

# A5: Development of Dictatorship: Germany, 1918-1945 - Exam Questions



Section A topics are split into four questions. The wording and pattern of the questions will always be the same so remember the four types of questions you have to deal with: a) Chronology b) the effects of an event c) causation d) an essay where you need to write more on either causation, changes or effects. Possible topics include:

## The establishment of the Weimar Republic and its early problems

The German Revolution of 1918, the strengths and weaknesses of the new Constitution, Reactions of the Treaty of Versailles, The Spartacist and Kapp uprisings, French occupation of the Ruhr, Causes and effects of Hyperinflation

## The Recovery of Germany, 1924-1929

The work of Stresemann, Rentenmark, Dawes and Young Plan, US loans and the recovery of the German economy, Successes abroad - League of Nations, Locarno Treaties and Kellogg-Briand Pact

## The rise of Hitler and the Nazis

Hitler and the German Workers' Party, Changes to the party 1920-22, Causes, events and results of the Munich Putsch 1923, Reorganisation of the Party 1924-28, Impact of Wall Street Crash, Nazi methods to win support, Goebbels and propaganda and the work of the SA, Events of 1932 to January 1933 including the role of von Papen, von Schleicher and von Hindenburg.

## Life in Nazi Germany

Setting up the Nazi dictatorship through the Reichstag Fire, Enabling Act, Night of the Long Knives, the Police State, Censorship and Propaganda, Nazi policies towards women, the young, the Churches and the Jews. Policies to reduce unemployment, the Labour Service, the Labour Front and Strength through Joy.

## Germany during the Second World War

Nazi policies towards the Jews including ghettos, death squads and the Final Solution. The changing role of women, 'total war', rationing and the effects of allied bombing. The growth of opposition to Hitler including the Edelweiss Pirates, the White Rose Group and the Stauffenberg Plot. Defeat and Hitler's death.

You only have about 30-45 minutes to answer all four sub-questions. The amount of marks for each questions should help you judge how much to write. For Question a) give 3 minutes, Question b) 5 minutes, Question c) 10 minutes and Question d) 15 minutes. Grade boundaries are at end of document.

## **Question A (3 marks)**

*Question A requires you to place **five events** in their correct **chronological order**. It's only worth 3 marks so complete it as quick as you can! Obviously you need good chronological knowledge. Revision exercises using timelines to test yourself on dates is a good idea.*

**Study the events which occurred in Germany in the years 19xx-19xx. Write these events in the correct chronological sequence:**

1. The Reichstag Fire, The Spartacist Uprising, The Night of the Long Knives, Von Papen becomes Chancellor, The Enabling Act
2. The Dawes Plan, Hyperinflation, French occupation of the Ruhr, The Treaty of Versailles, The Kapp Putsch
3. Kristallnacht, The Dawes Plan, The Nuremberg Laws, Establishment of the first Ghettos, The Young Plan
4. French Occupation of the Ruhr ends, The Young Plan agreed, Germany enters League of Nations, The Dawes Plan agreed, The Locarno Pact
5. Germany joins the League of Nations, Munich Putsch, The Young Plan, The Spartacist Revolt, The Kaiser Abdicates
6. Weimar Republic created, Introduction of the Rentenmark, The Kellogg-Brian Pact, DAP Established, The Wall Street Crash
7. 25-Point Plan of the DAP, Hitler becomes Chancellor, SS Established, Dachau Concentration Camp Opened, The Concordat
8. Mein Kampf Published, Berlin Olympics, Lebensorn Programme, German Labour Front, National Labour Service
9. Invasion of Poland, Wannsee Meeting, Hitler commits Suicide, Stauffenberg Plot, Defeat at Stalingrad

## **Mark Scheme**

2 in correct sequence	1 mark
3 in correct sequence	2 marks
4/5 in correct sequence	3 marks

## Exam Questions - Question B (4 marks)

Question B will always pick two events from Question A. You will need to use your knowledge to **describe one effect of that event**. An effect means the **results or consequences** of an event - what did the event lead to?

- Choose one event and stick to that choice
- Signpost your answer and focus on the question. i.e. begin your answer with 'One effect was...'
- Give the effect and then describe. Using the word *because* will help you give developed descriptions.
- One paragraph is enough. Use link words like *as a result, as a consequence, furthermore etc...*

1. Choose **either** The Reichstag Fire or The Spartacist Uprising. Describe **one effect** on Germany of the event you have chosen.
2. Choose **either** Hyperinflation or The Treaty of Versailles. Describe **one effect** on Germany of the event you have chosen.
3. Choose **either** The Dawes Plan or The Young Plan. Describe **one effect** on Germany of the event of you have chosen.
4. Choose **either** The Reichstag Fire or The Enabling Act. Describe **one effect** on Germany of the event you have chosen.
5. Choose **either** The National Labour Service or Rearmament. Describe **one effect** on unemployment of the Nazi policy you have chosen.
6. Choose **either** The Kapp Putsch or The Munich Putsch. Describe **one effect** on Germany of the event you have chosen.
7. Choose **either** The German Revolution or The Weimar Constitution. Describe **one effect** on Germany of the event you have chosen.
8. Choose **either** The Ruhr Crisis or The Introduction of the Rentenmark. Describe **one effect** on Germany of the event you have chosen.
9. Choose **either** Germany joining the League of Nations or The Night of the Long Knives. Describe **one effect** on Germany of the event you have chosen.
10. Choose **either** The Locarno Pact or The Wall Street Crash. Describe **one effect** on Germany of the event you have chosen.
11. Choose **either** The Kellogg-Brian Pact or The Law Against the Establishment of Political Parties. Describe **one effect** on Germany of the event you have chosen.
12. Choose **either** The Death of Hindenburg or Kristallnacht. Describe **one effect** on Germany of the event you have chosen.
13. Choose **either** The Nuremberg Laws or German Labour Front. Describe **one effect** on Germany of the event you have chosen.

14. Choose **either** Allied Bombing of Germany or Rationing. Describe **one effect** on Germany of the event you have chosen.

15. Choose **either** The German Defeat at Stalingrad or The Death of Hitler. Describe **one effect** on Germany of the event you have chosen.

## Mark Scheme

Level	Descriptor	Mark
Level 1	<p><b><u>Simple or generalised statements of consequence</u></b> - The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations. <i>e.g. The Nazis blamed the communists. It showed the weakness of the Weimar Government.</i></p>	1-2
Level 2	<p><b><u>Developed statements of consequence</u></b> - The candidate supports their statements with relevant contextual knowledge. <i>e.g. It enabled Hitler to blame the communists and reduce their threat. Weimar Republic had to call upon the army (freikorps) to put down the uprising.</i></p>	3-4

## Exam Questions - Question C (8 marks)

*Question C will always test your knowledge of Causation - why did something happen? You will need to explain the reasons why an event happened in detail. You will have to **explain at least two reasons and link them** for full marks. Spend about 10 minutes on this question.*

- *Focus! It's about causation so only write about the reasons why something happened!*
- *Write a separate paragraph for each reason. First give the reason then explain/develop it.*
- *Linking your reasons means explaining how one reason led to the next. Use words such as: this led to, as a result, moreover, furthermore. As a consequence, in addition.*
  - *Confirm the link between the reasons in your conclusion.*

1. Why were the Nazis able to reduce unemployment in the years 1933-39? Explain your answer.
2. Why was there increased support for the Nazi Party in the years 1929-32? Explain your answer.
3. Why was Hitler able to establish a dictatorship in the years 1933-34? Explain your answer.
4. Why was the Treaty of Versailles unpopular with the German people? Explain your answer.
5. Why was there so much social hardship in Germany between 1918 and 1923? Explain your answer.
6. Why was Germany able to recover under the leadership of Stresemann in the years 1924-29? Explain your answer.
7. Why did French and Belgian troops occupy the Ruhr in January 1923? Explain your answer.
8. Why was the Nazi party so unsuccessful in elections in 1928? Explain your answer.
9. Why did the Nazi party lose support in the years 1924-28? Explain your answer.
10. Why was Hitler able to become chancellor in 1933? Explain your answer.
11. Why was there increased opposition to Hitler after 1933? Explain your answer.
12. Why did Nazi Germany lose the Second World War? Explain your answer.
13. Why was Hitler able to reduce unemployment in the years 1933-1939? Explain your answer.
14. Why was Hitler able to control the Church in the years 1933-1939? Explain your answer.

## Mark Scheme

Level	Descriptor	Mark
Level 1	<b>Simple or generalised statements of causation</b> - The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations. <i>e.g. because he built up the army.</i>	1-2 1 mark for one simple statement 2 marks for two or more
Level 2	<b>Developed statements of causation</b> - The candidate supports their statement with relevant contextual knowledge. <i>e.g. One reason was the re-armament which provided jobs in industry and in the armed forces. Another reason was labour service for six months working on public works schemes...</i>	3-5 3 marks for one developed statement 4/5 marks for two or more
Level 3	<b>Developed explanation of causation</b> - An explanation of more than one factor supported by selected knowledge. One explained factor should be marked at the top of Level 2. <i>e.g. As Level 2. Could link re-armament with labour service with more details of public works schemes. Could mention invisible unemployment with Jews and women...</i>	6-8 6/7 marks for two or more explained factors 8 marks for answers which show links between factors

## Exam Questions - Question D (10 marks)

Question D will ask you to write an extended response. You must use the source AND your own knowledge to describe or explain the causes, effects or a period of change. If the question is about change then obviously try to write about change by comparing the situation before and after the period. Allow 12 minutes at least.

- Ensure you use the source! Directly refer to the source i.e. 'as suggested in Source A'
- Underline and explain key events, names and dates in the source. If you then explain these in more detail, you are using your own knowledge.
- Two paragraphs based on two factors linked together and explained well is enough to get full marks.
- Don't forget a conclusion! Re-affirm the link between the facts or make a judgement on the extent of change.

1. Use the source, and your own knowledge, to explain why Germany experienced a period of recovery in the years 1924-1929.

*"The introduction of the Rentenmark stabilised the German currency. The Dawes Plan of 1924 and US loans encouraged economic recovery. As Foreign Secretary, Stresemann signed the Locarno Treaties and negotiated Germany's entry to the League of Nations."*

**Source: From a modern text book**

2. Use the source, and your own knowledge, to explain the changes in the position of women in Nazi Germany in the years 1933-39.

*"The Nazis believed that men and women had different roles to play in Germany. Boys and girls were sent to separate schools and studied different subjects. The training continued in the Nazi youth movements. Men were expected to become soldiers and workers. Women were discouraged from doing paid work."* **Source: From a modern text book**

3. Use the source, and your own knowledge, to explain the problems faced by the Weimar Republic in the years 1919-23.

*"In June 1919, the Weimar Republic had to sign the Treaty of Versailles. The Weimar Republic also faced opposition from the left and right. Moreover, the French occupation of the Ruhr in January 1923 was followed by hyperinflation."* **Source: From a modern text book**

4. Use the source, and your own knowledge, to explain the part played by Hitler in the early development of the Nazi Party 1919-23.

*"In 1921 Hitler became party leader and in the same year founded the Sturm Abteilung ('Stormtroopers' or 'Brownshirts'). The SA was a paramilitary organisation that paraded in full uniform, wearing the Nazi 'swastika'. Its main task was to protect Nazi meetings and 'disrupt' those of its opponents."* **Source: From a modern text book**

5. Use the source, and your own knowledge, to explain the changes in Hitler's powers 1933-34.

*"The Enabling Law gave Hitler the power to pass any law he liked. At once the Nazis set about bringing the whole of Germany under their control and, in July 1933, Germany became a one party state."* **Source: From a modern text book**

6. Use the source, and your own knowledge, to explain the changes involved in creating the Nazi police state.

*"The SS was supported by the Gestapo (or secret police). The Gestapo used any method they could to find opponents of the regime, including phone tapping and spying on people. Informers were everywhere, in every street, every workplace and even in every classroom."* **Source: From a modern text book**

7. Use the source, and your own knowledge, to explain the changes in the lives of young people in the years 1933-39.

*"The SS was supported by the Gestapo (or secret police). The Gestapo used any method they could to find opponents of the regime, including phone tapping and spying on people. Informers were everywhere, in every street, every workplace and even in every classroom."* **Source: From a modern text book**

8. Use the source, and your own knowledge, to explain the changes in the position of women in Nazi Germany in the years 1933-39.

*"I was proud. When I got the gold, there was a big celebration in a school, where the mothers were all invited for coffee and cake."* **Source: From a modern text book**

9. Use the source, and your own knowledge, to explain the changes the education system under the Nazis in the years 1933-39.

*"The Nazi minister of Education said that the whole purpose of education was to create Nazis. School was to be the ideal place to mould the mind of the child and follow the ideas of the Nazis. Boys were to be trained in military skills and girls would be educated in domestic skills. The various Nazi youth movements supported these ideas."* **Source: From a modern text book**

10. Use the source, and your own knowledge, to explain the changes in the Nazi election campaigns in the years 1928-32.

*"Hitler told people that he would be able to solve their problems. He offered strong leadership and easy solutions. Hitler said that he would ignore the Treaty of Versailles which had treated Germany so badly. He also said he would make Germany great again. Hitler promised different things to different groups of people."* **Source: From a modern text book**

11. Use the source, and your own knowledge, to explain how Jews were persecuted in Germany in the years 1933-38.

*"Hitler blamed Jews for the defeat of Germany in the First World War. He wanted to purify German blood by eliminating all Jews and other minority groups. From 1933 Jews were subjected to increasing persecution in Nazi Germany. At first they were banned from some professions, for examples from becoming doctors, dentists or civil servants. Nazis also called for Jewish shops to be boycotted."* **Source: From a modern text book**

12. Use the source, and your own knowledge, to explain how Hitler became Chancellor in January 1933.

*"In the July 1932 general election, the Nazis became the biggest party in the Reichstag, but President Hindenburg refused to accept Hitler as Chancellor and appointed Franz von Papen. In the November 1932 election, the Nazis lost some support, but were still the biggest party in the Reichstag. Franz von Papen was replaced as Chancellor by General Kurt von Schleicher."* **Source: From a modern text book**

13. Use the source, and your own knowledge, to explain how Nazi attitudes to the Church changed in the years 1933-1939.

*"The Church was repressed by Hitler's police state. The Nazis glorified strength and violence and taught racial superiority. Christianity, on the other hand, taught tolerance and peace and respect for all people. At first, Hitler tried to control the Christian churches by reassuring them and encouraging them to work with the Nazis however this didn't work. Soon Hitler turned the full force of the police state against Christians."* **Source: From a modern text**

14. Use the source, and your own knowledge, to explain how the Nazis used censorship and propaganda to control Germany in the years 1933-1939.

*"When Hitler became Chancellor in 1933, Joseph Goebbels was made Minister of People's Enlightenment and Propaganda. He used censorship and propaganda to campaign for the Nazi Party. But he also used them to control the political, cultural and artistic life of Germany."* **Source: From a modern text book**

15. Use the source, and your own knowledge, to explain how Hitler managed to reduce unemployment in the years 1933-1939.

*"It was a system in which owners of property and workers were all subjects of the state. The great industrial magnates, like Krupp and Thyssen, remained - but they were forced to serve the needs of Germany, especially with rearmament. Trade unions were abolished... labour was put at the disposal of the Reich, in the form of the new Labour Front and National Labour Service."* **Source: From a modern text book**

16. Use the source, and your own knowledge, to explain why Nazi policies towards the Jews changed after war began.

"After the invasion of the Soviet Union in 1941, the Nazis occupied lands containing over four million Jews. Some Nazi leaders, such as Hitler's deputy Goring, argued against killing the Jews. They provided cheap labour vital to the war effort. But others, such as Himmler, head of the SS, said that ghettos, camps and death squads were too expensive to run and used men who were needed in the army." **Source: From a modern text book**

17. Use the source, and your own knowledge, to explain why opposition to Hitler increased during the war.

"There had been opposition to the Nazis during the 1930s but this grew as the war started to get worse. By 1943 Germany was in retreat on most fronts. This was made worse by Allied bombing campaigns that brought the war home for most German civilians. A sense of unease and despair began to descend amongst Germans as news of defeats abroad and horrors at home began to spread. This brought new forms of opposition to Hitler from all sections of society." **Source: From a modern text book**

### Mark Scheme

Level	Descriptor	Mark
Level 1	<p><b>Simple or generalised statements using the source supported by some own knowledge</b> - The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. This was because Germany got help from the USA.</i></p>	<p>1-3</p> <p>1 marks for one simple statement</p> <p>2/3 marks for two or more</p> <p>Max 3 marks for only using the source</p>
Level 2	<p><b>Developed Statements using the source and relevant own knowledge</b> - The candidate supports their statement with relevant contextual knowledge.</p> <p><i>e.g. Details of the Dawes Plan, Rentenmark, and US loans.</i></p>	<p>4-7</p> <p>4/5 marks for one developed statement</p> <p>6/7 marks for two or more</p>
Level 3	<p><b>Developed explanation using the source and precise own knowledge</b> - An explanation of more than one factor supported by selected knowledge. One explained factor should be marked at the top of Level 2.</p> <p><i>e.g. As Level 2 - links and further explanation of Dawes Plan and US loans and importance of Stresemann. Could include Stresemann's successes abroad.</i></p>	<p>8-10</p> <p>8-9 marks for two or more explained factors</p> <p>10 marks for answers which show links between factors</p>

## Grade Boundaries for June 2012

Please use these grade boundaries only as a rough estimate of working at grade.

Boundaries are subject to change by Edexcel. If you are working at Level 2 then that is equivalent to a C. If you are achieving high level 3 consistently, you are working at A/A\* level.

<b>Grade</b>	<b>Total Marks from Exam</b>	<b>Average Marks Needed per Topic</b>
<b>A*</b>	<b>78</b>	<b>19.5</b>
<b>A</b>	<b>68</b>	<b>17</b>
<b>B</b>	<b>58</b>	<b>14.5</b>
<b>C</b>	<b>48</b>	<b>12</b>
<b>D</b>	<b>38</b>	<b>9.5</b>
<b>E</b>	<b>29</b>	<b>7.25</b>
<b>F</b>	<b>20</b>	<b>5</b>
<b>G</b>	<b>11</b>	<b>2.75</b>
<b>U</b>	<b>0+</b>	<b>0+</b>