



**GCE AS/A level**

1232/09

**HISTORY – HY2**

**UNIT 2**

**IN-DEPTH STUDY 9**

**NAZI GERMANY c. 1933-1945**

A.M. TUESDAY, 22 January 2013

1½ hours

1232  
090001

### **ADDITIONAL MATERIALS**

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

### **INSTRUCTIONS TO CANDIDATES**

Use black ink or black ball-point pen.

Answer **one** question.

### **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 this 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.**

**UNIT 2**  
**IN-DEPTH STUDY 9**  
**NAZI GERMANY, c. 1933-1945**

*Answer one question.*

1. *Study the sources below and answer the questions that follow.*

**Source A**

‘One of the characteristic features of the Nazi regime was its belief that all must be made to conform. The process was applied to political parties, the civil service, press and radio, schools and universities. From 1933 onwards Germans were fed a diet of carefully processed information all designed to stress the virtues of the Fuhrer and the success of his rule.’

[William Simpson, an academic historian, writing in a specialist book on Nazi Germany, *Hitler and Germany* (1991)]

**Source B**



[An anti-Nazi cartoon published by a German left-wing group in 1933. It shows the burning of books by the SS.]

**Source C**

‘The young people follow the instructions of the Hitler Jugend and demand from their parents that they become good Nazis; that they give up Marxism and dealings with the Jews. Old men make no impression nowadays; the secret of National Socialism is the secret of its youth. The chaps are so fanaticised that they believe in nothing but their Hitler.’

[From a report written by the German Democratic Party in exile in 1934.  
It was based on intelligence provided by their agents in Germany.]

**Source D**

‘I myself was to experience how easily one is taken in by a lying and censored press and radio in a totalitarian state. Though, unlike most Germans, I had daily access to foreign newspapers, and although I listened regularly to the BBC and other foreign broadcasts, no one who has not lived for years in a totalitarian land can possibly conceive how difficult it is to escape the consequences of a regime’s constant propaganda.’

[William Shirer, an American journalist who lived in Germany in the 1930s.  
He wrote a book based on his experiences, *The Rise and Fall of the Third Reich* (1960)]

**Source E**

‘Most of the German students I and other non-Germans came into contact with were only too anxious to show their Nazi leanings. They took us to party demonstrations, to propaganda films, intentionally held on Sunday mornings to stop people going to church. They taught us Nazi songs with a German message. They talked a lot about team spirit, all out endeavour and achievement. They defended the concentration camps. They lent us books glorifying the Aryan race.’

[Margaret Goodbody, a student in Germany between 1936-1937, writing  
in her memoirs, *A Bristolian in the Third Reich* (1991)]

- (a) Study Source E. Use the source **and your own knowledge** to explain the meaning of the phrase “Aryan race”. [4]
- (b) Study Sources B and D. Use these sources **and your own knowledge** to explain the significance of censorship in the Third Reich. [8]
- (c) Study Sources C and E. How reliable are these sources in explaining the effects of Nazi rule upon young people in Germany? [16]
- (d) Study Sources A and D. How far does Source D support or contradict the interpretation of the Nazi regime given in Source A? [20]
- (e) How useful are the sources in understanding Nazi Germany between 1933-1939? [32]  
(*In your answer you are advised to use relevant background knowledge from the in-depth study as well as information derived from the sources and the attributions.*)

2. Study the sources below and answer the questions that follow.

**Source A**

‘Germans thought that they lived in a society united like no other in German history. A society full of opportunities for young and old, male and female, for all classes, and for all the masses.’

[David Schoenbaum, an academic historian, writing in a specialist book on Nazi society, *Hitler’s Social Revolution* (1966)]

**Source B**

**‘Basic Principles:**

We desire the awakening, the training, and the renewal of women’s role as the preservers of the nation’s future; marriage, motherhood and the family; blood and race, youth and nationhood. The whole education, training, careers and position of women within the nation and state must be organised in terms of their physical and mental tasks as mothers.’

[From a pamphlet of the *National Socialist Womanhood*, an elite Nazi women’s organisation (1933)]

**Source C**

‘Young girls from the age of ten onwards were taken into organisations where they were taught two things, to take care of their bodies so that they can bear as many children as the state needed, and to be loyal to National Socialism. Women have been deprived of all rights except that of childbirth and hard labour. They are refused opportunities of education and self expression.’

[Martha Dodd, the daughter of the American ambassador to Germany, writing about her experiences in Germany in her memoirs, *My Years in Germany* (1939)]

**Source D**

‘A real opposition of interests does not exist between Germany and Soviet Russia. The time has come to consider a pacification and normalisation of German and Soviet Russian foreign relations. The Pact of Steel with Italy is not directed against the Soviet Union. It is directed against the Anglo-French combination.’

[Official instructions from the Foreign Ministry in Berlin, to Count Schulenburg, the German ambassador in Moscow (14<sup>th</sup> August 1939)]

## Source E



[A satirical cartoon captioned ‘Strange bed-fellows’, published in the London newspaper, *The Evening News*, on September 18th 1939. It refers to the Non-Aggression Pact signed by Germany and Russia in August 1939]

- (a) Study Source D. Use the source **and your own knowledge** to explain the meaning of the phrase “Pact of Steel”. [4]
- (b) Study Sources B and C. Use these sources **and your own knowledge** to explain the importance of the role of women in Nazi Germany. [8]
- (c) Study Sources D and E. How reliable are these sources in explaining Nazi-Soviet relations in 1939? [16]
- (d) Study Sources A and C. How far does Source C support or contradict the interpretation of Nazi society given in Source A? [20]
- (e) How useful are the sources in understanding Nazi Germany between 1933-1939? [32]  
*(In your answer you are advised to use relevant background knowledge from the in-depth study as well as information derived from the sources and the attributions.)*

## ACKNOWLEDGEMENT

Source A on page 2 is used with the kind permission of Cambridge University Press