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| Edexcel – AS GCE Unit 1: Historical Themes in Breadth Option E and F | E5/F5 Germany Divided and Reunited, 1945–91 | General advice for Unit 1 |
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General Advice for Unit 1

Approaching Unit 1

Unit 1 answers require you to produce a reasoned, analytical essay that comes to a judgement as to extent, significance, importance etc. To reach a Level 5 answer of 25–30 marks you need to write an evaluative or integrated essay that answers the essay question set, showing direct understanding and backed up by detailed, accurate supporting evidence spread across the time period specified. You will almost certainly need to achieve at least one High Level 4 and a Level 5 answer to gain an A grade.

Most candidates produce an essay which provides some of the above qualities but not all, achieving at least Level 3 (starting at 13 marks). You will almost certainly need to produce two Level 3 answers to gain an E grade.

The key to gaining a good grade is to try to produce an essay with all the required qualities. However, before you can write your essay it is essential that you know your topic. In the specification (exam guidelines) each topic is divided into four bullet points across a specified period of time. You need to revise all the information for your topic because the questions asked can be about the whole topic, a theme from one or more of the bullet points or from only one of the bullet points. It is also very important that you know the key dates for your topic (see the Chronology) so that you can understand why questions begin and end with certain dates or how they can be used as supporting evidence in your essays. All answers from Level 3 upwards require some accuracy of factual knowledge and a High Level 4 or Level 5 requires that the supporting evidence you use is securely accurate – *so you must learn what happened and when*.

Only then will you be able to explain why historical events happened or the significance of those events in a reasoned, analytical essay.

What should I try to do to produce a higher-level answer?

1. **Answer the question asked.** Make sure that you read the question carefully and that you know exactly what you are being asked to do. Highlight the four main parts of the essay: the **instruction**, the **given factor**, the **focus**, the **time period**.

How far do you agree that the Great Depression was the main reason for the increased support for the Nazi Party in the years 1929-1933?

Use this to help you plan your answer.

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2. **Write a brief introduction.** You only have about 35 minutes to write your essay once you have planned it, so your introduction needs to show that you understand the question and outline what your answer is going to be.
3. **Discuss the given factor or named event/individual/idea directly.** An answer which briefly mentions the given factor in a few sentences and then discusses several other important factors is attempting analysis and so can only reach Level 3. For questions which require you to show extent, you need to show how the given factor contributed to the focus and compare it to other factors. Depending on how important you think the given factor is, you should write at least one detailed paragraph and usually two about the suggested factor. If you think it is the most important factor, then explain why it is more important than other factors. If you think that it is one of many, then show how different factors are connected to each other. If the question requires you to discuss significance, then explain the extent to which the individual or event affected what happened.
4. **Begin each paragraph by making a point which helps to answer the question.** Your opening sentences should not tell the story. You need to make sure that each of your points stands up – you need to provide supporting and explanatory evidence. A good rule to follow is to provide up to three factual examples with explanation to prove each point. You cannot include everything in an essay of about 35 minutes but make sure that your paragraphs provide some alternative factors or counter-arguments and that the whole time period set in the question is covered.
5. **You must come to a judgement in your conclusion.** To gain a high Level 4 or Level 5 you need to evaluate your response and come to a judgement. In your conclusion you should answer the question asked, with reference to the points you have made in the paragraphs. All the questions require you to give some weighting in your answer. You need to say exactly how important, how significant, how responsible etc. the given factor is, e.g. the Great Depression was undoubtedly a significant factor in persuading many ordinary Germans to support the Nazis through promises of jobs and an increase in living standards. However, it was the variety of different promises made to many different sections of German society that won them such widespread support.

It is important to remember that even though you may know how to answer the types of questions set in Unit 1 your supporting evidence must be detailed, well reasoned and accurate. A generalised answer, or one which does not have wholly relevant or secure supporting evidence, is a Level 3 answer.

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| Edexcel – AS GCE Unit 1: Historical Themes in Breadth Option E and F | E5/F5 Germany Divided and Reunited, 1945–91 | Essay Question |
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Examiner's Specific Advice

See General Advice for Unit 1 for more detail.

The mark scheme for Unit 1 questions tests your ability to *explain historical explanations and reach a judgment*.

To enable you to do this, you should ensure that you:

- decode the question – identify what it wants you to do, the key issue, the focus and the chronological range
- plan your answer briefly – a high-level response has good organisation
- answer directly the question asked
- write in well-constructed paragraphs
- use effective supporting evidence – relevant and accurate with good (but not extensive) detail
- write a conclusion with a judgement answering the question.

Decode

In this case you are being asked to focus on the reasons for the contrasting development of East and West Germany – Communist/centralised state v. Democratic/free trade environment – external influences – the West, the USSR, the Cold War, Europe – the extent to which one caused the other – 1945 (end of the Second World War) to 1961 (the building of the Berlin Wall).

Exemplar Question

To what extent was the contrasting development of East and West Germany in the years 1945–61 a result of external influences?

(30 marks)

Planning Your Response

If you are going to divide your time equally between each of the questions, the most time you can spend on each question is 40 minutes. You may think that this means you do not have enough time to plan your response. In reality it means you must organise your answer well (as you cannot write everything you know about the issue) and *should spend up to 5 minutes* considering how you are going to organise the explanation and judgement you are going to give.

- 1) Briefly answer the question in no more than 1–3 sentences. To do this, imagine that someone has asked you to answer the question without any supporting detail. Make this the basis of your introduction.
- 2) Make a list of 5–8 points/explanations that you want to make to create a discussion. You could divide them into points for and points against.

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- 3) If you feel you have enough time, you could develop the links between points or jot down some evidence that you might use in support.

Plan

Brief answer: External influences were clearly responsible for the Cold War division of Germany in the years 1945-49. The influence of the West and the USSR determined the political, economic and diplomatic development of the separate states from 1949 but German politicians also had an influence over what type of developments there were.

- Cold War rivalries lead to contrasting development into states
- Development of FRG-related events in the West – currency, free trade, EC
- Development of GDR related to USSR – Communist, Warsaw Pact, centralisation
- However, influence of USSR more direct – SED, 1953 uprising, 1955 FRG independent
- German politicians made their own mark – Adenauer, Ulbricht, building of Berlin Wall

Examiner's Exemplar Answer 1

Between 1945 and 1961 East and West Germany developed very differently with one having Communist government and the other democratic government (1). This was mainly due to the external influences of the Cold War between the USA and the USSR (2). After the Second World War, West Germany was controlled by the Allies and East Germany by Russia. This continued after they split into two separate states for good.

At the end of the Second World War the winning powers met at Potsdam to agree what to do with Germany. It was agreed that the USA, Britain and France would take control of the western part of Germany and Russia the eastern part (3). Berlin was in the east and so it was also divided up as well. So you can see that right from 1945 it was external influences which decided to split the two (4).

Between 1945 and 1949 each zone began to develop differently (5). In West Germany the Allies tried to help rebuild the German economy after the war. The Germans were offered Marshall Aid from the USA to help, an economic area called Bizonia was formed and a new currency was introduced. In East Germany the Russians wanted Germany to pay for the cost of the war and wanted to control East Germany politically to act as a buffer between Russia and the West (6). Russia introduced the Berlin Blockade in 1948 to try to prevent the West from developing Berlin and when this failed the four zones were split into two with West Germany

(1) Shows an understanding of contrasting development.

(2) This shows awareness of the focus of the question and the potential to go on to discuss extent, but it does not offer any counter-argument or possible other factors.

(3) Identifies the context of the beginning date.

(4) This does show an understanding of the focus of the question but will this develop further?

(5) Focus on different development.

(6) This is a description of different development but there is an implicit explanation of external influences. It covers the period 1945–49.

becoming the FRG and East Germany the GDR.

After 1949 the Cold War continued to affect the development of the two states. West Germany developed in the same way as many Western countries. The Basic Law brought a constitution, there was a social market economic policy, it joined NATO and it became part of the new European economic community. In 1955 the Western powers gave up their political control although they still had army bases (7).

In East Germany a Communist government was introduced led by Walter Ulbricht and they did what the Russians wanted them to do. In June 1953 there was an uprising in East Germany and it was put down by Russian troops. Ulbricht introduced a Russian system of government with direct power and a central economic system. East Germany joined the Russian-led Comecon and the Warsaw Pact. When East Germans in Berlin began to move to the richer west side of the city in 1961 the East Germans built the Berlin Wall (8).

So East and West Germany were different because they were influenced by the different powers in the Cold War after the Second World War (9). East Germany was Communist and West Germany was democratic.

Examiner's Assessment

This is a high Level 3 response. It attempts to show the connection between the development in the two German states and external influences. It clearly shows contrasting development and it uses secure, relevant and accurate factual information with a reasonable coverage of the time frame. However, the extent to which external factors was responsible is not the clear focus and so becomes implicit. The suggestion in the question has been accepted and is being 'proven' through a series of relevant, developed statements with implied explanation.

Examiner's Exemplar Answer 2

Between the end of the Second World War and the decision by East Germany to construct a permanent barrier in 1961 the development of east and west Germany had seen the creation of contrasting political,

(7) Continues to show an attempt to explain development due to external factors. Supporting evidence is adequate. Explanation of connection to the Cold War is essentially implicit.

(8) Russian influence is clearly shown and the end date of the question is established.

(9) This addresses the question but lacks a discussion of extent. It assumes that the question statement is accurate and does not develop the argument further in the essay.

(10) This is a long

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economic and diplomatic systems. East Germany was a state with a Soviet-style political and economic system heavily influenced by the USSR itself and West Germany was a democratic state with a social market economy and heavily intertwined with the USA and European foreign policy (10). The underlying cause of this was undoubtedly as a result of the external influence of the Cold War of the 1940s and 1950s between the West and the Soviet Union but German politicians themselves had heavily influenced the situation as well (11).

Germany had little influence over the agreements over its future at the end of the war in 1945 (12). The Potsdam Conference outlined the future of a Germany already divided by the occupation of the Allied forces with Russia in the east and the USA, Britain and France in the west (13). Although actually divided into four, it was likely that the zones would essentially be seen as east and west. Also from the start it was likely that the agreed policies of the denazification, demilitarisation, decartelisation and democratisation would mean different things to the Western allies and the Soviets. The Western allies hoped to develop their zone through the introduction of democratic politics and a market economy. The Soviets wanted to control the east to protect their own situation and to gain reparation for war losses (14).

This meant that between 1945 and 1949 the zones created at Potsdam developed very differently but particularly in economic terms. In the West the allies attempted to create a united free trade zone called Bizonia with a new German currency and the USA gave Marshall Aid to regenerate the German economy and infrastructure. In the east the Soviets also tried to unify the economy but under a more controlled state economy which benefited Soviet aims. When these Cold War policies led to increased world tension through the Berlin Blockade by Russia, the seemingly inevitable led to the formal division of the two in 1949 into the FRG and GDR (15).

Both the new states were heavily influenced by the Cold War sphere of influence they found themselves in but the FRG was given more independence through the 1950s (16). The FRG developed within the emerging democratic and the market capitalism that was developing in the West. The FRG under the leadership of Adenauer became a constitutional parliamentary state under the Basic Law, began to profit economically through free trade and social market policies, joining the new ESCS, and became part of wider western

contextual statement but, considering the development of the essay plan, clearly states the contrasting development – which will not need to be shown in detail again.

(11) This clearly indicates the argument to be discussed in the answer. It suggests a direct and relevant response to the focus of the question.

(12) Direct reference to key issues in the question.

(13) Fundamental point concerning the impact of external influences.

(14) Well developed explanation of the core differences.

(15) This paragraph starts with a linking point which moves from 1945 to 1949, followed by detailed supporting evidence.

(16) Continued emphasis on external influences but with reference to differences in West Germany and to changes over time.

diplomacy by joining NATO (17). Although military bases remained the FRG essentially became independent to make its own decisions after 1955.

The GDR was more heavily influenced by the Soviets (18). In the GDR the Soviets had supported the development of the main socialist party the SED and the development of a one-party state with dictatorial leadership under the SED leader Walter Ulbricht. This led to a society which was strictly controlled and a centralised economy which brought a more uniform but much less prosperous standard of living. The GDR joined the Soviet economic and diplomatic world through Comecon and the Warsaw Pact. After the death of Stalin in 1953 East Germany was allowed more freedom but in the same year Russian troops put down the June uprising. East Germany remained the first line of defence for Russia and this determined their relationship (19).

External influences had a major effect on the contrasting differences but within these spheres of external influence German politicians did have some influence as well (20). In the more democratic system of the FRG the traditional differences between socialists and Christian Democrats heavily influenced the style of market economy which developed. The CDU took centre stage with Adenauer as Chancellor bringing Germany into the wider Western world but the social market economy that was established came out of the socialist tradition. Ulbricht continued the Communist tradition already established and although monitored heavily by the Soviets chose to introduce a system of political and social control through the Stasi which was extreme even for the Eastern bloc. It was the East German leader who essentially chose to construct the physical barrier in Berlin in 1961 as the East Germans flocked to a better life in the West (21).

Briefly also the West German section was already better prepared for an 'economic miracle' than East Germany. West Germany was the industrial and transport hub of German industry in the nineteenth century whilst East Germany was the less economically developed agricultural heartland (22).

It is clear then that the contrasting development was built on the external influences which arose out of Potsdam and the continuing Cold War. Western and Soviet influences had a direct effect on the political, social, economic and diplomatic development of West and East Germany. However, increasingly in the 1950s, the policies within these states were given distinct

(17) Succinct supporting evidence which is secure and adequate.

(18) Here the student is continuing the point with reference to the GDR.

(19) These two paragraphs underlining external influences could be edited together to create more time and space to address the discussion of the German influences, which are somewhat reduced to one detailed paragraph and a brief set of information.

(20) Introduction of discussion point – external influences did have a major effect but there were German influences too.

(21) Evidence to show that towards the end of the period German politicians also influenced the nature of the contrast between the two.

(22) A brief mention of the long-term legacy. Lack of time means little chance to develop this, but the point has been made.

(23) The question is directly addressed and a judgement is given which has been upheld in the main body of the essay.

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character by German politicians themselves (23).

Examiner’s Assessment

This is a mid Level 5 response. The answer is directly related to the focus of the question and the supporting evidence is accurate, relevant and detailed. The answer is clearly focused on why the development of the German states was different, with continual reference to external influences. There is a direct argument with a judgement based on change over time. The counter-argument is developed towards the end of the essay – but in Level 5 this perhaps could be more balanced, with more detail about German developments.

This answer may seem a little long but good Level 4 and Level 5 answers are generally between 750 and 1000 words – between three and five sides of writing in medium-size handwriting. Level 3 answers are generally between 500 and 750 words.

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| Edexcel – AS GCE Unit 1: Historical Themes in Breadth Option D | E5/F5 Germany Divided and Reunited, 1945–91 | Mark Scheme |
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Applying the mark scheme

When using summative marking, it is important to recognise that neither the Level descriptors nor the marks equate to an absolute grade. Candidates answer two questions and the combined marks are used to determine the grade. Grade boundaries change slightly from year to year. However, candidates should be aiming to write at least two mid Level 3 essays to pass.

When examiners are marking they do not know what the grade boundaries are going to be and mark each essay according to the Level descriptors. The Level descriptors describe the qualities of an essay required at each Level. Each Level, in Unit 1, is divided into three bands – High, Mid and Low. The marker will decide what Level descriptor the essay best fits and then work from the mid-band mark up or down depending on the quality of the reasoning, supporting evidence and written communication.

Remember that written communication is rewarded in Unit 1 and although you would not be marked down a Level you can lose marks within a Level for poor written communication. It is possible for this to result in a grade reduction overall.

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So it is very important that you know what Level your essay has achieved. This way you can try to improve your essays by improving your work either within a Level or by stepping up a Level.

Level descriptors – bands

Each Level is worth 6 marks and is divided into three bands worth 2 marks each. The markers decide which Level descriptor the essay best fits. If the essay has clear weak or strong elements, then the examiner will give a mark below or above the mid-band mark. The band levels for each Level are awarded in the same way:

Low band

The qualities of Level X are displayed; material is less convincing in its range and depth.

Mid band

As the Level X descriptor.

High band

The qualities of Level X are securely displayed; material is convincing in range and depth consistent with Level X.

To what extent was the contrasting development of East and West Germany in the years 1945-61 a result of external influences?

(30 marks)

Target: AO1a and AO1b

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| Level 1 | <p>Candidates will produce mainly simple statements. These will be supported by limited factual material which has some accuracy and relevance, although not directed at the focus of the question. The material will be mostly generalised. There will be few, if any, links between the simple statements.</p> <p><i>The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</i></p> <p>Low Level 1: 1–2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 1: 3–4 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 1: 5–6 marks The qualities of Level 1 are securely displayed.</p> <p>Specific to exemplar question A few generalised sentences about the development of Germany into two separate states, e.g. after the Second</p> | (1–6) |
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| | <p>World War Russia controlled the East and the Allies the West; the Russians had great influence over the leadership of the GDR; the FRG joined the emerging European Community.</p> <p>It is possible, however, for candidates to write whole essays with paragraphs that have completely misunderstood the focus, the topic or the key events mentioned, e.g. a question about the FRG which is answered in relation to the GDR.</p> | |
| Level 2 | <p>Candidates will produce a series of simple statements supported by a limited amount of accurate and relevant material, though this will be generalised and not specific. Links to the question will be implicit.</p> <p><i>The writing may lack clarity and organisation, but will be generally comprehensible. It is also likely to contain frequent grammatical and spelling errors.</i></p> <p>Low Level 2: 7–8 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 2: 9–10 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 2: 11–12 marks The qualities of Level 2 are securely displayed.</p> <p>Specific to exemplar question A few relevant paragraphs about the question or narrative without explanation. For example, paragraphs describing or briefly commenting on the separate development of the two states over time; the influence of the USA on democracy and free trade in the FRG; the influence of the Soviet Union in the creation of a Communist state in the East. Also some responses may have relevant paragraphs but include much supporting evidence which lacks security or is inaccurate.</p> | (7–12) |
| Level 3 | <p>Candidates' answers will consist of a series of statements supported by accurate and relevant material. They will attempt analysis, but this is likely to be predominantly descriptive. Answers which only deal with the stated factor, or which do not deal with stated factor, cannot go beyond Level 3.</p> <p><i>The writing will be largely coherent, but some passages may lack clarity and proper organisation. Grammatical and spelling errors are likely to be present.</i></p> <p>Low Level 3: 13–14 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth and the quality of written</p> | (13–18) |

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| | <p>communication does not conform.</p> <p>Mid Level 3: 15–16 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 3: 17–18 marks The qualities of Level 3 are securely displayed.</p> <p>Specific to exemplar question Level 3 should be considered as soon as the response attempts to analyse, i.e. the answer is organised into explanatory paragraphs or explanatory narrative with reasonable supporting evidence. An answer could be a general narrative of the key events in the contrasting development of the two states with a commentary as to significance, or it could be a series of explanatory statements about external influences with thin or irrelevant supporting evidence. If there is no or very brief reference to external factors the highest mark that can be gained is 18.</p> | |
| <p>Level 4</p> | <p>Candidates offer an analytical response, comprising a series of statements which relate well to the focus of the question. The answer will show some understanding of the key issues raised by the question, and will be supported by detailed, accurate and relevant factual material. The essay may lack balance in places.</p> <p><i>The writing will be well organised and focused. However, this may not be maintained throughout the whole answer. The writing is likely to include some grammatical and spelling errors.</i></p> <p>Low Level 4: 19–20 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 4: 21–22 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 4: 23–24 marks The qualities of Level 4 are securely displayed.</p> <p>Specific to exemplar question If a response has clearly understood the focus of the question and most of the material is developed and relevant, then it is a Level 4 answer. The response will address external influences in some depth, e.g. the Cold War influences over the division of Germany post-war; the economic development of the occupied sectors 1945-49; and the political systems established after 1949, whilst discussing the role of other influences. Those answers which clearly imply reference to the cause of the contrasting development through importance</p> | <p>(19–24)</p> |

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| | <p>or in a conclusion only will move down from the mid-band and those which are more direct and attempt some evaluation will move up. Counter-arguments here might be that as time went on domestic German politics became more influential or that external influences were the key factor but that the role of the USSR was more important.</p> | |
| Level 5 | <p>Candidates offer an analytical and balanced response, comprising a series of statements which demonstrate an explicit understanding of the key issues raised by the question. Supporting material will be accurate, relevant and appropriately selected, demonstrating range and depth of knowledge.</p> <p><i>The writing will be well organised, logical and focused. The writing may include some grammatical and spelling errors.</i></p> <p>Low Level 5: 25–26 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 5: 27–28 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 5: 29–30 marks The qualities of Level 5 are securely displayed.</p> <p>Specific to exemplar question The response should directly refer to all or most of the key elements to the question – contrasting development, causes of, role of external influences, 1945-61. The answer should focus on the role of the key issue with a discussion of other influences or giving an integrated answer clearly showing how the external influences affected the contrasting development, e.g. explain how the external influences of the Cold War created contrasting states which were exploited by German politicians or explaining that influences were more complex. The emphasis should be on the extent of external influence but there should be balance. It is important at Level 5 to reach a judgement.</p> | (25–30) |

A note about written communication

Here is a list of things you should try to do to ensure that problems with written communication do not affect the mark you are given within a Level (this could jeopardise your overall grade).

- 1) Write in well organised **paragraphs**. An essay is a series of organised paragraphs, each consisting of a number of sentences which are linked together. A good essay will usually have a visual look of 6–8 blocks of writing.

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Many candidates write in single sentences or a couple of sentences at a time. It is difficult to see where one developed point ends and another starts. Some candidates also write their main point in a single sentence and then leave a line before carrying on with the development. Some paragraphs are too long and should be split up.

- 2) Use **capital letters** correctly. Many candidates do not use capital letters consistently and some do not even use them to begin sentences. Capital letters are especially important for writing history because historians have to use so many **proper nouns**. The names of places, people and major events should begin with a capital letter.
- 3) Write using **appropriate language**. An essay is a formal piece of writing that requires the formal use of language. Your English lessons will have taught you that you need to use the appropriate style and language for the task you are given. Try not to use 'slang' phrases or phrases that your teacher may have used to liven up a lesson – translate these into more formal language. Definitely do not use text language – '2', 'u', '8' etc – even though you may communicate informally this way all the time.
- 4) Try to **spell accurately**. Not everyone is great at spelling but you should try to spell as accurately as possible. You should try to make sure that you can spell the key words, phrases and names for each of your options. If you find this difficult, then you should at least try to be consistent, i.e. spell the same word in the same way throughout the essay.

It is not always easy to read through what you have written in an essay. However, if you have the time and you are 'brave' enough, many of these written communication problems can be solved by re-reading the essay and making amendments.

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| Edexcel – AS GCE Unit 1: Historical Themes in Breadth Option E and F | E5/F5 Germany Divided and Reunited, 1945–91 | Chronology |
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Chronology: Key Events in *Germany, 1945–91*

Timelines are an excellent tool for historians. They help to establish chronology, historical patterns and change over time. However, timelines are also fluid. They can be added to, shortened and edited to suit the purpose of the user. When you are provided with a timeline in a textbook or on a site such as this, don't just accept it as it is – check it to make sure the information is correct, highlight the most important dates for the purposes you are using it for, annotate it, add information that you think should be there etc.

Use this timeline to plan for an essay, to revise, or as a skeleton from which to build on your knowledge.

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| Year | Events | |
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| 1945 | May: unconditional surrender of Germany June: Allies take over joint control of Germany July: Potsdam Conference: Germany and Berlin are divided into four zones | |
| 1946 | Nuremburg Trials; SED formed in Soviet zone | |
| | Western Zone | Eastern zone |
| 1947 | January: Bizonia March: Truman Doctrine July: Marshall Plan announced | |
| 1948 | June: Currency reform; Berlin airlift begins | June: Berlin Blockade begins |
| 1949 | May: Berlin airlift ended May: Basic Law - formation of FRG August: Konrad Adenauer becomes Chancellor | May: Berlin Blockade lifted October: Formation of GDR |
| | FRG (Federal Republic of Germany) | GDR (German Democratic Republic) |
| 1950 | Start of Korean War | Ulbricht becomes General Secretary of SED |
| 1951 | FRG gains control of foreign policy; joins European Parliament; European Steel and Coal Treaty | |
| 1952 | | 'Stalin note' |
| 1953 | | Death of Stalin June uprising Creation of COMECON |
| 1955 | FRG becomes an independent state FRG joins NATO Compulsory military service introduced | GDR joins the Warsaw Pact National People's Army formed |
| 1957 | January: Saarland joins the FRG; creation of EEC | |
| 1957 | Tensions over future of Berlin begin | |
| 1960 | | Ulbricht becomes Head of State |
| 1961 | August: Berlin Wall crisis | August 13: Construction of the Berlin Wall |
| 1962 | 'Siegel' affair | Compulsory military service introduced |
| 1963 | Adnauer retires; Erhard takes over | |
| 1966 | 'Grand Coalition' Kiesinger becomes Chancellor | |
| 1968 | 'Emergency laws' | |
| 1969 | Brandt elected SPD Chancellor | |
| 1970 | Beginning of Ostpolitik; Brandt visits the GDR; Treaty of Moscow with the USSR; Treaty of Warsaw with Poland | Stoph visits the FRG |
| 1971 | 'Berlin accord' | Ulbricht resigns; replaced by Honecker; 'Berlin accord' |
| 1972 | Basic Treaty; radicals barred from public sector employment; Munich Olympics; domestic terrorism | Basic Treaty |

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| | increases; West Germany joins the United Nations | |
| 1974 | Helmut Schmidt becomes Chancellor | New constitution – ‘Republic of Workers’ and Peasants’ State’ |
| 1975 | | Friendship Treaty with the USSR |
| 1977 | Five million West Germans identified as ‘sympathising’ with terrorism | |
| 1980 | January: National Green Party | |
| 1982 | Helmut Kohl becomes Chancellor | |
| 1985 | | Mikhail Gorbachev becomes leader of the USSR |
| 1987 | Honecker visits the FRG | |
| 1989 | 9 November: Parts of the Berlin Wall opened 28 November: Kohl announces ‘Ten Point Plan’ | 2 May: Hungary opens border with Austria 7 May: Local elections 6 October: Gorbachev visits Berlin for 40th anniversary of the GDR 18 October: Honecker resigns; replaced by Krenz 6 November: Leipzig demonstrations 9 November: Travel restrictions lifted and parts of the Berlin Wall opened 1 December: Constitutional change ends control of the SED |
| 1990 | 1 July: Currency union 16 July: The USSR agrees that a re-united Germany could be part of NATO 12 September: Two-plus-Four Treaty finalised | March: free elections 1 July: Currency union 16 July: The USSR agrees that a re-united Germany could be part of NATO 12 September: Two-plus-Four Treaty finalised |
| 1990 | 3 October: The GDR is formally abolished and formally reunited with the FRG 2 December: All-German election returns Kohl as Chancellor | |
| 1991 | June: Berlin replaces Bonn as capital November: Final dismantling of the Berlin Wall | |

Teaching Activities

Chronological awareness/key points

Some questions cover a larger time span than others. How are you going to respond to a question which deals with a long period of time?

You need to identify five or six key events that you can use as chronological signposts across the period. You need to know the order in which they happen and the significance of each event.

One way in which you can do this is to identify themes on which questions could be set and produce chronological tables with notes on the significance – these can then be used to write essay plans or to help with revision.

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Below are four possible themes, with two or three key events suggested for each theme. Build up the tables further by finding two or three other events which could be included – these can be before, after or between the events already suggested.

Theme 1: The development of the FRG from 1949

| Date | Event | Significance |
|------|---------------------------------|--------------|
| 1963 | Adenauer resigns | |
| 1969 | Willy Brandt becomes Chancellor | |
| 1974 | Munich Olympics | |

Theme 2: The development of the GDR from 1949

| Date | Event | Significance |
|------|------------------------------------|--------------|
| 1950 | Ulbricht becomes General Secretary | |
| 1953 | June uprising | |
| 1989 | Honecker resigns | |

Theme 3: Relations between the FRG and GDR from 1949

| Date | Event | Significance |
|------|----------------------------------|--------------|
| 1955 | Creation of Warsaw Pact and NATO | |
| 1961 | Construction of the Berlin Wall | |
| 1972 | Basic Treaty | |

Theme 4: GDR relations with the USSR

| Date | Event | Significance |
|------|-----------------|--------------|
| 1953 | Death of Stalin | |
| | Gorbachev | |

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| | | |
|------|------------------------------|--|
| 1985 | becomes leader of USSR | |
| 1989 | Gorbachev's visit to the GDR | |

Resources

M. Fulbrook, *A History of Germany 1918–2008: The Divided Nation* (Wiley-Blackwell, 3rd edn 2008)

M. Fulbrook, *Anatomy of a Dictatorship: Inside the GDR 1949–1989* (New Oxford History of England; OUP, 1997)

A. Grunbacher, *The Making of German Democracy: West Germany during the Adenauer Era* (Documents in Modern History; Manchester University Press, 2010)

M. Meyer, *The Year that Changed the World: The Untold Story Behind the Fall of the Berlin Wall* (Simon & Schuster Ltd, 2009)

P. O'Dochartaigh, *Germany Since 1945* (Studies in Contemporary History; Palgrave Macmillan, 2003)

Websites

It is often difficult to find specific websites for History topics that are detailed enough, accurate, and which do not disappear from the web overnight! It is probably best to search for a variety of keywords connected to the topic and to sieve through the results up to a least page 5. Remember that you need to be careful when using websites to try to determine accuracy and any bias that might be found on the site. If possible try to find the 'Home' or 'About us' information to find out who is producing the site. This is particularly important when trying to find information about controversial topics or ideas; websites covering Nazi Germany, Fascism and the Holocaust should be investigated carefully before accepting the information is accurate.

Usually the first website that appears on a list is Wikipedia. Your teachers will probably already have warned you to use Wikipedia with caution. Wikipedia can be useful and will often give you links to other information. Treat it in the same way that historians use other sources of information – check that the information is accurate by cross-referencing with other sites or books. The editing history of a Wikipedia entry can also be very helpful in understanding how the entry has been created.

Here are a few general history websites designed to be used by students that might lead you to information for your topic:

The History Learning Site - www.historylearningsite.co.uk/

SchoolHistory - www.schoolhistory.co.uk/

Spartacus Educational - www.spartacus.schoolnet.co.uk/

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Sempringham publishing - www.history-ontheweb.co.uk/

BBC History - www.bbc.co.uk/history/

The following are websites which are directly related to the reunification of Germany:

Deutsche Welle - www.dw-world.de/dw/0,,12302,00.html

Case Study with activity - www.foothill.fhda.edu/divisions/unification/