

History

The History course consists of two units:

- **All** students study *Stuart Britain and the Crisis of Monarchy, 1603–1702*
- Students have the choice of studying **either** *Revolution and Dictatorship: Russia, 1917-1953*
or *Democracy and Nazism: Germany, 1918-1945.*

At enrolment, you will be asked which option you wish to study.

To help you to make this choice, we have set summer work on both topics. If you are unsure which option to choose, read through the work for both options. This may help you to decide which topic interests you more. However, **you only need to complete the work for the option you plan to study.**

The Summer Work:

You do not need any prior knowledge of the topic to complete the **three tasks** set – just use the information in the texts provided.

- The first task is designed to show us how well you can use several sources of information (text and film) to identify key strengths and weaknesses of a country, and summarise these clearly.
- The second task requires you to read more carefully and answer questions that are more closely focused on the text. This is designed to show us how well you can:
 - extract information from a piece of extended writing
 - use this information to provide answers to questions

Answer the questions for this second task in the spaces provided on the chart.

- The third task is designed to show us your ability to express your ideas in extended writing. Instructions for this task are on page 10 and 11. You should use your own paper to complete the essay (handwritten or word-processed).

<i>Task:</i>	<i>Pages:</i>	<i>Marks:</i>
1	2-5	12 marks
2	6-9	15 marks
3	10-16	18 marks
TOTAL:		45 marks

GERMANY: SUMMER WORK

Task 1

After reading the information about Germany on pages 3,4 and 5 (you may also use the video clips on page 5), identify three strengths and three weaknesses of Germany prior to World War One. Then answer the questions below the table.

Strengths	1. 2. 3.	3 marks
Weaknesses	1. 2. 3.	3 marks

1.	Do you think the leadership of the Kaiser was a strength fo Germany? Explain your answer.	2 marks
2.	Prior to World War One, was the German economy a strength for the country? Explain your answer.	2 marks
3.	Given what you have learnt about Germany before World War One, what impact do you think the war may have had on Germany? (Choose one consequence and explain why it would have that effect)	2 marks

GERMANY: THE ECONOMY

Germany's population in 1910 = 63 million.

By 1910 Germany had the strongest industrial economy in Europe. Its steel production in 1914 was double that of Britain.

Germany's industrial revolution had happened quickly – what had taken a century in Britain took place in three to four decades in Germany. An efficient agricultural system underpinned these changes and made possible the movement of people to new industrial cities. The investment in technologies and new methods of steel production made it possible to exploit of Germany's natural resources in the Rhineland. Thousands of rural peasants migrated to the cities in the 1870s, '80s, and '90s, to escape agricultural stagnation and rural over-population. In 1871 35 per cent of the German populace lived in cities; by 1910 it was 60 per cent. In 1871 there were eight German towns with more than 100,000 inhabitants; by 1910 the figure stood at 48. Berlin's population was 2 million in 1910.

Germany's industrial growth was also mirrored in its military strength. By 1910 the carrying capacity of Germany's fleet was second only to that of Britain (and Britain had had two hundred years of naval dominance, and a large Empire). Germany's army was also huge – it numbered 2.3 million.

GERMANY: SOCIAL AND POLITICAL.

Germany did not seem to be a country at ease with itself in 1900. The workers who had helped create Germany's economic transformation were not seeing enough crumbs falling from the plates of the industrial elites and bourgeoisie to keep them content.

As towns and cities grew so the class structure of Germany became all the more apparent. Different social groups now lived within walking distance or a tram ride of each other. Class hatreds were fuelled by the concentration of affluence alongside extreme poverty.

At the start of the 20th century significant sections within the German workforce were experiencing very poor conditions - multiple sharing of apartments, periodic unemployment, family dependency on female and child labour and increasing crime. Perhaps a third of the workforce experienced unemployment in any one year.



These factors help explain the growth in support for the German Socialist Party (SPD) at the turn of the century. The SPD aimed to improve the conditions of the working man. It had rejected “revolution” as a way to do this and looked to transform society through peaceful political means. The SPD had a strong presence in the Trade Union movement, and workers' colleges, it also organised May Day picnics, social events, youth groups, workers' welfare programmes and self-help savings societies, - helping to build its identity.

By 1910 the SPD was the biggest party in the Reichstag (German parliament). The SPD did support the government over the outbreak of war in 1914, because for them this was a war to end absolutist monarchy in imperial Russia and to transform society in Germany. The SPD envisaged very different outcomes to the war to those of the Kaiser and the elites.

However, although German cities grew in size, the conditions within them were not necessarily awful. The



available statistics tell us that overall standards of living for many German workers improved. Between 1880 and 1914 unemployment rates rarely went above three per cent, and real wages too increased. State sponsored improvements in health care: for example; compulsory immunisation against smallpox in 1874, standardised sanitation, street lighting and park facilities- generally put Germany ahead of her competitors in the field of civic responsibilities to its citizens. It also had a modern and efficient rail-network connecting cities across Germany.

Germany's state education system also meant it had a well-educated workforce able to adapt to the changes of an industrial economy

Germany's industrial growth was also mirrored in its military strength. By 1910 the carrying capacity of Germany's fleet was second only to that of Britain (and Britain had had two hundred years of naval dominance, and a large Empire). Germany's army was also huge – it numbered 2.3 million.

GERMANY: THE KAISER

Germany had been united as one country in 1871.

In 1888 Prince Wilhelm, the eldest son of Kaiser Frederick III and Victoria (Queen Victoria's daughter), became **Kaiser Wilhelm II**.

Wilhelm loathed parliamentary democracy and ruled as an autocratic monarch. He chose the main ministers and decided policy – the Reichstag (parliament) was not as important as in Britain. Wilhelm was also a strong opponent of socialism, and a passionate supporter of German militarism and imperialism.

Kaiser Wilhelm II aimed to improve Germany's status in world affairs. However, due to his impetuous personality, he frequently undermined this aim by making tactless, alarming public statements without consulting his ministers beforehand. He also did much to alienate other Great Powers from Germany by initiating a massive build-up of the German Navy, challenging French control in North Africa and backing the Austrian annexation of Bosnia in 1908.



Kaiser Wilhelm II

From an article in the Daily Telegraph from Sir Edward Grey (British foreign Secretary) in 1908:

The German Emperor is ageing me; he is like a battleship with steam up and no rudder, he will run into something some day and cause a catastrophe. He has the strongest army in the world and the Germans don't like being laughed at and are looking for somebody on whom to vent their temper and use their strength.

Germany – video links

- This first link is to a programme called “Kaiser Wilhelm”. It gives you background about Kaiser Wilhelm’s personality, how he was disabled during birth, and how this and his may have affected him. It also gives an idea of the attitude of the Germany army and aristocracy.
<https://www.youtube.com/watch?v=JzbCh4c-8vA> *(first 10-12 minutes only)*
- There is not one programme that gives all the background, you may also wish to look at
<https://www.youtube.com/watch?v=EVaV9Qqu88> *(2 minute clip on Germany at the start of WW1)*
and <https://www.youtube.com/watch?v=uJhjuT61oW0> *(5 minute clip on Germany in 1918)*

Task 2

On pages 8 and 9 is a copy of the introduction to a textbook on this topic. It provides an overview of the period you will study. Read the introduction and use it (and not your own knowledge) to answer the questions below. Try to put your answers in your own words, rather than copying from the text. The marks for each question are shown on the right.

	<i>Question:</i>	<i>Marks:</i>
1.	According to the first paragraph of the extract, which one event can be held responsible for all developments in German history in this period 1918-45?	1 mark
2.	After the First World War, Germany became a new state. What was the name of this new state?	1 mark
3.	Name three threats to this state.	3 marks
4.	How and why did the Nazi Party benefit from the Wall Street Crash of October 1929?	2 marks
5.	Explain another reason for Hitler's appointment as German Chancellor.	1 mark

6.	When did Hitler become Chancellor of Germany?	1 mark
7.	What is particularly controversial about the extent of Germany support for the Nazi regime?	1 mark
8.	List four of Hitler's aims for Germany.	4 marks
9.	How did the Second World War affect the popularity of the Nazi Party?	1 mark
TOTAL MARKS AVAILABLE:		15 marks

Introduction

The First World War had a huge impact on Germany. The initial euphoria at the outbreak of war was soon tempered by lengthy casualty lists and shortages on the Home Front. One cannot underestimate the significance of the impact on Germany of the cataclysmic defeat in 1918. All political developments which followed can be traced back to the extraordinary trauma of the collapse of the home front, the defeat of German armies and the abdication of the Kaiser.

The new state that emerged out of the ashes of defeat was threatened by communist revolution and by those within the political establishment who despised democracy. The Weimar Republic, as this new state was known, was also threatened by the crushing impact of the Treaty of Versailles. Punished and humiliated, Germany lapsed from political crisis to near economic collapse. From 1924 to 1929 it experienced a period of relative stability but this was not to last; the Great Depression that swept the world in the wake of the Wall Street Crash of October 1929 was to have a disastrous effect on Germany. The following years saw the occurrence of mass unemployment, political polarisation and the collapse of German democracy. Extremist parties including the National Socialist German

Workers' Party (otherwise known as the Nazis) saw their votes increase as many Germans turned to the political extremes for answers. The German establishment, led by President von Hindenburg, misused the constitution to undermine the German parliament, the Reichstag. In January 1933, von Hindenburg made one of the most significant appointments in the history of Germany and the world when he asked the leader of the Nazis, Adolf Hitler, to become German Chancellor.

During 1933 the Nazis removed many of the obstacles to the creation of a dictatorship. Over the course of the next six years the regime consolidated power. There is little debate over the fact that there was considerable support for the Nazi regime in the years running up to the Second World War. However, there is controversy about the reasons for support: why did so many Germans actively and willingly go along with the Nazi State? It is also important to try and understand the nature and extent of opposition before the war.

At the heart of Hitler's world view was a desire to build a new Germany based on racial lines. At the top of the racial pile, according to Nazi theory, were the Aryans. At the bottom of the pile were the Jews. Hitler also promised to destroy the Treaty of Versailles as part of his wider aim to create living space, *Lebensraum*, for Germany in the east. This aim very much fitted in with his hatred of communism and his determination to destroy Bolshevism in the Soviet Union. From 1934 the Nazi regime followed a foreign policy which challenged Versailles. By 1939, the leaders of Britain and France had come to the conclusion that war was the only way to contain German expansionism.

The Second World War was to change Germany fundamentally. Despite initial success, the war was to place an increasing burden on the German people. As the levels of bombing increased and the course of the war turned against Germany, so many Germans became more critical of the Nazi regime. But the home front and German economy stood up well until close to the bitter end in April 1945.

Perhaps the most important question posed in this book is how the government of Germany, which is one of the most civilised and cultured countries in the world, could be responsible for the systematic murder of six million Jews and millions of others who were considered 'undesirable'. The 'Final Solution', as it became known, was the darkest moment in German - and in European - history.

Task 3

Write an 800 – 1000-word essay in answer to the following question:

How far was Germany a country with more economic and political strengths than weaknesses in 1914? (18 marks)

This essay title requires you to consider what Germany was like in 1914. You must consider what Germany was like economically and politically and whether beneath the appearance of strength there were some fundamental weaknesses. In your conclusion you decide whether you think these weaknesses outweighed the strengths or not.

Before you write this essay, you must plan it. On pages 12 to 16 is an extract from another textbook on twentieth century German history. It outlines developments in Germany from 1870 to 1914. Use this information, and the information from Task 1 to complete the table below:

Strengths	Two specific examples of this:
The German Economy	1. 2.
Political Strengths (think about leadership and also ordinary people and politics)	1. 2.

Weaknesses	Two specific examples of this:
The German Economy	1. 2.
Political Weaknesses (think about leadership and also ordinary people and politics)	1. 2.

Now use this table to write your essay. You should write it or type it on a separate piece of paper. You must write a minimum of 800 words and ideally 1000 words or just over. The essay will consist of:

- **The question.**
- **A brief introduction.**
- **Four paragraphs, one on each of the sections in the planning table.**
 - *Begin each paragraph by stating the point you will discuss (e.g. 'Germany was economically strong in 1914 because').*
 - *Then provide your two examples to support this point.*
 - *Then explain how this factor caused strength (e.g. 'This factor made Germany strong economically because...')*
- **A developed conclusion at the end of your essay – in which you decide whether Germany did have more economic and political strengths than weaknesses in 1914 – and why.**

You will be marked based on the:

- Focus on the question.
- Relevance and detail of your examples.
- Explanation of how each factor created strength or weaknesses.
- Quality of your judgement about the relative economic and political strength or weakness of Germany in 1914.

You **MUST NOT make use of AI** when planning and writing your essay. It is of no benefit to you to do so.

This is because:

- **The aim of this work is to give you an idea of the skills required to succeed in A-level History. If the work you produce is not your own (i.e. is completed using AI) you cannot assess whether this is a course that plays to your strengths.**
- **You cannot make use of AI in your final exams. Therefore, using it now (or in subsequent History essays) jeopardises your preparation for these exams.**

Using AI to produce History work is about as useful as preparing for your driving test by watching a video of someone driving. It is quicker and easier to watch the video, but you won't develop the skills needed to pass.

We would strongly suggest that you write your essay without any reference to the internet at all. You have everything you need in this booklet.

Introduction



Fig. 1 *Russia was considered backwards in the early twentieth century*

The nineteenth and early twentieth centuries had seen huge industrial and political advances in Western Europe. The development of new forms of energy, the spread of railways and the expansion of trade together with advances in medicine and improvements in public health had helped raise living standards for an increasing proportion of the population. Alongside such change, social and political advances had occurred. Standards of literacy had increased, the old social hierarchies had broken down and an increasing number of people had gained the right to vote for a law-making assembly.

Russia, although considered a 'great' power because of its size and structured society, had trailed behind in every one of these developments. Serfdom, whereby the peasants at the bottom of the social hierarchy were 'owned' by their landlords, had disappeared from Western and Central Europe after a spate of revolutions in 1848; but it was not until 1861 that serfs finally acquired their freedom in Russia. Even after this their civil rights and status in society were very much determined by their position as 'former serfs', and this continued right up until 1917.

There are good reasons for Russia's backwardness. Russia was a vast empire of roughly 8 million square miles, twice the size of Europe and a sixth of the globe's surface. It had been acquired through military conquest and colonisation, much of it in the nineteenth century. However, large swathes of this Russian territory were inhospitable (over two thirds lay to the north of the 50th parallel), comprising tundra, forests and vast barren areas especially to the north and east. Consequently, both size and climate placed severe strains on economic development. Furthermore, within this vast land mass lived many different ethnic groups, each with its own culture, customs, language and, in some cases, religion. Of the total population of just under 185 million people, less than half was Russian by 1917, and around three quarters of the total population lived within European Russia – to the west of the Urals.

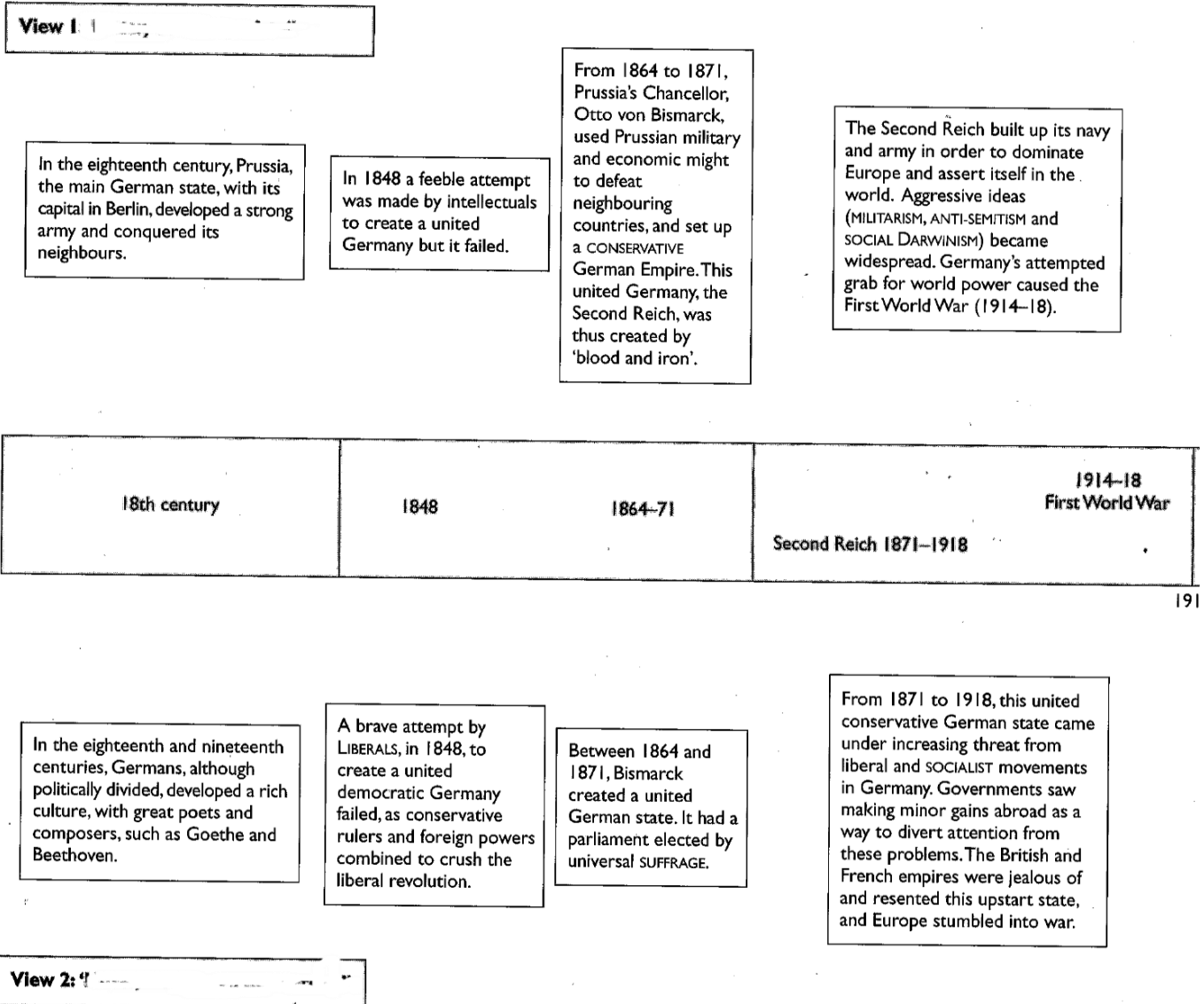
Nevertheless, although it was still a predominantly agricultural country, the rate of industrialisation in Russia since the 1890s had been rapid, with an annual industrial growth rate of more than 8 per cent a year between 1894 and

Introduction

A view of German History

Such was the enormity of the Nazi regime and so devastating was it for those involved that it has raised much historical controversy. Some historians have questioned whether Germany was suited to democracy in the post-First world War period and have suggested that the Hitler period happened because there were profound undemocratic forces in Germany. An alternative view maintains that Hitler's regime should be seen as an aberration and that Germany in 1919 was suited to democracy. The chart below shows some of the democratic and anti -democratic forces in Germany before World War 1.

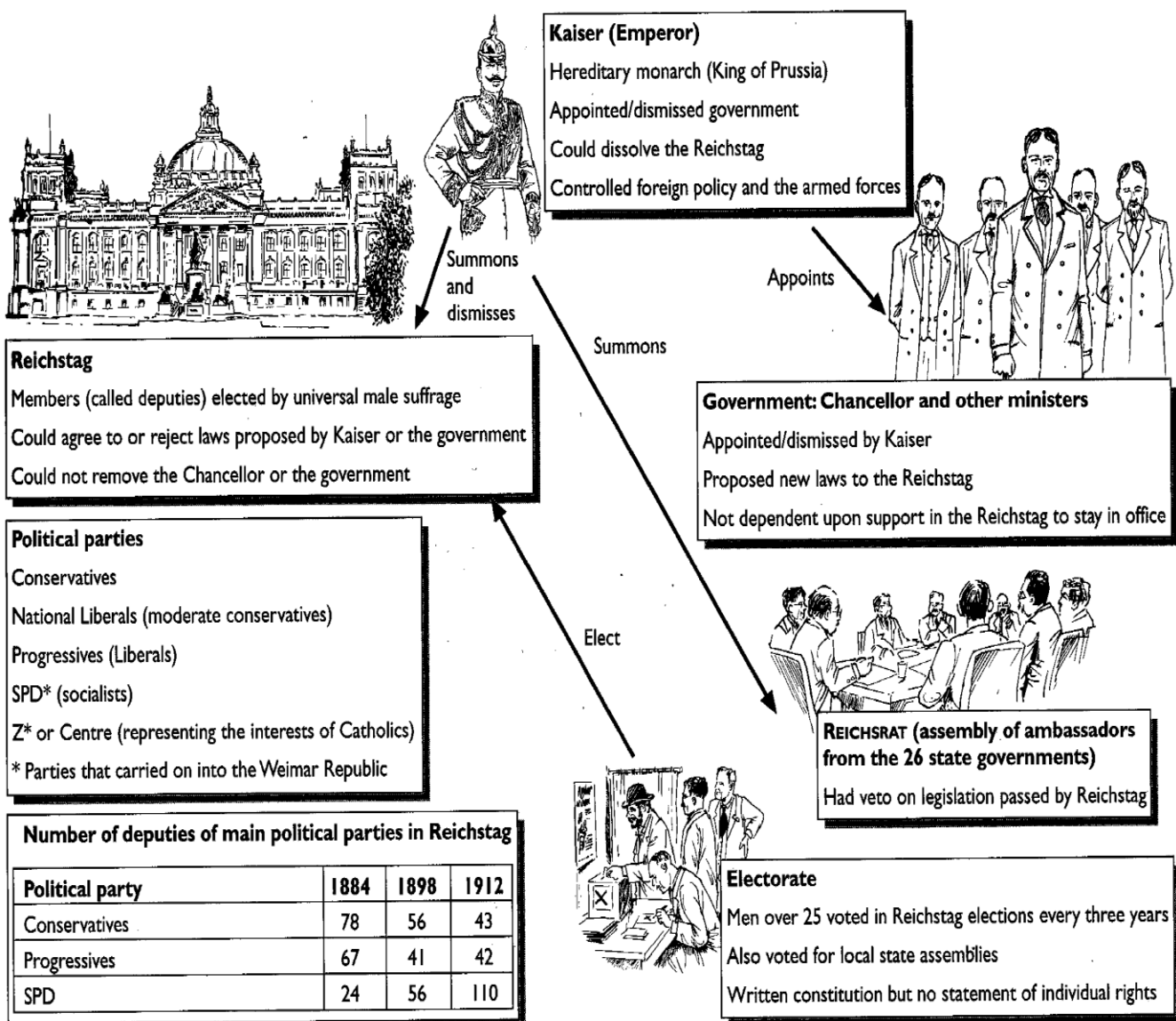
■ B Two views of German history



The political structure of Germany 1871-1918

Germany 1871 -1918 was known as the Second Reich. It was a young country in 1914; only just over forty years had passed since the Prussian statesman Otto Von Bismarck had, through a series of military victories and economic might, changed the map of central Europe and created a new German Empire dominated by the state of Prussia. This new Germany united all the small "German speaking" states in one country. Prussian influence was maintained with the capital city being Berlin, (the Prussian capital) – and government being led by the Prussian king – now called Kaiser (Emperor). Germany was a federal state and had a written constitution and universal male suffrage (all men could vote) but it was far from democratic. As you can see from the diagram below although all men over the age of 25 could vote for deputies (representative) in the Reichstag, the Reichstag had very little power and the Kaiser himself made all the important decisions.

IA The political structure of the Second Reich 1871–1918



Otto von Bismarck, 1815–98



- The creator of a united Germany
- Became Chancellor of Prussia in 1862, then of Germany 1871–90
- A realistic conservative, he was prepared to accept some changes to strengthen the existing political system
- Led Prussia/Germany to victory in three wars 1864–71, then declared Germany a satisfied state, and worked to keep peace in Europe
- Argued that German interests lay in Europe and that overseas colonies were not important

Kaiser Wilhelm II



- Born in Berlin in 1859
- King of Prussia (HOHENZOLLERN dynasty) and Emperor of Germany, 1888–1918
- Believed in the DIVINE RIGHT OF KINGS
- An unstable, impulsive character
- Had an inferiority complex, but was determined to assert both himself and German power
- Supported a more assertive *Weltpolitik*
- Abdicated in 1918
- Died in Holland in 1941

Although the Second Reich had an elected parliament, the Reichstag, it did not have a parliamentary government. The Reichstag did not control the government. The Chancellor and other ministers were not usually members of the Reichstag and they were appointed by the Kaiser. They could not be removed or replaced by the Reichstag. However, the government had to co-operate with the Reichstag because laws had to be agreed by it. It was really a semi-ABSOLUTIST regime, a form of modernised conservative state.

The success of the conservative Bismarck in creating a united Germany persuaded many middle-class Liberals to support the new authoritarian nation-state above their commitment to genuine parliamentary government. This was to have important effects, as it weakened potential support for full democracy in Germany.

Economic and social tensions

The newly unified Germany soon dominated central Europe. Its economy grew rapidly during the late nineteenth century, and this caused increasing social and political problems. The rapidly expanding industrial and urban working class – the PROLETARIAT – increasingly supported the Socialist Party (the SPD). SPD supporters wanted political reform to accompany Germany's economic growth. Bismarck sought to restrict SPD support by repression, then by introducing social reforms to win the working class from socialism. Both policies were unsuccessful and the SPD continued to grow. This reinforced conservative tendencies within the middle class.

The conservative elite which had created the Second Reich was hostile to reform. Real power remained with the Kaiser and Prussian landowners, the JUNKERS. The Junkers were traditionalist aristocrats, who owned large estates in East Prussia, but they also dominated the new German state by holding most of the key positions as army officers, diplomats, top civil servants and senior judges. They scorned 'politics' and resented the Reichstag, whose members voiced the views of reformers. They were also fearful of revolution led by Socialists.

Nationalism and foreign policy

Germany had a proud cultural tradition that had produced a stream of great thinkers, writers and composers. Its people were one of the most educated in Europe. However, by the 1890s some Germans were being influenced by the theory of social Darwinism. This was the application of Charles Darwin's theory of the survival of the fittest in nature to society and states. A strong state would prosper; a weak one would die! Some Germans became concerned about what they saw as the biological degeneration (decline) of the nation. This was linked to the growth of anti-semitism, both amongst the ruling elite, including Wilhelm II, and amongst the middle and lower classes. This feeling was especially strong amongst those who felt threatened by the influx from Russia of the so-called *Ost-Juden*, mainly orthodox Jews fleeing from Tsarist persecution.

German nationalism was therefore both increasing and fearful for the future. This led to nationalism sometimes taking an aggressive form, with demands for Germany to expand. The German ruling class also saw an aggressive foreign policy as a way to win over working-class support and so reduce the threat of revolution. From the 1890s, Kaiser Wilhelm II and his ministers pursued an ambitious foreign policy of developing an overseas empire. This policy was called *Weltpolitik*, world policy.

IB Germany at the the beginning of the twentieth century

Geography

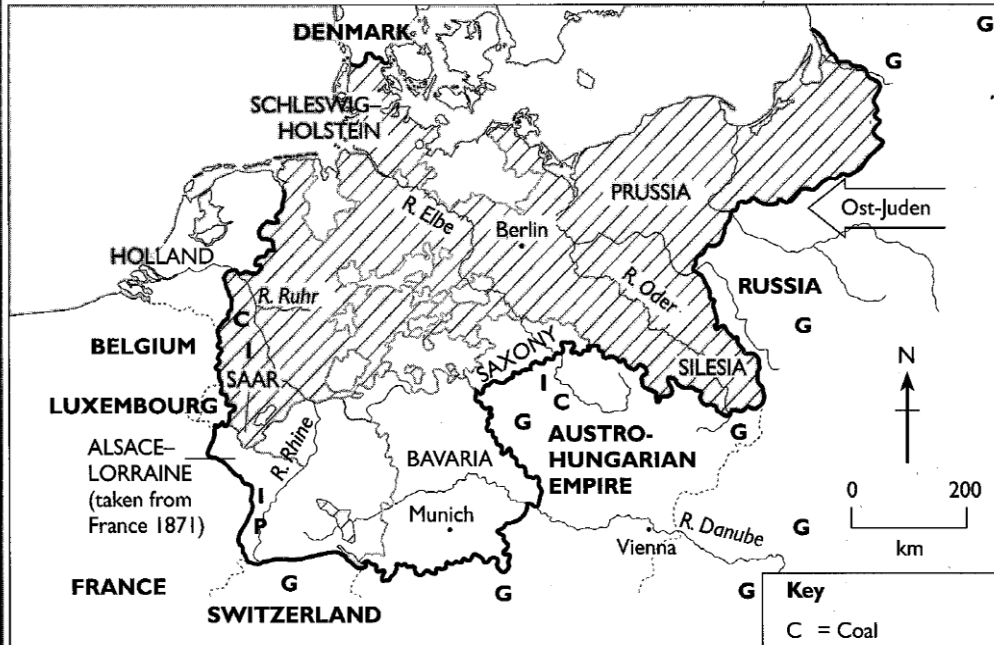
- Germany had no clear natural boundaries
- No major mountain ranges
- Rivers (Rhine, Ruhr, Elbe, Oder) cut through German territory

Prussia

Prussia was originally a small kingdom in eastern Germany but formed the basis of the Second Reich. Containing two-thirds of the area of Germany, it was dominated by a powerful conservative Junker class, which controlled both the army and the state

Economy

- Fertile land
- Expanding population
- Extensive mineral resources, especially coal in Ruhr, Saar, Silesia; iron ore in Alsace-Lorraine, Ruhr; potash in Alsace-Lorraine
- Massive industrial development (8 per cent per annum 1890–1914) of old industries (iron, coal) and new (steel, chemicals, electrical)
- Sophisticated banking system; close links with industry
- C. ARTELS
- Advanced communications, especially rail



Areas of mixed population (G)

Many Germans, especially traders and administrators, had moved to surrounding areas, so there were large German minorities elsewhere

Key

- C = Coal
- I = Iron-ore
- P = Potash
- ▨ = Prussia
- = Border of German Empire
- G = areas where German minorities existed

Bavaria

The third major German state. It kept its own monarch when it joined the German Empire in 1871. It was a strongly Catholic area, and remained proud of its own identity

German culture: 'the land of poets and thinkers'

- Great composers
 - Beethoven
 - Wagner
 - Richard Strauss
- Great writers
 - Goethe
 - Heine
 - Schiller
- Great thinkers
 - Hegel
 - Marx
 - Kant
 - Nietzsche

Society

- Most urbanised state in Europe with 60 per cent of people living in towns
- Best elementary education system in world
- Good technical higher education
- Growing number of white-collar workers, civil servants (lower middle class)
- Declining ARTISANS; looking back to golden age
- Poor agricultural population
- Industrial workers with rising wages but poor conditions