

Surname	Centre Number	Candidate Number
Other Names		0



**GCSE**

4279/01

**HISTORY**

**UNIT 1/UNIT 2: Germany in Transition, 1929-1947**

P.M. MONDAY, 2 June 2014

1 hour 15 minutes

For Examiner's use only		
Question	Maximum Mark	Mark Awarded
1.	25	
2.	15	
3.	10	
<b>SPaG</b>	<b>3</b>	
<b>Total</b>	<b>53</b>	

**INSTRUCTIONS TO CANDIDATES**

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

**Answer ALL the questions on the examination paper.**

Write your answers in the spaces provided in this booklet. Use supplementary sheets when there is insufficient room in this booklet. Write your name at the top of each supplementary sheet, indicating clearly the number of the question you answer. Put the supplementary sheets inside this booklet.

**INFORMATION FOR CANDIDATES**

The number of marks is given in brackets at the end of each question or part-question.

You are reminded that assessment will take into account the quality of written communication used in your answers that involve extended writing. These are question 1(e) and question 3.

**In addition, your ability to spell, punctuate and use grammar accurately will be assessed in your answer to question 3.**

Answer all questions.

**QUESTION 1**

**This question is an enquiry into the rise of the Nazi party and its consolidation of power 1929-1934.** [25]

Study the sources below and then answer the questions which follow each source.

**Source A**



[A photograph of a woman living in a poor mining area in 1932]

(a) What does Source A show you about life for some German people in the early 1930s? [2]

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**Source B**

The Enabling Act of 1933 was the end of the Weimar constitution and democracy in Germany. It is regarded as the foundation stone of the Third Reich and allowed Hitler to secure tighter control of Germany.

[From a GCSE textbook]

(b) Use the information in Source B and your own knowledge to explain why the Enabling Act was important in Hitler’s consolidation of power. [4]

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**Source C**

Hitler can't walk over me as he might have done a year ago: I've seen to that. Don't forget that I have three million SA men under my command. Hitler knows that I have powerful friends in the Army and the police. If Hitler is reasonable I shall settle the matter quietly: if he isn't I will be prepared to use force – not for my sake but for the sake of our revolution.

[Ernst Rohm, the head of the SA, speaking privately to Kurt Ludecke,  
a leading Nazi, in January 1934]

(c) How far does Source C support the view that the SA was a threat to Hitler's control? [5]

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**Source D**

He is one of the greatest speakers of the century. Adolf Hitler enters a hall. He sniffs the air. For a minute he feels his way and senses the atmosphere. Suddenly he bursts forward. His words go like an arrow to his target. He reaches every individual listener's personal emotions telling people what they most want to hear.

[Otto Strasser, a former Nazi, writing in his book *Hitler and I* (1940). He became a critic of Hitler and fled Germany soon after the Nazis came to power]

- (d) How useful is Source D to an historian studying the reasons why people supported the Nazi Party? [6]

*[Explain your answer using the source and your own knowledge]*

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These two sources have different views about responsibility for the Reichstag Fire.

**Source E**

**Source F**

The destruction of the Reichstag is without doubt the work of Communists, Herr Chancellor. I have taken every precaution. The police are ready and prepared, and every public building has been protected. This is the beginning of the Communist Revolt, they will start their attack now!

[Herman Goering, a leading Nazi, speaking with Hitler on the night the Reichstag burnt down in February 1933. Goering was responsible for all police affairs in Germany]

It is now generally believed that the Reichstag fire was the work of a single individual, van der Lubbe, and not part of an organised plot by the Communist Party. Whatever the truth, the event was exploited by Hitler and the Nazis to the utmost.

[Stephen Lee, an historian, writing in an A Level textbook, *The European Dictators 1918-1945* (1987)]

- (e) Why do Sources E and F have different views about responsibility for the Reichstag Fire? [8]

*[In your answer you should refer to both the content of the sources and to the authors]*

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**END OF QUESTION 1**

**QUESTION 2**

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**This question is about life for the German people between 1933 and 1939.**

[15]

(a) Describe the role of women in Nazi Germany.

[4]

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(b) Explain why life became more difficult for Jews in Germany between 1933 and 1939. [5]

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(c) Why was education important as a means of spreading Nazi ideas?

[6]

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**END OF QUESTION 2**

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QUESTION 3

Examiner only

**This question is about the Second World War and its impact on life in Germany, 1939-1947.** [10 + 3]

Was life on the Home Front in Germany always difficult during the war years? [10]

*In your answer you should:*

- discuss how life was difficult for some Germans during the war;
- discuss how life was good for some Germans during the war.

*Marks for spelling, punctuation and the accurate use of grammar are allocated to this question.* [3]

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[Dotted lines for writing]

**END OF QUESTION 3**

**END OF PAPER**

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SPaG 3