

REVISION GUIDE

ENGAGING WITH

AQA
GCSE
(9-1)
History

GERMANY 1890-1945 DEMOCRACY AND DICTATORSHIP PERIOD STUDY

DALE BANHAM

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How this book helps you revise and improve your grades

As you can see from this contents page, the book matches the exam specification and is divided into three time periods. You have already covered these with your teacher so each chapter starts with a **knowledge test** so that you can find out how much you can remember about each time period and plan a revision programme where you close gaps in your knowledge.

The **core content** pages will provide the answers to the questions you struggled with. These are

designed in the style of flashcards so that you don't have to make your own and you can spend more time re-testing yourself and practising exam questions.

The book also shows you how to apply your knowledge to answer exam questions. Just knowing lots of information is not enough. The

Apply: Exam practice pages will show you what to do with that knowledge so that you gain a high grade.

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Introduction: How to prepare for the exam

Your exam: What is assessed and how

Your AQA GCSE (9–1) History course is made up of four different studies. These are assessed in two exam papers.

Paper 1: Understanding the modern world (2 hours)	Paper 2: Shaping the nation (2 hours)
Section A: Period study This focuses on key developments in a country's history over at least a 50-year period.	Section A: Thematic study This looks at key developments in Britain over a long period of time (at least 800 years).
Section B: Wider world depth study This focuses on international conflict and tension over a period of 20–25 years.	Section B: British depth study This focuses on a period of British history over a short period of time (under 40 years).

This book prepares you for Section A of Paper 1 – **Germany 1890–1945: Democracy and Dictatorship**. The table below shows you how the period study will be examined.

	Type of question	Guidance	Marks	Timing	Advice and practice
Questions 1–3 will be based on two written interpretations. The authors of these interpretations will have been present when an event took place, but they will have written their interpretation of the event a number of years later.					
1	How do interpretations differ?	The focus is on identifying differences in the content or attitude or viewpoint of the two interpretations.	4	5 minutes	Pages 24 and 44
2	Why do interpretations differ?	In order to explain these differences, you will need to focus on the provenance (authorship) of each interpretation: <ul style="list-style-type: none"> Who wrote it? Where did they get their information from? When was it written? Why was it written? 	4	5 minutes	Pages 24 and 44
3	Which interpretation is the most convincing?	You will need to use your knowledge and understanding of the period to judge which interpretation is the most convincing. For each interpretation, focus on how far it matches your contextual knowledge of the period – is it typical of what was happening at the time?	8	10 minutes	Pages 25 and 44
Questions 4–6 will focus on second order concepts such as causation or change.					
4	Describe	You will need to describe two key features or characteristics of a topic you have studied.	4	5 minutes	Pages 16 and 46
5	Explain	You will need to explain in what ways a group or development was affected by something.	8	10 minutes	Pages 16 and 46
6	Evaluate 	You must write an essay weighing up two bullet points. They might be causes (e.g. which played the most important role in causing a development) or consequences (e.g. which was affected most by ...).	12	15 minutes	Pages 18, 30 and 47

Your exam: The key steps to success

This book uses the latest research into effective revision strategies to help you remember the core content. The specification is divided into three time periods so follow the structure of the book and break your revision down into three parts. For each time period, follow the steps below. They will help you revise more effectively – saving you time and boosting your grade

Step 1: Test your knowledge and understanding

The specification is divided into three time periods:

- Germany and the growth of democracy, 1890–1929
- Germany and the Depression, 1929–34
- The experiences of Germans under the Nazis, 1933–45

You have already covered these periods with your teacher so start by testing yourself – how much can you remember about each time period? Each part of this book starts with a **Knowledge test** that covers the key content for that period.



Testing yourself is a great way to start your revision as it **boosts memory**.

When you test yourself your memory of that information gets significantly stronger. Our brains are also hard-wired to learn from our mistakes. It helps you understand what you already know and what you don't know.

Step 2: Identify gaps in your knowledge and understanding

You will be able to check your answers to the knowledge test. Page references are provided so you can identify gaps in your knowledge.



You will be able to plan an efficient revision programme. Your time is precious, so you need to make sure that you focus on revising your weaker topics. Too many students spend too much time revising topics they already know very well.

Step 3: Close the gaps in your knowledge and understanding

The **core content** pages in this book will help you improve your knowledge and understanding of your weaker topics. Each of the three periods is divided into core content pages that closely match the exam specification. This makes revising a topic a manageable task.

At the top of the page, a checklist of the core content from the specification is provided so that you can rate your understanding and identify topics that you need to focus on.



Memory aids are provided to help you remember key events or developments. They use images or diagrams, but very few words. Most people remember better if something is summarised with both text and images.

Step 4: Apply your knowledge and understanding to exam questions

When you feel confident with the content for each time period, use the **Apply: Exam practice** pages in the book to gain a strong understanding of how to approach each of the six exam questions (see page 4).



Our practice questions are like the questions you will be asked in the exam. You can get past papers from your teacher or from the AQA website. We provide **Exam Tips** for each question type – showing you how to approach it and improve your grades.

Step 5: Review your exam answers and respond to feedback

This book provides model answers that highlight the key features of high-quality written work. The exam practice pages also provide **Exam Tips** that you can use to review your own work.



Use the advice provided as a checklist to reflect on your own answers. Take responsibility for your own learning. Before you ask your teacher for any additional feedback, make sure your answer is the best it can be.

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Part 1 Germany and the growth of democracy, 1890–1929



Knowledge test: How much do you know about Germany between 1890 and 1929?

It may seem strange starting your revision with a knowledge test but remember this is the best way to boost your memory and it will help you identify gaps in your knowledge. Don't worry if you cannot answer all the questions or if you make mistakes. You can use the core content pages to check your answers and fill in the gaps in your knowledge.

Revision Tip

When you have finished all the **Recall challenges**, use the page references in blue to check your answers. If you have made a mistake, **use a different colour pen to write in the correct answer.**

Recall challenges

1: Do you know the key terms?

Match each key term with its correct definition or description.

Key term	Definition
Republic	An organisation made up of armed ex-soldiers
Constitution	Organisations set up to protect and improve the rights of workers
Prussian militarism	The main left-wing political party in Germany. It wanted resources to be shared out equally and better pay and conditions for workers
Reparations	Admiration for the army (Prussia was the largest state in Germany)
The Reichstag	A belief in a society where all resources are shared out equally and there is no private property
Trade unions	The rich, land-owning class in Germany (most fully supported the Kaiser)
Putsch	A system where the government is chosen by the people
Communists	The set of rules for how a country should be governed
Junkers	Compensation that Germany had to pay for the damage caused in the First World War
Democracy	A state that has an elected leader rather than a hereditary ruler (e.g. a monarch)
Social Democratic Party	An armed uprising aimed at taking over the government
Freikorps	The German parliament – made up of members who were elected by voters

2: Do you know the key individuals?

Match each individual with the correct description.

Key individual	Description
Kaiser Wilhelm	Played a leading role in the government of the Weimar Republic between 1923 and 1929 (firstly as Chancellor, then as Foreign Minister)
Admiral von Tirpitz	Leader of the Nazi Party who led a putsch against the Weimar government in Munich in 1923
Rosa Luxemburg	A Social Democrat who became the first President of the Weimar Republic
General Ludendorff	Believed that Germany needed to increase the size of its navy so that it could build an overseas empire
Adolf Hitler	Leader of the Spartacists who led an uprising against the government in 1919
Gustav Stresemann	A popular First World War hero who was involved in both the Kapp Putsch and the Munich Putsch
Fredrich Ebert	The German king (monarch) who ruled from 1888 to 1918

3: Do you know the key events and developments?

Task

Answer as many of the questions below as you can.

- Mark your work using the page numbers provided. A total of 60 marks are available.
- Use the quiz to identify areas you need to revise in detail.

List two aims of Kaiser Wilhelm II.	List three factors that could help the Kaiser achieve his aims.	List three difficulties the Kaiser faced in ruling Germany.	See pages 8–9 for the answers	Mark out of 15
List two examples of the Kaiser introducing social reforms.	List two examples of the Kaiser using threats and punishments against his opponents.	List three reasons why the Naval Laws were introduced.		
List three ways in which life changed for the German people during the First World War.	List four key terms of the Treaty of Versailles.	List three problems that Germany faced in the post-war period (1919–23).	See pages 10–11 for the answers	Mark out of 15
List two groups of people who suffered from hyperinflation.	List two groups of people who gained from hyperinflation.	How many marks was one dollar worth in November 1923?		
List two features of the Weimar Constitution that made it more democratic.	List two problems of the Weimar Constitution.	List three political groups that supported the Weimar Republic.	See pages 12–13 for the answers	Mark out of 15
List three political groups that opposed the Weimar Republic.	List three examples of attempts to overthrow the Weimar government.	List two reasons why the Munich Putsch failed.		
List three international agreements that helped Germany recover during the Stresemann era.	List two economic developments that helped Germany recover during the Stresemann era.	List two problems that remained during the Stresemann era.	See pages 14–15 for the answers	Mark out of 15
List three examples of how Weimar culture became more open and challenged traditional values.	List three examples of how Weimar culture contained strong political messages.	List two reasons why some people were angered by Weimar culture.		

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Core content 1.1: Kaiser Wilhelm and the difficulties of ruling Germany

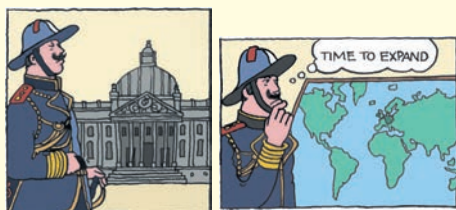
Exam specification checklist for this topic

- The growth of parliamentary government
- The influence of Prussian militarism
- Industrialisation
- Social reform and the growth of socialism
- The domestic importance of the Navy Laws

Revision task

Use the flashcards on pages 8–9 to improve your knowledge and understanding of these topics. Test yourself by trying to answer the key questions with the bullet point answers covered up. Make a note of the topics you struggle to remember – you can spend more time on them later in your revision programme.

Key question 1: What did Kaiser Wilhelm II want to achieve?



Aim 1: Control the political system

- He believed in the divine right of kings – the belief that a king's right to rule came directly from God.
- He wanted to make the big political decisions and he had little respect for the Reichstag (the German parliament).

Aim 2: Make Germany a leading world power

- He believed that Germany needed and deserved a large overseas empire, like those of France and Britain.
- This meant that Germany needed to build up its army and navy.

Key question 2: What factors helped Kaiser Wilhelm II?

- **Industrialisation** – Between 1890 and 1910 the German population increased from 49 million to 65 million. Many people moved from farms in the countryside to work in industries in the towns and cities. This led to a growing German economy. Germany produced one third of the world's electrical goods and had very successful engineering, chemical and steel industries. A strong, industrial economy made it easier for the Kaiser to build up a strong army and navy.
- **Prussian militarism** – Prussia was the most important state in Germany; it contained two thirds of the population. Prussia was very proud of its military strength and history. This meant that many people in Germany admired the army and supported the Kaiser's plans to build up the strength of the German military.
- **The Junkers** – These powerful landowners held key positions in the army and dominated politics. They supported the Kaiser's plans to build an overseas empire and they did not want to see democracy increasing in Germany. Like the Kaiser, they wanted to keep power for themselves.

Key question 3: What difficulties did Kaiser Wilhelm II face?



- **S = Socialism** was increasing – Socialists wanted major reforms to improve living and working conditions for ordinary people. They also wanted to see less of a gap between the rich and the poor. Most socialists joined the Social Democratic Party. By 1912, it was the largest party in the Reichstag.

- **T = Trade unions** were growing as a result of industrialisation. Many workers who found jobs in the factories in the towns and cities joined trade unions, which demanded better pay and working conditions for their members. By 1914, 3 million workers had joined trade unions, which could organise strikes (when workers refused to work) and damage the economy.
- **O = Opposition** to the Kaiser was growing in the Reichstag and this created problems for the Kaiser as he needed the support of the Reichstag to pass laws and agree on taxes. Left-wing parties such as the Social Democrats wanted change and protested when the Kaiser did not introduce the reforms they wanted.
- **P = Parties** in the Reichstag wanted to see parliamentary government. Liberals and Social Democrats wanted to create a more democratic way of ruling Germany in which the Kaiser had far less power.

Key question 4:
How did the Kaiser respond to the growth of socialism and demands for social reform?

The Kaiser responded to the growing demands of the Socialists with an inconsistent mix of **reforms** (designed to please working people) and **repression** (attempts to crush the socialists through threats and intimidation).

Sunday working banned

Reform ... Wilhelm's first chancellor, **Caprivi**, introduced some social reforms in the 1890s. Sunday working was banned. Children under 13 years of age could no longer be employed. Food prices were lowered.

Workers' benefits extended

Reform ... In 1900, **Bulow** became Chancellor. He introduced some social reforms. For example, workers' pension and insurance benefits were extended. However, workers suffered when food prices rose. Bulow was unable to stop prices rising and he lost the support of the socialists in the Reichstag.

Social Democrat leaders on trial

Repression ... However, by 1894, Wilhelm felt threatened by the growing strength of the Social Democrats. He decided to take a strong line against them. Their offices were attacked and leaders were put on trial. In 1898, Wilhelm made a speech saying that any worker who went on strike and refused to work should be put in prison. When the Reichstag opposed this, Wilhelm suggested that Social Democrat members should be dragged out of the Reichstag and gunned down by troops!

REFORM

REPRESSION

Key question 5:
Why were the Naval Laws introduced and what consequences did they have?

Causes

- **The Kaiser's aims** – He was determined to build an overseas empire for Germany. He thought that this would provide the resources and markets Germany needed to grow its economy and play a leading role in world politics.
- **The role of Admiral von Tirpitz** (the Secretary of State for the Navy) – He agreed with the Kaiser and argued that a strong German navy would frighten the British and mean that they would not try to stop Germany building an overseas empire.
- **The Navy League** – Tirpitz helped to set this up, in order to try to win popular support for his plans to expand the navy. Tirpitz knew he needed the support of the Reichstag for his plans. The Navy League helped to persuade members of the Reichstag to vote for two Naval Laws.

Consequences

- **The First Naval Law (1898)** – Seven new battleships were to be built over the next three years.
- **The Second Naval Law (1900)** – Doubled the size of the German navy.
- **Taxes increased** – Most Germans supported the expansion of the navy but it significantly increased government debt and led to increased taxes.
- **International tension increased** – France, Russia and Britain felt threatened by the expansion of the German navy. Britain built up the size of its navy and formed an alliance with France and Russia (the Triple Entente).

Apply: Exam practice

Question 4: How to approach the describe question

Question 4 on the exam paper asks you to describe two key features or characteristics of a topic you have studied. Be careful not to spend too long on this question – aim for 5 minutes. Keep your answer very focused on the question and do not write more than one paragraph. Use the Exam Tips box to help you structure your answers to the practice questions below.

Tasks

- 1 Use the Exam Tips box to complete the first exam question below.
 - 2 Now that you are aware of the structure, have a go at answering the second and third practice questions.
- **Describe two problems faced by Kaiser Wilhelm II's governments in ruling Germany up to 1914.** (4 marks)
 - **Describe two problems for the German government caused by the occupation of the Ruhr in 1923.** (4 marks)
 - **Describe two problems that the Weimar government faced as a result of hyperinflation.** (4 marks)

Exam Tips: Question 4

- 1 Some students struggle with how to start their answer. One tip is to **use some of the key phrases in the question**. This should help you to focus on the question as well as to get started.
- 2 Do not simply list two problems the Kaiser faced. You need to **develop each point** that you make. This means saying **why** they were problems.

Identify two problems

One problem faced by Kaiser Wilhelm II's governments was that there were growing demands for social reform.

Another significant problem was that the Reichstag was becoming difficult to control.

Develop the point – by explaining why this was the case and/or providing an example

For example, industrial workers wanted ...

This was because ...

Question 5: How to approach the explain question

Question 5 on the exam paper often focuses on the impact of an event or development on the lives of people living at the time. Aim to spend about 10 minutes on the question and to write two or three paragraphs. We have broken down the approach you should take into four steps. The 4Ds are very important as you can use these steps for Question 6 as well.

Tasks

- 1 Complete the practice question in the Exam tips box.
 - 2 Use the 4Ds approach for the two further exam practice questions at the bottom of page 17.
- In what ways did life change for people living in Germany during the First World War?** (8 marks)

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This is *not* your average revision guide. They just tell you *what* to revise. This one teaches you *how* to revise, too, which is the key to exam success.

Based on the latest cognitive science principles and illustrated by lots of visual memory aids, this book makes it much easier to remember everything you need to know and avoid feeling overwhelmed.

- **Start revising the right way.** Testing yourself is proven to boost memory, so you will start each chapter by answering a Knowledge Test, to see what you know and where you have gaps.
- **Spend time on what matters.** Having completed the Knowledge Tests, you can plan a really efficient revision programme, which focuses on your weaker topics and will make the biggest difference to your grade.
- **Close the gaps.** The 'Core Content' pages improve your knowledge of the topics that you need to revise. Research proves that we remember something better if it's presented through text and images, so these pages use bullet points and cartoon memory aids to summarise the important knowledge 'takeaways'.
- **Show what you know.** The 'Exam Practice' pages explain what to do with the knowledge you have gained and how to apply it in the exams. Practice questions and exam tips help you to feel confident answering each question type. Compare your answers to the model answers provided, which highlight the features of excellent responses.

About the author

Dale Banham has taught History in secondary schools for over 30 years, formerly as Head of History and Head of Humanities and currently as Deputy Head. He created the Engaging with AQA GCSE History series based on his first-hand experience of teaching the AQA course and leading students to exam success.

Titles in this series



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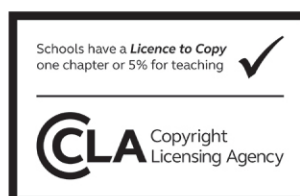


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