



OCR A LEVEL HISTORY

WELCOME TO THE COURSE!



**Continuous effort -
not strength or
intelligence - is the
key to unlocking our
potential.**

Winston Churchill





COURSE STRUCTURE

British Period Study

Y113 Britain 1930-1997

25%

1 hr 30 minutes

50 marks

Paper 1
- Y12 /
Y13

Non-British period
study

**Y213 French
Revolution and the
rule of Napoleon**

15%

1 hr

30 marks

Paper 2
- Y12

Thematic study and
historical
interpretations

**Y319 Civil Rights in the
USA 1865-1992**

40%

2hr 30 mins

80 marks

Paper 3
- Y12 /
Y13

Topic based essay

3000-4000 words

Nazi Germany

20%

Non examined

40 marks

COURSE
WORK-
Y12 / Y13





COURSE TIMINGS

Year 12

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
French Rev	French Rev	French Rev	Britain	Britain	Coursework
Civil Rights	Coursework				

Year 13

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Britain	Britain	Britain / Coursework	Britain	Revision	N/A
Coursework	Civil Rights	Civil Rights	Civil Rights	Revision	N/A



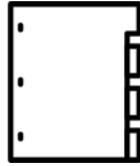


REQUIRED RESOURCES

- 4 leaver arch folders (one for each unit)



- 8x sets of 5 file dividers



- Plastic wallets



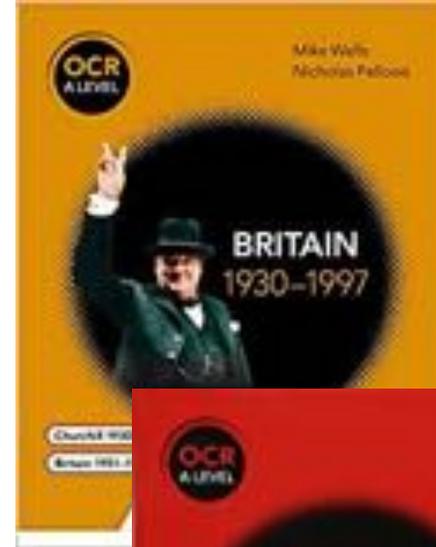
- A4 lined paper with margins



- Set of highlighters
 - Min 4 colours



- Pens, pencil and a ruler



OCR A Level History: Britain 1930–1997 by [Mike Wells](#) and [Nicholas Fellows](#)



OCR A Level History: The French Revolution and the rule of Napoleon 1774-1815 by [Mike Wells](#)



Access to History: Civil Rights in the USA 1865–1992 for OCR Second Edition by [Nicholas Fellows](#) , [Mike Wells](#)





Britain 1930-1997



Part A: Winston Churchill

Possibly one of the best known individuals of the twentieth century - in this part of the course we will look at his wilderness years as well as his time in office during the Second World War and the 1950s.

The focus is on sources describing him, some flattering, some less so. You will become skilled at analysing them and putting what is being said and by whom into historical context.

To do this we will explore what life was like for people in Britain in the 1930s-1950s and see how Churchill sat within this

Part B: Politics in Britain 1951-1997

This part looks at the changing nature of politics in Britain. Again context is everything so we will look at the Britain that emerged from the War and how it changed over the next 50 years. From 'jam endlessly delayed' to 'they've never had it so good'

Although it is focused on politics there is a lot of social, economic and foreign policy history in here too – definitely something for everyone.





Britain 1930-1997

Enquiry Topic: Churchill 1930–1951

Key Topics	Content Learners should have studied the following:
Churchill's view of events 1929–1940	Why Churchill was out of office 1929–1939; his attitude to the Abdication Crisis; his views about Empire and India and clashes with his party; attitude towards Germany after 1933; his views about rearmament and appeasement; why Churchill became Prime Minister.
Churchill as wartime Prime Minister	Why Churchill became Prime Minister; stance in 1940 and style of leadership; relations with his generals and his impact on strategic decisions in the Mediterranean, bombing of Germany and the war in Europe 1944–1945; plans for reconstruction and loss of 1945 election.
Churchill and international diplomacy 1939–1951	Churchill's view on Britain's world and imperial role; relations with other wartime leaders (Roosevelt, Stalin and de Gaulle); contribution to international conferences; plans for post-war Europe; Iron Curtain speech; attitude to Empire and Europe after 1945.



Britain 1930-1997

British Period Study: Britain 1951–1997

Key Topics	Content Learners should have studied the following:
Conservative domination 1951–1964	Reasons for the Conservative victory 1951; social changes, immigration, unrest, social mobility and tensions, education, living standards, housing, prosperity and unemployment; Conservative economic policies, Butskellism, industrial growth and stagflation; Conservative leadership of Churchill, Eden, Macmillan and Home; scandals including the Vassall affair, Philby, Argyll and Profumo; reasons for Conservative decline; Labour leadership, divisions and electoral failures of the Labour Party
Labour and Conservative governments 1964–1979	Labour victory 1964, Wilson as leader 1964–1970; economic problems and policies; relations with the Trade Unions; Labour party divisions; 1970 election, Heath as party leader and Prime Minister; aims and policies of Heath's government; industrial relations, miners' strike; Wilson and Callaghan 1974–1979, problems and policies 1974–1979.





Britain 1930-1997

British Period Study: Britain 1951–1997

Key Topics	Content Learners should have studied the following:
Thatcher and the end of consensus 1979–1997	Election victories; Thatcher and her ministers; reasons for support and opposition; social and economic policies including monetarism, free-market, supply-side economics and privatisation; social policies and unrest; unemployment and the Trade Unions, the Miners' Strike; fall of Thatcher and replacement with Major; Conservative divisions under Major and electoral defeat 1997.
Britain's position in the world 1951–1997	Relations with and policies towards the USA and the USSR; Britain's influence at the UN; role in Europe; nuclear policy; response to crises: Korean War, Suez, the Falklands War, First Gulf War; decolonisation and changing attitudes to the Commonwealth.



Britain 1930-1997

How will you learn?

In class

- Lecture style lessons
- Group and independent research
- Source analysis
- Debate
- Cornell notes
- Documentaries
- Collaborative tasks
- Peer review
- Marking questions



At home

- Independent reading
- Independent research
- Flip learning
- Note taking
- Documentaries
- Wider reading and watching



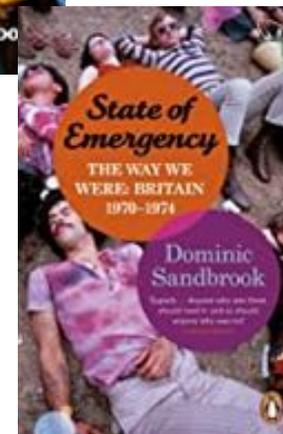
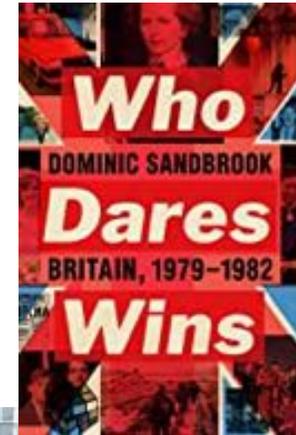
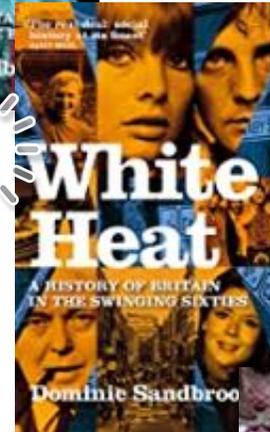
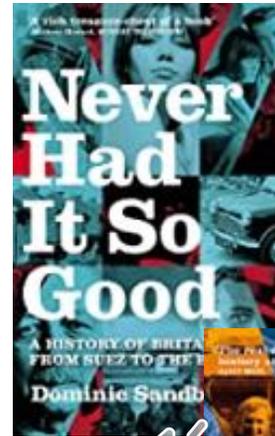
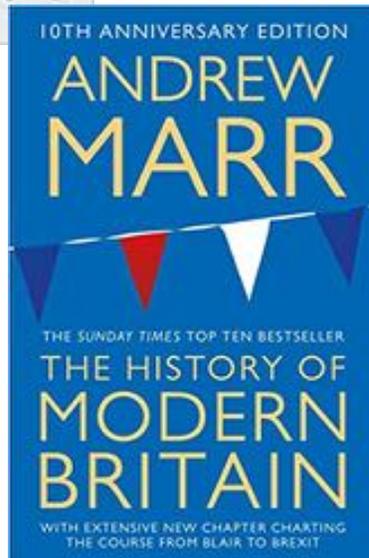
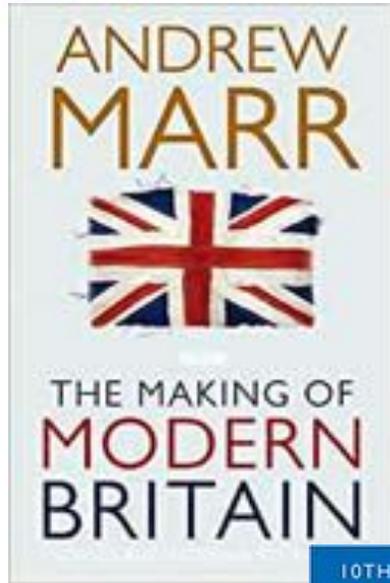
Assessments

- Knowledge quizzes
- Pre-prepared essays / questions
- Timed essays / questions
- Mock exams



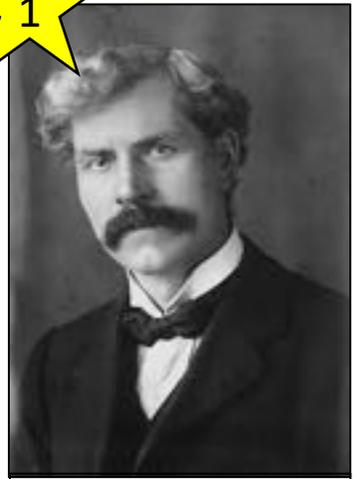


Britain 1930-1997

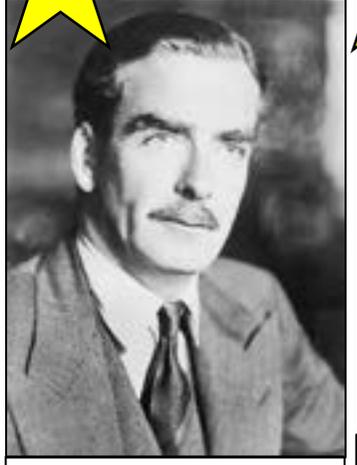




Britain 1930-1997



James Ramsey MacDonald



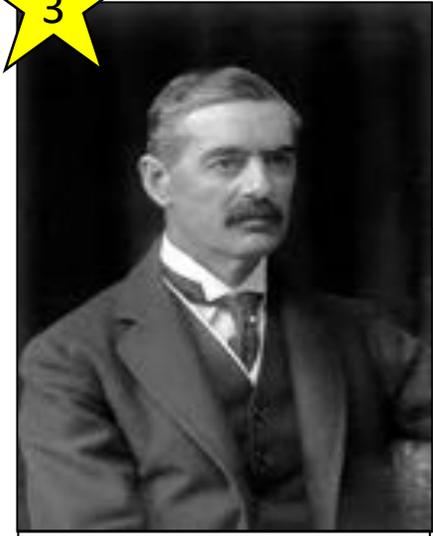
Anthony Eden



James Callaghan



Stanley Baldwin



Neville Chamberlain



Harold MacMillan



Margaret Thatcher



Winston Churchill



Edward Heath



Clement Attlee



Alex Douglas-Home



John Major



Harold Wilson

1

7

13

2

3

8

14

4

6

11

5

9

15

10

12



Britain 1930-1997

Question types

Section A

Focus is on Churchill

- One question worth 30 marks
- 4 sources on Churchill – one of the key debates / events
- Assess how far they support or challenge a view

Section B

Focus on Britain 1951-1997

- One question worth 20 marks
- Choice of two questions
- Essay question





The French Revolution and the rule of Napoleon

No matter what your area of interest, studying the French Revolution has something for everyone:

If you are interested in social history, the roots of the revolution lie in the outdated Ancien Regime (old order) of French society where nobility and church were ruthlessly exploiting the rest of society

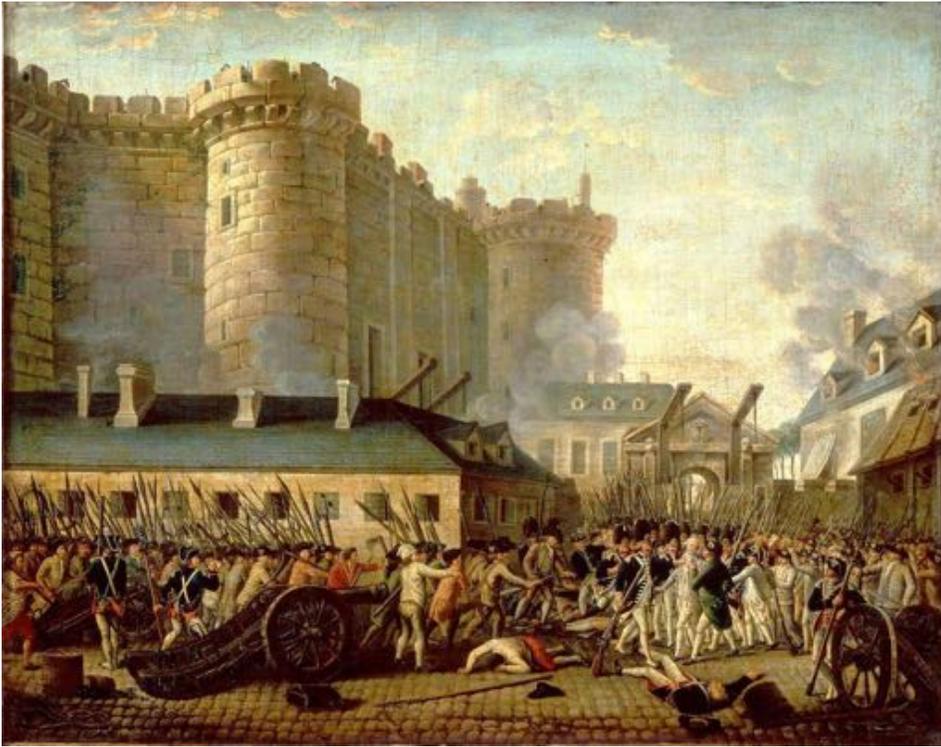
If you are interested in the history of ideas, you will find it interesting to see how new revolutionary ideas were becoming popular in a society with an emerging middle class and an increasingly literate working class fed up of being exploited



Add
to the
mix:



An unpopular and inexperienced King and his frivolous young Queen, who allegedly said that if the starving peasants had no bread than they should eat cake, then you have a dangerous political situation



On the 14th July 1789, a date that continues to be the most important national holiday in France, the unhappy Parisians stormed the Bastille, the state prison, symbolically freeing the people from state oppression

It was an important part of a chain of events that led, via King Louis being paraded wearing the red cap of liberty and promising to share power with his people, to his ultimate fate



The events of the revolution caused shockwaves throughout Europe:

- A KING HAD BEEN EXECUTED
- A NEW ORDER based on Liberty, Brotherhood and Equality of ALL people, threatened class structures
- This idea of the people themselves as a powerful political force was new



It had a huge effect upon the rest of Europe:

Could other monarchies be at risk?

Could the class system and the power of the church crumble elsewhere in Europe?
Rich people everywhere were nervous

In FRANCE itself, things were difficult. As historians we now know that where there is a sudden change like revolution, if a powerful leader is deposed, it can create a sudden POWER VACUUM, and lots of people might have very different ideas how to fill it.



Robespierre was a peaceful man, a supporter of the people and the aims of the new French Republic

Yet even he was forced to abandon his principles, when he unleashed the “TERROR” on the people to try to contain the violence and calls for more and more change

He was condemned by the tribunal that he had himself set up. What was his fate?



It seemed that the people could not properly rule themselves and soon they were looking again for a strong ruler.....enter



Napoleon was a gifted military commander who made many changes in France (some of them very beneficial to the people). He appointed people based on merit, streamlined the complex legal system and generally calmed France

BUT, convinced that he needed to carry on with his military campaigns to remain popular, he made mistakes.

His quest for power, ultimately making himself the Emperor of France, meant that eventually he became very unpopular and he had to go. (Although he certainly did not go quietly)

This is quite a small topic, worth 15% of the course. It is examined by two types of question:

- You have a question that asks you to complete an explanation of two key events or issues. This is quite short by A level standards (10 marks)
- You also have a more traditional A level essay to write worth 20

These are arranged in pairs of questions and you choose one of the pairs to answer. This means that if everyone has to do at least one question from the Napoleonic period, and one from the age of Revolution



COURSEWORK

TOPIC – Nazi Germany

Bank of questions to choose from on

- Consolidation of power
- Role of propaganda in keeping power
- Role of terror in the state
- Opposition
- Women
- Youth
- Persecution of minorities
- Holocaust
- Hitler as leader



You will need to

- Read around the topic
- Choose your question
- Find relevant quotes from primary sources in books and articles
- Read about different Historians views on your topic
- Draft and re work your answer

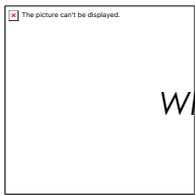




**Now please watch Mr Page's
section on American Civil Rights**

However, it was far from perfect. The way that votes were given to parties (proportional representation) meant that there were lots of small parties in the Reichstag. This made it very difficult for one party to get enough seats to be the government. The way round this was for parties to join together to form coalitions. To do this they often had to compromise and the coalitions often didn't last very long. This made the Weimar Government look unstable.

Sometimes the Reichstag needed to make a decision quickly, but with so many parties and a coalition government this was really difficult. To get round this the Chancellor might ask the President to pass a law without using the Reichstag. This did usually help to solve the crisis, but it made the Reichstag look weak if the President could pass laws without it. The Weimar Republic had been created out of violence, and several of the parties that were elected to the Reichstag were against democracy and didn't agree with the new constitution. Because the new government had used violence to create the Weimar Republic, other groups thought it was OK to use violence to try and overthrow it.



THINK ABOUT IT... Why is the Weimar Republic likely to fail at some point?
What reasons could you give to support this?



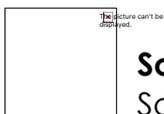
Now do this...

Answer these comprehension questions

1. How was Germany affected by the First World War?
2. What did the Kaiser do on 9th November 1918
3. What was the Weimar Republic?
4. Who signed the Armistice on 11th November 1918?
5. Who did Ebert get support from to help him run the Weimar Republic?

Complete this table on the strengths and weaknesses of the Weimar Constitution

STRENGTHS OF THE WEIMAR CONSTITUTION WEAKNESSES OF THE WEIMAR CONSTITUTION



Sources and Interpretations

Sources and interpretations are a really important part of this paper, most of the questions are based around them. Sources come from the time of the events, or are written by people who witnessed or lived through the Weimar Republic or Nazi Germany. Interpretations were written afterwards and are usually a view by historians on the events. The historians will have used a lot of different sources to reach their interpretation.



One of the source questions is an inference question, an inference is something you can work out from the source. Let's try one now

This is a photograph taken at the end of 1918 in Berlin. The building behind the army shows damage caused by rioting

The picture can't be displayed.

What can you infer about the problems in Germany at the end of the war?

I can infer that... Germany was very unstable

I can tell this because...

I can infer that...

I can tell this because...

The picture can't be displayed.

In the exam you will need to write down two inferences and support this with two facts from the source



Weimar and Nazi Germany: Topic 1.1

The origins of the Republic 1918-19





After you have completed this lesson and the work sheet you should be able to ...



Bronze [1-3]	Silver [4-5]	Gold [6-7]	Platinum [8-9]
<p>Describe (generally) what Germany was like at the end of the war</p> <p>Describe using one or two key words the role of President / chancellor / cabinet / Reichstag</p> <p>Be able to describe one strength and one weakness of the constitution</p> <p>Attempt one/ two inferences</p>	<p>Describe in detail what Germany was like at the end of the war</p> <p>Describe using two or three key words the role of President / chancellor / cabinet / Reichstag</p> <p>Be able to describe generally the different strengths and weaknesses of the constitution</p> <p>Complete inference question with supporting detail</p>	<p>Sort the legacy of the first world war into the different groups affected</p> <p>Be able to describe in detail the role of president / chancellor / cabinet and Reichstag</p> <p>Be able to describe in detail (with examples) the strengths and weaknesses of the constitution</p> <p>Complete inference question with supporting detail</p>	<p>Sort the legacy of the first world war into the different groups affected</p> <p>Be able to describe in detail the role of president / chancellor / cabinet and Reichstag</p> <p>GOLD + able to make links between strengths and weaknesses and reach a judgement on which had most impact</p> <p>Complete inference question with supporting detail</p>



Make sure you have sent your completed work sheet to your teacher – ideally it should be finished on one note, but a word document will also do.



The legacy of the First World War

- Germany had been fighting against the combined weight of Britain, France and Russia until 1917 and America after 1917
 - Fighting had lasted four years
 - Eleven million Germans fought
 - Two million were killed
 - Four million were injured
 - Germany's debt tripled





The legacy of the First World War

- It wasn't just the German troops that suffered
 - British Navy blockaded British ports and stopped German ships from bringing food in
 - This led to food shortages across the country
 - Over 750,000 Germans died because of food shortages
- In Winter 1917-1918, a year before the war ended, there were early signs of discontent
- By November 1918 there were uprisings in lots of major German cities
 - This shows that the German people were not happy with the Kaiser and his government





The Revolution



- On 9th November 1918 the Kaiser is forced to abdicate (give up being king)
- He had lost the support of the Army
- There was unrest because of the war
- Germany was now a republic – it would be called the Weimar Republic
 - The first thing this new government had to do was to sign the Armistice on 11th November 1918





Setting up the new Weimar Republic



- It was pretty peaceful – this was because
 - Ebert (leader) got the support of the Army
 - He kept and used all the civil servants who had been helping to run Germany under the Kaiser
 - Ebert made sure wealthy business men knew he wouldn't confiscate their factories or land
 - Won the support of trade unions by saying he would limit the working day
- However more extreme political parties were not happy and demonstrations and riots remained common in big cities



Setting up how the Government worked

- They had to start pretty much from scratch because Germany didn't have a clearly established democratic government before the war
- Therefore the Weimar Republic created a new constitution from scratch
 - The President
 - Chancellor
 - Cabinet
 - Reichstag
 - Reichsrat





President

- Head of the Weimar Republic
- Elected by the people every seven years
- Played no part in day to day politics
- Had some important political powers – e.g. chooses the chancellor





Chancellor

- Head of the government
- Usually the leader of the largest political party
- Chose all the government ministers





Cabinet

- The most important ministers
- Came from all the political parties that made up the government
- Worked closely with the chancellor
- The main decision making body of the government





The Reichstag

- The main house in the Parliament
- Controlled taxes
- Directly elected by the people at least once every four years





The Reichsrat

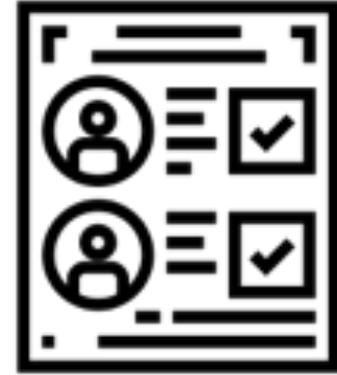
- Also elected every four years
- Represented the regions of Germany
- Each region had a certain number of representatives depending on its size





Electorate

- All men and women over the age of 21





Strengths of the Weimar Constitution

- It was very democratic
 - First time women were allowed to vote as well as men
 - The voting age was reduced from 25 to 21
 - Used **Proportional Representation** which meant that even smaller parties got seats in the Reichstag



Voting age dropped to 21



Men and women can vote



Small parties get seats



Strengths of the Weimar Constitution

- There were **Checks and Balances** to stop any one person or group getting too much power
 - President chose the Chancellor and could dismiss the Reichstag, call new elections and take control of the Army. However he was elected every 7 years by the people
 - **Chancellor** decided which laws would be passed. Although these were usually voted on by the **Reichstag** and **Reichsrat**
 - **Reichstag** was more powerful but the **Reichsrat** could delay new laws from being passed
 - **Central Government** had more power than it did under the Kaiser, but regions still had quite a bit of local power – eg police and courts



**Checks and balances
stop anyone getting
too much power**



Weaknesses of the constitution

- **Coalition government** – Proportional Representation meant that lots of smaller parties got seats in the Reichstag (29 parties during 1920s).
- Therefore no single party got a majority
- They often had to join together to form a **coalition**
 - This meant they had to compromise
 - They often disagreed and coalitions fell apart. This might mean more elections



Small parties
get seats – too
many parties



No majorities



Coalitions
argue and fall
apart



Weaknesses of the constitution

- **Weakness in a crisis** – because there wasn't one single strong party it was hard to make decisions in a crisis
 - To get past this there was **Article 48** which meant the chancellor could ask the president to pass a law without using the Reichstag
 - By the 1930s this was happening all the time – not very democratic
 - This made the constitution seem weak if the chancellor could just ignore the Reichstag and do what they want



**Coalitions
made
government
weak in a
crisis**



**Chancellor
made laws
without
Reichstag**



Weaknesses of the constitution

- **Division and violence**

- It often feels like the Weimar Republic was not really the choice of the German people (even though they get to vote for who is in government)
- This is because they had used the Army to stop the public riots in Berlin in 1918 so that the Weimar Republic could be created
- Also several of the parties elected (communists and nationalists) were really open about not respecting the Republic



**Army stopped
riots**



**Extremists
hated Weimar
Republic**



Exam style question

- On paper 3 this will be the first question you come across – it is worth 4 marks
- You will need to infer – work out 2 things and support them using information from the source

Lets try this one together

SOURCE A

From the papers of Jan Smuts, a South African politician who visited Germany in 1918

... mother-land of our civilization (Germany) lies in ruins, exhausted by the most terrible struggle in history, with its peoples broke, starving, despairing, from sheer exhaustion, mechanically struggling forward along the paths of anarchy [disorder with no strong authority] and war.

Weimar and Nazi Germany 1919-1939

Topic 1.2: Early challenges to the Republic, 1919-23



Why was the Weimar Republic so unpopular?

From 1919-1923 there were four challenges to the Weimar Republic, this tells us that with some people the new government wasn't very popular. This was partly because the years straight after the end of the war were really difficult for Germany. Their economy was really struggling because of the cost of the war, and the victors blamed Germany for the war. The Weimar Republic had also signed the Armistice and the Treaty of Versailles, neither of which were very popular with the German people. Lastly the French invaded Germany in 1923 which was very upsetting and humiliating for Germany.

The armistice and the Treaty of Versailles

The armistice was signed on 11th November 1918. It was an agreement between Germany and the allies (Britain, France and USA) to stop fighting. Although German troops were still occupying France and Belgium, Germany had had to agree to the cease fire. The army was in retreat, Germany was running out of money and there were riots and food shortages at home. It was impossible to carry on fighting. However, the armistice wasn't signed by an army general, or by the Kaiser, but by a minister from the new government. So people linked the decision to stop fighting to the new Weimar Government.

The Treaty of Versailles was the peace treaty that Germany signed on 28th June 1919 (5 years to the day after ArchDuke Franz Ferdinand was assassinated). Germany had thought that they would be invited to the meetings where the terms of the treaty were talked about. But they weren't. Instead Britain, France and America decided on what the peace would look like. This caused two problems for the new Weimar Government. Firstly, because they weren't invited the German people felt that they had had the terms of the treaty forced on them (a diktat). Secondly the Weimar Government had to sign the treaty. They couldn't afford for the war to re-start, but this made them look weak and the terms of the treaty made most Germans very unhappy. They linked the treaty to the new Weimar Republic. Thirdly many people didn't believe that the German army was defeated but that they had been stabbed in the back by the politicians who had signed the armistice. This became known as Dolchstoss – the stab in the back



THINK ABOUT IT... Why do you think the terms of the Treaty of Versailles might have been quite harsh towards Germany? If you were one of the allies (Britain, France, USA) what would you want from the treaty?



NOW DO THIS...

Answer these comprehension questions

1. How many challenges were there to the Weimar Republic between 1919 and 1923?
2. Why did Germany have to sign the armistice in 1918?
3. What was the diktat?
4. Why did the Treaty of Versailles cause problems for the new Weimar Government?
5. What was Dolchstoss?



NOW DO THIS...

Use these websites to produce a detailed spider diagram of the terms of the Treaty of Versailles

https://www.johndclare.net/peace_treaties4.htm

<https://www.bbc.co.uk/bitesize/guides/zg6pmnb/revision/1>

Use the success criteria to check that you are completing this correctly



NOW DO THIS...

You did a question like this last lesson – let's see if you can remember how its done!

SOURCE A

From an article in *Deutsch Zeitung*, a German newspaper, 28th June 1919

Vengeance, German nation! Today, in the Hall of Mirrors at Versailles, a disgraceful treaty is being signed. Never forget it! On that spot... German honour is being dragged to its grace. There will be revenge for the shame of 1919.

What can you infer about German reactions to the Treaty of Versailles from this source?

I can infer that...

I can tell this because...

I can infer that...

I can tell this because...



How did the Treaty of Versailles effect the Weimar Republic?

Having researched the terms of the Treaty of Versailles it won't come as a shock that it was very unpopular with the German people. The reparations were so high that it damaged Germany's economy. This was intentional as the allies wanted to stop Germany from being able to start another world war. However, it made the economy of the Weimar Republic very weak and the German people blamed the Weimar Government for signing.

It also made the Weimar Republic politically weak. The German people blamed them for signing the treaty that was so harsh towards Germany. The politicians became known as the November Criminals because they had 'surrendered' in November 1918. So from the very beginning the Weimar Republic was linked to defeat, humiliation and weakness



THINK ABOUT IT...

Does this interpretation support or challenge the ideas that you have been reading about? Does it support or challenge the ideas of Source A?

Interpretation 1

From *The Coming of the Third Reich* by Richard J Evans, published in 2004

No one was prepared for the peace terms... All of this was greeted with incredulous horror by the majority of Germans. The sense of outrage and disbelief... was almost universal. Germany's international strength and prestige had been on an upward course since unification in 1871... now, suddenly, Germany had been brutally expelled from the ranks of the Great Powers and covered in what they considered to be underserved shame. Versailles was condemned as a dictated peace, unilaterally imposed without the possibility of negotiation.



Challenges to the Weimar Republic from the left and the right

Left and right refer to where a political party or a set of political beliefs sit on the political spectrum. All you need to remember is the Socialist and Communist are left wing and Conservative and Fascist are right wing.

So why were there challenges from the far left and the far right? Well because of the way the Weimar Constitution was written these parties could get a few members elected but would be really unlikely to get a lot of votes and therefore seats. And because they are extremists they aren't very likely to find lots of other parties to allow them to join together and form a coalition. The parties that could join together to form a coalition and so get to be the government were the ones in the middle. This made the extremists, who you'll remember didn't like democracy or the new Weimar Republic very unhappy and forced them to try and overthrow the government.



NOW DO THIS...

Using the words at the bottom fill in the gaps in the summaries of the four uprisings against the Weimar Republic



THINK ABOUT IT...

How significant (large) a threat did these uprisings really pose to the Weimar Republic? Were any of them actually likely to succeed? Are there any common reasons why they all failed?



1923 – Make or break for the Weimar Republic

In January 1923 French troops marched into the Ruhr (the industrial heart land of Germany) and began confiscating raw materials, manufactured goods and industrial machinery. Usually if you march an army into another country and start taking their resources this would be an act of war, so why is it not in this case?

As you know as part of the Treaty of Versailles Germany had agreed to pay Reparations (damages) to the allies – mainly France- for all the damage caused by the First World War. These payments were really high, partly to punish Germany and partly to stop them from being able to recover enough to start another war. However, they were too high and the German economy couldn't cope. In December 1922, one year after payments started the Weimar Republic could no longer keep up and they missed a payment. This is why France sent in troops in January 1923.

The Weimar Government asked workers to go on strike and some workers even turned to sabotage, but they were pretty powerless as another term of the Treaty of Versailles had reduced their army to 100,000 men and they weren't allowed them near the borders with France. The French were not going to give up, they arrested trouble makers and brought in their own workers.

Understandably the German people hated what the French had done, but they were also cross with the Weimar Republic for not doing more to stop the French, even though there wasn't much they could do. Because the Weimar Republic had asked workers to go on strike the economy collapsed as the Ruhr was the main industrial centre in Germany and nothing was being made. This pushed up the cost of goods which is known as inflation

Hyperinflation

This is a bit of a tricky concept. Inflation is normal, goods go up in price all the time. But usually it's a really small amount over a short period of time. Wages usually pretty much keep up so you never really end up much worse off. But in 1923 things got out of hand.

Because the Weimar Republic had asked workers in the Ruhr to go on strike, not much was being manufactured. This meant that there weren't as many goods to sell (either in Germany or abroad). So the government was getting less tax from the companies as they weren't making a profit, or from the sale of goods, or from the workers, how weren't being paid. Also because the workers had been told to go on strike by the government they had to pay unemployment benefit (dole) to them. So the government had less money coming in (taxes) and more money going out (dole).

To try and cover the money going out the government decided to print more money. This made it easier for the government to pay the dole and also the reparations payments but it made inflation worse. More and more money was needed to buy goods, including food. The more prices rose the more money the government printed. In 1923 this got out of control and is known as hyperinflation. For example in 1919 a loaf of bread was 1 mark, it cost 100 marks in 1922 and 200,000 billion marks in 1923.

NOW DO THIS...



Answer these comprehension questions

1. What did French troops do when they invaded the Ruhr?
2. Why did the French invade the Ruhr in the first place?
3. What is the Ruhr and why was it so important to Germany?
4. Why couldn't the Weimar Republic pay the reparations?
5. How did the Weimar Republic respond to the invasion?
6. How did the German people feel about the way the Weimar Republic responded to the invasion?
7. What is inflation?
8. How is hyperinflation different?
9. Why did hyperinflation happen?



Effects of Hyperinflation

Just like understanding hyperinflation itself the effects of it are complex. Not everyone suffered as much as you might think, but for some people it was a terrible experience.

One massive impact was on normal living. As hyperinflation got out of control the printing presses making the money couldn't keep up. People had to pin money to letters rather than stamps because the value of money dropped so quickly. Many workers were paid twice a day and their wives spent hours queuing to buy food, often to find the prices had gone up two or three times whilst they waited. Some shops didn't even take money anymore, instead they swapped food for other goods. However, some people hoarded goods and then sold them on at a massive profit as prices went up.

Everyone suffered from shortages because imports became too expensive. Lots of countries stopped accepting German marks as payment so lots of goods became really hard to get. However foreign visitors found that they were much better off as they could get a lot more German marks for their money. The German people were very bitter about this.

People with savings were really hard hit as their savings often became worthless overnight. This was the same for people with pensions. The middle classes were most affected by this. However, people who had loans or who took out loans found them really easy to pay off as hyperinflation happened. Some businessmen used this to let them buy up rival companies.

The damage done to the Weimar Republic was massive. They had helped create the problem of hyperinflation, they hadn't stood up to the French invasion and they had been challenged by opposition groups. All this made them look weak. They had also lost the support of a lot of middle class Germans (who would normally have supported democracy) as they had been most affected by hyperinflation.



NOW DO THIS...

Use the information above to help fill out the table on the negative and positive effects of hyperinflation during 1923

NEGATIVE EFFECTS	POSITIVE EFFECTS



THINK ABOUT IT...

What do you think was the biggest threat or problem that the Weimar Republic faced between 1919-1923? What criteria would you use to help you with this judgement?



NOW DO THIS...

You've already been told that in this exam paper you will need to look at sources and interpretations. If you can't remember what the difference is then look back to the tasks on Topic 1.1

Let's have a go at another exam style question, one that this time uses interpretations not sources

Study interpretations 1 and 2. They give different views about the challenges facing the Weimar Republic in the years 1919-1923.

What is the main difference between these views? Explain your answer using details from both interpretations

INTERPRETATION 1	INTERPRETATION 2
<p>From <i>The Weimar Republic, 1918-24</i> by M. Rathbone, published in 2013.</p> <p>Some democratic parties did support the Weimar Republic. However, powerful political groups on both the Left and the Right refused to accept the existence of the Weimar Republic. They were prepared to destroy it by force and replace it with their own form of government. They took action against the Republic very soon after it was created. This made it difficult for the new government to maintain order and govern Germany.</p>	<p>From Alpha History, a history website</p> <p>The hyperinflation which happened in 1923 forced the Weimar government to fear for its own existence. After the French had occupied the Ruhr, the industrial workers had gone on strike. The Weimar government supported the strikers by printing more paper money in order to pay them. As the strike continued, the government could not find a solution and simply printed even more money. This ruined the economy. People talked openly about removing the government by a popular revolution or a military putsch.</p>



To answer this question you only need **one** difference between the two interpretations (this needs to be a summary of what the interpretation is saying not a direct quote!)

The main difference between interpretation 1 and interpretation 2 is that ...

And then you need to support this difference with information from the two interpretations

For example in interpretation 1 it says that ... where as interpretation 2 says...

A level History transition work Civil Rights in the USA 1865-1992

You need to watch the transition/ induction pre-recorded lesson that has been posted

WHAT IS MEANT BY CIVIL RIGHTS?

- They are rights which citizens in a democracy are entitled to expect.
- Right to vote, equality of opportunity (education, work etc), receive the protection of the law and to be judged fairly by courts.
- They also guarantee the liberty of the individual, freedom of thought, speech etc.

Three measure of Equality are:

Political – such as the right to vote.

Social – such as the absence of discrimination

Economic – such as access to employment and equal wages.

SUMMER TASK FOR THE CIVIL RIGHTS UNIT

- For each of the four groups who we will be studying I would like you to research what their position was like before 1865, or more accurately before the Civil War began in 1861.

Think about the three measure. What position were each of them in:

- Politically
- Socially
- Economically

A reminder of the four groups:

TOPIC 1: African Americans

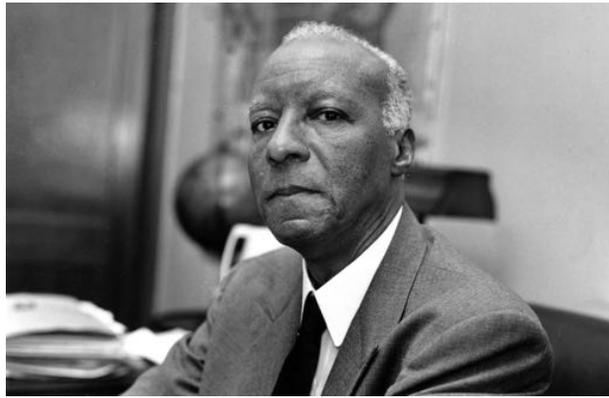
TOPIC 2: Trade Union and Labour Rights

TOPIC 3: Native American Indians

TOPIC 4: Women

CIVIL RIGHTS IN THE USA 1865 - 1992





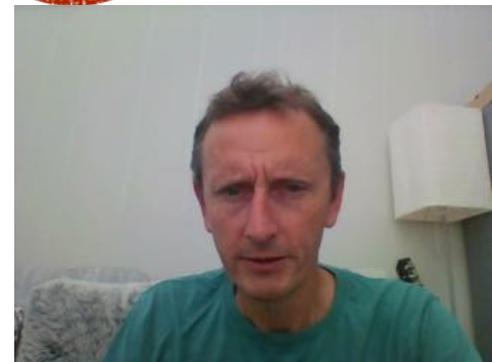
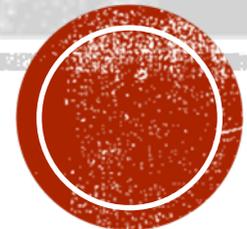
CIVIL RIGHTS IN THE USA 1865 - 1992

TOPIC 1: African Americans

TOPIC 2: Trade Union and Labour Rights

TOPIC 3: Native American Indians

TOPIC 4: Women



Key Topic**Content Learners should have studied the following:****African Americans**

Their position in 1865, Reconstruction, white reaction and discrimination; the role of African Americans in gaining civil rights (e.g. Booker T Washington, Dubois, Martin Luther King, the Black Panthers); the roles of Federal (Presidents, Congress and Supreme Court) and State governments in the struggle; the role of anti and pro-civil rights groups; the Civil Rights Movement to 1992.

Trade Unions

Union and Labour rights in 1865; the impact of New Immigration and industrialisation on union development; the role of Federal governments in supporting and opposing union and labour rights; the impact of the World Wars on union and labour rights; the significance of the 1960s; Chavez and the UFW; significance of the Reagan era.

Native Americans

Their position in 1865; the impact of the Plains Wars (1854–1877); the impact of the Dawes Act 1887, of the acquisition of US citizenship 1924, of the New Deal, of the American Indian Movement in the 1960s and 1970s; Native Americans and the Supreme Court; Native American pressure groups.

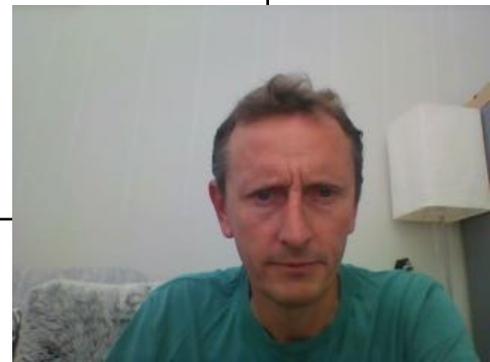
Women

Their position in 1865; the impact on women's rights of the campaign for prohibition; the campaign for women's suffrage; the New Deal; the World Wars; the rise of feminism and its opponents, Roe v Wade 1973, the campaign for the Equal Rights Amendment; changing economic and employment opportunities.

YR12 A LEVEL HISTORY

60% of this exam will be **two** thematic essays looking at the whole period 1865-1992, drawing out themes across the period and continuity and change. Each one is out of 25 marks.

40% will be evaluating interpretations of **one** of three key areas: Civil Rights in the 'Gilded Age' c.1875-1895, The New Deals and Civil Rights, and Malcolm X and Black Power. This is out of 30 marks.



WHAT WILL THE EXAM LOOK LIKE?

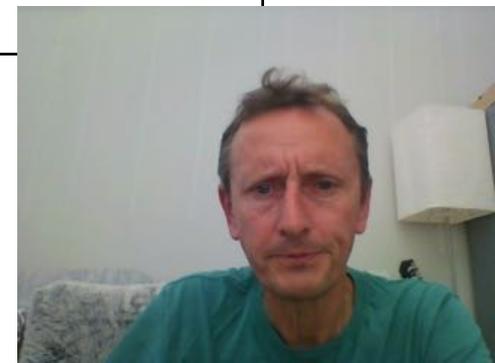
2 hours 30 mins

Section A: Interpretations [worth 30 marks in total] 1hr

- 2 passages
- Judgement on validity and 'convincing'

Section B: Thematic essay [worth 50 marks in total] 1.5hrs – 45mins per essay

- Answer 2 questions from choice of 3
- Assess the view/To what extent/How far...



WHAT WAS THIS EVENT?

- 620,000 American soldiers died
- It lasted for four years
- It helped bring an end to slavery in the USA



CIVIL WAR 1861-1865



OVERVIEW

- The period of study from 1865 to 1992 was a dynamic and challenging period for the United States of America.
- In 1865 the USA could be described as a fledgling nation having only existed since 1783 and having just emerged from a potentially destructive Civil War that threatened its continued existence.
- For the four groups we study it was a time of change too. They worked hard to improve their civil rights and were often helped by huge turning points such as the Civil War, WW1 and WW2.



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