

Exam Skills: Question 1- Give two things you can infer from Source A about the Spartacists. [4 marks]

Source A: From an article in a government newspaper, 1919.

The despicable actions of Liebknecht and Rosa Luxemburg soil the revolution and endanger all its achievements. The masses must not sit quiet for one minute longer while these brutal beasts and their followers paralyse the activities of the republican government and incite the people more and more to civil war.

- Top Tips**
- 1 – write in spaces provided
 - 2 – must link inference to question stem
 - 3 – give evidence from source



Provide inference
I can infer that...(link to Q)

Give supporting evidence
I think this because I can see/it says...(evidence from the source)

(i) What I can infer:

Details in the source that tell me this:

(ii) What I can infer:

Details in the source that tell me this:

LEARNING OUTCOMES

ASPIRE

To be able to create streamlined revision resources for the interpretation questions.

CHALLENGE

To be able to feel more confident in your knowledge of key areas of paper 3.

ASPIRE – To be able to create streamlined revision resources for the interpretation questions.

Paper 3 – Weimar and Nazi Germany

Questions stems

1. Give two things you can infer (4 marks)
2. Explain why... (12 marks) *

- 3a. How useful are Sources B and C for an enquiry into... (8 marks) *
- 3b. What is the main difference between these views. (4 marks)
- 3c. Suggest one reason why the views are different. (4 marks)
- 3d. How far do you agree with Interpretations 1 or 2 about... (16 marks + 4 SPaG)

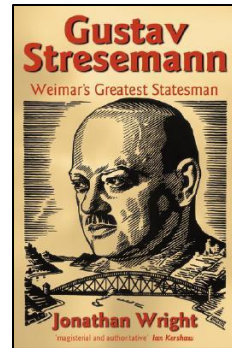
We are going to focus on the questions that focus on the interpretations. We will look at an effective new structure to the 16 marker.

CHALLENGE – To be able to feel more confident in your knowledge of key areas of paper 3.

ASPIRE – To be able to create streamlined revision resources for the interpretation questions.

Key Topic 1

- Main challenges/threats to the Republic 1918-23.
- **Stresemann – biggest achievement/golden years? 1923-29**

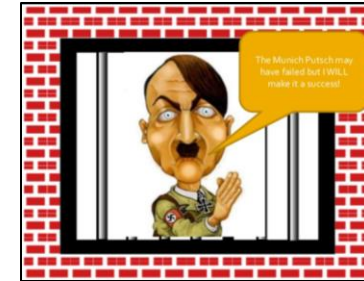


Key Topic 2

- **Success/failure of the Munich Putsch, 1923.**
- Main reason for the growth of Nazi support after 1929.



16 mark Interpretation questions – debates that could come up!



Key Topic 3

- Main reason why Hitler was able to establish a dictatorship between 1933-34.
- **Main opposition faced by the Nazi Party between 1933-39.**



Key Topic 4

- **Effective/success of Nazi policy towards women/youth/economic policy 1933-39.**
- **To what extent did living standards improve between 1933-39.**

CHALLENGE – To be able to feel more confident in your knowledge of key areas of paper 3.

Interpretation 1

“The years 1925-28 were the heyday of the Weimar Republic. Prosperity was restored and the parliamentary institutions seemed to be accepted by the majority of the electorate. Indeed, no observer of the political scene in 1928 could have prophesied that five years later Hitler would be in power and parliamentary democracy in ruins. While the Volkisch and National Socialists still polled nearly two million votes in May 1924, by December this was reduced to 900.000, and in May 1928 to 800,000 votes. The voting strength of the communists equally declined, while that of the moderate parties increased.”

Francis Carsten, historian, 2007

Interpretation 2

Germany’s farmers also continued to struggle during the Golden Age. The agricultural sector, devastated by war and government policies, suffered further during a European price slump in 1921. As primary producers, farmers were relatively secure during the hyperinflation crisis. By the mid-1920s German farmers were confronted with cheaper imported food, which required them to modernise and improve productivity to remain competitive. But such changes required investment in new technologies, like tractors and other farm machinery. Some farmers borrowed heavily to purchase this equipment; others did without it and struggled. Farmers regularly defaulted on debt payments and farm foreclosures increased markedly.

Jim Southey, historian, 2014

Exam Skills: Question 3b - Study Interpretations 1 and 2. They give different views about the Weimar Republic between the period 1924 to 1929. What is the main difference between the views? Explain your answer, using details from both interpretations. (4 marks)

Point Evidence Interpretation 1's view is that (LTTQ)
This is shown by...(insert quote)

Point Evidence Interpretation 2's views is that (LTTQ)
This is shown by...(insert quote)

Summarise The main difference between the views is...

Top Tips

- 1 – Keep focused on the wording of the question
- 2 – State the view and support it with evidence from the interpretation
- 3 – Consider language e.g. success/failure; positive/negative; effective/ineffective etc.

Exam Skills: Question 3d - How far do you agree with Interpretation 1 about the period 1923 to 1929? Explain your answer, using both interpretations and your own knowledge of the historical context. (16 marks + 4 SPaG)

Point	I partly agree with Interpretation 1 about (LTTQ) because I believe that...
Evidence from text	The source source supports this by saying...
Evidence from head (SFD)	This is a convincing interpretation as I know that...
Explain	This shows partial agreement with the statement because...
Link	Therefore, partly agree with Interpretation 1 about (LTTQ) because...

Same for paragraph two, but focus on Interpretation 2.

Interpretation 1

“The years 1925-28 were the heyday of the Weimar Republic. Prosperity was restored and the parliamentary institutions seemed to be accepted by the majority of the electorate. Indeed, no observer of the political scene in 1928 could have prophesied that five years later Hitler would be in power and parliamentary democracy in ruins. While the Volkisch and National Socialists still polled nearly two million votes in May 1924, by December this was reduced to 900.000, and in May 1928 to 800,000 votes. The voting strength of the communists equally declined, while that of the moderate parties increased.”

Francis Carsten, historian, 2007

Interpretation 2

Germany’s farmers also continued to struggle during the Golden Age. The agricultural sector, devastated by war and government policies, suffered further during a European price slump in 1921. As primary producers, farmers were relatively heavily to purchase this equipment; others did without it and struggled. Farmers regularly defaulted on debt payments and farm foreclosures increased markedly.

Conclusion - provide your overall judgement in relation to the question – justify your interpretation.

Jim Southey, historian, 2014

Questions

1. What is hyperinflation?
2. Where did the loans in the Dawes Plan come from?
3. Why was the Locarno Treaty introduced?
4. Name the “Big 3”
5. What was the name given to the money that was given to Britain and France?
6. What did the Young Plan do?
7. What was the new currency called?
8. How much were the loans for in the Dawes Plan?
9. Why did the French and Belgians invade the Ruhr?
10. Give one reason why people in Germany liked Stresemann.