



Pearson

# **INTERNATIONAL ADVANCED LEVEL HISTORY**

## **TOPIC GUIDE**

**Unit 3 WHI03 - Thematic Study with Source Evaluation**

**Option 1C: Germany: United, Divided and Reunited, 1870-1990**

# Introduction

## Option 1C: Germany: United, Divided, and Reunited, 1870-1990

The option is divided into the following five key topics and one of these will be the subject of the sources question in section A. The five key topics are linked by five themes which will form the basis of the essays in section B, each of which will address at least two of the key topics.

Assessment details such as assessment rationale, Assessment Objectives, question styles and examples and mark schemes are in the **Getting Started** guide available on the IAL History web page [here](#).

**Question papers and mark schemes** with indicative content are also available on-line and are published following each examination session [here](#). 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 available [here](#).

### The five key topics are: -

1. The birth and the early years of the Second Reich, 1870-79
2. The birth and the early years of democratic Germany, 1917-24
3. The birth and development of the Third Reich, 1930-39
4. Establishing and ruling the new Federal Republic, 1949-60
5. The last years of the German Democratic Republic and reunification, 1985-90

### The five themes are: -

1. Relations with and influence of Germany's neighbours
2. Economic pressures and influences
3. Authority and leadership
4. Protest, dissent and workers' organisations
5. Ideologies and political parties

## 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 ways in which Germany evolved as a new state in Europe, undergoing dramatic changes of fortune. The focus of the unit is essentially on breadth and hence the five itemised themes which run from 1870 to 1990. It is essential that these themes be grasped and addressed in each of the key topics. Students must have a sufficient grasp of content detail within the delimited key topics to be able to answer questions that target knowledge and understanding of the particular period (AO1), requiring comparisons, contrasts and appreciation of significance, causation and change. Knowledge of the intervening periods is not required. The clarification below has indicated some of the opportunities to make thematic links within each key topic. In addition, students must develop a sufficient sense of period to contextualise and analyse and evaluate sources rooted in a particular key topic area (AO2).

In studying a country's history, a sound grasp of its basic geography often enables candidates to make sense of complex events and Theme 1 does require a knowledge of who were and are Germany's neighbours.

### Key Topic 1. The birth and early years of the Second Reich, 1870-79

This begins in 1870 with the violent birth of the Second Reich through war with France (T1). Candidates should be aware of the benefits brought to Prussia through the Zollverein (T2) and the opportunity to mobilise German nationalism (T5) and draw the South German States into the Prussian orbit. The skills of Bismarck in achieving this should be understood (T3).

Candidates should understand the roles and functions of the institutions of the new Reich and grasp the nature of the constitution of the Second Reich as a federal state but also the dominance of Prussia, that provided both the head of state and the Chancellor (T3). They should appreciate the divisions and tensions present within the new Germany, partly reflected in the political parties (T5).

Candidates must address Bismarck's attempts to consolidate the new state initially in alliance with the National Liberals, through both reforms such as the new currency but also through conflict with the Catholic Church in the Kulturkampf (T4). Candidates should appreciate that, once again, France was used to promote unity in the 'War in Sight Crisis' of 1875 (T1). Finally, candidates should study Bismarck's assault on the socialists, portrayed as dissenting threats to the new Reich (T4).

### Key Topic 2. The birth and early years of democratic Germany, 1917-24

This covers the collapse of the Second Reich in the maelstrom of the First World War and the emergence of a democratic Germany, but one afflicted with threats from right and left and horrific economic problems. The period begins in 1917 as Germany really begins to suffer from the strains of war in terms of a mounting death toll at the front

and increasing shortages at home (T2). Students should understand that the consensus of support for the war was breaking down and the emergence of the Independent Socialists, forerunners of the Communists, posed a potential threat of revolution (T4/5). Candidates should understand the military dictatorship of Hindenburg and Ludendorff (T3), the collapse of their authority and the so-called revolution from above in the autumn of 1918. The military dictatorship of Hindenburg and Ludendorff (T3) rested upon military success which in 1918 deserted them as the British, French and Americans inflicted defeat after defeat (T1).

Students should understand the role of Prince Max of Baden in the 'revolution from above' and why 'the revolution from below' swiftly followed in November/December of 1918, bringing with it the collapse of the Second Reich and the departure of the Kaiser for Holland. The roles of the SDP leaders Ebert and Scheidemann in trying to produce a peaceful transition to parliamentary democracy should be appreciated (T3) but also the attempts of the revolutionary socialists like Rosa Luxemburg to produce a radical social revolution (T4/5). Candidates should study the key features of the new Weimar Constitution of 1919, analysing its strengths and weaknesses.

The first five years of the young republic must be studied with an appreciation of the challenges it faced from left wing ideologues, disappointed in the limited changes brought about (T5) and also the challenges from the right seeking a return of the traditional values. The impact of the terms of peace and strains imposed by reparations, culminating in the French occupation of the Ruhr (T1), should be understood and the significance of the collapse of the currency and the great hyperinflation of 1923 (T2). The reasons for the survival of the Republic and the creation of partial stability with a new stable currency should round off the coverage of this topic

### **Key Topic 3. The birth and development of the Third Reich, 1930-39**

This requires a focus initially on the final years of the Weimar Republic, battered by the storm of the world wide great depression (T2) and candidates should be aware of the role of the French in partially precipitating the banking collapse of 1931 (T1). The role of the various parties and their leaders in attempting to tackle the unprecedented strains imposed by the economic downturn must be analysed (T3&5) as must the skill of Hitler in exploiting it (T3). The threat posed by a resurgent Communist Party in driving many into Hitler's arms should be understood (T4).

Candidates should appreciate that Hitler's appointment of Chancellor in January 1933 did not establish the Nazi dictatorship and it was Hitler's skill (T3) and the complicity of some of the other political parties (T5) that made the establishment of dictatorship possible. Candidates should understand the process by which this came about – the reasons for, and features of, the creation of a totalitarian state - and the impact of the dramatic events of the Night of the Long knives in 1934.

The implementation of the Nazi agenda in the years 1934-9 forms the substance of the third section of this topic. Hitler's role as Führer is central and candidates should appreciate his 'relaxed' and broad-brush approach often leaving initiatives and, almost

invariably, detail to his henchmen (T3). The evolution of racial policy in these years and attempts to create a Volksgemeinschaft should be understood and roles of Goebbels and Himmler and their attempts to control and destroy dissent (T4). Hitler's primary concern with rearmament and restoring Germany's place in the world should be appreciated in this study and here relations with Germany's neighbours (T1) should be understood.

#### **Key Topic 4. Establishing and ruling the new Federal Republic, 1949-60**

Here the central issue is the emergence of the Federal Republic (better known as 'West Germany') as a politically stable and economically prosperous entity. The role of Adenauer is crucial (T3) as is that of his CDU party (T5). The context of the cold war must be appreciated, and the roles played by France, Britain and, above all, the USA in fostering the new republic in the face of a threatening Soviet Union (T1). Students should also be aware of the formation and nature of the East German state and its government and its relationship with the USSR.

The amazing economic recovery of these years in the FRG and the role of Ludwig Erhard should be appreciated (T2) and the cooperative role of Trade Unions (T4) and the ultimate support of the SPD. Candidates should understand the nature of the new constitution and the complex and troubled process of de-Nazification, in establishing a successful democratic state

Finally, the importance of the close working relationship with France, first through the Coal and Steel Community and then through the wider European Community and the Treaty of Rome, should be understood (T1).

#### **Key Topic 5. The last years of the German Democratic Republic and reunification, 1985-90**

This topic rounds off the study with the ultimate reunification of Germany in 1990 after its division in 1945. The nature of the East German State (Key Topic 4) is the crucial starting point and the continuing paramount influence of the Soviet Union (T1). Candidates will appreciate the irony of East Germany's official title as the 'German Democratic Republic' in the light of the monopoly of power enjoyed by the Communist Party (T5) and the role of the state security service or Stasi in suppressing dissent (T4). The role of the country's leader Erich Honecker should be appreciated (T3).

The crucial economic background to the events of 1989 must be appreciated (T2) with a clear understanding of the differing levels of prosperity in East and West Germany. The singular influence of Gorbachev and his reforms in the USSR (T1) should be understood. Students should also understand that Kohl's handling of the situation from the perspective of West Germany was crucial to the process (T3). A study of the process of the final breakdown of the Honecker regime and the process and acceptance of reunification by the Four Powers, including the reluctance of Britain and France (T1), will properly conclude the topic.

## Example scheme of work

Week 1	The birth and early years of the Second Reich, 1870–79	War and the birth of the Second Reich
<p><b>Aim:</b> Students to understand the importance of Bismarck and the role of war in forging the unified German state.</p> <p><b>Topics covered:</b> The significance of Bismarck and the impact of war with France; the importance of the Zollverein; the importance of negotiations between Prussia and the South German States; the proclamation of the new Reich.</p> <p><b>Suggested activities/resources:</b> Map work activity tracing the process of unification; Bob Whitfield, <i>Germany 1848-1914</i>, 2000 (Heinemann), (chapter 4 covers unification).</p> <p><b>Teaching points to note:</b> At the beginning of the course it is advisable to establish the key themes to be addressed across the topics. Students also need to use skills of analysis and evaluation in relation to two sources in Section A of the exam paper.</p> <p>Opportunities to address themes: 1) relations with and influence of Germany's neighbours; 3) authority and leadership. This section sets the context for the unit and provides an opportunity for students to develop an understanding of the nature of the German state. Students may begin to chart developments in the themes that they can add to during the course.</p>		
Week 2	The birth and early years of the Second Reich, 1870–79	Impact of the new Germany's constitution
<p><b>Aim:</b> Students to understand the nature of the Bismarckian constitution and the development of the government of the Second Reich.</p> <p><b>Topics covered:</b> Trying to reconcile unity and division; the federal government including the role of the Chancellor, the Kaiser and the <i>Länder</i>; the importance of the <i>Reichstag</i> and the parties: the impact of regional and social divisions.</p> <p><b>Suggested activities/resources:</b> Creation of a flow chart showing the relationship between the different components of the government; Bob Whitfield, <i>Germany 1848-1914</i>, (Heinemann 2000), (chapter 5 covers the constitution);</p> <p><b>Teaching points to note:</b> Students need to embed their learning of key features of the government including the difference between the federal and state governments and the power and significance of Prussia in the government.</p>		

<b>Week 3</b>	<b>The birth and early years of the Second Reich, 1870–79</b>	Attempts to consolidate the new Germany
<p><b>Aim:</b> Students to understand the political conflicts in Germany and Bismarck’s measure to prevent opposition.</p> <p><b>Topics covered:</b> Bismarck’s cooperation with, and eventual break with, the National Liberals; the <i>Kulturkampf</i>; the appeal to nationalism to achieve unity; the War in Sight crisis; the reason for and the impact of the Anti-Socialist Law 1878.</p> <p><b>Suggested activities/resources:</b> Source skills focusing on the conflict between Bismarck’s government and the socialists; Bob Whitfield, <i>Germany 1848-1914</i>, (Heinemann 2000), chapter 5 covers the <i>Kulturkampf</i> and the Anti-Socialist Law.</p> <p><b>Teaching points to note:</b> Key themes to address: 4) protest and dissent; 5) ideologies and political parties. Both the <i>Kulturkampf</i> and the Anti-Socialist Law are referred to specifically within the specification and offer an opportunity for the development of sources skills using two contemporary sources in combination.</p>		
<b>Week 4</b>	<b>The birth of democratic Germany, 1917–24</b>	Strains of war and its impact
<p><b>Aim:</b> Students to understand the significance of the military dictatorship and to be able to explain why it was replaced by the constitutional government led by Prince Max.</p> <p><b>Topics covered:</b> The significance of the military dictatorship of Hindenburg and Ludendorff; the importance of strikes and workers’ protests; the significance of Erzberger's Peace Resolution and the emergence of the Independent Socialist Party; constitutional reforms from 1918 and the role of Prince Max of Baden.</p> <p><b>Suggested activities/resources:</b> Timeline activity tracing the changes in the government from the establishment of the military dictatorship to the appointment of Prince Max; Martin Collier, <i>From Kaiser to Fuhrer, 1900-45</i>, 2009 (Pearson), (chapter 3 covers the war years including the military dictatorship, the split in the socialist party and the appointment of Prince Max).</p> <p><b>Teaching points to note:</b> Key themes to address: 3) authority and leadership; 5) ideologies and political parties. There is an opportunity for students to trace changes and continuity in political leadership from 1871-1918 in their essay writing.</p>		

<b>Week 5</b>	<b>The birth of democratic Germany, 1917–24</b>	The end of the Second Reich and the new republic
<p><b>Aim:</b> Students to be able to understand and explain the impact of defeat and revolution on Germany.</p> <p><b>Topics covered:</b> The impact of defeat and revolution, 1918–19 including the roles of the Kaiser, Ebert, Scheidemann and Rosa Luxemburg; the importance of the Weimar Constitution including its salient features and their strengths and potential weaknesses for achieving freedom and stability.</p> <p><b>Suggested activities/resources:</b> Flow diagram outlining the key features of the Weimar constitution; Martin Collier, <i>Germany 1919-45</i>, (Heinemann2000), (chapter 1 covers the defeat and revolution, chapter 3 covers the Weimar constitution).</p> <p><b>Teaching points to note:</b> Key themes to address: 4) Protest and dissent; 5) ideologies and political parties. Students may find impact a difficult concept to tackle; work with students to draw out the differences between reasons why events happen and the impact those events have.</p>		
<b>Week 6</b>	<b>The birth of democratic Germany, 1917–24</b>	The Weimar Republic challenged but surviving 1919-24
<p><b>Aim:</b> Students to understand the reasons for the challenges to the republic and to explain why it survived.</p> <p><b>Topics covered:</b> The impact of the peace treaties, including reparations and the French occupation of the Ruhr; the significance of violent political challenges from left and right; the impact of inflation and hyper-inflation; the reasons for the survival of the Weimar Republic in this period.</p> <p><b>Suggested activities/resources:</b> Source skills activity on the impact of inflation and hyperinflation; <i>Make Germany Pay</i> BBC provides a good summary of the Treaty of Versailles and its impact to 1924; Martin Collier, <i>From Kaiser to Fuhrer, 1900-45</i>, (Pearson 2009), (chapter 4 covers the early challenges to the Weimar Republic).</p> <p><b>Teaching points to note:</b> Key themes to address: 1) relations with and influence of Germany’s neighbours; 2) economic pressures and influences. Students need to use skills of analysis in their evaluation of differing types of contemporary source material contrasting interpretations of the period from Section A of the exam paper, for example to distinguish between opinion, claim and information.</p>		

<b>Week 7</b>	<b>The birth of the Third Reich, 1930–36</b>	The rise of the Nazis 1930-33
<p><b>Aim:</b> Students to understand and explain the combination of factors that led to the rise of the Nazis and Hitler’s appointment.</p> <p><b>Topics covered:</b> The impact of the economic crisis and the reasons for their growing electoral popularity; the roles of Brüning, von Papen, von Schleicher and von Hindenburg; the impact of growing Communist support; the significance of Hitler's appointment as Chancellor.</p> <p><b>Suggested activities/resources:</b> Timeline activity tracing the events leading to Hitler’s appointment; <i>The Nazis A Warning from History</i>, (BBC) episode 1 gives comprehensive coverage of the rise of the Nazis from 1919; Martin Collier, <i>From Kaiser to Fuhrer, 1900-45</i>, 2009 (Pearson 2009), (chapter 6 covers the rise of the Nazis.</p> <p><b>Teaching points to note:</b> Key themes to address: 2) economic pressures and influences; 3) authority and leadership; 5) Ideologies and political parties. There is an opportunity for students to trace similarities and differences in political leadership from 1919-1933 in their essay writing in preparation for themes in breadth in Section B of the exam paper.</p> <p>A range of contemporary source material is available relating to these topics. Students could explore the relative usefulness of sources of different types, for example a speech and a personal account.</p>		
<b>Week 8</b>	<b>The birth of the Third Reich, 1930–36</b>	<i>Gleichschaltung</i> , 1933–34 and the creating of a totalitarian state
<p><b>Aim:</b> Students to understand the methods used by the Nazis to establish total control over the German state.</p> <p><b>Topics covered:</b> The Reichstag Fire and the emergency decrees; the significance of the Enabling Act; abolition of political parties and trade unions; the establishment of DAF; the 'coordination' of regional and local government; the impact of the Night of the Long Knives.</p> <p><b>Suggested activities/resources:</b> Change and continuity exercise examining the nature of the changes introduced by the Nazis and their impact on Germany; <i>The Nazis A Warning from History</i>, (BBC) episode 2 examines the Hitler state and the changes introduced by the Nazis; Geoff Layton, <i>From Kaiser to Fuhrer, 1900-45</i>, (Hodder2009), (chapters 10-11 examine the creation of the dictatorship in the years 1933-4).</p> <p><b>Teaching points to note:</b> Key themes to address: 3) authority and leadership; 5) ideologies and political parties. There is an opportunity for students to trace changes and continuities in ideologies and political parties from 1919-1934 in their essay writing in preparation for themes in breadth in Section B of the exam paper.</p>		

<b>Week 9</b>	<b>The birth of the Third Reich, 1930–36</b>	The nature and policies of the new Nazi state 1934–39:
<p><b>Aim:</b> Students to develop understanding of the nature of dictatorship and the policies pursued by Hitler.</p> <p><b>Topics covered:</b> Hitler’s role as Führer including his approach to government; racial policy and the attempts to create a <i>Volksgemeinschaft</i>; the attempts to overthrow Versailles, including rearmament, the reoccupation of the Rhineland and the Anschluss; .</p> <p><b>Suggested activities/resources:</b> Debate focusing on Hitler’s role in the overthrow of Versailles; BBC Documentary: <i>The Dark Charisma of Adolf Hitler</i> episode 2 and <i>The Nazis A Warning from History</i>, episode 3 examine Hitler’s plans for war; Geoff Layton, <i>From Kaiser to Fuhrer, 1900-45</i>, (Hodder 2009), (chapter 11 examines the role of Hitler in the Third Reich), (chapter 13 focuses on the development of the <i>Volksgemeinschaft</i>); Martin Collier, <i>From Kaiser to Fuhrer, 1900-45</i>, (Pearson, 2009), (chapter 8 covers Hitler’s foreign policy); Alan Farmer, <i>Anti-Semitism and the Holocaust</i>; (Hodder, 2009), (chapter 3 covers racial policy in the 1930s).</p> <p><b>Teaching points to note:</b> Key themes to address: 1) relations with and influence of Germany’s neighbours 3) authority and leadership; There is an opportunity to compare Germany’s relations with her neighbours from Bismarck to Hitler in preparation for the breadth questions in Section B.</p>		
<b>Week 10</b>	<b>The birth of the Third Reich, 1930–36</b>	The nature and policies of the new Nazi state 1934–39:
<p><b>Aim:</b> Students to understand the development in control in the Third Reich through study of suppression and indoctrination.</p> <p><b>Topics covered:</b> Himmler and the suppression of dissent and Goebbels' attempts to shape thought and attitudes.</p> <p><b>Suggested activities/resources:</b> Flow chart activity showing the different strands of the apparatus of propaganda and terror; Martin Collier, <i>From Kaiser to Fuhrer, 1900-45</i>, (Pearson, 2009), (chapter 7 covers the terror state and propaganda and the attempts to indoctrinate the population).</p> <p><b>Teaching points to note:</b> Key themes to address: 4) protest and dissent; 5) ideologies and political parties. These topics could be examined in breadth in a thematic question. Contemporary sources could also be evaluated, focusing on these issues and integrating contextual knowledge.</p>		

<b>Week 11</b>	<b>Establishing and ruling the new Federal Republic, 1949–60</b>	The creation of the FRG
<p><b>Aim:</b> Students to understand explain how and why the FRG was established.</p> <p><b>Topics covered:</b> The importance of Adenauer and the CDU; the roles of the Western Allies; the importance of economic factors.</p> <p><b>Suggested activities/resources:</b> Causation activity comparing the role and relative importance of different factors in the creation of the FGR; Nigel Bushell and Angela Leonard, <i>Germany Divided and Reunited 1945-91</i>, (Hodder, 2009), (chapter 1 covers the creation of the FRG).</p> <p><b>Teaching points to note:</b> Key themes to address: 1) relations with and influence of Germany’s neighbours; 2) economic pressures and influences. There is an opportunity to compare the importance of foreign influence in establishing the Weimar Republic with foreign influence in the establishment of the FRG.</p> <p>Students should also be becoming more confident in applying contextual knowledge to their analysis of contemporary source material.</p>		
<b>Week 12</b>	<b>Establishing and ruling the new Federal Republic, 1949–60</b>	The shaping of the FRG
<p><b>Aim:</b> Students to understand the nature of the new Constitution, the development of SPD and the importance of economic success.</p> <p><b>Topics covered:</b> The impact of the new Constitution; changes in the nature of the SPD and their significance for the shaping of the Federal Republic; the significance of Erhard and economic success, including the role of trades unions in the FRG.</p> <p><b>Suggested activities/resources:</b> Comparison exercise tabulating the changes and continuities in the constitutions of Weimar and FRG; Geoff Layton, <i>Democracy and Dictatorship 1919-6</i>, (Hodder, 2009), (chapter 13 covers the constitution, the development of the SPD and the economic ‘miracle’.)</p> <p><b>Teaching points to note:</b> Key themes to address: 5) ideologies and political parties; 2) economic pressures and influences. There are many opportunities here to develop analysis of the key themes by referring back to material covered in the Second Reich and the Weimar Republic in preparation for the essay in Section B.</p> <p>Students should also be becoming more confident in the application of criteria in their evaluation of contemporary source material. The higher levels of the mark schemes indicate the qualities in their work.</p>		

<b>Week 13</b>	<b>Establishing and ruling the new Federal Republic, 1949–60</b>	Dealing with the past
<p><b>Aim:</b> Students to understand the significance of de-Nazification and the development of relations with her European neighbours.</p> <p><b>Topics covered:</b> The process and significance of de-Nazification; the importance of reconciliation with neighbours including the setting up of the Iron and Steel Community and accession to the Treaty of Rome; the importance of a European identity.</p> <p><b>Suggested activities/resources:</b> Source skills exercise focusing on de-Nazification; Nigel Bushell and Angela Leonard, <i>Germany Divided and Reunited 1945-91</i>, (Hodder, 2009), chapter 1 covers de-Nazification; Geoff Layton, <i>Democracy and Dictatorship 1919-6</i>, 2009 (Hodder, 2009), (chapter 13 covers foreign relations including the Treaty of Rome).</p> <p><b>Teaching points to note:</b> Key themes to address: 1) relations with and influence of Germany’s neighbours; 2) Economic pressures and influences. In developing source skills students will now be more confident in drawing inferences and evaluating sources for the relative weight that can be attached to opinions.</p>		
<b>Week 14</b>	<b>The last years of the German Democratic Republic and reunification, 1985–90</b>	The nature of the East German state
<p><b>Aim:</b> Students to understand the nature of the GDR and to compare its development with the FRG.</p> <p><b>Topics covered:</b> The role of Erich Honecker; the significance of different levels of prosperity in GDR and FRG; the significance of the Stasi and the political monopoly of the Communist Party; the role and importance of the churches; dissent and repression in January 1988.</p> <p><b>Suggested activities/resources:</b> Comparison activity focusing on the differing levels of prosperity in the FRG and GDR; the film: <i>The Lives of Others</i> (2006) is a German drama focusing in the monitoring of East Berlin by Stasi agents; Nigel Bushell and Angela Leonard, <i>Germany Divided and Reunited 1945-91</i>, (Hodder, 2009), (chapters 3 and 4 cover developments in the FRG and GDR to 1988).</p> <p><b>Teaching points to note:</b> Key themes to address: 4) protest and dissent; 5) ideologies and political parties. Students have an opportunity to hone skills in comparison and contrast in essay writing.</p>		

<b>Week 15</b>	<b>The last years of the German Democratic Republic and reunification, 1985–90</b>	The revolution in the GDR 1989 and its impact on the FRG
<p><b>Aim:</b> Students to understand the key developments leading to the collapse of the GDR.</p> <p><b>Topics covered:</b> The influence of events in Russia and the role of Gorbachev; reasons for the flood of refugees from the GDR in 1989 the significance of Kohl's Ten Point Plan.</p> <p><b>Suggested activities/resources:</b> Source skills focusing on the role of Gorbachev; Nigel Bushell and Angela Leonard, <i>Germany Divided and Reunited 1945-91</i>, (Hodder, 2009), (chapter 5 covers the events leading to the collapse of the GDR).</p> <p><b>Teaching points to note:</b> Key themes to address: 1) Relations with and influence of Germany's neighbours; 3) Authority and leadership. Student should be more confident in integrating their knowledge with the sources to reach a judgement on their usefulness for an enquiry.</p>		
<b>Week 16</b>	<b>The last years of the German Democratic Republic and reunification, 1985–90</b>	The reasons for reunification
<p><b>Aim:</b> Students to understand and explain the combination of factors that led to the collapse of the GDR and reunification</p> <p><b>Topics covered:</b> The reasons for reunification, including the impact of continued migration from GDR and the crumbling of the GDR state, the process and problems of reunification and reasons for its acceptance by the Four Powers.</p> <p><b>Suggested activities/resources:</b> Causation activity comparing the role and relative importance of different factors in the collapse of the GDR and reunification; PBS <i>The Wall- A World Divided</i> (PBS) covers the key events leading to reunification; Nigel Bushell and Angela Leonard, <i>Germany Divided and Reunited 1945-91</i>, (Hodder, 2009), chapter 5 covers the collapse of the GDR and reunification)</p> <p><b>Teaching points to note:</b> Key themes to address: 1) relations with and influence of Germany's neighbours; 2) economic pressures and influences. Students should be increasingly confident in drawing out material to explore the key themes from the topics they have studied.</p> <p>Students should also be becoming more confident in the application of criteria in their evaluation of contemporary source material. The higher levels of the mark schemes indicate the qualities in their work they should seek to develop in their work.</p>		

<b>Week 17</b>	<b>Revision</b>
<p><b>Topics:</b> Weeks 1-7 of this unit.</p> <p><b>Suggested activities/resources:</b> The programme of revision will depend on the perceived gaps in the student's knowledge and skills.</p> <p><b>Teaching points to note:</b> Students will appreciate the opportunity to re-visit the key themes across the period 1870-1990. Source skills should be addressed with the focus on comparing the weight attached to the opinions and information given in sources.</p>	
<b>Week 18</b>	<b>Revision</b>
<p><b>Topics:</b> Weeks 8-16 of this unit.</p> <p><b>Suggested activities/resources:</b> The programme of revision will depend on the perceived gaps in the student's knowledge and skills.</p> <p><b>Teaching points to note:</b> Students often have difficulty in grasping the chronology of events in the period 1871-1990 because it is a long period in which there was much change. Use timelines to ensure that your students are clear about the period as a whole. Students can create a series of timelines to trace the key themes.</p>	

## Resources List

- 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 the IAL in History

### **Option 3C: Germany, 1870-1990: united, divided and reunited**

Bob Whitfield, *Germany 1848-1914*, (Heinemann, 2000),  
Geoff Layton, *From Kaiser to Fuhrer, 1900-45*, (Hodder, 2009),  
Martin Collier, *From Kaiser to Fuhrer, 1900-45*, (Pearson, 2009),  
Nigel Bushell and Angela Leonard, *Germany Divided and Reunited 1945-91*,  
(Hodder, 2009)

[Resource mapping document](#)