

Transition materials for A Level

History

Germany 1919-1963



Contents list

1. Reading list

These are some key things that you should look at in order to prepare for your *Germany* module. A Levels are independent courses and you will be expected to study independently as well as attend all your lessons. These books will give you a starting point for what and how to research independently.

2. Required Knowledge and Skills

You will have to have some basic knowledge and historical skills before undertaking your A-Level. There are 7 content-based activities and a couple of source-based activities for you to complete which will prepare you for this.

1. Reading List

Recommended Non Fiction:

Geoff Layton, *Democracy and Dictatorship in Germany 1919-1963*, Hodder, (2015) This is the book we recommend you buy.

Lynn Abrams, *Bismarck and the German Empire 1871-1918*, Lancaster Pamphlets, (2006)

Alan Bullock, *Hitler A Study in Tyranny*, Penguin, (1990)

David Evans and Jane Jenkins, *Years of Weimar and the Third Reich*, Hodder and Stoughton, (2004)

Mary Fulbrook, *Divided Nation; a History of Germany*, OUP, (1992)

Fulbrook, Williamson, Fellows and Wells, *Democracy and Dictatorship in Germany 1919-1963*, Heinemann, (2008)

Dick Geary, *Hitler and Nazism*, Routledge (2000)

William Glenn Grey, *Germany's Cold War: The Global Campaign to Isolate East Germany 1949-1969*, University of North Carolina Press, (2003)

Ian Kershaw, *Making Friends with Hitler*, Penguin, (2005)

Martin Kitchen, *A History of Modern Germany 1800-present*, Wiley-Blackwell (2012)

A Kitson, *Germany 1858-1991, Hope Terror and Revival*, Oxford Advanced History, (2001)

Geoff Layton, *Germany: The Third Reich 1933-1945*, Hodder Murray, (2010)

S Lee, Hitler and Nazi, Routledge (1998)

D Murphy (ed.) Germany 1870-1991, Collins, Flagship History (2000)

William L Shirer, The rise and fall of the Third Reich, Mandarin, (1991)

Recommended Films

The Wonderful and Horrible Life of Leni Riefenstahl. (1993) - A documentary of the film director's life.

Cabaret (1972) - Oscar winning musical set in Weimar Germany

The Harmonists (1997) - A musical group's story in Weimar Germany

Hitler, the Rise of Evil (2003) - Dramatized story of Hitler's career

Triumph of the Will (1935) - Propaganda film on Hitler

The Lives of Others (2006) - Life in East Germany during the Cold War.

The Pianist (2002) - Life of Jewish musician during Nazi reign

Schindler's list (1996) - showing how people attempted to escape the Holocaust

Anne Frank The Whole Story (2006) - two part mini-series based on the Diary of Anne Frank.

2. Required Knowledge and Skills

Before you start studying *Germany* for your History A-Level, you need to build up some background knowledge and skills so that you can start the course in the strongest position. Complete the following tasks to prepare you:

Knowledge Tasks

Task 1: Create a detailed timeline of *German* history from 1919 to 1963. Be sure to include how the country was ruled, who ruled the country, revolutions and wars.

Task 2: Create a fact file of *Germany's* last Kaiser Wilhelm II (1888-1918). You must include details of his rule and the impact of his rule.

Task 3: Study *Germany* during the First World War and write an account of their involvement. Be sure to answer the questions: What role did they play on the war? What key battles were they involved in? What impact did the war have on *Germany* as a country?

Task 4: Create a 'family tree' of the Nazi party. Include all the key individuals and their roles.

Task 5: Using your reading list, research the following terms and write clear definitions of them. You will need to refer to these throughout the course.

1. Republic
2. Monarchy
3. Fuhrer
4. Proportional Representation
5. Weimar Republic
6. GDR
7. FRG
8. Communism
9. Militarism
10. Socialism
11. Fascism
12. Nazism
13. Totalitarianism
14. Dictatorship

Task 6

Research and find out about the political structure of the Second Reich. Attempt to draw a diagram to show where power was held in the Second Reich. Find out a few facts about the political parties in Germany prior to WW1.

Task 7

Historians often need to understand basic economic. Read some of the terms below and then do some research into the famous economist John Maynard Keynes and his ideas.

Inflation

- Inflation is when prices go up. A certain amount of inflation can be beneficial for an economy, as it normally means levels of profit increase, and this may encourage increased investment. Money wages may also go up, boosting demand. However, increased prices for goods purchased may outweigh the advantages for workers, though this is less likely for industrialists and investors who have more surplus money.
- If inflation is too great, then people may not be able to increase their income in line with rising prices. This was classically the case with investors (whose interest rate on savings might be fixed), and with groups with little economic muscle, for example tradesmen, artisans, non-unionised workers, etc.
- Inflation is normally caused by a loss of confidence in the economy. This can happen for several reasons:
 - a) a continuing balance of trade deficit (see below)
 - b) a growing budget deficit (see below), and an inability of the government to pay its debts (which might also encourage the government to print money, see c below)
 - c) an increased amount of banknotes in circulation due to the government printing too much paper money. (This can lead to the classic inflationary problem of too much money chasing too few goods.)

Deflation

- Deflation is the opposite of inflation: that is, prices fall. This happens during a slump or depression when there is a fall in production and a rise in unemployment. In such situations there are normally too many goods for the demand, so prices fall to try to attract buyers. In such circumstances government income from taxes falls and expenditure on welfare rises, causing budgetary problems.
- Deflationary policies, as pursued by Weimar governments during the Great Depression, aimed to tackle this budgetary problem by cutting welfare benefits and increasing taxes to balance the budget in the hope that the economy would naturally recover.

Deficit financing

- This is when the government spends more money than it receives in order to expand the economy. The resultant expansion should then improve the government's tax revenues which would help restore the government's finances.

Reflation

- Reflation is the policy to counteract deflation. Reflationary policies are designed to stimulate economic growth, especially by government spending money to boost demand, leading to increased jobs, higher wages and rising prices, and so restoring confidence in the economy. Such interventionist policies were most notably advocated by the economist J. M. Keynes in the 1930s, though for a long time most governments rejected such an approach.

Budget deficit

- A budget deficit is when the government's income (from taxes, tariffs, etc.) is lower than its expenditure (for example, on welfare, defence, interest payments). If the government's annual budget stays in deficit (with the gap between income and expenditure met by increased borrowing) then the **national debt** (that is the accumulated annual budget deficits) will increase. Most governments can function with a large national debt, but it means that they will have to spend a lot of money on interest payments to their creditors. If the economy is expanding, this may not be a problem (as after 1933 in Germany), but if the economy is contracting (as between 1929 and 1933 in Germany) it can be a major concern.

Balance of trade deficit

- This is when the value of a country's exports (in goods and services) is lower than the value of the country's imports. This may mean that imports have to be obtained by using up **currency reserves**, rather than being covered by money obtained from exports. It is rather similar to the budget deficit: there the government is losing money; here the country is losing money.

Currency reserves

- The money held by a government is its currency reserves. They could be in the form of gold (normally the safest form of money), or foreign currencies (preferably one in which there is confidence, such as the pound or dollar). These reserves have been built up by trade surpluses. If they are large, then it encourages confidence in the country's economy; if they are low or non-existent, then the economy looks weak.

Gross National Product (GNP)

- GNP is the monetary value of all that is produced (normally in one year) in a country, that is the value of all goods and services. If GNP is increasing, this is the best indication of a growing, and thus healthy, economy. Historians also use GNP to analyse the comparative importance of different economic activities, for example how much of GNP comes from military production, how much from agriculture, etc.

National Income

- National Income is similar to GNP but is a measure of the overall income of all people in a country (largely dependent upon GNP). Income here covers, for example, wages for workers, investment income for savers, profits for industrialists/shareholders. Again, if it is increasing this means people on average are better off (though this needs to be related to the inflation rate). Analysing what proportion of National Income is going to particular social groups, for example workers, gives historians a good indication of which groups are benefiting most from a regime. The proportion of National Income spent by the government on various areas (for example, welfare or rearmament) can also be a useful statistic.

Money wages and real wages

- Money wages is the amount of money someone is paid; it is an absolute term. Real wages is a relative term, used to show how wages relate to prices; in other words, it is an indication of how much a worker can buy with his/her wages.
- Changes in real wages are useful indications to the historian as to how well workers are doing under a regime.

Direct and indirect taxes

- Direct taxes are taxes paid by workers/investors in money to the government, for example, income tax.
- Indirect taxes are paid indirectly to the government, for example taxes on goods. This means people pay a higher price for what they buy; then the shopkeeper gives some of the price to the government. VAT is the most famous current example. Indirect taxes are normally **regressive**, that is they hit poorer people comparatively more; and direct taxes are more **progressive**, hitting richer people more. (But it does depend upon what goods are taxed, for example food or luxury cars; and whether direct taxes are a fixed proportion of income.) The balance between the two can thus tell a historian about the nature of a regime.

Tariffs, quotas and protection

- Tariffs (or import duties) are taxes placed on imported goods. They can have two purposes: **i)** to raise government revenue; **ii)** to discriminate against imports by making them more expensive, thus reducing demand for them. This serves as a form of **protection**: that is, measures taken to protect home industries from foreign competition. This can also be done by **quotas** – formal limits on the amount of particular goods that can be imported.

Skills Tasks

Task A: Source Analysis. Look at the Nazi 25 point programme. What can we learn from this source? How useful is this as evidence to historians studying Germany?

The Nazi Party Programme

We demand:

1. The unity of all German-speaking peoples.
2. The abolition of the Treaty of Versailles.
3. Land and colonies to feed Germany's population.
4. Only Germans can be citizens. No Jew can be a German citizen.
5. People in Germany who are not citizens must obey special laws for foreigners.
6. Only German citizens can vote, be employed or hold public office.
7. Citizens are entitled to a job and a decent standard of living. If this cannot be achieved, foreigners (with no rights as citizens) should be expelled.
8. No further immigration of non-German must be allowed. All foreigners who have come to Germany since 1914 must be expelled.
9. All citizens have equal rights and duties.
10. The first duty of a citizen is to work.
11. All payments to unemployed people should end.
12. All profits made by profiteers during the war must be shared.
13. Nationalisation of public industries*.
14. Large companies must share their profits.
15. Pensions must be improved.
16. Help for small shops and businesses; large department stores** must be closed down.
17. Property reform to give small farmers their land.
18. An all-out battle against criminals, profiteers, etc., who must be punished by death.
19. Reform of the law to make it more German.
20. Improve education so that all Germans can get a job.
21. Improve people's health by making a law for people to do sport.
22. Abolition of the Army, and a new People's Army in its place.
23. German newspapers must be free of foreign influence.
24. Freedom of religion.
25. Strong central government with unrestricted authority.

Task B: Source Analysis. Look at the source below. Annotate it in as much detail as you can. What can you learn from this source about the Berlin wall?

"See how many are staying on our side."



Don Wright. *The Miami News*, 1961.

England 1485-1558: The Early Tudors

(OCR A Level Y106)

Summer Induction Tasks

Key Terms

Using your reading list, research the following terms and write clear definitions of them. You will need to refer to these throughout the course.

1. Nobility
2. Yorkist
3. Lancastrian
4. Ecclesiastical
5. Pretender
6. Dissolution
7. Faction
8. Enclosure
9. Wolsey
10. Cranmer

Reading

You are encouraged to read widely throughout your History studies.

Before you begin your study of the Early Tudors it would be helpful if you read background information and made notes about:

- *The Wars of the Roses - key figures, battles and outcomes.*
- *How the Battle of Bosworth led to the Tudor Dynasty.*

500 Words

Write approximately 500 words to answer the following two questions;

- How did Henry VII become King?
- Why was religion so important between 1509 and 1558?

Key reading for History

Students should be encouraged to read widely. To achieve the highest grades, a wide range of texts should be read and students should not focus on one key text.

England 1485-1558

The text that the History Department would ask students to purchase themselves is:

Access to History: The Early Tudors: Henry VII to Mary I 1485-1558 by Roger Turvey ISBN: 978-1471838859

Other texts that will be useful and teachers may refer to are:

Introduction to Tudor England, 1485-1603 (Access to History Context) by Angela Anderson

ISBN: 978-0340683880

Flagship History - England 1485-1603 by Derrick Murphy, Allan Keen, Michael Tillbrook

ISBN: 978-0003271249

The Early Tudors: England 1485-1558 (SHP Advanced History Core Texts) by David Hudson, David Rogerson, Samantha Ellsmore

ISBN: 978-0719574849

Tudor England by John Guy

ISBN: 978-0192852137

Access to History: Henry VIII to Mary I: Government and Religion, 1509-1558 by Keith Randell, Roger Turvey

ISBN: 978-0340965924

Access to History: Change and Protest 1536-88: Mid-Tudor Crises? by Nigel Heard, Roger Turvey

ISBN: 978-0340986776