HYPERINFLATION	
THE MUNICH PUTSCH	

The Munich Putsch of 1923:

The statements below are all positives and negatives associated with the Munich Putsch.
Copy them onto the table below:

16 Nazis were killed	Hitler realized he would have to seize power legally	Hitler became famous
Nazis realized with Hitler they could not be successful	Hitler was imprisoned in Landsberg jail	Nazis ideas were spread by the Newspapers
The Munich Putsch failed	Hitler got the chance to write his book Mein Kampf (My Struggle)	People realized what a great speaker Hitler was
Hitler got a fairly lenient sentence	The Nazis were leaderless without Hitler	Leading Nazis fled abroad

The Munich Putsch was a failure:	The Munich Putsch was a success:

Task 3: Stresemann 1924-1929

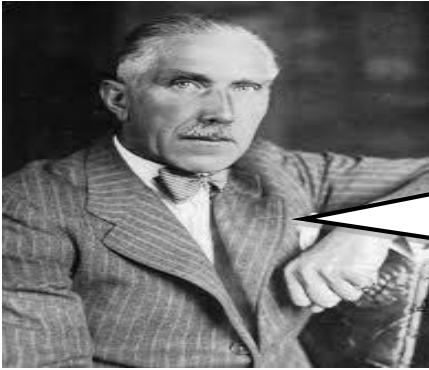
Complete the following grid based on your notes and knowledge of Stresemann's impact on Germany from 1924-1929

Event	Positive impact	Negative impact	Overall effectiveness
Locarno Plan			
Young Plan			
Dawes Plan			
Retenmark			

Task 4: Hitler's rise to power

The first task is revising how Hitler became Chancellor of Germany. Whereas the second task looks at how he becomes Dictator of Germany.

Complete the speech bubbles explaining why von Papen and Hindenburg appointed Hitler chancellor between 1932-1933.



I, von Papen, helped Hitler become chancellor because ...



I, Hindenburg, helped Hitler become chancellor because ...



I, von Schleicher, helped Hitler become chancellor because ...

Hitler's rise to become dictator

The key events of 1933–4: the Reichstag Fire, the Enabling Act, the banning and removal of rival power groups including political parties, trade unions and the Night of the Long Knives.

One way of remembering the key events is to use the mnemonic REMENDA. Fill in the table below explaining (a) what happened? (b) why it is important?

	(a) What happened?	(b) Why is it important?
R eichstag Fire Date:		
E mergency Decree Date:		
M arch Elections Date:		
E nabling Act Date:		
N ight of the Long Knives Date:		
D eath of Hindenburg Date:		
A rmey Oath of Loyalty Date:		

The Role of Opposition to the Nazis

The Churches

Complete the gap filling exercises below:

What was the Concordat? What religion did it relate to?

For the leaders of the Catholic Church, the most important priority in 1933 was to secure their position. The _____ was signed in 19_____ which guaranteed religious _____ to the church and the right to have a key role in _____. In return, Hitler was guaranteed that the Church would not interfere in _____.

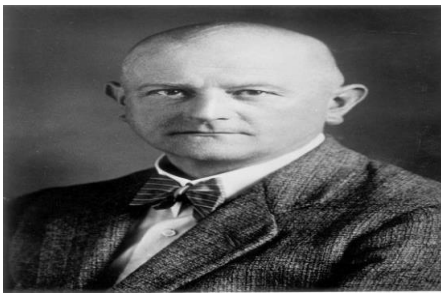
MISSING WORDS: Freedom; Education; Concordat; 1933

What was the German Christian Church? What religion did it relate to?

The Protestant churches were united in an all embracing German _____ Church under Ludwig _____ as National _____. The church was dominated as much by Nazi ideas as by Protestantism.

MISSING WORDS: Bishop; Muller; Christian;

Use your notes to help you fill in key details on individuals we need to remember:



Ludwig Muller:



Martin Niemoller:



Dietrich Bonhoffer:



Pope Pius XI

Opposition and resistance involve its nature and extent, including the significance of the White Rose Group

Read the paragraph on the White Rose Group below:

Various youth groups attempted to resist the regime. Hans and Sophie Scholl led Munich students in the 'White Rose' group which distributed anti-Nazi leaflets and sought to sabotage the German war effort. In 1943, the Scholls led an anti-Nazi demonstration in Munich. As a result they were arrested by the Gestapo, tried and executed in February 1943.

Task 5: Women and Youth in Nazi Germany

What were the three K's? _____

Read the statements and identify whether they are true or false:

Statement	True	False
In 1933, nearly all the 19,000 female civil servants in government lost their jobs.		
From 1936, no women could serve as a judge		
Women were encouraged to marry by marriage loans of 1000RM from 1933		
In 1933, a Mother's Cross was introduced to reward mothers. A woman with four children received a bronze; with six a silver cross; eight a gold cross.		
Women were strictly controlled in Weimar Germany		

Read the facts below and then answer the question below:

Many woman were happy to stay at home; get married and have children.	Between 1933-39, the number of women in work increased.	Women had to go back to work because of labour shortages due to conscription and rearmament.	From 1937 young women had to do a Duty Year on farms.
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To what extent did the Nazis achieve their goal of controlling women as mothers and wives? _____

The nature and purpose of education in schools for boys and girls

Fill in the table below to explain subject's boys and girls studied and why the Nazis wanted them to study them.

BOYS		GIRLS	
SUBJECT	WHY WAS IT STUDIED?	SUBJECT	WHY WAS IT STUDIED?

Why did girls and boys study different subjects? _____

The role and effectiveness of youth movements including preparation for war, charity work and military role in the war years.

Use your notes to explain key details about the youth groups in the table below. Explain how effective you think each group were








HITLER YOUTH (BOYS)	BDM (GIRLS)
Key details:	Key details:

How effective?	How effective?

The emergence of rebel groups, for example the Edelweiss Pirates.

Write a paragraph on who the Edelweiss Pirate were and why they are important:____

Task 6: Culture

Weimar Germany		Nazi Germany
	Art 	
	Cinema 	
	Architecture 	
	Theatre 	
	Cabaret 	
	Literature 	
	Music 	
	Sport 