



# Exam Technique Booklet

## AB Germany 1890-1945: Democracy and Dictatorship

**Name:** \_\_\_\_\_

**Class:** \_\_\_\_\_



# Paper 1 Exam Breakdown



CLASSROOM 42

## Section A: Period Studies

1	How does Interpretation B differ from Interpretation A about...	How confident do you feel?
	Targets: AO4      Skills: Explaining difference (how) <b>4 marks</b>	
2	Why might the authors of Interpretations A and B have a different interpretation about...	How confident do you feel?
	Targets: AO4      Skills: Explaining difference (why) <b>4 marks</b>	
3	Which interpretation gives the more convincing opinion about...	How confident do you feel?
	Targets: AO3      Skills: Suggesting a follow-up enquiry <b>8 marks</b>	
4	Describe two...	How confident do you feel?
	Targets: AO1      Skills: Describing key features/characteristics <b>4 marks</b>	
5	In what ways were the lives of... affected by... Explain your answer	How confident do you feel?
	Targets: AO1/AO2      Skills: Explaining consequence/change <b>8 marks</b>	
6	Essay question asking you to make a judgment between two bullet points	How confident do you feel?
	Targets: AO1/AO2      Skills: Making judgments about causation, consequence, change and/or continuity <b>12 marks</b>	

# How to answer... Paper 1a Question 1

4  
Marks

## How does Interpretation B differ from Interpretation A about...

This question will ask you to identify a difference between each interpretation's views on a particular topic, using the source's **content**

This question is only worth 4 marks, so you need 1 clear and concise paragraph

You could structure your answer as follows:

**Argument:** 'The main difference between Interpretation A and Interpretation B is...'

### Explain Interpretation A:

- Identify Interpretation A's view on the topic
- Explain how you know this using details from the source

### Explain Interpretation B:

- Identify Interpretation B's view on the topic and highlight how this differs from Interpretation A
- Explain how you know this using details from the source

**Remember to refer back to difference throughout your response**



# Grade 9 Answer

## Interpretation Differences

4/4  
Marks

### Question:

**How does Interpretation B differ from Interpretation A about the experiences of young people living in Nazi Germany? Explain your answer based on what it says in Interpretations A and B. (4 marks)**

### Answer:

Interpretation A focuses on the negative experiences of youth in Nazi Germany, writing that young girls were indoctrinated by the Nazis to prepare for motherhood, and that it was their 'duty to breed'. This suggests that young girls had poor experiences within Nazi Germany, as were pressured into having children at a young age, which often led to illegitimate children. Alternatively, Interpretation B focuses on the positive experiences of youth in Nazi Germany, writing that the young boy was part of Hitler Youth, and wore his uniform with 'intense pride'. This suggests that young boys had a positive experience within Nazi Germany, and the Hitler Youth represented an opportunity to show loyalty to the regime.

### Feedback:

**This answer would get 4/4 marks because it recognises a difference between the interpretations, and gives a developed analysis of these differences using content from the interpretations.**

## **Interpretation A**

**From Isle McKee's autobiography 'Tomorrow the World', published in 1960. McKee was a member of the German League of Girls.**

**We were told from a very early age to prepare for motherhood, as the mother in the eyes of our beloved leader and the National Socialist Government was the most important person in the nation. We were Germany's hope in the future, and it was our duty to breed and rear the new generation of sons and daughter. These lessons soon bore fruit in the shape of quite a few illegitimate small sons and daughters for the Reich, brought forth by teenage members of the League of German Maidens. The girls felt they had done their duty and seemed remarkably unconcerned about the scandal.**

## **Interpretation B**

**An excerpt from Catrine Clay's book 'Trautmann's Journey: From Hitler Youth to FA Cup Legend' published in 2010. It tells the story of the famous goalkeeper Bert Trautmann's youth.**

**Bert Trautmann couldn't wait to join the Hitler Youth. His mother, better educated than his father, had her misgivings...But begged by Bert and bombarded with Nazi propaganda, his parents scraped together the money it took to buy the uniform... Bert wore it with intense pride as he stood erect giving the Nazi salute before the swastika banner, hair shorn short back and sides, and spoke the oath: "In the presence of the blood banner, I swear to devote all my powers and my strength to the saviour of our Reich, Adolf Hitler. I am willing and ready to give up my life for him, so help me God.**

## How to answer... Paper 1a Question 2

4  
Marks

**Why might the authors of Interpretations A and B have a different interpretation about...**

This question is only worth 4 marks, so you need 1 clear and concise paragraph on each interpretation.

**You should:**

- Identify differences in the interpretations' **provenance**
- **Explain why** these caused differences in views

**Why might interpretations differ?**

- Consider the author's **background, beliefs, location and time of writing** - what **information** was available to them?
- What **form** is the interpretation (newspaper, journal, speech, etc) - who was the intended **audience** and what **purpose** were they writing for?
- Authors may have chosen to place **emphasis** on different factors, leading to differences
- Authors may have different **perspectives, approaches** and **focuses**, leading to differences

# Grade 9 Answer

## Reasons for Differences

4/4  
Marks

### Question:

**Why might the authors of Interpretations A and B have a different interpretation about the experiences of young people living in Nazi Germany? Explain your answer using Interpretations A and B and your contextual knowledge. (4 marks)**

### Answer:

The authors of Interpretations A and B have different interpretations of the experiences of young people in Nazi Germany due to their different backgrounds. Interpretation A is from Isle McKee's autobiography. As a former member of the German League of Girls, McKee provides a personal account, and her perspective is shaped by her own experiences and the distance of time, which may have allowed her to reflect critically on the pressures placed on young girls.

In contrast, Interpretation B, written by Catrine Clay in 2010, tells the story of Bert Trautmann, a member of the Hitler Youth. Clay's perspective is based on her research and the broader story of Trautmann's life. As a historian writing many years later, Clay might have had access to more sources and a more objective perspective because she did not have first-hand experience herself.

### Feedback:

**This answer would get 4/4 marks because it recognises a difference in the provenances, and explains why this would lead to a difference in the interpretations.**

# How to answer...

## Paper 1a Question 3

8  
Marks

**Which interpretation gives the most convincing opinion about...**

You are required to use **both interpretations** and your **knowledge of historical context**

**You could structure your response as follows:**

**Evaluation of Interpretation A:**

- **Point** - state the view of Interpretation A about the specific topic in the question
- **Evidence** - identify specific details in the source that convey this view
- **Explain** - explain how these details are supported and/or contradicted by your historical knowledge
- **Link** - link back to the question - based on your analysis, are you convinced by this interpretation?

**Evaluation of Interpretation B:**

- **Point** - state the view of Interpretation B - this Interpretation will disagree with the former
- **Evidence** - identify specific details in the source that convey this view
- **Explain** - explain how these details are supported and/or contradicted by your historical knowledge
- **Link** - link back to the question and other interpretation - are you convinced by this interpretation? How does it compare to the other interpretation?

**To get top marks on this question, you need to make a clear **judgement** on which interpretation you find more convincing and **sustain** this throughout your response**

# Grade 9 Answer

## Interpretation Evaluation

8/8  
Marks

### Question:

Which interpretation gives the more convincing opinion about the experiences of young people living in Nazi Germany? Explain your answer based on your contextual knowledge and what it says in Interpretations A and B. (8 marks)

### Answer:

Interpretation A gives the more convincing opinion about the experiences of young people living in Nazi Germany. This is because it reflects the intense indoctrination of girls in the League of German Maidens, emphasizing their role as future mothers of the Aryan race. Isle McKee's account highlights how girls were taught from an early age that motherhood was their duty to the Reich, and this aligns with Nazi policies that glorified motherhood as vital to the future of Germany. Young girls were taught how to become good wives and mothers at the Nazi youth group the League of German Maidens. Additionally, McKee's observation that teenage girls often felt they were fulfilling their patriotic duty, even in cases of illegitimacy, shows how deeply these ideas permeated the minds of young girls, reflecting the significant social pressures placed on them by the regime.

In contrast, Interpretation B, while accurate in portraying Bert Trautmann's excitement about joining the Hitler Youth, provides a more individual perspective on the experiences of young boys. While many boys did enthusiastically join the Hitler Youth, Interpretation B focuses on one person's personal pride in wearing the uniform and swearing loyalty to Hitler, which does not fully capture the broader complexities of youth experiences in Nazi Germany. It is well-documented that not all young people were as enthusiastic, and some families, like Trautmann's mother, had reservations about the intense indoctrination of their children. There were also many youth resistance groups such as the Edelweiss Pirates that did not accept the Nazi regime and beat up Hitler Youth members. Therefore, this interpretation offers a narrower view of the youth experience under the Nazis.

In conclusion, Interpretation A is more convincing because it provides a broader insight into the experiences of young girls in Nazi Germany, reflecting the extensive indoctrination and social pressures placed on them to serve the state through motherhood.

### Feedback:

This answer would get 8/8 marks because the pupil has given a complex evaluation of the interpretations based on contextual knowledge, and they have given their overall judgement on which interpretation is more convincing, with reasoning.



# How to answer... Paper 1a Question 4

4  
Marks

## Describe two..

To achieve full marks on this question you need to:

- Identify one valid feature (+1 mark)
- Give supporting contextual evidence (+1 mark)

Do this **twice**, so you have two features and supporting evidence for each one

For example, if you are asked to identify two problems people faced during a specific event or time period, you should:

- Identify a problem they faced
- Explain why this problem impacted their lives, using historical knowledge to back up your claims

Keep it brief - remember this question is only worth  
4 marks



## Grade 9 Answer

# Describe two...

4/4  
Marks

### Question:

**Describe two problems faced by the Weimar government during the political unrest between 1919-1923. (4 marks)**

### Answer:

**One problem faced by the Weimar government during the political unrest was the threat of left-wing uprisings, such as the Spartacist Uprising in January 1919. This revolt aimed to overthrow the government and establish a communist regime, and the government had to rely on the Freikorps to suppress the uprising.**

**Another problem was the challenge from right-wing groups, notably during the Kapp Putsch in March 1920. Wolfgang Kapp and the Freikorps attempted to seize control of Berlin and overthrow the government. This exposed the government's vulnerability and lack of control.**

### Feedback:

**This answer would get 4/4 marks because it recognises two problems faced by the German government during the political unrest, and then describes both problems using additional information.**



# How to answer...

## Paper 1a Question 5

8  
Marks

**In what ways were the lives of... affected by...**

This question requires you to write about change. You should identify 2 or more ways the lives of people were affected and explain them using a range of historical knowledge.

2x {  
P - Point  
E - Evidence  
E - Explain  
L - Link

**Point:** 'One way in which [group's] lives were affected by [event in question] is...'

**Evidence:** provide relevant precise historical evidence (stats, places, names, events, dates, etc)

**Explain:** using the evidence, explain why this change impacted people's lives

**Link:** link back to the question - 'therefore [group's] lives were affected by [event in question] because...'

**Tip: if you are aiming for top marks, consider how changes were affected by differences such as time, group or social/economic factors**



# Grade 9 Answer

## Lives Affected By Question

8/8  
Marks

### Question:

In what ways were the lives of young people affected by the Nazi regime?  
Explain your answer. (8 marks)

### Answer:

The Nazi regime significantly shaped the lives of young people by controlling their education and shaping it to promote Nazi ideology. Schools were required to teach subjects in ways that reinforced Nazi beliefs, particularly in history and biology, where racial theories and the glorification of German history were emphasized. Jewish students were segregated or expelled, and anti-Semitic ideas were taught as fact. Teachers who did not comply with the curriculum risked losing their jobs, and textbooks were rewritten to glorify Aryan ideals and Hitler's leadership. This restructuring of education indoctrinated young people with loyalty to the Nazi state, reducing their exposure to differing ideas and discouraging independent thought.

Outside of school, young people's lives were further controlled by the Hitler Youth and the League of German Girls, which became mandatory by 1936. These organizations provided structured activities that focused on preparing boys for military service and girls for motherhood, reflecting the Nazi ideal of gender roles. Boys were trained in marching, map-reading, and weapon handling, while girls focused on domestic skills and fitness for childbearing. These groups also served as tools for surveillance, encouraging children to report any anti-Nazi sentiments in their families or communities. This intense involvement in Nazi organizations left young people with little time for other activities or influences, deeply embedding Nazi beliefs and loyalty to Hitler in their daily lives and limiting their freedom to develop independently.

### Feedback:

This answer would get 8/8 marks because the pupil has given a complex explanation of changes, and demonstrated a range of accurate and detailed knowledge and understanding that is relevant to the question.

# How to answer...

## Paper 1a Question 6

12  
Marks

Which of the following... (2 prompts)

This question asks you to make a judgement between two bullet points in relation to a particular topic.

You could structure your response as follows:

Evaluation of first bullet point:

- **Point** - state your argument
- **Evidence** - provide relevant precise historical evidence (stats, places, names, events, dates, etc)
- **Explain** - using the evidence, explain to what extent this point had the effect specified in the question
- **Link** - link back to the question - based on your analysis, how important is this point?

Evaluation of second bullet point:

- **Point** - state your argument
- **Evidence** - provide relevant precise historical evidence (stats, places, names, events, dates, etc)
- **Explain** - using the evidence, explain to what extent this point had the effect specified in the question
- **Link** - link back to the question - based on your analysis, how important is this point? Is it more or less important than the other point?

You may wish to explain the **relationship** between both points to make your argument about which is more significant

To get top marks on this question, you need to make a clear **judgement** on which bullet point you find more important and **sustain** this throughout your response

# Grade 9 Answer

## 12 Mark Essay Question

12/12  
Marks

### Question:

Which of the following was the more important reason why Hitler was able to form a dictatorship?

- Enabling Act
- Elimination of opposition?

Explain your answer with reference to both bullet points.

(12 marks)

### Answer:

The Enabling Act of March 1933 was a crucial factor in Hitler's ability to form a dictatorship, as it granted him extensive powers to pass laws without the Reichstag's approval, effectively ending democratic rule in Germany. This act allowed Hitler to bypass the constitution, giving him the legal framework to enact laws that consolidated Nazi control over all aspects of society and government. The Enabling Act undermined the checks and balances that could have restricted Hitler's power, as it removed the role of the Reichstag and marginalized President Hindenburg's authority. By granting Hitler such sweeping powers, the Enabling Act paved the way for him to establish a totalitarian regime, removing the need for consent from other political bodies and effectively silencing any formal opposition.

However, the elimination of opposition was also significant in Hitler's path to dictatorship, as it removed potential threats and intimidated others into compliance. Hitler targeted both political opponents and rival organizations that could challenge Nazi authority. In 1934, the Night of the Long Knives demonstrated Hitler's willingness to use violence to secure his control, as he ordered the purge of the SA leadership, including Ernst Röhm, and other political enemies who were seen as a threat. This violent purge not only removed potential opposition but also solidified the loyalty of the army, which Hitler needed to enforce his authority. Combined with the banning of all political parties in July 1933 and strict censorship, this repression ensured that any potential resistance was quickly identified and silenced.

In conclusion, while the elimination of opposition was very important for Hitler's creation of a dictatorship, as this removed the fear of a coup, the Enabling Act was the initial and more important reason that laid the groundwork for Hitler's dictatorship, as this removed the power of the Reichstag.

### Feedback:

This answer would get 12/12 marks because the pupil has explained each of the given points (role of the SA and Hitler's appeal) in depth using historical information, and directly linked to the question throughout. The pupil has also included a judgement at the end, explaining which point was more important and why.