

Weimar and Nazi Germany c.1918 - 1939: Personal Learning Checklist

Highlight the topic areas **red**, **amber** or **green** based on how confident you are. You can then click on the topic to go to the knowledge questions. Remember that you can review the answers to all questions on [Quizlet](#).

Watch the youtube video to show you how to best use this PLC:

<https://www.youtube.com/watch?v=OgTi06nJRAw>

The German Revolution and the abdication of the Kaiser	
The setting up of the Weimar Republic	
The Treaty of Versailles	
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Extremist challenges from the right	
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Totalitarianism and the Nazi legal system	

Resistance to the Nazis	
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Young people in Nazi Germany	
Employment and living standards in Nazi Germany	
Persecution of minorities in Nazi Germany	
The persecution of the Jews	

**If you can answer all of these questions your knowledge of this topic is really good.
Practice answering the questions and get someone to test you.**

Highlight the questions red, amber or green depending on whether you can answer them. You can then use the [Quizlet sets](#) for each one to look up the answers.

The German Revolution and the setting up of the Weimar Republic

The German Revolution

1. How was the army and navy showing their unhappiness with the Kaiser?
2. On what day did the Kaiser abdicate and the new Weimar Republic get declared?
3. Where did the Kaiser run to when he left Germany?

The setting up of the Weimar Republic

4. What was the Weimar Republic?
5. Who was Friedrich Ebert?
6. What did the Weimar government sign on the 11th November 1918?
7. Name at least two ways that Ebert tried to boost people's confidence in the Weimar Republic between November 1918 and July 1919
8. What % of the vote did the SPD and moderate Party win in the first National Assembly election?
9. How was the role of the President and Chancellor different in the Weimar Republic?
10. What were the role of the Reichstag and the Reichsrat?
11. Who was allowed to vote in the new democracy of the Weimar Republic?
12. What were at least two strengths of the Weimar Republic's Constitution?
13. What were at least two weaknesses of the Weimar Republic's Constitution?

Sub-topic: The weakness/instability of the Weimar Republic (1919-1923)

The Treaty of Versailles

14. **When and where was the Treaty signed?**
15. What territorial effects did the Treaty have?
16. What economic effects did it have?
17. What was the precise effect on the German military?
18. Why would nationalists have had their pride damaged by the "war guilt" clause and other aspects of the Treaty?
19. Why did leaders of the new German Republic become known as the "November

Criminals”?

Extremist challenges from the “left-wing”

20. What sort of government did extreme left-wing (Communist) rebels want?
21. What happened during the Spartacist (Communist) revolt?
22. Who were the leaders of the Spartacists?
23. How were the Spartacists stopped?

Extremist challenges from the “right- wing”

24. What sort of government did extreme right-wing (Nationalist) rebels want?
25. What happened during the Kapp Putsch (uprising)?
26. Who was the leader of the Kapp Putsch?
27. How was Dr. Kapp stopped?

General political violence

28. How many political murders happened between 1919 and 1922?
29. Which high profile members of the government were killed?
30. What effect did private political armies have?

The invasion of the Ruhr

31. Why did France send soldiers into the Ruhr area of Germany?
32. Why did they pick the Ruhr?
33. What were people working in the Ruhr ordered to do?
34. What happened when Germany started printing money to make up for losses from the Ruhr?

Sub-topic:

The Recovery of the Republic (1924-1929)

Reasons for economic recovery

35. Who was Gustav Stresemann?
36. What was his general strategy for trying to make Germany stronger than it had been?
37. Why did people trust the new Rentenmark currency that was introduced?
38. What ended Hyperinflation?
39. What was the Dawes Plan (1924)?
40. How exactly did it help Germany?
41. What was the Young Plan (1929)?
42. Why did political extremists hate the Young Plan?
43. What good things for Germany did the Young Plan lead to?

Reasons for recovery in foreign relations

44. What was the Locarno Pact (1925)?
45. How did the Locarno Pact make war less likely?
46. What year was Germany accepted into the League of Nations?
47. What was the Kellogg-Briand Pact (1928)?
48. Why would the above four things have led to Germany being seen as a stable and trustworthy country?

Changing society and culture between 1924 and 1929

49. What happened to support for extremist Parties?
50. Why did the death of Ebert in 1925 help the strength of the Weimar Republic?
51. Who replaced Ebert as President?
52. Give at least two examples that show standard of living improved during 1924-1929
53. Which class of people resented some of the changes in living standards?
54. How did women get more political freedoms?
55. How did women make some progress in the workplace?
56. What shows women were still unequal in the workplace during 1930s Germany?
57. What fashions and characteristics represented a more "liberal life" for women?
58. What was art, architecture and cinema like for the people of the "Golden Twenties" (1924-1929)?
59. Why did different tensions still exist in German society during the 1920s?

Sub-topic:

Early Development of the Nazi Party (1920-1923)

The DAP becomes the NSDAP

60. What Political Party did Hitler join in 1919 and who was its leader?
61. What ideas were in the 25 Point Plan of the DAP (1920)?
62. In what year the DAP become the NSDAP (Nazi) Party?
63. What things helped Hitler defeat Drexler to become leader of the Nazis in 1921?
64. What was the role of the SA?
65. What happened to Hitler's power over the Party in 1922?

The Munich Putsch (November 1923)

66. What were the events of the Munich Putsch?
67. What were the longer-term and short-term causes of it?
68. What were the consequences of the Munich Putsch?

Sub-topic:

Reasons for limited support and reorganisation of the Nazi Party (1924-1929)

Mein Kampf

69. When and where did Hitler write Mein Kampf?
70. What were the main ideas expressed in the book?
71. After how long was Hitler released from prison?

The "lean years" and reorganisation of the Nazi Party

72. How did Hitler ensure the Nazi Party was well financed?
73. How did Hitler begin to widen the appeal of the Nazis to young people?
74. What was the SS?
75. What was the purpose of the Bamberg Conference in 1926?
76. What effect did the Bamberg Conference have on the Nazi Party?
77. Why did the Golden Twenties mean there was limited support for the Nazis?
78. How well did the Nazis do in the 1928 election?

Sub-topic:

Reasons for the growth in Nazi support after 1929

The Depression

79. Why did the Wall Street Crash mean the USA had to cancel loans to Germany?
80. What happened to the unemployment rate after 1929?
81. What happened to German banking?
82. What happened to German factories?
83. What was Chancellor Brüning's proposal for dealing with the growth in unemployment?
84. What were moderate Parties unable to do during this time of crisis?
85. When did Brüning resign?

Growth in support for the KPD (Communists) and the Nazis

86. How many seats did the Communists win in the 1930 election?
87. How many seats did the Nazis win in the 1930 election?
88. Why did support for the KPD (communists) particularly increase in working class areas?
89. Why did the upper and middle class prefer the Nazis to the Communists?
90. How did the Nazis seem an attractive option for government during the Depression years?
91. How did they appeal to big business?
92. How did they reach out to the working class?
93. How did they appeal to the middle class?
94. How did they appeal to farmers?
95. How did they reach out to young people?
96. How did they reach out to women?

Sub-topic:

How Hitler became Chancellor and then Dictator with total control

How Hitler was invited to become Chancellor in 1933

97. Did Hindenburg want Hitler to become Chancellor?
98. How was standing for President in 1932 a boost for Hitler?
99. Who did Von Schleicher suggest as Chancellor after Brüning resigned in May 1932?
100. Why did Von Papen call new elections in November 1932?
101. Why was von Schleicher's time as Chancellor doomed to fail in December 1932?
102. What was von Papen and Hindenburg's reasoning for finally making Hitler Chancellor in January 1933?

How Hitler went from Chancellor to Dictator between Jan and March 1933

103. When was the Reichstag fire and who was blamed for it?
104. What did Hitler do as a result of the Reichstag fire?
105. How many seats did the Nazis win in the March 1933 elections?
106. What did Hitler need to pass the Enabling Act?
107. What did the Enabling Act enable Hitler to do?

How Hitler established total control between March 1933 and August 1934

108. When did Hitler ban Trade Unions and why did this help?
109. When did Hitler ban Political Parties and why did this help?
110. When did Hitler reorganise Local government and why did this help?
111. What happened at the Night of the Long Knives in June 1934?
112. How were political killings justified by Goering in July 1934?
113. When did Hindenburg die and what did this let Hitler become?

Totalitarianism (using total control)

- 114. What were the main parts of the Nazi Police State?
- 115. What were Concentration Camps used for at first?
- 116. How was the legal system used?
- 117. How did the Nazis reach “agreement” with the Catholic Church?
- 118. How did Hitler try to control Protestant Christianity?
- 119. Who was in charge of Nazi propaganda?
- 120. How did the Nazis use the press and radio?
- 121. How did the Nazis use rallies for support?
- 122. What was the importance of the 1936 Olympics for propaganda?
- 123. How did the the Nazis use culture, literature and art to influence and control behaviour?

Standing up to the Nazis (resistance)

- 124. What was the Pastors’ Emergency League?
- 125. What was the role of Pastor Martin Niemoller?
- 126. What Catholic opposition was there?
- 127. What were the limits of Church opposition?
- 128. What was the role of the Edelweiss Pirates?
- 129. What was the role of the Swing Youth?
- 130. What was the role of the White Rose Movement?
- 131. What were the limits of youth opposition?

Sub-topic:

Living in Nazi Germany

Women

- 132. What was the Nazi view on family?
- 133. What laws were put in place that affected women?
- 134. How were women encouraged to fulfil their “duties”?

Young people

- 135. What did the Nazis want for young people?
- 136. What were the youth groups for boys?
- 137. What training did boys receive?
- 138. What youth groups existed for girls?
- 139. What training did girls receive?
- 140. How did the Nazis contro teachers?
- 141. How did the Nazis control the curriculum?

Employment, the economy and living standards

- 142. Why did the Nazis hate unemployment?
- 143. What was the purpose of the Labour Service (RAD)?
- 144. What was the point of the Autobahn project?
- 145. How did rearmament reduce unemployment?
- 146. Who were the “invisible unemployed”?
- 147. How did wages and hours worked go up once the Nazi State was established?
- 148. What did the Labour Front (DAF) do and not do for workers?
- 149. What was Strength Through Joy?
- 150. How was Strength Through Joy just propaganda?
- 151. How did Beauty of Labour (SdA) affect standards of living?

Persecution (bad treatment) of minorities

- 152. What was science of eugenics and “racial hygiene”?
- 153. What was Hitler’s view on the rank order of Races?
- 154. Why was Anti-Semitism particularly strong in Germany in the 1930s?
- 155. How were Slavs treated?
- 156. How were “Gypsies” treated?
- 157. How were homosexuals treated?
- 158. How were people with disabilities treated?

The Persecution of the Jews

- 159. How did persecution begin in 1933?
- 160. What did the Nuremberg Laws of 1935 decree for Jewish people?
- 161. What damage was done during Kristallnacht in November 1938?
- 162. What happened to the Jews between 1938 and 1939?

*Note that the Final Solution (The Holocaust) began in 1942. You will not be assessed on this for your GCSE.

Practice exam questions

Please highlight all of the exam questions that you have completed in another colour

12-mark questions

Why was there opposition in Germany to the Treaty of Versailles?

Why was there an increase in Nazi support 1928-32?

Why was there political violence in Germany 1918-23?

Why was Germany suffering from hyperinflation in 1923?

Why did the Weimar Republic recover in the mid-1920s?

Why was there a ‘cultural golden age’ in Germany in the 1920s?

Why did Germany face so many problems 1918-23?

Why was Hitler able to become a dictator 1928-35?

Why were the Nazis able to control Germany after 1933?

Why were there economic problems in the Weimar Republic from 1919 to 1923?

Why was there so little resistance and opposition to Hitler and the Nazis in Germany in the years 1933-39?

Why did employment fall in Germany between 1933-39?

Why was Hitler able to increase his control over Germany between 1933 and 1939?

Why was the Nazi Police State successful 1933-39?

Explain why the Munich Putsch of 1923 failed.

Explain why there was increased support for the Nazis 1929-32

Explain why Hitler carried out the Munich Putsch

Explain why 1923-29 were a golden age for the Weimar Republic

Explain why the Weimar Republic recovered in the years 1924-29

Explain why there were challenges to the Weimar Republic in the years 1919-23

Explain why there were changes to the lives of young people in Germany in the years 1933-39

Explain why the Hitler youth had only mixed success among young German people

Explain why there were changes in the lives of Jewish people in Nazi Germany 1933-39

4-mark inference questions

Give two things you can infer from Source A about the Weimar Constitution.

Source A

From a speech to the new Constituent Assembly by Hugo Pruess, head of the Commission that drew up the Weimar Constitution in 1919. He was talking about the new constitution.

I have often listened to the debates with real concern, glancing timidly to the gentlemen of the Right, fearful lest they say to me: 'Do you hope to give a parliamentary system to a nation like this, one that resists it with every sinew in its body?' One finds suspicion everything; Germans cannot shake off their old political timidity and their deference to the authoritarian state.

Give two things you can infer from Source A about German reaction to the Treaty of Versailles. (4 marks)

Source A – From a German newspaper, Deutsche Zeitung, 28 June 1919

Vengeance! German nation! Today in the Hall of Mirrors [Versailles] the disgraceful treaty is being signed. Do not forget it. The German people will, with unceasing work, press forward to reconquer the place among nations which it is entitled. Then will come vengeance for the shame of 1919.

Give two things that you can infer from Source A about the Spartacists.

Source A – From an article in a government newspaper, 1919.

The despicable actions of Liebknecht and Rosa Luxemburg soil the revolution and endanger all its achievements. The masses must not sit quiet for one minute longer while these brutal beasts and their followers paralyse the activities of the republican government and incite the people more and more to civil war.

Give two things you can infer from source A about German recovery.

Source A – From a German journalist, written in 1930

In comparison with what we expected after Versailles, Germany has raised herself up to shoulder the terrific burden of this peace in a way we would never have thought possible. So that today after ten years we may say with certainty 'Even so, it might have been worse'. The stage of convalescence from Versailles is a very long road to go and we have travelled it surprisingly quickly.

Give two things you can infer from source A about how well Germany was being governed in November 1918.

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

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

Give two things you can infer from Source A about Hitler's political ideas.

From Source A, taken from Mein Kampf, 1923.

During the Communist attempt to take over Munich, I remained in the army ... in my talks as an education officer, I attacked the bloodthirsty Red dictatorship ... In 1919, I joined the German Worker's Party, which then had seven members, and I believed that I had found a political movement in keeping with my own ideas.

Give two things you can infer from source A about Hitler's views on politics.

From Source A, Comments made by Hitler as a prisoner in Landsberg. He was speaking to a fellow Nazi inmate

When I resume active work, it will be necessary to follow a new policy. Instead of working to achieve power by armed conspiracy, we shall have to hold our noses and enter parliament against the Catholic and Communist members. If out-voting them takes longer than out-shooting them, at least the results will be guaranteed by their own constitution. Sooner or later, we shall have a majority in parliament.

Give two things you can infer from source A about the effects of unemployment.

Source A – From 'A fairytale of Christmas', a short story written in 1931 by Rudolf Leonhard, a member of the Communist Party (KPD). Leonhard was writing about

unemployment in Germany.

No one knew how many of them there were. They completely filled the streets ... They stood or lay about in the streets as if they had taken root there. The streets were grey, their faces were grey, and even the hair on their heads and the stubble on the cheeks of the youngest there was grey with dust and their adversity.

Give two things you can infer from source A about Hitler and propaganda

Source A – An extract from Mein Kampf, Hitler's autobiography

Propaganda must confine itself to a very few points and repeat them endlessly. Here, as with so many things in this world, persistence is the first and foremost condition of success.

Give two things that you can infer from Source A about the NSDAP in the 1920's.

Source A – Extracts from the Twenty-Five Point Plan, originally produced by the DAP in February 1920

1. We demand the union of all Germans in a Greater Germany.
2. We demand equality of rights for the German people in its dealings with other nations.
3. We demand land and colonies to feed our people and settle our surplus population
4. Only those of German blood ... are members of the nation. No Jew may be a member of the nation.
7. We demand that the State's primary duty must be to promote work and the livelihood of its citizens.
9. All citizens shall have equal rights and equal duties.
17. We demand ... a law to that from the owners of any land needed for the common good of the people.
- 22 We demand ... the creation of a people's army.
- 25 We demand the creation of a strong central state power for the Reich

Give two things you can infer from source A about Hitler.

Source A: From Hitler's speech to the Reichstag on 13 July 1934, justifying his actions in the Night of the Long Knives concerning the SA.

In the circumstances I had to make but one decision. If disaster was to be prevented at all, action had to be taken with lightning speed. Only a ruthless and bloody intervention might still perhaps stifle the spread of revolt. If anyone reproaches me and asks why I did not resort to the regular courts of justice for conviction of the offenders, then all I can say is, 'In this hour I was responsible for the fate of the German people and therefore I became the supreme judge of the German people.'

Give two things you can infer from Source A about life in Germany under the Nazis.

Source A: An incident reported in the Rhineland, July 1938.

In a café, a 64 year old woman remarked to her companion at the table: 'Mussolini [leader of Italy] has more political sense in one of his boots than Hitler has in his brain.' The remark was overheard and five minutes later the woman was arrested by the Gestapo, who had been alerted by telephone.

Give two things you can infer from Source A about the treatment of prisoners in concentration camps.

Source A: Edward Adler, a survivor, describes his journey to and arrival at Sachsenhausen concentration camp in 1934.

One particular incident I recall like it was yesterday. An old gentleman with the name of Solomon, I'll never forget. He must have been well into his seventies. He simply couldn't run, and he laid in the road, and one of the storm troopers stepped on his throat. This is true. Unbelievable, but true, 'til the man was dead. We had to pick up his body and throw him to the side of the road, and we continued on into the camp, where we were assembled in a courtyard and a strange incident happened at that time. We faced a barrack, a door to the right, a door on the left. People went into the left door – come out of the right door, entirely different people. Their hair was shaven off, they had a prisoner's uniform on, a very wide, striped uniform. My number was 6199.

Give two things you can infer from source A about Goebbels use of propaganda.

Source A: Goebbels explaining the use of propaganda

The finest kind of propaganda does not reveal itself. The best propaganda is that which works invisibly, penetrating every cell of life in such a way that the public has no idea of the aims of the propagandist.

Give two things you can infer from Source A about the Catholic Church in Nazi Germany.

Source A: From police reports in Bavaria in 1937 and 1938.

The influence of the Catholic Church on the population is so strong that the Nazi spirit cannot penetrate. The local population is ever under the strong influence of the priests. These people prefer to believe what the priests say from the pulpit than the words of the best Nazi speakers.

Give two things you can infer from source A about the Gestapo.

Source A: From Germany Reborn by Hermann Goering, written in 1934 explaining his role in setting up the Gestapo.

Finally, I alone created, on my own initiative, the State Secret Police Department. This is the instrument which is so much feared by the enemies of the state, and which is chiefly responsible for the fact that in Germany and Prussia today there is no question of a Marxist or Communist danger.

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

Source A: Hitler youth member, private letter, 1936

How did we live in Camp S---, which is supposed to be an example to all the camps? We practically didn't have a minute of the day to ourselves. This isn't camp life, no sir! It's military barrack life! Drill starts right after a meagre breakfast. We would like to have athletics

but there isn't any. Instead we have military exercises, down in the mud, till the tongue hangs out of your mouth. And we have only one wish: sleep, sleep ...

Give two things that you can infer from source about Nazi propaganda.

Source A: Ministry of Propaganda order, March 1934.

Attention! On Wednesday 21 March, the Fuhrer is speaking on all German [radio] stations from 11 a.m. to 10,50 a.m. All factory owners, stores, offices, shops, pubs and flats must put up the speakers an hour before, so that the whole workforce can hear.

Give two things you can infer from source A about the role of women in Nazi Germany.

Source A: From a speech by Gertrude Scholtz-Klink, after she became Head of the Nazi Women's Organisation in 1933.

Woman is entrusted in the life of the nation with a great task, the care of man – soul, body and mind. It is the mission of woman to minister in the home and in her profession to the needs of life from the first to the last moment of the man's existence. Her mission is comrade, helper, and womanly complement of man – this the right of woman in the new Germany.

Give two things you can infer from source A about education in Nazi Germany.

Source A: From the memoirs, written in 1960's, of a German who was a student in the 1930's.

No one in our class ever read Mein Kampf. I myself only used the book for quotations. In general we didn't do much about Nazi ideas. Anti-Semitism wasn't mentioned much by our teachers except through Richard Wagner's essay, 'The Jews in Music.' We did, however, do a lot of physical education and cookery.

Give two things you can infer from Source A about Hitler's attitudes to the Jews.

Source A: From a speech given by Hitler in 1922.

There can be no compromise. There are only two possibilities: either victory of the Aryan master race, or the wiping out of the Aryan and the victory of the Jews.

Give two things you can infer from Source A about the treatment of Jews in Nazi Germany.

Source A: The Reich Citizenship Law, 1935.

Only a national of Germany or similar blood, who proves by his behaviour that he is willing and able loyalty to serve the German people and Reich is a citizen of the Reich. A Jew may not be a citizen of the Reich. He has no vote. He may not hold any public office.

Give two things you can infer from Source A about Hitler's attitudes to the Jews.

Source A: From a speech given by Hitler in 1922.

There can be no compromise. There are only two possibilities: either victory of the Aryan

master race, or the wiping out of the Aryan and the victory of the Jews.

8-mark usefulness questions

Q3 (a) – How useful are sources B and C for an enquiry into attitudes in Germany towards the Treaty of Versailles? Explain your answer using Sources B and C and your knowledge of the historical context. (8 marks)

Source B – From a German newspaper, Deutsche Zeitung, 28 June 1919

Vengeance! German nation! Today in the Hall of Mirrors [Versailles] the disgraceful treaty is being signed. Do not forget it. The German people will, with unceasing work, press forward to reconquer the place among nations which it is entitled. Then will come vengeance for the shame of 1919.

Source C – A cartoon entitled 'Clemenceau the Vampire'. From the German right-wing satirical magazine Kladdertatsch, July 1919.



Q3 (a) – How useful are source B and C for an enquiry into the effects of hyperinflation on Germany? Explain your answer using sources B and C and your knowledge of the historical context. (8 marks)



Source B – A cartoon published in Germany by the left-wing magazine Simplicissimus in 1923. It had the caption 'paper money' at the top and 'bread' at the bottom

Source C – A German woman in 1923, burning currency notes, which burn longer than the amount of firewood they can buy



Q3 (a) – How useful are Sources B and C for an enquiry into German recovery in the years 1924-29? Explain your answer, using Sources A and B and your knowledge of the historical context. (8 marks)

Source B – From a German journalist, written in 1930

In comparison with what we expected after Versailles, Germany has raised herself up to shoulder the terrific burden of this peace in a way we would never have thought possible. So that today after ten years we may say with certainty 'Even so, it might have been worse'. The stage of

Source C – From a speech by Stresemann, 1929

The economic position is only flourishing on the surface. Germany is in fact dancing on a volcano. If the short-term loans are called in by America, a large section of our economy would collapse.

Q3 (a) How useful are sources B and C for an enquiry into the recovery of the Weimar Republic between 1923 and 1929? Explain your answer using sources B and C and your knowledge of the historical context. (8 marks)



Source B – From a right-wing cartoon published in 1923. The figure behind the curtain represents the USA. Wall Street was the US financial centre. The caption says here is your enemy.

Source C – A German journalist, writing in 1929

In comparison with what we expected after Versailles, Germany has raised herself up. It now shoulders the terrific burden of that peace in a way we should never have thought possible. The bed feeling of Versailles has been conquered.

Q3 (a) – How useful are sources B and C for an enquiry into the early Nazi Party? Explain your answer, using sources B and C and your knowledge of the historical context. (8 marks)

Source B – The pledge of loyalty and obedience taken by members of the SA

As a member of the NSDAP, I pledge myself by its storm flag to:

- Be always ready to stake life and limb in the struggle for the aims of the movement
- Give absolute military obedience to my military superiors and leaders
- Bear myself honourably in and out of service

Source C – A member of the Nazi Party describing one of Hitler's speeches in 1922.

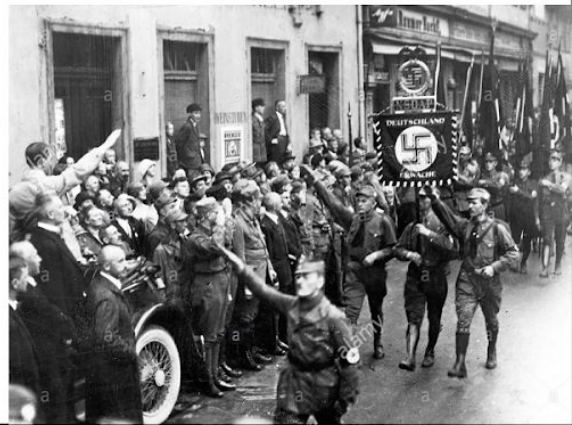
My critical faculty was swept away. Leaning forward as if he were trying to force his inner self into the consciousness of all these thousands, he was holding the masses, and me with them, under a hypnotic spell by the sheer force of his belief ... I forgot everything but the man; then glancing around, I saw that his magnetism was holding these thousands as one.

Q3 (a) – How useful are sources B and C for an enquiry into the development of the Nazi Party, 1924-29? Explain your answer, using sources B and C and your own knowledge of historical context. (8 marks)

Source B – Comments made by Hitler as a prisoner in Landsberg. He was speaking to a fellow Nazi inmate

When I resume active work, it will be necessary to follow a new policy. Instead of working to achieve power by armed conspiracy, we shall have to hold our noses and enter parliament against the Catholic and Communist members. If out-voting them takes longer than out-shooting them, at least the results will be guaranteed by their own constitution. Sooner or later, we shall have a majority in parliament

Source C – Hitler at a Nazi Party rally, Weimar, July 1926. Hitler is standing in the car on the left of the photo with his arm raised.



Q3(a) - How useful are sources B and C for an enquiry into the role of Hitler in increasing support for the Nazis in the years 1929-32? Explain your answer using sources B and C and your own knowledge of the historical context. (8 marks)

Source B – Adopted from the diary of Luise Solnitz, 23 March 1932. A schoolteacher, Solnitz was writing about attending a meeting in Hamburg at which Hitler spoke.

There stood Hitler in a simple black coat, looking over the crowd of 120,000 people of all classes and ages ... a forest of swastika flags unfurled, the joy of this moment showed itself in roaring salute. The crowd looked up to show Hitler with touching faith, as their helper, their saviour, their deliverer from unbearable distress. He is the rescuer of the scholar, the farmer, the worker and the unemployed.

Source C – A portrait of Hitler painted in 1933 by B. von Jacobs.



Q3 (a) - Sources B and C. How useful are source B and C for an enquiry into the way Hitler came to power? Explain your answer using sources B and C and your own knowledge of the historical context. (8 marks)



Source B: 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.

Source C: From Berlin Stories, by Christopher Isherwood, published in 1945. Isherwood was a British Journalist living in Berlin at the time Hitler came into power in Germany.

Each week there were new emergency decrees. Bruning'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 a crowded street a young man would be attacked ... thrashed, and left bleeding on the pavement. "Bruning 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.

Q3 (a) – How useful are sources B and C for an enquiry into the strength of democracy in Germany by 1932? Explain your answer, using sources B and C and your knowledge of the historical context.

(8 marks)



Source B: A campaign poster in the presidential elections of 1932. It says that Germany would be on the road to self-destruction unless Hindenburg was re-elected.

Source C: 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. Bruning's weary episcopal voice issued commands and was not obeyed. Berlin was in a state of civil war. Hate exploded out of no-where; at street corners, in restaurants, cinemas at midnight or 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 a crowded street a young man would be attacked, thrashed and left bleeding on the pavement. "Bruning is weak" they said. "What these swine need is a man with hair on his chest." People said that the Nazi's would be in power by Christmas.

Q3 (a) – How useful are sources B and C for an enquiry into the concerns Hitler had about the SA? Explain your answer, using Sources B and C, and your own knowledge of the historical context. (8 marks)

Source B: From a report by Wilhelm Frick, Minister of the Interior, 6th October 1933

Despite repeated announcements by the Reich Chancellor [Hitler], and despite numerous circulars, new infringements by subordinate leaders and by members of the SA have been reported again and again during the past weeks. Above all, SA leaders and SA men have carried out police actions for which they had no authority whatever ... and which cannot be reconciled with the existing laws and regulations. These infringements must now stop.

Source C: From comments made by Ernest Rohm to Kurt Ludecke in January 1934. Ludecke was a fundraiser for the Nazi Party and a close friend of Rohm.

Hitler can't walk all over me as he might have done a year ago; I've seen to that. Don't forget that I have three million men, with every key position in the hands of my own people, Hitler knows that I have friends in the Reichswehr [Germany's armed forces], you know! If Hitler is reasonable I shall settle the matter quietly; if he isn't I must be prepared to use force – not for my sake but for the sake of our revolution.

Q3 (a) – How useful are sources B and C for an enquiry into Night of the Long Knives? Explain your answer, using Sources B and C, and your own knowledge of the historical context. (8 marks)

Source B: From Hitler's speech to the Reichstag on 13 July 1934, justifying his actions in the Night of the Long Knives concerning the SA.

In the circumstances I had to make but one decision. If disaster was to be prevented at all, action had to be taken with lightening speed. Only a ruthless and bloody intervention might still perhaps stifle the spread of revolt. If anyone reproaches me and asks why I did not resort to the regular courts of justice for conviction of the offenders, then all I can say is, 'In this hour I was responsible for the fate of the German people and therefore I became the supreme judge of the German people.'

Source C: From a report of the Reich cabinet meeting about the Night of the Long Knives, printed in the Volkischer Beobachter (the official Nazi newspaper), 5 July 1934.

Defence Minister General von Blomberg thanked the Fuhrer in the name of the Reich Cabinet and the army for his determined and courageous action, by which he saved the German people from a civil war. The Fuhrer had shown greatness as a statesman and a soldier. This had aroused in the hearts of the German people a vow of service, devotion and loyalty in this grave hour.

Q3 (a) – How useful are sources B and C for an enquiry into the Reichstag fire? Explain your answer, using sources B and C and your knowledge of historical context. (8 marks)

Source B: From the memoirs of Rudolf Diels, Head of the Prussian police in 1933. He was writing about Hitler's reaction to the Reichstag fire. Diels arrived at the Reichstag soon after it had been set on fire on 27 February 1933. He wrote his memoirs in 1950.

Shortly after my arrival at the burning Reichstag, the National Socialist leader arrived. Hitler was standing on a balcony gazing at the red ocean of fire. As I entered, Goering came towards me. His voice was heavy with emotion: 'This is the beginning of the Communist revolt, they will start their attack now! Not a moment must be lost.' Hitler turned to the assembled company. Now I saw that his face was purple with agitation and with the heat. He shouted uncontrollably, as I had never seen him do before, as if he was going to burst: 'There will be no mercy now. Anyone who stands in our way will be cut down. Every communist official will be shot when he is found. Everyone in league with the Communists must be arrested. There will also no longer be leniency for Social Democrats.'

Source C: From My Part in Hitler's Fight by Joseph Goebbels, written in 1935.

Hitler came to supper at 9 p.m. Suddenly, the telephone rang. The Reichstag is burning! I thought the news was pure fantasy and, at first, did not inform the Fuhrer. After a few more calls, I was able to confirm that the terrible news is true. We raced to the scene at top speed. Goering met us and soon Papen arrived. It had already been established that the fire was due to arson. There could be no doubt that the Communists had made a final attempt to seize power by creating an atmosphere of panic and terror.

Q3 (a) – How useful are sources B and C for an enquiry into life in Germany under the Gestapo? Explain your answer, using sources B and C and your knowledge of historical context. (8 marks)

Source B: An incident reported in the Rhineland, July 1938.

In a café, a 64 year old woman remarked to her companion at the table: 'Mussolini [leader of Italy] has more political sense in one of his boots than Hitler has in his brain.' The remark was overheard and five minutes later the woman was arrested by the Gestapo, who had been alerted by telephone.

Source C: Herman Goering Germany Reborn, written in 1934, explaining his role in setting up the Gestapo

Finally, I alone created, on my own initiative, the State Secret Police Department. This is the instrument which is so much feared by the enemies of the state, and which is chiefly responsible for the fact that in Germany and Prussia today there is no question of a Marxist or Communist danger.

Q3 (a) - How useful are sources B and C for an enquiry into the attitudes of the Nazi to the Christian Church? Explain your answer, using sources B and C and your knowledge of historical context. (8 marks)

Source B: A Protestant pastor speaking in 'German Christian' church in 1937

We all know that if the Third Reich were to collapse today, communism would come in its place. Therefore we must show loyalty to the Fuhrer who has saved us from communism and given us a better future. Support the 'German Christian' church.

Source C: A protest poster by John Heartfield, a communist artist who opposed the Nazis. The words translate to "The cross wasn't heavy enough"



Q3 (a) - How useful are sources B and C for an enquiry into the success of Nazi control in the years 1933-39? Explain your answer, using sources B and C and your knowledge of the historical context. (8 marks)

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

Whatever one may think about Hitler's methods there can be little doubt that he has achieved a marvellous transformation in the spirit of their people ... and in their social and economic outlook. As to his popularity, especially amongst 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 a popular leader. It is the worship of a national hero who has saved his country from utter despondency and degradation.

Source C: From a report of 1937 by the German Socialist Party in exile (SOPADE)

It becomes increasingly clear that the majority of people have two faces; one which they show to their good and reliable acquaintances, and the other for the authorities, the Party officers, keen Nazis and for strangers. The private face shows the sharpest criticism of everything that is going on now; the official one shows optimism and contentment

Q3 (a) – How useful are sources B and C for an enquiry into the Hitler Youth? Explain your answer, using sources B and C and your knowledge of the historical context. (8 marks)

Source B: From a British magazine, 1938

There seems little enthusiasm for the Hitler Youth, with membership falling. Many no longer want to be commanded, but wish to do as they like. Usually only a third of the group appears for role-call. At evening meetings it is a great evening if 20 turn up out of 80, but usually there are only about 10 or 12.

Source C: Hitler youth member, private letter, 1936

How did we live in Camp S---, which is supposed to be an example to all the camps? We practically didn't have a minute of the day to ourselves. This isn't camp life, no sir! It's military barrack life! Drill starts right after a meagre breakfast. We would like to have athletics but there isn't any. Instead we have military exercises, down in the mud, till the tongue hangs out of your mouth. And we have only one wish: sleep, sleep ...

Q3 (a) – How useful are sources B and C for an enquiry into the causes of the Reichstag fire? Explain your answer, using sources B and C and your knowledge of the historical context. (8 marks)

Source B: From the book Hitler Speaks, published in 1940, by Hermann Rauschning, a Nazi official who emigrated from Germany in 1936. Here he is quoting words directly from Ernst Rohm, when he was drunk in 1934.

Adolf is a swine. His old friends are not good enough for him. Adolf is turning into a gentleman. He wants to sit on a hilltop and pretend he is God.

Source C: From Hitler's speech to the Reichstag on 13th July 1934, justifying his actions in the Night of the Long Knives concerning the SA.

In the circumstances I had to make but one decision. If disaster was to be prevented at all, action had to be taken with lightning speed. Only a ruthless and bloody intervention might still perhaps stifle the spread of revolt. If anyone reproaches me and asks me why I did not resort to the regular courts of justice for conviction of the offenders, then all I can say is, 'In this hour I was responsible for the fate of the German people and therefore I became the supreme judge of the German people'.

Q3 (a) – How useful are sources B and C for an enquiry into the life for women in Nazi Germany? Explain your answer, using sources B and C and your own knowledge of the historical context. (8 marks)



Source B: German cartoon from the 1930s. The caption reads 'Introducing Frau Müller who up to now has brought 12 children into the world'

Source C: Marianne Gartner was a member of the League of German Girls and remembers one of its meetings in 1936.

At one meeting the team leader raised her voice. 'There is no greater honour for a German woman than to bear children for the Führer and for the Fatherland! The Führer has ruled that no family will be complete without at least four children. A German woman does not use make-up! A German woman does not smoke! She has a duty to keep herself fit and healthy! Any questions?' 'Why isn't the Führer married and a father himself?' I asked.

Q3 (a) – How useful are sources B and C for an enquiry into the Hitler Youth? Explain your answer, using sources B and C and your knowledge of the historical context. (8 marks)

Source B: The memoirs of a Hitler Youth leader.

What I liked about the Hitler Youth was the comradeship. I was full of enthusiasm when I joined the Young People at the age of ten. I can still remember how deeply moved I was when I heard the club mottoes: 'Young People are hard. They can keep a secret. They are loyal. They are comrades.' And then there were the trips! Is anything nicer than enjoying the splendours of the homeland in the company of one's comrades?

Source C: From a British magazine, 1938

There seems little enthusiasm for the Hitler Youth, with membership falling. Many no longer want to be commanded, but wish to do as they like. Usually only a third of a group appears for roll-call. At evening meetings it is a great event if 20 turn up out of 80, but usually there are only about 10 or 12.

Q3 (a) – How useful are sources B and C for an enquiry into the Reich Labour Service? Explain your answer, using sources B and C and your own historical knowledge of the context. (8 marks)

Source A: An Australian visitor describes a Labour Service camp in 1938.

The camps are organised on thoroughly military lines. The youths wear uniforms like soldiers. The only difference is that they carry spades instead of rifles and work in the fields.



Source B: Young men in the Labour Service carrying out a military drill in 1933.

Q3 (a) - How useful are sources B and C for an enquiry into the treatment of Jews in Nazi Germany? Explain your answer, using sources B and C and your knowledge of the historical context. (8 marks)



Source B: The SA-enforced boycott of Jewish shops in April 1933.

Source C: The Reich Citizenship Law, 1935.

Only a national of Germany or similar blood, who proves by his behaviour that he is willing and able loyalty to serve the German people and Reich is a citizen of the Reich. A Jew may not be a citizen of the Reich. He has no vote. He may not hold any public office.

Q3 (a) – 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. (8 marks)

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 onwards were taught to take care of their bodies, so they could bear as many children as the state needed. Birth control information is frowned on and practically forbidden. My 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 servants of the Nazi state. It was circulated by the Social Democratic Party – until the party was banned in 1933.

4-mark 'how do the interpretations differ' questions

Q3 (b) – Study Interpretations 1 and 2. They give different views about German reaction to the Treaty of Versailles. What is the main difference between these views? Explain your answer, using details from both interpretations. (4 marks)

Interpretation One – From Versailles and After, 1919-1933 by Dr Ruth Henig, published in 1995.

Compared to the treaties which Germany had imposed on defeated Russia and Romania in 1918, the Treaty of Versailles was quite moderate ... The Treaty of Versailles was not excessively harsh on Germany, either territorially or economically. However, the German people were expecting victory not defeat. It was the acknowledgement of defeat as much as the treaty terms themselves, which they found so hard to accept.

Interpretation Two – From an online article The Treaty of Versailles, the Peace to end all Peace, by Alan Woods, 2009

The Versailles Treaty on 1919 was one of the most outrageous treaties in history. It was a blatant act of plunder perpetrated by a gang of robbers against a helpless, prostrate and bleeding Germany. Amongst its numerous provisions, it required Germany and its allies to accept full responsibility for causing the war and, under the terms of articles 231-248, to disarm, make substantial territorial concessions and pay reparations to the Entente powers.

Q3 (b) – Study Interpretations 1 and 2. They give different views about the extent of German recovery in the years 1924-29. What is the main difference between these views? Explain your answer, using details from both interpretations. (4 marks)

Interpretation One – From Weimar and Nazi Germany, F. Reynoldson, published in 1996

From 1924 to 1929 the Weimar Republic was much stronger than it had been just after the war. Led by Stresemann in the Reichstag, the different parties managed to work together. The extreme parties such as the Nazis gained fewer seats in the elections. The German people were better off and more contented. The Weimar Republic looked safe.

Interpretation Two – From Weimar and Nazi Germany, E. Wilmott, published in 1997.

German prosperity was built on quicksand foundations. The Weimar economy was dependant upon high-interest American loans, which usually had to be repaid or renewed within three months. In times of depression, US moneylenders could demand rapid repayment. Moreover, unemployment never fell below 1.3 million. Although big business grew in the 1920s, small firms struggled and many went bankrupt.

Q3 (b) Study interpretations One and Two. They give different views about the attitudes towards women in Weimar Germany. What is the main difference between these views? Explain your answer using details from both interpretations. (4 marks)

Interpretation One – From an article on women in Weimar Germany, written by Rudiger Grafin in 2009

Because of women's improved position in the workforce and their newly acquired right as citizens ... women themselves seem to have changed ... magazines ... presented a new generation of women that differed fundamentally from their mothers.

Interpretation Two – From Weimar and Nazi Germany, by Stephen Lee, published in 1996.

The 1920s saw a huge cultural revival in Germany. Indeed, these years have been seen as the greatest period of experimentation in the whole of Germany's history. As things settled down politically, writers and artists had more of a chance to try out new ideas. The results were impressive and spread across all areas of the Arts.

Q3 (b) Study Interpretations 1 and 2. They give different views about the Nazi Party during the Wilderness Years. What is the main difference between these views? Explain your answer, using details from both interpretations. (4 marks)

Interpretation One John D Clare .net

During his time in prison Hitler became convinced that the German army would have to be used more carefully and subtly. Its opposition had meant certain failure for the Munich putsch. If the Nazis had any hope of gaining power, it would have to be with the support of the German army. Most important, Hitler perceived that he and the Nazis would have to seek power by legal means, within the framework of the Weimar political system. Once in power, the Nazis could dismantle the republic by using the agencies of the state itself. The Nazi national revolution could then be established.

Interpretation Two William Shirer, *The Rise and Fall of the Third Reich* (1959). William Shirer was an American journalist who lived in Germany from 1926 to 1941.

Support for the Nazi Party had grown due to the country's problems of hyperinflation and the French invasion of the Ruhr. By 1928 Nazism appeared to be a dying cause. Now that Germany's outlook was suddenly bright, the Nazi Party was rapidly withering away. One scarcely heard of Hitler or the Nazis except as a joke.

Q3 (b) Study Interpretations 1 and 2. They give different views about the effects of the Wall Street Crash on Germany. What is the main difference between these views? Explain your answer, using details from both interpretations. (4 marks)

Interpretation 1 From a website describing the political and social effects of the Wall Street Crash on Germany

People demanded political action, but the Weimar government failed them. From 1930-1932, the Chancellor Heinrich Brüning proposed that the government raise taxes to pay the cost of unemployment benefit and reduce unemployment benefit to make payments more affordable.

Interpretation 2 From the website www.theholocaustexplained.com

During the 1920s, the German economy had been supported by loans from American banks. After the Wall Street Crash, the Americans wanted their money back and called in the loans. America gave Germany just 90 days to start repayments. Germany could not pay. As in America, German businesses failed. Unemployment reached more than four million by 1931. Germany suspended payment of reparations to the Allies.

Q3 (b) – Study interpretations 1 and 2. They give two views about the reasons for increased support for the Nazis in the years 1929-32. What is the main difference between the views? Explain your answer, using details from both interpretations. (4 marks)

Interpretation One From a history textbook, *GCSE Modern World History*, B. Walsh, published in 1996.

The Nazis won increased support after 1929 due to Hitler. He was their greatest campaigning asset. He was a powerful speaker and was years ahead of his time as a communicator. He travelled by plane on a hectic tour of rallies all over Germany. He appeared as a dynamic man of the moment, the leader of a modern party with modern ideas. At the same time, he was able to appear to be the man of the people, someone who knew and understood the people and their problems. Nazi support rocketed.

Interpretation Two From a history textbook, *GCSE Modern World History*, T. Hewitt, J. McCabe and A. Mendum published in 1999.

The Depression was the main reason for increased support for the Nazis. The government was taken by surprise at the speed and extent of the Depression. It also had very few answers as to how to deal with it. The Depression brought out all the weaknesses of the Weimar Republic, which seemed to be incapable of doing anything to end it. It is not surprising that the German people began to listen to parties promising to do something. In particular, they began to look to and support the Nazis.

Q3 (b) - 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, using details from both interpretations. (4 marks)

Interpretation One: From Weimar and Nazi Germany, by Stephen Lee (1996)

... 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 a 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.

Interpretation Two: From Nazi Germany 1930-39, by Steve Waugh and John Wright (2007)

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 would save Germany. Von Papen said that he could control Hitler. On 30th January, Adolf Hitler became Chancellor of Germany

Q3 (b) - Study Interpretations 1 and 2. They give different views about the reasons for the appeal of the Nazi Party to the German people, 1929-33. What is the main difference between these views? Explain your answer using, using details from both interpretations. (4 marks)

Interpretation One: From The Coming of the Third Reich, by Richard J. Evans, published in 2004

Nazi propaganda skilfully targeted specific groups in the German electorate providing topics for particular venues and picking the speaker to fit the occasion. The party recognised the growing divisions in German society into competing interest groups in the course of the Depression and tailored their message to their particular constituency. The Nazis adapted a whole range of posters and leaflets designed to win over different parts of the electorate.

Interpretation Two: From Adolf Hitler, by John Toland, published in 1976

In 1930, he was offering something new to Germans – unity. He welcomed all. There was no class distinction; the only demand was to follow him in his fight against Jews and Reds, in his struggle for Lebensraum and the glory and good of Germany.

Q3 (b) – Study Interpretations 1 and 2. They give different views about the role of the SS in the Nazi police state. What is the main difference between both of these views? Explain your answer, using details from both interpretations. (4 marks)

Interpretation 1: An extract from Documents on Nazism 1919-1945 by J. Noakes and G. Pridham, written in 1974.

Hitler needed an organisation which would not feel restrained by the law. It would act with utter ruthlessness and would be dedicated to expressing his will and ideas of the Nazi movement. He found what he needed in the SS.

Interpretation 2: An extract from Years of the Weimar and the Third Reich by D. Evans and J. Jenkins, published in 1999.

The SS members were totally dedicated to what they regarded as the supreme virtues of Nazi ideology – loyalty and honour. They saw themselves as the protectors of the Aryan way of life and the defenders of the people against agitators, the criminal classes and those they saw as being responsible for the Jewish-Communist and threat.

Q3 (b) – Study interpretations 1 and 2. They give different views about the threat which Rohm posed to Hitler in 1934. What is the main difference between these views? Explain your answer, using details from both interpretations. (4 marks)

Interpretation 1: From Life in Germany, 1919-1945, by Steve Waugh, published in 2009.

The greatest threat came from within the Nazi Party. Rohm, as leader of the SA, was a genuine threat to Hitler's own position as leader. Rohm was the commander of a very large organisation of men whose members were increasingly violent and out of order. Moreover, Rohm favoured a 'second revolution' which would lead to more socialist policies. The purge was also the result of a power struggle (between Rohm and) leading Nazis like Hermann Goering, the leader of the SS.

Interpretation 2: From Germany 1918-45m by G. Lacey and K. Shepard, published in 1971.

The smoothness with which the murders of 30 June were carried out is powerful proof that no Rohm plot was imminent. There was no resistance encountered anywhere. Many victims unsuspectingly surrendered voluntarily, believing it was a huge mistake. The only shots fired were those of the executioners.

Q3 (b) – Study Interpretations 1 and 2. They give different views about the events of Kristallnacht in 1938. What is the main difference between these views? Explain your answer, using details from both interpretations. (4 marks)

Interpretation One: 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 now only the stormtroopers 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 Two: 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 or death.

Q3 (b) – Study Interpretations 1 and 2. They give different views about the attitudes of young people towards the Hitler Youth Movement. What is the main difference between these views? Explain your answer, using details from both interpretations. (4 marks)

Interpretation One: From Germany 1918-45 by J Cloake, published in 1997.

Many young people were attracted by the exciting and interesting activities of the youth movements. There were many outdoor events such as camping and hiking, as well as sports. Some enjoyed the military aspects of the youth movements, the uniforms, the marching and the discipline. Other young people liked the music that was a frequent part of the cultural activities or the military parades. There was a great comradeship among the Hitler Youth.

Interpretation Two: From Germany 1858 – 1990: Hope, Terror and Revival by A Kitson, published in 2001.

The movement became less popular towards the late 1930s as the activities became increasingly focused on preparations for war and the discipline became more strict when membership became compulsory. There was a growing resentment at the way Hitler Youth leaders acted as if they were better than members who were barely younger than they were. Some youngsters began to kick against the restrictions of the Hitler Youth.

4-mark 'why do they differ' questions

Q3 (c) - Suggest 1 reason why Interpretations 1 and 2 give different views about the effect of the Wall Street Crash on Germany. You may use sources B and C to help explain your answer. (4 marks)

Interpretation 1 From a website describing the political and social effects of the Wall Street Crash on Germany

People demanded political action, but the Weimar government failed them. From 1930-1932, the Chancellor Heinrich Brüning proposed that the government raise taxes to pay the cost of unemployment benefit and reduce unemployment benefit to make payments more affordable.

Source B From the Memoirs of Heinrich Hauser describing the Berlin Municipal lodging house where young unemployed men had to stay

Long lines of men waiting against the wooden walls, waiting in silence and staring... More people were constantly pouring in the door, and we stood closely packed together. The Municipal lodging house means waiting, waiting, standing around... My impression is of the helplessness of the men. Eight out of every ten men are young fellows and about a third of these are mere boys.

Interpretation 2 From the website www.theholocaustexplained.com

During the 1920s, the German economy had been supported by loans from American banks. After the Wall Street Crash, the Americans wanted their money back and called in the loans. America gave Germany just 90 days to start repayments. Germany could not pay. As in America, German businesses failed. Unemployment reached more than four million by 1931. Germany suspended payment of reparations to the Allies.

Source C Unemployment in Germany, 1930-2

September 1930: 3,000,000

September 1931: 4,300,000

September 1932: 5,000,000

If seasonal and casual workers are taken into account, the true figure was nearer 9,000,000 or over 1/3 of all Germany's working population.

Q3 (c) – Suggest one reason why Interpretations 1 and 2 give different views about the reasons for increased support for the Nazis in the years 1929-32. You may use sources B and C to help you explain your answer. (4 marks)

Interpretation One From a history textbook, *GCSE Modern World History*, B. Walsh, published in 1996.

The Nazis won increased support after 1929 due to Hitler. He was their greatest campaigning asset. He was a powerful speaker and was years ahead of his time as a communicator. He travelled by plane on a hectic tour of rallies all over Germany. He appeared as a dynamic man of the moment, the leader of a modern party with modern ideas. At the same time, he was able to appear to be the man of the people, someone who knew and understood the people and their problems. Nazi support rocketed.

Source B – From 'A fairytale of Christmas', a short story written in 1931 by Rudolf Leonhard, a member of the Communist Party (KPD). Leonhard was writing about unemployment in Germany.

No one knew how many of them there were. They completely filled the streets ... They stood or lay about in the streets as if they had taken root there. The streets were grey, their faces were grey, and even the hair on their heads and the stubble on the cheeks of the youngest there was grey with dust and their adversity.

Interpretation Two From a history textbook, *GCSE Modern World History*, T. Hewitt, J. McCabe and A. Mendum published in 1999.

The Depression was the main reason for increased support for the Nazis. The government was taken by surprise at the speed and extent of the Depression. It also had very few answers as to how to deal with it. The Depression brought out all the weaknesses of the Weimar Republic, which seemed to be incapable of doing anything to end it. It is not surprising that the German people began to listen to parties promising to do something. In particular, they began to look to and support the Nazis.

Source C – Adopted from the diary of Luise Solmitz, 23 March 1932. A schoolteacher, Solmitz was writing about attending a meeting in Hamburg at which Hitler spoke.

There stood Hitler in a simple black coat, looking over the crowd of 120,000 people of all classes and ages ... a forest of swastika flags unfurled, the joy of this moment showed itself in roaring salute. The crowd looked up to show Hitler with touching faith, as their helper, their saviour, their deliverer from unbearable distress. He is the rescuer of the scholar, the farmer, the worker and the unemployed.

Q3 (c) - Suggest one reason why Interpretations 1 and 2 give different views about how Hitler came to power. You may use sources B and C to help explain your answer. (4 marks)

Interpretation One: From Weimar and Nazi Germany, by Stephen Lee (1996)

... 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 a 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.

Interpretation Two: From Nazi Germany 1930-39, by Steve Waugh and John Wright (2007)

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 would save Germany. Von Papen said that he could control Hitler. On 30th January, Adolf Hitler became Chancellor of Germany



Source C: From Berlin Stories, by Christopher Isherwood, published in 1945. Isherwood was a British Journalist living in Berlin at the time Hitler came into power in Germany.

Each week there were new emergency decrees. Bruning'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 a crowded street a young man would be attacked ... thrashed, and left bleeding on the pavement. "Bruning 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 B: 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.

Q3 (c) – Suggest one reason why Interpretations 1 and 2 give different views about the role of the SS in the Nazi police state. You may use sources B and C to help explain your answer. (4 marks)

Interpretation 1: An extract from Documents on Nazism 1919-1945 by J. Noakes and G. Pridham, written in 1974.

Hitler needed an organisation which would not feel restrained by the law. It would act with utter ruthlessness and would be dedicated to expressing his will and ideas of the Nazi movement. He found what he needed in the SS.

Interpretation 2: An extract from Years of the Weimar and the Third Reich by D. Evans and J. Jenkins, published in 1999.

The SS members were totally dedicated to what they regarded as the supreme virtues of Nazi ideology – loyalty and honour. They saw themselves as the protectors of the Aryan way of life and the defenders of the people against agitators, the criminal classes and those they saw as being responsible for the Jewish-Communist and threat

Source B: An incident reported in the Rhineland, July 1938.

In a café, a 64 year old woman remarked to her companion at the table: 'Mussolini [leader of Italy] has more political sense in one of his boots than Hitler has in his brain.' The remark was overheard and five minutes later the woman was arrested by the Gestapo, who had been alerted by telephone.

Source C: Herman Goering Germany Reborn, written in 1934, explaining his role in setting up the Gestapo

Finally, I alone created, on my own initiative, the State Secret Police Department. This is the instrument which is so much feared by the enemies of the state, and which is chiefly responsible for the fact that in Germany and Prussia today there is no question of a Marxist or Communist danger.

Q3 (c) – Suggest one reason why Interpretation One and Two 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 One: 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 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 Hitler greeting men in the Labour Service (RAD) at a Nazi Party rally in Nuremberg in 1938.

Interpretation One: From Nationalism, dictatorship and democracy in 20th 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: Official Nazi figures for a selection of Strength Through Joy activities in the Berlin area, 1933-39.

Type of event	No. of events	No. of people involved
Lecturers	19,000	1,000,000
Theatre performances	21,000	11,000,000
Museum tours	60,000	2,500,000
Sports events	400	1,500,000
Hikes	6,000	125,000
Holidays and cruises	1,000	700,000

16-mark interpretation questions

Q3 (d) – How far do you agree with Interpretation 2 about how Germany reacted to the Treaty of Versailles? Explain your answer, using both interpretations, and your knowledge of the historical context. (16 + 4 SPAG)

Interpretation One – From Versailles and After, 1919-1933 by Dr Ruth Henig, published in 1995.

Compared to the treaties which Germany had imposed on defeated Russia and Romania in 1918, the Treaty of Versailles was quite moderate ... The Treaty of Versailles was not excessively harsh on Germany, either territorially or economically. However, the German people were expecting victory not defeat. It was the acknowledgement of defeat as much as the treaty terms themselves, which they found so hard to accept.

Interpretation Two – From an online article The Treaty of Versailles, the Peace to end all Peace, by Alan Woods, 2009

The Versailles Treaty on 1919 was one of the most outrageous treaties in history. It was a blatant act of plunder perpetrated by a gang of robbers against a helpless, prostrate and bleeding Germany. Amongst its numerous provisions, it required Germany and its allies to accept full responsibility for causing the war and, under the terms of articles 231-248, to disarm, make substantial territorial concessions and pay reparations to the Entente powers.

Q3 (d) – How far do you agree with Interpretation 2 about the extent of German recovery in the years 1924-29? Explain your answer, using both interpretations and your knowledge of the historical context. (16+4 SPAG)

Interpretation One – From Weimar and Nazi Germany, F. Reynoldson, published in 1996

From 1924 to 1929 the Weimar Republic was much stronger than it had been just after the war. Led by Stresemann in the Reichstag, the different parties managed to work together. The extreme parties such as the Nazis gained fewer seats in the elections. The German people were better off and more contented. The Weimar Republic looked safe.

Interpretation Two – From Weimar and Nazi Germany, E. Wilmott, published in 1997.

German prosperity was built on quicksand foundations. The Weimar economy was dependant upon high-interest American loans, which usually had to be repaid or renewed within three months. In times of depression, US moneylenders could demand rapid repayment. Moreover, unemployment never fell below 1.3 million. Although big business grew in the 1920s, small firms struggled and many went bankrupt.

Q3 (d) How far do you agree with Interpretation 2 about the attitudes towards women in Weimar Germany. Explain your answer, using both interpretations and your knowledge of the historical context. (16 + 4 SPAG marks)

Interpretation One – From an article on women in Weimar Germany, written by Rudiger Grafin in 2009

Because of women's improved position in the workforce and their newly acquired right as citizens ... women themselves seem to have changed ... magazines ... presented a new generation of women that differed fundamentally from their mothers.

Interpretation Two – From Weimar and Nazi Germany, by Stephen Lee, published in 1996.

The 1920s saw a huge cultural revival in Germany. Indeed, these years have been seen as the greatest period of experimentation in the whole of Germany's history. As things settled down politically, writers and artists had more of a chance to try out new ideas. The results were impressive and spread across all areas of the Arts.

Q3 (d) – How far do you agree with Interpretation 2 the effects of the Wall Street Crash on Germany? Explain your answer, using both interpretations, and your knowledge of the historical context. (16 + 4 SPAG)

Interpretation 1 From a website describing the political and social effects of the Wall Street Crash on Germany

People demanded political action, but the Weimar government failed them. From 1930-1932, the Chancellor Heinrich Brüning proposed that the government raise taxes to pay the cost of unemployment benefit and reduce unemployment benefit to make payments more affordable.

Interpretation 2 From the website www.theholocaustexplained.com

During the 1920s, the German economy had been supported by loans from American banks. After the Wall Street Crash, the Americans wanted their money back and called in the loans. America gave Germany just 90 days to start repayments. Germany could not pay. As in America, German businesses failed. Unemployment reached more than four million by 1931. Germany suspended payment of reparations to the Allies.

Q3 (d) – How far do you agree with Interpretation 2 about the reasons for the increased support for the Nazis in the years 1929-32? Explain your answer, using both interpretations and your knowledge of the historical context. (16+4 SPAG)

Interpretation One From a history textbook, *GCSE Modern World History*, B. Walsh, published in 1996.

The Nazis won increased support after 1929 due to Hitler. He was their greatest campaigning asset. He was a powerful speaker and was years ahead of his time as a communicator. He travelled by plane on a hectic tour of rallies all over Germany. He appeared as a dynamic man of the moment, the leader of a modern party with modern ideas. At the same time, he was able to appear to be the man of the people, someone who knew and understood the people and their problems. Nazi support rocketed.

Interpretation Two From a history textbook, *GCSE Modern World History*, T. Hewitt, J. McCabe and A. Mendum published in 1999.

The Depression was the main reason for increased support for the Nazis. The government was taken by surprise at the speed and extent of the Depression. It also had very few answers as to how to deal with it. The Depression brought out all the weaknesses of the Weimar Republic, which seemed to be incapable of doing anything to end it. It is not surprising that the German people began to listen to parties promising to do something. In particular, they began to look to and support the Nazis.

Q3 (d) - How far do you agree with Interpretation One about the Hitler came to power. Explain your answer, using both interpretations, and your own knowledge of the historical context. (16 + 4 SPAG)

Interpretation One: From Weimar and Nazi Germany, by Stephen Lee (1996)

... 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 a 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.

Interpretation Two: From Nazi Germany 1930-39, by Steve Waugh and John Wright (2007)

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 would save Germany. Von Papen said that he could control Hitler. On 30th January, Adolf Hitler became Chancellor of Germany

Q3 (d) – How far do you agree with Interpretation Two about the reasons for the appeal of the Nazi Party to the German people, 1929-33. Explain your answer, using both interpretations, and your own knowledge of the historical context. (16 + 4 SPAG)

Interpretation One: From The Coming of the Third Reich, by Richard J. Evans, published in 2004

Nazi propaganda skilfully targeted specific groups in the German electorate providing topics for particular venues and picking the speaker to fit the occasion. The party recognised the growing divisions in German society into competing interest groups in the course of the Depression and tailored their message to their particular constituency. The Nazis adapted a whole range of posters and leaflets designed to win over different parts of the electorate.

Interpretation Two: From Adolf Hitler, by John Toland, published in 1976

In 1930, he was offering something new to Germans – unity. He welcomed all. There was no class distinction; the only demand was to follow him in his fight against Jews and Reds, in his struggle for Lebensraum and the glory and good of Germany.

Q3 (d) – How far do you agree with Interpretation One about the Nazi Party during the Wilderness Years? Explain your answer, using both interpretations, and your own knowledge of the historical context. (16 + 4 SPAG)

Interpretation One John D Clare .net

During his time in prison Hitler became convinced that the German army would have to be used more carefully and subtly. Its opposition had meant certain failure for the Munich putsch. If the Nazis had any hope of gaining power, it would have to be with the support of the German army. Most important, Hitler perceived that he and the Nazis would have to seek power by legal means, within the framework of the Weimar political system. Once in power, the Nazis could dismantle the republic by using the agencies of the state itself. The Nazi national revolution could then be established.

Interpretation Two William Shirer, *The Rise and Fall of the Third Reich* (1959). William Shirer was an American journalist who lived in Germany from 1926 to 1941.

Support for the Nazi Party had grown due to the country's problems of hyperinflation and the French invasion of the Ruhr. By 1928 Nazism appeared to be a dying cause. Now that Germany's outlook was suddenly bright, the Nazi Party was rapidly withering away. One scarcely heard of Hitler or the Nazis except as a joke.

Q3 (d) – How far do you agree with Interpretation 2 about the role of the SS in the Nazi police state? Explain your answer using both interpretations and your own knowledge of the historical context. (16 + 4 SPAG)

Interpretation 1: An extract from Documents on Nazism 1919-1945 by J. Noakes and G. Pridham, written in 1974.

Hitler needed an organisation which would not feel restrained by the law. It would act with utter ruthlessness and would be dedicated to expressing his will and ideas of the Nazi movement. He found what he needed in the SS.

Interpretation 2: An extract from Years of the Weimar and the Third Reich by D. Evans and J. Jenkins, published in 1999.

The SS members were totally dedicated to what they regarded as the supreme virtues of Nazi ideology – loyalty and honour. They saw themselves as the protectors of the Aryan way of life and the defenders of the people against agitators, the criminal classes and those they saw as being responsible for the Jewish-Communist and threat.

Q3 (d) - How far do you agree with Interpretation 2 about the threat which Rohm posed to Hitler in 1934? Explain your answer using both interpretations and your own knowledge of the historical context. (16 + 4 SPAG)

Interpretation 1: From Life in Germany, 1919-1945, by Steve Waugh, published in 2009.

The greatest threat came from within the Nazi Party. Rohm, as leader of the SA, was a genuine threat to Hitler's own position as leader. Rohm was the commander of a very large organisation of men whose members were increasingly violent and out of order. Moreover, Rohm favoured a 'second revolution' which would lead to more socialist policies. The purge was also the result of a power struggle (between Rohm and) leading Nazis like Hermann Goering, the leader of the SS.

Interpretation 2: From Germany 1918-45m by G. Lacey and K. Shepard, published in 1971.

The smoothness with which the murders of 30 June were carried out is powerful proof that no Rohm plot was imminent. There was no resistance encountered anywhere. Many victims unsuspectingly surrendered voluntarily, believing it was a huge mistake. The only shots fired were those of the executioners.

Q3 (d) – How far do you agree with Interpretation One about the events of Kristallnacht in 1938? Explain your answer, using the Interpretations One and Two and your own knowledge of the historical context. (16 + 4 SPAG)

Interpretation One: 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 stormtroopers 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 has clearly had an effect.

Interpretation Two: 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.

Q3 (d) – How far do you agree with Interpretation 1 about the events of Kristallnacht in 1938? Explain your answer, using interpretations 1 and 2 and your knowledge of the historical context. (16 + 4 SPAG)

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Q3 (d) – How far do you agree with Interpretation 2 about the attitudes of young people towards the Hitler Youth Movement? Explain your answer, using both interpretations and your knowledge of the historical context. (16 + 4 SPAG)

Interpretation One: From Germany 1918-45 by J Cloake, published in 1997.

Many young people were attracted by the exciting and interesting activities of the youth movements. There were many outdoor events such as camping and hiking, as well as sports. Some enjoyed the military aspects of the youth movements, the uniforms, the marching and the discipline. Other young people liked the music that was a frequent part of the cultural activities or the military parades. There was a great comradeship among the Hitler Youth.

Interpretation Two: From Germany 1858 – 1990: Hope, Terror and Revival by A Kitson, published in 2001.

The movement became less popular towards the late 1930s as the activities became increasingly focused on preparations for war and the discipline became more strict when membership became compulsory. There was a growing resentment at the way Hitler Youth leaders acted as if they were better than members who were barely younger than they were. Some youngsters began to kick against the restrictions of the Hitler Youth.