

473/09

**HISTORY – HI3**

**IN-DEPTH STUDY 9**

**UNIT 3**

**NAZI GERMANY, c. 1933-1945**

A.M. THURSDAY, 12 January 2006

(1 hour 30 minutes)

### **ADDITIONAL MATERIALS**

In addition to this examination paper, you will need a 12 page answer book.

### **INSTRUCTIONS TO CANDIDATES**

Answer **one** question in Section A and **one** question in Section B.

### **INFORMATION FOR CANDIDATES**

The number of marks is given in square brackets at the end of each question or part-question.

The time you spend on a question should be in proportion to the marks available.

The sources and quotations used in the unit may have been amended or adapted from the stated published work in order to make the wording more accessible.

**You are reminded that marking will take into account the quality of written communication used in your answers.**

## IN-DEPTH STUDY 9

### UNIT 3

#### NAZI GERMANY, c. 1933-1945

*Answer one question in Section A and one question in Section B.*

#### SECTION A

*Answer one question.*

#### 1. The Nazi political system and economic policies, 1933-1945.

*Study the source below carefully, and then answer the questions based upon it.*

- ‘Hitler preferred to ignore or subvert the legal system rather than Nazify it. Nor did he show any interest in reorganizing the state administration to produce a clearer division of responsibilities. When he wanted something to be done to which he attached great importance, he created special agencies outside the framework of the government, such as Goering’s organization for the
- 5 Four Year Plan, which cut across at least four ministries. Relations between party and state remained equally ill-defined. The party was disappointed in its hopes of taking over the state, but the civil service had to accept Hitler’s and other leaders’ constant interference with due process. Hitler’s was a revolution by instalments, the character of which only became clear as the different
- 10 stages succeeded each other, a warning which particularly applies to the earlier period when Hitler was at pains to conceal his real thoughts and motives. Hitler personally withdrew from the day-to-day business of government after he succeeded von Hindenberg. He resisted attempts to comprehensively reform the state’s administration. This left more powerful Nazi leaders free not only to build up rival empires but to feud with each other and with the established ministries in a continuing fight to take over parts of each other’s territory.’

[Alan Bullock, an academic historian, writing in *Hitler and Stalin: Parallel Lives* (1992)]

- (a) Explain **briefly** the meaning of the phrase ‘the Four Year Plan’ (lines 4-5). [4]
- (b) What does the source suggest about Hitler’s authority in Germany? [8]
- (c) How useful is the source to an understanding of the Nazi political system and economic policies, 1933-1945?  
*(You are advised to use in your answer relevant background knowledge as well as information derived from the source.)* [20]

## 2. Social, religious and racial policies of the Third Reich.

*Study the source below carefully, and then answer the questions based upon it.*

‘Let me see. We had thirty-five teachers. Only four, well five, were fully convinced Nazis. But of these five, one could be argued with openly in the teachers’ conference room: and only one was a real fanatic, who might denounce a colleague to the authorities. There was never any evidence that he did, but we had to be careful around him. Three of the five were very religious. The teachers  
5 were all Protestants, of course, but only half a dozen at most, were really religious; these were all anti-Nazi, these half dozen, but only three of them held out. One of the three was the history teacher, very nationalistic, very Prussian, but a strong Churchman. He stood near the anti-Nazi  
10 Confessional Church, but he couldn’t join it of course, or he’d have lost his job. Then there was the theology teacher, who also taught modern languages; he was the best teacher in the school; apart from his religious opposition, his knowledge of foreign cultures made him anti-Nazi. The third was the mathematics teacher, absolutely unworldly but profoundly religious.’

[A. Mayer, reflecting on his time as a teacher in Germany in the 1930s, in a book of memoirs, *They Thought They Were Free* (1955)]

- (a) Explain **briefly** what is meant by the phrase ‘Confessional Church’ (line 8). [4]
- (b) What does the source suggest about the dilemmas facing teachers in Nazi Germany? [8]
- (c) How useful is the source to an understanding of the social, religious and racial policies of the Third Reich?  
(*You are advised to use in your answer relevant background knowledge as well as information derived from the source.*) [20]

**SECTION B**

*Answer one question.*

**3. The Nazi consolidation of power, 1933-1934.**

*Study the sources below carefully, and then answer the questions based upon them.*

Source A

‘Communist terrorist acts are to be proceeded against with all severity and weapons must be used ruthlessly when necessary. We will support police officers that in the execution of their duty use their firearms without regard for the effect of their shots. On the other hand, officers who fail from a false sense of consideration may expect disciplinary proceedings.’

[Herman Goering, a leading Nazi, issuing an order to the police (February 17<sup>th</sup> 1933)]

Source B

[A cartoon from *Punch*, a British satirical magazine. The cartoon entitled *The Red Peril*, shows Hindenburg speaking to Hitler whilst in the background the Reichstag building burns. Hitler is holding a scroll with ‘emergency powers’ written on it (March 1933)]

Source C

‘The sole political party in Germany is the National Socialist German Workers Party. Whoever attempts to maintain the organized existence of another political party, or to form a new political party, shall be punished with hard labour of up to three years or with imprisonment of from six months to three years duration.’

[From the Law Against the Revival of Old or the Formation of New Parties (July 14<sup>th</sup> 1933)]

Source D

‘It is not likely that the swift disintegration of the Nazi regime will be checked as a result of the spectacular crushing this weekend of the mysterious revolt of the SA leaders. Nazism is discredited among large sections of the German people.’

[Taken from the *News Chronicle*, a London newspaper (July 2<sup>nd</sup> 1934)]

Source E

‘Hitler has, through the massacre of his best friends, lost nothing in prestige; rather he has gained it. From many parts of Bavaria it is reported that people are unanimous in expressing satisfaction that Hitler has acted so decisively. He has produced fresh proof that he will not settle for second best and that he wants decency in public life.’

[A secret intelligence report from Socialist Party agents in Germany to the German Social Democratic Party in exile, following the purge of June 30<sup>th</sup> 1934]

- (a) Compare Sources D and E. How do sources D and E show contrasting views of the reaction of Germans to the Night of the Long Knives? [8]
- (b) Study Sources A and B. How reliable are sources A and B as evidence to an historian studying the attitude of the Nazis towards communism in Germany in 1933? [16]
- (c) How useful are the sources to an understanding of the Nazi consolidation of power 1933-1934?  
(You are advised to use in your answer relevant background knowledge as well as information derived from the sources.) [24]

#### 4. German foreign policy and involvement in the Second World War.

*Study the sources below carefully, and then answer the questions based upon them.*

##### Source A

‘In contrast to the last war, Germany would no longer have to fight on two fronts. Agreement with Russia was unconditional and signified a change in foreign policy of the Reich, which would last for a very long time. Russia and Germany would never again take arms against each other.’

[Hitler’s communication to Sir Neville Henderson, the British Ambassador, two days after the signing of the Nazi-Soviet Non-Aggression Pact (August 1939)]

##### Source B

‘We knew perfectly well that Hitler was trying to trick us with the treaty. I heard with my own ears how Stalin said: ‘Of course it’s all a game to see who can fool whom. I know what Hitler’s up to. He thinks he’s outsmarted me, but actually it’s I who have tricked him!’ Stalin told myself and some other members of the Politburo that because of this treaty, war with Germany would pass us by for a while longer.’

[Nikita Khrushchev, a close aide to Stalin in the 1930s, commenting on the signing of the Nazi Non-Aggression Pact, in his *Memoirs* (1971)]

##### Source C

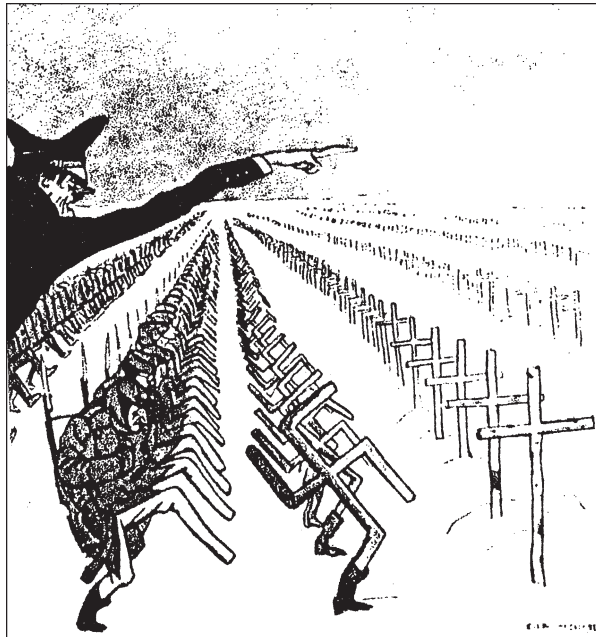
‘The French government directs a cessation of fighting against the German Reich in France as well as in French possessions, colonies, protectorate territories, mandates as well as on the seas. In the occupied parts of France the German Reich exercises all rights of an occupying power. The French government obligates itself to support with every means the regulations resulting from the exercise of these rights and to carry them out with the aid of the French administration.’

[Articles one and three of the Franco-German Armistice (June 25<sup>th</sup> 1940)]

##### Source D

‘We reckoned on about 200 Soviet enemy divisions. Now we have already counted 360. The time factor favours them, as they are near their own resources, whereas we are moving farther and farther away from ours. And so our troops spread over an immense front line, without any depth, are subjected to the enemy’s incessant attacks.’

[A diary entry by General Halder, Chief of the German General Staff, concerning the German invasion of the Soviet Union (August 11<sup>th</sup> 1941)]

Source E

[A Soviet propaganda cartoon entitled *The conversion of the Fritzes* [Germans] (November 1942)]

- (a) Compare Sources A and B. How do Sources A and B show contrasting views of the Nazi Soviet Non-Aggression Pact of August 1939? [8]
- (b) Study Sources D and E. How reliable are sources D and E as evidence to an historian studying the Nazi invasion of the Soviet Union? [16]
- (c) How useful are the sources to an understanding of German foreign policy and involvement in the Second World War?  
*(You are advised to use in your answer relevant background knowledge as well as information derived from the sources.)* [24]