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# GCSE History

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## Exam Questions – Germany

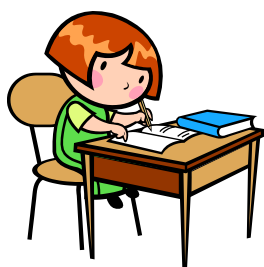
This booklet contains lots of exam questions for you to practise before your exams.

After you have revised a topic, you need to answer some of the questions in this booklet. You can identify the relevant ones as they have been split up by the Key Questions (KQ) on the specification and in the revision guides. You need to make sure you answer the questions in timed conditions (remember 1 mark per minute). You can then check your answers against your notes to see if you got them right.

After you have marked some of the questions yourself, you can give them to your teacher to mark. This will help you to see which questions you are better at and which need more practise.

It is really important that you complete the essay questions as many times as possible as these are worth the most marks on the exam paper.

This approach will help you achieve the best grades possible in the exam. Good luck!



### Question 1 – Use the source and your own knowledge to describe ... (5 marks)

You need to identify what you can see in the source. Then link this to what you know about the topic. You need to write 2-3 developed points about the issue in the question. Try and include an example / fact / statistic to show your knowledge. You need to do this in 5 minutes maximum.

KQ1



Source A – A map showing Germany after the Treaty of Versailles

1. Use the source and your own knowledge to describe the impact of the Treaty of Versailles on Germany.



Source A - Troops of the Freikorps brought to suppress the Spartacists outside their headquarters. A pile of rifles taken from the Spartacists.

2. Use the source and your own knowledge to describe the Spartacist Uprising



Source A - French and Belgian troops invading the Ruhr Valley – January 1923

3. Use the source and your own knowledge to describe the occupation of the Ruhr



Source A - A woman using bank notes to light her fire, Germany, November 1923

4. Use the source and your own knowledge to describe hyperinflation



Source A – A group of SA men at a barricade in Munich on 9<sup>th</sup> November 1923

5. Use the source and your own knowledge to describe the Munich Putsch



Source A – The Signing of the Young Plan in 1929

6. Use the source and your own knowledge to describe the Young Plan



Source A – Stresemann signing the Locarno Pact in 1925

7. Use the source and your own knowledge to describe the Locarno Pact

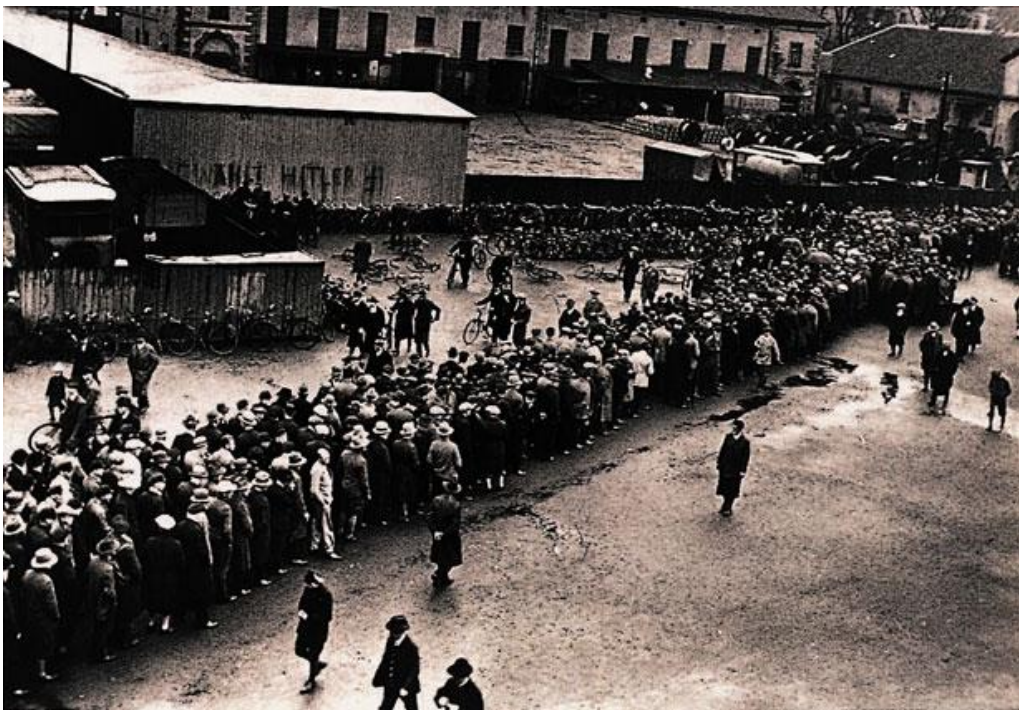




Source A – A group of people in a Berlin nightclub in the late 1920s

8. Use the source and your own knowledge to describe life in Weimar Germany between 1924-1929

KQ3



Source A – Unemployed workers in Hanover, queuing for their benefits in 1932. The graffiti says 'Vote Hitler'

9. Use the source and your own knowledge to describe the situation in Germany by 1932





Source A – People trying to get their money out of a Berlin bank in 1930

10. Use the source and your own knowledge to describe the problems Germany faced in 1930



Source A – Hitler attending the Third Annual Nazi Party rally in Nuremberg, 1927

11. Use the source and your own knowledge to describe the methods used to gain support in the elections



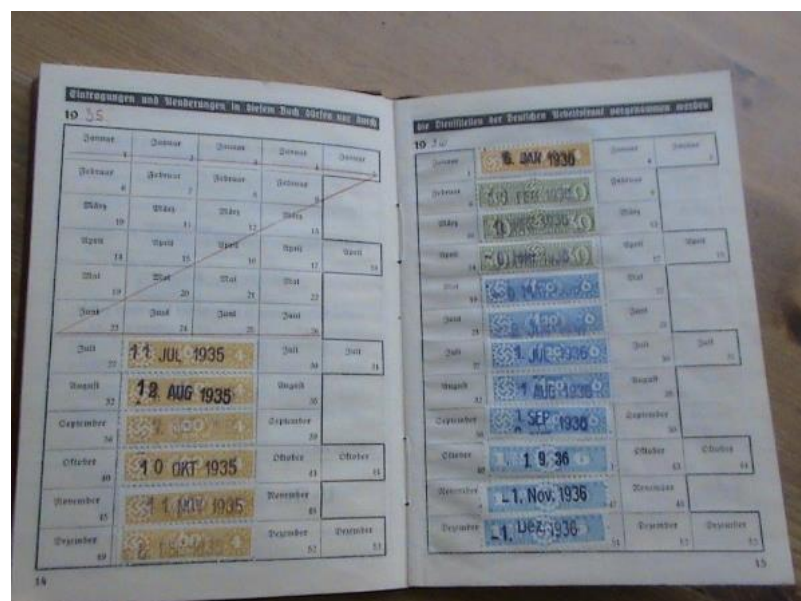
Source A - A battle between SA members and Communist Red Front Fighters in 1932

12. Use the source and your own knowledge to describe the role of the SA.



Source A – The Reichstag Building on fire, 27<sup>th</sup> February, 1933

13. Use the source and your own knowledge to describe the Reichstag Fire



Source A – The work book of a German worker showing their places of work

14. Use the source and your own knowledge to describe how Hitler increased his control of the workers from 1933





Source A – A RAD squad in 1940

15. Use the source and your own knowledge to describe the methods the Nazis used to reduce unemployment



Source A – A KDF Dance and Gymnastics class, 1933

16. Use the source and your own knowledge to describe the role of the KDF



Source A - A Nazi Party member with his wife, who was awarded the Gold Cross

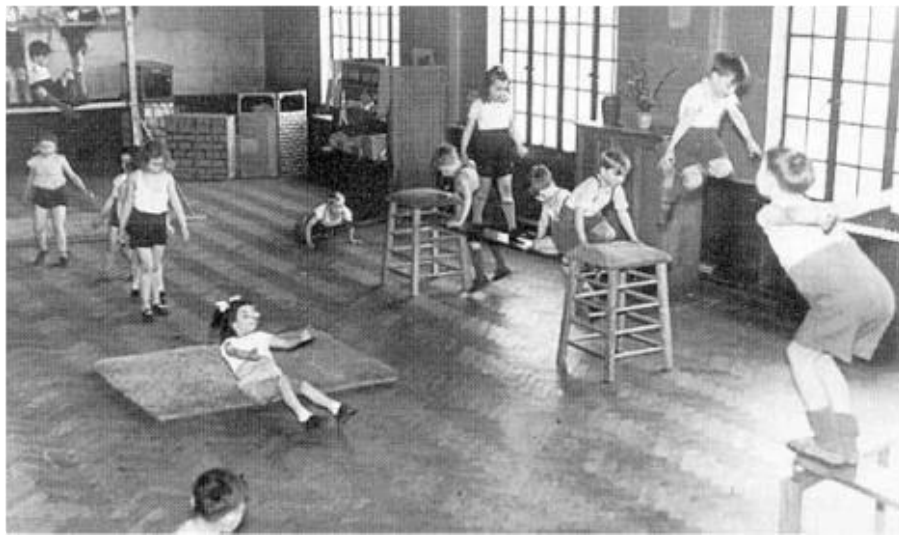
17. Use the source and your own knowledge to describe the role of women in Nazi Germany





Source A – A Hitler Youth Camp

18. Use the source and your own knowledge to describe the role of the Hitler Youth



Source A – A PE lesson in a Primary School in the late 1930s

19. Use the source and your own knowledge to describe how the Nazis controlled education



Source A – A SA member standing outside a Jewish Shop, 1933

20. Use the source and your own knowledge to describe the treatment of the Jews between 1933-1939



Source A – A Synagogue on fire on the night of 9<sup>th</sup> November, 1938

21. Use the source and your own knowledge to describe the events surrounding Kristallnacht

KQ6



Source A – German citizens searched in the street by the Gestapo and armed uniformed police in 1933

22. Use the source and your own knowledge to describe the role of the Gestapo



Source A – Prisoners arriving at Oranienburg concentration camp in 1933

23. Use the source and your own knowledge to describe the use of concentration camps in the 1930s



Source A – Judge Roland Freisler, State Secretary of the Reich Ministry of Justice. Here he is presiding over a People's Court

24. Use the source and your own knowledge to describe the Nazis use of the legal system



Source A – Workers listening to a radio broadcast by Hitler

25. Use the source and your own knowledge to describe the role of propaganda in Nazi Germany





Source A – Students and Stormtroopers burning books in May 1933

26. Use the source and your own knowledge to describe the methods the Nazis used to control Germany

KQ7



Source A – The German army on parade in Berlin, May 1935

27. Use the Source and your own knowledge to describe rearmament between 1933 and 1935



Source A – German troops entering the Rhineland

28. Use the source and your own knowledge to describe the events in the Rhineland



Source A – A photograph of Hitler addressing crowds at Vienna, 15th March 1938

29. Use the source and your own knowledge to describe the Anschluss of March 1938



Source A – Hitler and Chamberlain at the Munich Conference, 1938

30. Use the source and your own knowledge to describe the events surrounding the Sudetenland in 1938



## Question 2 – What was the purpose of Source B? (8 marks)

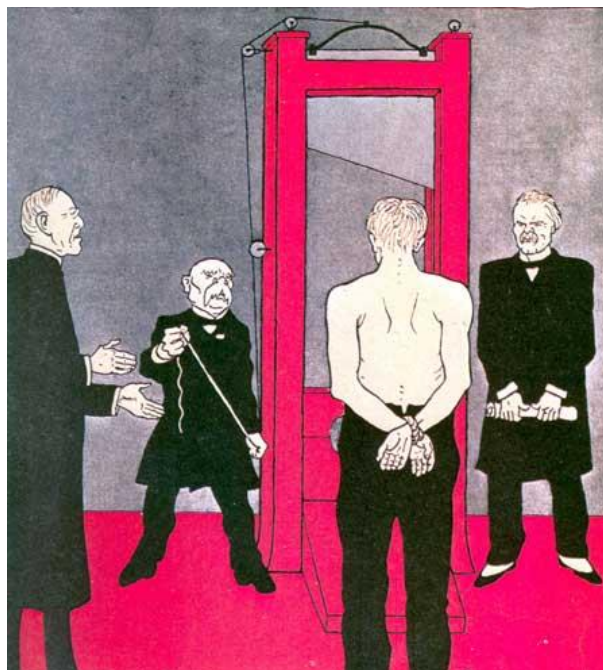
You need to explain the message of the source and consider who the intended audience was – how would that affect the content of the source? You also need to consider the **historical context** – **what was happening at the time and how would that affect the content and purpose of the source?** You then need to summarise the purpose of the source

KQ1



Source B – A German cartoon entitled 'Clemenceau the Vampire', from a German right-wing satirical magazine, July 1919

1. What was the purpose of Source B?



Source B – A German cartoon from the Satirical left-wing Magazine Simplicissimus. A weekly magazine which focused on political events. Published June 1919

2. What was the purpose of Source B?





Source B - A cartoon published in Germany by the left-wing magazine *Simplicissimus* in 1923. Translated, the top caption reads 'Paper money' and the bottom reads 'Bread'

3. What was the purpose of Source B?



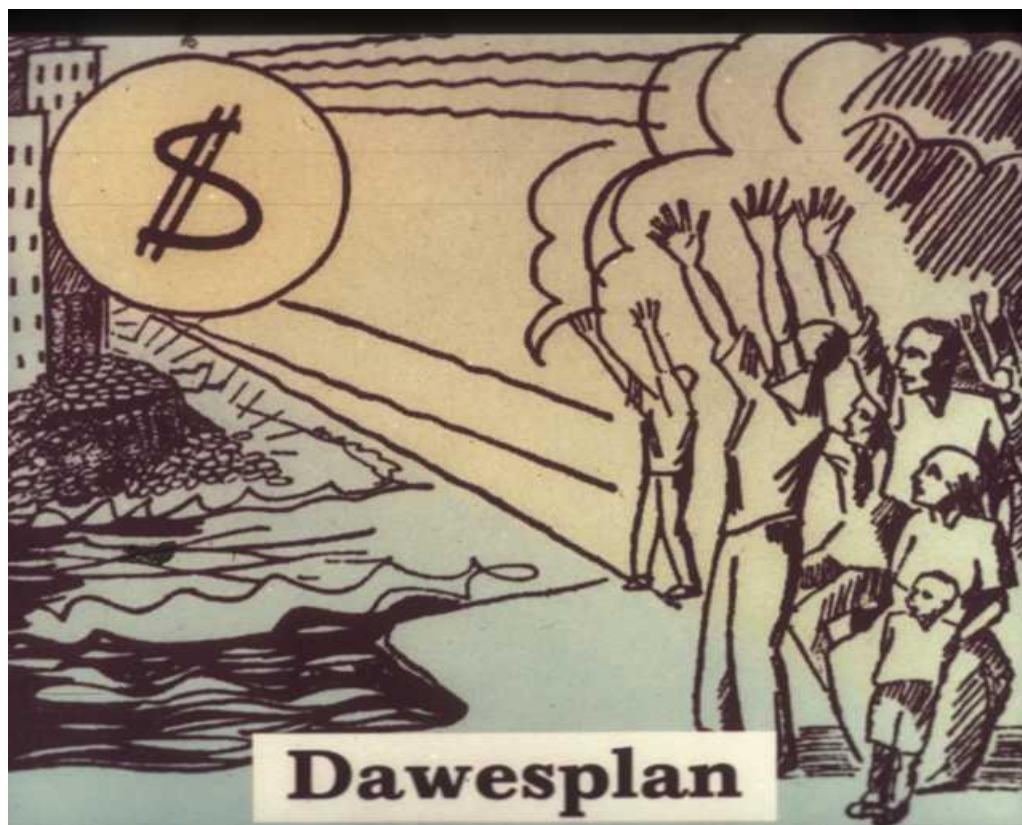
Source B – A poster published in Germany in 1923. The text says 'Hands off the Ruhr!'

4. What was the purpose of Source B?



Source B – A poster produced by the German National People's Party (DNVP) in 1924. The text says 'Out of the Mire'. The National People's Party was a right-wing Conservative Party, led by Stresemann in the 1920s

5. What was the purpose of Source B?



Source B – A Communist Poster from 1924

6. What was the purpose of Source B?





Source B – A British cartoon by David Low from 1925

7. What was the purpose of Source B?



Source B – A British Cartoon from 1925, called the Clasp of Friendship (French Version).

Briand is the leader of France

8. What was the purpose of Source B?





Source B – A German poster from 1923, discouraging Germans from buying French and Belgian goods

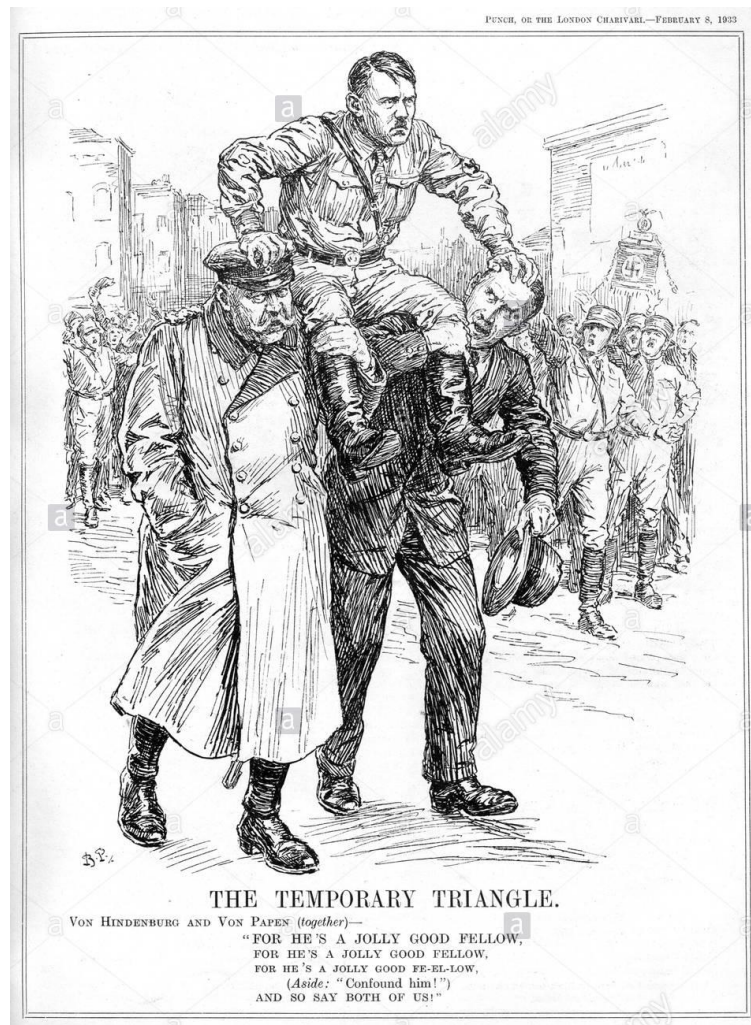
9. What was the purpose of Source B?

KQ3



Source B - Nazi Election Poster from 1933. The Nazis proclaim 'We Build! And promise to provide work, freedom and bread'

10. What was the purpose of Source B?



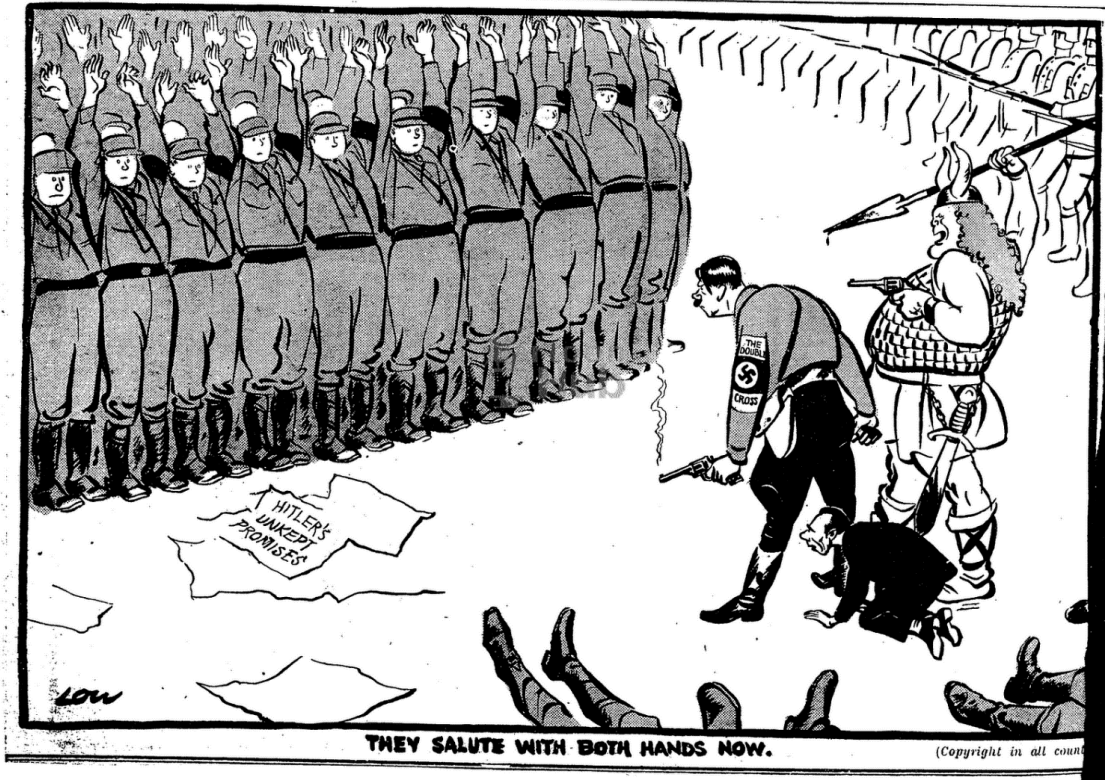
Source B – A British cartoon from January 1933. It was published in the satirical magazine, Punch. It is called the 'Temporary Triangle'

11. What was the purpose of Source B?



Source B – A Nazi poster from 1932. The text says "Women! Millions of men without work. Millions of children without a future. Save the German family. Vote for Adolf Hitler!"

12. What was the purpose of Source B?



Source B – A British cartoon published in The Evening Standard on 3<sup>rd</sup> July 1934. The caption reads "They salute with both hands now". The words "unkept promises" appear on the pieces of paper in front of the SA and the words "the double cross" above and below Hitler's armband

13. What was the purpose of Source B?



Source B – A cartoon entitled 'Goering the executioner' showing Goering outside the burning Reichstag. It was published in a German Communist magazine in February 1933

14. What was the purpose of Source B?





Source B – The Front Cover of the Frauen Warte, from 1937. The Frauen Warte was the Nazi Party's biweekly illustrated magazine for women.

15. What was the purpose of Source B?



Source B – A Nazi poster from 1937. The text says 'Support the cause – Mother and Child'

16. What was the purpose of Source B?



Source B – A Nazi poster from 1938. The text says 'Save 5 marks a week and you will drive your own car'

17. What was the purpose of Source B?



Source B – A Strength Through Joy poster from 1934. The text translates to 'Strong for Work and Victory'.

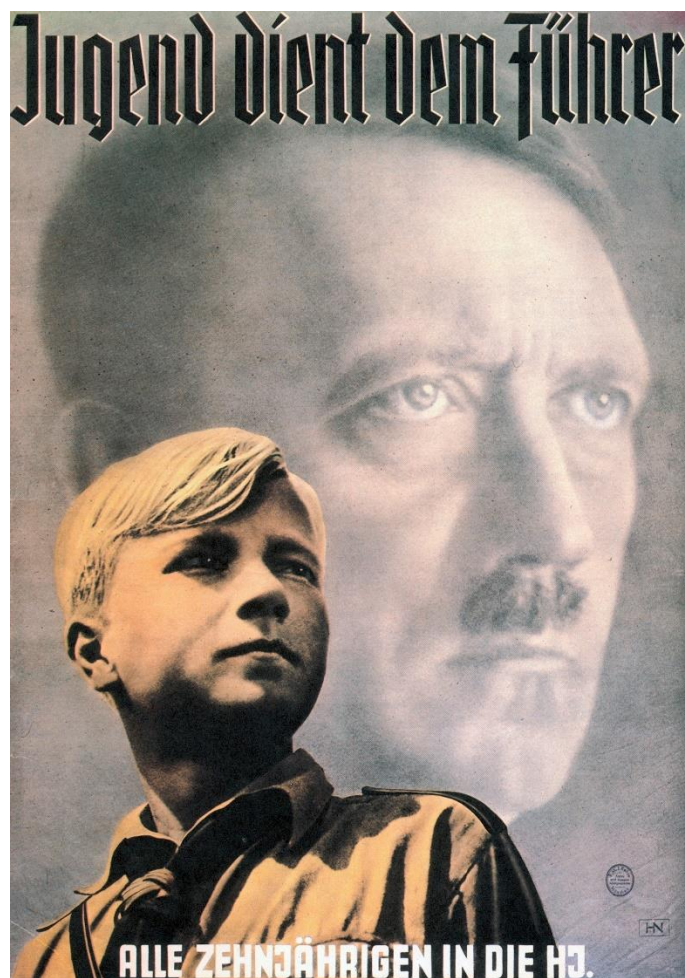
18. What was the purpose of Source B?





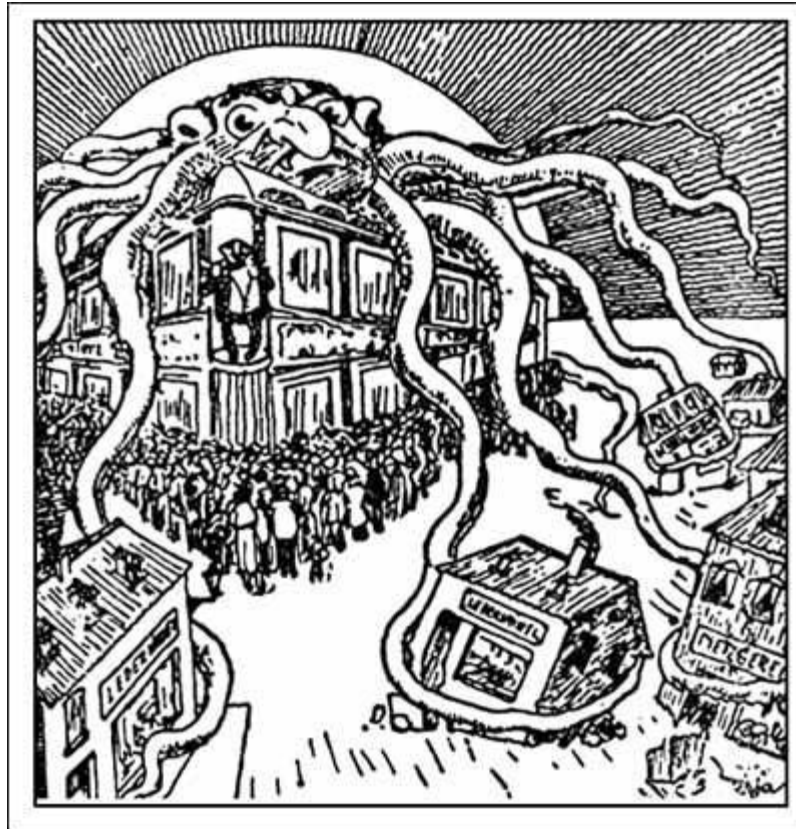
Source B - Illustration from a German textbook used by primary schools (c. 1934)

19. What was the purpose of Source B?



Source B – A Nazi poster from 1935. It says "Youth serves the Führer! All ten-year-olds into the Hitler Youth."

20. What was the purpose of Source B?



Source B - A Nazi cartoon from the early 1930s. The title translates as 'Jewish Department Store Octopus'

21. What was the purpose of Source B?

KQ6



Source B – A poster from 1936 which says "All of Germany Listens to the Führer with the People's Radio."

22. What was the purpose of Source B?





Source B – A painting entitled 'The Family'. It was painted in 1938 by a Nazi artist, Walter Willrich

23. What was the purpose of Source B?

**KQ7**



Source B – An official Nazi photograph showing the German army on parade in Berlin March 1933

24. What was the purpose of Source B?



Source B – A British cartoon from 1936. 'Pax Germanica' means 'Peace German Style'  
 25. What was the purpose of Source B?

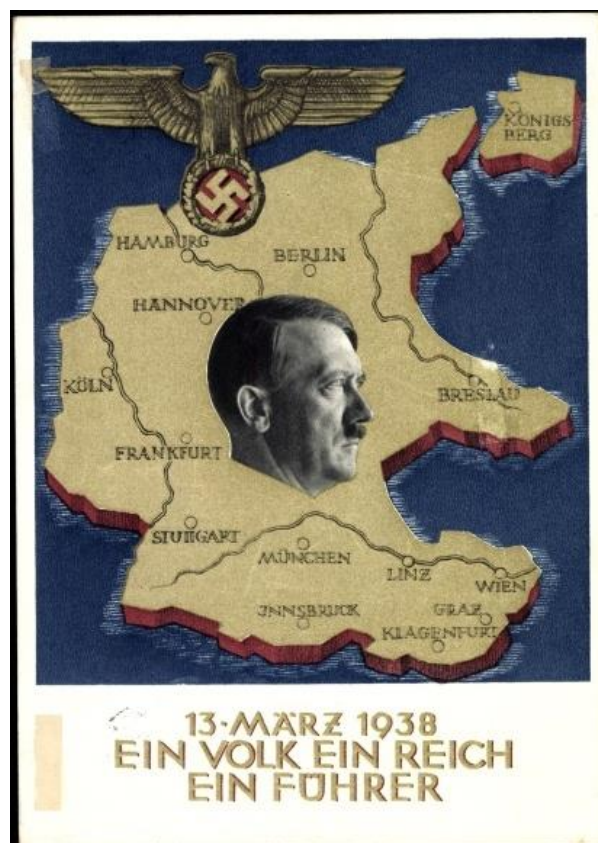


Source B – Official Nazi photograph of Hitler visiting the Sudetenland. The caption said 'The Fuhrer in the liberated town of Asch. Today, the Fuhrer arrived in Asch among indescribable exultation of the liberated Sudeten-German population'  
 26. What was the purpose of Source B?





Source B – An American cartoon from 1939 called Little Goldilocks Riding Hood  
 27. What was the purpose of Source B?



Source B – A poster from 1938. It says '13<sup>th</sup> March 1938: one people, one realm, one leader'  
 28. What was the purpose of Source B?

### Question 3 – Do the interpretations support the view that ... (10 marks)

You need to explain the message of the interpretation 1, and then consider if it supports your knowledge or not (give specific examples). Then evaluate the author, and the type of publication. Finally, does it support the view in the question? Then repeat this for interpretation 2, before writing an overall conclusion.

#### KQ1

1. Do the interpretations support the view that the Treaty of Versailles was harsh on Germany?

Interpretation 1 – Historian Dr Ruth Henig writing her specialist book, *Versailles and After, 1919-1933* which was published in 1995

Compared to the treaties which Germany had imposed on defeated Russia and Romania in 1918, the Treaty of Versailles was quite moderate. The Treaty of Versailles was not excessively harsh on Germany, either territorially or economically. However, the German people were expecting victory not defeat. It was the acknowledgement of defeat as much as the treaty themselves, which they found so hard to accept.

Interpretation 2 – Josh Broome, an historian writing in a school history textbook, *Roads to War: The Origins of the Second World War, 1929-41*, published in 2000.

The Treaty of Versailles blamed Germany for starting the Great War, cut her armed forces to the bare minimum, took away all her colonies, ordered her to pay for war damage and gave large areas of her land to neighbouring states. But not only was the Treaty harsh: many Germans felt it was unfair. For while peoples like the Poles and the Czechs were allowed to form their own nations, the Treaty did not allow the German speaking people of Austria to unite with Germany in a single German nation. Also, the transfer of German land to neighbouring states meant that millions of Germans were now living under foreign rule.



## KQ2

2. Do the interpretations support the view that Stresemann solved Germany's problems?

Interpretation 1 – William Carr, *The History of Germany 1815-1945* a general survey of German history, published in 1979

Gustav Stresemann contributed greatly to the stabilisation of the Weimar Republic. He was working for the speedy withdrawal of all foreign troops from German soil, for the removal of the shame of the war guilt clause and for Germany's entry into the League of Nations. By 1930, Germany was once again one of the world's great industrial nations. Her spectacular recovery was made possible by a huge amount of American investment.

Interpretation 2 – Ben Walsh, a history teacher writing in a GCSE textbook – *Modern World History*, published in 2009

The economic boom in Weimar Germany was precarious. Whilst the Dawes Plan did offer the injection of money that the Weimar economy was desperate for in order to invest in the factories, it meant the Weimar Republic relied entirely on the USA. The US loans could be called in at short notice, which could cause ruin in Germany. That's exactly what happened in 1929

## KQ3

3. Do the interpretations support the view that it was the effects of the Great Depression that was the main reason the Nazis got to power in 1933?

Interpretation 1 – David Ferriby, an historian writing in a school history textbook, *Modern World History*, published in 2000

Without Hitler there would have been no Nazi government in 1933. He gave the ideas of the Nazi Party their biased character. He inspired the Party in its early years through his speeches and propaganda techniques. His speeches and personal appeal did much to gain support in the years after 1929

Interpretation 2 – Historians T Hewitt, J McCabe and A Mendum writing in a A-Level History textbook, *Modern World History* published in 1999

The Depression was the main reason for increased support for the Nazis. The government was taken by surprise at the speed and extent of the Depression. It also had very few answers as to how to deal with it. The Depression brought out all the weaknesses of the Weimar Republic, which seemed to be incapable of doing anything to end it.

#### KQ4

4. Do the interpretations support the view that the Reichstag Fire was the most important event in the consolidation of power?

Interpretation 1 – Noakes and Pridham, academic historians, writing in a university textbook called *Nazism 1919-1945*, published in 1994

The Reichstag Fire was crucial. The Emergency Laws that followed gave Hitler huge powers. It led to the arrest of many of the Nazi Party's main opponents, allowing the Nazis to shut down Communist newspapers and break up Communist meetings.

Interpretation 2 – Ben Walsh, a history teacher writing in a GCSE textbook – *Modern World History*, published in 2009

By 1934 the SA was very powerful and its leading Ernst Rohm felt that Hitler was introducing change too slowly. Hitler now had to make a choice between the SA and the army; he chose the army. On the night of the 30<sup>th</sup> June 1934 he carried out a purge against the SA leadership. The army was now fully committed and loyal to Hitler. This meant there was no longer anything stopping Hitler taking complete control of Germany.

#### KQ5

5. Do the interpretations support the view that the Nazi Youth groups were popular?

Interpretation 1 - from an historian in her book *Nazi Women*, 2001

The boys' Hitler Youth movement was set up in 1926 and the League of German Girls - the BDM (Bund Deutscher Madel) - established in 1932. As soon as the Nazis came to power, they set about eliminating all other rival youth organizations, just as they Nazified the rest of German life. Within a short time, the Catholic Youth organization was the only group left with a rival claim to young people's loyalty. All existing religious political and other youth groups were taken over, disbanded or banned. In one year the Hitler Youth movement, including girls, had climbed from a membership of 108,000 to more than three and a half million.

Interpretation 2 – From an article on the Hitler Youth published in a British magazine in 1955 for young people. It was produced by a historian, who was also a school teacher

There was little enthusiasm for the Hitler Youth by 1940. All the experienced leaders had left to join the real army. Often only 20 out of 80 members would turn up for an evening meeting.



## KQ6

6. Do the interpretations support the view that propaganda was the most important method of control of Nazi Germany?

Interpretation 1 – Historian Eric Wilmot writing in his GCSE History textbook, Weimar and Nazi Germany, published in 1997

The Nazis controlled the German people through a blend of persuasion and terror. Propaganda and indoctrination forced the people to conform to Nazi thinking, while fear of arrest and concentration camps was enough to make most Germans conform. Many were unwilling supporters.

Interpretation 2 – Greta, a German woman, remembers how her mother was indoctrinated by the Nazis. She made these comments during an interview with the BBC in 1980

My mother believed the Fuhrer as a saviour and was hypnotised by him. She once handed Hitler a bouquet and that was the high point of her life. She was convinced that everything the Nazis did was essential. Nothing would shake her faith in Hitler, she had been indoctrinated. She listened to the radio, and read the newspapers, and believed what she saw and heard. She accepted the explanation given by the Party about the need for concentration camps – that the riff-raff had to be cleared off the streets.

## KQ7

7. Do the interpretations support the view that Hitler's main foreign policy aim was to take land to the East of Germany?

Interpretation 1 - The historian Hugh Trevor-Roper, writing in an article for an academic magazine in 1960. The article was called Hitler's War Aims

To the end Hitler maintained clear war aims. To him, from 1920 to 1945, the purpose of Nazism was always the same: it was to create an empire, to take the great area of Russia from the Russians. Even after defeat he did not try to deny it. The day before his death his last message said 'the aim must still be to win territory in the East for the German people.'

Interpretation 2 - The historian Alan Taylor writing in his book The Origins of the Second World War, published in 1961

Hitler wanted to free Germany from the restrictions of the Versailles Peace Treaty; to restore the German army and then to make Germany the greatest power in Europe which she naturally was. Maybe his ambitions were only to take land in the East. Maybe he would have taken Western Europe after that. However, no one can tell.

#### Question 4 – Which source is more useful to an historian studying ... (11 marks)

You need to evaluate the usefulness of each source by considering COP;

- Content – What does the source tell you? Does it support your knowledge? If you learn a lot and it supports your knowledge it is useful
- Origin – Who produced the source? Are they reliable? If they are reliable they are more useful
- Purpose – Why was it made? How could that affect the content? If it is not biased or exaggerated, it is more useful

You must compare both sources and write a conclusion

#### KQ1

1. Which source is more useful to an historian studying the effects of hyperinflation?

Source C – An extract from an article on the Daily Express, (A British Newspaper), 24th February, 1923

A Berlin couple who were about to celebrate their golden wedding received an official letter advising them that the mayor, in accordance with Prussian custom, would call and present them with a donation of money. Next morning the mayor, accompanied by several aldermen in picturesque robes, arrived at the aged couple's house, and solemnly handed over in the name of the Prussian State, 1,000,000,000,000 marks or one halfpenny.

Source D – Part of a speech by Hitler in 1924

Believe me, our misery will increase. The State itself has become the biggest swindler... Horrified people notice that they can starve on millions... we will no longer submit... we want a dictatorship!

#### KQ2

2. Which source is more useful to an historian studying the economic recovery of Weimar?

Source C- An extract from the diary of William Shirer, who was an American Journalist living in Berlin.

Life seemed more free, more modern, more exciting than in any place I have ever been... Everywhere there was an accent on youth. One sat up with young people all night in the pavement cafes, the plush bars, on a Rhineland steamer or in a smoke filled artist's studio and talked endlessly about life. One scarcely heard of Hitler or the Nazis except as butts of jokes- usually in connection with the Beerhall Putsch as it came to be known'

Source D - Gustav Stresemann, the German Foreign Minister, in a speech given to the League of Nations (September 1929)

The economic position is only flourishing on the surface. Germany is in fact dancing on a volcano. If the short-term loans are called in by America, a large section of our economy would collapse.



3. Which source is more useful to an historian studying the reasons why people voted for the Nazis?

Source C - Adapted from the diary of Luise Solmitz, 23<sup>rd</sup> March 1932. A schoolteacher, Solmitz was writing about attending a meeting in Hamburg at which Hitler spoke

There stood Hitler in a simple black coat, looking over the crowd of 120,000 people of all classes and ages...a forest of swastika flags unfurled, the joy of this moment showed itself in a roaring salute...The crowd looked up to Hitler with touching faith, as their helped, their saviour, their deliverer from unbearable distress...He is the rescuer of the scholar, the farmer, the worker, and the unemployed.

Source D – From *The Past is Myself* written by Christabel Bielenberg, an Englishwoman who lived in Germany under the Nazis. Here, she is remembering a conversation with Herr Neisse, her Gardner

Then came 1929 and economic trouble, and a huge wave rolled over Europe and America leaving a trail of bankruptcies. Herr Neisse lost the chance to own a vegetable stall and he lost his job. He joined an army of 6 million unemployed... Communism did not appeal to him... he just wanted to belong somewhere. National Socialism was more like it. He began to go to Nazi Party meetings... he was told that the Jews were the evil root of all Germany's problems. Although he knew of the corruption of party members he believed Hitler knew nothing of it. Neisse said 'Hitler loves children and dogs too.'

#### KQ4

4. Which source is more useful to an historian studying the reasons for the Night of the Long Knives?

Source C - Part of a report sent to Hitler by Herman Goering a leading supporter of Hitler in July 1934.

It has come to my attention that Ernst Rohm believes that change is happening too slowly. He believes that his loyal SA deserve to be rewarded for their support to the cause. He wants greater power, and his sights set on being leader of the army.

Source D – From Hitler's speech to the Reichstag on 13<sup>th</sup> July 1934, justifying his actions concerning the SA

In the circumstances I had to make but one decision. If disaster was to be prevented at all, action had to be taken with lightning speed. Only a ruthless and bloody intervention might still perhaps stifle the spread of revolt. If anyone reproaches me and asks why I did not resort to the regular courts of justice for conviction of the offenders, then all I can say is this – 'in this hour I was responsible for the fate of the German people and therefore I became the supreme judge of the German people'.

5. Which source is more useful to an historian studying the life of women in Nazi Germany?

Source C – Extract from a letter from several women to a Leipzig newspaper in 1934. The Leipzig was a socialist newspaper, which was banned by the Nazis in 1933.

Today man is educated not for, but against, marriage. We see our daughters growing up in stupid aimlessness living only in a vague hope of getting a man and having children. A son, even the youngest, laughs in his mother's face. He regards her as his servant.

Source D – Goebbels describes the role of women in a speech in 1929

The mission of women is to be beautiful and bring children in to the world. The female bird pretties herself for her mate and hatches eggs for him. In exchange the male takes care of gathering the food and wards off the enemy.

6. Which source is more useful to an historian studying the Hitler Youth?

Source C – The memoirs of a Hitler Youth leader given during an interview in the 1980s

What I liked about the Hitler Youth was the comradeship. I was full of enthusiasm when I joined Young People at the age of 10. ...And then there was the trips! Is anything nicer than enjoying the splendours of the homeland in the company of one's comrades?

Source D – A letter written by a member of the Hitler Youth to his parents in 1936

How did we live in camp S-, which is supposed to be an example of all the camps? We practically didn't have a minute of the day to ourselves. This isn't camp life, no sir! It's military barrack life! Drill starts right after a meagre breakfast. We would like to have athletics but there isn't any. Instead we have military exercises, down in the mud, till the tongue hangs out of your mouth. And we only have one wish; sleep!

7. Which source is more useful to an historian studying Kristallnacht?

Source C – An account of Kristallnacht published in the Daily Telegraph, a British newspaper, on 12th November 1938

Mob law ruled in Berlin throughout the afternoon and evening as hordes of hooligans took part in an orgy of destruction. I have never seen an anti-Jewish outbreak as sickening as this. I saw fashionably dressed women clapping their hands and screaming with glee while respectable mothers held up their babies to see the 'fun'. No attempt was made by the Police to stop the rioters.

Source D – An account of Kristallnacht published in Der Stürmer, an anti-Semitic German Newspaper, on 10th November 1938

The death of a loyal party member by the Jewish murderer has aroused spontaneous anti-Jewish demonstrations through the Reich. In many places Jewish shops have been smashed. The synagogues, from which teachings hostile to the state and people are spread, have been set on fire. Well done to those Germans who have ensured revenge for the murder of an innocent German!

#### KQ6

8. Which source is more useful to an historian studying the effectiveness of Nazi Propaganda?

Source C – Goebbels explaining the use of propaganda in a Nazi magazine

The finest kind of propaganda does not reveal itself. The best propaganda is that which works invisibly, penetrating every cell of life in such a way that the public has no idea of the aims of the propagandist.

Source D – An extract from the Memoirs of a Social Democrat. It is based on his diary he wrote, whilst he lived in Germany in the 1930s

Many of my friends and colleagues stopped reading a newspaper after Hitler took over. The papers were just full of lies and tried to convince people that the Nazis were right. Nazi propaganda drove many people away from the Nazis rather than sucked them in.

#### KQ7

9. Which source is more useful to an historian studying Hitler's Foreign Policy aims?

Source C – From Hitler's Mein Kampf, 1924

We turn our eyes towards the lands of the east...when we speak of new territory in Europe today, we must principally think of Russia and her border states subject to her...It will be the duty of Germany's foreign policy to provide large living spaces for the nourishment and settlement of the growing population of Germany.

Source D – From a speech by Hitler to the Reichstag May 1933

Germany is at any time willing to undertake further disarmament...if all other nations are ready to do the same. Germany would also be perfectly ready to disband her entire military forces and destroy the small amount of arms remaining to her if the other countries will do the same thing with equal thoroughness.



### **Question 5 – To what extent do you agree with the interpretation? (16 + 3 marks)**

This question requires you to evaluate the issue. You need to explain why you agree with the interpretation, by explaining what you know about the topic. You then need to evaluate the author – do you trust them? Why do they have the view they do? Consider the type of publication and the title – have they done lots of research? You then need to disagree with the interpretation and explain why you disagree – remember to show your knowledge. Finally have a conclusion – do you mainly or partly agree with the interpretation? Why? (You might find it best to start with this question as it is worth the most marks on the paper).

#### **KQ1**

1. "During the early 1920s hyperinflation damaged the Weimar Republic more than any other problem" - D Banham and C Culpin, Germany 1918-1945, a school GCSE textbook published in 2004. To what extent do you agree with this interpretation?
2. "It was at this point that Hitler seemed to snatch some kind of victory out of the jaws of defeat. The trial gave him a national platform on which to speak...Newspapers throughout Germany and around the world reported his claim that he had led the movement against the 'treasonable' Weimar system..." - Lacey and Shephard, 1997 in Germany 1918- 1945. A textbook for GCSE Students. To what extent do you agree with this interpretation?
3. "Underlying economic problems remained and the political stability of Weimar's 'golden years' rested on shaky foundations. Under the surface there were many cracks that Stresemann had merely covered over" – A Historian writing in an A-level textbook called From Weimar to Nazi Germany, published in 1991. To what extent do you agree with this interpretation?
4. "The years 1925-28 were the heyday of the Weimar Republic. Prosperity was restored and the parliamentary institutions seemed to be accepted by the majority of the electorate. Indeed, no observer of the political scene in 1928 could have prophesied that five years later Hitler would be in power and parliamentary democracy in ruins." - Francis Carsten, a German – British academic historian, writing in his book 'The rise of fascism' published in 1982. To what extent do you agree with this interpretation?

#### **KQ2**

5. "By 1929 the Weimar Republic had overcome its early problems and become firmly established in Germany" – Eric Willmott in his GCSE history textbook, Weimar and Nazi Germany, published in 1997. To what extent do you agree with this interpretation?
6. "The 'Golden Age' of Germany was to a certain extent an illusion" – Nigel Kelly and Greg Lacey, Modern World History for GCSE published in 2001. To what extent do you agree with this interpretation?

### KQ3

7. "The Depression was the main reason why Hitler became Chancellor because it increased support for the Nazis. The government was taken by surprise at the speed and extent of the Great Depression. It also had very few answers as to how to deal with it. The Depression brought out all the weaknesses of the Weimar Government, which seemed incapable of doing anything to end it" - Historians T Hewitt and J McCabe writing in a school history textbook, *Modern World History*, in 1999. To what extent do you agree with this interpretation?
8. "If there is one point on which we all agree; it must be surely that Hitler owes his rise and ultimate victory to the World Economic Crisis. Hitler appealed to the despair of the unemployed workers; the young people who had no future; to the middle class businessman and craftsman heading for bankruptcy and to the farmers threatened with a fall in agricultural prices." - Victor Schiff, in an article written in 1950 where he explains Hitler's rise to power. Schiff was a German journalist and socialist who worked as the Paris correspondent for the American 'Daily Herald' newspaper in the 1930s. To what extent do you agree with the interpretation?
9. "Political scheming was the most crucial factor in Hitler's rise to power, without Von Papen Hitler wouldn't have become Chancellor as he couldn't persuade Hindenburg that he could be trusted. Elections results are irrelevant if the President doesn't like you." – M Jones, a History teacher writing on a school GCSE History Revision Website, 2011. To what extent do you agree with the interpretation?

### KQ4

10. "The Reichstag Fire was crucial. The Emergency Laws that followed gave Hitler huge powers. It led to the arrest of many of the Nazi Party's main opponents, allowing the Nazis to shut down Communist newspapers and break up Communist meetings." - Noakes and Pridham, academic historians, writing in a university textbook, published in 1994. To what extent do you agree with this interpretation?
11. "The Enabling Law regarded as the 'foundation stone' of the Third Reich and allowed Hitler to secure closer control of the nation. It quickly resulted in the suspension of civil liberties, the imposition of censorship and control of the press, the abolition of trade unions and the disbanding of all political parties apart from the Nazi party. By such means Hitler created a dictatorship" – Wright and Waugh GCSE History Textbook 'Germany 1919-47'. To what extent do you agree with the interpretation?
12. "After the Night of the Long Knives, Hitler was extremely excited. I believe to this day, he was convinced that he had dealt with the most serious threat to his power from Röhm and the SA. Hitler believed that this personal action had averted a disaster." - Albert Speer, a leading Nazi, who met Hitler the day after the Night of the Long Knives. He wrote about the meeting in his book *Inside the Third Reich*, published in 1970. To what extent do you agree with this interpretation?

### KQ5

13. "The Nazis brought prosperity and improved living conditions after the harsh years of the depression. The German people I knew all spoke positively about the arrival of Hitler" - William L Shirer, an American Journalist who worked in Germany between 1934 and 1940, writing in his book *The Rise and Fall of the Third Reich*, published in 1960. To what extent do you agree with this interpretation?
14. "Under the Nazis there was much 'invisible' unemployment. The number of unemployed was great but they were not counted as being unemployed.... none of these people were included in the statistics the Nazis used to prove their successes. Unemployment didn't go down. It was just ignored" – A specialist historian writing in the 1950s for an academic magazine. To what extent do you agree with this interpretation?

### KQ6

15. "Nazi propaganda and censorship was powerful and effective. The Nazi message was contained in simple slogans like 'Ein Volk, Ein Reich, Ein Fuhrer' (One people, one nation, one leader). Nazi propaganda and censorship captured the minds of millions of Germans." – A historian writing in a GCSE school history textbook called *Modern World History*, in 1998. To what extent do you agree with this interpretation?
16. "The Nazis created a terror-state. This was achieved through intimidation and brutality. Those living in Germany were too scared to disobey Nazi laws. Hitler used a number of organisations to uphold and extend his control of Germany." - Taken from the BBC Bitesize Revision website, in a section on Nazi Germany aimed for 16-18 year olds last updated in 2018. To what extent do you agree with this interpretation?

### KQ7

17. "Hitler's main aim in foreign policy was to unite all German speaking people in a single country." - Josh Brooman, an historian, writing in a school history textbook, *Hitler's Germany, 1933-45*, published in 1987. To what extent do you agree with this interpretation?
18. "To the end Hitler maintained clear war aims. To him, from 1920 to 1945, the purpose of Nazism was always the same: it was to create an empire, to take the great area of Russia from the Russians. Even after defeat he did not try to deny it. The day before his death his last message said 'the aim must still be to win territory in the East for the German people.'" - The historian Hugh Trevor-Roper, writing in an article for an academic magazine in 1960. The article was called *Hitler's War Aims*. To what extent do you agree with this interpretation?
19. "Hitler wanted to free Germany from the restrictions of the Versailles Peace Treaty; to restore the German army and then to make Germany the greatest power in Europe which she naturally was. Maybe his ambitions were only to take land in the East. Maybe he would have taken Western Europe after that. However, no one can tell." - The historian Alan Taylor writing in his book *The Origins of the Second World War*, published in 1961. To what extent do you agree with this interpretation?



20. "It is simply not credible to think that Hitler could, by accident, have moved Germany from the situation it had been in during 1933 to that in which it found itself in 1939... it must be recognised that, in broad terms, the vision which Hitler outlined in this book ... bears a striking resemblance to the broad policies of expansion, aggression and violence he pursued from 1933 onwards." – Written by Hendrik K. Hogrefe, a history undergraduate at the Universities of Cambridge in the Academic magazine, *The Historian*, 2011. To what extent do you agree with this interpretation?