

HOLOCAUST COURSEWORK ASSIGNMENT

(AO1 only)

The Holocaust

This assignment should arise from a teaching programme designed to occupy approximately half a term. Before candidates begin this assignment they should have knowledge of:

- The Nazi State: policies towards the Press; civil liberties; political parties and opponents.
- The belief in the master race
- The treatment of minority and religious groups
- The increasing persecution of the Jews and the Final Solution

Introduction

When the Nazi Party came to power in Germany in January 1933, it began a systematic attack on German Jews. This policy had been outlined by Hitler in the 1920s and after 1933 the treatment of the Jews became rapidly worse.

Jews had been persecuted in Europe for hundreds of years. The most recent attacks on them had been in Russia in the 1890s, when thousands had been killed. When Hitler began to attack Jews, therefore, he knew that he was not doing anything new. He knew that many people would not be surprised. But this does not explain why the Nazis were so violent in their attacks on Jews.

So why did the Nazis persecute the Jews so horrifically? What forms did this persecution take? What effects did the persecution have upon Jews? These are some of the issues that you will be asked to consider as you work on this assignment.

SOURCE A: From the Nuremberg Laws, September 1935

Only a National of Germany or similar blood, who proves by his behaviour that he is willing and able loyally to serve the German people and Reich is a citizen of the Reich.

A Jew may not be a citizen of the Reich.

Jews have no vote, they may not fill any public office.

Marriages between Jews and citizens of German blood are forbidden.

Sexual relations between Jews and citizens of German blood are forbidden.

SOURCE B: From a report on the events of Kristallnacht, 9 November 1938. This was written by the US Consul in Leipzig on 21 November 1938

In one of the Jewish sections an 18 year old boy was hurled from a three storey window to land with both legs broken on a street of broken glass. The main streets of the city were a positive litter of shattered glass. All of the synagogues were completely gutted by fire. One of the largest clothing stores was destroyed. The fire brigade made no attempts to put out the fire. It is very difficult to believe, but the owners of the clothing store were actually charged with setting fire to their own store and were dragged from their beds at 6.00 am and thrown into prison. Many male Jews have been sent to concentration camps.

SOURCE C: From a secret report of the Nazi Supreme Court on the events of Kristallnacht

On the evening of 9 November 1938, Dr Goebbels told the Party Leaders that there had been anti-Jewish riots during which shops and synagogues had been set on fire. The Fuhrer had decided that such actions were not to be prepared or organised by the Party, but neither were they to be discouraged. The Reich Propaganda Director said that the Party should not appear in public to have started the disturbances, but that in reality it should organise them and carry them out in secret.

SOURCE D: Decrees issued by Hermann Goering 12 November 1938

All damage of Jewish businesses or dwellings on 8, 9 and 10 November 1938, because of the indignation of the German people over the actions of the international Jews against National Socialist Germany, must be repaired by the Jewish occupant or Jewish businessman.

The cost of repairs will be borne by the owners of the businesses or buildings concerned.

Insurance claims by Jews of German nationality will be confiscated in favour of the Reich.

A fine of 1,000,000,000 Reich marks has been imposed on the Jews of German nationality.

From 1 January, 1939, a Jew cannot be a businessman any longer. If any Jews are leading employees in businesses, they will be dismissed after six months notice.

Jews are not permitted to employ female citizens of German blood under 45 years of age as domestic help.

SOURCE E: From a letter written by a German Jew in February 1939. This was smuggled out of Germany and published by the German Freedom Party.

Two SS men came to my house to fetch me. When about twenty people had been collected we were put into a lorry and taken to police headquarters. On the way I saw Jewish shops which had been destroyed. The big synagogue was in flames.

At the police station we lined up in the yard. There were already hundreds there. Some had been there since early morning. About six o'clock we were formed into a procession of about 2,000 and began to march to the railway station. Crowds lined the streets, some shouted abuse, but the majority remained silent.

SOURCE F: A description of the actions of an Einsatzgruppe in 1941. This was written by a German builder.

The people who had got off the lorries had to undress on the orders of an SS man, who was carrying a dog whip in his hand. Without weeping or crying these people undressed and stood together in family groups embracing each other and saying goodbye. I watched a family of eight. An old woman with snow white hair held a one year old baby. The father held a ten year old boy.

I walked to the huge grave. There were about 1,000 bodies, so tightly packed that only their heads were visible. The people, completely naked, climbed down steps and stopped at the spot indicated by the SS man. They lay down. They I heard a series of rifle shots. I looked into the grave and saw bodies contorting.

SOURCE G: From the minutes of a meeting of leading Nazis at Wannsee on 20 January 1942

In the course of the final solution, the Jews will be brought to the East for labour. Large labour gangs will be formed, with the sexes separated, which will work on road construction. No doubt a lot of them will drop out through natural wastage. The remainder will have to be dealt with accordingly.

SOURCE H: From the memoirs of Rudolf Hoess, who was Commandant of Auschwitz camp

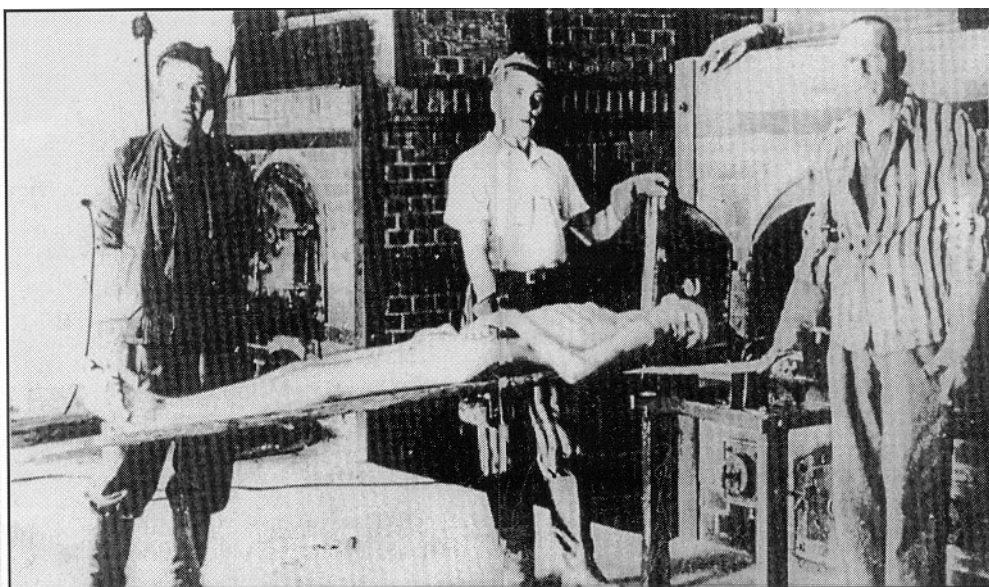
The railway carriages were unloaded one after another. After leaving their luggage the Jews had to pass in front of an SS doctor, who decided if they were fit to work. Those fit enough were taken off in small groups.

The remainder were taken to the crematoria. The men were separated from the women. In the undressing room Jewish prisoners told them that they were going to be bathed and deloused. After undressing they went into the gas chamber, which was furnished with showers and water pipes and looked like a real bath house.

I had visited the Treblinka camp where the Commandant used carbonmonoxide gas and I did not think his methods very efficient. So at Auschwitz I used Zyklon B. Another improvement we made was to build gas chambers that could hold 2,000 people.

The doors were screwed up and the gas released through vents in the ceiling. It took from three to fifteen minutes to kill everyone. We usually waited about half an hour before we opened the doors. Work then started on removing the gold from the teeth and cutting the hair from the women.

SOURCE I: A photograph taken in Auschwitz extermination camp



SOURCE J: Numbers of Jews killed by the Nazis

Poland	2,600,000
USSR	750,000
Hungary	700,000
Romania	500,000
Germany	180,000
Netherlands	104,000
Lithuania	104,000
France	65,000
Austria	60,000
Czechoslovakia	60,000

Assignment One: Objective 1

1. Describe how Jews were discriminated against in Germany from 1933 to 1939. (15)
2. Why did the Nazis treatment of the Jews change from 1939-45? (15)
3. **EITHER**
In what ways did the Nazis try to eliminate all Jews in Europe in the years from 1941 onwards? (20)
OR
How important was the Holocaust in the establishment of an independent state of Israel? (20)

(Total: 50 marks)

Coursework Assignments Mark Scheme

Holocaust

Assignment One

1. *Describe how Jews were discriminated against in Germany from 1933 to 1939.* (15)
- Target: Key features / recall of knowledge**
- Level 1:** Simple statements offering some examples of treatment supported by some knowledge, e.g. discrimination, persecution etc. (1-5)
- Level 2:** Developed statements giving examples of discrimination / persecution supported by relevant knowledge, e.g. restrictions on entry to professions etc., the Nuremberg Laws. (6-10)
- Level 3:** Developed exposition of changes in the treatment of Jews supported by appropriately selected knowledge: problems of education, employment, property ownership, citizenship etc. (11-15)
2. *Why did the Nazis treatment of the Jews change from 1939-45?* (15)
- Target: Causation /recall of knowledge**
- Level 1:** Simple statements giving reasons supported by some knowledge, e.g. after 1942 Hitler and Nazi tried to exterminate the Jews – the final solution. (1-5)
- Level 2:** Developed statements giving reasons supported by the relevant knowledge, e.g. Nazi conquered more territory therefore more Jews under their control, wartime situation made things different (6-10)
- Level 3:** Developed explanation supported by appropriately selected knowledge showing understanding of why Nazi policies towards Jews changed e.g. as Level 2 and reference to Wannsee Conference in 1942, agreement to use systematic methods to execute all Jews or work them to death, reference to war needs, influence of Himmler or SS. (11-15)

EITHER

3. *In what ways did the Nazis attempt to eliminate all Jews in Europe from 1941 onwards?*
(20)

Target: Key Features/ recall of Knowledge

Level 1: Simple statements supported by some knowledge, e.g. Einsatzgruppen, gas chambers etc. (1-5)

Level 2: Developed statements supported by relevant knowledge describing the work of Einsatzgruppen, Concentration and Extermination Camps etc. (6-10)

Level 3: Developed explanation supported by selected knowledge of the use of slave labour, Concentration and death Camps and of the methods used therein etc. (11-15)

Level 4: Sustained argument supported by precisely selected knowledge showing understanding of the changing policies, from deportation to the use of zyklon B etc. (16-20)

OR

3. *How important was the Holocaust in the establishment of an independent state of Israel?*
(20)

Target: Making a judgement on key features / recall of knowledge

Level 1: Simple statements giving reasons for establishment of state of Israel supported by some knowledge, e.g. Holocaust seen as mainly (only) factor, gained great sympathy for Jewish cause. (1-5)

Level 2: Developed statement giving reasons supported by relevant knowledge, e.g. sympathy for Jews after Holocaust, large number of Jews in Palestine, impact of Zionist movement. (6-10)

Level 3: Developed explanation supported by appropriately selected knowledge showing understanding of range of reasons e.g. in addition to guilt and consciousness raising impact of Holocaust, shows awareness of earlier factors such as Balfour Declaration, and shows impact of Zionist terrorist campaigns, pro Jewish sympathy in U.S. (11-16)

Level 4: Sustained argument supported by precisely selected knowledge which

argues the relative importance of the Holocaust e.g. in respect of factors discussed at Level 3 reaches reasoned conclusion about impact of Holocaust for establishment of state.

(16-20)