

Edexcel – AS GCE Unit 1: Historical Themes in Breadth Option F	F7 From Second Reich to Third Reich: Germany, 1918–45	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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Option F

### 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 rise in electoral support for the Nazis – time period 1928–32 – responsibility of the economic slump (agricultural slump before the Great Depression, growing economic difficulty before 1929 plus the effects of the Wall Street Crash).

### Exemplar Question

How far was the economic slump in Germany responsible for the rise in electoral support for the Nazi Party in the years 1928–32?

**(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.
- 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.

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**Plan**

Brief answer: A very important underlying reason for electoral support but in fact it was a combination of factors including disappointment with Weimar, weaknesses in the Weimar constitution and the organisation and leadership of the Nazi Party machine during this period.

- Economic slump very important – agricultural support from 1928, growing employment problems led to political extremes, effects of Wall St Crash, unemployment
- Weimar unable to deal with the problems – look to other parties
- Growing legitimate organisation
- Manifesto appeal
- Appeal of Hitler himself
- Conclusion – combination of factors

**Examiner's Exemplar Answer 1**

In the period 1928–1932 the Nazi Party increased its support tremendously. By 1932 it had the largest support in elections. The economic slump led to unemployment (1) and the Nazis promised to find jobs. There were other reasons why people supported the Nazis as well (2).

The Wall Street Crash in 1929 brought problems for Germany (3). The Germans had to pay back loans from other countries and there was unemployment and hyperinflation (4). The government was unable to pay people unemployment benefit. This meant that many Germans were unhappy with the Weimar Republic. The Nazis promised to give people jobs. As unemployment rose to 6 million by 1932 so the support for the Nazis grew (5).

Many different types of Germans were affected by the Great Depression (6). Workers lost their jobs, farmers were affected by prices and the middle-class standard of living went down. The Nazis promised to help the workers by giving people jobs, help farmers by producing more food in Germany and improve standards of living. All of these things increased the popularity of the Nazis over time. As the Great Depression went on, they became more and more popular (7).

However, there were other factors which helped the Nazis to gain support (8). The Weimar Republic was weak from the start. There were many coalition governments, which meant that politicians did not agree

(1) Already there is an indication that the student is potentially unsure of the focus of the question – support or electoral support.

(2) This suggests that the answer will show some analysis – the economic slump is acknowledged and other reasons are hinted at but not specified.

(3) Begins with economic issues – but assumes that the economic slump is the Wall Street Crash.

(4) This is a common error for a Level 3 answer – hyperinflation was not a feature of the economic slump from 1928.

(5) Sufficiently secure supporting evidence for Level 3 and connected to electoral support.

(6) An attempt to show that different economic problems brought support

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and could not make decisions. There was Article 48, which meant that the President could make laws without parliament. All these things meant that the Weimar Republic could not deal with problems. They also could not deal with the violence between the Nazis and the Communists (9).

Another reason why the Nazis gained support was because the Nazis were well organised (10). When Hitler came out of jail they decided to stand in elections. In 1928 they gained 12 seats in the elections because of proportional representation. They organised meetings and Hitler travelled around the country by plane to meet as many people as possible. In 1930 Goebbels began a propaganda campaign which produced posters and information which gave different messages to different people (11). The Nazis also used intimidation and violence in the streets (12). By the end of 1930 the Nazis had 107 seats (13).

Hitler himself was increasingly popular (14). He was able to put forward Nazi ideas when he was put on trial after the Munich Putsch. Hitler's public speaking skills were very persuasive and many people supported the Nazis after listening to him speak. Hitler's speeches against the Versailles Treaty, promising to make Germany great again and to ignore the agreements, won support from many people. Hitler became even more popular after he led a campaign against the Young Plan, which reduced reparations in 1929. By 1932 Hitler was able to challenge Hindenburg in the presidential election (15).

So the economic slump did persuade many people to vote for the Nazi Party especially those who were unemployed. However, the Nazis were very organised and Hitler was popular which also gained support (16).

### **Examiner's Assessment**

This is a typical mid to high Level 3 answer. It has some attributes of Level 2 with some simple statements but also the multi-factored nature of the answer could indicate a low Level 4. However, there is an attempt at analysis, a range of factors and adequate supporting evidence, which puts the answer into Level 3. In particular, the response shows some understanding of the focus of the question but this is not well related. The question refers to the economic slump rather than just the effects of the Great Depression and the emphasis is on the rise in electoral support rather than popularity. This focus is a mixture of Nazi popularity and electoral

from different types of groups.

(7) Implies electoral support through popularity.

(8) Reference to other factors.

(9) Typical Level 3 supporting evidence about the Weimar Republic – generalised statements about problems but lacking detail from the 1928–32 period.

(10) Introduces another factor.

(11) The supporting evidence here is more relevant to the 1928–32 time period.

(12) A new aspect is introduced.

(13) The concluding statement refers to electoral gain.

(14) Another factor is introduced through a statement but emphasis is on popularity rather than electoral support.

(15) Finishes with reference to elections.

(16) The conclusion shows an understanding of the focus of the question with reference to votes and identifies other factors.

support.

### Examiner's Exemplar Answer 2

Despite a dip in the electoral support of the Nazis in November 1932 (17), there was a remarkable rise in support after 1928. Between 1928 and 1932 votes for the NSDAP rose from less than a million to over 10 million (18). There is no doubt that the economic slump experienced during these years was the underlying cause of the rise in votes (19) but there were other factors which combined to make the rise so great. In particular, Nazi Party organisation was able to exploit the opportunity provided by economic problems (20).

Even before the Wall Street Crash in 1929 the Nazis gained support from Germans affected by economic problems (21). In 1928 when the Nazis gained 12 seats, much of their increased support came from farmers worried by a growing agricultural slump. Many voters also feared left-wing gains as industrial disputes were beginning to increase. Hitler attempted to take advantage of this in the summer of 1929 by leading a campaign for a referendum against the Young Plan, which had reduced the hated reparation payments but not substantially (22).

With the stock market crash of 1929 the Nazi Party was able to take advantage of economic difficulties even more (23). The Great Depression led to mass unemployment and the requirement to repay foreign loans. The Weimar government was unable to pay state benefits and the standard of living of an increasing number of Germans began to fall. Many Germans began to turn away from the Weimar Republic and looked to more extreme answers. The Nazi Party 25-point plan seemed to many Germans, including peasants, small businessmen and workers, to offer solutions. In particular the Nazis promised to use public works programmes to provide jobs. As unemployment grew between 1930 and 1932 so did the electoral support for the Nazis.

However, although the economic situation created an atmosphere in which the Nazis might be able to gain votes, there were other factors which aided their remarkable rise. The weakness of the Weimar Republic (24) itself helped the Nazis to gain support. Proportional representation gave minority parties a chance to gain a foothold in the Reichstag. Once the Nazis had gained 12 seats in 1928 they had a foundation for support. Hitler came to national attention when he became involved in

(17) Immediately, refers to the potential problem in that the Nazi vote actually went down in the last election of 1932.

(18) Increased appeal over the time period is clearly shown.

(19) Direct answer to the question.

(20) Offers an alternative factor, suggesting an integrated answer. Suggests possible Level 4 or 5.

(21) Shows understanding that the economic slump began before the Great Depression.

(22) Detailed supporting evidence.

(23) Continued discussion of the role of the economic slump but with a degree of integration with Nazi organisation.

(24) Begins to introduce other factors.

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the anti-Young Plan referendum. In 1931 Chancellor Brüning began to pass economic legislation through decree, which undermined the Weimar democracy, and the Nazis became part of the Harzburg coalition of right-wing political parties and industrialists attempting to undermine Brüning's government (25).

(25) Detailed supporting evidence from the time period.

The Nazis themselves organised increasingly effective modern election campaigns to attract voters (26). In particular, after Goebbels took control of propaganda in 1930, the Nazi Party rallies, mass meetings and posters attempted to attract as many supporters as possible. The Nazis also organised locally including setting up youth organisations. Hitler used cars and aeroplanes to visit as much of Germany as possible. This was, however, combined with the threat of violence as the SA clashed with KPD supporters on the streets using 'propaganda by deed'. Some people undoubtedly voted Nazi through fear.

(26) Introduces a new factor – Nazi election organisation.

The Nazis also attracted a wide range of support. The consequences of the economic slump did persuade many to vote Nazi especially after 1929 with promises to provide jobs for workers, land for peasants and help for small shopkeepers but they also attracted other groups as well (27). They had strong nationalist support, appealed to the Protestant vote and attracted those who were anti-socialist. The 25-point NSDAP programme seemed to appeal in some way to a large majority of Germans.

(27) Returns to the range of support from an earlier point – perhaps a little repetitive.

Finally, there was the appeal of Hitler himself. Even with Hindenburg as President, the coalition Weimar leaders appeared weak and the economic slump only made this worse (28). Hitler seemed to promise strong and decisive leadership. He was a superb public speaker and seemed to have a charismatic appeal to many, particularly the young. Albert Speer claimed that it was after hearing Hitler speak that he was attracted to Nazi ideals.

(28) The appeal of Hitler is linked to the economic slump.

The economic slump provided the foundations for the rise of the Nazi Party between 1928 and 1932. The problems which began in the agricultural depression and were made worse by the events of 1929 allowed the Nazis to promise a better future for Germany. So in many ways it was responsible but the weakness of the Weimar Republic made it possible for the Nazis to launch their campaigns and the effective organisation allowed the Party to exploit the economic situation. Hitler was able to appear as a strong leader in a time of indecision (29).

(29) Judgement clearly places the answer in Level 5 – it is related to the discussion in the body of

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<p><b>Examiner’s Assessment</b></p> <p>This is a mid to high Level 5 response. It directly addresses the responsibility of the economic slump for an increase in electoral support. The answer suggests that the economic slump was responsible for the increase but that this was combined with factors which made the increase remarkable. There is a clear discussion of the role of the economic slump, which is then integrated into the other factors. The supporting evidence is particular to the time period of 1928–32 and has some detail. The conclusion reaches a judgement which is supported in the main body of the essay.</p> <p>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.</p>	<p>the essay itself.</p>
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<p><b>Edexcel – AS GCE Unit 1: Historical Themes in Breadth Option F</b></p>	<p><b>F7 From Second Reich to Third Reich: Germany, 1918–45</b></p>	<p><b>Mark Scheme</b></p>
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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.

How far was the economic slump in Germany responsible for the rise in electoral support for the Nazi Party in the years 1928–32?

**(30 marks)**

**Target: AO1a and AO1b**

<b>Level 1</b>	<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><b>Low Level 1: 1–2 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 1: 3–4 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 1: 5–6 marks</b> The qualities of Level 1 are securely displayed.</p> <p><b>Specific to exemplar question</b> A few generalised sentences about the rise in support for the</p>	<b>(1–6)</b>
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	<p>Nazi Party or the economic slump, e.g. the Nazis became popular because they promised to end unemployment; Hitler gained votes through his personal popularity; the coalition governments found it difficult to keep control.</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. the reference to the economic slump in this question might prompt some candidates to write about the early years of the Weimar Republic 1919-24. Many candidates in this topic confuse the 1919-24 period with the 1924-29 period.</p>	
<b>Level 2</b>	<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><b>Low Level 2: 7–8 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 2: 9–10 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 2: 11–12 marks</b> The qualities of Level 2 are securely displayed.</p> <p><b>Specific to exemplar question</b> A few relevant paragraphs about the question or narrative without explanation. For example, paragraphs describing or briefly commenting on the economic problems of the Great Depression or the organisation of the Nazi Party and the different groups who supported the Nazis. Also some responses may have relevant paragraphs but include much supporting evidence which lacks security or is inaccurate. This topic often has a number of answers which contain significant inaccuracies, which result in Level 2 answers.</p>	<b>(7–12)</b>
<b>Level 3</b>	<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</i></p>	<b>(13–18)</b>

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	<p><i>spelling errors are likely to be present.</i></p> <p><b>Low Level 3: 13–14 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 3: 15–16 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 3: 17–18 marks</b> The qualities of Level 3 are securely displayed.</p> <p><b>Specific to exemplar question</b> 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 rise of the Nazi Party or the effects of the economic slump with a commentary as to significance, or it could be a series of explanatory statements about the rise in support for the Nazi Party with thin or irrelevant supporting evidence. If there is no or very brief reference to the economic slump, the highest mark that can be gained is 18.</p>	
<p><b>Level 4</b></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><b>Specific to exemplar question</b> 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 the effect of the economic slump on the support for the Nazi Party with some depth of reference, e.g. the effects of the Great Depression on employment; the problems providing social benefits; the agricultural slump from 1928; whilst suggesting other factors and/or reasons why the economic slump was not wholly responsible. Those answers which clearly imply reference to the responsibility for the rise in electoral support through importance 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. Other factors might be Hitler's personal popularity; the weaknesses of Weimar; the fear of</p>	<p><b>(19–24)</b></p>

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	the left and the organisation of the Nazi Party.	
<b>Level 5</b>	<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><b>Low Level 5: 25–26 marks</b> The qualities of Level 5 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 5: 27–28 marks</b> The qualities of Level 5 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 5: 29–30 marks</b> The qualities of Level 5 are securely displayed.</p> <p><b>Specific to exemplar question</b> The response should directly refer to all or most of the key elements to the question – the economic slump; responsibility; the rise in electoral support and the time period 1928-32. The answer should focus on the role of the key issue with other factors being compared in importance or giving an integrated answer clearly showing how economic slump fits into the rise in electoral support, e.g. explain how the economic slump was the most important factor but could not have been exploited without Nazi organisation and campaigning, or explaining that the rise in electoral support was more complex. The emphasis should be on the degree to which the economic slump was responsible but there should be balance. It is important at Level 5 to reach a judgement.</p>	<b>(25–30)</b>

**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. 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

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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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**Chronology: Key Events in *Germany, 1918–45***

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.

**1. Germany 1918–29**

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<b>Year</b>	<b>Month</b>	<b>Event</b>
1918	September	German generals concede defeat to Kaiser
	October	Prince Max becomes Chancellor
	2 November	Grand Fleet mutinies Kiel
	8 November	Bavaria proclaimed socialist republic
	9 November	Kaiser abdicates and republic proclaimed
	11 November	Armistice signed (not the Treaty of Versailles)
1919	1 January	German Communist Party founded
	5 January	Spartacist Uprising in Berlin
	February	National Constituent Assembly at Weimar; Ebert becomes President
	March	Bavarian Soviet republic declared (continued sporadic left-wing disturbances to 1923)
	28 June	Treaty of Versailles signed – War Guilt; loss of territory and military; reparations
	July	Weimar Constitution adopted
1920		(Continued political disturbances)
	March	Kapp Putsch fails
1921		(Continued political disturbances)
	May	Reparations agreed with Germany and fixed at £6,600 million
1922		(Continued political disturbances)
		Rathenau murdered
	April	Treaty of Rapallo with Russia
1923	January	Franco-Belgian occupation of Ruhr; passive resistance
	January–November	Inflation crisis becomes hyper-inflation
	August	Stresemann appointed Chancellor
	November	NSDAP Munich Beer Hall Putsch led by Hitler fails; Rentenmark implemented as new currency; Stresemann government falls but Stresemann remains Foreign Minister until 1929
1924	April	Dawes Plan reorganises reparations
	May	Election with extreme parties making gains
	September	Dawes Plan begins implementation
	December	Election with moderate parties regaining support
1925	February	President Ebert dies
	May	Hindenburg elected President
	October–December	Locarno Conference – agreement on western borders
1926	April	Treaty of Berlin signed with Russia
	September	Germany allowed entry to League of Nations
1927		(Economic problems begin to re-emerge)
	July	Unemployment insurance law
1928	May	Elections with moderate gains; Muller's Grand Coalition; Hugenberg leader of DNVP
	August	Kellogg-Briand Pact negotiated
	October–	Ruhr lockout – industrial unrest

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	December	
1929	February	Kellogg-Briand Pact accepted by Germany
	June	Young Plan restructures reparation payments
	3 October	Stresemann dies
	29 October	Wall Street Crash
	December	Anti-Young Plan referendum – only 14% reject Plan

**2. The rise of National Socialism**

<b>Year</b>	<b>Event</b>
1919	German Workers Party (DAP) is founded by Anton Drexler
1920	DAP changes its name to the NSDAP
	Hitler drafts the 25-point programme
1921	Hitler becomes the party leader
	Money is received from right-wing Bavarians for a newspaper ( <i>Völkischer Beobachter</i> – The People's Observer), posters and flags
	The first party rally is held
	The Sturm Abteilung (SA) is established
1923	Munich Putsch
1924	Hitler tried and sentenced to five years imprisonment in Landsberg jail
	Appreciation for the position of Hitler and the Nazis is demonstrated by their winning 32 seats in the Reichstag (6.5% of the vote) in the elections of May
	<i>Mein Kampf</i> is produced while in jail – this marks a change in direction with the adoption of the legal method of seeking power
	Hitler is released after serving only nine months of his jail sentence in December. Electoral support for the party not maintained in December - 14 seats (3% of the vote) in the Reichstag were gained
1925	Hitler sets about reorganising the party which has faced problems during his time in jail
1926	Bamberg Conference. Hitler establishes his control over the party and makes it clear that there is no room for disagreement with his views Following the conference, the party structure is completely overhauled. The country divides into Gaue (regions) with each Gaue being controlled by a Gauleiter The SA is brought directly under the authority of the Party's leaders.
	The Schutzstaffel (SS) is set up to ensure Hitler's personal safety
	The Hitler Youth is founded to make an appeal directly to the young
1928	The Nazi Party gains 3% of the vote in the election, giving it 12 seats in the Reichstag – significant gains in rural areas
1929	Local election gains made
	Wall Street Crash, followed by the Great Depression

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	Anti-Young Plan referendum campaign – 14% only favour rejection
1930	Muller government resigns; Brüning appointed Chancellor
	Young Plan agreed
	Nazis make their electoral breakthrough in the September elections – gaining 107 seats and becoming the second largest party; Rohm becomes leader of the SA after some discontent; Hitler begins to build up SS
	Brüning introduces economic policies by presidential decree (Article 48)
1931	Josef Goebbels is put in charge of propaganda. In February, SA is purged of leaders such as Stennes
	The Harzburg Front is created with the aim of removing Brüning from power and preventing a communist takeover. This links Hitler to the DNVP and leading industrialists such as Fritz Thyssen
1932	In January Hitler receives positive support from industrialists
	Hindenburg is re-elected President after two ballots with Hitler achieving 13.4 million votes to Hindenburg's 19.3 million votes on the second ballot
	Unemployment reaches 6.1 million
	The Nazis make further advances in the State elections in April
	The SA and the SS are banned by emergency decree in April, with the ban being lifted in June
	Brüning resigns in May; von Papen appointed Chancellor
	In the July elections the Nazis become the largest party with 37% of the vote and 230 seats
	Hindenburg refuses to make Hitler Chancellor
	No confidence vote in government in September
	In the November elections, the Nazi vote drops to 33% of the vote and their seats in the Reichstag go down to 196. This leads to an internal crisis among Party leaders
	In December von Papen resigns; Schleicher appointed Chancellor
1933	January political discussions concerning future government as government struggles to maintain power; Hindenburg persuaded to consider Hitler as Chancellor
	Hitler is appointed Chancellor (30 January) with two other Nazis in his Cabinet – Frick as Minister of the Interior and Goering as Minister without Portfolio; elections called for March
	The Decree for the Protection of the German People is passed. This gives Hitler the power to ban hostile political meetings and newspapers
	Members of the SA are appointed as auxiliary policemen so that they have the same powers as the police
	Reichstag Fire takes place. The Communists are blamed for this and it gives the Nazis the opportunity to further erode civil liberties
	Emergency Decrees for the Protection of the German



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	People and the State are passed using Article 48 on the day after the fire. These enable the Nazis to suspend all civil liberties
	In the March elections, the Nazis gain 44% of the vote, amounting to 288 seats in the Reichstag
	Day of Potsdam – this ceremony to mark the opening of the Reichstag appears to legitimise Hitler’s position through the attendance of Hindenburg, the Kaiser’s son and many of the generals
	The Enabling Act is passed, meaning that Hitler can pass laws for the next four years

**3. Life in Hitler’s Germany**

(Note: this is not organised into chronological order within each year – see Teaching Activity 4.)

Year	Month	Event
1933		Law for the Restoration of the Civil Service – 10% of university lecturers are dismissed for many reasons including racial and political reasons
		All other youth groups (other than the Catholic groups – protected by the Concordat) taken over by the Hitler Youth
	March	Ministry for Public Enlightenment and Propaganda
		Marriage loans to the unemployed
		Unemployment stands at 6 million
		Hjalmar Schacht appointed as President of the Reichsbank
		Women in leading positions in civil service and medicine dismissed from jobs
	April	Law for the Restoration of the Civil Service removes Jews from employment in the Civil Service – although those who fought for Germany in the First World War are allowed to be exempt after Hindenburg’s intervention
	1 April	One-day boycott of Jewish shops
	July	Law for the Prevention of Hereditarily Diseased Offspring – compulsory sterilisation
	May	DAF, German Labour Front, set up and trades unions banned. Led by Robert Ley, it incorporates all workers previously involved in trades unions
	July	Catholic Church signs a Concordat with the Nazi government – agreeing to respect each other’s role and not interfere with each other’s organisations
	September	Entailed Farm Law prevents Jews from owning farms
		Reich Church created – bringing together all Protestant Churches
1934		Confessional Church breaks away from the Reich Church as it opposes the involvement of Nazi government in religious affairs
	August	Hjalmar Schacht appointed as Economics Minister
		New Plan introduced to sort out the balance of trade deficit; bilateral trade agreements made with foreign

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		countries
		Proposals for mass emigration of Jews
		Government takes control of wages and prices in some areas
1935		All textbooks in schools have to be approved by the Nazi Party
		Education Minister Rust announces the formulation of National Institutes of Education (NAPOLAs) for boys aged 10-18 who show promise to develop as leaders
		Law for the Protection of German Blood and German Honour. This forbids mixed marriages and sexual relationships between Aryans and Jews
		Reich Citizenship Law. Jews are no longer recognised as German citizens
		Marriage Law requires certificate of 'fitness to marry'
		RAD – Reichsarbeitsdienst – makes six-month labour service compulsory for all men aged 19-25
		RAD six-month labour service extended to women
	September	Nuremburg Laws in response to growing unofficial attacks on Jews
		Law for the Protections of the Genetic Health of German People. This leads to the League for the Propagation of Racial Knowledge setting up centres where people can reassure themselves that they are Aryan and be issued with a certificate to prove this prior to marriage
		Conscription introduced for men aged 18–25 who have to do a compulsory two years' military service
		Farm prices kept above market levels
1936		30% of teachers are member of the Nazi Party Teachers are pressurised to join the National Socialist Teachers' League (NSLB) NSLB encourages teachers not to teach religion
		Physical Education greatly emphasised with at least two hours a day in the curriculum
		Pope criticises racism within Nazi regime and the encouragement of Führer worship within Germany
	June	Confessional pastors criticise Nazi ideology and policies. Many are sent to concentration camps, including Martin Niemöller
	September	Göring put in charge of Office of the Four-Year Plan. Germany begins to prepare for war. Autarky is introduced with the expansion of domestic production and developing substitutes. Rearmament programme is expanded. However, not all businesses are supportive of the idea of Autarky
		All other youth organisations are banned and membership of Hitler Jugend becomes compulsory
		Women judges dismissed from jobs
		Reich Central Office for Combating of Homosexuality and Abortion
		Anti-Jewish signs removed for Berlin Olympic Games
		Himmler in charge of Jewish emigration

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		Unemployment reduced to 1.6 million
1937		By 1937, 97% of teachers have joined the NSLB – members are sent on month-long training programmes teaching Nazi ideology and physical education
		Schirach and Ley set up Adolf Hitler schools to rival NAPOLA's
		Marriage loans extended to women in work
		Schacht resigns as Economics Minister and Göring is appointed
		Reichswerke Hermann Göring is established to provide low grade steel for the regime's needs
		Nuremburg rallies – Hitler makes aggressive speech against Jews
		Schacht critical of anti-Jewish economic measures
	November	Hitler discusses concerns over mounting inflation and food shortages
1938		Anschluss with Austria – Eichmann forces 45,000 Austrian Jews to emigrate
	April	Decree on the Registering of Jewish property. This allows the Nazis to take exact stock of what the Jews own
	June-October	Anti-Jewish laws mean Jewish medical professionals and lawyers are banned from having Aryan patients or clients, Jews must add Sarah or Israel to their names and identity cards are stamped with a J
	9-10 November	Kristallnacht. Anti-Jewish attacks on businesses and synagogues, unofficially supported by Nazis. Jews made to pay 1 billion Reichsmarks to repair damage
		Decree issued excluding Jews from German economic life. Jews are also excluded from schools, universities and other public areas
		Marriage Law extends grounds for divorce Asocials defined as vagabonds, gypsies, beggars, prostitutes, alcoholics, eccentrics, the workshy, juvenile delinquents
		Himmler issues Decree for the Struggle against the Gypsy Plague
		Government given powers to direct labour where it is needed due to rising labour shortages
		Growing shortages of consumer goods – butter
1939		All denominational schools have been abolished
	January	Reich Central Office for Jewish emigration set up
	September	German Jews placed under curfew
		By 1939 – economy is in danger of overheating due to labour and some raw material shortages. Prices are rising.
		Mental illness – mercy killing – euthanasia programme begins
		Himmler made Reich Commissioner for Strengthening Germanism
		Gypsies sent to concentration camps before being sent to Poland; Jewish ghettos established in Poland
		Vast number of state controls exist but private business

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		still encouraged as long as it is compliant with government requirements
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**4. Germany at war after 1939**

<b>Date</b>	<b>Domestic</b>	<b>Events of war</b>
1939	(See 3. Life in Hitler's Germany)	September – Blitzkrieg invasion of Poland; Britain and France declare war; USSR invades Poland 'Phoney War' – both sides build up resources
1940	German victories increase resources available to economy; taxes remain low March – Fritz Todt made Minister for Armaments and Munitions Plan for mass transportation of Jews to Madagascar	April – invasion of Denmark and Norway May – invasion of Low Countries and France June – French surrender Summer – Battle of Britain failure; invasion of Britain postponed
1941	Military build-up for war with Russia begins to effect economy; prices begin to rise; increased conscription of previously exempt occupations December – Rationalisation Decree – restructure war economy Removal of teachers considered disloyal Euthanasia programme for mentally ill reaches 70,000 victims Banned co-habiting couples sent to concentration camps German Jews forced to wear Star of David; decision for 'Final Solution'; mass gassing of Jews at Chelmno begins	April – invasion of Yugoslavia and Greece June – Operation Barbarossa begins December – Japan attacks Pearl Harbour; USA declares war on Germany
1942	Speer put in charge of economy; longer shifts; shortages of consumer goods; women 17-45 required to register for work but many are exempt May – bombing of Cologne Gypsies transported to Auschwitz January - Wannsee Conference chaired by Heydrich finalises plans for 'Final Solution'; systematic round-up of Jews begins	May – German offensive at Stalingrad; first major Allied bombing June – German invasion of North Africa November – Soviet counter-attack; Allied landings in North Africa
1943	War economy introduced – shortage of raw materials; skilled workers exempt from conscription; 'foreign' labour used increasingly. Speers policies increase war production February – Goebbels speech supports 'total war' effort	January – German surrender of Stalingrad German surrender of North Africa Battle of Atlantic turns against Germany July - Soviet advance after Battle of Kursk; Allied landings in Sicily; Allied

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	July – Hamburg firestorm Speer’s suggestion of conscription opposed by Hitler on grounds that it would undermine ‘morale’ Expansion of ‘extermination’ camp system	landings in Italy but stopped at Rome
1944	July – Bomb Plot to assassinate Hitler fails August – peak munitions production but Allied bombing increasingly effective – housing and industry destroyed November – Himmler orders the end of gassings and destruction of Auschwitz	Red Army enters Poland, Romania, Bulgaria June – Allied troops land in Normandy on D-Day December – German offensive in Ardennes but eventually fails
1945	Further decline in ability to organise war effort but in some areas of war production increased efficiency February – bombing of Dresden January – Red Army reaches Auschwitz April – Americans and British reach other extermination camps	Spring – concerted offensive from Allies in East (Soviets) and West (Anglo-American) April – Hitler commits suicide May – Berlin captured; unconditional surrender

**Teaching Activities**

**Using the Chronology**

To consolidate your understanding of this period, use the Chronology to complete the following exercises:

1. Fill in and complete the table below to show economic, political and diplomatic developments during the period 1918-29. (This will help you to answer questions on the Weimar Republic)

<b>Date</b>	<b>Politics</b>	<b>Economy</b>	<b>Foreign policy</b>
1918	9 November – Kaiser abdicates		
1919			28 June – Treaty of Versailles signed
1920	March – Kapp Putsch		
1921		May – reparations agreed £6,600 million	

2. Use a table like the one started below to explain the stages by which Hitler and the Nazi Party were able to gain power. Be selective in identifying *key* events and explain why you chose those events.

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<b>Date</b>	<b>Key event</b>	<b>Explanation</b>
1924	Munich Putsch trial	Although Hitler imprisoned for leading a <i>coup d'état</i> against Weimar Republic uses trial to bring Nazi Party ideas to national attention
1926	Bamberg Conference	
1928	Reichstag Elections	Decision to contest election leads to 12 states with good support in rural areas affected by agricultural depression
1929	Anti-Young Plan Referendum	

3. Create a grid and identify reasons for the popularity of the Nazis. Identify a group in society (for example, workers, peasants, the middle classes, industrialists) and define in what ways they benefited and in what ways they lost out in the Third Reich.

<b>Social group</b>	<b>Reason for support before 1932</b>	<b>Positive benefits under Nazi rule to 1945</b>	<b>Negative benefits under Nazi rule to 1945</b>
Workers	Promises of employment; bring pride back to Germany; anti-reparations	Economic recovery ensured reduction in unemployment	Workers lost the right to strike Long hours, wage freeze
Peasants			
Industrialists			
Women			
Youth			
Middle classes			

4. Work your way through the Life in Hitler's Germany section of the Chronology.

a) The information within each year is not always in chronological order. Rearrange the information into the order in which things happened. (If you cannot find a month for certain events, then put these at the beginning of the year.)

b) Use three different colours to highlight the following aspects of life in Nazi Germany:

- i. Events connected to social policy – women, youth, education, Church
- ii. Events connected to economic policy
- iii. Events connected to Nazi policy towards Jews and minorities

By doing this you will be able to plot the way in which Nazi policies changed over time. You might want to split the social policy information up into women, youth and

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education. You might also want to use section 4 of the Chronology (Germany at war) to add information up to 1945. Questions on these themes can be set with reference to any dates between 1933 and 1945. The two most obvious end dates are the outbreak of war in 1939 and the end of the Nazi state in 1945.

### **Resources**

R.J. Evans, *The Coming of the Third Reich: How the Nazis Destroyed Democracy and Seized Power in Germany* (Penguin, 2004)

S. Friedlander, *Nazi Germany and the Jews 1933–1945* (HarperCollins, 2007)

R. Grunberger, *A Social History of the Third Reich* (Phoenix, 2005)

A. Tooze, *The Wages of Destruction: The Making and Breaking of the Nazi Economy* (Penguin, 2007)

E.D. Weitz, *Weimar Germany: Promise and Tragedy* (Princeton University Press, 2007, 2009)

### **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/](http://www.historylearningsite.co.uk/)

SchoolHistory - [www.schoolhistory.co.uk/](http://www.schoolhistory.co.uk/)

Spartacus Educational - [www.spartacus.schoolnet.co.uk/](http://www.spartacus.schoolnet.co.uk/)

Sempringham publishing - [www.history-ontheweb.co.uk/](http://www.history-ontheweb.co.uk/)

BBC History - [www.bbc.co.uk/history/](http://www.bbc.co.uk/history/)