

# GCSE

## History revision

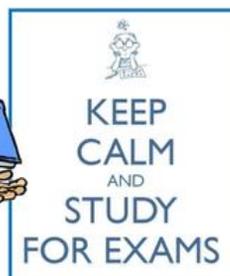
### Germany study

## Practice Exam Question booklet



Exam Technique

Don't let this be you...



# Interpretations (1)

**Interpretation A** 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.

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.

**Interpretation B** 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.

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.

Q. 1: **How** are the interpretations different? (4 marks = 5 minutes)

**CONTENT** and **QUOTES**

Include 2 differences and include quotes.

- *Interpretation A states....whereas Interpretation B states....*
- *Interpretation A includes...whereas interpretation B contradicts this and states...*

**DO NOT INCLUDE PROVENANCE!!**

How does **Interpretation B** differ from **Interpretation A** about Hitler's appeal to the people of Germany?

Explain your answer using **Interpretations A** and **B**.

[4 marks]

Q.2: **Why** might the authors differ? (4 marks = 5 minutes)

Think **PROVENANCE** and **OWN KNOWLEDGE**



**P** = Purpose

**A** = Audience

**N** = Nature

**D** = Date

**A** = Author

- *The author of interpretation A is....this suggests that....(PANDA)*
- *However the author of interpretation B is....this implies that...(PANDA)*
- *Include own knowledge in your answer that either supports or contradicts the Interpretations.*

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.

[4 marks]

Q.3: Which interpretation is **more convincing**? (8 marks = 10 minutes)

**CONTENT, OWN KNOWLEDGE AND QUOTES.**

- *Interpretation A is convincing as it....this is accurate as....*
- *Interpretation B is convincing because it includes....this confirms that....*
- *Interpretation A is not entirely convincing because it states .....this contradicts....*
- *Interpretation B has limitations as it suggests that....*

*Mini conclusion at the end– answer the question!*

*Pick which is more convincing and explain why!*

Which interpretation do you find more convincing about Hitler's appeal to the people of Germany?

Explain your answer using Interpretations A and B and your contextual knowledge.

[8 marks]

## Interpretations (2)

**Interpretation A** 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.

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'.

**Interpretation B** 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.

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.

Q. 1: **How** are the interpretations different? (4 marks = 5 minutes)

**CONTENT** and **QUOTES**

Include 2 differences and include quotes.

- *Interpretation A states....whereas Interpretation B states....*
- *Interpretation A includes...whereas interpretation B contradicts this and states...*

**DO NOT INCLUDE PROVENANCE!!**

How does **Interpretation B** differ from **Interpretation A** about life for young people in Nazi Germany?

Explain your answer using **Interpretations A** and **B**.

[4 marks]

Q.2: **Why** might the authors differ? (4 marks = 5 minutes)

Think **PROVENANCE** and **OWN KNOWLEDGE**

**P** = Purpose

**A** = Audience

**N** = Nature

**D** = Date

**A** = Author

- *The author of interpretation A is....this suggests that....(PANDA)*
- *However the author of interpretation B is....this implies that...(PANDA)*
- *Include own knowledge in your answer that either supports or contradicts the Interpretations.*



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.

**[4 marks]**

Q.3: Which interpretation is **more convincing**? (8 marks = 10 minutes)

**CONTENT, OWN KNOWLEDGE AND QUOTES.**

- *Interpretation A is convincing as it....this is accurate as....*
- *Interpretation B is convincing because it includes....this confirms that....*
- *Interpretation A is not entirely convincing because it states .....this contradicts....*
- *Interpretation B has limitations as it suggests that....*

*Mini conclusion at the end– answer the question!*

*Pick which is more convincing and explain why!*

Which interpretation do you find more convincing about life for young people in Nazi Germany?

Explain your answer using **Interpretations A** and **B** and your contextual knowledge.

**[8 marks]**

## Interpretations (3)

Read **Interpretations A** and **B** and answer the questions **01**, **02** and **03** on page 3.

### **Interpretation A**

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

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

### **Interpretation B**

**Another view of reparations. It is taken from a recent British  
history text book.**

*'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.'*

Q. 1: **How** are the interpretations different? (4 marks = 5 minutes)

**CONTENT** and **QUOTES**

Include 2 differences and include quotes.

- *Interpretation A states....whereas Interpretation B states....*
- *Interpretation A includes...whereas interpretation B contradicts this and states...*

**DO NOT INCLUDE PROVENANCE!!**

**How does interpretation B differ from interpretation A about the impact of reparations on Germans in the early 1920s?**

**Explain your answer using interpretation A and B**

**[4 marks]**

Q.2: **Why** might the authors differ? (4 marks = 5 minutes)

Think **PROVENANCE** and **OWN KNOWLEDGE**

**P** = Purpose

**A** = Audience

**N** = Nature

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**A** = Author

- *The author of interpretation A is....this suggests that....(PANDA)*
- *However the author of interpretation B is....this implies that...(PANDA)*
- *Include own knowledge in your answer that either supports or contradicts the Interpretations.*



**Why might the authors of Interpretations A and B have different interpretation about the impact of reparations on Germans?**

**Explain your answer using Interpretation A and B and your contextual knowledge**

**[4 marks]**

Q.3: Which interpretation is **more convincing**? (8 marks = 10 minutes)

**CONTENT, OWN KNOWLEDGE AND QUOTES.**

- *Interpretation A is convincing as it....this is accurate as....*
- *Interpretation B is convincing because it includes....this confirms that....*
- *Interpretation A is not entirely convincing because it states .....this contradicts....*
- *Interpretation B has limitations as it suggests that....*

*Mini conclusion at the end– answer the question!*

*Pick which is more convincing and explain why!*

**Which interpretation do you find more convincing about the impact of reparations on Germany in the early 1920's?**

**Explain using interpretation A and B and your contextual knowledge**

**[8 marks]**

## Describe question

Q.4: **Describe** question (4 marks = 5 minutes)

You are picking two features / problems / factors

- Pick a point and explain in detail using your own knowledge
- Pick a second point and explain in detail using your own knowledge

**Do not write more than 6 / 7 lines in the exam.**

**Describe two problems faced by the government in dealing with hyperinflation (4 marks)**

**Describe two problems the Kaiser faced whilst ruling Germany (4 marks)**

## Describe question

Q.4: **Describe** question (4 marks = 5 minutes)

You are picking two features / problems / factors

- Pick a point and explain in detail using your own knowledge
- Pick a second point and explain in detail using your own knowledge

**Do not write more than 6 / 7 lines in the exam.**

**Describe two features of the Treaty of Versailles and its impact on Germany (4 marks)**

**Describe two features of Nazi propaganda (4 marks)**

## Describe question

Q.4: **Describe** question (4 marks = 5 minutes)

You are picking two features / problems / factors

- Pick a point and explain in detail using your own knowledge
- Pick a second point and explain in detail using your own knowledge

**Do not write more than 6 / 7 lines in the exam.**

**Describe two features of Nazi opposition (4 marks)**

**Describe two features of Nazi terror (4 marks)**

## Explain / change question

Q.5 **Explain change** question (8 marks = 10 minutes)

- State one of the ways that the lives of the group were changed or affected and then support with your own knowledge. E.g Firstly, X changed...
- State another way that lives of the group were changed or affected and support with your own knowledge E.g *Secondly, X changed....*
- Mini conclusion - Explain how change/affect was different between groups/time/ social classes etc  
E.g *The lives of some X were changed dramatically as a result of...because...however others lives were not affected as much because....*

**In what ways did the lives of German people change during the First World War (8 marks)**

## Explain / change question

Q.5 **Explain change** question (8 marks = 10 minutes)

- State one of the ways that the lives of the group were changed or affected and then support with your own knowledge. E.g Firstly, X changed...
- State another way that lives of the group were changed or affected and support with your own knowledge E.g *Secondly, X changed....*
- Mini conclusion - Explain how change/affect was different between groups/time/ social classes etc  
E.g *The lives of some X were changed dramatically as a result of...because...however others lives were not affected as much because....*

**In what ways did the lives of workers change during Nazi Germany (8 marks)**

## Explain / change question

Q.5 **Explain change** question (8 marks = 10 minutes)

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- State another way that lives of the group were changed or affected and support with your own knowledge E.g *Secondly, X changed....*
- Mini conclusion - Explain how change/affect was different between groups/time/ social classes etc  
E.g *The lives of some X were changed dramatically as a result of...because...however others lives were not affected as much because....*

**In what ways did the lives of women change as a result of Nazi social policies (8 marks)**

## Explain / change question

Q.5 **Explain change** question (8 marks = 10 minutes)

- State one of the ways that the lives of the group were changed or affected and then support with your own knowledge. E.g Firstly, X changed...
- State another way that lives of the group were changed or affected and support with your own knowledge E.g *Secondly, X changed....*
- Mini conclusion - Explain how change/affect was different between groups/time/ social classes etc  
E.g *The lives of some X were changed dramatically as a result of...because...however others lives were not affected as much because....*

**In what ways did the lives of young people change during Nazi Germany (8 marks)**

## Statement question

Q.6 **Statement** question (12 marks = 15 minutes)

**2 x PEEL paragraphs and a detailed conclusion.**

- You must complete a paragraph on each factor.
- Remember, you do not need to write the same amount for each factor – one will be more detailed than the other.
- Remember to write PEEL paragraphs. Make a **Point**, **Explain** it by giving **Evidence** (own knowledge) and then **Link** back to the question.
- Finally a detailed conclusion – make a judgement. Which is the more important / significant and why. Think about long term consequences and their impact on Germany.

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.

[12 marks]



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- Finally a detailed conclusion – make a judgement. Which is the more important / significant and why. Think about long term consequences and their impact on Germany.

Which of the following caused Kaiser Wilhelm II the most problems

- Growth of political parties and socialism
- The First World War

Explain your answer with reference to both reasons (12 marks)



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- Finally a detailed conclusion – make a judgement. Which is the more important / significant and why. Think about long term consequences and their impact on Germany.

Which of the following was the more important factor in helping Hitler become Chancellor

- The Depression
- The weaknesses of the Weimar Government

Explain your answer with reference to both reasons (12 marks)



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- Finally a detailed conclusion – make a judgement. Which is the more important / significant and why. Think about long term consequences and their impact on Germany.

Which of the following was the more important factor in helping Hitler turn Germany from a democracy to a dictatorship

- The Reichstag fire
- The Night of the Long Knives

Explain your answer with reference to both reasons (12 marks)



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- Finally a detailed conclusion – make a judgement. Which is the more important / significant and why. Think about long term consequences and their impact on Germany.

Which of the following was the more important factor in helping Hitler turn Germany from a democracy to a dictatorship

- The March elections
- The removal of opposition

Explain your answer with reference to both reasons (12 marks)



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- Finally a detailed conclusion – make a judgement. Which is the more important / significant and why. Think about long term consequences and their impact on Germany.

Which of the following was the more important factor in helping the Nazis control the German people

- Nazi terror
- Nazi propaganda

Explain your answer with reference to both reasons (12 marks)



## Statement question

Q.6 **Statement** question (12 marks = 15 minutes)

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- Finally a detailed conclusion – make a judgement. Which is the more important / significant and why. Think about long term consequences and their impact on Germany.

Which of the following groups lives were more affected by Nazi policies

- Women in Nazi Germany
- German workers

Explain your answer with reference to both reasons (12 marks)