



GCSE

4271/04

HISTORY

UNIT 1: STUDY IN-DEPTH

Germany in Transition, 1919-1947

A.M. MONDAY, 1 June 2015

**1 hour 15 minutes plus your additional
time allowance**

Surname _____

Other Names _____

Centre Number _____

Candidate Number 0 _____

For Examiner's use only		
Question	Maximum Mark	Mark Awarded
1.	18	
2.	20	
3.	12	
SPaG	3	
Total	53	

INSTRUCTIONS TO CANDIDATES

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

Write your name, centre number and candidate number in the spaces provided on the front cover.

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 2(c) and question 3.

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

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Answer ALL questions.

QUESTION 1

This question is focused on changing life for the German people, 1933-1939. [18]

Study the sources on pages 6 and 7 and then answer the question which follows.

SOURCE A

By 1939 there were fewer than 350,000 unemployed people. There was however hidden unemployment with some groups, such as women and Jews, not included in the figures.

[An extract from BBC Bitesize, an educational website]

SOURCE B

Year	Number unemployed [000,000]
1933	6 million
1934	3.3 million
1935	2.9 million
1936	2.5 million
1937	1.8 million
1938	1 million
1939	0.2 million

[A table showing unemployment in Germany, 1933-1939]

SOURCE C

Making laws against Jews was one way of restricting them. The Nazis also tried to change people's behaviour towards Jews. Young people were encouraged to hate Jews, with school lessons and textbooks putting across anti-semitic views.

[An historian writing in a GCSE textbook]

Study sources D and E on pages 14 and 15 and then answer the question which follows.

SOURCE D

All subjects in school must concentrate on military topics and say how excellent it is to serve in the German army. Pupils should be taught about German heroes and leaders from the past. Chemistry will develop a knowledge of explosives, while Mathematics will help the young to understand artillery, calculations and ballistics.

[A Nazi Newspaper commenting on the subjects taught in German schools, published in 1939]

SOURCE E

I liked it in the Hitler Youth. I thought the uniform was great, the dark brown, the black, the Swastika, all the shiny leather. The Hitler Youth provided us with sports equipment. Never before had I been on a real holiday. Now under Hitler I could go to lovely camps in the mountains. We were brought up to love our Fuhrer, who was to me like a second God.

[Henry Metelmann recalling his experiences in the Hitler Youth in his book THROUGH HELL FOR HITLER, published in 1990]

1(c) How useful are Sources D and E to an historian studying how young people were influenced by the Nazi government in the 1930s? [8]

Explain your answer using the sources and your own knowledge.

18

END OF QUESTION 1

QUESTION 2

This question is focused on war and its impact on life in Germany, 1939-1947. [20]

2(a) Describe conditions in Germany in May 1945. [4]

SOURCE F



[A Nazi poster from 1944 promoting the Volkssturm (People's Home Guard). In the poster an older man in a jacket and wearing an arm band is standing alongside a young soldier. They are both holding rifles and looking ahead in a determined manner.]

Historians have made different interpretations about who posed the greatest threat to the Nazis during the Second World War.

The following pieces of evidence refer to the seriousness of opposition from different groups to the Nazis during the war. Study these and answer the question which follows.

EVIDENCE 1

This interpretation is written by Stephen J Lee, an academic historian writing in an A Level textbook, THE EUROPEAN DICTATORSHIPS 1918-1945, published in 1987.

He argues that the most serious opposition to the Nazis came from the Army.

After the defeat at Stalingrad opposition to the Nazis began to grow. The most serious blow to the Nazis was struck in July 1944 when army officers placed a bomb in Hitler's military headquarters. Hitler escaped injured, but alive.

EVIDENCE 2

This evidence is from the memoirs of Inge Scholl, a former member of the White Rose. She wrote about the group in her book *STUDENTS AGAINST TYRANNY*, published in 1952.

She argues that the most serious opposition to the Nazis came from the young.

The White Rose tried to make young Germans aware of the real nature of Nazism. They encouraged resistance among young Germans. The group wanted to show that Hitler no longer enjoyed the support of all Germans and published pamphlets targeting students and encouraging them to rise up against Nazism.

EVIDENCE 3

This evidence is a report by the Hitler Youth leadership into the activities of young Germans during the war, written in 1942.

The formation of groups of young people not under the control of the Hitler Youth has been on the increase during the war. This has developed to such a degree that there is now a serious risk of political, moral and criminal ideas influencing our youth.

2(c) One interpretation is that the most serious opposition to the Nazis during the war came from the army.

How far do you agree with this interpretation? [10]

In your answer you should use the evidence and your own knowledge of how and why there are different interpretations about the most serious opposition to the Nazis during the Second World War.

20

END OF QUESTION 2

QUESTION 3

This question is focused on the rise of the Nazi Party and its consolidation of power, c. 1919-1934. [12 + 3]

Was the Depression the main reason for the Nazi rise to power in 1933? [12]

In your answer you should discuss the Depression and other reasons for the Nazi rise to power.

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

END OF QUESTION 3

END OF PAPER

12

SPaG
3