

473/09

HISTORY – HI3

UNIT 3

IN-DEPTH STUDY 9

NAZI GERMANY, c. 1933-1945

P.M. WEDNESDAY, 6 June 2007

(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.

UNIT 3
IN-DEPTH STUDY 9
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.

‘By 1936 unemployment had fallen to 1,870,000, only about 60,000 more than in 1929, the best year since the war; and the volume of industrial production was back almost to the 1929-1930 level. But this not very substantial boom was only achieved at frightful cost. The economic fabric of the country stretched and sagged. In 1929, German exports amounted to approximately 13 billion Reichmarks. By 1933 they had fallen to a value of scarcely 5 billion Reichmarks and in 1934 to only just over 4 billion. German industry normally lives by its foreign trade. This began to disappear on account of the high gold value of the Reichmark, the increase of import restrictions abroad, and the international boycott. Yet Germany had to continue to pay for imports. It needed silk, rubber, nickel, manganese, chromium, tungsten, raw textiles, tin, copper, and gasoline. Using every available facility of cash and credit, Germany bought immense stores of these goods. German imports of raw nickel and essential war material tripled between 1932-1935. Every effort was made to produce agricultural self-sufficiency, so that the Reich could feed itself despite blockade. Wages were mercilessly deflated by the means of forced payments to relief, the labour front, and the air defense league. It is obvious that Hitler has no interest in economics, but economics may be his ruin.’

[John Gunther, an American journalist and economist, writing in his book
Inside Europe (1936)]

- (a) Explain **briefly** the meaning of the phrase ‘self-sufficiency’ (line 12) [4]
- (b) What does the source suggest about Hitler’s economic policy? [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.

‘I have not yet discussed the most important and dreadful side of the Jewish Question. It especially concerns those teachers in the vocational and upper level schools who care for our female youth. It demands steady attention from the League of German Girls, the German Labour Front, and all the organizations outside the schools that work with our female youth. All of us parents and teachers
 5 bear the guilt that countless of our girls and women have been ruined by the Jews. Neither parents, teachers nor clergy educated or warned them. No one introduced them to the God-given secrets of blood and race. No one gave them the deepest knowledge that would have protected them from physical and spiritual destruction. Thus the poison of Jewish blood entered our people’s
 10 bloodstream thousands upon thousands of times. Many decades will pass before our people eliminate it. No German teacher today can avoid the problem of “The Jew and the German woman.” Both mother and child, with all their related questions, are now more the centre of education. Thank God that eugenics and a concern with the healthy offspring has also entered our schoolrooms. It is easy to build a bridge from them to the Jewish Question. The Nuremberg laws also provide a starting point.’

[Fritz Fink, a prominent Nazi propagandist, writing in an anti-Semitic pamphlet called
The Jewish Question in Education (1937)]

- (a) Explain **briefly** what is meant by the term ‘The Nuremberg laws’ (line 13) [4]
- (b) What does the source suggest about education in Nazi Germany? [8]
- (c) How useful is the source to an understanding of Nazi social, religious and racial policies?
(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

‘In my opinion something absolutely had to be done in protest at this system. I considered arson a suitable method. I did not wish to harm private people but something belonging to the system itself. I decided on the Reichstag. As to the question of whether I acted alone, I declare emphatically that this was the case.’

[Marianus van der Lubbe, in his statement to the police (March 3rd 1933)]

Source B

‘At a luncheon on the birthday of the Fuhrer in 1942, the conversation turned to the topic of the Reichstag building. I heard with my own ears when Goering interrupted the conversation and shouted: “The only one who really knows about the Reichstag is I, because I set it on fire.”’

[General Halder, Chief of the German general staff, giving evidence to the Nuremberg war crimes trial (1945)]

Source C

‘The sole political party in Germany is the National Socialist German Workers’ Party. Whoever attempts to maintain the organised 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.’

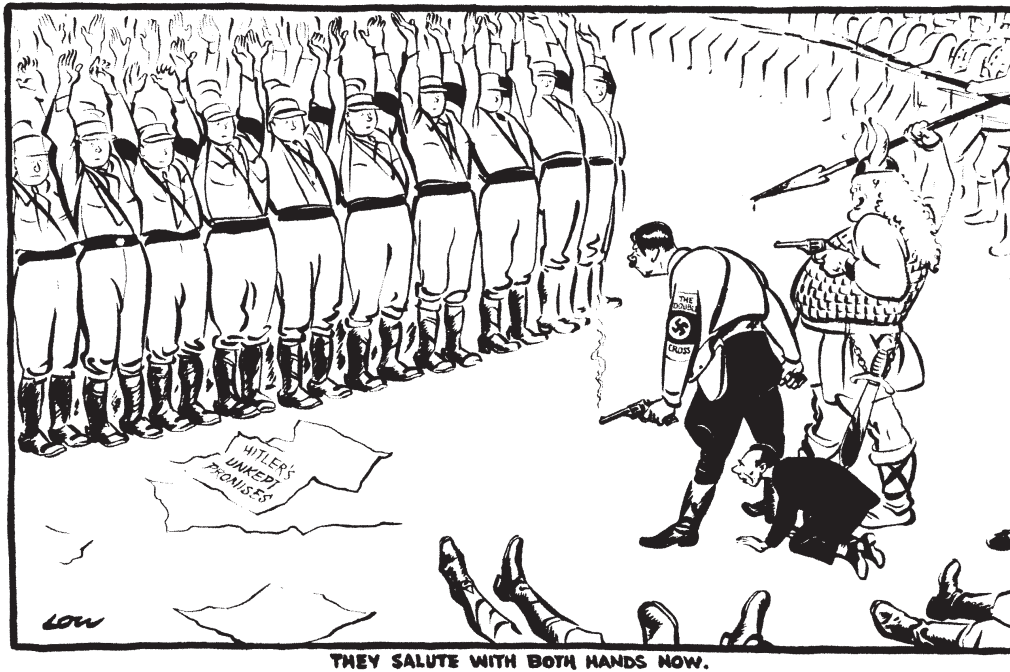
[From the Law Against the Revival of Old or the Formation of New Parties (July 14th 1933)]

Source D

‘At the close of the year of the National Socialist revolution, therefore I feel compelled to thank you, my dear Ernst Rohm, for the imperishable services which you have rendered to the National Socialist Movement and the German people, and to reassure you how very grateful I am that I am able to call such men as you, my friends and fellow combatants.’

[Hitler in a personal letter to Ernst Rohm, the leader of the SA (January 1st 1934)]

Source E



[A cartoon from the London-based newspaper *The Evening Standard*. The cartoon was published on July 3rd 1934, just after the Night of the Long Knives]

- (a) Compare Sources A and B. How do Sources A and B show contrasting views of responsibility for the Reichstag Fire? [8]
- (b) Study Sources D and E How reliable are Sources D and E as evidence to an historian studying the relationship between Hitler and the SA? [16]
- (c) How useful are the sources to an understanding of Nazi consolidation of power 1933-1934? (You are advised to use 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

‘I am convinced that Hitler does not want war. I believe that what the Germans are after is a strong but not a huge army which will enable them to deal with Russia. Hitler is anxious to come to terms with the West and I think trusts us.’

[Lord Lothian, a British politician and prominent pacifist, speaking in Parliament (January 1935)]

Source B

“‘Do you really intend to fight in the West’ I asked. Hitler stopped and looked at me. “What else do you think we’re arming for?” he replied. “We must proceed step by step, so that no one will impede our advance. We must rule Europe or fall apart as a nation.””

[Herman Rauschning, a Nazi in the 1930s and later an opponent of the regime, recalling a conversation with Hitler, in his book, *Hitler Speaks* (1939)]

Source C

‘France has replied to Germany’s repeated friendly offers and assurances of peace by infringing the Rhine Pact through a military alliance with the Soviet Union directed exclusively against Germany. In accordance with the fundamental right of a nation to secure its frontiers and ensure its possibilities of defence, the German Government has today restored the full and unrestricted sovereignty of Germany in the demilitarized zone of the Rhineland.’

[Hitler outlines why German forces have reoccupied the Rhineland, in a special address to the Reichstag (March 7th 1936)]

Source D

[A cartoon which appeared in the *New York Herald and Tribune*, showing the encirclement of Germany by France and the Soviet Union (March 1936)]

Source E

‘The Sudetenland is the last problem that must be solved and it will be solved. It is the last territorial claim which I have to make in Europe. The aims of our foreign policy are not unlimited; they are grounded on the determination to save the German people alone. Ten million Germans found themselves beyond the frontiers of the Reich, Germans who wished to return to the Reich as their homeland.’

[Hitler speaking to his generals in Berlin (September 1938)]

- (a) Compare Sources A and B. How do Sources A and B show contrasting views of German rearmament? [8]
- (b) Study Sources C and D. How reliable are Sources C and D as evidence to an historian studying Hitler’s foreign policy in the 1930s? [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]