



GCE AS/A level

1232/09

HISTORY – HY2

UNIT 2

IN-DEPTH STUDY 9

Nazi Germany, c. 1933-1945

P.M. WEDNESDAY, 20 May 2015

1 hour 20 minutes plus your additional time allowance

ADDITIONAL MATERIALS

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

INSTRUCTIONS TO CANDIDATES

Use black ink, black ball-point pen or your usual method.

Answer EITHER question 1 OR question 2.

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 EITHER question 1 OR question 2.

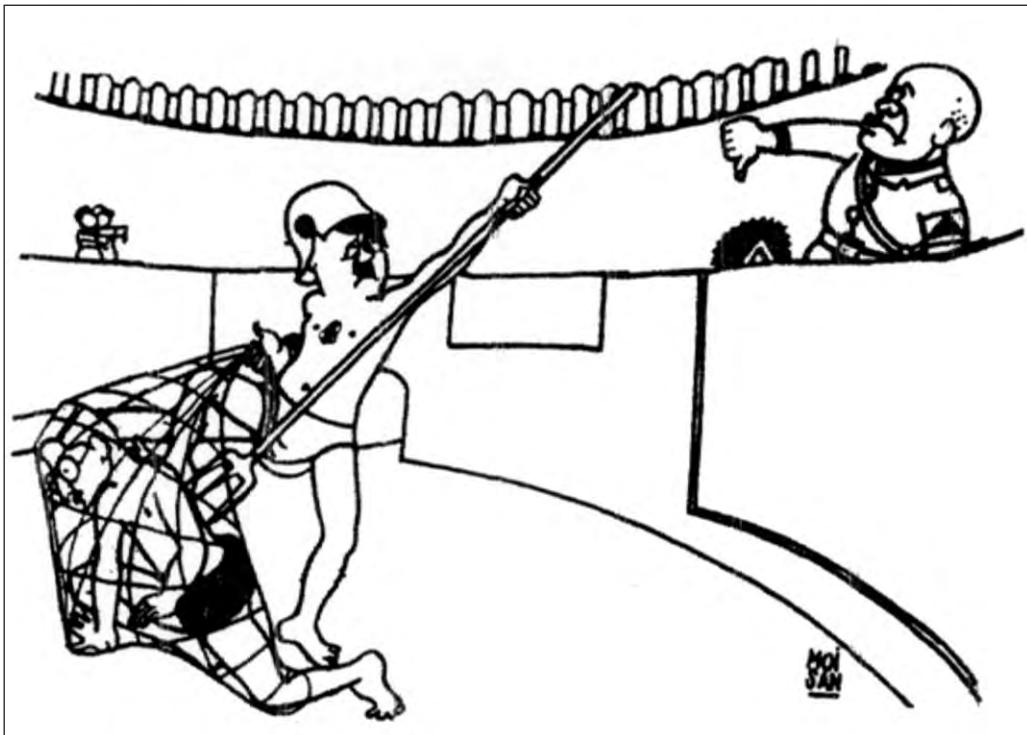
QUESTION 1

Study the following sources and answer the questions that follow.

SOURCE A

In Germany's particular situation it is necessary to avoid diplomatic conflicts for as long as possible until we have become stronger. A period of relative quiet in foreign affairs would allow us to recover our strength far more effectively than the launching of diplomatic conflicts which cannot lead to success. One of the essentials would be a close co-operation with Italy.

[From a memorandum prepared by the Foreign Ministry for presentation to the Nazi Cabinet (April 7th 1933)]

SOURCE B

Les jeux du cirque (Circus games)

[A satirical cartoon from the French news magazine, Marianne. It shows Hitler with Schuschnigg, the Austrian Chancellor, caught in a gladiator's net. Mussolini is shown giving the 'thumbs down' (February 23rd 1938)]

SOURCE C

Himmler had at his disposal a vast security network stretching out over the whole of Germany. No one was immune from the surveillance of the feared Gestapo. They arrested anyone for the slightest sign of opposition to the regime.

[W. Carr, an academic historian, writing in a general book on German history, A HISTORY OF GERMANY 1815-1990 (1996)]

SOURCE D

In my opinion, public broadcasting is the most modern and most important method of mass control that we have. Public broadcasting must round up the missing 48% for the government, and as soon as we have them, it must defend and support the 100% so that nobody can escape anymore.

[From a speech by Joseph Goebbels, Minister for Propaganda, to a conference of radio directors (March 25th 1933)]

SOURCE E

Today I may speak because a man of our party has restored the honour of this people before the world. Today I may speak because this man has in the last year silenced the traitors. Today I may speak because the leader of my people extends the hand of peace to the world.

[Rudolph Hess, a leading Nazi, in a speech to local Nazi Party leaders (July 1934)]

SOURCE F

The heart of the National Socialist state is the family. The soul of the family is the mother. Therefore, a young girl's education in the National Socialist state must enable her to perform her most important tasks as mother and housewife. This includes healthy growth, especially during the most important years of her physical development and practical domestic education. Therefore, girls should not start any apprenticeship or professional work, other than domestic, gardening or farming education before the age of sixteen.

[From a circular sent by Fritz Kiehn, President of the Stuttgart Chamber of Commerce, to all businesses in the Stuttgart area (1934)]

- 1(a) What does the author of Source E mean by the phrase ‘this man has in the last year silenced the traitors’? [8]

In your answer you are advised to discuss the content and authorship of the source and to use your own knowledge.

- (b) How important was the relationship with Italy for Nazi foreign policy? [16]

Explain your answer analysing and evaluating the content and authorship of Sources A and B and using your own knowledge.

- (c) Do you agree with the interpretation that the Nazi regime relied on fear to control the German people between 1933 and 1939? [24]

Explain your answer analysing and evaluating the content and authorship of Sources C and D and using your own knowledge.

- 1(d) How useful are Sources B, E and F in understanding Nazi Germany 1933-1939? [32]

In your answer you are advised to analyse and evaluate the content and authorship of these sources and to use your own knowledge.

QUESTION 2

Study the following sources and answer the questions that follow.

SOURCE A

[An illustration from Kamaradschaft, (Comradeship), an illegal, underground youth magazine of 1938. In the illustration, young boys are being forced to join the Hitler Youth]

SOURCE B

What I liked about the Hitler youth was the sense of togetherness. I was full of enthusiasm when I joined the Jungvolk at the age of ten. What boy isn't fired by being presented with high ideals such as comradeship, loyalty and honour? The partnership of our camps was a model of Hitler's partnership of the whole people and it was completely successful.

[A. Klonne, a member of the Hitler Youth in the 1930s, recalling his experiences in his book, YOUTH IN THE THIRD REICH (1982)]

SOURCE C

The support of the army had become the key to the survival of Hitler's regime in the short term, while in the long term it offered the means to fulfilling his foreign policy ambitions. Whatever personal loyalty Hitler felt for Rohm and the SA was now put to one side. The army desired their elimination. This was to come in June 1934.

[G. Layton, an academic historian, writing in a school study guide on Nazi Germany, GERMANY: THE THIRD REICH 1933-1945 (1992)]

SOURCE D

The government is well informed about the elements of selfishness, lack of character, beastliness and arrogance that are spreading within the SA under the guise of the German Revolution. Nor is the government unaware that the huge confidence that the German people bestowed upon it is in jeopardy.

[Franz von Papen, vice-chancellor of Germany, in a public speech given at the University of Marburg (June 17th 1934)]

SOURCE E

German women of all classes and organisations stand before the Fuhrer at the beginning of a new year and thank him for those laws last September which preserved the character and the life of our people and especially our women and girls. We enter the New Year as Germans.

[Gertrude Scholtz-Klink, the leader of the Nazi women's organisation, in a lecture to a women's rally entitled TO BE GERMAN IS TO BE STRONG (January 1936)]

SOURCE F

What conclusions are we to draw from this conquest of Czechoslovakia? Are we to believe that German policy has thus entered upon a new phase? Is German policy any longer to be limited to the consolidation of territory predominantly inhabited by persons of German race? Or is German policy now to be directed towards domination over non-German peoples? These are very grave questions being asked all over the world today.

[Lord Halifax, the British Foreign Secretary and supporter of appeasement, speaking in a British cabinet meeting (March 20th 1939)]

- 2(a) What does the author of Source E mean by the phrase, ‘those laws last September which preserved the character and the life of our people’? [8]**

In your answer you are advised to discuss the content and authorship of the source and to use your own knowledge.

- (b) How significant was the role of the Hitler Youth in the Nazi control of society? [16]**

Explain your answer analysing and evaluating the content and authorship of Sources A and B and using your own knowledge.

- (c) Do you agree with the interpretation that the Night of the Long Knives was designed to win the support of the German army? [24]**

Explain your answer analysing and evaluating the content and authorship of Sources C and D and using your own knowledge.

2(d) How useful are Sources A, E and F in understanding Nazi Germany, 1933-1939? [32]

In your answer you are advised to analyse and evaluate the content and authorship of these sources and to use your own knowledge.

END OF PAPER