



Pearson

# **INTERNATIONAL ADVANCED LEVEL HISTORY**

**TOPIC GUIDE**

**Unit 1 WHI01**

**Depth Study with Interpretations**

**Option 1C: Germany, 1918-45**

## Unit 1 – Depth Study with Interpretations

This topic booklet has been written to support teachers delivering **Unit 1 Option 1C: Germany, 1918-45** of the 2015 International Advanced Level History specification. We're providing it in Word so that it's easy for you to take extracts or sections from it and adapt them or give them to students.

The Guide includes some content guidance, a scheme of work and a list of suggested resources for students and for teachers.

The Options in Unit 1 focus on the history of one country over a few decades. They cover periods of momentous change and significant development in the history of each of the chosen countries. As a depth study the assessment may include the consideration of the role of individuals and single events, a single year or a number of years across the Option time period in coming to a judgement about a historical interpretation presented as view or statement.

We've provided some content guidance; a scheme of work and a list of resources for students and for teachers.

Assessment details such as assessment rationale, Assessment Objectives, question styles and examples and mark schemes are to be found in the **Getting Started** guide available on-line to be downloaded. Unit 1 details are to be found on pp 8-9.

**Question papers and mark schemes** with indicative content are also available on-line and are published following each examination session. This will allow centres to build up a bank of assessment materials.

**Principal Examiner Reports** for each Paper Option are written for each examination session. These Reports give feedback on overall candidate performance and usually include example response with commentaries reflecting the Level of Response achieved. Principal Examiner reports with Exemplification are presently available for the June 2016 examination series.

# **Option 1C: Germany, 1918 - 45**

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## **Option 1C: Germany, 1918-45**

The option is divided into the following four key topics, though students need to appreciate the linkages between topics, as questions may target content across more than one key topic.

Key Topic 1. The democratic experience, 1918-29

Key Topic 2. The rise of the Nazis, 1919-33

Key Topic 3. Nazi Germany, 1933-39

Key Topic 4. Germany at war, 1939-45

### **Content guidance**

This section provides additional guidance on the specification content. It should be remembered that the official specification is the only authoritative source of information and should always be referred to for definitive guidance.

#### **Overview**

The focus of this unit is on the key developments in Germany from the collapse of the Second Reich in 1918 and the creation of the Weimar Republic, through the turbulent years of early Weimar and the relative stability of the years 1924-29 to the rise of the Nazi Party, Nazi rule and the fall of the Third Reich at the end of World War II in 1945.

Students will need to gain in-depth understanding of events and developments in the years 1918-45. They should be aware of the key events, developments, groups and individuals as outlined in the specification. Students will need to be able to analyse and evaluate differing interpretations of these events and developments with regard to the historical concepts of cause, consequence, change, continuity, similarity, difference and significance. Students do not need to know the viewpoints of named historians or the historiography of the study of Weimar and Nazi Germany. However, they do need to understand that the same historical evidence can lead historians to different explanations, viewpoints and judgements. For example, there are different explanations for the success of the Nazi Party in the years after 1928.

Although the unit topics are clarified separately below, students need to appreciate the linkages between them since questions may be set which target the content of more than one topic. For example, students might draw on elements from Topics 1 and 2 to understand the collapse of the Weimar Republic, or they might draw on content from Topics 3 and 4 to consider the extent of Nazi control over the German population.

#### **Key Topic 1: The democratic experience, 1918-29**

The topic covers the period from the collapse of the Second Reich and the creation of the Weimar Republic through the downs and ups of German history to the advent of the depression of 1929. It highlights the collapse of the Second Reich and the emergence of a democratic republic, the economic and political turmoil of the early 1920s and the emergence of a more confident but still vulnerable democratic state in the Golden Years 1924-29. Students should have knowledge

and understanding of the reasons for the collapse of the Second Reich and the nature of the Weimar democracy that emerged; the reasons for, and nature of, both the crises of the years 1919-24 and the survival of democratic government during that period; the reasons for increasing prosperity in the years 1924-29 and the extent to which those years were 'Golden' in reality; and the development, and significance, of a distinct Weimar culture across the period.

Students should understand the political, economic and social climate in Germany as the First World War was coming to an end. They do not need detailed knowledge of the events of the War in 1918 but should be aware of the general timeline, and the impact of key events on the ability of the government of the Second Reich to maintain control. Students should be aware of the extent to which the Second Reich was challenged from both above and below and the nature of the democratic republican constitution which had emerged by the end of 1919.

Students should understand the extent of the crises facing the Weimar Republic in the years 1919-24 and, in considering the reasons for survival, be aware of how close the Republic came to collapse. Students should consider both the positive and negative features of the Republic during the Golden Years, and should be aware of the extent of the problems existing in Germany before the onset of the depression. Students are not expected to study the foreign policy of the Weimar Republic as a separate theme but knowledge of the role of Gustav Stresemann as foreign minister is central to an understanding of his contribution to developments in Germany during the Golden Years.

Students should be aware of the development of a distinct Weimar culture during the 1920s with particular reference to art, film, theatre and design.

### **Key Topic 2: The rise of the Nazis, 1919-33**

The topic covers the rise of the Nazi Party from its origins in 1919, through its initial breakthrough, decline and resurgence, to its establishment as the party of government in 1933. It highlights the reasons for its initial growth, the impact of the events surrounding the failed Munich Putsch and subsequent restructuring, Nazi resurgence in the years 1929-32 and the events which led to success in the elections of March 1933. Students should have knowledge and understanding of the reasons for the creation and growth of the Party to 1923, including the significance of the Munich Putsch; the short-term failure of the Party and the reasons for its survival, 1924-28; the political, social and economic developments in the years 1929-32 which led to both the Nazi breakthrough and the collapse of the Weimar Republic; and the key stages in the Nazi's coming to power November 1932-March 1933.

In relation to Option 1C being a study in depth, students should cover this Key Topic in sufficient detail to be able to consider the rise of the Nazi Party across the whole of the topic (also across Key Topics), in relation to the various bullet points and significant events or individuals outlined in the specification.

Students should be aware of the reasons for the original foundations of the NSDAP through the DAP, and the developments which led to its regeneration as the NSDAP and the emergence of Adolf Hitler as its leader. They should understand the

significance of the Munich Putsch within the wider context of Weimar politics and its place in the overall rise of the Nazi Party.

Students should understand that the survival and restructuring of the Party in the mid-1920s laid the foundations from which the Nazis were able to take advantage of the problems faced by Germany from 1929. They should be aware of the complexity of the relationship between the collapse of the Weimar Republic and the reasons for the Nazi breakthrough and the impact of the Nazi breakthrough on the collapse of the Weimar Republic. Students should have knowledge of the various types of election in which the Nazis took part in the years 1929-32, and be aware of the significance of Communist support as well as the reasons for, and impact of support for the Nazis themselves.

Students should have an understanding of the chronology of events in the months November 1932-March 1933 as outlined in the specification.

### **Key Topic 3: Nazi Germany, 1933-39**

The topic covers key political, social and economic developments in the development of Nazi Germany from the election of March 1933 to the outbreak of the Second World War in 1939. It highlights key areas in the political development of the Nazi dictatorship, attempts to gain control of the German population, social policy and economic policy. Students should have knowledge and understanding of the key areas of development, and the nature, of the Nazi dictatorship and Nazi government; the use of repression, propaganda and terror in maintaining control, and the extent of opposition and dissent; key social developments with regard to women, working environment, education and youth, race and religion in the development of the *volksgemeinschaft*; and the key economic policies across the period.

Students should concentrate their studies on the key elements, events and individuals outlined in the specification with regard to politics, control, society and economics. There is no requirement to cover content additional to the areas outlined. It is important to remember that students are not being assessed on their ability to describe the detailed developments and policies outlined but to select material to show how they can be interpreted in relation to the main historical concepts of cause, consequence, change, continuity, similarity, difference and significance.

Students will not be assessed on knowledge of Nazi foreign policy during this period. They should be aware, however, that developments in foreign policy did have an impact on the nature, and success, of Nazi domestic policy, particularly in the later years of the period.

### **Key Topic 4: Germany at war, 1939-45**

The topic covers the key political, economic and social developments with regard to Germany from the outbreak of the Second World War in 1939 to the defeat of Germany in 1945. It highlights the ability of the Nazi government to manage the war economy and control its civilian population, the development of Nazi racial policies as a consequence of the war and the reasons why, and how, the Nazis lost the war. Students should have knowledge and understanding of Nazi management

of the war economy; attempts to control the civilian population, and the nature and extent of opposition; the evolution of Nazi racial policies to encompass genocide; and the main developments which led to defeat of the Nazis.

Students should concentrate their studies on the key elements, events and individuals outlined in the specification with regard to the key themes of domestic life, genocide and defeat. There is no requirement to cover content additional to the areas outlined.

Students are not required to have detailed knowledge of the major battles of the Second World War or German military strategy. However, in order to understand the key themes of domestic life, genocide and defeat students will require some knowledge of the general chronology of the war and, in particular, the major developments and key turning points. Students should be aware of the pattern of initial success, counter-attack and invasion, and the impact that this had on both Nazi policies and the civilian population of the Third Reich.

## Example Scheme of Work

The Scheme of Work included in this section is an EXAMPLE only and do not need to be followed, However, they may be useful to use when working though the specification for the first time.

### Option 1C: Germany, 1918-45

Content		
<b>Week 1</b>	<b>The democratic experiment 1918-29</b>	The collapse of the Second Reich and the creation of the Weimar Republic 1918-19
<p><b>Aim:</b></p> <p>To gain an overview of the events in Germany 1918-45; to understand the situation in Germany after the failure of the Spring Offensive in 1918; to chart the events in Germany in late 1918 and the reasons for change; to understand the Weimar constitution and to explain the similarities to/differences from the Second Reich; to outline the political parties in 1918-19.</p> <p><b>Topics covered:</b></p> <p>The reasons for and the impact of the transformation of Germany brought about by the revolutions from above and below in 1918; the significance of the Weimar constitution 1919; the nature and roles of the various political parties that contested for power under the Weimar constitution.</p> <p><b>Suggested activities/resources:</b></p> <p>Begin to create an annotated/illustrated timeline (either individual or for the classroom) of events across the unit time period 1918-45 and/or an annotated/illustrated map of Germany – each can be added to as coverage of the content progresses; construct a newspaper front page to reflect the German response to the events in November 1918; produce an annotated flow chart showing the chain of events in German from November 1918 to the signing of the constitution; copy and highlight/annotate the key features of the Weimar constitution and/or draw a diagram to summarise the key features.</p> <p>Hinton C &amp; Hite J, <i>Weimar and Nazi Germany</i> (SHP Advanced History Core Texts, Hodder, 2000) Part1.1; Kitson A, <i>Germany 18581-1990: Hope, Terror and Revival</i> (Oxford Advanced History, OUP, 2001) Ch. 4; Lee S J, <i>The Weimar Republic</i> (Routledge, 2009)</p> <p><b>Teaching points to note:</b></p> <p>Establishing an overview of events through an introductory timeline allows students to begin to determine patterns of change and continuity and gain a view of the whole time period being studied. It will also be important to provide students with or for students to have access to a map of Germany to establish the political geography of events.</p> <p>Unit 1 questions will target second order concepts such as cause, consequence, change, continuity, similarity and difference, and significance. It would be good practice to discuss different ways of approaching these concepts and analysing events using these concepts throughout the period of the course of study.</p>		



<b>Week 2</b>	<b>The democratic experiment 1918-29</b>	Crises and survival 1919-24
<p><b>Aim:</b></p> <p>To chart the events in Weimar Germany 1919-24; to understand and explain the consequence of the Versailles Settlement for Germany; to understand and explain the political and economic challenges to the Weimar Republic to 1924; the explain the reasons for the survival of Weimar Germany in the face of extreme threat.</p> <p><b>Topics covered:</b></p> <p>The nature and impact of the treaty of Versailles; the reasons for, and the impact of, the challenges from the extreme left and the extreme right in Germany in these years; the reasons for, and the impact of, Hyper-inflation in 1922–23; the reasons for the survival of the new constitutional arrangements.</p> <p><b>Suggested activities/resources:</b></p> <p>Use contemporary political cartoons and pictures of the Versailles Settlement to help explain the political inequalities of the period – students can create their own cartoon to show understanding; create a table to illustrate the key political and economic threats to Weimar Germany 1919-24 – date, event, consequence; class discussion/debate – why did the Weimar Republic survive?</p> <p>Hinton C &amp; Hite J, <i>Weimar and Nazi Germany</i> (SHP Advanced History Core Texts, Hodder, 2000) Part1.1; Kitson A, <i>Germany 18581-1990: Hope, Terror and Revival</i> (Oxford Advanced History, OUP, 2001) Ch.4; Lee S J, <i>The Weimar Republic</i> (Routledge, 2009).</p> <p><b>Teaching points to note:</b></p> <p>It is important for students to be able to define, understand and deploy vocabulary specific to the topic being studied. It would be useful to provide an initial list of terms and encourage students to add to this and share with other students when they come upon further unfamiliar terms/phrases.</p> <p>Exam questions may focus specifically on events named in the specification, so it is important to ensure that students are aware of their importance/significance. Creating a card index file, A4 factsheet or on-line notes about all of the named events (and selected others) would be useful for revision.</p> <p>This week would be a good opportunity to consider the consequence or impact of events in history. There are many different type of debate that can be effective at A level e.g. balloon – these can be researched on-line.</p>		

Week 3	The democratic experiment 1918-29	The Golden Years 1924-29
<p><b>Aim:</b> To understand and explain the strengths and weakness of Weimar Germany during the Golden Years; to explain the significance of Stresemann and von Hindenburg; to evaluate the political and economic situation in Weimar Germany up to the Wall St Crash.</p> <p><b>Topics covered:</b> The significance of Gustav Stresemann and Paul von Hindenburg; the reasons for the prosperity of this period; the extent of underlying political and social tensions and the economic weaknesses threatening Weimar prosperity, including the depression in agriculture.</p> <p><b>Suggested activities/resources:</b> Use Stresemann’s comment of ‘dancing on a volcano’ as a theme for the week’s tasks - challenge students to come up with their own epithet for the period; Source carousel -create a carousel of sources placed around the classroom for students to collect information about the situation during the Golden Years – place the sources on large pieces of paper – each student can then write a comment on each piece of paper as they move around the room – collect in paper and discuss comments with the class – individual students then fill in a chart or write a commentary on the extent to which the period was ‘golden’; investigate the lives of Stresemann and Hindenburg – students could work in pairs – carry out research on one individual and share information.</p> <p>Hinton C &amp; Hite J, <i>Weimar and Nazi Germany</i> (SHP Advanced History Core Texts, Hodder, 2000)Part 1.2 ; Kitson A, <i>Germany 18581-1990: Hope, Terror and Revival</i> (Oxford Advanced History, OUP, 2001) Ch.5; Lee S J, <i>The Weimar Republic</i> (Routledge, 2009)</p> <p>Practice essay (causation): set a question that focuses on the reasons why the Weimar Republic was able to survive 1919-23 – use the generic mark scheme to level students’ work – feedback using a student friendly version of the mark scheme to help them understand the level awarded.</p> <p><b>Teaching points to note:</b> Exam questions may focus specifically on individuals or groups named in the specification, so it is important to ensure that students are aware of their importance/significance. Creating a card index file, A4 factsheet or on-line notes about all of the named individuals in the specification (and selected others) would be useful for revision.</p> <p>This week provides a good opportunity to introduce students to the concept of significance and some of the methods used by historians to establish the extent of significance. Practice essay – Unit 1 includes an element of Historical Interpretations (AO3) – this does not involve the use of documentary extracts but requires students to consider the essay questions as a contribution to wider debates and discussions about the nature of historical explanation. Students are not addressing the historiography but discussing /debating the question asked from their own point of view in relation to the content studied and discussed during the teaching of the course (see Assessment Guidance above)</p>		

<b>Week 4</b>	<b>The democratic experiment 1918-29</b>	Weimar culture and social change
<p><b>Aim:</b></p> <p>To investigate the social and cultural developments in Weimar Germany to 1929, and their impact on ordinary Germans; to understand the political reactions to Weimar culture.</p> <p><b>Topics covered:</b></p> <p>The significant social developments, including those affecting women and education; the significance of expressionism in art and the innovative achievements in film and theatre; the significance of the Bauhaus.</p> <p><b>Suggested activities/resources:</b></p> <p>Source work – find examples from various areas of art and culture – annotate and discuss modern reactions/reactions at the time; show suitable clips from the feature film <i>Cabaret</i> (1972); investigate the role of women in German society in the 1920s – produce an in-depth newspaper commentary (could use this an opportunity to discuss the changing role of women across the world in the 1920s).</p> <p>Hinton C &amp; Hite J, <i>Weimar and Nazi Germany</i> (SHP Advanced History Core Texts, Hodder, 2000) Part 1.2; Kitson A, <i>Germany 18581-1990: Hope, Terror and Revival</i> (Oxford Advanced History, OUP, 2001) Ch.5; Lee S J, <i>The Weimar Republic</i> (Routledge, 2009) Ch.8.</p> <p><b>Teaching points to note:</b></p> <p>Students should be aware that although new ideas were spreading and cultural experimentation was taking place, most Germans still had a conservative attitude towards society and culture; a conservatism which was influenced both by the Catholic religion in the south/east and Protestant churches in the north.</p>		

<b>Week 5</b> – centres may wish to combine this with Weeks 1-2.	<b>The rise of the Nazis, 1919-33</b>	The origins of the NSDAP to 1923
<p><b>Aim:</b></p> <p>To chart the growth and explain the reasons for the rise of the NSDAP; to understand the ideology and appeal of the 25-point programme; to establish the significance of Ernst Rohm and the SA; to chart and explain the rise of Hitler within the NSDAP and to establish the significance of the Munich Putsch in both the long and short-term.</p> <p><b>Topics covered:</b></p> <p>Reasons for the origins and growth to 1921, including the 25-point programme; the role and ideas of Adolf Hitler; the significance of Ernst Rohm and the foundation of the SA; the significance of the Munich Putsch.</p> <p><b>Suggested activities/resources:</b></p> <p>Produce a dossier of intelligence information for the German authorities in 1923 commenting on the origins of the NSDAP, leadership and evaluating its level of threat; in-depth study of the 25 point programme – analysing its appeal, key features of nationalism and socialism, the nature of Germany under NSDAP control; investigate the Munich Putsch – discuss short term failure and longer term significance for NSDAP development.</p> <p>Hinton C &amp; Hite J, <i>Weimar and Nazi Germany</i> (SHP Advanced History Core Texts, Hodder, 2000) Part 1.3; Kitson A, <i>Germany 18581-1990: Hope, Terror and Revival</i> (Oxford Advanced History, OUP, 2001) Ch.6; McDonough F, <i>Hitler and the Rise of the Nazi Party</i> (Seminar Studies in History, Routledge, 2015) Ch. 3&amp;4.</p> <p><b>Teaching points to note:</b></p> <p>Although this unit does not assess the use of primary sources, this would be a good opportunity to introduce students to the variety of contemporary material available to the historian studying this period.</p> <p>This week provides a good opportunity to introduce students to concepts relating to turning-points or decisive events.</p>		

<b>Week 6 – (centres may wish to combine this with Weeks 3-4.)</b>	<b>The rise of the Nazis, 1919-33</b>	Failure and survival 1924-28
<p><b>Aim:</b></p> <p>To chart the re-emergence of the NSDAP 1924-28; to understand and explain the methods used to develop a legal strategy, including party organisation and the 1928 Reichstag elections; to understand the roles of the early NSDAP leadership; to understand the significance of the Bamberg Conference.</p> <p><b>Topics covered:</b></p> <p>The significance of Hitler’s trial and imprisonment and the writing of Mein Kampf; the significance of the conference in Bamberg in 1926 and the roles of Gregor Strasser and Joseph Goebbels; the development of national party organisation, including the SA, and the Reichstag election of 1928.</p> <p><b>Suggested activities/resources:</b></p> <p>Begin a detailed timeline of events in Germany and the rise of the NSDAP 1924-34; start a line graph 1928-1933 showing NSDAP electoral results in comparison with other political parties; add to the intelligence dossier (see Week 5) with pen portraits of the NSDAP leadership, a diagram of the NSDAP party organisational structure and an evaluation of the strategy of ‘legal’ revolution’; discuss the significance of Hitler’s trial and the publicity which it brought – compare with other cases of trials publicising ideas/causes e.g. Rivonia Trial 1962-3, Martin Luther (1521).</p> <p>Hinton C &amp; Hite J, <i>Weimar and Nazi Germany</i> (SHP Advanced History Core Texts, Hodder, 2000) Part 1.3; Kitson A, <i>Germany 18581-1990: Hope, Terror and Revival</i> (Oxford Advanced History, OUP, 2001) Ch.6; McDonough F, <i>Hitler and the Rise of the Nazi Party</i> (Seminar Studies in History, Routledge, 2015) Ch. 5&amp;6</p> <p><b>Teaching points to note:</b></p> <p>This week provides a good opportunity to build on the concept of causation with a study of conditional causes (long-term).</p> <p>Students should be aware of the political, social and economic environment in which Nazism flourished and that despite the NSDAP being small many people were attracted to the underlying principles or Nazism. Students should also be aware of the continuing support for the left and the extent of support for the Communists.</p>		

<b>Week 7</b>	<b>The rise of the Nazis, 1919-33</b>	Nazi breakthrough and Weimar collapse 1929-32
<p><b>Aim:</b></p> <p>To understand and explain the Nazi breakthrough in the years 1929-32; to establish the reasons for the collapse of the Weimar republic; to understand the impact of economic developments in Germany; to chart the success of the NSDAP in elections 1930-32 and identify and explain the methods used to gain support.</p> <p><b>Topics covered:</b></p> <p>The significance of economic developments, including the withdrawal of US funds, growing unemployment and resulting social dislocation; the importance of the campaign against the Young Plan 1929 and the growing party membership, including the role of propaganda and intimidation; the reasons for, and impact of, Nazi success in elections 1930-32, including the significance of growing support for the Communists.</p> <p><b>Suggested activities/resources:</b></p> <p>Investigate the impact of the Wall St Crash on the Germany economy – write a magazine article or a script for a documentary analysing the political, social and economic consequences (this could include a brief summary of the effects in other parts of the world); use the SHP book below to look in-depth at Nazi support and the elections 1929-32; show <i>Tomorrow Belongs to Me</i> clip from <i>Cabaret</i> (1972) as a basis for discussion of Nazi support.</p> <p>Hinton C &amp; Hite J, <i>Weimar and Nazi Germany</i> (SHP Advanced History Core Texts, Hodder, 2000) Part 1.3; Kitson A, <i>Germany 18581-1990: Hope, Terror and Revival</i> (Oxford Advanced History, OUP, 2001) Ch.7; McDonough F, <i>Hitler and the Rise of the Nazi Party</i> (Seminar Studies in History, Routledge, 2015) Ch.6</p> <p><b>Teaching points to note:</b></p> <p>This week provides a good opportunity to build on the concept of causation with a study of conditional causes (short-term).</p> <p>Students should ensure that they are aware the specific vocabulary required nationalism, socialism, fascism, communism, Depression, totalitarian, 'November criminals' etc.</p>		

<b>Week 8</b>	<b>The rise of the Nazis, 1919-33</b>	Coming to power November 1932-March 1933
<p><b>Aim:</b></p> <p>To chart the chain of events from November 1932-March 1933; to establish the significance of key individuals and groups in the rise to power of the NSDAP; to understand and explain the reasons for Hitler's appointment as Chancellor; to establish the significance and impact of the Reichstag Fire.</p> <p><b>Topics covered:</b></p> <p>The significance of Schleicher, Von Papen, Von Hindenburg and Hugenberg; the reasons for Hitler's appointment as Chancellor in January 1933; the importance of the deals with the army and big business in February; the significance of the Reichstag Fire, the Emergency Decrees and the election of March 1933.</p> <p><b>Suggested activities/resources:</b></p> <p>Group work – organise students into groups of four – each to investigate an individual and share the information with the others; source work – use contemporary sources to investigate the mystery surrounding the Reichstag Fire; debate – Reichstag Fire: Nazi conspiracy or chance opportunity?; design a flow chart to show the chain of events from the Reichstag Fire to the Enabling Act; use an extract from counter-factual novel <i>Dominion</i>, by C J Sansom (Pan Macmillan, 2012) – Ch. 13 – gives a fictional summary of life of the character Gunther growing up in Weimar Germany – read and discuss the reasons why young people supported the Nazis.</p> <p>Hinton C &amp; Hite J, <i>Weimar and Nazi Germany</i> (SHP Advanced History Core Texts, Hodder, 2000) Part 1.3; Kitson A, <i>Germany 18581-1990: Hope, Terror and Revival</i> (Oxford Advanced History, OUP, 2001) Ch,7; McDonough F, <i>Hitler and the Rise of the Nazi Party</i> (Seminar Studies in History, Routledge, 2015) Ch.7</p> <p>Practice essay (significance): set a practice essay that focuses on an individual event e.g. Reichstag Fire – use the generic mark scheme to level/mark the students work but do not annotate it – ask students to re-read with just the level given and to annotate/explain why the level was awarded – get them to give a mark within the level and compare with the mark actually awarded.</p> <p><b>Teaching points to note:</b></p> <p>This week provides a good opportunity to build on the concept of causation with a study of contingent (immediate).</p> <p>This week also provides a good opportunity to consider examination questions that focus on events taking place over a short space of time or in one particular year. There is also an opportunity to build on the concepts of significance with regard to the role of an individual. Students often confuse the chronology of this time and in order to explain and chart the chain of events accurate knowledge of the order in which events happened is vital. Students should also be aware of the extent to which the Nazi rise to power was aided by the backstairs intrigue of the vested interests in Germany at the time.</p>		

Week 9	Nazi Germany, 1933-39	The Nazi dictatorship
<p><b>Aim:</b></p> <p>To chart and explain the methods used by Hitler and the NSDAP to establish control over Germany 1933-34; to establish the impact and significance of the Night of the Long Knives; to understand the differing views on the nature of Nazi government 1934-39.</p> <p><b>Topics covered:</b></p> <p>The ways in which a dictatorship was established 1933–34, including the Enabling Act, the abolition of other parties and trade unions and control of the federal states; the significance of the Night of the Long Knives and the death of Hindenburg; the nature of Nazi government, 1934–39, including the role of Hitler and his style in conducting government; the significance of the concept of the dual state.</p> <p><b>Suggested activities/resources:</b></p> <p>Produce a detailed mini-timeline of the political events in Germany 1933-39; draw up a table showing the different areas of government/political life needed to control a country e.g. civil servants, army, judiciary, trade unions and fill in Nazi actions/methods to establish control – give a rating of 10 for effectiveness – use the table to comment on the extent of Nazi control by 1939; historical interpretations – use extracts of different viewpoints in the debate as to the nature of Hitler’s leadership style – use as basis for debate/discussion; counter-factual exercise – taking Hitler out of the equation – investigate what might have happened without Hitler (there are several counter-factual novels/articles that could be used as basis for discussion e.g. S Fry, <i>Making History</i> (Arrow, 2004)).</p> <p>Hinton C &amp; Hite J, <i>Weimar and Nazi Germany</i> (SHP Advanced History Core Texts, Hodder, 2000) Part 2.1; Kitson A, <i>Germany 18581-1990: Hope, Terror and Revival</i> (Oxford Advanced History, OUP, 2001) Ch,9; Collier M, <i>Hitler and The Nazi State</i> (Heinemann, 2005)</p> <p><b>Teaching points to note:</b></p> <p>Students do not need to know the historiography of the debate over the nature of the Nazi dictatorship but an understanding of different points of view with regard to the nature of Hitler’s control and the date at which the Nazis could claim total control over Germany, if ever...</p>		



<b>Week 10</b>	<b>Nazi Germany, 1933-39</b>	Repression and control
<p><b>Aim:</b></p> <p>To understand and explain the role of repression and control in Nazi Germany including Goebbels and propaganda; censorship; Himmler and the terror apparatus; to establish the extent of opposition, dissent and consent in Nazi Germany 1933-39.</p> <p><b>Topics covered:</b></p> <p>The extent of opposition and dissent in Nazi Germany, 1933–39; the importance of Goebbels and his use of propaganda; the significance of Himmler and the terror apparatus, including the camps, the SD and the Gestapo.</p> <p><b>Suggested activities/resources:</b></p> <p>Design a diagram/illustration to identify elements of opposition within Germany 1933-39; the nature of opposition in totalitarian regimes – use Martin Niemöller’s verse, <i>First They Came</i>, as a basis for discussion; carousel activity (see above) using Nazi propaganda; use appropriate clips of the propaganda films of Leni Riefenstahl; investigate the role of Himmler and Nazi methods of control – write a section for a textbook outlining the key features.</p> <p>Hinton C &amp; Hite J, <i>Weimar and Nazi Germany</i> (SHP Advanced History Core Texts, Hodder, 2000) Part 2.1; Kitson A, <i>Germany 18581-1990: Hope, Terror and Revival</i> (Oxford Advanced History, OUP, 2001) Ch.9 &amp; 13; Collier M, <i>Hitler and The Nazi State</i> (Heinemann, 2005)</p> <p><b>Teaching points to note:</b></p> <p>Students should be aware of the debate over the nature and extent of opposition to the Nazi state in the years 1933-39 and understand the terms dissent, consent and apathy.</p>		

<b>Week 11</b>	<b>Nazi Germany, 1933-39</b>	Shaping society, the creation of the <i>volks gemeinschaft</i>
<p><b>Aim:</b></p> <p>To establish the extent to which the Nazis were able to create a <i>volks gemeinschaft</i> in Germany 1933-39; to investigate the impact and relative success of policies towards women, workers, education and youth, religion and race; to chart the development of racial policies in Germany 1933-39. (Centres may wish to organise discrete lessons that chart the development of Nazi racial policies across the time period from 1933-45.)</p> <p><b>Topics covered:</b></p> <p>The impact of welfare and the Kinder, Küche, Kirche policies on women; the importance of Robert Ley and DAF and its subordinate organisations; the significance of education and youth policies; the impact of racial theories and racial policies; the impact of the regime on the churches and religion.</p> <p><b>Suggested activities/resources:</b></p> <p>Group work – groups of students investigate different aspects of social policy (except for racial policy) – produce a presentation and share resources with other groups; in-depth investigation into the role of women in Nazi Germany (including the war years) – produce a magazine article/commentary; show episode 1 of the documentary series <i>The World at War</i> (ITV, 1973-4) – this includes eyewitness accounts; create a timeline of events with regard to racial policies – discuss the pattern of change and consider the effect on Jewish people/ethnic/social minorities in Germany – use contemporary accounts including Anne Frank’s diary; case-study – investigate the Berlin Olympics 1936 – use to highlight Nazi beliefs and policies and the reaction of ordinary Germans.</p> <p>Hinton C &amp; Hite J, <i>Weimar and Nazi Germany</i> (SHP Advanced History Core Texts, Hodder, 2000) Part 2.2; Kitson A, <i>Germany 18581-1990: Hope, Terror and Revival</i> (Oxford Advanced History, OUP, 2001) Ch.10; Collier M, <i>Hitler and The Nazi State</i> (Heinemann, 2005)</p> <p><b>Teaching points to note:</b></p> <p>This week provides an opportunity to begin to consider the concept of change over time by charting the changes/continuity in German society during the years 1933-39. It is worth underlining with students that, although the Nazis encouraged married women to stay at home, throughout this period a greater percentage of German women worked than in Britain. It should also be noted that Nazi policies towards minorities were not an anomaly in a wider tolerant world perspective but were often extreme manifestations of widely held socially conservative views – it would be worthwhile to consider the wider response to Nazism in the 1930s.</p>		

<b>Week 12</b>	<b>Nazi Germany, 1933-39</b>	Economic policies; overview of the Nazi State 1933-39.
<p><b>Aim:</b></p> <p>To chart and explain the development of Nazi economic policies 1933-39; to establish the impact and success of economic policy by 1939; to establish the significance of Schacht and Goering with regard to the economy; to evaluate the extent to which Germany had been transformed 1933-39 and the relative success of Nazi policies by 1939.</p> <p><b>Topics covered:</b></p> <p>The significance of Schacht and Goering; the impact of policies on unemployment, trade and living standards; the impact of Nazi initiatives on agriculture; the significance of rearmament.</p> <p><b>Suggested activities/resources:</b></p> <p>Produce a government report in 1939 outlining frankly the successes and failures of Nazi economic policies since 1933; draw up a table of different social/economic groups and record the effects of Nazi economic policy on each group; design an diagram/political cartoon illustrating the 'guns v butter' debate.</p> <p>Hinton C &amp; Hite J, <i>Weimar and Nazi Germany</i> (SHP Advanced History Core Texts, Hodder, 2000) Part 2.1; Kitson A, <i>Germany 18581-1990: Hope, Terror and Revival</i> (Oxford Advanced History, OUP, 2001) Ch.11; Collier M, <i>Hitler and The Nazi State</i> (Heinemann, 2005)</p> <p>Practice essay (consequence): set a practice question to focus on the impact of Nazi economic policies – concentrate on planning and improving on previous essay - use the generic mark scheme to Level/mark.</p> <p><b>Teaching points to note:</b></p> <p>Concepts of change over time can be consolidated this week by charting the successes and failures of the Nazi economic policies – asking the question – what was it like at the beginning?, what was it like at the end?, what changed?, what stayed the same? and why?</p>		

<b>Week 13</b>	<b>Germany at war, 1939-45</b>	Brief overview of the war years; managing the war economy
<p><b>Aim:</b></p> <p>To gain a brief overview of the key events of the Second World War; to chart the development of economic policy 1939-45 and to understand and explain the reasons for change; to understand the roles of key individuals in managing the war economy; to evaluate Nazi economy policy 1939-45.</p> <p><b>Topics covered:</b></p> <p>The impact of shortages in manpower, raw materials and motor transport; the significance of German technological ingenuity; the roles of Goering, Todt and Speer.</p> <p><b>Suggested activities/resources:</b></p> <p>Create a timeline of the second World War and use a world map to identify the theatres of war – annotate/illustrate in Weeks 13-16; create a table identifying key features of the German economy and record the economic situation in 1939, 1941, 1943 and 1945 – use this to write a commentary of change over time; create factfiles on the contributions of Goering, Todt and Speer to the war effort; investigate the ways in which Germany attempted to overcome wartime economic problems – produce a section for a textbook explaining the methods used.</p> <p>Hinton C &amp; Hite J, <i>Weimar and Nazi Germany</i> (SHP Advanced History Core Texts, Hodder, 2000) Part3 ; Kitson A, <i>Germany 18581-1990: Hope, Terror and Revival</i> (Oxford Advanced History, OUP, 2001) Ch.12 &amp;13 ; Evans R J, <i>The Third Reich at War: How the Nazis Led Germany from Conquest to Disaster</i> (Penguin, 2009).</p> <p><b>Teaching points to note:</b></p> <p>It is important to establish a sense of the chronology of the war years and the pattern of Germany’s wartime successes and failures.</p>		

<b>Week 14</b>	<b>Germany at war, 1939-45</b>	Controlling the civilian population
<p><b>Aim:</b></p> <p>To understand and explain the impact of the war years on the civilian population of Germany; to establish the impact of Allied bombing; to establish the significance of Goebbels and Himmler; to investigate the nature and extent of opposition in Germany to the Nazi regime 1939-45.</p> <p><b>Topics covered:</b></p> <p>The impact of living standards and bombing; the significance of Goebbels in maintaining morale and of Himmler in repressing dissent; the nature and extent of opposition.</p> <p><b>Suggested activities/resources:</b></p> <p>Design a diagram to highlight the impact of Allied bombing on the German civilian population; carousel of sources (see above) – focus on life in Germany for ordinary civilians; show episode 12 Whirlwind: Bombing German of The World at War, documentary series (ITV, 1973-4).</p> <p>Hinton C &amp; Hite J, <i>Weimar and Nazi Germany</i> (SHP Advanced History Core Texts, Hodder, 2000) Part 2.1 &amp; 3; Kitson A, <i>Germany 18581-1990: Hope, Terror and Revival</i> (Oxford Advanced History, OUP, 2001) Ch.13; Evans R J, <i>The Third Reich at War: How the Nazis Led Germany from Conquest to Disaster</i> (Penguin, 2009).</p> <p><b>Teaching points to note:</b></p> <p>Students should be aware of the debate over the nature, strength and extent of German opposition to the Nazi government during the war; a feature film based on a true story that deals with the nature of the German 'memory' of the Nazi period is <i>The Nasty Girl</i> (1990).</p>		

<b>Week 15</b>	<b>Germany at war, 1939-45</b>	The evolution of genocide
<p><b>Aim:</b></p> <p>To chart, understand and explain the relationship between the Second World War and the development of Nazi racial policy.</p> <p><b>Topics covered:</b></p> <p>The role of Himmler in the Holocaust and his organisations; the impact of the conquest of Poland, the Baltic States and western Russia; the significance of the idea of the war as a racial war.</p> <p><b>Suggested activities/resources:</b></p> <p>Use lesson resources from the Holocaust Educational Trust and the Imperial War Museum (London); discuss the use of vocabulary and the need for thought in explaining/commenting/analysing the experiences of people in history; show episode 20 Genocide of The World at War documentary series (ITV, 1973-74)/or Conspiracy (BBC/HBO, 2001) – a docu-drama showing the events of the Wannsee Conference 1942.</p> <p>Hinton C &amp; Hite J, <i>Weimar and Nazi Germany</i> (SHP Advanced History Core Texts, Hodder, 2000) Part 2.1 &amp; 3; Kitson A, <i>Germany 18581-1990: Hope, Terror and Revival</i> (Oxford Advanced History, OUP, 2001) Ch.13; Farmer A, <i>Anti-Semitism and the Holocaust</i> (Hodder, 2<sup>nd</sup> ed 2009).</p> <p><b>Teaching points to note:</b></p> <p>It is important that teacher’s prepare for lessons concerning the Holocaust (and the treatment of other minorities) and consider the impact on students.</p> <p>This is a topic for assessment and teachers should consider discussing the use and deployment of vocabulary when addressing these issues in an essay answer.</p>		

Week 16	Germany at war, 1939-45	Losing the war
<p><b>Aim:</b></p> <p>To understand and explain the long term and short term reasons for the Nazi defeat in the Second World War.</p> <p><b>Topics covered:</b></p> <p>The significance of the balance of resources; the impact of sea power; the impact of bombing on the Third Reich; the significance of strategic mistakes by Hitler and his high command.</p> <p><b>Suggested activities/resources:</b></p> <p>Causation exercise leading to a debate – identify reasons for the defeat of Germany and create a card sort with a ranking exercise – use the discussions as a basis for a formal debate: This House believes that mistakes by Hitler were responsible for the defeat of Germany 1939-45.’; show episodes 16 Inside the Reich and 25 <i>Reckoning of The World at War</i> documentary series (ITV 1973-4) and/or the feature film <i>Downfall</i> (2004) depicting Hitler’s last days; create a visual diagram to summarise the rise and fall of the Nazi Party from 1924-45.</p> <p>Hinton C &amp; Hite J, <i>Weimar and Nazi Germany</i> (SHP Advanced History Core Texts, Hodder, 2000) Part 3&amp;4; Kitson A, <i>Germany 18581-1990: Hope, Terror and Revival</i> (Oxford Advanced History, OUP, 2001) Ch.13 &amp; 14; Evans R J, <i>The Third Reich at War: How the Nazis Led Germany from Conquest to Disaster</i> (Penguin, 2009).</p> <p>Practice essay (change over time; similarity/difference) – set A question to focus on change or similarity/difference over a longer period of time – this will allow reflection of the unit in the build-up to the period of revision – level/mark using the generic mark scheme.</p> <p><b>Teaching points to note:</b></p> <p>This week allows for consideration of the role of the individual, inevitability, underlying forces, and chance in causation.</p>		

Week 17 &18	Revision	
<p>The programme of revision will depend on the perceived gaps in the student’s knowledge and skills.</p> <p><b>Topics covered:</b>  <b>Week 17</b> -either Weeks 1-7 content or focus on questions relating to shorter time periods  <b>Week 18</b> - either Weeks 8-16 content or focus on question relation to longer time periods</p> <p><b>Suggested activities/resources:</b>  Short answer quizzes; timed essays; interrogation of model answers; visual charts and graphs illustrating change over time etc.</p> <p><b>Teaching points to note:</b>  Teachers/tutors should encourage students to check content knowledge during these weeks (use of a RAG chart might be useful) and teacher/tutors should ensure that students are developing the required skills for the assessment tasks (see assessment guidance above).</p>		



## Resources and references

Unit 1 topics cover popular periods of historical study and there have been many books written and resources produced that deal with all aspects of the specification. The books suggested here are only a small number of those available.

Teachers are recommended to utilise the following resources:

- the 2015 specification for the IAL in History
- a detailed scheme of work as outlined in the planning and delivery section of this document
- an appropriate text book for students
- appropriate supplementary graded exercises resourced by the teacher
- Sample assessment materials for 2015 Specification for IAL History
- relevant material to be found in the Pearson AS/A Level History Specifications (2008 and 2015)/teacher support material (Pearson Edexcel website) and Pearson/Pearson accredited publications for these qualification – IAL Unit 1.A covers aspects of Unit 1 D.1 (2008)
- an historical atlas covering the time period
- on-line podcasts, articles, websites, timeline software – availability on-line is always subject to change and may include subscription charges e.g. BBC radio podcasts/series downloads, History Today, Historical Association, Biography Channel, National Archives, The Map as History, Alpha, Open University, Yale University
- TV documentaries – an increasing variety of made for television documentaries are available in DVD format or as downloads, e.g. BBC, Discovery Channel, History Channel, PBS
- regional resources – where units cover geographic areas regional to a centre utilise relevant resources
- many of the events covered in units 1A-1D have had or will be having significant historical anniversaries and new material has been/will be produced to coincide with these commemorations.

**Additional resource: Pearson Edexcel A Level (2015)** website teaching materials for Paper 2 Option C.2 provides a topic booklet and also a scheme of work – these include useful resources, activities and timelines; see also material produced for Route E Paper 1 and Paper 3 Option 38.1.

## **Suggested resources: textbooks**

Unit 1 topics are well served by a variety of history text series that cater for A Level and undergraduate historians such as *Access to History* (Hodder), *Seminar Studies* (Routledge), *Historical Association Studies*, *Cambridge Perspectives in History* (Cambridge University Press) etc. - once identified it is always worth searching for other texts in the series.

Collier M, *From Kaiser to Fuhrer: Germany 1900-45* (Pearson, 2009)  
Hall K & Brown B, *Nationalism, Dictatorship and Democracy in 20<sup>th</sup> century Europe* (Pearson, 2015)  
Layton G, *Access to History: Democracy and Dictatorship in German 1919-63*, (Hodder, 2016)  
Evans D & Jenkins J, *Years of Weimar and the Third Reich* (Hodder, 1999)  
*White A From Second Reich to Third Reich: Germany 1918-45* (Pearson 2011)

Weitz E D, *Weimar Germany: Promise and Tragedy* (Princeton University Press, 2013)  
Gay P, *Weimar Culture – the Outsider as Insider* (W W Norton, reprint 2002)  
Stephenson, J, *Women In Nazi Germany* (Routledge, 2001)  
Gellately R, *Backing Hitler: Consent and Coercion in Nazi Germany* (OUP, 2002)  
Kichen, M, *Nazi Germany at War* (Routledge, 1994)

The following historians have written numerous studies of Germany during this period:

Evans R, *The Coming of the Third Reich* (Penguin, 2004) – part of a trilogy  
Kershaw I, *The Nazi Dictatorship* (Hodder Arnold, 4<sup>th</sup> ed. 2000)  
Overy R, *The Third Reich: A Chronicle* (Penguin, 2011)

Kershaw's works focus on the Nazi State and the role of Hitler and Overy's works on economic policy and Germany at war.

Please also see the suggested resources in the scheme of work.

### **Also:**

*The Nazis: A Warning from History* (BBC, 1997) – documentary series charting the rise of the Nazis

*Heimat* (1984) – film series following the lives of a German family from the first World War 1 to 1982.

### **Resource mapping to IAL topics.**