

NAME: _____ TEACHER: _____

Target Grade: _____

PLEASE BRING TO EVERY LESSON.

Unit 2: Germany in Transition, 1919-1939

Exam Technique Work Booklet.

Exam information:

- This unit will contribute to **25% of your total GCSE** mark.
- The duration of the paper is **1 hour**.
- You must answer **every question**.
- Questions can come from any of the seven key questions studied.

These questions will be completed in class and for homework when required. There will be additional questions that will be completed in exercise books as and when necessary.

Key questions	Required Content
Impact of the First World War What challenges were faced by the Weimar Republic from 1919-1923?	<i>Impact of the Treaty of Versailles; weaknesses of Weimar government; political instability - the Spartacist, Kapp, and Munich Putschs; hyperinflation; events in the Ruhr 1923</i>
Recovery of Weimar Why were the Stresemann years considered a 'golden age'?	<i>Recovery from hyperinflation; Dawes and Young Plans; the Locarno Pact; relations with the League of Nations; US investment; social and political developments</i>
End of the Weimar Republic How and why did the Weimar Republic collapse between 1929 and 1933?	<i>Social and political impact of the Depression on the Weimar Republic; the reasons for growing support for the Nazis; role of the SA; propaganda; political extremism and scheming 1929-1932</i>
Consolidation of power How did the Nazis consolidate their power between 1933 and 1934?	<i>Hitler as Chancellor; the Reichstag Fire; the 1933 election and Enabling Act; trade unions and political parties; Night of the Long Knives; Hitler becomes Fuhrer</i>
Nazi economic, social and racial policy How did Nazi economic, social and racial policy affect life in Germany?	<i>Reducing unemployment; Nazi policy towards workers; women and the Three Ks; controlling education; the role of the Hitler Youth Movement; attitudes to religion; the treatment of the Jews 1933-1939</i>
Terror and persuasion What methods did the Nazis use to control Germany?	<i>Use of SS and Gestapo; control of the legal system; Goebbels and propaganda; use of rallies, radio and cinema; censorship of newspapers and the arts</i>
Hitler's foreign policy What factors led to the outbreak of war in 1939?	<i>Hitler's foreign policy aims; rearmament and conscription; the Rhineland 1936; the Anschluss 1938; the Sudetenland 1938; the Nazi-Soviet Pact 1939</i>

Question style:

1. Use Source A and your own knowledge to describe the role of the SA [6 marks]

2. Describe how the SS and Gestapo were used to exercise control over the German people [8 marks]

3. What was the purpose of Source B? [8 marks]

Use details from Source B and your own knowledge and understanding of the historical context to answer the question

4. Study the sources and then answer the question that follows. Which of the sources is more useful to an historian studying the economic recovery of Weimar? [12 marks]

You should refer to both sources in your answer and use your own knowledge and understanding of the historical context

5. Was the Night of the Long Knives the most important factor that helped Hitler to consolidate his power between 1933 and 1939? [16+ 3 SPaG]

Use your own knowledge and understanding of the issue to support your answer. Marks for SPaG are allocated to this question.

How to Answer

Q1. Use Source A and your own knowledge to describe.... [6]

- Underline key words in the question. This will enable you to focus upon what the examiner wants you to write about.
- Describe what you can see or read in the source, remember to make use of the information in the caption.
- Link this information to your own knowledge of this period.
- Aim to make at least two DEVELOPED points.

Q2. Describe... [8]

- Include information that is directly relevant.
- Start with the question, introducing the topic.
- Read the question carefully. Eg. If it is asking about how something has changed, you must acknowledge what it was like before eg life for women.
- Include specific factual detail such as dates, events and names of key people.
- Cover a number of key points
- Provide good context to what you are describing
- Keep focused on the question

Q3. What was the purpose of Source B? [8]

- Introduce the source, linking to the question (The source is an example of...produced in...Its main purpose is to...)
- What does the source show and what does it mean?
- Put the source into context – what was happening at the time? Who made it and how does this link to the purpose of the source?
- Small conclusion – therefore the purpose of the source was...

Q4. Which of the sources is more useful to an historian studying...? [12]

- Underline key words in the question. This will enable you to focus upon what the examiner wants you to write about.
- In your answer you have to evaluate the usefulness of two sources.
- For each source you must determine usefulness in terms of:
 1. Content (what the source tells you, linked to your own knowledge also)
 2. Origin (who said it and why is that important? When was it made and why is that important? What was happening at the time?)
 3. Purpose (Who is the audience of the source? Why was it created? Is it biased? Accurate? Is it still useful?)
- Remember to provide a reasoned judgement upon which source is the most useful and why.

Q5. Essay question [16]

- Two-sided answer which has balance and good support.
- Make sure your introduction demonstrates clear links to the question.
- Start by discussing the key issue in the question. Use your knowledge to explain why this factor is important.
- Then consider the counter-argument – you need to cover a range of 'other factors'.
- Support each factor with relevant factual detail.
- Conclude with a link back to the question and provide a judgement – how important is the factor identified in the question when compared against other factors?
- Check over your answer for SPaG.

WJEC Generic Mark Scheme

Question 1

	AO1 4 marks		AO3 2 marks	
BAND 2	Demonstrates detailed understanding of the key feature in the question.	3-4	Accurate analysis of the source set within its historical context.	2
BAND 1	Demonstrates some understanding of the key feature in the question.	1-2	Source is analysed through reference to its content only.	1

Question 2

	AO1 8 marks	
BAND 3	Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.	6-8
BAND 2	Demonstrates knowledge to partially describe the issue.	3-5
BAND 1	Demonstrates limited knowledge to describe the issue.	1-2

Question 3

	AO1 4 marks		AO3 4 marks	
BAND 3	Demonstrates very detailed understanding of the historical context.	3-4	The purpose of the source is fully analysed and evaluated. A substantiated judgement regarding purpose is reached.	3-4
BAND 2	Demonstrates some understanding of the historical context.	2	The purpose of the source is partially analysed and evaluated. A judgement regarding purpose is reached.	2
BAND 1	Demonstrates only basic understanding of the historical context.	1	Answer mainly describes or paraphrases the source material with little analysis or evaluation.	1

Question 4

	AO1 6 marks			AO3 6 marks	
BAND 3	Demonstrates detailed understanding of the key feature in the question.	5-6	BAND 3	The relative usefulness of the source material is fully analysed and evaluated. Analysis of the content and authorship of the source material is undertaken to produce a clear and well substantiated judgement, set within the appropriate historical context.	5-6
BAND 2	Demonstrates some understanding of the key feature in the question.	3-4	BAND 2	The usefulness of the source material is analysed and partially evaluated. Analysis of the content and authorship is undertaken to reach a supported judgement, set within the appropriate historical context.	3-4
BAND 1	Demonstrates limited understanding of the key feature in the question.	1-2	BAND 1	Copies or paraphrases the source material with little or no analysis and evaluation undertaken.	1-2

Question 5

	AO1 4 marks		AO2 12 marks	
BAND 4	Demonstrates very detailed knowledge and understanding of the key feature in the question.	4	Fully analyses the key issue. There will be a clear analysis of other factors and their relative impact set within the appropriate historical context.	10-12
BAND 3	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	Partially analyses the key issue along with a consideration of the impact of other factors in the historical context.	7-9
BAND 2	Demonstrates some knowledge and understanding of the key feature in the question.	2	Basic analysis while considering some other factors and their impact.	4-6
BAND 1	Demonstrates basic knowledge and understanding of the key features in the question.	1	Offers a generalised response with little analysis of impact.	1-3

Question 5 SPAG

Band	Marks	Performance descriptions
<i>High</i>	3	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
<i>Intermediate</i>	2	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
<i>Threshold</i>	1	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
	0	<ul style="list-style-type: none"> • The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

.....

.....

.....

Read over your answer and highlight in one colour where you have discussed the content of Source A and in another colour where you have added your own knowledge. Circle the bands (AO1 = own knowledge, AO3= source analysis) and decide on mark in the box below.

	AO1 4 marks		AO3 2 marks	
BAND 2	Demonstrates detailed understanding of the key feature in the question.	3-4	Accurate analysis of the source set within its historical context.	2
BAND 1	Demonstrates some understanding of the key feature in the question.	1-2	Source is analysed through reference to its content only.	1



Teacher response:

.....

.....

.....

Read over your answer and highlight in one colour where you have discussed the content of Source A and in another colour where you have added your own knowledge. Circle the bands (AO1 = own knowledge, AO3= source analysis) and decide on mark in the box below.

	AO1 4 marks		AO3 2 marks	
BAND 2	Demonstrates detailed understanding of the key feature in the question.	3-4	Accurate analysis of the source set within its historical context.	2
BAND 1	Demonstrates some understanding of the key feature in the question.	1-2	Source is analysed through reference to its content only.	1

Teacher response:





Source A: German citizens searched in the street by the Gestapo and armed uniform police

Use Source A and your own knowledge to describe the role of the Gestapo [6]

My answer

Teacher response:



Shade the box that mostly applies to your understanding of the technique needed for question 1.



I am confident on how to answer question 1.

Why have you answered in this way?

Practice Questions – Question 2

Describe the main events of the Munich Putsch [8]

Peer Assessment: Circle the band and mark you have allocated to the answer above.
In the space below identify why you have given this answer this mark.



WWW:

EBI: Using the mark scheme identify how this answer could be improved.

Signed.....

DIRT

Teacher Comment:

Describe the measures taken against the Jews by the Nazis during the 1930s
[8]

Shade the box that mostly applies to your understanding of the technique needed for question 2.



I am confident on how to answer question 2.

Why have you answered in this way?

Practice Questions – Question 3



Source B: Nazi election poster, 1932. Translated, the text reads 'Work and Bread'

What was the purpose of Source B? [8]

[Use details from Source B and your own knowledge and understanding of the historical context to answer the question]

.....

.....

.....

	AO1 4 marks		AO3 4 marks	
BAND 3	Demonstrates very detailed understanding of the historical context.	3-4	The purpose of the source is fully analysed and evaluated. A substantiated judgement regarding purpose is reached.	3-4
BAND 2	Demonstrates some understanding of the historical context.	2	The purpose of the source is partially analysed and evaluated. A judgement regarding purpose is reached.	2
BAND 1	Demonstrates only basic understanding of the historical context.	1	Answer mainly describes or paraphrases the source material with little analysis or evaluation.	1

Teacher Feedback.

WWW:



AO1 _____

AO3 _____

EBI:

DIRT



Source B: A Nazi poster of 1937 showing the ideal image of a German women. The German translates as 'Support the cause-mother and child'

	AO1 4 marks		AO3 4 marks	
BAND 3	Demonstrates very detailed understanding of the historical context.	3-4	The purpose of the source is fully analysed and evaluated. A substantiated judgement regarding purpose is reached.	3-4
BAND 2	Demonstrates some understanding of the historical context.	2	The purpose of the source is partially analysed and evaluated. A judgement regarding purpose is reached.	2
BAND 1	Demonstrates only basic understanding of the historical context.	1	Answer mainly describes or paraphrases the source material with little analysis or evaluation.	1

Teacher Feedback.



WWW:

AO1 _____

AO3 _____

EBI:

DIRT



Source B: A poster from an exhibition, used by the Nazis to turn people against the Jews, with the caption 'The Eternal Jew'

	AO1 4 marks		AO3 4 marks	
BAND 3	Demonstrates very detailed understanding of the historical context.	3-4	The purpose of the source is fully analysed and evaluated. A substantiated judgement regarding purpose is reached.	3-4
BAND 2	Demonstrates some understanding of the historical context.	2	The purpose of the source is partially analysed and evaluated. A judgement regarding purpose is reached.	2
BAND 1	Demonstrates only basic understanding of the historical context.	1	Answer mainly describes or paraphrases the source material with little analysis or evaluation.	1

Decide on a band and mark for your answer from the mark scheme above.



AO1

A03

How could you improve on this mark?

Teacher Comment:

Shade the box that mostly applies to your understanding of the technique needed for question 3.



I am confident on how to answer question 3.

Why have you answered in this way?

Practice Questions – Question 4

Source C: From a *German* journalist, written in 1930

In comparison with what we expected after Versailles, *Germany* has raised herself up to shoulder the terrific burden of this peace in a way we would never have thought possible. So that today after ten years we may say with certainty 'Even so, it might have been worse'. The stage of convalescence from Versailles is a very long road to go and we have travelled it surprisingly quickly'.

Source D: From a speech by Stresemann, 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 Americans, a large section of our economy would collapse.

AO1 6 marks			AO3 6 marks		
BAND 3	Demonstrates detailed understanding of the key feature in the question.	5-6	BAND 3	The relative usefulness of the source material is fully analysed and evaluated. Analysis of the content and authorship of the source material is undertaken to produce a clear and well substantiated judgement, set within the appropriate historical context.	5-6
BAND 2	Demonstrates some understanding of the key feature in the question.	3-4	BAND 2	The usefulness of the source material is analysed and partially evaluated. Analysis of the content and authorship is undertaken to reach a supported judgement, set within the appropriate historical context.	3-4
BAND 1	Demonstrates limited understanding of the key feature in the question.	1-2	BAND 1	Copies or paraphrases the source material with little or no analysis and evaluation undertaken.	1-2

Decide on a band and mark for your answer from the mark scheme.

AO1



AO3 _____

Teacher Comment:



WWW: _____

EBI: _____

DIRT

Source C: An announcement made by Ernst Rohm, leader of the SA, on 7th June 1934, following a long interview with Hitler.

I have decided to follow the advice of my doctors and take a cure [go to a health spa] to restore my energies which have been severely strained by a painful nervous complain. 1934 will require all the energies of every SA fighter. I recommend, therefore, to all my SA leaders to begin organising leave now in June. Therefore, for some SA leaders and men, June, and for the majority of the SA, July, will be a period of complete relaxation in which they can recover their strength. I expect the SA to return on 1st August completely rested and refreshed.

Source D: Part of a press conference given by Hermann Goering to justify the Night of the Long Knives. It was report in The Times newspaper on 2nd July 1934.

General Goering explained that he and Herr Himmler, who were responsible for security, had been watching for weeks, even months, and had been aware that preparations for a 'second revolution' were being made by certain ambitious SA leaders, headed by Rohm. Hitler had decided to suppress the

Which of the sources is more useful to an historian studying the reasons for the Night of the Long Knives? [12]

[You should refer to both Sources in your answer and use your knowledge and understanding of the historical context]

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

	AO1 6 marks			AO3 6 marks	
BAND 3	Demonstrates detailed understanding of the key feature in the question.	5-6	BAND 3	The relative usefulness of the source material is fully analysed and evaluated. Analysis of the content and authorship of the source material is undertaken to produce a clear and well substantiated judgement, set within the appropriate historical context.	5-6
BAND 2	Demonstrates some understanding of the key feature in the question.	3-4	BAND 2	The usefulness of the source material is analysed and partially evaluated. Analysis of the content and authorship is undertaken to reach a supported judgement, set within the appropriate historical context.	3-4
BAND 1	Demonstrates limited understanding of the key feature in the question.	1-2	BAND 1	Copies or paraphrases the source material with little or no analysis and evaluation undertaken.	1-2



Peer Assessment: Circle the band and mark you have allocated to the answer. In the space below identify why you have given this answer this mark.

WWW:

AO1 _____

AO3 _____

EBI: Using the mark scheme identify how this answer could be improved.

Signed.....

DIRT

Teacher Comment:

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 the border states subject to her. Destiny itself seems to wish to point out the way for us here. Colonisation of the eastern frontiers is of extreme importance. 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.

Which of the sources is more useful to an historian studying Hitler's foreign policy aims? [12]

[You should refer to both Sources in your answer and use your knowledge and understanding of the historical context]

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



Teacher Feedback.

WWW:

AO1 _____

AO2 _____

EBI:

DIRT

Shade the box that mostly applies to your understanding of the technique needed for question 4.



I am confident on how to answer question 4.

Why have you answered in this way?

	AO1 4 marks		AO2 12 marks	
BAND 4	Demonstrates very detailed knowledge and understanding of the key feature in the question.	4	Fully analyses the key issue. There will be a clear analysis of other factors and their relative impact set within the appropriate historical context.	10-12
BAND 3	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	Partially analyses the key issue along with a consideration of the impact of other factors in the historical context.	7-9
BAND 2	Demonstrates some knowledge and understanding of the key feature in the question.	2	Basic analysis while considering some other factors and their impact.	4-6
BAND 1	Demonstrates basic knowledge and understanding of the key features in the question.	1	Offers a generalised response with little analysis of impact.	1-3

WWW:

AO1



AO2 _____

EBI: Using the mark scheme identify how your answer could be improved.

DIRT

Teacher Comment:

	AO1 4 marks		AO2 12 marks	
BAND 4	Demonstrates very detailed knowledge and understanding of the key feature in the question.	4	Fully analyses the key issue. There will be a clear analysis of other factors and their relative impact set within the appropriate historical context.	10-12
BAND 3	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	Partially analyses the key issue along with a consideration of the impact of other factors in the historical context.	7-9
BAND 2	Demonstrates some knowledge and understanding of the key feature in the question.	2	Basic analysis while considering some other factors and their impact.	4-6
BAND 1	Demonstrates basic knowledge and understanding of the key features in the question.	1	Offers a generalised response with little analysis of impact.	1-3

WWW:

AO1



AO2 _____

EBI: Using the mark scheme identify how your answer could be improved.

DIRT

Teacher Comment:

Was the success of the Nazi Party between 1928 and 1932 mainly due to the economic and political problems which faced the Weimar Republic at the time?
[16+3]

Use your own knowledge and understanding of the issue to support your answer

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

A series of 25 horizontal dotted lines spanning the width of the page, intended for writing or drawing.

	AO1 4 marks		AO2 12 marks	
BAND 4	Demonstrates very detailed knowledge and understanding of the key feature in the question.	4	Fully analyses the key issue. There will be a clear analysis of other factors and their relative impact set within the appropriate historical context.	10-12
BAND 3	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	Partially analyses the key issue along with a consideration of the impact of other factors in the historical context.	7-9
BAND 2	Demonstrates some knowledge and understanding of the key feature in the question.	2	Basic analysis while considering some other factors and their impact.	4-6
BAND 1	Demonstrates basic knowledge and understanding of the key features in the question.	1	Offers a generalised response with little analysis of impact.	1-3

WWW:

AO1



AO2 _____

EBI: Using the mark scheme identify how your answer could be improved.

DIRT

.....

.....

.....

	AO1 4 marks		AO2 12 marks	
BAND 4	Demonstrates very detailed knowledge and understanding of the key feature in the question.	4	Fully analyses the key issue. There will be a clear analysis of other factors and their relative impact set within the appropriate historical context.	10-12
BAND 3	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	Partially analyses the key issue along with a consideration of the impact of other factors in the historical context.	7-9
BAND 2	Demonstrates some knowledge and understanding of the key feature in the question.	2	Basic analysis while considering some other factors and their impact.	4-6
BAND 1	Demonstrates basic knowledge and understanding of the key features in the question.	1	Offers a generalised response with little analysis of impact.	1-3



WWW:
AO1

AO2 _____

EBI: Using the mark scheme identify how the answer could be improved.

Signed.....

DIRT

Teacher Comment:

Did all people living in Germany between 1933 and 1939 welcome the changes introduced by the Nazis? [16+3]

Use your own knowledge and understanding of the issue to support your answer

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

	AO1 4 marks		AO2 12 marks	
BAND 4	Demonstrates very detailed knowledge and understanding of the key feature in the question.	4	Fully analyses the key issue. There will be a clear analysis of other factors and their relative impact set within the appropriate historical context.	10-12
BAND 3	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	Partially analyses the key issue along with a consideration of the impact of other factors in the historical context.	7-9
BAND 2	Demonstrates some knowledge and understanding of the key feature in the question.	2	Basic analysis while considering some other factors and their impact.	4-6
BAND 1	Demonstrates basic knowledge and understanding of the key features in the question.	1	Offers a generalised response with little analysis of impact.	1-3

WWW:

AO1



AO2 _____

EBI: Using the mark scheme identify how your answer could be improved.

DIRT

A series of 25 horizontal dotted lines spanning the width of the page, intended for writing.

.....

.....

.....

.....

	AO1 4 marks		AO2 12 marks	
BAND 4	Demonstrates very detailed knowledge and understanding of the key feature in the question.	4	Fully analyses the key issue. There will be a clear analysis of other factors and their relative impact set within the appropriate historical context.	10-12
BAND 3	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	Partially analyses the key issue along with a consideration of the impact of other factors in the historical context.	7-9
BAND 2	Demonstrates some knowledge and understanding of the key feature in the question.	2	Basic analysis while considering some other factors and their impact.	4-6
BAND 1	Demonstrates basic knowledge and understanding of the key features in the question.	1	Offers a generalised response with little analysis of impact.	1-3

WWW:

AO1



AO2 _____

EBI: Using the mark scheme identify how your answer could be improved.

DIRT

	AO1 4 marks		AO2 12 marks	
BAND 4	Demonstrates very detailed knowledge and understanding of the key feature in the question.	4	Fully analyses the key issue. There will be a clear analysis of other factors and their relative impact set within the appropriate historical context.	10-12
BAND 3	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	Partially analyses the key issue along with a consideration of the impact of other factors in the historical context.	7-9
BAND 2	Demonstrates some knowledge and understanding of the key feature in the question.	2	Basic analysis while considering some other factors and their impact.	4-6
BAND 1	Demonstrates basic knowledge and understanding of the key features in the question.	1	Offers a generalised response with little analysis of impact.	1-3

WWW:

AO1



AO2

EBI: Using the mark scheme identify how your answer could be improved.

DIRT

Teacher Comment:

Shade the box that mostly applies to your understanding of the technique needed for question 5.

		
---	---	---

I am confident on how to answer question 5.

Why have you answered in this way?

GCSE History - Unit 2: Germany in Transition, 1919-1939

Use this grid to find out what areas of the course you need to focus on. RAG code or add smiley faces to help you work out what you already know well and what areas you need to target.

Unit 1: Germany in Transition, 1919-1939

KQ1: What challenges were faced by the Weimar Republic from 1919-1923?				
The impact of the Treaty of Versailles				
Weaknesses of Weimar government				
Political instability- the Spartacist, Kapp, and Munich Putsches				
Hyperinflation				
Events in the Ruhr 1923				
KQ2: Why were the Stresemann years considered a 'golden age'?				
Recovery from hyperinflation				
Dawes and Young Plans				
The Locarno Pact				
Relations with the League of Nations				
US investment				
Social and political developments				
KQ3: How and why did the Weimar Republic collapse between 1929 and 1933?				
Social and political impact of the Depression on the Weimar Republic				
The reasons for the growing support for the Nazis (role of the SA, propaganda, political extremism and scheming 1929-1932)				
KQ4: How did the Nazis consolidate their power between 1933 and 1934?				
The Reichstag Fire				
The 1933 election and Enabling Act				
Trade unions and political parties				
The Night of the Long Knives				
Hitler becomes Fuhrer				
KQ5: How did Nazi economic, social and racial policy affect life in Germany?				
Reducing employment and Nazi policy towards workers				

Women and the Three Ks				
Controlling education				
The role of the Hitler Youth				
Attitudes to religion				
The treatment of the Jews 1933-1939				
KQ6: What methods did the Nazis use to control Germany?				
Use of the SS and Gestapo				
Control of the legal system				
Goebbels and propaganda (rallies, radio, cinema, censorship of newspapers and the arts)				
KQ7: What factors led to the outbreak of war in 1939?				
Hitler's foreign policy aims				
Rearmament and conscription				
The Rhineland 1936				
The Anschluss 1938				
The Sudetenland 1938				
The Nazi-Soviet Pact 1939				

Technique Use this grid to find out the question technique you need to focus on. RAG code or add smiley faces to help you work out what you do well and which questions you need to target.

Question 1. Use Source A and your own knowledge to describe... [6]				
Question 2. Describe.... [8]				
Question 3. Why was the purpose of Source B? [8]				
Question 4. Which of the sources is more useful to an historian studying...?. [12]				
Question 5. To what extent/how far/ was...the most important...? [16+3]				

At various points you will be required to complete a review of your learning. Identify areas of your strengths and targets so your teacher can see you are taking responsibility for your own learning. Your teacher will also identify areas of strengths and targets.

Pupil review	Teacher review
1.	1.
2.	2.

3.	3.
4.	4.