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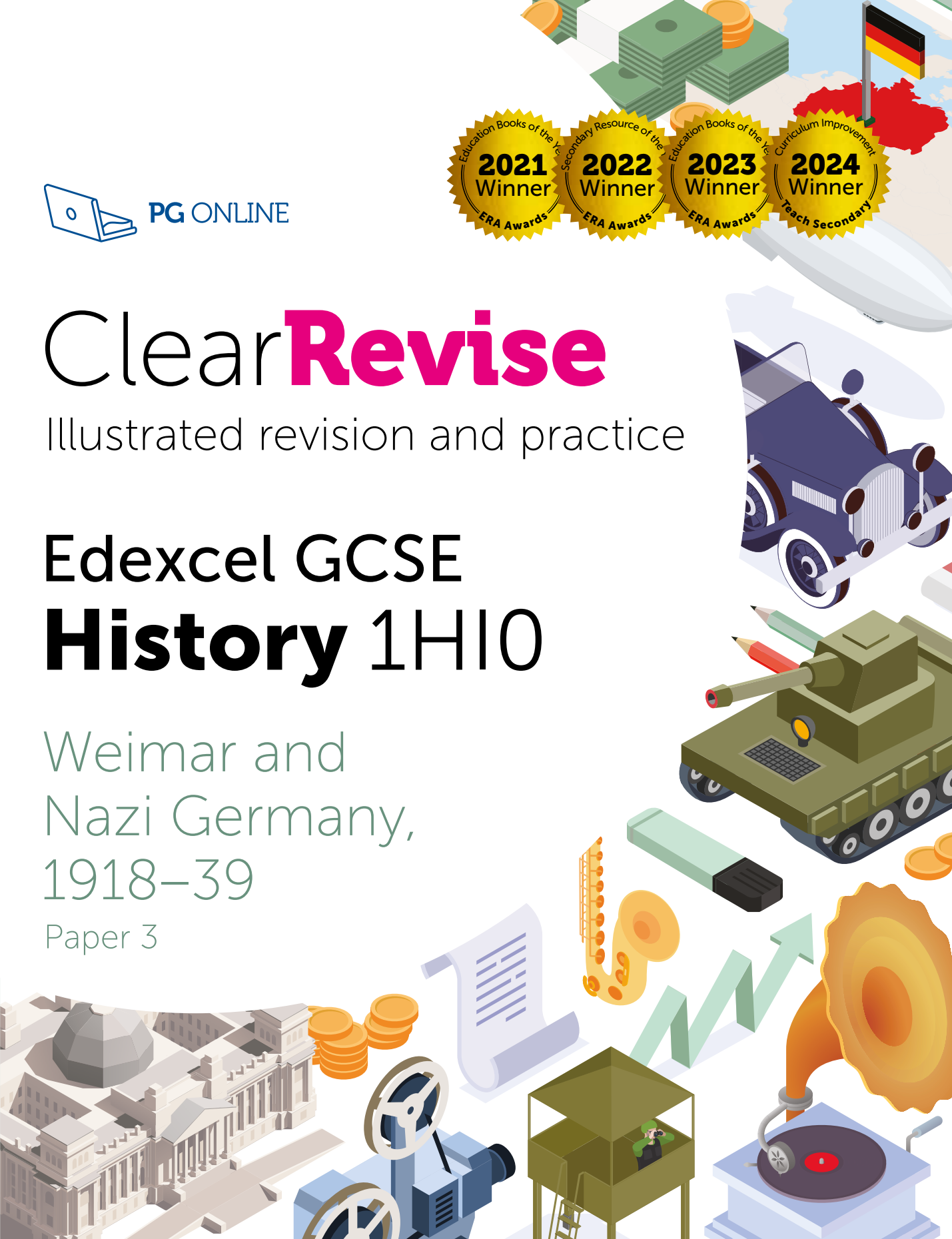
Clear**Revise**

Illustrated revision and practice

Edexcel GCSE **History** 1HI0

Weimar and
Nazi Germany,
1918–39

Paper 3



Clear**Revise**[®]

Edexcel GCSE

History 1HI0

Illustrated revision and practice

Option 31:

Weimar and Nazi Germany, 1918–39

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THE SCIENCE OF REVISION

Illustrations and words

Research has shown that revising with words and pictures doubles the quality of responses by students.¹ This is known as 'dual-coding' because it provides two ways of fetching the information from our brain. The improvement in responses is particularly apparent in students when they are asked to apply their knowledge to different problems. Recall, application and judgement are all specifically and carefully assessed in public examination questions.

Retrieval of information

Retrieval practice encourages students to come up with answers to questions.² The closer the question is to one you might see in a real examination, the better. Also, the closer the environment in which a student revises is to the 'examination environment', the better. Students who had a test 2–7 days away did 30% better using retrieval practice than students who simply read, or repeatedly reread material. Students who were expected to teach the content to someone else after their revision period did better still.³ What was found to be most interesting in other studies is that students using retrieval methods and testing for revision were also more resilient to the introduction of stress.⁴

Ebbinghaus' forgetting curve and spaced learning

Ebbinghaus' 140-year-old study examined the rate at which we forget things over time. The findings still hold true. However, the act of forgetting facts and techniques and relearning them is what cements them into the brain.⁵ Spacing out revision is more effective than cramming – we know that, but students should also know that the space between revisiting material should vary depending on how far away the examination is. A cyclical approach is required. An examination 12 months away necessitates revisiting covered material about once a month. A test in 30 days should have topics revisited every 3 days – intervals of roughly a tenth of the time available.⁶

Summary

Students: the more tests and past questions you do, in an environment as close to examination conditions as possible, the better you are likely to perform on the day. If you prefer to listen to music while you revise, tunes without lyrics will be far less detrimental to your memory and retention. Silence is most effective.⁵ If you choose to study with friends, choose carefully – effort is contagious.⁷

1. Mayer, R. E., & Anderson, R. B. (1991). Animations need narrations: An experimental test of dual-coding hypothesis. *Journal of Education Psychology*, (83)4, 484–490.
2. Roediger III, H. L., & Karpicke, J.D. (2006). Test-enhanced learning: Taking memory tests improves long-term retention. *Psychological Science*, 17(3), 249–255.
3. Nestojko, J., Bui, D., Kornell, N. & Bjork, E. (2014). Expecting to teach enhances learning and organisation of knowledge in free recall of text passages. *Memory and Cognition*, 42(7), 1038–1048.
4. Smith, A. M., Floerke, V. A., & Thomas, A. K. (2016) Retrieval practice protects memory against acute stress. *Science*, 354(6315), 1046–1048.
5. Perham, N., & Currie, H. (2014). Does listening to preferred music improve comprehension performance? *Applied Cognitive Psychology*, 28(2), 279–284.
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7. Busch, B. & Watson, E. (2019), *The Science of Learning*, 1st ed. Routledge.

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Specification point

		✓
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1.1.1-2	The strengths and weaknesses of the new Weimar Constitution	3 □
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1.4.1	Changes in the standard of living	13 □
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MARK ALLOCATIONS

Green mark allocations^[1] on answers to in-text questions through this guide help to indicate where marks are gained within the answers. A bracketed '1' e.g. ^[1] = one valid point worthy of a mark. There are often many more points to make than there are marks available so you have more opportunities to max out your answers than you may think.

Higher mark questions require extended responses. Marks are not given as the answers should be marked as a whole in accordance with the levels on **pages 61–63**.

Understanding the specification reference tabs

This number refers to the key topic. In this example, *Hitler's rise to power, 1919–33*.

This number refers to the subtopic. In this example, *The growth in support for the Nazis, 1929–32*.

2.3.1

This number refers to the bullet point. In this example, *The growth of unemployment*.

THE EXAM

There are six questions in Paper 3 — Modern Depth Study. The questions follow the same format every year, so make sure you're familiar with them before the big day.

Q1 'Give two things you can infer from Source A about...'

This question tests your ability to read between the lines of a source to make an inference. You then have to support your inference by quoting or paraphrasing the source or by making a valid comment about the source or its content. The question is worth 4 marks and you have to make two inferences, so your answer doesn't need to be longer than a couple of lines for each inference.

Q2 'Explain why...'

This question tests your understanding of **causation** (why something happened). There will be two stimulus points to help you, but to get top marks, you need to include information that goes beyond these stimulus points. This question is worth 12 marks, and a detailed response is expected. To score at the highest level, you have to give an analytical explanation with a logical and sustained line of reasoning. You also have to support your explanation with accurate and relevant information.

Q3 (a) 'How useful are Sources B and C for an enquiry into...'

This question tests your ability to evaluate two sources and judge how useful they are for an enquiry (a historical investigation). The sources will be provided in the exam, and you need to think about the sources' provenance: when the sources were created, who created them, why the sources were created and what the sources contain. You should evaluate the usefulness of the sources, as well as any limitations that they have, for example, a written source could be one-sided, or a photograph could have been staged. This question is worth 8 marks, and you need to evaluate both the sources to get top marks.

Q3 (b) 'Study Interpretations 1 and 2. What is the main difference between the views?'

This question tests your ability to analyse two interpretations that will be supplied in the exam. An interpretation is a historian's opinion of historical events. You are asked to show how the overall message in two separate interpretations differ. This question is only worth 4 marks, but you still need to make sure you back up your points with evidence from the interpretations.

Q3 (c) 'Suggest one reason why Interpretations 1 and 2 give different views about...'

This question uses the same interpretations as Q3 (b). You need to suggest one reason why they might differ, for example they may have chosen to focus on different details or used different sources to justify their opinions. You can use the sources from Q3 (a) to help support your answer but you don't have to.

Q3 (d) 'How far do you agree with the Interpretation about...'

This question asks you to look at Interpretation 2 and explain how far you agree with it. You need to use Interpretation 1 (which you already know disagrees with it) and your own knowledge to write a detailed explanation showing where you agree and where you do not agree with Interpretation 2. You must reach a conclusion on whether you agree more than you disagree. This conclusion should include an overall judgment based on a logical and supported line of reasoning.

There are 4 marks available for spelling, punctuation and grammar. Make sure you carefully re-read your answer at the end and clearly correct any errors.

TOPICS FOR PAPER 3, MODERN DEPTH STUDY

Option 31:

Weimar and Nazi Germany, 1918–39

Information about Paper 3

Written exam: 1 hour 30 minutes

30% of total GCSE

52 marks

Specification coverage

Key topic 1: The Weimar Republic 1918–29

Key topic 2: Hitler's rise to power, 1919–33

Key topic 3: Nazi control and dictatorship, 1933–39

Key topic 4: Life in Nazi Germany, 1933–39

Questions

The paper is divided into two sections:

Section A: One question based on a single source and another question that assesses knowledge and understanding.

Section B: A single four-part question, based on two sources and two interpretations.

You must answer Q1, one option from Q2 and all parts of Q3.

THE ORIGINS OF THE REPUBLIC, 1918–19

The Weimar Republic was the name given to the German system of government between 1919–1933.

The situation in Germany at the end of the First World War

In 1918, World War I was coming to an end. The war had taken its toll on Germany.

Almost 2 million soldiers had died, and 4.2 million were wounded. The war had devastated civilians too. A naval blockade by the Allies (France, Britain, and USA) between 1914–19 prevented supplies from reaching Germany. This led to starvation, and 500,000 German civilians died.



Germany was in massive debt – it owed three times as much in 1918 as it had in 1914. The German wartime government had issued War Bonds (bonds purchased by the public to finance wars) and had overspent their budget.



This led to unrest across Germany, including the Kiel mutiny, a large-scale revolt by German sailors.



Political unrest

The German people were hungry, angry and on the brink of civil war:

October 1918

Strikes and riots took place in German cities, including Hamburg, Stuttgart, and Kiel. Many cities were run by workers', soldiers', and sailors' councils ('Soviets').

November 1918

The strikes and riots spread to Berlin. There was a large protest, and the **SPD** (Social Democratic Party) demanded that the Kaiser (German emperor) abdicate.

9 November 1918

Abdication of the Kaiser

On 9th November 1918, Kaiser Wilhelm lost the support of his ministers and the army, partly due to the unrest across Germany. He abdicated and fled to Holland on 10th November.

The abdication of the Kaiser created a power vacuum in Germany, and two different socialist parties announced a German Republic. **Friedrich Ebert**, the leader of the SPD, became Chancellor, the **Reichstag** (parliament) was suspended, and a temporary government, the **Council of People's Representatives**, was set up.

Abdicate means to step down as a ruling monarch.

11 November 1918

The armistice

Ebert's representative signed an **armistice** (truce) to end the war. It led to the Treaty of Versailles on 28th June 1919 (see **page 4**). The new German government felt they had to agree to the armistice since German civilians were starving, and the war had caused millions of casualties. Despite this, some right-wing Germans didn't agree with the truce and thought Germany could still win the war. They called the politicians who agreed to the armistice the **November Criminals**.

THE CHALLENGES OF 1923

Germany began paying reparations set out by the Treaty of Versailles. Germany was crippled by the first repayment and failed to pay some instalments.

French occupation of the Ruhr

By December 1922, Germany was unable to pay reparations. In January 1923, French and Belgian troops **occupied the Ruhr** (Germany's main industrial area), and began to take control of mines, factories, and transport to collect reparations themselves. The German government ordered **passive resistance**. They knew their reduced army was no match for the French, so German workers went on strike instead, and the French brought in their own labour force.

French soldiers with a machine gun during the occupation of the Ruhr in 1923.



Effects of the occupation of the Ruhr

Germany's economic situation worsened as debt piled up and Germany lost control of a major industrial area. The government continued to pay strikers, and compensated owners for lost income, which added to the nation's debt. As a result, prices went up, so the government printed more money as a way of meeting payments. This led to **inflation** (a rise in prices, and a fall in the value of money).

Hyperinflation

By 1923, this cycle of price inflations became **hyperinflation**.



People began to lose faith in money as prices rose rapidly.



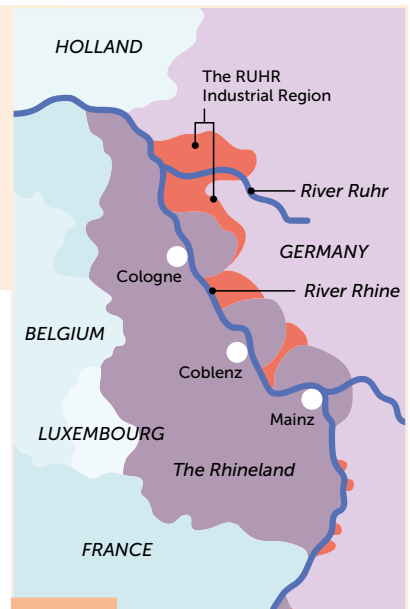
Prices continued to rise. Notes were used as toys or wallpaper.



Money became worthless, which was devastating for people with life savings. People swapped goods and services instead.



Internationally, no one wanted to trade with Germany which led to food shortages.



Key

After 1918: Occupied by Allied forces after the armistice.

January 1923: Occupied by French and Belgian forces.

Some people benefitted from hyperinflation. Loans became easier to pay off and the Black Market flourished.

CULTURAL CHANGES

Culture thrived in Weimar Germany. Freedom of speech was law, and this allowed freedom of expression to grow.

Culture and the Weimar Republic

The recovery of the economy and a move away from a more traditional way of life inspired cultural changes. Government grants also helped new artistic movements such as 'New Objectivism', 'Modernism' and 'Expressionism' to flourish.

Cinema and entertainment

The 1920s were a golden age for German **cinema**, and directors were often influenced by artistic movements. For example, Fritz Lang's 1927 film 'Metropolis' was heavily influenced by Modernism. The theatre, cabaret and jazz also became very popular among young people who lived in the cities.

Literature

'All Quiet on the Western Front' was a novel by Erich-Maria Remarque. Published in 1929, it embraced New Realism, and described the horrors of war.

Consequence

Cultural change

Not everyone agreed with these cultural changes. The left-wing felt that money should be spent relieving poverty and poor social conditions. The right-wing were angry at the erosion of traditional values.

Art and architecture

Painter, Otto Dix was a 'New Objectivist' who believed in portraying life as it is. Although he criticised Weimar, his work was popular, as was the work of Georg Grosz, whose famous painting 'Grey Day' showed a society that was not working for everyone.

Walther Gropius led a Modernist design movement called Bauhaus. It used clean, simple lines and influenced design, furniture and architecture.

An example of Bauhaus architecture



HITLER'S EARLY CAREER

In 1919, Adolf Hitler, a veteran of World War I, became an informant on left-wing political meetings.

The German Workers' Party (DAP)

In September 1919, Hitler was asked to report on meetings of the **German Workers' Party** (DAP). The party had been founded in Munich by Anton Drexler in February 1919, and only numbered around 50 members. The DAP was nationalist, and so mostly appealed to right-wing voters, but Drexler had some left-wing, socialist ideas. For example, he wanted to cap the profits of big companies. It was these socialist ideas that Hitler was asked to inform upon.

As an informant, Hitler was ordered to join the party. Once he was a member, he began to take control. He was a skilled speaker, and his speeches were full of enthusiasm. In January 1920, Drexler asked him to oversee recruitment and propaganda.

Hitler began attacking:

- the Treaty of Versailles
- the Weimar Government
- 'November Criminals'
- Jewish people and Communists through Dolchstoß (see page 5)

Adolf Hitler in the early 1920s.



THE TWENTY-FIVE POINT PROGRAMME

The DAP was renamed to include National Socialist (Nationalsozialistische) at the beginning. It became the NSDAP, or the Nazi Party.

Nazi Party ideology

In February 1920, Hitler and Drexler drew up the **Twenty-Five Point Programme**. The Twenty-Five Points were ideas, rather than concrete policies, but they appealed to both left-wing and right-wing voters. They were the basis of Hitler's actions until his death, and included:

- A strong, united Germany
- The Treaty of Versailles should be ignored
- Germany should be governed by a single leader, rather than being a democracy
- The superiority of the **Aryan** race (tall, blonde-haired, blue-eyed white people)
- Jewish people were inferior
- Germany should be economically self-sufficient
- Jewish people and communists threatened the stability of Germany
- Germans needed space to expand, **Lebensraum** (living space), by growing territories

THE ROLE OF THE SA

In July 1921, Hitler became leader of the NSDAP.

The SA

In August 1921, a former army officer called **Ernst Röhm** set up the **SA (Sturmabteilung)** as the **Nazi Party's private army**. By 1922, there were 800 members. The SA was largely made up of unemployed ex-soldiers, who were angry at how they had been treated following World War I, the November Criminals, and the Treaty of Versailles. Joining the SA gave ex-soldiers employment, a purpose, and a rallying point for their resentment of the Weimar Government.

The SA were used to protect Nazi meetings and rallies, as well as to intimidate other political groups by breaking up their gatherings. Having its own private army made the Nazi Party seem legitimate and gave the impression that it was disciplined and well organised.

Hitler drew his own bodyguard, the Stosstruppen or Shock Troops, from within the SA.

A poster showing a member of the SA



Source F:

An extract taken from the Twenty-Five Point Programme of the NSDAP.

4. *Only a member of the race can be a citizen. A member of the race can only be one who is of German blood, without consideration of creed. Consequently, no Jew can be a member of the race.*
5. *Those who are not citizens must live in Germany as foreigners and must be subject to the laws of non-citizens.*
9. *All citizens must possess equal rights.*

Give **two** things you can infer from Source F about Hitler's Twenty-Five Point Programme.

[4]

1. **What I can infer:** Hitler didn't think that Jewish people should be citizens.^[1]

Details in the source that tell me this: Point 4 says that only a member of the race could be a citizen, and Jewish people are not members of the race.^[1]

2. **What I can infer:** Jewish people would be treated differently to other German citizens.^[1]

Details in the source that tell me this: Hitler didn't think Jews were citizens, so they would be 'subject to the laws of non-citizens'.^[1]

HOW HITLER BECAME CHANCELLOR, 1932–33

Political uncertainty and in-fighting helped Hitler become Chancellor in 1932.

March 1932

President Hindenburg stood for re-election in the **presidential election**. He did not get the 50% of votes he needed. Hitler and Ernst Thalmann (leader of the KPD) also stood, splitting the vote.

April

Hindenburg won 53% of the vote in a re-run of the Presidential election and was re-elected, but Hitler was close behind with 36%.

May

Von Papen was selected as Chancellor. He called for **Reichstag elections** in July.

July

The election campaign was violent and up to 100 people died. The Nazis emerged as the largest party, with 230 seats and 37% of the vote (up from 18% in 1930). Hitler had a strong negotiating position.

November

Chancellor von Papen called another election because no party in the Reichstag could claim a majority. In the November election, the Nazis were still the largest party but were down to 196 seats. Von Papen was forced to resign.

A Nazi election poster from 1932. An Aryan farmer is shown removing a Jewish businessman and a communist with a pitchfork.



January 1933

Hitler was sworn in as Chancellor. Although he had power, Hitler was still limited by:

- the Constitution – the Nazis did not have the majority they needed
- the President – Hindenburg despised Hitler
- a mixed Cabinet – only two other Nazis, Frick and Goering, were in the Cabinet.

December

Von Papen proposed Hitler as Chancellor, with himself serving as Vice-Chancellor to control Hitler. Hindenburg reluctantly agreed.

Source H: Hitler waving from the Chancellery on becoming Chancellor of Germany, 30th January 1933



Source I:

'Papen himself was Vice-Chancellor... and Hindenburg had promised him that he would not receive the Chancellor [Hitler] except in the company of the Vice-Chancellor. This... would enable him to put a brake on the radical Nazi leader. But even more: this government was Papen's conception, his creation, and he was confident that with the help of the staunch old President... he would dominate it.'

The Rise and Fall of the Third Reich, 1960.

By William L. Shirer, an American journalist who was in Berlin in 1932–33, for the *Chicago Tribune*.

Study Sources H and I.

How useful are Sources H and I for an enquiry into Hitler's appointment as Chancellor in 1933?

Explain your answer, using Sources H and I and your knowledge of the historical context.

[8]

Source H:

- Source H suggests that Hitler was very popular, as there are huge crowds visible as he is appointed Chancellor. This agrees with my knowledge that Hitler's popularity soared during the Great Depression, and the support he attracted across many sections of society helped the Nazi Party become the largest party in July 1932.
- Source H is limited because there is no photographer's name, and it could have been staged for propaganda purposes. We don't know what the photographer has left out of the shot.

Source I:

- Source I implies that Hindenburg disliked Hitler and would not see him unless he was with von Papen. This agrees with my knowledge that Hindenburg was very mistrustful of Hitler and was reluctant to appoint him as Chancellor.
- Source I is also useful for this enquiry because it suggests that von Papen was arrogant enough to believe he could control Hitler. He expected to be able to 'put a brake on' Hitler and 'dominate' the government.
- Source I is also useful because of its provenance. Shirer was a journalist in Berlin in 1932–33. He reported for a mainstream American audience, so would have been more objective.
- Source I is limited because we don't know how close the author was to the members of the Weimar Government, and he may have relied on second-hand information.
- It is also limited by being written with hindsight, so may not be completely accurate.

This question should be marked in accordance with the levels-based mark scheme on page 62.



Make sure your answer to this question is in paragraphs and full sentences. Bullet points have been used in this example answer to suggest some information you could include.

THE REICHSTAG FIRE

In 1933, Hitler was appointed Chancellor of a democracy. By autumn 1934, he was dictator of a totalitarian regime.

1933 Elections

Elections were scheduled for March 1933. Hitler needed to increase the Nazi Party's seats in the Reichstag so that they had a majority. This would allow him to make changes to the Constitution. In the run up to the elections, Hitler continued to use the SA to disrupt his political opponents.

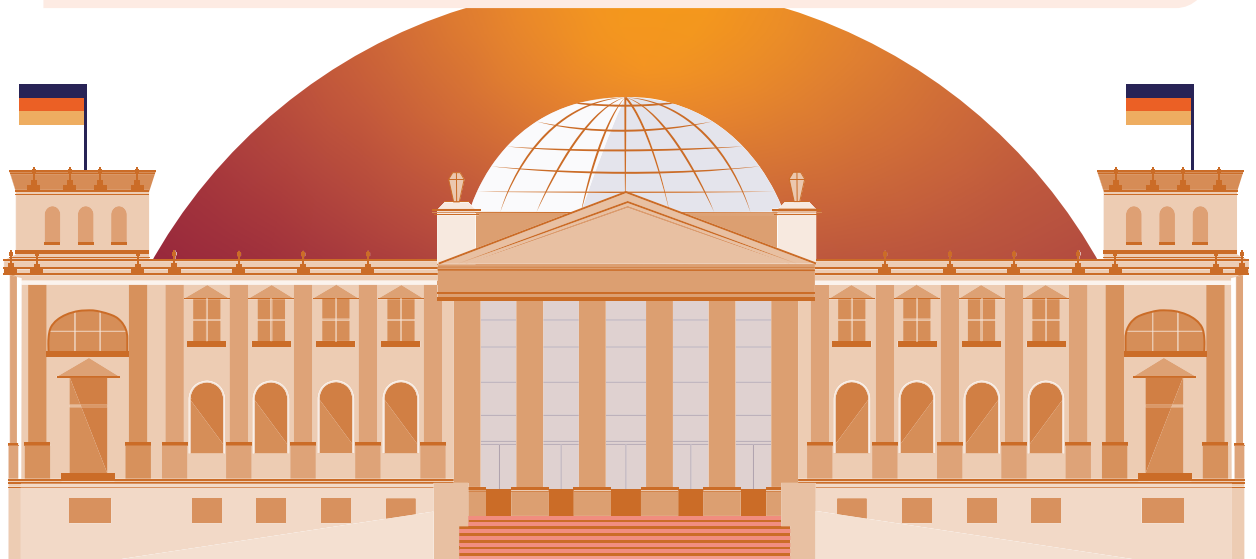
The Reichstag Fire

On 27th February 1933, the Reichstag building was destroyed by fire. A young Dutch Communist, Marinus van der Lubbe, was accused of starting the fire, and was tried and executed for arson. The fire gave Hitler an advantage.

- The fire caused an increase in anti-communist feeling, and the Nazis encouraged this in their propaganda, including publishing anti-communist conspiracy theories in Nazi-run newspapers.
- President Hindenburg allowed Hitler emergency powers to deal with the Communist threat. Communists were expelled from Parliament and 4,000 more were arrested. This prevented the communists from campaigning prior to the elections on 5th March.
- Fearful of communism, wealthy businessmen such as Krupp, poured millions into the Nazi campaign.

In the March 1933 elections, the Nazis won 44% of the vote, and 288 seats in the Reichstag. The Communists only got 12%, and 81 seats. Hitler used emergency powers to ban them from taking their seats.

The Nazis now had a majority (as the German National People's Party, DNVP, supported the Nazis). However, they were still short of the two-thirds majority they needed to change the Constitution.



NAZI CONTROL OF THE LEGAL SYSTEM

Hitler used the legal system to legitimise his actions and punish anyone who criticised or threatened his leadership.

Nazi control of Judges

In October 1933, the **National Socialist League for the Maintenance of Law** was established by Hitler. All judges had to be members, and each of its 10,000 members could be banned from working if they were removed from the League. Judges were expected to make rulings that favoured the Nazi Party.

People's Court

In 1934, the **People's Court** was set up. It was a court with no jury, so the judge made the final rulings. Sessions were held in secret and dealt with treason and other serious political crimes. There was no right of appeal. By 1939, the People's Court had sentenced 534 people to death. Hitler would check on sentences and punishments.

A trial inside the People's Court



Interpretation 3:

The Nazi world was an empire of total force, with no restraints. It was a world composed of masters and slaves, in which gentleness, kindness, pity, the respect for law, and a taste for freedom were no longer virtues, but unforgivable crimes. It was a world in which one could only obey by crawling and killing on orders... It was a world where people exterminated for pleasure and the murderers were treated as heroes.

Jacques Delarue, *The Gestapo: A History of Horror*

Interpretation 4:

Nazism seemed to many just an extreme version of what [most Germans] had always believed in or taken for granted. It was nationalistic, respectful of the armed forces, socially conservative, opposed to laziness, hostile to eccentric or incomprehensible ideas that came from cities... and avid to achieve 'greatness' for Germany. They welcomed parts of Nazi political and social views and told themselves that the rest was less important or was not meant seriously.

Walter Rinderle and Bernard Norling, *The Nazi Impact on a German Village*

1. Study Interpretations 3 and 4. They give different views about Nazi control of the German population in the years 1933–39.

What is the main difference between the views? Explain your answer, using details from both interpretations.

[4]

A main difference is that Interpretation 3 suggests that the German population was forced to obey the Nazi Party.^[1] It states that Nazi Germany was a world of 'masters and slaves'.^[1] However, Interpretation 4 suggests that the German public supported the Nazi Party willingly,^[1] because they believed and agreed with Nazi policies.^[1]

Source J: Gestapo officers recording prisoners at a concentration camp



Source K: Crowds at a Nazi parade, 1935



2. Suggest **one** reason why Interpretations 3 and 4 give different views about the control of the German population in the years 1933–1939. You may use Sources J and K to help you.

[4]

The Interpretations may differ because the authors have chosen to focus on different details. Interpretation 3 focuses on Nazi methods of control,^[1] such as the Gestapo and concentration camps shown in Source J.^[1] Whereas Interpretation 4 focuses on German support for Nazi policies, such as respect for the German military.^[1] This is reinforced by Source K which shows crowds saluting German soldiers.^[1]

NAZI AIMS AND POLICIES TOWARDS THE YOUNG

As the Nazis strengthened their hold on adult society, they did the same with the young. Hitler knew he needed the loyalty of young people, so that they would grow up to become devoted Nazis. Membership of Nazi youth groups increased from 107,000 in 1932 to 7.3 million in 1939.

The Hitler Youth

The **Hitler Youth** was for boys aged 14 and over. As well as promoting loyalty to the Nazi Party, it was a way to train future army leaders. It taught military skills, such as using weapons and map-reading, as well as Nazi ideology. It also organised camping trips and sporting activities to promote the Nazi ideals of being fit and healthy. Members of the Hitler Youth also swore an oath to report anyone who was disloyal, including parents.

The Hitler Youth membership was 55,000 in 1932 and rose to 568,000 in 1933. In 1936 the Nazis passed a law saying all young people had to belong to a youth organisation, so membership of the Hitler Youth grew even more.



A Hitler Youth parade c.1936.

The League of German Maidens

The **League of German Maidens** was the female equivalent of the Hitler Youth. It was a group for girls aged between 14–18. Girls were treated as equal to boys, but with a different set of aims and activities. They shared the same political training and indoctrination, including rallies and camping. Instead of military training, girls were taught household skills such as cooking, ironing, and sewing, and listened to lectures on topics such as 'Racial Hygiene for Marriage'.



'League of German girls in the Hitler Youth'.

NAZI POLICIES TO REDUCE UNEMPLOYMENT

Tackling unemployment was vital to strengthening Germany's economy.

Employment under the Nazis

In 1933, six million Germans were unemployed, approximately 25% of the working-age population. By 1939, Nazi statistics claimed that unemployment had dropped to 0.5 million, approximately 2.5%. There were four main reasons for the reduction in unemployment.

1 National Labour Service (RAD)

Unemployed men were put to work building roads, drains, sports facilities and bridges. In 1933, this was voluntary, but by 1935 six months' service was compulsory for 18–25-year-old men.

- + RAD gave work to 420,000 unemployed.
- RAD was unpopular with workers as it was badly paid and conditions in camps were poor.

Road construction workers in Germany in the 1930s

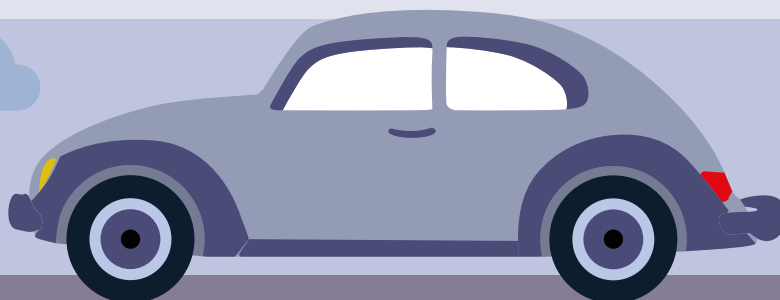


2 Autobahns

The Nazis planned to build 7000 km of motorways across Germany. The first opened in May 1935.

- + The autobahn project reduced unemployment by 80,000.
- + The new roads allowed for quicker transportation of military equipment.
- Spending on roads rose from 18 billion Marks to 37 billion between 1933 and 1938.
- Only 3000 km were completed by 1938.

A car drives down a new stretch of the Autobahn



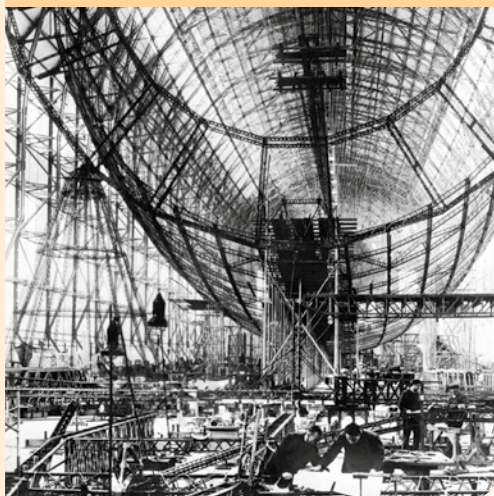
... Employment under the Nazis continued

3 Rearmament

The Nazis introduced conscription (compulsory military service) in 1935, which breached the terms of the Treaty of Versailles. The army had 1.4 million men by 1939. The increase in the size of the army led to a growth in heavy industries which created more jobs: coal and chemical production doubled, and oil, iron, and steel manufacturers trebled output between 1933 and 1939.

- ➕ Conscription reduced unemployment by one million. An increase in employment in industry added to this.
- ➕ Growth in the Aircraft industry reduced unemployment by nearly 70,000.
- ➖ Spending on armaments rose from 3.5 billion Marks to 26 billion, 1933-39.

Construction underway on the infamous Hindenburg airship



4 Invisible unemployment

Data published by the Nazi government is often unreliable and false statistics were often used as propaganda. Some estimates suggest unemployment may really have been 1.75 million by 1939, rather than 0.5 million. This is partly due to invisible unemployment.

- Women and Jewish people were forced to give up work.
- Part-time work was counted as full time.
- Hundreds of thousands of people were hidden away in concentration camps and jails.
- Men working in RAD schemes or in jobs where unemployment was temporary (e.g. agriculture) were not included in the unemployment figures.

Prisoners at a concentration camp in 1938



EXAMINATION PRACTICE

Answer Q1, either Q2. (a) or Q2. (b) and all parts of Q3.

Source A:

"As a result of an absurd plot, the government buildings of Berlin have fallen into the hands of rebels. No political party or sensible policy is behind these events. They are to be condemned... Enough blood has flowed since 1914."

Government decree during the Kapp Putsch, March 1920

1. Give **two** things you can infer from Source A about the Kapp Putsch. [4]
2. (a) Explain why the Nazi Party had limited success in the period 1923–28.
You may use the following in your answer:
 - the Weimar Government's foreign policy
 - the Munich PutschYou **must** also use information of your own. [12]
2. (b) Explain why membership of Nazi youth groups increased between 1932–1939.
You may use the following in your answer:
 - Hitler Youth
 - Nazi control of educationYou **must** also use information of your own. [12]
3. Study sources B and C.
 - (a) How useful are sources B and C for an enquiry into Nazi use of propaganda? [8]



Source B:

A poster from 1936.
The text in the top left says: "The Nazi Party secures the Volksgemeinschaft."

Source C:

"Alongside the training of the body, we must also begin a struggle against the poisoning of the soul of our citizens. Just look at what we are showing in our movies and theatres. You will not be able to deny that this is the wrong message to give to people, particularly our youth. Theatre, art, literature, cinema, press, posters, and window displays must be cleansed of all these examples of our rotting world. Instead, they should be used to put forward a much more acceptable moral, political and cultural message"

Adolf Hitler, *Mein Kampf* 1925

EXAMINATION PRACTICE ANSWERS

- 1 **What I can infer:** I can infer that some people thought the leaders of the Putsch weren't thinking straight or behaving rationally.
Details in the source that tell me this: The source says the Putsch is 'absurd' and is not the result of sensible policy.
What I can infer: I can infer that the Kapp Putsch could lead to violence and death.
Details in the source that tell me this: The text says, "Enough blood has flowed since 1914." This suggests that more blood might flow. [4]
- 2 (a) Your answer may include:
During the 1920s, the Weimar Government had a successful foreign policy which helped to kick-start industry and improve relationships abroad. This meant that voters across all social classes were satisfied with the Weimar Government and didn't want to support extreme political parties. The Dawes Plan and the Young Plan helped to reduce reparations and agree a more sensible timeline for payments. The Dawes Plan also led to a £40 million loan from the USA which was invested in industry. American investment was popular with the working-classes because it provided more employment, and it was popular with the upper- and middle-classes because it improved confidence in Germany's economy and improved her reputation abroad. The Munich Putsch showed that there was limited support for the Nazi Party. Although the Nazis had been gaining popularity, they failed to overthrow the Government in Munich. This was significant because following Hitler's arrest in November 1923, the Nazi Party was banned until 1925, and Hitler was imprisoned for 9 months. This caused disruption and meant that the Nazi Party was a limited threat in the early 1920s. The failure of the Munich Putsch also showed to Hitler that he was unable to overthrow the Weimar Government using force, and that he needed to focus on becoming electable instead.
Another reason why there was limited support for the Nazi Party in the period 1923-28 is because the German public saw an increase in their freedoms and quality of life following World War One, so certain groups, such as young people, were content with the Weimar Government. For example, the Weimar Constitution gave women more rights, including the right to vote, equal rights to men and the right to stand in elections. There was also a boom in cultural movements, such as cinema, nightlife, and music. [12]
- 2 (b) Your answer may include:
The Nazi Party recognised the importance of appealing to young people as they hoped that German youth who were taught Nazi ideology would grow up to become loyal to Hitler and the Party. As a result, the Nazi Party introduced several organisations aimed at young Germans. One of these was the Hitler Youth which was a group for boys aged 14 and over. The Hitler Youth taught young people skills which would be valuable to the Nazis in the future, such as handling weapons. The Nazis created an equivalent group for girls called the League of German Maidens which taught girls household skills, such as cooking and sewing. These groups were popular with families who supported the Nazis, so as the popularity of the Nazi Party grew, so did membership. Membership also increased massively in 1936 when the Nazis passed a law saying all young people must belong to a youth organisation.
From 1934, the school curriculum was under Nazi control, and children were taught Nazi ideology and loyalty to Hitler, for example 'Mein Kampf' was compulsory reading. This meant that children were surrounded by Nazi propaganda and vocal supporters of the Nazi Party. This undoubtedly encouraged some children to join Nazi Youth groups.
Another reason why membership of Nazi Youth groups increased was that some families feared the repercussions if they didn't enroll their children in Nazi Youth groups, as Germans were encouraged to report anyone who showed signs of non-compliance or disloyalty to the Party. Therefore, many people enrolled their children in Nazi Youth groups as they felt that they had no other option, so membership steadily increased as the Party became more powerful. [12]
- 3 (a) Source B shows that the Nazi Party used propaganda to promote their belief that Aryan people belonged to the Volksgemeinschaft. This agrees with my own knowledge that the Aryan race was seen as 'superior', and that non-Aryans were excluded from the Volksgemeinschaft. This poster also shows a family with multiple children. This agrees with my own knowledge that the Nazi Party used propaganda to promote the importance of 'racially pure' Germans having large families, as during the 1930s, the Nazi Party wanted to increase Germany's birth rate. This poster was produced by the NSDAP so is an accurate reflection of Nazi Party propaganda at the time. Because it is an illustration, rather than a photograph, it shows the NSDAP's depiction of the ideal German family. However, it is limited because it doesn't include information of other Nazi ideologies at the time, for example, the persecution of minorities. Furthermore, posters were only one example of propaganda, and I know that the Nazis also used cinema, radio, and the press to promote their ideologies.
Source C shows that Hitler thought the theatre, art, literature, cinema, press and posters could all be used as propaganda. This agrees with my knowledge that the Nazi Party used all these formats to spread Nazi ideology, for example the Great German Art Exhibition was used to showcase Nazi-approved artworks. The source also suggests that Hitler thought that propaganda was particularly effective on the young. This reinforces my knowledge that Hitler used education in schools to spread Nazi ideology, for example, *Mein Kampf* was compulsory reading. This source is useful because it is a direct quote from Hitler, and he was the leader, and therefore most influential member, of the Nazi Party. However, *Mein Kampf* was written before Hitler became the leader of Germany, so his opinions may have changed later in his career. Furthermore, Goebbels was the Nazi Minister for Propaganda, and this source does not mention him, so we don't know whether this source agrees with Goebbels' opinions on propaganda. [8]

LEVELS-BASED MARK SCHEMES FOR EXTENDED RESPONSE QUESTIONS

Questions 2. (a) or (b), 3(a), 3 (b), 3 (c) and 3 (d) require extended writing and use mark bands. Each answer will be assessed against the mark bands, and a mark is awarded based on the band it fits into. The descriptors have been written in simple language to give an indication of the expectations of each mark band. See the Edexcel website for the official mark schemes used.

Question 2. (a) or 2. (b)

Level 4 (10–12 marks)	<ul style="list-style-type: none"> • The answer gives an analytical explanation which is focussed on the question. • The answer is well developed, coherent and logically structured. • The information given is accurate and relevant to the question. • The answer shows excellent knowledge and understanding of the period. • The answer includes information that goes beyond the stimulus points in the question.
Level 3 (7–9 marks)	<ul style="list-style-type: none"> • The answer shows some analysis which is generally focussed on the question. • The answer is mostly coherent and logically structured. • Most of the information given is accurate and relevant to the question. • The answer shows good knowledge and understanding of the period.
Level 2 (4–6 marks)	<ul style="list-style-type: none"> • The answer shows limited analysis, and not all points are justified. • The answer shows some organisation, but the reasoning is not sustained. • Some accurate and relevant information is given. • The answer shows some knowledge and understanding of the period.
Level 1 (1–3 marks)	<ul style="list-style-type: none"> • A simple or general answer is given. • The answer lacks development or organisation. • The answer shows limited knowledge and understanding of the period.
0 marks	<ul style="list-style-type: none"> • No answer has been given or the answer given makes no relevant points.

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EXAMINATION TIPS

With your examination practice, use a boundary approximation using the following table. These boundaries have been calculated as an average across past History papers rather than an average of this paper. Be aware that the grade boundaries can vary quite a lot from year to year, so they should be used as a guide only.

Grade	9	8	7	6	5	4	3	2	1
Boundary	83%	75%	67%	58%	51%	42%	30%	19%	8%

1. Read the questions carefully. Don't give an answer to a question that you *think* is appearing (or wish was appearing!) rather than the actual question.
2. Make sure your handwriting is legible. The examiner can't award you marks if they can't read what you've written.
3. Learn topic-specific vocabulary and make sure you're comfortable using it.
4. Don't spend too long on the 4-mark questions.
5. Try to back up your points with evidence wherever possible.
6. When asked to make inferences in question 1, make sure your inferences are relevant to the question.
7. To get top marks in Q2, you need to include information beyond what is provided in the bullet points.
8. To do well in Q3(a) make sure to link the provenance to the content of the sources.
9. It's helpful to think of all the sub questions for Q3 as part of the same enquiry, all leading towards the final analysis in Q3(d).
10. In the longer written questions, use linking words and phrases to show you are developing your points or comparing information, for example, "as a consequence", "this shows that" and "on the other hand". This shows the examiner that you're able to analyse, evaluate and judge historical events.
11. If you need extra paper, make sure you clearly signal that your answer is continued elsewhere. Remember that longer answers don't necessarily score more highly than shorter, more concise answers.

Good luck!

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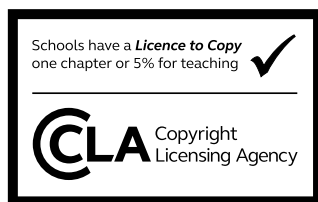
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