

REVISE PEARSON EDEXCEL GCSE (9-1)

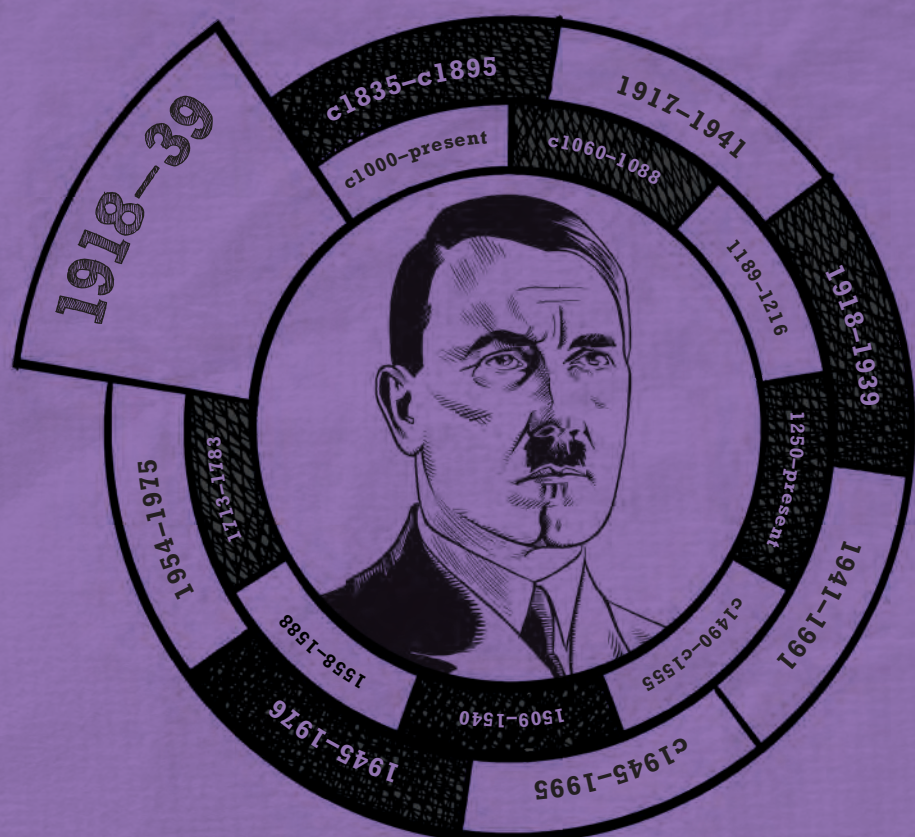
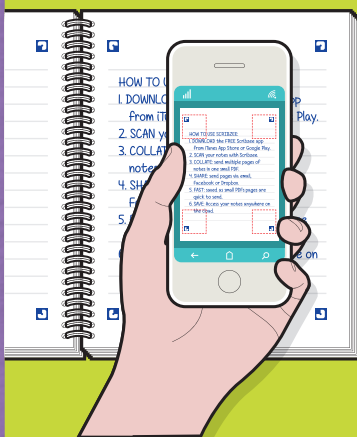
History

WEIMAR AND NAZI GERMANY, 1918-39

REVISION NOTEBOOK

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REVISE PEARSON EDEXCEL GCSE (9–1)

History

WEIMAR AND NAZI GERMANY, 1918–39

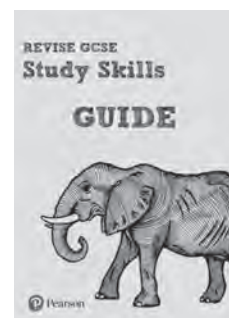
REVISION NOTEBOOK

Series Consultant: Harry Smith

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Contents

INTRODUCTION

iv Making great revision notes

THE WEIMAR REPUBLIC, 1918–29

- 1 The legacy of the First World War
- 3 Strengths and weaknesses of the Weimar Constitution
- 5 Why the Republic was unpopular
- 7 Challenges from left and right
- 9 The challenges of 1923
- 11 Reasons for recovery, 1923–29
- 13 Stresemann's success at home and abroad
- 15 Changes for workers and women
- 17 Cultural changes, 1924–29

HITLER'S RISE TO POWER, 1919–33

- 19 Hitler and the early growth of the party
- 21 The Munich Putsch and its aftermath
- 23 Growth in support, 1929–32
- 25 Political developments in 1932

NAZI CONTROL AND DICTATORSHIP, 1933–39

- 27 The Reichstag Fire and the Enabling Act, 1933
- 29 Hitler becomes Führer
- 31 A police state
- 33 Policies towards the churches
- 35 Propaganda and censorship
- 37 Church opposition
- 39 Youth opposition

LIFE IN NAZI GERMANY, 1933–39

- 41 Women and the family
- 43 Nazi youth organisations
- 45 Nazi education
- 47 Policies to reduce unemployment
- 49 The standard of living
- 51 Racial beliefs and policies
- 53 Jewish persecution 1
- 55 Jewish persecution 2

SKILLS

- 57 Sources and interpretations
- 59 Question 1: Making inferences
- 61 Question 2: Explaining causes
- 63 Question 3(a): Evaluating usefulness
- 65 Question 3(b): Identifying and explaining differences
- 67 Question 3(c): Suggesting reasons for different views
- 69 Question 3(d): Evaluating interpretations
- 71 SPaG and historical terminology

THE EXAM

- 73 Exam overview

TIMELINE TEMPLATES

- 74 Timeline 1
- 75 Timeline 2
- 76 Timeline 3
- 77 Timeline 4
- 78 Timeline 5

CONCEPT MAP TEMPLATES

- 79 Concept map 1
- 80 Concept map 2
- 81 Concept map 3
- 82 Concept map 4
- 83 Concept map 5

A small bit of small print

Edexcel publishes Sample Assessment Material and the Specification on its website. This is the official content and this book should be used in conjunction with it.

Making great revision notes

Making your own revision notes is one of the best ways to revise. Unlike in your exam, there are no right answers when it comes to making revision notes – you get to decide which methods of making notes work best for you.

I write down facts I need to remember, then cover them up and test myself.

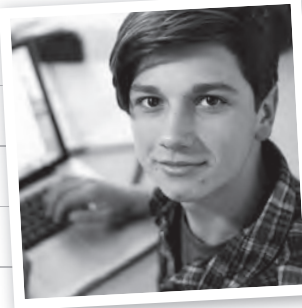
I remember better if I use different colours and draw diagrams and tables.



I like making posters and putting them up around my room.

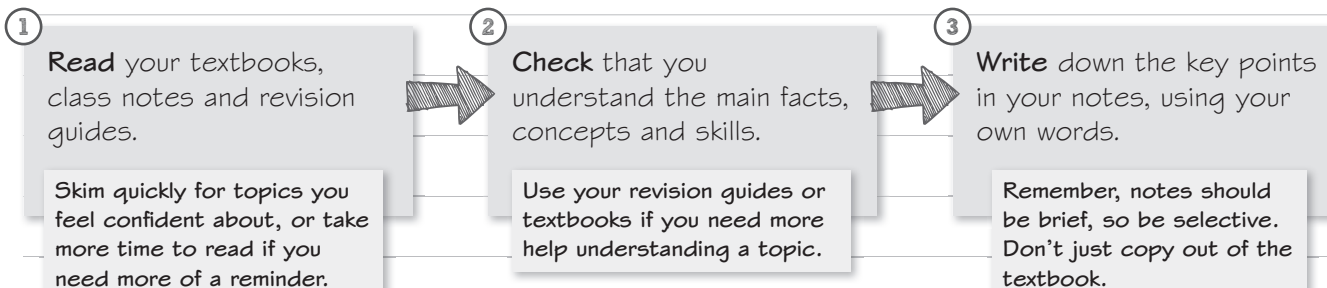


I start every revision session by reviewing my notes from last time.



The 1-2-3 method

You can use this method to get started with your own revision notes:



Super-summaries

Once you have finished a page of notes, try to summarise the most important facts or skills in one or two bullet points. When you are scanning back through your notes, this summary can help to trigger your memory for **all** the notes on that page.

You can use these super-summaries to make **flashcards** later on in your revision, or scan through them quickly the night before the exam. You could even compile them all into a **one-pager** – this is **one side of A4** with a list of the key points or topics to remember for a particular exam.

Checklists

Write lists of things you need to remember. These could be:

- vocabulary or key words
- dates and places
- steps in a skill or process.

Bullets

Use short sentences starting on new lines rather than full paragraphs to make notes on:

- reasons or opinions
- advantages and disadvantages
- causes and effects.

Concept maps

Use a central heading and arms to write notes – just like this! Works great for:

- different examples of something
- links between topics.

Top note-making techniques

Boxes

Draw boxes to make parts of your notes stand out (or stay separate). For example:

- key formulae or golden rules
- case studies.

Keep it interesting

There are lots of simple ways to spice up your notes. Try some of the ideas on the right, or come up with your own **colour-code**, for example:

- black = normal text
- blue = tricky topic
- yellow highlighter = key word
- red arrow = connections.

CLOUDS

BANNERS

MAKE

LINKS

UNDERLINING

HIGHLIGHTING

STICK THINGS IN

Some dos and don'ts of revision notes

- | | |
|--|---|
| ✓ Use headings – structure your notes in digestible chunks. | ✗ Loose pages – don't tuck sheets of paper into your notes. They can fall out and get out of order. |
| ✓ Keep it neat – the best notes are ones you can read back over later in your revision. | ✗ Elaborate diagrams – don't waste a lot of time copying complicated graphs or pictures. You can always refer back to the textbook if you need to. |
| ✓ Recap and repeat – aim to look back over each set of notes at least once. | ✗ Long paragraphs – it's easier to revise from lists, bullets and key points than from dense passages of text. |
| ✓ Look after yourself – drink plenty of water, get plenty of sleep and take regular breaks. | |

Shorthand

Use your own shorthand symbols like these to speed up your note-making:

= the same	✓ advantage / pro	> bigger than
≠ not the same	✗ disadvantage / con	» much bigger than
→ links to / leads to	∴ therefore	∵ because

The legacy of the First World War

The First World War ended in 1918 and left Germany scarred and crumbling, having been defeated by the combined force of Britain, France, Russia, Italy and the USA. Friedrich Ebert, leader of the Social Democratic Party, became the first German president and declared Germany a republic.

What to include

Try to cover these key points in your notes:

- ✓ the legacy (impact) of the First World War
- ✓ the abdication of the kaiser
- ✓ the armistice and revolution.

The legacy of the First World War *continued*

Key facts

- November 1918: Germany surrendered. The kaiser abdicated and an armistice ended the First World War.
- Germany was left weak and in chaos.
- After a revolution, Germany became a democratic republic.

Strengths and weaknesses of the Weimar Constitution

A new constitution was drawn up on 31 July 1919 in the town of Weimar, rather than in Berlin where there was still unrest. This established a democratic government.

What to include

Try to cover these key points in your notes:

- ✓ the setting up of the Weimar Republic
- ✓ the strengths of the new constitution
- ✓ the weaknesses of the new constitution.

Strengths and weaknesses of the Weimar Constitution *continued***Key facts**

- July 1918: the Weimar Constitution was established.
- The constitution had strengths, but also weaknesses.

Why the Republic was unpopular

The Treaty of Versailles damaged Germany's economy, which made the Weimar Republic weak from the start. People blamed the leaders of the new German Republic for signing the treaty. They were labelled the 'November Criminals' because they surrendered in November 1918 and were seen as traitors to their country.

What to include

Try to cover these key points in your notes:

- ✓ the key terms of the Treaty of Versailles
- ✓ the 'stab in the back' theory
- ✓ why the Republic was unpopular in its early days.

Why the Republic was unpopular *continued*

Key facts

- The Treaty of Versailles forced huge reparations on Germany, limited its military forces and took away some of its land.
- Many German people hated the treaty. They thought the German army had been ‘stabbed in the back’ by politicians.

Challenges from left and right

The government of the new Weimar Republic faced opposition from groups inside and outside the Reichstag, and from both the left and right wings.

What to include

Try to cover these key points in your notes:

- ✓ challenges to the Republic from the left – the Spartacists
- ✓ challenges to the Republic from the right – the Freikorps
- ✓ the Kapp Putsch.

Challenges from left and right *continued*

Key facts

- January 1919: the Freikorps were used to put down the Spartacist Revolt.
- March 1920: the Kapp Putsch – a right-wing uprising – ended when the government used trade unions to organise a nationwide general strike.

The challenges of 1923

In 1923 the German people faced a terrible economic crisis. Hyperinflation made the German currency worthless.

What to include

Try to cover these key points in your notes:

- ✓ hyperinflation
- ✓ the reasons for, and the effects of, the French occupation of the Ruhr.

The challenges of 1923 *continued*

Key facts

- Hyperinflation made the German mark worthless and many people fell into poverty.
- French troops occupied the Ruhr to take reparations payments in the form of goods.
- The German economy collapsed.

Reasons for recovery, 1923–29

From 1923 to 1929, Germany managed to recover from the immediate crisis of 1923, but there were still significant weaknesses in its economy. Gustav Stresemann, the new chancellor, played an important role in the recovery.

What to include

Try to cover these key points in your notes:

- ✓ why the economy recovered
- ✓ the work of Stresemann
- ✓ the Rentenmark
- ✓ the Dawes Plan and the Young Plan
- ✓ American loans and investment.

Reasons for recovery, 1923–29 *continued***Key facts**

- 1923: Stresemann introduced the Rentenmark, a currency tied to the value of gold.
- 1924: under the Dawes Plan, Germany's reparations payments were reduced and US banks agreed to lend Germany money.
- 1929: the Young Plan reduced the total reparations debt and extended Germany's repayment period.

Stresemann's success at home and abroad

Stresemann's most important achievements were in economic and foreign policy. However, his main aim was to stabilise the political situation in Germany.

What to include

Try to cover these key points in your notes:

- ✓ the impact Stresemann's achievements abroad had on policies at home in Germany
- ✓ the Locarno Pact
- ✓ Germany joining the League of Nations
- ✓ the Kellogg-Briand Pact.

Stresemann's success at home and abroad *continued***Key facts**

- Stresemann helped to make sure Germany was involved in the Locarno Pact, the League of Nations and the Kellogg-Briand Pact.
- The Locarno Pact (1925) and the Kellogg-Briand Pact (1928) helped mend relations with the Allies and improved Germany's status.
- 1926: Germany joined the League of Nations.

Changes for workers and women

Between 1924 and 1929, there were some important improvements for workers and women in Germany. However, some of the underlying problems in German society continued.

What to include

Try to cover these key points in your notes:

- ✓ changes in the standard of living, including wages, housing and unemployment insurance
- ✓ changes in the position of women in work, politics and leisure.

Changes for workers and women *continued*

Key facts

- Living standards got better for workers after 1924, with improvements in wages, housing and unemployment insurance.
- Women gained more freedoms but were still held back by traditional values and few were able to achieve high-status jobs.

Cultural changes, 1924–29

Between 1924 and 1929, a variety of factors led to a rise in cultural changes and experimentation in Germany. The main driving force in art and cinema was the movement called Expressionism.

What to include

Try to cover these key points in your notes:

- ✓ developments in architecture
- ✓ developments in art
- ✓ developments in the cinema.

Cultural changes, 1924–29 *continued***Key facts**


- This was a period of experimentation in architecture, art and the cinema.
- Expressionism was the movement driving developments in art and cinema.

Exam overview

This page introduces you to the main features and requirements of the Paper 3 Option 31 exam paper.

About Paper 3

- Paper 3 is for your modern depth study.
- Weimar and Nazi Germany, 1918–39 is a modern depth study and is Option 31.
- It is divided up into two sections: Section A and Section B. You must answer **all** questions in both sections.
- You will receive two documents: a question paper, which you write on, and a Sources/Interpretations Booklet, which you will need for Section B.

 The Paper 3 exam lasts for 1 hour 20 minutes (80 minutes). There are 52 marks in total. You should spend approximately 25 minutes on Section A and 55 minutes on Section B.

The questions

The questions for Paper 3 will always follow this pattern:

Section A: Question 1

Give **two** things you can infer from Source A about... (4 marks)
Complete the table.

Question 1 targets AO3 (analysing, evaluating and using sources to make judgements). Spend about six minutes on this question, which focuses on **inference** and **analysing** sources. Look out for the key term 'infer'.

Section A: Question 2

Explain why... (12 marks)
Two prompts and your own information.

Question 2 targets both AO1 (showing knowledge and understanding of the topic) and AO2 (explaining and analysing events using historical concepts such as causation, consequence, change, continuity, similarity and difference). Spend about 18 minutes on this question.

Section B: Question 3(a)

How useful are Sources B and C for an enquiry into...? (8 marks)
Use the sources and your knowledge of the historical context.

Question 3(a) also targets AO3. Spend about 12 minutes on this question, which is about **evaluating the usefulness** of contemporary sources.

Section B: Question 3(b)

Study Interpretations 1 and 2...
What is the main difference between these views? (4 marks)
Use details from both interpretations.

Questions 3(b) and 3(c) target AO4 (analysing, evaluating and making judgements about interpretations). Spend about six minutes on each of these questions, which are about **suggesting and explaining why** the interpretations differ.

Section B: Question 3(c)

Suggest **one** reason why Interpretations 1 and 2 give different views about... (4 marks)
You can use the sources provided to help explain your answer.

Section B: Question 3(d)

How far do you agree with Interpretation 1/2 about...? (16 marks + 4 marks for SPaG and use of specialist terminology)
Use both interpretations and your knowledge of the historical context.

Question 3(d) also targets AO4. Spend about 32 minutes on this question, which is about **evaluating** an interpretation. Up to 4 marks are available for **spelling, punctuation, grammar (SPaG)** and **use of specialist terminology**.