

History Revision RAG sheet

Paper 1 – German, 1890 – 1945: Democracy and Dictatorship

| Specification Content | Red | Amber | Green |
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| PART 1: Germany and the growth of Democracy | | | |
| Kaiser Wilhelm and the difficulties of ruling Germany: | | | |
| The growth of parliamentary government | | | |
| The influence of Prussian militarism | | | |
| The influence of Prussian militarism | | | |
| Industrialisation | | | |
| Social reform and the growth of socialism | | | |
| The domestic importance of the Navy Laws | | | |
| Impact of the First World War: | | | |
| War weariness, economic problems; defeat | | | |
| The end of the monarchy | | | |
| Post-war problems including reparations, the occupation of the Ruhr and hyperinflation. | | | |
| Weimar democracy: | | | |
| Political change and unrest, 1919–1923, including Spartacists, Kapp Putsch and the Munich Putsch. | | | |
| The extent of recovery during the Stresemann era (1924–1929): economic developments including the new currency, Dawes Plan and the Young Plan. | | | |
| The impact of international agreements on recovery. | | | |
| Weimar culture | | | |
| PART 2: Germany and the Depression | | | |
| The impact of the Depression: | | | |
| Growth in support for the Nazis and other extremist parties (1928–1932), including the role of the SA. | | | |
| Hitler's appeal. | | | |
| The failure of Weimar democracy: | | | |
| Election results | | | |
| The role of Papen and Hindenburg and Hitler's appointment as Chancellor. | | | |
| The establishment of Hitler's dictatorship: | | | |
| The Reichstag Fire | | | |
| The Enabling Act | | | |
| Elimination of political opposition | | | |

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| Trade Unions | | | |
| Rohm and the Night of the Long Knives | | | |
| Hitler becomes Führer | | | |
| PART 3: The experiences of Germans under the Nazis | | | |
| Economic changes: | | | |
| Benefits and drawbacks | | | |
| Employment | | | |
| Public works programmes | | | |
| Rearmament | | | |
| Self – sufficiency | | | |
| The impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees. | | | |
| Social policy and practice: | | | |
| Reasons for policies, practices and their impact on women, young people and youth groups. | | | |
| Education | | | |
| Control of churches and religion | | | |
| Aryan ideas, racial policy and persecution. | | | |
| The Final Solution. | | | |
| Control: | | | |
| Goebbels, the use of propaganda and censorship. | | | |
| Nazi culture | | | |
| Repression and the police state and the roles of Himmler, the SS and Gestapo. | | | |
| Opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot. | | | |

Conflict and Tension: the inter – war years, 1918 – 1939

| Specification Content | Red | Amber | Green |
|-----------------------------------------------|------------|--------------|--------------|
| PART 1: Peacemaking | | | |
| The armistice: | | | |
| Aims of the peacemakers | | | |
| Wilson and the Fourteen Points | | | |
| Clemenceau and Lloyd George | | | |
| The extent to which they achieved their aims. | | | |
| The Versailles Settlement: | | | |
| Diktat | | | |

| Specification Content | Red | Amber | Green |
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| Territorial changes | | | |
| Military restrictions | | | |
| War guilt and reparations | | | |
| Impact of the treaty and wider settlement: | | | |
| Reactions of the Allies | | | |
| German objections | | | |
| Strengths and weaknesses of the settlement, including the problems faced by new states. | | | |
| PART 2: The League of Nations and international peace | | | |
| The League of Nations: | | | |
| Its formation and covenant | | | |
| Organisation | | | |
| Membership and how it changed. | | | |
| The powers of the League. | | | |
| The work of the League's agencies. | | | |
| The contribution of the League to peace in the 1920s, including the successes and failures of the League, such as the Aaland Islands, Upper Silesia, Vilna, Corfu and Bulgaria. | | | |
| Diplomacy outside the League: | | | |
| Locarno treaties and the Kellogg-Briand Pact. | | | |
| The collapse of the League: | | | |
| The effects of the Depression. | | | |
| The Manchurian and Abyssinian crises and their consequences. | | | |
| The failure of the League to avert war in 1939. | | | |
| PART 3: The origins and outbreak of the Second World War | | | |
| The development of tension: | | | |
| Hitler's aims and Allied reactions. | | | |
| The Dollfuss Affair | | | |
| The Saar. | | | |
| German rearmament, including conscription. | | | |
| The Stresa Front. | | | |
| Anglo-German Naval Agreement. | | | |
| Escalation of tension: | | | |
| Remilitarisation of the Rhineland. | | | |
| Mussolini, the Axis and the Anti-Comintern Pact. | | | |
| Anschluss | | | |
| Reasons for and against the policy of appeasement. | | | |
| The Sudeten Crisis and Munich Agreement. | | | |
| The ending of appeasement. | | | |

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| The outbreak of war: | | | |
| The occupation of Czechoslovakia. | | | |
| The role of the USSR and the Nazi-Soviet Pact. | | | |
| The invasion of Poland and outbreak of war, September 1939. | | | |
| Responsibility for the outbreak of war, including that of key individuals: Hitler, Stalin and Chamberlain. | | | |

Question Guidance

Paper 1A – Germany, 1890-1945: Democracy and dictatorship

| Questions | Marks | Minutes |
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| <p>1. Read Interpretations A and B in the Interpretations Booklet. How does Interpretation B differ from Interpretation A about _____. Explain your answer using what it says in Interpretations A and B.</p> <ul style="list-style-type: none"> • Use only content (give clear examples). • One paragraph. | 4 | 5 |
| <p>2. Why might the [authors/painters] of Interpretations A and B have a different interpretation about _____. Explain your answer using Interpretations A and B and your contextual knowledge.</p> <ul style="list-style-type: none"> • Use only provenance and contextual knowledge. • One paragraph. | 4 | 5 |
| <p>3. Which interpretation do you find more convincing about _____. Explain your answer using what it says in Interpretations A and B and your contextual knowledge.</p> <ul style="list-style-type: none"> • Use only content and contextual knowledge. • Pick out aspects of the content that you know are <i>accurate</i>. • Two paragraphs and a short conclusion. | 8 | 10 |
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| <p>4. Describe two _____.</p> <ul style="list-style-type: none"> • Develop and explain in detail (give specifics). • Make sure to mention two (no more, no less). • One paragraph (or two smaller ones). | 4 | 5 |
| <p>5. In what ways were _____ affected by _____. Explain your answer.</p> <ul style="list-style-type: none"> • Make sure to give <u>at least two</u> separate ways. • Add specific detail/examples. • Two paragraphs and a short conclusion. | 8 | 10 |
| <p>6. Which of the following was the more important reason why _____:</p> <ul style="list-style-type: none"> • _____ • _____? <p>Explain your answer with reference to both reasons.</p> <ul style="list-style-type: none"> • Make sure to talk about both bullet points. • Make sure to decide which is most important and why (link/hierarchy for the higher marks). • Give specific examples and focus on the tail. • A short intro, a section (a paragraph or two) for each bullet point and a developed conclusion. | 12 | 15 |
| Total | 40 | 50 |

Paper 1B – Conflict and tension: the inter-war years, 1918-1939

| Question | Marks | Minutes |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|---------|
| <p>1. Study Source A in the Sources Booklet. Source A [opposes/criticises/supports] _____. How do you know? Explain your answer using Source A and your contextual knowledge.</p> <ul style="list-style-type: none">• Use content <u>and</u> provenance <u>and</u> contextual knowledge.• Make sure to focus on the tail.• Give clear examples, supported by contextual knowledge.• One large paragraph. | 4 | 5 |
| <p>2. Study Sources B and C in the Sources Booklet. How useful are Sources B and C to a historian studying _____? Explain your answer using Sources B and C and your contextual knowledge.</p> <ul style="list-style-type: none">• Use content <u>and</u> provenance <u>and</u> contextual knowledge.• Make sure to focus on the tail.• Consider how <u>useful</u> they are – remember something can be biased but also useful!• Give ways each source is useful, using content and provenance supported by contextual knowledge.• Make sure to decide whether they are useful and why (link/hierarchy for the higher marks).• Short intro, one section (a paragraph or so) on each source and then a developed conclusion. | 12 | 15 |
| | 8 | 10 |

| | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-----------|
| <p>3. Write an account about how _____ [became/led to/caused/changed] _____ in [time period(s)].</p> <ul style="list-style-type: none"> • 'Write an account' means EXPLAIN. • Make sure to give <u>at least two</u> separate ways, ideally separated by time (e.g. short- and long-term). • Add specific detail/examples. • Focus on the tail and the time period specified. • Two paragraphs and a short conclusion. | | |
| <p>4. "The main reason why _____ was because of _____."</p> <p>OR "_____ was the main cause of _____."</p> <p>How far do you agree with this statement? Explain your answer.</p> <ul style="list-style-type: none"> • Make sure to pick out the named factor and the tail. • Pick two other factors to discuss (three overall). • Add specific details/examples. • Focus on the tail. • Make sure to decide which was most important/the main reason/main cause and why (link/hierarchy for the higher marks). • A short intro, a paragraph per factor and a developed conclusion. • If running out of time do just two factors but ensure a developed conclusion. (A conclusion is more important than a third factor). | <p>16 [+ 4 SPAG]</p> | <p>20</p> |