



GCE AS/A level

1232/09

HISTORY – HY2

UNIT 2

IN-DEPTH STUDY 9

NAZI GERMANY c. 1933-1945

P.M. MONDAY, 23 January 2012

1½ hours

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

‘The Nazis did not only want to control the German people, they wanted to transform them into a cohesive, racially pure ‘national community’, which would exclude those who were deemed inferior: Jews, gypsies, homosexuals, the hereditary diseased and asocial people. National community meant a community of people resting on bonds of blood, common destiny and a common political faith.’

[M. Fulbrook, an academic historian, writing in a general history of Germany, *Germany 1918-1990: The Divided Nation* (1991)]

Source B

‘Neither France nor Great Britain did anything following the remilitarisation of the Rhineland in 1936. They did not see that if the Western powers failed to prevent Hitler from carrying out his plans, the Treaty of Versailles would be destroyed. The League of Nations would be openly admitting that Germany could defy the whole of Europe at any time in the future, whenever she felt powerful enough.’

[Sumner Welles, an American government official and diplomat, reflecting in his book, *The Time for Decision* (1944)]

Source C

‘Even later, when he was waging war against the entire world, Hitler always termed the remilitarisation of the Rhineland the most daring of all his undertakings. He commented to me: ‘We had no army worth mentioning. If the French had taken any action, we would have been easily defeated.’

[Albert Speer, a leading Nazi official, writing in his book, *Inside the Third Reich* (1970)]

Source D



[An illustration from a primary school book produced by the Nazis, entitled *Trust No Fox and No Jew*. It shows Jewish children and their teacher being expelled from a school (1938)]

Source E

'The attainment of high intellectual standards is urged upon young people, but they will be taught at the same time that their achievements must be of benefit to the 'national community'. As a consequence of the Nuremberg Laws, Jewish teachers and Jewish pupils have had to quit German schools. In this way the natural race instincts of German boys and girls are preserved and the young people are made aware of their duty to maintain their racial purity and bequeath it to succeeding generations.'

[From a Nazi party pamphlet called *Germany Speaks*. The pamphlet was published in English and circulated in the English speaking world (1938)]

- (a) Study Source B. Use the source **and your own knowledge** to explain the meaning of the term "Treaty of Versailles". [4]
- (b) Study Sources B and C. Use these sources **and your own knowledge** to explain the importance of the remilitarisation of the Rhineland in 1936. [8]
- (c) Study Sources D and E. How reliable are Sources D and E in explaining education in the Third Reich? [16]
- (d) Study Sources A and E. How far does Source E support or contradict the interpretation of Nazi racial policy 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 depth study as well as information derived from the sources and the attributions.)

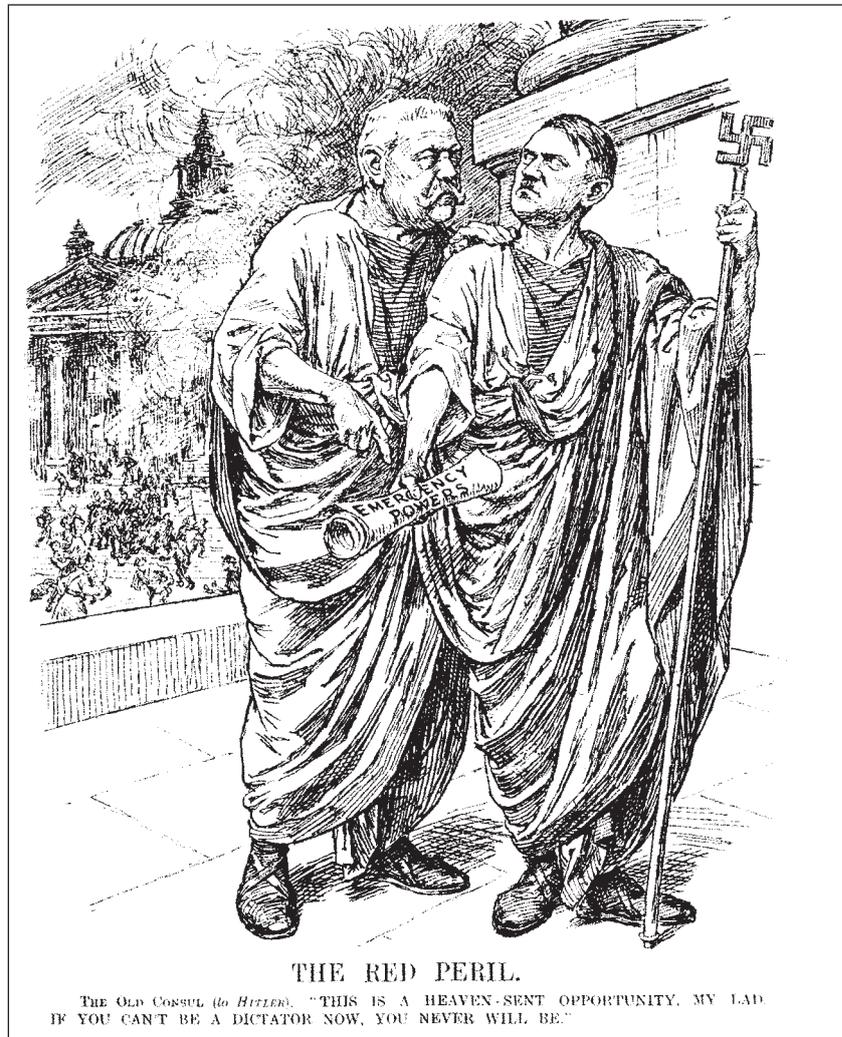
2. Study the sources below and answer the questions that follow.

Source A

'On 27th February, the Reichstag was burnt down. At once the Nazis claimed that the fire was the signal for a Communist uprising. On the strength of this, Hitler obtained the President's agreement for a Law for the Protection of the People and State which granted Hitler emergency powers to suspend civil and political liberties. Although the Nazi dictatorship commenced with this law, the Enabling Act was of greater psychological importance. The Enabling Act placed the legality of the Nazi regime beyond doubt.'

[William Carr, an academic historian, writing in a general history of Germany, *A History of Germany 1815-1990* (1969)]

Source B



[A cartoon from the satirical British magazine, *Punch*, published on 8th March 1933. It shows President Hindenburg speaking to Hitler while in the background, the Reichstag building is in flames]

Source C

‘On 24th March 1933, only 535 out of the regular 747 deputies of the Reichstag were present. The absence of some was easy to explain: they were in protective custody in concentration camps. Under the full weight of Nazi pressure and terror, the Reichstag passed an Enabling Act. Thus the Nazis acquired full political control of Germany, completely unrestrained by any provision of the Weimar constitution.’

[From a speech by the Chief Prosecutor at the war crimes trials of leading Nazis at Nuremberg (1946)]

Source D

‘On the day on which she was to have voted on her freedom and independence, Austria was last night officially proclaimed a “State of the German Reich.” The Anschluss has been brought into being. In a month’s time, the Austrian people will be asked to say what they think of it. In all countries except Italy and Japan, those partners of Germany in the Anti-Comintern Pact, the annexing of Austria is condemned.’

[From an article published in the British left-wing newspaper, *The Manchester Guardian* (March 14th 1938)]

Source E

‘Certain foreign newspapers have said that we fell on Austria with brutal methods. I can only say that they cannot stop lying. I have in the course of my political struggle won much love from my people, but when I crossed the former frontier into Austria there met me such a stream of love as I have never experienced. Not as tyrants have we come to Austria, but as liberators.’

[Adolf Hitler, in a public speech in the Austrian city of Koenigsberg (25 March 1938)]

- (a) Study Source B. Use the source **and your own knowledge** to explain the meaning of the term “The Red Peril”. [4]
- (b) Study Sources A and C. Use these sources **and your own knowledge** to explain the importance of the Enabling Act. [8]
- (c) Study Sources D and E. How reliable are Sources D and E in explaining the Anschluss with Austria in 1938? [16]
- (d) Study Sources A and B. How far does Source B support or contradict the interpretation of how the Nazis increased their control of Germany in 1933 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 depth study as well as information derived from the sources and the attributions.*)