

WORKBOOK



UPDATED EDITION



Endorsed for learner support

Cambridge  
IGCSE™ and O Level

History

Depth Study:  
Germany, 1918–45

Second edition

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2B



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## DEPTH STUDY: GERMANY, 1918–45

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## How to use this workbook

This workbook is part of a suite of resources for IGCSE History. The textbook covers the content that you need to know and includes Focus Tasks that develop the analytical thinking about the issues embedded in the Key Questions and Focus Points.

This workbook has more modest aims – it is a course companion that you use alongside your textbook.

- It will help you check your knowledge of the content.
- It should help build your writing confidence as you use your knowledge to write short explanations or arguments using structured writing frames we have provided.
- It will be useful for revision because you will create tables and charts to show, for example, the features or causes of events.

However, it does **not** offer exam practice and does not require that you write extended answers. That is achieved through the Exam Focus sections of the textbook and the Focus Tasks throughout the textbook.

Other workbooks available are:

Workbook 1 – Core Content Option B: The 20th Century: International Relations since 1919, ISBN: 9781398375116

Workbook 2A – Depth Study: Russia, 1905–41, ISBN 9781398375123

Workbook 2C – Depth Study: The USA, 1919–41, ISBN 9781398375147

Sample answers to the questions in the workbooks can be found at [www.hoddereducation.co.uk/cambridgeextras](http://www.hoddereducation.co.uk/cambridgeextras)

# 1

## Key Question 1: Was the Weimar Republic doomed from the start?

### • The impact of the First World War and The end of the old Germany (pages 222–223)

1 Read pages 222–223 of your textbook then complete the following tasks.

- a What was the impact of the First World War on Germany by 1918? Use the key provided to colour code the text boxes.

Social impact	<input type="checkbox"/>	Economic impact	<input type="checkbox"/>	Political impact	<input type="checkbox"/>
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Food shortages – Germany was producing only 50 per cent of the milk and 60 per cent of the butter and meat it had produced before the war.	There was a revolution in October 1918. The Kaiser was overthrown and replaced with a fragile democratic republic.	Nearly 300,000 Germans died from starvation and hypothermia due to fuel shortages.	One and a half million disillusioned ex-soldiers returned to Germany without work.
There was fighting and revolts by left- and right-wing movements in many major cities.	By 1925, the Government was spending about one-third of its budget on war pensions.	National income was about one-third of what it had been in 1913.	Living standards for the poor got worse and the gap between rich and poor widened.
Some ex-soldiers and civilians despised the new democratic republic and saw it as weak compared to the rule of the Kaiser.	Germany was virtually bankrupt after the war – by 1918, total spending on the war reached 170 billion marks.	Industrial production was about two-thirds of what it had been in 1913.	Poor German workers relied on soup kitchens for food.

- b What other disaster caused thousands of deaths in Germany?

.....

.....

• **A new Germany: The Weimar Republic (pages 222–227)**

2 Read pages 222–224 of your textbook and complete the tasks below.

a Use the word bank at the end of the paragraph to fill in the gaps.

By the autumn of 1918, Germany was in a state of chaos. The Allies offered Germany ..... on the condition that Germany removed the ..... from power and became more democratic. When he refused to go there was a ..... by the sailors in Kiel, which triggered revolts across Germany. The revolts were led by the ..... and in Bavaria an ..... Socialist Republic was declared. On ..... the Kaiser abdicated and fled to the ..... . The leader of the new German Republic was ..... . He signed an ..... on 11 November 1918 and announced a new ..... Republic with freedom of ..... and ..... . A new ..... was drawn up in the city of ..... and Ebert was elected its first ..... in January.

mutiny	speech	constitution	Weimar	peace
Socialists	9 November	Netherlands	independent	armistice
President	worship	Kaiser	German	Friedrich Ebert

b What opposition did Ebert face on the right wing?

.....

.....

.....

c What opposition did Ebert face on the left wing?

.....

.....

**1 KEY QUESTION 1: WAS THE WEIMAR REPUBLIC DOOMED FROM THE START?**

**d** Study pages 224–225, including the Factfile on page 225 of your textbook, to complete the tasks below.

**i** Who was allowed to vote under the new Weimar Constitution?

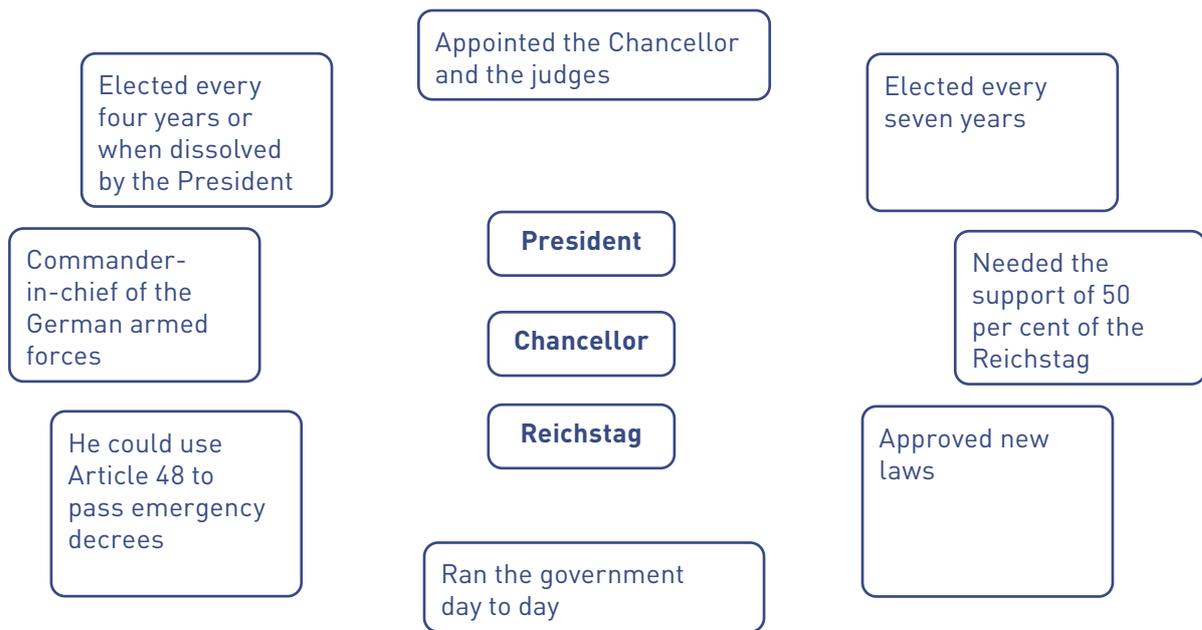
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**ii** Briefly describe how the voting system worked.

.....

.....

**iii** Link the Weimar institutions in the centre to the correct text boxes.



**iv** What were the weaknesses of the Weimar Constitution? Complete the table below by adding explanations in the right-hand column. One has been done for you.

Weakness	Explanation
The President could use Article 48 in times of emergency and rule by decree.	
The Chancellor relied on the support of at least 50 per cent of the Reichstag to pass laws.	
The President could dissolve the Reichstag and call new elections if a stable government was not formed.	
The system of Proportional Representation meant lots of different parties were able to win seats in the Reichstag.	<i>This could be a weakness because extremist parties who despised democracy could be elected. It also meant that it was difficult for one party to get over 50 per cent and form a strong, stable government so coalitions would be very common and would often not agree on policies.</i>

3 Study the information in the tables on pages 226–227.

a Which political party was the single most popular party in Weimar Germany?

.....

b No political party won more than 50 per cent of the vote in the federal elections. What problems do you think this might cause for the Weimar Government?

.....

.....

.....

.....

### • The Republic in danger, 1919–24 (pages 228–231)

4 Read the information on page 228 and complete the tasks below.

a Briefly describe who the Spartacists were.

.....

.....

b When did the Spartacist Uprising take place?

.....

c Where else in Germany were there communist uprisings?

.....

d When did the Kapp Putsch take place? Which city did the Putsch take place in? Why was this a threat to the Weimar Government?

.....

.....

e Give an example of a political assassination attempted by the Right.

.....

f What other right-wing putsch took place in 1923? Who led this uprising?

.....

**1 KEY QUESTION 1: WAS THE WEIMAR REPUBLIC DOOMED FROM THE START?**

5 Study the information under the subtitle 'The threat from the Right' on page 228 of your textbook.

a Use the word bank to complete the paragraph describing the events of the Kapp Putsch in 1920.

Dr Wolfgang Kapp led ..... *Freikorps* into Berlin on March 1920 – the ..... against the Weimar Government had begun. Ebert thought he had the support of the ..... but they refused to fire on the *Freikorps* as they were ..... Ebert and his government fled the capital. However, ..... in Berlin called a general ..... and brought all transport, power and ..... to a stop. After a few days Kapp realised he had failed and .....

**army    fled    workers    5000    putsch    ex-soldiers    strike    water**

b Use page 228 to complete the following table to assess the level of threat posed by the Spartacists and *Freikorps*.

	Spartacist Uprising	Kapp Putsch
Aims		
Actions taken		
Government response		
Overall threat to the Weimar Republic		

6 Read the information and study the sources on page 229 of your textbook, then complete the tasks that follow.

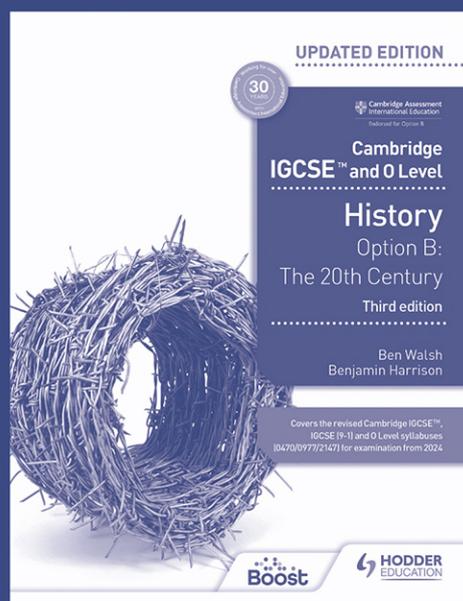
a Study the text boxes below. Categorise the terms of the Treaty of Versailles in the table below.

Germany lost 10 per cent of its land	Allies demanded reparations	Nearly 13 per cent of its population lost	Navy only allowed six battleships	16 per cent of coal and 48 per cent of iron industry lost
Army limited to 100,000 soldiers	Article 231: Germany to accept blame for war	No air force or submarines	All overseas colonies lost	Rhineland demilitarised

Financial/economic	Territorial	Military	War guilt

Reinforce learning and deepen understanding of the key concepts covered in the latest syllabus; an ideal course companion or homework book for use throughout the course.

- » Develop and strengthen skills and knowledge with a wealth of additional exercises that perfectly supplement the Student's Book.
- » Build confidence with extra practice for each lesson to ensure that a topic is thoroughly understood before moving on.
- » Build a strong understanding of the main events and the confidence to know how to use this knowledge.
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