

GCSE History Paper One

Germany 1890-1945 Democracy and Dictatorship Exam Questions



1. Interpretation "spot the differences" question (4 marks = 5 minutes)

e.g. How does Interpretation A differ from Interpretation B about...

Hint: Think about what the interpretations suggest or say about the topic. Read the interpretations carefully!

2. Interpretation "explain the differences" question (4 marks = 5 minutes)

e.g. Why might the authors of Interpretations A and B have a different interpretation about...

Hint: Use the authors' backgrounds, experiences, dates of writing, purpose of writing to explain why they give different interpretations.

3. Convincing interpretation question (8 marks = 10 minutes)

e.g. Which interpretation do you find more convincing about...

Hint: Use your own knowledge to support the ideas in both interpretations and then reach a conclusion.

4. Describe two question (4 marks = 5 minutes)

e.g. Describe two...

Hint: Identify a relevant issue and then extend it with subject knowledge.

5. Change question (8 marks = 10 minutes)

e.g. In what ways were...

Hint: Give multiple examples of changes and use specific subject knowledge.

6. "Bullet point essay" (12 marks = 15 minutes)

e.g. Which of the following...

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Explain your answer with reference to both...

Hint: Have a separate paragraph for each bullet point and then reach a conclusion.

Interpretation A

Everything about him was reasonable and ordinary looking; he was no shrieking fanatic in a uniform. He spoke passionately; it was hypnotic and persuasive. We were carried on a wave of enthusiasm. It swept away our doubts. Here, it seemed was hope, new ideals, a new understanding. The peril of communism could be stopped.

Albert Speer, writing in his book, 'Inside the Third Reich' written in 1960. He remembers hearing Adolf Hitler speak in January 1931 at Berlin University. Albert Speer went on to become the Nazi Minister for weapons. He was sentenced to 20 years in prison after the war and released in 1966.

Interpretation B

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.

1. How does Interpretation B differ from Interpretation A about Hitler's appeal to the people of Germany? Explain your answer based on what it says in Interpretations A and B.

Interpretation A suggests that...

However, Interpretation B suggests that...

2. Why might the authors of Interpretations A and B have a different interpretation about Hitler's appeal to the people of Germany? Explain your answer using Interpretations A and B and your contextual knowledge.

Interpretation A was written by...

This would mean that...

Interpretation B was written by...

This would mean that...

3. Which interpretation gives the more convincing opinion about Hitler's appeal to the people of Germany? Explain your answer based on your contextual knowledge and what it says in Interpretations A and B.

In one way, Interpretation A is convincing because...

However, Interpretation B is convincing because....

In conclusion, I think that Interpretation A/B is most convincing because...

Interpretation A

At the time, it was smashing. When we went on our marches the police stopped the traffic and passers-by had to give the Nazi salute. We were poor and suddenly had fine uniforms. I'd never been on holiday; now they were taking us to camp by lakes and mountains. I am ashamed to say now that, to us, Hitler was the greatest human being in the world. At rallies we couldn't hear what he was saying - but we all screamed anyway. When war came I was so excited. I thought, 'Now, I can show the Fuhrer what I'm made of'.

Henrik Metelmann in his book called 'Through Hell for Hitler', published in 1970. Metelmann was a member of the Hitler Youth in the 1930s and he is referring to his experiences in this extract.

Interpretation B

We could not believe it. I remember that the leaders had told Hans that his songs were not allowed. Why should he be forbidden to sing those songs just because they had been created by other races? Then came the racial legislation and our Jewish classmates had to leave school. We were living in a society then, where hate and lies had become normal. No one was safe from arrest for the slightest unguarded remark, and some disappeared forever for no good reason. Unseen ears seemed to be listening to everything that was spoken in Germany.

Inge Scholl in her book called 'Students Against Tyranny' published in 1952. Inge Scholl's brother Hans and her sister Sophie were members of the White Rose group. They were arrested and executed by the Nazi police state in 1943. Inge is referring to what happened when Hans returned from a Hitler Youth rally in the 1930s.

1. How does Interpretation B differ from Interpretation A about life for young people in Nazi Germany? Explain your answer based on what it says in Interpretations A and B.

Interpretation A suggests that...

However, Interpretation B suggests that...

2. Why might the authors of Interpretations A and B have a different interpretation about life for young people in Nazi Germany? Explain your answer using Interpretations A and B and your contextual knowledge.

Interpretation A was written by...

This would mean that...

Interpretation B was written by...

This would mean that...

3. Which interpretation gives the more convincing opinion about life for young people in Nazi Germany? Explain your answer based on your contextual knowledge and what it says in Interpretations A and B.

In one way, Interpretation A is convincing because...

However, Interpretation B is convincing because....

In conclusion, I think that Interpretation A/B is most convincing because...

Interpretation A

As the terms of peace became known, we came to realise what it meant to lose a war against two dozen countries. The cost of reparations, to be paid by a Germany which had lost its economic power, was shattering.

The imposition of reparations on the Weimar Republic. This was written in 1976 by Egon Larsen, who had been a German journalist in the 1920s.

Interpretation B

Reparations to be paid by Germany were agreed in 1921 by the League of Nations. The sum of £6,600 million was only half of what France had demanded. It was less than the sum that Germany would have demanded if they had won the war, and Germany had until 1984 to pay off the debt in instalments.

Another view of reparations. It is taken from a recent British history textbook.

1. How does Interpretation B differ from Interpretation A about the impact of reparations on Germans in the early 1920s? Explain your answer based on what it says in Interpretations A and B.

Interpretation A suggests that...

However, Interpretation B suggests that...

2. Why might the authors of Interpretations A and B have a different interpretation about the impact of reparations on Germans in the early 1920s? Explain your answer using Interpretations A and B and your contextual knowledge.

Interpretation A was written by...

This would mean that...

Interpretation B was written by...

This would mean that...

3. Which interpretation gives the more convincing opinion about the impact of reparations on Germany in the early 1920s? Explain your answer based on your contextual knowledge and what it says in Interpretations A and B.

In one way, Interpretation A is convincing because...

However, Interpretation B is convincing because....

In conclusion, I think that Interpretation A/B is most convincing because...

Interpretation A

I think van der Lubbe started the Reichstag Fire on his own. When I arrived at the burning building, some police officers were already questioning him. His voluntary confession made me think that he was such an expert arsonist that he did not need any helpers. Why could not one person set fire to the old furniture, the heavy curtains and the bone-dry wood panelling? He had lit several dozen fires using firelighters and his burning shirt, which he was holding in his right hand like a torch when he was overpowered by Reichstag officials.

One view about the Reichstag Fire in February 1933. It comes from an account written in 1950 by Rudolph Diels, a Nazi and head of police in Berlin in 1933.

Interpretation B

At a luncheon on the birthday of the Führer in 1942, the conversation turned to the topic of the Reichstag building. I heard with my own ears when Goering interrupted the conversation and shouted: "The only one who really knows about the Reichstag is I, because I set it on fire!"

Another view of the Reichstag Fire. It comes from the records of the Nuremberg War Crimes Trial, 1945. General Halder, Chief of the German General Staff, was asked about the fire.

1. How does Interpretation B differ from Interpretation A about the cause of the Reichstag Fire? Explain your answer based on what it says in Interpretations A and B.

Interpretation A suggests that...

However, Interpretation B suggests that...

2. Why might the authors of Interpretations A and B have a different interpretation about the cause of the Reichstag Fire? Explain your answer using Interpretations A and B and your contextual knowledge.

Interpretation A was written by...

This would mean that...

Interpretation B was written by...

This would mean that...

3. Which interpretation gives the more convincing opinion about the cause of the Reichstag Fire? Explain your answer based on your contextual knowledge and what it says in Interpretations A and B.

In one way, Interpretation A is convincing because...

However, Interpretation B is convincing because....

In conclusion, I think that Interpretation A/B is most convincing because...

Interpretation A

Life in the camp appeared to be one of healthy exercise in sports and games, but absolute discipline was maintained. By this I do not mean that it was harshly enforced. The boys were happy to accept it. It seemed to me also that, although every boy was conscious of his approaching military service, there was little if any drill performed in the camp. The leader has, of course, served in the German army, and military enthusiasm is part of the healthy and cheerful pattern of the German Boy Scout movement.

An account of life in a Hitler Youth Camp in the 1930s. It is from 'This is Germany' by C. W. Domville-Fife, a British writer, published in 1939. It was written to explain what the author had seen in a recent visit to a Hitler Youth Camp.

Interpretation B

It is claimed that the work of the Hitler Youth is in no way pre-military training. All the same, I should think it is a good preparation for the army. The children learn discipline. They march in ranks. They drill. When I attended a Hitler Youth Camp, I asked a boy what they had done last night. In the presence of several others and one of the leaders, he said pistol-shooting. Very good fun, and not necessarily a military pastime. However, it hardly justifies the claim that the youth movements have nothing to do with military training.

A description of a Hitler Youth Camp in the 1930s. It comes from a book published in 1938, 'Just Back from Germany', by J. A. Cole, a British writer.

1. How does Interpretation B differ from Interpretation A about the Hitler Youth Camps? Explain your answer based on what it says in Interpretations A and B.

Interpretation A suggests that...

However, Interpretation B suggests that...

2. Why might the authors of Interpretations A and B have a different interpretation about the Hitler Youth Camps? Explain your answer using Interpretations A and B and your contextual knowledge.

Interpretation A was written by...

This would mean that...

Interpretation B was written by...

This would mean that...

3. Which interpretation gives the more convincing opinion about the Hitler Youth Camps? Explain your answer based on your contextual knowledge and what it says in Interpretations A and B.

In one way, Interpretation A is convincing because...

However, Interpretation B is convincing because....

In conclusion, I think that Interpretation A/B is most convincing because...

Interpretation A

As a university student I read Nazi books which had ridiculous race theories and attacked Christian beliefs. Our anti-Nazi opposition in Germany was based on our Christian faith. It was not started by army generals worried about military defeat. We had a clear conscience about trying to assassinate Hitler.

Adapted from 'The Secret War against Hitler', by Fabian von Schlabrendorff, 1959. Schlabrendorff was a German army officer who was part of the group that tried to assassinate Hitler in July 1944. After the war he became a Christian minister and worked as a judge.

Interpretation B

We despised the motives of the Germans who tried to assassinate Hitler. We believed they must have been criminals or madmen. The opposition activities of the White Rose student group and Hans and Sophie Scholl disturbed us. We had failed to persuade them to join our cause, or make National Socialism attractive.

Adapted from 'Account Rendered - No attempt at justification', the memoirs of Melita Maschmann, 1963. In this extract she remembers the July 1944 bomb plot. Maschmann joined the League of German Maidens (BDM) in 1933 aged 15. Later she worked as head of publicity for the BDM and after the war remained committed to Nazi beliefs.

1. How does Interpretation B differ from Interpretation A about opposition to Hitler? Explain your answer based on what it says in Interpretations A and B.

Interpretation A suggests that...

However, Interpretation B suggests that...

2. Why might the authors of Interpretations A and B have a different interpretation about opposition to Hitler? Explain your answer using Interpretations A and B and your contextual knowledge.

Interpretation A was written by...

This would mean that...

Interpretation B was written by...

This would mean that...

3. Which interpretation gives the more convincing opinion about opposition to Hitler? Explain your answer based on your contextual knowledge and what it says in Interpretations A and B.

In one way, Interpretation A is convincing because...

However, Interpretation B is convincing because....

In conclusion, I think that Interpretation A/B is most convincing because...

Interpretation A

Each point of that treaty could have been engraved on the minds and hearts of the German people and burned into them until sixty million men and women would find their souls aflame with a feeling of rage and shame.

From Adolf Hitler's book, *Mein Kampf*, published 1925-26, where he recorded his thoughts on the Treaty of Versailles.

Interpretation B

The Treaty of Versailles is severe, but it is amazing it is not more so. Thanks to Wilson's insistence, Germany lost remarkably little territory, considering how thoroughly it had lost the war. True, the colonies were gone, but the European losses were relatively few. The real difficulty was not that the treaty was exceptionally severe, but that the Germans thought it was, and in time persuaded others it was.

Adapted from a book by historian Sally Marks called *The Illusion of Peace: International Relations in Europe 1918-1933*, written in 1976.

1. How does Interpretation B differ from Interpretation A about the terms of the Treaty of Versailles? Explain your answer based on what it says in Interpretations A and B.

Interpretation A suggests that...

However, Interpretation B suggests that...

2. Why might the authors of Interpretations A and B have a different interpretation about the treaty? Explain your answer using Interpretations A and B and your contextual knowledge.

Interpretation A was written by...

This would mean that...

Interpretation B was written by...

This would mean that...

3. Which interpretation gives the more convincing opinion about the impact of the Treaty of Versailles? Explain your answer based on your contextual knowledge and what it says in Interpretations A and B.

In one way, Interpretation A is convincing because...

However, Interpretation B is convincing because....

In conclusion, I think that Interpretation A/B is most convincing because...

Interpretation A

Hitler shouted, "Close the ranks," and linked arms with his neighbours. The body of the man with whom Hitler was linked shot up into the air like a ball, tearing Hitler's arm with him, so that it sprang from the joint and fell back limp and dead. Hitler approached the man and stooped over him. Blood was pouring from his mouth. Hitler picked him up and carried him on his shoulders. "If I can only get him to the car," Hitler thought, "then the boy is saved."

Adapted from an official biography of Adolf Hitler, published by the Nazi Party in 1934.

Interpretation B

[During the short gun battle] Hitler [was pulled] down, wrenching his arm out of joint amidst the hail of bullets while all were dropping to the ground. Ludendorff stalked upright, trembling with rage, through the police cordon. The day might possibly have ended differently had a small band of determined men followed him: but none wanted. Hitler scrambled up from the pavement and took [off], leaving behind the dead and the wounded. In the midst of the general chaos he managed to escape. A few years later he concocted the story that he had carried a child out of the firing line to safety.

Adapted from Hitler by the historian Joachim Fest (1973). Fest grew up in an ordinary German family who resisted the Nazi regime. The extract covers what happened to Hitler the day after the Munich Putsch.

1. How does Interpretation B differ from Interpretation A about what happened at the Munich Putsch? Explain your answer based on what it says in Interpretations A and B.

Interpretation A suggests that...

However, Interpretation B suggests that...

2. Why might the authors of Interpretations A and B have a different interpretation about what happened at the Munich Putsch? Explain your answer using Interpretations A and B and your contextual knowledge.

Interpretation A was written by...

This would mean that...

Interpretation B was written by...

This would mean that...

3. Which interpretation gives the more convincing opinion about what happened at the Munich Putsch? Explain your answer based on your contextual knowledge and what it says in Interpretations A and B.

In one way, Interpretation A is convincing because...

However, Interpretation B is convincing because....

In conclusion, I think that Interpretation A/B is most convincing because...

Interpretation A

I remember with more pleasure the weekend outings, the hikes, sports, campfires and youth hostelling. Occasionally there would be field exercises with neighbouring groups. I began to play truant from school as work for the Hitler Youth took up more and more of my time and energy. I would often leave the house at 5.00am and only arrive at school for the second or third lesson.

From Account Rendered by Melita Maschmann (1964). Maschmann joined the League of German Girls in March 1933. She was arrested after the war as a Nazi Party member, and was sent to prison.

Interpretation B

When I was older, I became a Hitler Youth leader. I found the need for absolute obedience unpleasant. The Nazis preferred people not to have a mind of their own. In our troop the activities consisted almost entirely of endless military drill. Even if sport or shooting practice or a singsong was planned, we always had to drill first.

Adapted from an account by a young German, Arno Klönn, whose parents were teachers and had access to banned books. In his account he remembers his time in the Hitler Youth during 1940.

1. How does Interpretation B differ from Interpretation A about the Hitler Youth clubs? Explain your answer based on what it says in Interpretations A and B.

Interpretation A suggests that...

However, Interpretation B suggests that...

2. Why might the authors of Interpretations A and B have a different interpretation about the Hitler Youth clubs? Explain your answer using Interpretations A and B and your contextual knowledge.

Interpretation A was written by...

This would mean that...

Interpretation B was written by...

This would mean that...

3. Which interpretation gives the more convincing opinion about the Hitler Youth clubs? Explain your answer based on your contextual knowledge and what it says in Interpretations A and B.

In one way, Interpretation A is convincing because...

However, Interpretation B is convincing because....

In conclusion, I think that Interpretation A/B is most convincing because...

Interpretation A

Under Stresemann, American loans poured in making Germany prosperous. The German government borrowed money to pay reparations and build sport stadiums, theatres and swimming pools as well as improve social services. In 1923, industrial production had fallen to half its pre-war level. However, by 1927, it had recovered to well above the pre-war level. Unemployment fell to below a million for the first time since the war. The middle classes benefited with consumer spending up by 20% in 1926. Life seemed freer, more modern, and more exciting.

Adapted from William Shirer's book, 'The Rise and Fall of the Third Reich', 1960. Shirer was an American journalist who came to Europe for the first time in 1925. He reported from various German cities. In this extract from his internationally bestselling book, he describes the impact that American investment had on Germany after the First World War.

Interpretation B

From 1924 to 1929, German governments borrowed millions. These loans were dangerous because they were often used for luxuries and non-essentials. German factories had also relied on these loans but could not sell enough to repay them. Eventually many businesses failed and, as a result, this created unemployment. The short-sightedness of such a policy was incredible.

Adapted from 'Account Settled' by Hjalmar Schacht, 1948. Schacht was an economist and President of the German National Bank. He successfully introduced the Rentenmark in 1923 but resigned in 1930 in opposition to borrowing American money under the Young Plan. He became Hitler's Economics Minister but was replaced in 1937.

1. How does Interpretation B differ from Interpretation A about the Stresemann era (1924-1929)? Explain your answer based on what it says in Interpretations A and B.

Interpretation A suggests that...

However, Interpretation B suggests that...

2. Why might the authors of Interpretations A and B have a different interpretation about the Stresemann era (1924-1929)? Explain your answer using Interpretations A and B and your contextual knowledge.

Interpretation A was written by...

This would mean that...

Interpretation B was written by...

This would mean that...

3. Which interpretation gives the more convincing opinion about the Stresemann era (1924-1929)? Explain your answer based on your contextual knowledge and what it says in Interpretations A and B.

In one way, Interpretation A is convincing because...

However, Interpretation B is convincing because....

In conclusion, I think that Interpretation A/B is most convincing because...

Interpretation A

I saw boys admiring an anti-Jewish cartoon in a newspaper. It showed a Jew attacking a beautiful German girl. I asked an SS officer if he thought that the cartoon was ridiculous but he replied that people must be taught the truth about the Jews. There was general agreement in Germany that persecuting Jews was a good thing. I had expected many people to say that these attitudes had been forced on them. But this was not the case. Nobody in Germany apologised for this persecution.

Adapted from 'The House that Hitler Built', by Professor SH Roberts, published in the late 1930s. Roberts was an Australian Professor of History who had travelled widely in Germany. He met Nazi leaders, attended Nazi rallies, and talked to ordinary Germans. His book publicised what had been happening to the Jewish people.

Interpretation B

The attitude towards the Jews that newspapers always printed wasn't right. Not all Germans hated the Jews. Some Jews had fought bravely in the First World War. My brother worked for Jews and they treated him very well. I agreed with Nazi ideas but I did not really believe that the Jews were to blame for everything that had gone wrong in Germany. I was unsure about the persecution of them.

Adapted from an interview after the war with Fritz Muehlebach in 'Follow my Leader', published in 1951. Muehlebach had been a merchant seaman for four years. He joined the SA in 1932 and took part in their violence against the Communists during the election campaigns of that year. He worked in an office, then joined the army and was wounded fighting in Russia.

1. How does Interpretation B differ from Interpretation A about German attitudes towards Jewish people? Explain your answer based on what it says in Interpretations A and B.

Interpretation A suggests that...

However, Interpretation B suggests that...

2. Why might the authors of box Interpretations A and B have different interpretations about German attitudes towards Jewish people? Explain your answer using Interpretations A and B and your contextual knowledge.

Interpretation A was written by...

This would mean that...

Interpretation B was written by...

This would mean that...

3. Which interpretation box gives the more convincing opinion about German attitudes towards Jewish people? Explain your answer based on your contextual knowledge and what it says in Interpretations A and B.

In one way, Interpretation A is convincing because...

However, Interpretation B is convincing because....

In conclusion, I think that Interpretation A/B is most convincing because...

4. Describe two problems faced by Kaiser Wilhelm II's governments in ruling Germany up to 1914.

One problem faced by Kaiser Wilhelm II's governments was...

This was a problem in ruling Germany because...

Another problem faced by Kaiser Wilhelm II's governments was...

This was a problem in ruling Germany because...

4. Describe two problems faced by the German government in dealing with hyperinflation.

One problem faced by the German government was....

This was a problem because...

Another problem faced by the German government was....

This was a problem because...

4. Describe two ways in which Freikorps disagreed with the policies of the new Weimar government.

One way in which the Freikorps disagreed with the policies of the Weimar government was...

They disagreed because...

Another way in which the Freikorps disagreed with the policies of the Weimar government was...

They disagreed because...

4. Describe two reasons why Germany was able to improve relations with other countries in the later 1920s.

One reason that Germany was able to improve relations with other countries was through...

This led to improved relations because....

Another reason that Germany was able to improve relations with other countries was through...

This led to improved relations because....

4. Describe two economic problems for *Germans* caused by the Wall Street Crash.

One problem for *Germans* caused by the Wall Street Crash was...

This was a problem because...

Another problem for *Germans* caused by the Wall Street Crash was...

This was a problem because...

4. Describe two problems faced by *German civilians* during the Second World War.

One problem for *Germans civilians* during the Second World War was...

This was a problem because...

Another problem for *Germans civilians* during the Second World War was...

This was a problem because...

4. Describe two political problems faced by the government of the Weimar Republic when it first met in early 1920.

One political problem faced by the government of the Weimar Republic in early 1920 was...

This was a problem because...

Another political problem faced by the government of the Weimar Republic in early 1920 was...

This was a problem because...

4. Describe two problems facing Jews living in Germany during the years 1933 to 1939.

One problem faced by Jews living in Germany between 1933 and 1939 was...

This was a problem because...

Another problem faced by Jews living in Germany between 1933 and 1939 was...

This was a problem because...

4. Describe two problems Hitler faced as Germany's leader when he became Chancellor in January 1933.

One problem faced by Hitler when he became Chancellor in 1933 was...

This was a problem because...

Another problem faced by Hitler when he became Chancellor in 1933 was...

This was a problem because...

4. Describe two consequences of the Night of the Long Knives.

One consequence of the Night of the Long Knives was...

This was important because...

Another consequence of the Night of the Long Knives was...

This was important because...

4. Describe two ways in which Hitler reduced unemployment in Germany.

One way that Hitler reduced unemployment was by...

This had the impact of...

Another way that Hitler reduced unemployment was by...

This had the impact of...

4. Describe two main features of the education of children in Nazi Germany.

One feature of the education of children in Nazi Germany was...

This was a feature of the Nazi education system because...

Another feature of the education of children in Nazi Germany was...

This was a feature of the Nazi education system because...

4. Describe how the Nazis gained control over German Christians.

One way that the Nazis gained control over German Christians was by...

This led to greater control because...

Another way that the Nazis gained control over German Christians was by...

This led to greater control because...

4. Describe two examples of armed resistance by Jews to the Nazis.

One example of armed resistance was...

Another example of armed resistance was...

4. Describe two problems faced by the *German Government* during the Depression.

One problem faced by the *German government* was....

This was a problem because...

Another problem faced by the *German government* was....

This was a problem because...

4. Describe two problems faced by *Germany* before 1914.

One problem faced by *Germany* before 1914 was...

This was a problem because...

Another problem faced by *Germany* before 1914 was...

This was a problem because...

5. In what ways were the lives of women in Germany affected by Nazi social policies? Explain your answer.

One way in which the lives of women in Germany were affected by Nazi social policies was...

Another way in which the lives of women in Germany were affected by Nazi social policies was...

A final way in which the lives of women in Germany were affected by Nazi social policies was...

5. In what ways did the lives of people in *Germany* change during the First World War? Explain your answer.

One way in which the lives of people in *Germany* changed during the First World War was...

Another way in which the lives of people in *Germany* changed during the First World War was...

A final way in which the lives of people in *Germany* changed during the First World War was...

5. In what ways did the Dawes Plan and the Young Plan help the lives of German people under Stresemann? Explain your answer.

One way in which the Dawes/Young Plan helped the lives of German people under Stresemann was...

Another way in which the Dawes/Young Plan helped the lives of German people under Stresemann was....

A final way in which the Dawes/Young Plan helped the lives of German people under Stresemann was....

5. In what ways were the living standards of German civilians affected by the Second World War? Explain your answer.

One way in which the living standards of German civilians were affected by the Second World War was....

Another way in which the living standards of German civilians were affected by the Second World War was....

A final way in which the living standards of German civilians were affected by the Second World War was....

5. In what ways were the lives of children affected by Nazi policies in the 1930s? Explain your answer.

One way in which the lives of children in Germany were affected by Nazi policies was...

Another way in which the lives of children in Germany were affected by Nazi policies was...

A final way in which the lives of children in Germany were affected by Nazi policies was...

5. In what ways were the lives of German people affected by events during the early years of the Weimar Republic, 1919-1923?

One way in which the lives of German people were affected by the events between 1919 and 1923 was...

A second way in which the lives of German people were affected by the events between 1919 and 1923 was...

A final way in which the lives of German people were affected by the events between 1919 and 1923 was...

5. In what ways were the lives of *Germans* affected by the Depression?

One way in which the lives of *German* people were affected by the Depression was...

A second way in which the lives of *German* people were affected by the Depression was...

A final way in which the lives of *German* people were affected by the Depression was...

5. In what ways would the behaviour of ordinary *Germans* be affected by the police state?

One way in which the behaviour of ordinary *Germans* was affected by the police state was by...

Another way in which the behaviour of ordinary *Germans* was affected by the police state was by...

A final way in which the behaviour of ordinary *Germans* was affected by the police state was by...

5. In what ways were art and culture used by the Nazis?

One way in which art and culture was used by the Nazis was to...

Another way in which art and culture was used by the Nazis was to...

A final way in which art and culture was used by the Nazis was to...

5. In what ways were the German people affected by the Second World War?

One way in which German people were affected by the Second World War was...

Another way in which German people were affected by the Second World War was...

A final way in which German people were affected by the Second World War was...

6. Which of the following was the more important reason why the Weimar Republic was in danger in the years 1919-1923:

- economic problems
- political unrest?

Explain your answer with reference to both reasons.

One reason that the Weimar Republic was in danger was due to economic problems.

There were economic problems such as...

This was dangerous for the Weimar Republic because...

A second reason that the Weimar Republic was in danger was due to political unrest.

There was political unrest such as...

This was dangerous for the Weimar Republic because...

In conclusion, I think that...

6. Which of the following was the more important reason why Hitler was appointed Chancellor of Germany in 1933:

- the economic weakness of the Weimar Republic
- the political weakness of the Weimar Republic?

Explain your answer with reference to both bullet points.

One reason that Hitler was appointed as Chancellor was due to the economic weakness of the Weimar Republic.

Economic weaknesses existed such as...

This helped Hitler to be appointed as Chancellor because...

A second reason that Hitler was appointed as Chancellor was due to the political weakness of the Weimar Republic.

Political weaknesses existed such as...

This helped Hitler to be appointed as Chancellor because...

In conclusion, I think that...

6. Which of the following was the more important reason for the collapse of the German economy by 1923:

- the harshness of the Treaty of Versailles, including reparations payments
- the hyperinflation that had developed by 1923?

Explain your answer with reference to both bullet points.

One reason that the Germany economy collapsed was due to the harshness of the Treaty of Versailles. The Treaty of Versailles was harsh and included...

This led to the collapse of the German economy because...

A second reason that the Germany economy collapsed was due to hyperinflation. Hyperinflation had developed by 1923 because...

This led to the collapse of the German economy because...

In conclusion, I think that...

6. Which of the following was the more important reason for Hitler and the Nazis coming to power in Germany in 1933:

- the Wall Street Crash
- Nazi propaganda?

Explain your answer with reference to both bullet points.

One reason that Hitler and the Nazis came to power was due to the Wall Street Crash. The Wall Street Crash involved...

This led to Hitler and the Nazis coming to power because...

A second reason that Hitler and the Nazis came to power was due to Nazi propaganda. Nazi propaganda techniques involved...

This led to Hitler and the Nazis coming to power because...

In conclusion, I think that...

6. Which of the following groups benefited more from Nazi economic policy:

- Industrial workers
- The owners of big business?

Explain your answer with reference to both bullet points.

One group that benefitted from Nazi economic policy were the industrial workers.
Nazi economic policy towards industrial workers included...

This helped industrial workers because...

A second group that benefitted from Nazi economic policy were the owners of big business.
Nazi economic policy towards the owners of big business included...

This helped the owners of big business because...

In conclusion, I think that...

6. Which of the following was the more important factor for Hitler becoming a dictator by 1934:

- the Reichstag Fire
- the death of President Hindenburg?

Explain your answer with reference to both bullet points.

One factor that helped Hitler to become a dictator was the Reichstag Fire.

The Reichstag Fire involved...

This led to Hitler becoming a dictator because...

A second factor that helped Hitler to become a dictator was the death of President Hindenburg.

President Hindenburg died...

This led to Hitler becoming a dictator because...

In conclusion, I think that...

6. Which of the following was the more important reason why *Germany* became a dictatorship:

- *Germany's* problems
- *Hitler's* actions?

Explain your answer with reference to both bullet points.

One factor that led to a dictatorship was the problems faced by *Germany*.

Problems included...

This led to *Germany* becoming a dictatorship because...

A second factor that led to a dictatorship was the actions of *Hitler*.

For example, ...

This led to *Germany* becoming a dictatorship because...

In conclusion, I think that...

6. Which of the following had the greater impact on the German people:

- The Treaty of Versailles
- The hyperinflation crisis of 1923?

Explain your answer with reference to both bullet points.

One factor that affected the lives of German people was the Treaty of Versailles.

For example...

This affected people's lives because...

A second factor that affected the lives of German people was the hyperinflation crisis of 1923.

For example...

This affected people's lives because...

In conclusion, I think that...

6. Which of the following was the more important reason why the Nazis became more popular:

- Fear of Communists
- The appeal of Hitler and the Nazi Party?

Explain your answer with reference to both bullet points.

One reason that the Nazis became more popular was due to fear of Communism.
The Communists...

This led to increased popularity for the Nazis because...

A second reason that the Nazis became more popular was due to the appeal of Hitler and the Nazi Party.

For example. Hitler and the Nazi Party...

This led to increased popularity for the Nazis because...

In conclusion, I think that...

6. Which of the following groups were more affected by Nazi policies:

- Farmers and agricultural workers
- Industrial and factory workers?

Explain your answer with reference to both groups of people.

One group that benefitted from Nazi policies were farmers and agricultural workers.
Policies included...

This helped farmers and agricultural workers because...

A second group that benefitted from Nazi policies were industrial and factory workers.
Policies included...

This helped industrial and factory workers because...

In conclusion, I think that...

6. Which of the following groups were more affected by Nazi policies between the years 1933 and 1945:

- Workers
- Young people?

Explain your answer with reference to both groups of people.

One group that benefitted from Nazi policies was the workers.

Policies included...

This affected workers because...

A second group that benefitted from Nazi policies was young people.

Policies included...

This affected young people because...

In conclusion, I think that...

6. Which of the following was the more important reason why resistance and opposition to Hitler was not effective:

- The strength of the Nazi police state
- The weakness of the protesters?

Explain your answer with reference to both reasons.

One reason that resistance and opposition to Hitler was not effective was due to the strength of the Nazi police state.

For example, the Nazi police state...

This led to ineffective resistance and opposition because...

A second reason that resistance and opposition to Hitler was not effective was due to the weakness of the protesters.

For example, weak protests included...

This led to ineffective resistance and opposition because...

In conclusion, I think that...

6. Which of the following was the more important reason why the Nazis were able to keep control of Germany:

- Fear and violence
- Propaganda?

Explain your answer with reference to both bullet points.

One reason that the Nazis were able to keep control was due to the use of fear and violence.
For example...

This allowed them to maintain control because...

A second reason that the Nazis were able to keep control was due to the use of propaganda.
For example...

This allowed them to maintain control because...

In conclusion, I think that...

6. Which of the following was the more important reason for the increased support for the Nazis before 1933:

- The appeal of Hitler
- Germany's economic problems?

Explain your answer with reference to both bullet points.

One reason that for increased Nazi support before 1933 was the appeal of Hitler.
For example...

This led to increased support because...

A second reason that for increased Nazi support before 1933 was Germany's economic problems.
For example...

This led to increased support because...

In conclusion, I think that...