

Paper 3: Modern depth study

Option 31: Weimar and Nazi Germany, 1918–39

Extra exam practice

## **Question 1**

**Give two things you can infer from Source A about .....**

**Complete the table below to explain your answer.**

**(4 marks)**

Mark scheme

Award 1 mark for each valid inference. The second mark for each example should be awarded for supporting detail selected from the source.

**(i) What I can infer:**

**(ii) Details in the source that tell me this:**

**Give two things you can infer from Source A about Nazi propaganda**

**Source A: Ministry of Propaganda order March 1934**

Attention! On Wednesday 21 March, The Führer is speaking on all German [radio] stations from 11am ... All factor owners, stores, offices, shops, pubs and flats must put up speakers an hour before, so that the whole workforce can hear.

**Give two things you can infer from Source A about the Hitler Youth**

**Source A: A. Klonne, describing his memories of the Hitler Youth in his book, Youth in the Third Reich, published in 1982**

What I liked about the Hitler youth was the comradeship. I was full of enthusiasm. What boy isn't fired up by ideals such as comradeship, loyalty and honour and trips off into the countryside and sport? Later ... negative aspects became obvious. The compulsion and obedience were unpleasant. I preferred people to have a will of their own ... in our troop, the activity was almost entirely boring military drill.

**Give two things you can infer from Source A about how Hitler kept power**

**Source A: From a speech by David Lloyd George, an ex-prime minister of Britain, speaking to the British Press in 1937.**

whatever one may think of his [Hitler's] methods ... there can be no doubt that he has achieved a marvellous transformation in the spirit of the people ... and in their social and economic outlook ... As to his popularity, especially among the youth of Germany, there can be no manner of doubt. The old trust him; the young idolise him. It is not the admiration accorded to the popular leader. It is the worship of a national hero who has saved his country from utter despondency and degradation.

## **Question 2**

**Explain why ....**

**You may use the following in your answer:**

- 
- 

**You must also use information of your own.**

**(12 marks)**

Mark scheme

Level 1 (1 – 3 marks) simple or generalised answer

Level 2 (4 – 6 marks) some explanation but not focused on question

Level 3 (7 – 9 marks) explanation focused on question with some analysis. Accurate and relevant examples given.

Level 4 (10 – 12 marks) analytical explanation directed at answering question set. Accurate and relevant examples given. Must go beyond stimulus to get into L4.

Extra exam practice

**Explain why the Nazi police state was successful between 1933 - 39**

**You may use the following in your answer:**

- The Gestapo • Concentration Camps**

**Explain why Hitler was able to increase his control over Germany between 1933 – 39.**

**You may use the following in your answer:**

- Enabling Act • Nazi Propaganda**

**Explain why there was so little resistance and opposition to Hitler and the Nazis in Germany in the years 1933 – 39.**

**You may use the following in your answer:**

- Gestapo • SA set up soup kitchens.**

**Explain why unemployment fell in Germany between 1933 and 1939**

**You may use the following in your answer:**

- National Labour Service (RAD) • autobahns.**

### **3 (a) Study Sources B and C.**

**How useful are Sources B and C for an enquiry into ....**

**Explain your answer, using Sources B and C and your knowledge of the historical context.**

**(8 marks)**

#### **Mark scheme**

Level 1 (1 – 2 marks) A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance. Limited contextual knowledge is deployed with links to the sources.

Level 2 (3 – 5 marks) Judgements on source utility for the specified enquiry are given. Judgements are supported by developed comment related to the content of the sources and/or their provenance. Contextual knowledge is used directly to support comments on the usefulness of the content of the sources and/or their provenance.

Level 3 (6 – 8 marks) Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance affects the usefulness of the source content. The sources are analysed to support reasoning about their utility. Contextual knowledge is used in the process of interpreting the sources and applying criteria for judgements on their utility.

### **3(a) Study Sources B and C.**

**How useful are Sources B and C for an enquiry into the attitudes of Germans towards Nazi policies towards women?**

**Explain your answer, using Sources B and C and your knowledge of the historical context.**

**Source B: From an interview with Gertrud Draber in 2001, in which she is remembering what it was like to be a young woman in Nazi Germany.**

Young girls from the age of ten onward were taught ... to take care of their bodies, so they could bear as many children as the state needed .... Birth control information is frowned upon and practically forbidden.

My main aim as a woman was above all to become a mother. I wanted to be a perfect housewife. I wanted to do something different with my life, not just be a working girl in an office.

**Source C: A poster showing women as servant of the Nazi state. It was circulated by the Social Democratic Party – until the party was banned in 1933.**



**3(a) Study Sources B and C.**

**How useful are Sources B and C for an enquiry into the way Hitler came into power**  
**Explain your answer, using Sources B and C and your knowledge of the historical context.**

**Source B: From Berlin Stories, by Christopher Isherwood, published in 1945. Isherwood was a British journalist living in Berlin at the time Hitler came to power in Germany.**

Each week there were new emergency decrees. Brüning's weary episcopal voice issued commands ... and was not obeyed ... Berlin was in a state of civil war. Hate exploded ... out of nowhere; at street corners, in restaurants, cinemas ... at midnight ... in the middle of the afternoon. Knives were whipped out, blows were dealt with spiked rings .. chair legs, or leaded clubs; bullets slashed the advertisements ... in the middle of the crowded streets, a young man would be attacked ... thrashed, and left bleeding on the pavement. "[Brüning] is weak" [they] said. "What these swine need is a man with hair on his chest" ... People said that the Nazis would be in power by Christmas.

**Source C: A 1933 cartoon from the British political magazine Punch. It shows, Hindenburg (on the left) and von Papen (on the right) lifting Hitler to power.**



THE TEMPORARY TRIANGLE.  
FOR HINDENBURG AND VON PAPEN:  
FOR HITLER A GREAT GOOD BYE!  
FOR HITLER A GREAT GOOD BYE!

### **Question 3b**

**Study Interpretations 1 and 2. They give different views about .....**

**What is the main difference between these views?**

**Explain your answer, using details from both interpretations.**

**(4 marks)**

Mark scheme

Level 1 (1 – 2 marks) Limited analysis of the interpretations is shown by the extraction or paraphrase of some content, but differences of surface detail only are given, or a difference of view is asserted without direct support.

Level 2 (3 – 4 marks) The interpretations are analysed and a key difference of view is identified and supported from them.

**Study Interpretations 1 and 2. They give different views about the events of Kristalnacht in 1938**

**What is the main difference between these views?**

**Explain your answer, using details from both interpretations.**

**(4 marks)**

**Interpretation 1: From the Third Reich in Power by Richard J Evans published in 2006.**

The violence [during Kristallnacht] was familiar from the behaviour of the brownshirts in 1933. But this time it went much further. It was clearly more widespread and more destructive. It demonstrated the hatred of the Jews now gripped not only the storm troopers and [Nazi] party activists but was spreading to other parts of the population – above all to the young, upon whom five years of Nazism in schools and the Hitler Youth had clearly had an effect.

**Interpretation 2: From Life in Germany by Steve Waugh, published in 2009**

This led to Kristallnacht, so called because of the thousands of Jewish shop windows which were smashed ... Many Germans watched the events with alarm and concern. However, the Nazi-controlled press presented it as a reaction of ordinary Germans against Jews. Most Germans did not believe this, but hardly anyone protested for fear of arrest and death.

**Study Interpretations 1 and 2. They give different views about the standard of living of German workers in Nazi Germany.**

**What is the main difference between these views?**

**Explain your answer, using details from both interpretations.**

**(4 marks)**

**Interpretation 1: From Life in Germany, by Steve Waugh published in 2009**

From 1936 to 1939 wages increased, but this was due to a longer working day rather than an increase in the hourly wage rates. In addition, the cost of living rose in the 1930's, which meant that real wages [how much workers could buy] actually fell. There were also food shortages, because the government reduced agricultural production to keep up prices [to help farmers].

**Interpretation 2: From Nationalism, dictatorship and democracy in 20<sup>th</sup> century Europe, by Hall, Shuter, Brown and Williams, published in 2015.**

For Germans who conformed to Nazi expectations, living standards went up. Unemployment dropped. Nazi statistics show that real wages rose ... though only if a worker worked overtime. The 'Strength Through Joy' programme provided many extras. Some [benefits], such as loans [and] medical care ... were real enough.

**Study Interpretations 1 and 2. They give different views about the way Hitler came to power.**

**What is the main difference between these views?**

**Explain your answer, using details from both interpretations.**

**(4 marks)**

<b><u>Interpretation 1: From Weimar and Nazi Germany, by Stephen Lee (1996)</u></b>	<b><u>Interpretation 2: From Nazi Germany 1930 – 39, by Steve Waugh and John Wright (2007)</u></b>
<p>...between 1929 and 1933 crisis returned in full force. Germany experienced a serious depression. This caused the collapse of businesses and an increase in unemployment. The moderate parties of the Weimar Republic could not agree... More use was made of Article 48. The Reichstag was by-passed. Democracy was replaced by dictatorship. A larger part of the population showed interest in Hitler's ideas. The result was that the Nazis became the biggest party in the Reichstag. [They] gave Hitler power, hoping he would use it as they wanted.</p>	<p>Von Papen was determined to regain power. He met Hitler and agreed that Hitler would lead a government with von Papen as the Vice-Chancellor. Intrigue took the place of open political debate. The landowners and leaders of industry were convinced that von Papen and Hitler were saving Germany from Schleicher's military take-over. Von Papen convinced President Hindenburg that a coalition with Hitler would save Germany. Von Papen said he could control Hitler. On 30 January, Adolf Hitler became Chancellor of Germany.</p>

**Question 3c**

**Suggest one reason why Interpretations 1 and 2 give different views about ....**

**You may use Sources B and C to help explain your answer.**

**(4 marks)**

Mark scheme

Level 1 (1 – 2 marks) A simple valid explanation is offered but displaying only limited analysis. Support for the explanation is based on simple undeveloped comment or on the selection of details from the provided material or own knowledge, with only implied linkage to the explanation.

Level 2 (3 – 4 marks) An explanation of a reason for difference is given, analysing the interpretations. The explanation is substantiated effectively.

**Suggest one reason why Interpretations 1 and 2 give different views about the events of Kristallnacht in 1938. You may use Sources B and C to help explain your answer. (4 marks)**

**Interpretation 1: From the Third Reich in Power by Richard J Evans published in 2006.**

The violence [during Kristallnacht] was familiar from the behaviour of the brownshirts in 1933. But this time it went much further. It was clearly more widespread and more destructive. It demonstrated the hatred of the Jews now gripped not only the storm troopers and [Nazi] party activists but was spreading to other parts of the population – above all to the young, upon whom five years of Nazism in schools and the Hitler Youth had clearly had an effect.

**Interpretation 2: From Life in Germany by Steve Waugh, published in 2009**

This led to Kristallnacht, so called because of the thousands of Jewish shop windows which were smashed ... Many Germans watched the events with alarm and concern. However, the Nazi-controlled press presented it as a reaction of ordinary Germans against Jews. Most Germans did not believe this, but hardly anyone protested for fear of arrest and death.

**Source B: A British Newspaper, The Daily Telegraph, reporting on 12<sup>th</sup> November 1938.**

Mob law ruled in Berlin ... as hordes of hooligans went on an orgy of destruction. I have never seen an anti-Jewish outbreak as sickening ... fashionably dressed women clapped their hands screaming with glee [and] help up their children to see the ‘fun’. No attempt was made by the police to stop the rioters.

**Source C: Photograph showing the aftermath of Kristallnacht.**



**Suggest one reason why Interpretations 1 and 2 give different views about the standard of living of German workers in Nazi Germany. You may use Sources B and C to help explain your answer. (4 marks)**

**Interpretation 1: From Life in Germany, by Steve Waugh published in 2009**

From 1936 to 1939 wages increased, but this was due to a longer working day rather than an increase in the hourly wage rates. In addition, the cost of living rose in the 1930's, which meant that real wages [how much workers could buy] actually fell. There were also food shortages, because the government reduced agricultural production to keep up prices [to help farmers].

**Source B: a photograph of men from the Labour Service (RAD) at a Nazi Party Rally.**



**Interpretation 2: From Nationalism, dictatorship and democracy in 20<sup>th</sup> century Europe, by Hall, Shuter, Brown and Williams, published in 2015.**

For Germans who conformed to Nazi expectations, living standards went up. Unemployment dropped. Nazi statistics show that real wages rose ... though only if a worker worked overtime. The ‘Strength Through Joy’ programme provided many extras. Some [benefits], such as loans [and] medical care ... were real enough.

**Source C From a speech by Hitler to his ministers in February 1933**

The next five years in Germany must be devoted to the rearmament of Germany. Every job creation scheme must be judged by whether it helps rearmament ... Germany's position in the world will still depend on the position of Germany's armed forces. Upon this, the position of Germany's economy also depends.

### **Question 3d**

**Up to 4 marks of the total for part (d) will be awarded for spelling, punctuation, grammar and use of specialist terminology.**

**(d) How far do you agree with Interpretation 2 about ....**

**Explain your answer, using both interpretations and your knowledge of the historical context.**

**(20 marks)**

Level 1 (1 – 4 marks) Answer offers simple valid comment to agree with or counter the interpretation. Limited analysis of one interpretation is shown by selection and inclusion of some detail in the form of simple paraphrase or direct quotation. Generalised contextual knowledge is included and linked to the evaluation.

Level 2 (5 – 8 marks) Answer offers valid evaluative comment to agree with or counter the interpretation. Some analysis is shown in selecting and including details from both interpretations to support this comment. Some relevant contextual knowledge is included and linked to the evaluation. An overall judgement is given but its justification is insecure or undeveloped and a line of reasoning is not sustained.

Level 3 (9 – 12 marks) Answer provides an explained evaluation, agreeing or disagreeing with the interpretation. Good analysis of the interpretations is shown indicating difference of view and deploying this to support the evaluation. Relevant contextual knowledge is used directly to support the evaluation. An overall judgement is given with some justification and a line of reasoning is generally sustained.

Level 4 (13 – 16 marks)

Answer provides an explained evaluation reviewing the alternative views in coming to a substantiated judgement. Precise analysis of the interpretations is shown, indicating how the differences of view are conveyed and deploying this material to support the evaluation. Relevant contextual knowledge is precisely selected to support the evaluation. An overall judgment is justified and the line of reasoning is coherent, sustained and logically structured.

**How far do you agree with Interpretation 2 about the events of Kristallnacht in 1938. Explain your answer, using both interpretations and your knowledge of the historical context. (20 marks)**

**Interpretation 1: From the Third Reich in Power by Richard J Evans published in 2006.**

The violence [during Kristallnacht] was familiar from the behaviour of the brownshirts in 1933. But this time it went much further. It was clearly more widespread and more destructive. It demonstrated the hatred of the Jews now gripped not only the storm troopers and [Nazi] party activists but was spreading to other parts of the population – above all to the young, upon whom five years of Nazism in schools and the Hitler Youth had clearly had an effect.

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