

Ellesmere Park History Department

GCSE History Practice Questions

This booklet has been designed to help you get exam-ready.

Before you begin answering questions make sure that you have thoroughly revised the topic area. You can use:

- Your book.
- Your revision guide.
- Quizzes at:

<https://www.hoddereducation.co.uk/myrevisionnotes/downloads>

Go to:

- My Revision Notes: Edexcel GCSE (9-1) History: Medicine in Britain, c1250-present and The British sector of the Western Front, 1914-18
- My Revision Notes: Edexcel GCSE (9-1) History: Superpower relations and the Cold War, 1941-91
- My Revision Notes: Edexcel GCSE (9-1) Early Elizabethan England 1558 to 1588
- My Revision Notes: Edexcel GCSE (9-1) History: Weimar and Nazi Germany, 1918-39

If you need help planning your answer use a structure strip. Bring completed answers to your teacher for feedback.

Paper 1 – Medicine Through Time

Describe two features question worth 4 Marks

1. Describe two features of the British trench system in WW1.
2. Describe two features of the support trenches on the British Western Front during WW1.
3. Describe two features of casualty clearing stations.
4. Describe two features of the methods used to reduce the risk of trench foot on the Western Front.
5. Describe two methods of warfare on the Western Front.
6. Describe two conditions of fighting on the Western Front.

How useful are sources A and B for an enquiry into ... question worth 8 Marks

1. How useful are sources A and B for an enquiry into the treatment of the wounded at ADSs on the Western Front?

Source A – From the diary of E.S.B Hamilton 19 August 1916. Hamilton had been in France for over a year at this time as part of the Field Ambulance. At the time of this diary entry. He was working at the Advanced Dressing Station on the Somme.

The dugout of the ADS is awfully overcrowded both night and day and it is impossible to get it cleared or aired. There was something like 800 people through there in about thirty hours the day before yesterday. This is far too much work for the personnel of three officers and about 115 men. Result is that a lot of the men are done up and the officers seedy and depressed.

Source B – A photograph of the Advanced Dressing Station. This was taken in August 1916 at Pozieres Ridge, which was part of the Somme campaign.



2. How useful are sources A and B for an enquiry into the treatments that are available for wounded soldiers on the Western Front?

Source A - From Harvey Cushing's *A Surgeon's Journal 1915-18*, published in 1936. This work included extracts from the journal kept by Cushing, an American surgeon. Here he is describing the conditions under which he is working during the battle of Passchendaele on August 19 1917.

My prize patient, Baker, with the shrapnel removed from his brain, after doing well for three days suddenly shot up a temperature to 104 last night about midnight. I took him to the operating theatre, reopened the perfectly healed external wound, and found to my dismay a massive gas infection of the brain. I bribed two orderlies to stay up with him in the operating room, where he could have constant thorough irrigation over the brain and through the track of the missile (passing a warm saline solution along the path taken by the shrapnel to prevent infection). No light except candles was permitted last night.



Source B – Photograph of a mobile x-ray unit taken in 1917

3. How useful are sources A and B for an enquiry into the impact of the terrain on caring for the wounded on the Western Front?

Source A - Gunner Sydney White. Royal Artillery. His memories were recorded later for the Imperial War Museum

The only way up from Ypres was by a plank road fifteen to twenty feet wide. All munitions had to travel a considerable distance up this plank road and the mud was so deep that on one occasion with drag-ropes on the wheels and something like 100 men on the drag-ropes, it was still impossible to drag the guns out of the mud. You saw fellows coming down from the trenches badly wounded, covered head to foot in blood, and perhaps an arm missing. You saw some of the fellows drop off the duck board and literally die from exhaustion and loss of blood.

Source B – A picture of a wounded soldier being carried back from the front at



4. How useful are sources A and B for an enquiry into the impact of the nature of fighting on caring for the wounded on the Western Front?

Source A - From the Diary of Sapper J Davey, Royal Engineers, 10th May 1915

Not many hours went by before we were shelled out of this position and had to come further back. I don't know how we have fared in the firing line. We went out at night to put some wire entanglements in front of the trenches. The sights were too awful for words. In our advanced trench when the flares went up we could see how things really were. Numbers of poor fellows lay in the bottom of the trench, the wounded amongst the dead crying for water and the stretcher bearers. Some had been waiting a day and a half to be brought in.

Source B - From the letters of Reverend John Walker, an army Chaplin, who worked at a casualty clearing station at the Battle of the Somme in 1916

1 July. We have 1500 in and still they come in, 300-400 officers, it is a sight – chaps with fearful wounds lying in agony, many so patient, some make a noise, one goes to a stretcher, lays one's hand on the forehead, it is cold, strike a match, he is dead ...
 2 July. Saddest place of all is the moribund ward, two large tents laced together, packed with dying officers and men, here they lie given up as hopeless, of course they do not know it.
 3 July. Now I know something of the horrors of war, the staff is redoubled but what of that, imagine 1000 wounded each day. The surgeons are beginning to get sleep, because after working night and day they realise we may be at this for some months.

5. How useful are sources A and B for an enquiry into the transportation of the wounded?

Source A - From the recorded memories of William Easton, East Anglican Field Ambulance, He was 18 in 1916. Here he described the conditions near Ypres in 1917.

Up at Ypres we used to go up the line and we'd be waist deep in mud. We were carrying the wounded down near a place called Hooge, where had been a terrific amount of fighting. One trip down a trench in those conditions and you would be all in – exhausted. If you got two or three wounded men down in a day, that was all you could do more damage to a man than the shell if you jolted him too much or he fell off the stretcher. To make carrying easier we had slings which we put round our shoulders and over the stretchers handles.

Source B – An ambulance wagon photographed at Owillers, Somme in December 1916. It would have been heading from a Dressing Station to a Casualty



6. How useful are Sources A and B for an enquiry into the work of dressing stations?

Source A - Captain Maberley Esler, Royal Army Medical Corps, speaking in an interview for the Imperial War Museum about his work at a Regimental Aid Post.

In our frontline dugout we had first aid dressing and morphia and that was all. Several wounded got tetanus from an infection in the ground which was carried in shelled areas – very much like it was carried in farmland in the Fens. But it was all first aid work. The only value of medical officer being in a front-line trench was to help the morale of the men. I remember going in the first night we were in the trenches and one fellow who thought I couldn't hear said to another chap 'Good God, the MO's come up with us o that makes you feel better, chum, doesn't it?' Then I realised I was doing some good by being there. Medically I felt no good at all.

Source B - From the orders sent by Surgeon-General W. Pike 9Director of Medical Services, 1st Army) to officers commanding Casualty Clearing Stations, 19th April 1916. Non-Commissioned Officers (NCOs) were soldiers who had been promoted to ranks such as Corporal or Sergeant.

Owing to the fact that modern battles as a rule last several days, care must be taken that NCOs and men of your Clearing Station should be divided into day and night parties, of which course, that day party will be the larger. As far as possible, some Officers and Sisters should be also off-duty for at least six hours in the 24.

7. How useful are Sources A and B for an enquiry into the development of surgery on the British Western Front?

Source A - Captain Geoffrey Keynes describing the development of blood transfusions in 1915. Keynes was a young RAMC doctor who later became a consultant surgeon and was knighted for his pioneering work on blood transfusions. He wrote an autobiography *The Gates of Memory* published in 1981.

The first thing to do was to get the blood group of the donor and the patient matching, and we had the serum for doing that. It had just been discovered as well as the method by which we could prevent the blood from clotting. It turned out to be very simple. You simply put sodium nitrate solution in the flask, and gave it to the patient through a pipe. You took it from a donor into a flask and then from the flask to a patient. I spent two weeks with the Harvard Unit an American unit based at a hospital in France and during the time I contributed something by devising an improved apparatus...After a fortnight studying this technique I went back to the casualty clearing station where I was working and introduced the method there. It saved countless lives of men who would otherwise have died from shock and loss of blood.

Source B - From 'The Development of British Surgery at the Front' by Surgeon-General Sit Anthony Bowlby, published in the *British Medical Journal* in June 1917. The extract comes from the section on head injuries.

By careful and individual observation by doctors and by the comparison of results, a method of treatment has been evolved which is applicable to all cranial wounds and capable of modification in individual cases, it may be summarised as follows: A primary cleansing of the wound. The transmission of the patient as soon as possible to the hospital where he will convalesce. The taking of x-ray pictures. The excision of the scalp and bone wound. A limited and careful removal of foreign bodies. The covering the exposed brain. The closure of the wound, with superficial drainage, and prolonged rest in bed.

How could you follow up Source A for an enquiry into ... question worth 4 Marks

For this question, you will have a proforma you need to fill in like the one below:

Detail in Source B that I would follow up:

Question I would ask:

What type of source I could use:

How this might help answer my question:

1. How could you follow up Source A to find out more about x-rays on the Western front?

Source A - From *Radiography and Radiotherapeutics*, by Robert Knox, published in 1917. This was a textbook on the use of x-rays written by a British doctor.

The need for portable outfits in connection with the war has led to a great development in the provision of motor wagon containing complete x-ray apparatus with all the accessories. The mechanism used for driving the wagon i.e. the motor is coupled with a powerful dynamo which delivers a continuous current.

2. How could you follow up Source A to find out more about the dangers from artillery?

Source A - From the memories for Private Harry Patch of the Duke of Cornwall's Light Infantry, describing events in 1917

The shelling was bad. You could hear the big shelling coming, although if you could hear them that was alright, they'd just gone over you. You never heard the whizz-bangs coming, they were just there. And you never heard the shell or the bullet that hit you. Of course whizz-bangs were shrapnel and that was worse than a bullet. A bullet wound was clean, shrapnel would tear you to pieces. It was a whizz-bang that killed my three friends and wounded me, it was just bad luck. They had those four magazines over their shoulders, fully loaded. That's why all got blown to pieces.

3. How could you follow up Source A to find out more about gas attacks on the Western Front?

Source A - From 'A Report on Gas Gangrene' by Anthony Bowlby, consulting surgeon to the British Army, October 1914

The gangrene found amongst our wounded soldiers is directly due to infection introduced at the time of the wound, and this is likely to occur because muddy clothing has been carried by the projectile or earth has been carried by the explosion.

4. How could you follow up Source A to find out more about gas attacks on the Western Front?

Source A - From the diary of Sister Katherine Luard of the Queen Alexandra Nursing Sisters, 15th April 1915. ADMS stands for Assistant Director, Medical Services.

This afternoon the medical staff of both divisions have been trying experiments in a barn with chlorine gas, with and without different masks soaked with some antidote, such as lime. All were busy coughing and choking when they found the ADMS of the 5th Division getting blue and suffocated. He's had too much chlorine and was brought here looking very bad, and for an hour we had to give him fumes of ammonia till he could breathe properly. He will probably have bronchitis. But they found out what they wanted to know – that if you put on this mask, you can go to the assistance of men overpowered by the gas, with less chance of finding yourself dead too when you get there.

5. How could you follow up Source A to find out more about the health problems in the trenches on the British Western Front?

Source A – Soldiers of the East Yorkshire Regiment having their feet inspected by their medical officer near Rodincourt on 9th January 1918. This trench looks to be in good condition with duckboards above the mud to help keep soldiers' feet dry.



Explain one way question worth 4 Marks

1. Explain one way in which ideas about cause of disease and illness were similar in the 14th and 17th century.
2. Explain one way in which ideas about the treatment of disease were different in the 17th century from ideas in the 13th century
3. Explain one way in which ideas about preventing plague were different in the 14th and 17th centuries.
4. Explain one way in which understanding of the causes of diseases was different in 1750 from the present day.
5. Explain one way in which people's reactions to epidemics of disease were similar in the 17th and 19th centuries.
6. Explain one way in which ideas about the causes of diseases were similar in the 17th and 19th centuries.
7. Explain one way in which understanding of the causes of illness was different in the late 19th and 20th centuries.

Explain why question worth 12 Marks

1. Explain why there was continuity in ideas about the cause of disease during the period c1250-1500. You may use the following information in your answers

- Role of Galen
- Science and Technology

2. Explain why there was little change in the care provided by hospitals in the period 1250-1500: You may use the following information in your answer:

- Ideas in the Church
- Herbal remedies

3. Explain why there were changes in the way ideas about the cause of disease and illness were communicated in the period 1500-1700: You may use the following in your answer:

- The printing press
- The Royal Society

4. Explain why there was continuity in the way disease was treated in the period 1500-1700: You may use the following information in your answer:

- The Great Plague
- Attitudes in society

5. Explain why there were changes in understanding of the cause of disease during the period 1700-1900: You may use the following information in your answer:

- Louis Pasteur
- John Snow

6. Explain why there was rapid change in surgical treatments in the period 1700-1900. You may use the following in your answer:

- Chloroform
- Joseph Lister

7. Explain why there was rapid change in the prevention of smallpox after 1798. You may use the following information in your answer:

- Inoculation
- The government

8. Explain why there have been changes in methods of preventing illness during the 20th Century. You may use the following in your answer:

- DNA
- The NHS

How far do you agree question worth 16 Marks and 4 SPaG Marks

1. The role of the Church was the main reason why there was so little change in the Middle Ages. How far do you agree? You may use the following information in your answers

- Hippocrates
- The Church

2. Individuals had the biggest impact on medical training in the 16th and 17th centuries. How far do you agree? You may use the following in your answer:

- Harvey
- The printing press

3. There was rapid change in ideas about the causes of illness and disease in the period 1700-1900. How far do you agree? You may use the following in your answer:

- Spontaneous generation
- Louis Pasteur

4. Louis Pasteur's publication of the Germ Theory was the biggest turning point in medicine in the period 1700-1900. How far do you agree? You may use the following information in your answer:

- Edward Jenner
- Robert Koch

5. The role of science and technology was the main reason why diagnosis improved in the 18th and 19th century. How far do you agree? You may use the following information in your answer:

- Scientific Revolution
- Florence Nightingale

6. Treatment of diseases and care of the sick completely changed after 1800. How far do you agree? You may use the following information in your answer:

- Magic bullets
- The NHS

Paper 2 – Cold War

Explain two consequences question worth 8 Marks

1. Explain two consequences of the Potsdam Conference of July 1945.
2. Explain two consequences of the Marshall Plan.
3. Explain two consequences of the setting up of Comecon and Comcon.
4. Explain two consequences of the Hungarian Uprising.
5. Explain two consequences of the building of the Berlin Wall in 1961.
6. Explain two consequences of the Hungarian crisis of 1956.
7. Explain two consequences of the Cuban Revolution of 1959.
8. Explain two consequences for the international relations of the Soviet invasion of Czechoslovakia.
9. Explain two consequences of Nixon and Brezhnev's Moscow meeting in 1972.
10. Explain two consequences of Gorbachev coming to power in the Soviet Union.
11. Explain two consequences of the Soviet invasion of Afghanistan.
12. Explain two consequences for relations between the USA and the Soviet Union of Reagan becoming president.

Write a narrative account question worth 8 Marks

1. Write a narrative account analysing the key events of the peace conferences in the years 1943-1945. You may use the following information in your answers:
 - The Tehran Conference 1943
 - The Potsdam Conference 1945
2. Write a narrative account analysing the key events of the Soviet Expansion in Eastern Europe in the years 1948-1955. You may use the following in your answers:
 - The Soviet Union establishes control
 - Hungary and Czechoslovakia

3. Write a narrative account analysing the key events of the Cold War in the years 1949-1956. You may use the following information in your answers:
 - The Warsaw Pact, 1955
 - The Soviet invasion of Hungary, 1956
4. Write a narrative account analysing the main events in East-West rivalry over Berlin 1958-1961. You may use the following information in your answers:
 - The Summit Meetings
 - The building of the Berlin Wall
5. Write a narrative account analysing the main events in superpower rivalry in Cuba in the years 1959-1962. You may use the following information in your answers:
 - The Bay of Pigs invasion, 1961
 - The Cuban Missile Crisis, 1962
6. Write a narrative account analysing the key events of the Soviet invasion of Czechoslovakia in 1968. You may use the following information in your answers:
 - The Prague Spring
 - The Soviet Union re-establishes control
7. Write a narrative account analysing the key events in attempts to reduce tension between East and West in the 1970s and 1980s. You may use the following information in your answers:
 - The Helsinki Agreements
 - Gorbachev's New Thinking
8. Write a narrative account analysing the main developments in the collapse of the Berlin Wall during 1989. You may use the following information in your answers:
 - The impact of the Sinatra Doctrine.
 - Developments in East Germany.
9. Write a narrative account analysing the key events the Soviet Union and eastern Europe in the years 1989-91. You may use the following information in your answers:
 - The Helsinki Agreements
 - Gorbachev's New Thinking

Explain the importance of ... question worth 16 Marks

1. Choose two of the following:
 - Explain the importance of the Grand Alliance for relations between Stalin, Churchill and Roosevelt in the years 1941-45.
 - Explain the importance of the Potsdam Conference for the development of the Cold War.
 - Explain the importance of Soviet expansion in eastern Europe for the development of the Cold War.

2. Choose two of the following:
 - Explain the importance of the Marshall Plan in the development of the Cold War.
 - Explain the importance of the summit conferences for the problem of Berlin.
 - Explain the importance of the building of the Berlin Wall in 1961 for the relations between the USA and the Soviet Union.

3. Choose two of the following:
 - Explain the importance of the Bay of Pigs invasion in the development of the Cold War.
 - Explain the importance of SALT 1 for the development of the Cold War.
 - Explain the importance of the Soviet invasion of Afghanistan in 1979 for relations between the USA and the Soviet Union.

Paper 2 – Elizabeth

Describe two features question worth 4 Marks

1. Describe two features of the Elizabethan religious settlement
2. Describe two features of the plots against Elizabeth 1 in the years 1571-86
3. Describe two features of the Elizabethan system of poor relief that were new.
4. Describe two features of the Privy Council
5. Describe two features of Elizabeth's experiences before she became Queen
6. Describe two features of Elizabeth's education.
7. Describe two features of Elizabeth's Religious Settlement
8. Describe two features of the Ridolfi Plot
9. Describe two features of the Babington Plot
10. Describe two features of Drake's attacks on Spanish Shipping and trade
11. Describe two features of the English navy sent against the Spanish Armada
12. Describe two features of the Naval battle of Gravelines
13. Describe two features of sports and pastimes for the wealthy
14. Describe two features of sports and pastimes for the ordinary people
15. Describe two features of the attempts to colonise Virginia in the 1580s
16. Describe two features of Drake's circumnavigation of the world
17. Describe two features of the Elizabethan Religious settlement of 1559
18. Describe two features of Elizabeth's Privy Council
19. Describe two features of the challenge from the Puritans between 1558 and 1569
20. Describe two features of the plots against Elizabeth between 1571 and 1587
21. Describe two features of Elizabethan schools

Explain why question worth 12 Marks

1. Explain why religion was so important in sixteenth-century England. You may use the following in your answer:
 - The Catholic Threat
 - The Puritan Challenge

2. Explain why the Catholic threat to Elizabeth I increased after 1566
You may use the following in your answer:
 - The Dutch Revolt
 - Mary Queen of Scots' arrival in England in 1568
3. Explain why the attempt to colonise Virginia in 1585-86 was a failure.
You may use the following in your answer:
 - The colonists
 - Wingina
4. Explain why Mary Queen of Scots created a problem for Elizabeth when she came to England in 1568. You may use the following in your answer:
 - The Ridolfi Plot
 - The Babington Plot
5. Explain why Elizabethans were worried about the poor. You may use the following in your answer:
 - Idle Poor
 - Vagabonds
6. Explain why men such as Francis Drake went on voyages of exploration. You may use the following in your answer:
 - Trade
 - Navy Superiority

How far do you agree question worth 16 Marks

1. 'The Babington Plot was the main cause of the execution Of Mary, Queen of Scots'.

How far do you agree? You must also use information of your own. You may use the following in your answer:

- The Ridolfi Plot
- The Bond of Association

2. 'Religious rivalry rather than commercial or political rivalry caused the war between Spain and England'. How far do you agree? Explain your answer.

- The Puritan Challenge
- The Dutch Revolt

3. 'Elizabeth's religious settlement was a successful compromise.' How far do you agree? Explain your answer.

- The Catholic Threat
- The Puritan Challenge

4. 'Poor harvests were the most important cause of poverty in Elizabeth's reign'. How far do you agree? Explain your answer.

- Idle Poor
- Impotent Poor

5. 'The threat of invasion was Elizabeth's main problem when she became Queen in 1558.' How far do you agree? Explain your answer.

- Mary Queen of Scots
- The religious settlement

6. 'Lack of foreign support was the main reason why Catholic revolts and plots against Elizabeth failed'. How far do you agree? Explain your answer.

- The Ridolfi Plot
- The Bond of Association

7. 'Relations with the Native Americans were the main reason for the failure of the Virginia colonies. How far do you agree? Explain your answer.

- Lack of supplies
- Wrong people

8. 'Events in the New World were the Main reason for the breakdown of relations with Spain.' How far do you agree? Explain your answer.

- Religious settlement
- The Netherlands

9. 'The decline in Anglo-Spanish relations in the years 1569-85 was caused by Elizabeth 1'. How far do you agree? Explain your answer.

- Drake's voyages to the New World
- The Netherlands.

10. 'Religion was Elizabeth's main problem in the years 1558-69'. How far do you agree? Explain your answer.

- The settlement of religion
- Mary, Queen of Scots' arrival in England in 1568

Paper 3 – Nazi Germany

Give two things you can infer from Source A question worth 4 Marks

You will get a proforma like below to write your answer in.

(i) What I can infer:

Details in the source that tell me this:

(ii) What I can infer:

Details in the source that tell me this:

1. Give two things you can infer Give two things you can infer from Source A about support for Hitler in the 1930s.



Source A: An anti-Hitler poster from October 1932 by a communist, John Heartfield. Heartfield was born Helmut Herzfeld and changed his name as a protest against the Nazis. He fled Germany in 1933.

The caption reads: “The meaning of the Hitler salute. Motto: millions stand behind me! Little man asks for big gifts.”

2. Give two things you can infer from Source A about Hitler’s views on politics after the Munich Putsch.

Source A – Comments made by Hitler as a prisoner in Landsberg. He was speaking to a fellow Nazi inmate.

“When I resume active work it will be necessary to follow a new policy. Instead of working to achieve power by armed conspiracy, we shall have to hold our noses and enter parliament against the Catholic and Communist members. If out-voting them takes longer than out-shooting them, at least the results will be guaranteed by their own constitution. Sooner or later, we shall have a majority in parliament.”

3. Give two things you can infer from Source A about how well Germany was being Governed in November 1918.

Source A – From the papers of Jan Smuts, a South African politician who visited Germany in 1918

...Motherland of our civilisation (Germany) lies in ruins, exhausted by the most terrible struggle in history, with its peoples broke, starving, despairing, from sheer nervous exhaustion, mechanically struggling forward along the paths of anarchy and disorder with no strong authority and war.

Explain question worth 12 Marks

1. Explain why Germany was difficult to govern in the years 1919-22. You may use the following information in your answers:

- The Spartacist Revolt
- The Kapp Putsch

2. Explain why 1924-29 was considered a 'golden age' in the Weimar Republic. You may use the following information in your answers:

- Women
- Culture

3. Explain why the Weimar Republic recovered in the years 1924-9. You may use the following information in your answers:

- The Dawes Plan
- Achievements Abroad

4. Explain why there were challenges to the Weimar Republic in the years 1919-23. You may use the following information in your answers:

- The Weimar Constitution
- Hyperinflation

5. Explain why Hitler carried out the Munich Putsch. You may use the following information in your answers:

- Ludendorff
- French occupation of the Ruhr

6. Explain why there was increased support for the Nazis in the years 1929-32. You may use the following information in your answers:

- Unemployment
- Goebbels

5. Explain why Hitler carried out the Munich Putsch. You may use the following information in your answers:

- Ludendorff
- French occupation of the Ruhr

6. Explain why there was increased support for the Nazis in the years 1929-32. You may use the following information in your answers:

- Unemployment
- Goebbels

7. Explain why Hitler was able to increase his power between January 1933 and August 1934. You may use the following information in your answers:

- The Reichstag Fire
- Night of the Long Knives

How useful is source B and C for an enquiry into ... question worth 8 Marks

1. How useful are Sources B and C for an enquiry into the problems faced by the Weimar Republic between 1919 and 1923?

Source B – Konrad Heiden, *Der Fuhrer: Hitler's Rise to Power*, published in 1944. Heiden was a German journalist who supported democracy and opposed the Nazis. He had fled to America when he produced this book.

On Friday afternoons in 1923, very long lines of workers waited outside the pay windows of the big German factories, department stores, banks and offices, watching the clocks until at last they reached the pay window and received a bag full of paper bank notes. According to the figures on the notes, they were worth anything from 700,000 marks up to 380 billion or even 18 trillion marks; the figures rose month by month, then week to week, then day to day. The government printing presses could not keep up. People carried their money around in sacks or prams. Life was madness, nightmare, desperation, chaos.

Source C – Hugo Preuss, the lawyer chiefly responsible for writing the Weimar constitution in 1919, commenting on the effects of the Versailles treaty in 1923.

Everyone still expected a settlement in accordance with Wilson's Fourteen Points, which all the fighting countries had bindingly accepted as the basis for the peace. The criminal madness of the Versailles Diktat was a shameless blow in the face. The Reich constitution was born with this curse upon it. That it did not collapse immediately under the strain is striking proof of the genuine vitality of its basic principles; but its implementation and evolution were inevitably fatefully restricted and lamed thereby.

2. How useful are Sources B and C for an enquiry into Nazi economic policies between 1933 and 1939?

Source B – An account by Otto Meissner, State Secretary in Hindenburg’s office, made to the Nuremberg War Crimes Trial after the Second World War

“Despite Papen’s persuasions, Hindenburg was extremely hesitant, until the end of January, to make Hitler Chancellor. He wanted to have Papen again as Chancellor. Papen finally won him over to Hitler with the argument that the representatives of the other right-wing parties which would belong to the government would restrict Hitler’s freedom of action. In addition Papen expressed his misgivings that, if the present opportunity were missed, a revolt of the national socialists and civil war were likely.”

Source C – A letter from leading industrialists and businessmen to President Hindenburg in November 1932.

“Your Excellency! We believe it is necessary to create a government independent of the parliamentary parties...We recognise in the nationalist movement, which is sweeping through our people, the beginning of an era of rebirth for the German economy, which can only be achieved by overcoming class conflict. The transfer of responsibility for leading a Presidential cabinet to the leader of the largest nationalist group would sweep millions of people, who at present still stand on the sidelines, into active participation.”

3. How useful are Sources B and C for an enquiry into Nazi economic policies between 1933 and 1939?

Source B – Extract from the Strength through Joy magazine, 1936

“KdF is now running weekly theatre trips to Munich from the countryside. Special theatre trains are coming to Munich on weekdays from as far away as 120 kilometres. So a lot of our comrades who used to be in the Outdoor Club, for example, are availing themselves of the opportunity of going on trips with KdF. There is simply no other choice. Walking trips have also become very popular.

Source C– Report from the Social Democratic Party in exile (SOPADE) on labour service, 1938

“The young people are deadened by physical exertion. They have to get up very early and have very little time to themselves. The whole aim of the service seems to be to pass on Nazi ideas and prepare them for military service. The pay is pitiful. Barely enough to buy a beer.”

What's the main difference between the interpretations question worth 4 Marks

1. Study Interpretations 1 and 2 below.

They give different views about the attitudes towards women in Weimar Germany.

What is the main difference between these views?

Interpretation 1 - From an article on women in Weimar Germany, written by Rudiger Graf in 2009.

Because of women's improved position in the workforce and their newly acquired rights as citizens... women themselves seemed to have changed... Magazines ... presented a new generation of women that differed fundamentally from their mothers.

Interpretation 2 - From Weimar and Nazi Germany by Stephen Lee Published in 1996.

The 1920s saw a huge cultural revival in Germany. Indeed, these years have been seen as the greatest period of experimentation in the whole of Germany's history. As things settled down politically, writers and artists had more of a chance to try out new ideas. The results were impressive and spread across all areas of the Arts.

2. Study Interpretations 1 and 2 below. They give different views about the reasons for the appeal of the Nazi Party to the German people, 1929 - 33.

What is the main difference between these views?

Interpretation 1 - From The Coming of the third Reich, by Richard J Evans, published in 2004.

... Nazi propaganda ... skilfully targeted specific groups in the German electorate... providing topics for particular venues and picking the speaker to fit the occasion. The... party recognised the growing divisions of German society into competing interest groups in the course of the Depression and tailored their message to their particular constituency. The Nazis adapted... a whole range of posters and leaflets designed to win over different parts of the electorate.

Interpretation 2 - From Adolf Hitler, by John Toland, published in 1976

In 1930, he was offering something new to Germans – unity. He welcomed all. There was no class distinction; the only demand was to follow him in his fight against Jews and Reds, in his struggle for Lebensraum and the glory and good of Germany.

Study Interpretations 1 and 2 below. They give different views about the threat which Röhm posed to Hitler in 1934.

What is the main difference between these views?

Interpretation 1 - From Germany 1918-45, by G. Lacey and K. Shephard, published in 1971.

The smoothness with which the murders of 30 June were carried out is powerful proof that no Rhöm plot was imminent. There was no resistance encountered anywhere. Many victims unsuspectingly surrendered voluntarily, believing it was a big mistake. The only shots fired were those of the executioners.

Interpretation 2 - From Life in Germany 1919-1945, by Steve Waugh, published in 2009.

The greatest threat came from within the Nazi Party... Rhöm as leader of the S.A, was a genuine threat to Hitler's own position as leader. Rhöm was the commander of a very large organisation of men whose members were increasingly violent and out of control... Moreover, Rhöm favoured a 'second revolution'... which would lead to more socialist policies. The purge was also the result of a power struggle (between Rhöm and) leading Nazis, like Herman Goering, the leader of the SS.

Suggest a reason why they have different views question worth 4 Marks

1. Study Interpretations 1 and 2 below.

They give different views about the attitudes towards women in Weimar Germany.

Why do they have different views?

Interpretation 1 - From an article on women in Weimar Germany, written by Rudiger Graf in 2009.

Because of women's improved position in the workforce and their newly acquired rights as citizens... women themselves seemed to have changed... Magazines ... presented a new generation of women that differed fundamentally from their mothers.

Interpretation 2 - From Weimar and Nazi Germany by Stephen Lee Published in 1996.

The 1920s saw a huge cultural revival in Germany. Indeed, these years have been seen as the greatest period of experimentation in the whole of Germany's history. As things settled down politically, writers and artists had more of a chance to try out new ideas. The results were impressive and spread across all areas of the Arts.

2. Study Interpretations 1 and 2 below. They give different views about the reasons for the appeal of the Nazi Party to the German people, 1929 - 33.

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How far do you agree with Interpretation 1 question worth 16 Marks and 4 SPaG Marks

1. How far do you agree with interpretation 1 about the attitudes towards women in Weimar Germany.

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