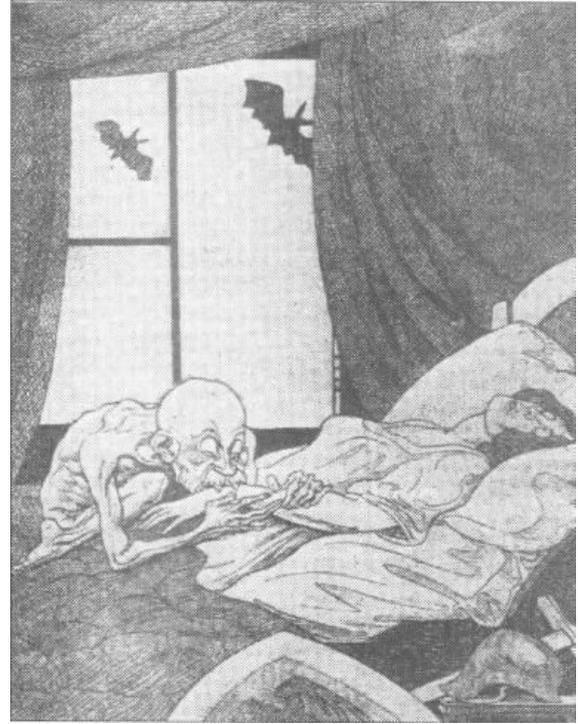


GCSE History AQA A: Paper 2: Germany, 1919-1945



Revision ideas and past paper questions booklet



GERMANY 1919-1945 REVISION CHECKLIST BASED ON YOUR TEXTBOOK
PLEASE TICK THE BOXES AT THE APPROPRIATE TIME

Topic (textbook pages)	Read	Own notes	Revised	I know this well
<u>Impact of WWI on Germany</u> Germany before WWI and the effects of WWI on Germany (10) The German 'Revolution' of 1918-fall of the Kaiser (18) The Spartacists (12-15) The Treaty of Versailles, 1919 (16-19) The Weimar Constitution (21) The Kapp Putsch, 1920 (20)				
<u>Year of Crisis, 1923</u> Ruhr Occupation (22-23) Hyperinflation (22-5) Munich (Beer Hall) Putsch (23)				
<u>Recovery, 1924-29</u> Foreign Relations (26) Politics (26-27) Economy (27) Factors				
<u>Nazi Party</u> Hitler's early life and character (32-33) Nazi Party (33-37) Munich Putsch (38-43) Nazi Tactics 1924-29 (44-45)				
<u>The Depression and the Struggle for Power</u> Impact of the Depression (46-49) Nazi response and elections (50-54) Hitler's appointment as Chancellor (60-61) Reichstag Fire and Emergency Decree (62-66) Election of March 1933 (66-67) Enabling Act (67-68) Night of the Lon Knives (70-73) Hitler becomes President (74)				
<u>The Nazi State</u> Totalitarianism (76-79 and 90-91) The SS (80-81) Religion (94-99) Race and persecution of minorities, inc Jews (100-109/156-159) Propaganda (110-115 and 118-119) Culture (28-30 and 116-117) Women (136-139) Economy (122-127) Children, Youth and Education (130-135) Hitler cult (120-121) Opposition to the Nazis (88-93/150-155) Impact of WW2 (140-149)				

GCSE History Germany 1919-1945: Past Paper Questions booklet

June 2011

Section A

You must answer this question.

Question 1 Total marks for this question: 36 marks

German Society under the Nazis

Study **Sources A, B, C, D** and **E** in the Sources Booklet and then answer all parts of Question 1 which follow.

In your answers you should refer to the sources by their letters.

- 1 (a) What do **Sources A** and **B** suggest about young people in Nazi Germany? (4 marks)
- 1 (b) What different view of young people in Nazi Germany is suggested by **Sources C** and **D**? Explain your answer using **Sources A, B, C** and **D**. (6 marks)
- 1 (c) 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)
- 1 (d) How useful is **Source E** for understanding Nazi policies towards workers? Explain your answer using **Source E** and your **knowledge**. (8 marks)
- 1 (e) Why were the Nazis successful in keeping the support of most of the German people in the years 1933–1939? (10 marks)

A view of young people in Nazi Germany

Source A: An illustration from a German children's colouring book, 1934



Source B: A view of the Hitler Youth movement

From an account by Marianne Gartner in her book, *Growing up in Nazi Germany*, published in 1972. She recalls joining the BDM, the Hitler Youth movement for girls, in 1938 at the age of 12.

One day – it was Hitler's Birthday – my age group was called up and I took the oath, "I promise always to do my duty in the Hitler Youth, in love and loyalty to the Führer". I was not thinking of the Führer or service to the German people. Instead, I looked forward to the attractive prospect of taking part in games, sports, hiking, singing, camping and other exciting activities away from school and the home. A uniform, a badge, an oath, a salute. There seemed to be nothing to it. Full of enthusiasm, I joined in meetings, ball games, competitions and weekend hikes. Whether we were sitting in a circle round a fire or just rambling through the German countryside, I thought at the time that the old German folk songs had never sounded so good.

A different view of young people in Nazi Germany

Source C: The Hitler Youth movement

From an account by a former member of the Hitler Youth, published in 1982. He recalls his time in the organisation during 1940.

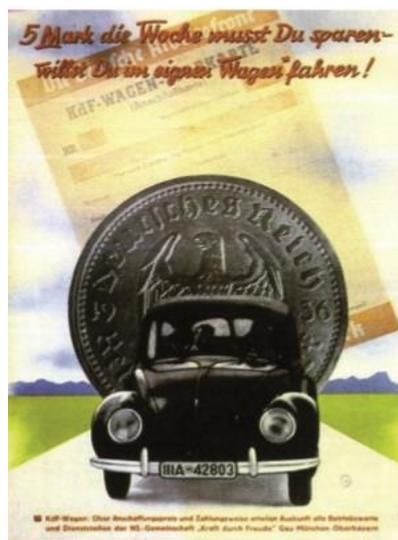
‘When I was older I became a Hitler Youth leader. I found the need for absolute obedience unpleasant. The Nazis preferred people not to have a mind of their own. In our troop we were always having to do military drill. Even if sport or shooting practice or a sing song was planned, we always had to drill first’.

Source D: A poster from 1944, announcing that all 17 year olds must join the armed forces



Source E Strength Through Joy (KdF) posters produced in 1938

One poster promotes the Volkswagen or ‘the people’s car’. Under this scheme German workers were encouraged to save 5 marks per week to buy their own car. The other poster shows that workers were offered holidays on the Italian Lakes and Riviera.



Section B

Answer either Question 2 or Question 3.

Weimar Germany

2 (a) Why was the Weimar Constitution important? (4 marks)

2 (b) Study **Source F** in the Sources Booklet.

Using **Source F** and **your knowledge**, explain why the Weimar government was unpopular with many Germans between 1919 and 1923. (8 marks)

2 (c) How important was Gustav Stresemann, amongst other factors, in making the Weimar government successful between the years 1924 and 1929? (12 marks)

Source F: A French soldier confronts a German on a street in the Ruhr, 1923.



Question 3

The Struggle for Power after 1930

3 (a) Why was Franz von Papen important?

(4 marks)

3 (b) Study **Source G** in the Sources Booklet.

Using **Source G** and **your knowledge**, explain why there was opposition to Hitler and the Nazis between 1930 and 1932. (8 marks)

3 (c) How important was the passing of the Enabling Law, amongst other factors, in making Hitler dictator after January 1933? (12 marks)

Source G

A cartoon entitled Deutschland erwache (Germany awake). This was drawn by John Heartfield, a German Communist, in January 1931.



June 2012

Section A

Question 1 Total marks for this question: 36 marks

Weimar Germany and the Nazi Rise to Power

Study **Sources A, B, C, D** and **E** in the Sources Booklet and then answer all parts of Question 1 which follow.

1 (a) What do **Sources A** and **B** suggest about Weimar Germany? (4 marks)

1 (b) What different view of Weimar Germany is suggested by **Sources C** and **D**? Explain your answer using **Sources A, B, C** and **D**. (6 marks)

1 (c) 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)

1 (d) How useful is **Source E** for understanding why Hitler was successful in elections? Explain your answer using **Source E** and **your knowledge**. (8 marks)

1 (e) Why was Adolf Hitler able to make himself dictator of Germany between January 1933 and August 1934? (10 marks)

A view of Weimar Germany

Source A:

Photographs of a German factory and workers in the 1920s.



Source B: From a report by Sir John Sandelman Allen. He was the chairman of a group of seven British MPs who visited Germany for 16 days in 1928.

We are very impressed that industrialists show great confidence in the future and are spending money on new factories and the reconstruction of Germany. The workers put in long hours. Even in heavily populated areas of Germany there is little unemployment. There seems a general air of stability. The iron and steelworks have plenty of orders. There is little or no war spirit but instead a determination to improve things. There is a general acceptance that the Weimar Republic is essential for the future development of Germany.

A different view of Weimar Germany

Source C: A line of unemployed German workers in 1930.

Source D: From a speech by Chancellor Franz von Papen commenting on Germany's situation in 1932.



Germany's problems are the debts she owes, the heavy taxation of her people, high interest rates and above all unemployment. Unemployment is more widespread than in any other country and affects a quarter of the population. It uses up a lot of government money. However, what is particularly damaging is the ever-growing number of young people who have no possibility of finding employment and earning a living. As a result young people are desperate and turn to political extremism.

Source E: The front cover of a Social Democrat magazine with the heading 'the real meaning of the Hitler salute'. It describes Hitler as 'a little man who asks for big gifts' and includes Hitler's claim that 'millions stand behind me'. It was published in October 1932, a few months after Hitler made a speech to a meeting of major Rhineland businessmen in Dusseldorf.



Section B

Answer either Question 2 or Question 3 which begins on page 17.

Question 2: Culture and Propaganda

2 (a) Why was the culture of Weimar Germany important? (4 marks)

2 (b) Study **Source F** in the Sources Booklet. Using **Source F** and **your knowledge**, explain how the Nazis tried to control what the German people read. (8 marks)

2 (c) How important was the Nazis' propaganda and their control of culture, amongst other factors, in keeping the support of most German people between 1933 and 1939? (12 marks)

Source F: A photograph of students and SA troops burning books in Berlin, 10 May 1933.



Question 3

The Nazis and Race

3 (a) Why were the Nazis' ideas about the Aryan race important? (4 marks)

3 (b) Study **Source G** in the Sources Booklet. Using **Source G** and **your own knowledge**, explain how some people opposed the Nazis and their ideas. (8 marks)

3 (c) How important was Kristallnacht, compared with other Nazi actions, in leading to the Final Solution? (12 marks)

Source G : A photograph taken after the failed bomb plot of 20 July 1944. It shows Goering and high-ranking Nazis inspecting the damage



June 2013

Section A

Question 1 Total marks for this question: 36 marks

German Society under the Nazis

Study **Sources A, B, C, D** and **E** in the Sources Booklet and then answer all parts of Question 1 which follow.

- 1 (a) What do **Sources A** and **B** suggest about the role of women in Nazi Germany? (4 marks)
- 1 (b) What different view of the role of women is suggested by **Sources C** and **D**? Explain your answer using **Sources A, B, C** and **D**. (6 marks)
- 1 (c) 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)
- 1 (d) How useful is **Source E** for understanding Nazi policies towards the Jews? Explain your answer using **Source E** and **your knowledge**. (8 marks)
- 1 (e) Why was it difficult for Germans to oppose and resist the Nazis after 1933? (10 marks)

A view of the role of women in Hitler's Germany

Source A: A painting called A Farming Family from Kahlenberg. This painting of a farming family from Kahlenberg was done in 1939 by Adolf Wissel, an official Nazi artist.

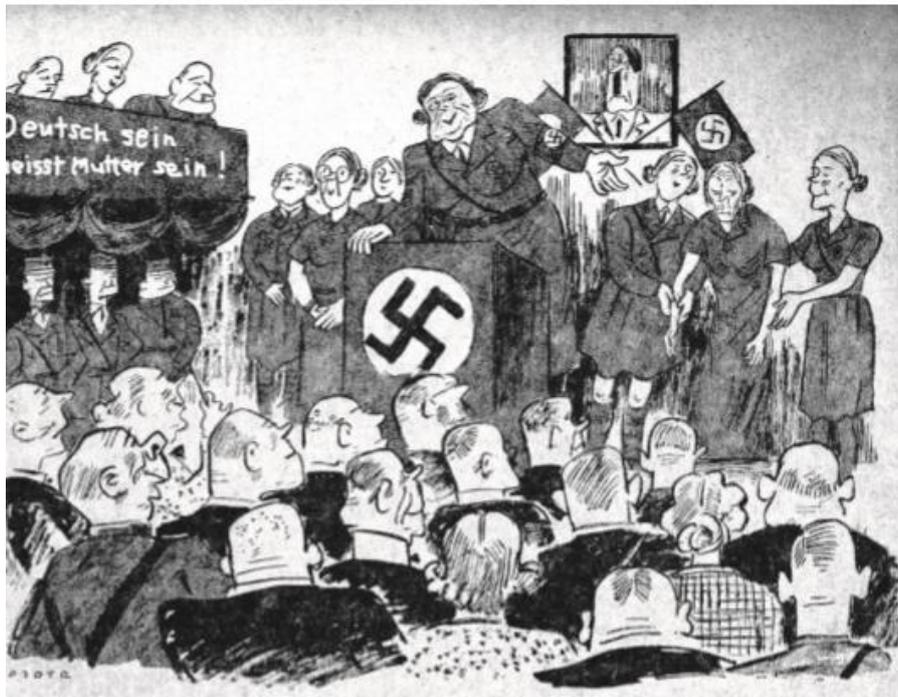


Source B: From a New Year speech in 1936 by Gertrude Scholtz-Klink, the leader of the Nazi Women's Organisation. The speech was reported in *Frauen Warte*, which was the Nazi Party's fortnightly illustrated magazine for women. By 1939 it had a circulation of 1.9 million copies.

The National Socialist Party sees men and women as being equally important for Germany's future. Motherhood is the most important calling for women. Even those women without children will still become mothers of the nation. Every German woman and girl will become one of the Führer's little helpers whether she is in the labour service, a factory, at a university or hospital, or on the high seas.

A different view of the role of women in Hitler's Germany

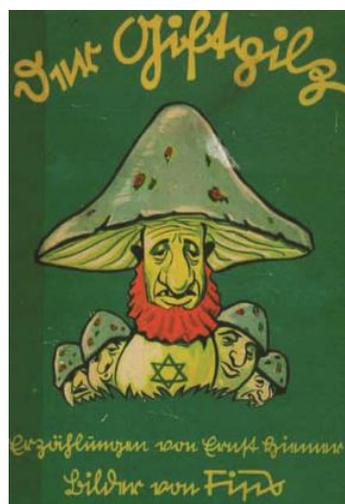
Source C: A cartoon with the caption, 'And now I will introduce Frau Muller, who, up to now, has brought 12 children into the world.' This cartoon about Germany was done in 1935 in Prague, Czechoslovakia.



Source D: From a letter to Hitler which was signed by several women. It was published in a German newspaper in 1934.

Man is being educated not for, but against, marriage. We see our daughters growing up in stupid aimlessness, living only in the vague hope of getting a man and having children. A son today laughs in his mother's face. He regards her as his natural servant and women in general as merely willing tools of his aims.

Source E: These pictures come from the German children's book, *The Poisonous Mushroom*, published in 1938 by Julius Streicher. In the book a mother and her son gather mushrooms. She asks him, 'Do you know who these bad men are, these poisonous mushrooms of mankind?' He replies, 'Of course I do, Mother! They are Jews! Our teacher told us about them.'



SECTION B

Answer either Question 2 or Question 3.

EITHER Total marks for this question: 28 marks

Question 2

Germany and the Nazi Party

2 (a) Why was the Treaty of Versailles important for Germany? (4 marks)

2 (b) Study **Source F** in the Source Booklet. Using **Source F** and your knowledge, explain why revolts and rebellions against the Weimar Government in the years 1919 to 1923 failed. (8 marks)

2 (c) How important was the role of Hitler, amongst other factors, in the appeal of the Nazi Party to the German people in the years 1924 to 1933? (12 marks)

Source F

A photograph of Spartacists defending themselves against attacks from the Freikorps in January 1919.



OR Total marks for this question: 28 marks

Question 3

The Rise of the Nazis and Hitler's Dictatorship

3 (a) Why were the Brownshirts important? (4 marks)

3 (b) Study **Source G** in the Sources Booklet. Using **Source G** and your knowledge, explain why Hitler and the Nazis gained votes in elections after 1929. (8 marks)

3 (c) How important was the Reichstag Fire, amongst other factors, in making Hitler dictator after January 1933? (12 marks)

Source G (for use in answering Question 3)

A photograph showing Germans in 1932 stopping to look at a Nazi poster. The poster says 'Our last hope – HITLER'.



June 2014

Section A

Question 1 Total marks for this question: 36 marks

The Nazi Control of Germany

Study Sources A, B, C, D and E in the Sources Booklet and then answer all parts of Question 1 which follow.

- 1 (a) What do Sources A and B suggest about the Brownshirts (SA)? [4 marks]
- 1 (b) 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]
- 1 (c) 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]
- 1 (d) How useful is Source E for understanding Nazi economic policies? Explain your answer using Source E and your knowledge. [8 marks]
- 1 (e) Why were the Nazis so successful at controlling Germany after 1933? [10 marks]

A view of the Nazi Brownshirts (SA)

Source A: A painting from 1930 of a Brownshirt (SA) during a fight with political enemies



Source B: From a Nazi newspaper announcing the setting up of the Brownshirts (SA) on 3 August 1921.

The SA will unite our young members so that their strength can be used by the Nazi Party. It will act as a battering ram and show the importance of military might for a free people. But above all it is meant to develop a tremendous desire for action in our young supporters and make them understand that history does not make men but that men make history. The SA will encourage loyalty and cheerful obedience to the leader.

A different view of the Nazi Brownshirts (SA)

Source C: A cartoon showing Hitler and the Brownshirts (SA) after the Night of the Long Knives. It was printed in the 'London Evening Standard' newspaper on 3 July 1934.



Section B: Answer either Question 2 or Question 3.

Question 2 Weimar Germany

2 (a) Why was the hyperinflation of 1923 important?

[4 marks]

2 (b) Study **Source F** in the Sources Booklet. Using **Source F** and **your knowledge**, explain how Gustav Stresemann tried to strengthen Weimar Germany.

[8 marks]

2 (c) 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]

Source F: A photograph of Gustav Stresemann speaking to the League of Nations Assembly in Geneva on 10 September 1926. Stresemann was awarded the Nobel Peace Prize in December 1926.



Question 3 Culture and Young People in Nazi Germany

3 (a) Why was sport important for the Nazis?

[4 marks]

3 (b) Study **Source G** in the Sources Booklet. Using **Source G** and your knowledge, explain how the Nazis used the media to communicate their ideas.

[8 marks]

3 (c) How important were schools, amongst other factors, in influencing young Germans in the years 1933 to 1945?

[12 marks] [SPaG 4 marks]

Source G: A poster for the film 'The Eternal Jew', 1937. An exhibition about the Jews was taken round Germany with the film.

