

# Option 31 Topic booklet



**Weimar and Nazi Germany, 1918–39**

**GCSE (9-1) History**

---

**Pearson Edexcel Level 1/Level 2 GCSE (9-1) in History (1HI0)**

---



# Contents

<b>1. Overview</b>	<b>2</b>
1.1 Assessment	2
<b>2. Content guidance</b>	<b>4</b>
2.1 Summary of content	4
2.2 Content exemplification and mapping	6
<b>3. Student timeline</b>	<b>16</b>
<b>4. Resources</b>	<b>18</b>
4.1 Resources for students	18
4.2 Resources for teachers	20

# 1. Overview

---

In contrast to the proud, patriotic and celebratory mood with which Germany entered the First World War in 1914, it was a shocked and defeated Germany in 1918 that then bitterly resented its treatment by the victorious allies with the Treaty of Versailles. A new, democratic Weimar Germany was burdened with severe political and economic dislocation and by 1923 faced the humiliating invasion by the French of its industrial centre of the Ruhr. However, a mixture of Stresemann's work and more favourable international conditions allowed Weimar Germany to undergo a period known as 'the Golden Years' until the Wall Street Crash in 1929 had significant economic and thus political consequences for Weimar Germany.

Immediately at the end of the First World War, the right wing of German politics were especially resentful at Germany's defeat, at the peace treaty and at the new democratic style of government. Hitler had become leader of the National Socialist Workers' Party. After having attempted coming to power by means of force in Munich in November 1923, Hitler determined to achieve power by democratic means. Once power had been achieved, democratic government could then be abandoned.

The economic and political crisis in Germany during the Great Depression led to Hitler's appointment as Chancellor in 1933. Within less than two years the multi-party Weimar Germany had become a Nazi dictatorship led by the Führer. The Nazis imposed their vision of what Germany should be by a mixture of brutal means of repression, extremely effective propaganda influencing people's attitudes, and beliefs and policies which changed the role of women and encouraged the young in particular to be enthusiastic, loyal supporters of the regime. For many, the repression and control was acceptable because of benefits brought about by the Nazi dictatorship, for example the end of mass unemployment and rising living standards.

Some were not convinced by these economic gains and a wide range of individuals and organisations bravely opposed the brutal dictatorship. There were also clearly-identified groups that the Nazis believed had no place in their vision of society; those groups included the mentally and physically disabled, Slavs, 'gypsies', communists and Jews. Despite many of Germany's Jews having fought loyally for their country during the First World War, the Jewish population was persecuted with increasingly harsh methods. This began just two months after Hitler became Chancellor and included both laws to separate the Jews from the rest of the population as well as systematic and violent attacks on their homes, businesses and places of worship.

This modern depth study offers students a fascinating analysis of how, between the First and Second World Wars, a democratic Germany became a one-party dictatorship. During this short time span students will examine various political, economic, social and cultural aspects of this change from a democratic to a one-party state. The specification content is divided into four Key topics which provide a framework for teaching and understanding this option. However, these are not in isolation from one another and there is some chronological overlap between the four Key topics, which highlights the complexity and interplay of different aspects within Germany during the years 1918–39.

## 1.1 Assessment

In the modern depth study, students will be assessed on all four Assessment Objectives. The questions may relate to any content specified in the four Key topic areas. Students answer three questions; question 3 is divided into four parts.

- Question 1: this targets AO3, and requires students to make inferences from one source.

## 1. Overview

- Question 2: this targets AO1/AO2, and focuses on causation.
- Question 3 (a): this targets AO3 and uses two contemporary sources. One of them may be visual, but at least one will be written. Students assess the usefulness of both sources for a specified enquiry, making use of their knowledge of the historical context.
- Question 3 (b): this targets AO4 and uses two later written interpretations. Students explain how the two interpretations differ.
- Question 3 (c): this targets AO4 and uses the same interpretations as part (b). Students suggest why the two interpretations differ.
- Question 3 (d): this targets AO4 and re-uses the interpretations. It requires students to evaluate one interpretation, making use of the other interpretation and their knowledge of the historical context.

Students should be aware that interpretations are based on evidence from their period of study and they should be aware of a range of evidence that can be used to reach conclusions. They should study examples of such evidence and consider ways in which it could give rise to and support different interpretations. Students should understand a range of reasons why interpretations may differ and should be aware that differences based on conclusions drawn from evidence are legitimate and can be explained. Students should be able to evaluate given interpretations using their own knowledge of Germany in the years 1918–39.

Detailed information and guidance on assessment can be found in the separate Getting Started guide.

## 2. Content guidance

---

### 2.1 Summary of content

Key topic 1 starts with the fragile beginnings of the Weimar Republic at the very end of the First World War. Students should be aware of the hardships and unrest in Germany by November 1918 and the reasons for the abdication of the Kaiser and the signing of the armistice. They should be aware of the key terms of the new constitution and its strengths and weaknesses. Students should understand the key terms of the Versailles Treaty, for example the War Guilt clause and the financial, economic, territorial and military terms. They should understand opposition to the treaty, including the 'stab in the back' theory, and its contribution to the early unpopularity of the Weimar Republic. The political challenges of 1919–23 – Spartacists, Freikorps and Kapp Putsch – and how these were dealt with should be covered. Students should also understand the economic challenges in these years as a result of the war and the terms of the Treaty of Versailles. They should be aware of Germany's inability to make reparations payments and the reasons for and effects of the occupation of the Ruhr. They should understand what led to hyperinflation and its impact. They should understand how these issues were tackled, allowing the Republic to recover both politically and economically in the years 1924–29, and understand the progress made in international affairs. They should appreciate that political and economic recovery led to a period of social changes with higher standards of living, changes in the position of women and developments in culture.

Key topic 2 looks at Hitler's rise to power. From the very aftermath of war, Hitler was directly involved in forming the National Socialist Workers' Party in 1920 and becoming its leader. Students should appreciate that the period 1923–29 saw the failure of the Munich Putsch and limited support for the Nazi Party due to improving economic and political stability, whereas the Weimar Republic's last years were characterised by rapidly rising support for the NSDAP due to high unemployment, weak governments and the party's widespread appeal compared to other political parties. The final section of this Key topic explores how political developments and key individuals in the final year of the Weimar Republic led to Hitler becoming Chancellor of Germany in 1933.

Key topic 3 focuses on the Nazi dictatorship in the years before the outbreak of the Second World War. Students should be aware of the key events which led to Germany moving from a democracy to a single-party state during the period 1933–34. They should understand how the Nazis created a police state to control the German population which included secret police, the use of concentration camps, and control of the legal system and of the Catholic and Protestant Churches. Students should be aware of the Nazi government's control and influence of attitudes by using propaganda and censorship. The final section deals with the issue of the extent of support for Nazism as well as a range of organisations and individuals that displayed opposition to the regime.

Key topic 4 examines life in Nazi Germany before the Second World War. The first section looks at how Nazi policies towards women changed their roles and positions in German society. This is followed by Nazi policies which influenced the lives of young people with the establishment of Nazi youth groups as well as government controls over education. Students should be aware of changes to employment and living standards in Nazi Germany. They should be aware of the Nazis' racial beliefs and how this led to policies which discriminated against minority groups as well as the increasingly harsh persecution of German Jews during the years 1933–39.

## 2. Content guidance

### **Key terms**

It may be useful at the start of the course to provide students with a list of key terms and concepts that they will need to be familiar with for this option. The list of terms below is not intended to be a comprehensive checklist, rather simply a useful starting point for teachers to produce their own list of terms that their students may not fully understand or have difficulty spelling.

Abdication, armistice, communist, constitution, depression, hyperinflation, persecution, rearmament, reparations, trade union, autobahn, Freikorps, Führer, Kaiser, Mein Kampf, putsch, Reichstag, Rentenmark.

## 2.2 Content exemplification and mapping

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. Any examples provided here do not constitute additional specification content and other relevant material illustrating aspects of the specification can be used.

Key topic 1: The Weimar Republic 1918–29		Exemplification	Changes from 2013 Edexcel History A (MW) 2A Germany	Changes from 2013 Edexcel History B (SHP) 2C Germany
1	<p>The origins of the Republic, 1918–19</p> <ul style="list-style-type: none"> <li>The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19.</li> <li>The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution.</li> </ul>	<ul style="list-style-type: none"> <li>The political turmoil facing Germany at the immediate end of the First World War. How the chaos of the mutinies and revolts of ‘the German revolution’ led to the Kaiser’s abdication, Ebert’s signing of the armistice and the setting up of a democratic government.</li> <li>The establishment of democratic government. The Constitution’s key strengths and weaknesses, for example the extent of the franchise, the system of checks and balances, the system of proportional representation used and the provision of Article 48.</li> </ul>	<ul style="list-style-type: none"> <li>The armistice is now specified, but is very likely to have been taught previously.</li> </ul>	<ul style="list-style-type: none"> <li>There is now more focus on the immediate events in Germany from the abdication of the Kaiser and events commonly referred to as the ‘German revolution’.</li> </ul>
2	<p>The early challenges to the Weimar Republic, 1919–23</p> <ul style="list-style-type: none"> <li>Reasons for the early unpopularity of the Republic, including the ‘stab in the back’ theory and the key terms of the Treaty of Versailles.</li> <li>Challenges to the Republic from Left and Right: Spartacists,</li> </ul>	<ul style="list-style-type: none"> <li>The reasons for resentment of the Treaty of Versailles, for example opposition particularly from the right wing who felt the Weimar government had betrayed Germany, the significance of key terms of the treaty including territorial terms meaning loss of territory, military terms meaning reductions in armed forces, reparations and economic impact, and war guilt.</li> </ul>	<ul style="list-style-type: none"> <li>The ‘stab in the back’ theory as well as reasons for hyperinflation now specified, but very likely to have been covered previously.</li> </ul>	<ul style="list-style-type: none"> <li>This section will be familiar coverage.</li> </ul>

## 2. Content guidance

	<p>Freikorps, the Kapp Putsch.</p> <ul style="list-style-type: none"> <li>• The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of political opposition to the Republic from both left wing and right wing with varying aims, including the left-wing Spartacists' communist uprising and the right-wing Kapp Putsch and role of the Freikorps.</li> <li>• The impact of reparations payments by 1923, leading both to the French occupation of the Ruhr and to hyperinflation. The consequences of hyperinflation for various groups in society. The consequences of the occupation of the Ruhr, for example passive resistance and the economic impact for Germany, worsening inflation.</li> </ul>		
3	<p>The recovery of the Republic, 1924–29</p> <ul style="list-style-type: none"> <li>• Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment.</li> <li>• The impact on domestic policies of Stresemann's achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.</li> </ul>	<ul style="list-style-type: none"> <li>• Stresemann's actions contributing to Germany's economic development during the so-called 'Golden Years', for example introducing the Rentenmark to tackle hyperinflation, and the Dawes Plan and Young Plan to deal with reparations, as well as the availability of US loans.</li> <li>• The effects of Stresemann's work on improving Germany's international relations, including the Locarno Pact (1925) agreeing borders and paving the way for Germany to join the League of Nations in 1926, and the Kellogg-Briand Pact. The resulting decrease in political opposition to the Weimar government and reduced support for political extremism.</li> </ul>	<ul style="list-style-type: none"> <li>• No change to the focus of content.</li> </ul>	<ul style="list-style-type: none"> <li>• This section will be familiar coverage.</li> </ul>
4	<p>Changes in society, 1924–29</p> <ul style="list-style-type: none"> <li>• Changes in the standard of living, including wages, housing, unemployment</li> </ul>	<ul style="list-style-type: none"> <li>• The ways in which the standard of living changed, including wage increases in real terms for many workers, policies to tackle housing shortages with many new houses built, legislation to provide benefits for the</li> </ul>	<ul style="list-style-type: none"> <li>• There is now more focus on changes in the standard of living. The</li> </ul>	<ul style="list-style-type: none"> <li>• There is now more focus on changes in the standard of living. The</li> </ul>

## 2. Content guidance

	<p>insurance.</p> <ul style="list-style-type: none"> <li>• Changes in the position of women in work, politics and leisure.</li> <li>• Cultural changes: developments in architecture, art and the cinema.</li> </ul>	<p>unemployed.</p> <ul style="list-style-type: none"> <li>• The ways in which the position of German women changed in the 1920s with growing participation in employment, politics – including the right to vote – and freedom in leisure activities.</li> <li>• Cultural experimentation and innovation in Weimar Germany. Developments in art and architecture, for example Bauhaus, and developments in cinema, for example expressionism. This might include the work of individuals, for example Paul Klee, Otto Dix and Marlene Dietrich.</li> </ul>	<p>position of women and cultural changes 1924–29 were not previously specified but may have been touched on in the context of changes under Nazi rule.</p>	<p>position of women and cultural changes 1924–29 were not previously specified but may have been touched on in the context of changes under Nazi rule.</p>
--	--	--	---	---

<b>Key topic 2: Hitler’s rise to power, 1919–33</b>		<b>Exemplification</b>		<b>Changes from 2013 Edexcel History A (MW) 2A Germany</b>	<b>Changes from 2013 Edexcel History B (SHP) 2C Germany</b>
1	<p>Early development of the Nazi Party, 1920–22</p> <ul style="list-style-type: none"> <li>• Hitler’s early career: joining the German Workers’ Party and setting up the Nazi Party, 1919–20.</li> <li>• The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA.</li> </ul>	<ul style="list-style-type: none"> <li>• Hitler’s involvement in German politics in the immediate aftermath of the First World War by joining the small German Workers’ Party and his rapid influence on the party’s propaganda and ideas.</li> <li>• The German Workers’ Party policies announced in the ‘Twenty-Five Point Programme’, including abolishing the Treaty of Versailles, expanding German borders to provide living space (Lebensraum) and policies against Jews. Growth of the party and its renaming to the National Socialist Workers’ Party (NSDAP). Hitler’s leadership of the party from 1921. The setting up of the SA as a protective organisation for the</li> </ul>	<ul style="list-style-type: none"> <li>• German Workers’ Party and the Twenty-Five Point Programme now specified, but very likely to have been taught previously.</li> </ul>	<ul style="list-style-type: none"> <li>• Some additional content now specified regarding Hitler joining the German Workers’ Party, the Twenty-Five Point Programme and the role of the SA at the very beginning of the Nazi Party’s history.</li> </ul>	

## 2. Content guidance

		NSDAP as well as a purposefully disruptive force in German politics.			
2	The Munich Putsch and the lean years, 1923–29	<ul style="list-style-type: none"> <li>The reasons for, events and consequences of the Munich Putsch.</li> <li>Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and <i>Mein Kampf</i>. The Bamberg Conference of 1926.</li> </ul>	<ul style="list-style-type: none"> <li>The immediate context of the crises in Germany 1923 as contributing to Hitler's decision to attempt to overthrow the Weimar government. Key events of the Putsch including, for example, the beer hall meeting, forced support which was then withdrawn, the attempted march into Munich and its failure including Hitler's arrest. The varied consequences of the Munich Putsch, including immediate short-term consequences, for example the banning of the NSDAP, and longer-term consequences in providing publicity and allowing Hitler to write <i>Mein Kampf</i> and change his approach for the party.</li> <li>The context of economic recovery leading to declining support for the NSDAP and to the party's reorganisation. The importance of <i>Mein Kampf</i> and some of its key ideas, for example Hitler's attitude towards Jews. The significance of the Bamberg Conference in terms of Hitler's position within the NSDAP and formulation of key policies.</li> </ul>	<ul style="list-style-type: none"> <li>The Bamberg Conference was not previously specified.</li> </ul>	<ul style="list-style-type: none"> <li>The Bamberg Conference was not previously specified.</li> </ul>
3	The growth in support for the Nazis, 1929–32	<ul style="list-style-type: none"> <li>The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the</li> </ul>	<ul style="list-style-type: none"> <li>The impact of the Wall Street Crash in Germany, for example the recall of American loans and closing of banks, and subsequent rise in unemployment. Dissatisfaction with the Weimar Republic and its inability to deal successfully with rapidly rising unemployment. Growth in support for both right-wing and left-wing parties, including the Communist Party.</li> <li>Increasing support for the Nazi Party in the</li> </ul>	<ul style="list-style-type: none"> <li>The growth of support for the Communist Party is now specified.</li> </ul>	<ul style="list-style-type: none"> <li>The growth of support for the Communist Party is now specified.</li> </ul>

	<p>Communist Party.</p> <ul style="list-style-type: none"> <li>Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA.</li> </ul>	<p>context of rapidly rising unemployment, as well as due to Hitler's appeal as a strong leader. The response of the Nazi Party by appealing to specific groups in society with effective propaganda and the influence of the SA.</p>		
4	<p>How Hitler became Chancellor, 1932–33</p> <ul style="list-style-type: none"> <li>Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher.</li> <li>The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.</li> </ul>	<ul style="list-style-type: none"> <li>Key political developments, for example Brüning's decree banning the SA and SS, reaction to this and removal of Brüning by von Schleicher, the appointment of von Papen as Chancellor and the coalition's inclusion of the NSDAP, Hitler's demands of Hindenburg and his refusal to meet them, November 1932 election and von Papen's resignation. Von Schleicher's appointment as Chancellor.</li> <li>Hindenburg and von Papen's decision to make Hitler Chancellor, believing they could control him.</li> </ul>	<ul style="list-style-type: none"> <li>Brüning now specified but his role is likely to have been covered previously.</li> </ul>	<ul style="list-style-type: none"> <li>Brüning and von Schleicher now specified but their roles are likely to have been covered previously.</li> </ul>

## 2. Content guidance

Key topic 3: Nazi control and dictatorship, 1933–39		Exemplification	Changes from 2013 Edexcel History A (MW) 2A Germany	Changes from 2013 Edexcel History B (SHP) 2C Germany
1	<p>The creation of a dictatorship, 1933–34</p> <ul style="list-style-type: none"> <li>The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions.</li> <li>The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance.</li> </ul>	<ul style="list-style-type: none"> <li>The stages by which Hitler undermined democracy, for example the Reichstag Fire and accusations of a communist conspiracy, and the declaring of a state of emergency; calling of election for March 1933; removal of political opposition through the Decree for the Protection of the People and State; Hitler’s majority in the March election and consequent powers.</li> <li>The changes to the constitution through the Enabling Act. The banning of trade unions and strikes in May 1933 and of other political parties in July 1933.</li> <li>Röhm’s position as leader of the SA and his opposition to Hitler’s policies. Concerns about Röhm’s power from the German army and from the SS, and their warning to Hitler, leading to the arrest and murder of Röhm and other SA leaders. The significance of the Night of the Long Knives in securing Hitler’s position. Hindenburg’s death in August 1934 and Hitler’s response, declaring himself Führer, adding to his powers, and requiring an oath of loyalty from all soldiers in the army.</li> </ul>	<ul style="list-style-type: none"> <li>The army’s oath of allegiance is now specified, but likely to have been covered previously.</li> </ul>	<ul style="list-style-type: none"> <li>The focus of content is unchanged.</li> </ul>
2	<p>The police state</p> <ul style="list-style-type: none"> <li>The role of the Gestapo, the SS, the SD and concentration</li> </ul>	<ul style="list-style-type: none"> <li>The SS, its loyalty to Hitler and growth in the 1930s under Himmler, its role in removing opposition to the Nazis. The Gestapo under Goering then Heydrich, their</li> </ul>	<ul style="list-style-type: none"> <li>The Nazi control of the legal system was not previously</li> </ul>	<ul style="list-style-type: none"> <li>The Nazi control of the legal system was not previously</li> </ul>

## 2. Content guidance

	<p>camps.</p> <ul style="list-style-type: none"> <li>Nazi control of the legal system, judges and law courts.</li> <li>Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat.</li> </ul>	<p>tactics and powers to arrest without trial. The SD's role as the security service. The use of concentration camps for political prisoners and 'undesirables'.</p> <ul style="list-style-type: none"> <li>The ways in which the Nazi government controlled the legal system, for example enforced membership of the National Socialist League for the Maintenance of the Law for judges and the establishment of the People's Court.</li> <li>The ways in which the Nazi government controlled the Catholic Church, including the Concordat with the Pope and its undermining with, for example, the closing of churches, moves against Catholic schools and the banning of the Catholic Youth; and the Protestant Church, including the forming of the Reich Church under Nazi leadership.</li> </ul>	<p>specified but is likely to have been covered.</p>	<p>specified but is likely to have been covered. This option ends in 1939, so the period 1939–45 does not need to be covered.</p>
3	<p>Controlling and influencing attitudes</p> <ul style="list-style-type: none"> <li>Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics of 1936.</li> <li>Nazi control of culture and the arts, including art, architecture, literature and film.</li> </ul>	<ul style="list-style-type: none"> <li>The role of Goebbels as Minister for Propaganda and how he used censorship and propaganda to ban ideas that the Nazis were opposed to as well as promoting Nazi ideology. Nazi control of newspapers and radio broadcasts, and the mass production of cheap radios. Image control through rallies and sport, including the organisation of and German successes at the 1936 Olympics. Propaganda posters.</li> <li>The ways in which Nazi control of culture was used to promote Nazi ideology, including, for example, control of which books were published and burning of books that did not fit Nazi ideals; the setting up of the Reich Chamber of Culture controlling</li> </ul>	<ul style="list-style-type: none"> <li>The Berlin Olympics of 1936 now specified, but would have been covered previously, and the examples of Nazi control of culture and the arts now include architecture and literature.</li> </ul>	<ul style="list-style-type: none"> <li>The Berlin Olympics of 1936 now specified, but would have been covered previously, and the examples of Nazi control of culture and the arts now include architecture. This option ends in 1939, so the period 1939–45 does not need to be covered.</li> </ul>

## 2. Content guidance

		what was published or performed; control of film production and showings of newsreels. Suppression of 'degenerate' art, jazz music etc. in favour of traditional German art and music. Nazi architecture including, for example, the work of Albert Speer.		
4 Opposition, resistance and conformity	<ul style="list-style-type: none"> <li>The extent of support for the Nazi regime.</li> <li>Opposition from the Churches, including the role of Pastor Niemöller.</li> <li>Opposition from the young, including the Swing Youth and the Edelweiss Pirates.</li> </ul>	<ul style="list-style-type: none"> <li>The extent of support for the Nazi regime from different groups and individuals.</li> <li>Church opposition to the Nazi regime including the roles of key individuals such as Pastor Niemöller and his Confessional Church.</li> <li>Opposition from some young people to the Nazi government by not supporting the Nazi youth movements but forming instead groups including the Swing Youth and the Edelweiss Pirates who rejected Nazi values and whose activities included, for example, listening to banned music.</li> </ul>	<ul style="list-style-type: none"> <li>The Swing Youth and Edelweiss Pirates were not previously specified.</li> </ul>	<ul style="list-style-type: none"> <li>The Swing Youth was not previously specified. This option ends in 1939, so the period 1939–45 does not need to be covered.</li> </ul>

<b>Key topic 4: Life in Nazi Germany, 1933–39</b>		<b>Exemplification</b>	<b>Changes from 2013 Edexcel History A (MW) 2A Germany</b>	<b>Changes from 2013 Edexcel History B (SHP) 2C Germany</b>
1 Nazi policies towards women	<ul style="list-style-type: none"> <li>Nazi views on women and the family.</li> <li>Nazi policies towards women, including marriage and family, employment and</li> </ul>	<ul style="list-style-type: none"> <li>Nazi views of women's domestic role as wives and mothers, and their importance for the future of the Nazi state.</li> <li>Emphasis on the importance of the family and marriage, for example the introduction of Marriage Loans and awards for numbers of children; Kinder, Küche, Kirche; the discouragement of women from</li> </ul>	<ul style="list-style-type: none"> <li>Nazi policies towards marriage and women's appearance now specified but very likely to have been</li> </ul>	<ul style="list-style-type: none"> <li>Nazi policies towards marriage and women's appearance now specified but very likely to have been covered previously. This</li> </ul>

## 2. Content guidance

	appearance.	employment. Nazi ideals on women's clothing, hair and use of make-up.	covered previously.	option ends in 1939, so the period 1939–45 does not need to be covered.	
2	Nazi policies towards the young	<ul style="list-style-type: none"> <li>Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens.</li> <li>Nazi control of the young through education, including the curriculum and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Aims and policies that encouraged loyalty to the regime with the Hitler Youth and League of German Maidens, and the use of these, for example in preparing boys for future military roles and girls for domestic roles.</li> <li>Control of teaching, for example through the Nazi teachers union and removal of non-compliant teachers to ensure adherence to Nazi values; organisation of the curriculum to promote Nazi ideals, for example addition of subjects such as Race Studies, emphasis on physical education, control of textbooks.</li> </ul>	<ul style="list-style-type: none"> <li>The Hitler Youth and the League of German Maidens now specified, as well as the control of the curriculum and teachers in education, but likely to have been covered previously.</li> </ul>	<ul style="list-style-type: none"> <li>The Hitler Youth and the League of German Maidens now specified, as well as the control of the curriculum and teachers in education, but likely to have been covered previously. This option ends in 1939, so the period 1939–45 does not need to be covered.</li> </ul>
3	Employment and living standards	<ul style="list-style-type: none"> <li>Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment.</li> <li>Changes in the standard of living, especially of German workers. The Labour Front, Strength Through</li> </ul>	<ul style="list-style-type: none"> <li>The temporary and then compulsory labour service to provide work for the unemployed. The building of autobahns and the demands of rearmament in providing work. The concept of 'invisible unemployment' as women, Jews and others not counted in unemployment figures.</li> <li>The improvement in the standard of living for many German workers. The Labour Front in place of banned trade unions. The benefits for workers of Strength Through Joy, for example leisure activities and holidays. Improvements to working conditions through Beauty of Labour, for</li> </ul>	<ul style="list-style-type: none"> <li>No change to the focus of content.</li> </ul>	<ul style="list-style-type: none"> <li>This option ends in 1939, so the period 1939–45 does not need to be covered.</li> </ul>

## 2. Content guidance

	Joy, Beauty of Labour.	example cleanliness, facilities and meals. The extent to which all workers benefited from these.		
4 The persecution of minorities	<ul style="list-style-type: none"> <li>Nazi racial beliefs and policies and the treatment of minorities: Slavs, 'gypsies', homosexuals and those with disabilities.</li> <li>The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht.</li> </ul>	<ul style="list-style-type: none"> <li>The Nazis' aim to create a 'pure' master race and remove 'Untermenschen'. Persecution of minorities and those who did not adhere to Nazi ideals, including Slavs, 'gypsies', homosexuals and those with disabilities.</li> <li>Antisemitism and the increasing escalation of the Nazis' persecution of the Jews. The boycott of Jewish shops and businesses (1933) and removal of Jews from many jobs, the Nuremberg Laws removing citizenship from Jews, and Kristallnacht when Jewish homes, shops and synagogues were destroyed.</li> </ul>	<ul style="list-style-type: none"> <li>Slavs now explicitly mentioned and the boycott of Jewish shops and businesses (1933) now specified, but very likely to have been covered previously.</li> </ul>	<ul style="list-style-type: none"> <li>Slavs now explicitly mentioned. This option ends in 1939, so the period 1939–45 does not need to be covered.</li> </ul>

### 3. Student timeline

---

The timeline below could be given to students, and could be further edited and added to by them. Inclusion of dates and events in this timeline should not be taken as an indication that these are prescribed: the official specification and associated assessment guidance materials are the only authoritative source of information and should always be referred to for definitive guidance.

1918	Abdication of the Kaiser Armistice The German revolution
1919	Spartacist uprising Weimar Constitution established Treaty of Versailles
1920	Kapp Putsch The German Workers' Party announced the 25-Point Programme – later became the Nazi Party (NSDAP)
1923	January: French occupation of the Ruhr Hyperinflation August: Stresemann became Chancellor and Foreign Minister November: Munich (Beer Hall) Putsch
1924	Dawes Plan
1925	<i>Mein Kampf</i> published Locarno Pact
1926	Bamberg Conference Membership of the League of Nations
1928	Kellogg-Briand Pact
1929	Young Plan Wall Street Crash and start of the Depression
1932	July: NSDAP the largest political party in the Reichstag
1933	January: Hitler appointed as Chancellor February: Reichstag Fire March: The first Nazi concentration camp at Dachau Enabling Law passed April: Shop boycott Gestapo (secret police) set up July: Concordat with Catholic Church
1934	June: Night of the Long Knives Death of Hindenburg and Hitler became Führer

### 3. Student timeline

1935	Nuremberg Laws
1936	Berlin Olympics
1938	November: Kristallnacht (Night of the Broken Glass)

## 4. Resources

The tables below list a range of resources that could be used by students and teachers for this topic. Inclusion of resources in this list does not constitute endorsement of those materials. While these resources – and others – may be used to support teaching and learning, the official specification and associated assessment guidance materials are the only authoritative source of information and should always be referred to for definitive guidance. Links to third-party websites are controlled by others and are subject to change.

### 4.1 Resources for students

Resource	Details
<i>Edexcel GCSE History (9-1) Weimar and Nazi Germany 1918–39</i> (Pearson, 2016)	New resources written for this option in the new specification.
<i>Hodder GCSE History for Edexcel Weimar and Nazi Germany 1918–39</i> (Hodder, 2016)	New resources written for this option in the new specification.
J. Child, <i>Germany 1918–39</i> (Pearson, 2009/2013)	Student book, with a good overview of Germany from 1918 to 1939 covering much of the specification content. Written for the Edexcel 2009/2013 Modern World course.
S. Waugh and J. Wright, <i>Germany 1918–39</i> (Hodder, 2009)	Student book, with a good overview of Germany from 1918 to 1939 covering much of the specification content. Written for the Edexcel 2009 Modern World course.
S. Waugh, <i>Germany 1918–1945</i> (Pearson, 2009/2013)	Student book, written for the Edexcel 2009/2013 SHP course, so covers the years to 1945.
Weimar and Nazi Germany <a href="http://www.schoolhistory.co.uk/revision/germany.shtml">www.schoolhistory.co.uk/revision/germany.shtml</a>	Website with revision activities and resources.
BBC Bitesize <a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/germany/">www.bbc.co.uk/schools/gcsebitesize/history/mwh/germany/</a>	Website with revision activities and resources.
ActiveHistory <a href="http://www.activehistory.co.uk/Miscellaneous/menus/GCSE/Nazi_Germany.htm">www.activehistory.co.uk/Miscellaneous/menus/GCSE/Nazi_Germany.htm</a>	Subscription website, with activities, games, worksheets etc.
Spartacus Educational <a href="http://spartacus-educational.com/GERweimar.htm">http://spartacus-educational.com/GERweimar.htm</a>	Website aimed at students, with articles and primary sources.
<a href="http://www.historylearningsite.co.uk/Nazi%20Germany.htm">www.historylearningsite.co.uk/Nazi%20Germany.htm</a>	Website aimed at students.
Nazi propaganda <a href="http://www.bbc.co.uk/history/worldwars/wwtwo/nazi_propaganda_gallery.shtml">www.bbc.co.uk/history/worldwars/wwtwo/nazi_propaganda_gallery.shtml</a>	Gallery of propaganda images.

#### 4. Resources

<p>Alpha history Weimar Germany: <a href="http://alphahistory.com/weimarrepublic/">http://alphahistory.com/weimarrepublic/</a> Nazi Germany: <a href="http://alphahistory.com/nazigermany/">http://alphahistory.com/nazigermany/</a></p>	<p>Website aimed more at A level students, but useful for higher ability. Includes documents, timelines, glossaries and activities.</p>
<p>The Nazis – A Warning from History (BBC, 1998)</p>	<p>Documentary, available on DVD. Clips can also be found online.</p>

## 4.2 Resources for teachers

Resource	Details
Martin Collier and Philip Pedley, <i>Germany 1919–45</i> (Heinemann Advanced History, Heinemann, 2000)	A level textbooks that provide an overview of the period.
Chris Hinton and John Hite, <i>Weimar and Nazi Germany</i> (SHP Advanced History, Hodder, 2000)	
Geoff Layton, <i>From Second Reich to Third Reich 1918–45</i> (Access to History, Hodder Education, 2008)	
Alan White, <i>From Second Reich to Third Reich: Germany 1918–45</i> (Pearson, 2010)	
Stephen J. Lee, <i>The Weimar Republic</i> (Questions and Analysis in History, Routledge, 2009)	Essays and documents.
Stephen J. Lee, <i>Hitler and Nazi Germany</i> (Questions and Analysis in History, Routledge, 2009)	Essays and documents.
John Hiden, <i>The Weimar Republic</i> (Seminar Studies in History, Routledge, 1996)	Academic with documents.
Frank McDonough, <i>Hitler and the Rise of the Nazi Party</i> (Seminar Studies in History, Routledge, 2012)	Academic with documents.
David Williamson, <i>The Third Reich</i> , (Seminar Studies in History, Routledge, 2011)	Academic with documents.
R.J. Evans, <i>The Coming of the Third Reich</i> and <i>The Third Reich in Power</i> (Penguin, 2004 and 2006)	First two books in Evans's trilogy on the rise and fall of Nazi Germany.
I. Kershaw, <i>The Nazi Dictatorship: Problems and Perspectives of Interpretation</i> (Bloomsbury, 2000)	Exploration of interpretations of the Third Reich.
Weimar Studies Network <a href="https://weimarstudies.wordpress.com/resources/">https://weimarstudies.wordpress.com/resources/</a>	Information and links on the Weimar Republic.
German History in Documents and Images Weimar: <a href="http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=12">http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=12</a> Nazi: <a href="http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=13">http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=13</a>	Primary sources.
The History Faculty <i>Weimar Germany: The Rise of the Nazis &amp; the Transition to Power</i> – Dr. Moritz Foellmer <a href="http://thefaculties.org/history/weimar-germany-rise-nazis-transition-power-dr-moritz-foellmer/">http://thefaculties.org/history/weimar-germany-rise-nazis-transition-power-dr-moritz-foellmer/</a> <i>Weimar Germany: Stabilisation &amp; Depression, 1923-1932</i> – Dr. Moritz Foellmer <a href="http://thefaculties.org/history/weimar-germany-stabilisation-depression-1923-1932-dr-moritz-foellmer/">http://thefaculties.org/history/weimar-germany-stabilisation-depression-1923-1932-dr-moritz-foellmer/</a>	Video lectures by university academics, aimed at A level students.