

Edexcel GCSE History A and B

Controlled Assessment

CA1: Germany 1918–39

What are the changes to content from 2013?

The content is now structured into the following three bullet points. The green text indicates content that has been clarified, expanded or moved.

- The Weimar Republic 1918–33: **early problems, recovery, and the impact of the Depression; Hitler's rise to power and the end of the Republic.**
- Hitler, the growth of the Nazi Party and Nazi rule 1918–39: **reasons for the Party's growth and consolidation of power; the key features of Nazi policy and their implementation 1933–39, including policies on employment, the family, education and race.**
- The Nazi dictatorship – **a regime built on terror or consent? Removal of opposition; the police state; censorship and propaganda; the appeal of Hitler and the Nazis.**

This option must **not** be combined with:

- History A specification Unit 2A Germany 1918-39
- History B specification Unit 2C Germany 1918-45

Has the representation focus changed from 2013?

Previously the representation focus for this option was: How were the Nazis able to control Germany 1933–39? The third bullet point above now forms the representation focus.

Suggested resources to support teachers and candidates

The following is a suggested list of resources which may be useful for this topic.

The following student book was published in 2010 to support this topic in the 2009 specification. Note it has not been updated for the 2013 specification, but much of the content will still be of use to students.

- *Edexcel GCSE Controlled Assessment CA1 Germany 1918–39*, ISBN 9781846908781.

There are many other published resources on this period available from major publishers for both GCSE and A level which teachers can use to help plan their teaching and candidates may find them a good source of additional reading.

- *GCSE Modern World History Unit 2A Germany 1918–39 Student Book*, by John Child (Pearson).
- *Edexcel GCSE History B: Schools History Project – Germany (2C) Student Book* (Pearson).
- *GCSE Modern World History for Edexcel: Germany 1918–39* (Hodder).
- *Edexcel GCE History AS Unit 1 F7 from Second Reich to Third Reich: Germany 1918–45*, ISBN 9781846909524 (Pearson).
- *Heinemann Advanced History: Germany 1919–45*, ISBN 9780435327217 (Pearson).

Edexcel have produced two detailed schemes of work for the MW and SHP examined topics on Germany – these schemes of work contain several links to useful websites and references to other useful resources.

The Modern World Unit 2A Germany 1918–39 (examined topic) scheme of work can be found on the link below, under Editable Schemes of Work:

www.edexcel.com/quals/gcse/gcse09/history/a/Pages/default.aspx

The SHP Unit 2C Life in Germany 1918–45 (examined topic) scheme of work can be found on the link below, under Editable Schemes of Work:

www.edexcel.com/quals/gcse/gcse09/history/b/Pages/default.aspx

Topic timeline

We have provided the timeline below as an additional resource for students.

- 1918 November – the end of the First World War.
- 1919 January – the Spartacist Uprising (attempted communist takeover)
- 1919 The Social Democratic Party emerged as the largest political party and Ebert became the president of the Republic of Germany.
- 1919 The Weimar Constitution was established.
- 1919 The Treaty of Versailles
- 1920 Kapp Putsch – right-wing enemies of the Republic occupied Berlin.
- 1920 The Nazi Party (NSDAP) was formed.
- 1923 January – occupation of the Ruhr by French troops.
- 1923 Hyperinflation
- 1923 August – Stresemann became chancellor and foreign minister.
- 1923 November – Munich Beer Hall Putsch
- 1924 Dawes Plan
- 1929 Young Plan
- 1929 The Wall Street Crash
- 1932 July – Nazi Party largest single political party in the Reichstag.
- 1933 January – Hindenburg invited Hitler to become the chancellor.
- 1933 February – ‘Reichstag Fire’
- 1933 March – the Enabling Law was passed.
- 1933 The Gestapo (Secret Police) was set up.
- 1933 March – the first concentration camp opened at Dachau.
- 1933 July – Hitler made an agreement with the Catholic Church (Concordat).
- 1934 June – the ‘Night of the Long Knives’
- 1934 July – death of Hindenburg – Hitler becomes ‘Führer’.
- 1935 The Nuremberg Laws
- 1936 The Berlin Olympics
- 1938 Kristallnacht – ‘Night of Broken Glass’

Exemplar scheme of work

The following scheme of work provides a suggested approach and is not intended to be prescriptive.

Generic scheme of work	Subject content	15-week programme
<p>Context, concepts and application</p> <p>The historical context for Part A.</p> <p>The key features of the period or issue.</p> <p>Reasons for change and developments.</p> <p>Practise analysing causation, change, consequence.</p> <p>Practise writing extended responses with a focus on causation, change, etc.</p> <p>The historical context of the enquiry/ies identified in Part B.</p>	<p>Overview (Parts A and B):</p> <ul style="list-style-type: none"> Weimar Germany 1918–33. The political, social and economic problems facing Weimar Germany 1918 to 1923, Weimar recovery under Stresemann, problems facing Weimar Germany following the Wall Street Crash, reasons for the growth in support for the Nazi Party from 1920 to 1933. Changes in Germany following Hitler becoming chancellor in 1933, the consolidation of the Nazi dictatorship 1933–34, key features of Nazi policies and their implementation on employment, the family, education and race. <p>Practice Part A Explanation</p> <ul style="list-style-type: none"> Part A will require analysis with a focus on explanation of change, causation or consequence. Typical question stems are: Explain why; Explain the impact; Explain the ways in which XX changed; Explain the role of XX; Explain how. <p>Practice Part B Enquiry</p> <ul style="list-style-type: none"> Part B will always require some sort of judgement. Typical question stems are: How significant; How much impact; How successful; How far; How much change; How different. 	<p>Weeks 1–8 including write-up of Part A, 30 mins.</p> <p>Centres may complete tasks in any order but they must teach the whole of the relevant specification bullet point before completing Part A or Part B and they must teach the whole unit before students write up Part C.</p> <p>If the Part A task is set on the first bullet point, centres may decide to write up this task before teaching the second bullet point. If the Part A task is set on the second bullet point, they may wish to teach both bullet points before completing the Part A and B tasks.</p>

<p>Part B Enquiry</p> <p>Developing enquiry skills:</p> <ul style="list-style-type: none"> • how to find, select and use sources of information • supporting candidates in the process of their research • includes write-up. 	<p>Generic</p> <p>Practise identifying and recording relevant information:</p> <ul style="list-style-type: none"> • Students to highlight key points of information or identify key views using a source that is not related to the enquiry. • Students could compare the information on different websites and discuss ways of deciding whether a website would be a good source of information to use. • Students to compare different ways of recording it, for example, bullet points, charts, diagrams. <p>Practise write-up skills by preparing notes and sources for a Part B-style paragraph.</p>	<p>Weeks 9-10, including write-up of Part B, 1 hour.</p> <p>Centres may wish to set aside class time for students to complete research or may set research as homework while teaching the content for this bullet point or the bullet point for Part C.</p>
<p>Part C Context</p> <p>The historical context of the representations issue.</p> <p>Coverage of key features of period or issue sufficient to enable candidates to evaluate the accuracy and comprehensiveness of the representations.</p>	<p>The Nazi dictatorship – a regime built on terror or consent?</p> <p>Background: The creation of a one-party state 1933–34</p> <ul style="list-style-type: none"> • Repression: Methods of control; SS, Gestapo, control of the Church, persecution of political opponents and minority groups, concentration camps. The use of propaganda and censorship. • Consent: Economic measures to reduce unemployment and consequent support for the Nazi government, the debate on standards of living in Germany 1933–39. • The appeal of Hitler and the Nazis. 	<p>Weeks 11–12</p>

<p>Part C Skills and concepts</p> <p>Understanding and analysing representations.</p> <p>Practise comparing and evaluating representations of the selected issue.</p>	<p>Generic</p> <p>Introduction to the idea of representation through discussion of social media, selection of items for the front page of newspapers etc.</p> <p>Practise evaluation of portrayal using examples such as school prospectus, social media, news reports.</p> <p>Practise evaluation of a representation using a representation from a previous task or the Representations Bank (one that will not be used as the third representation in the task).</p> <p>Students should understand the criteria being used and the necessity to support the evaluation using additional contextual knowledge.</p>	<p>Weeks 13–15, including write-up of Part C, 1 hour.</p>
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