

<b>Edexcel – A2 GCE Unit 3: Depth Studies and Associated Historical Controversies Option D</b>	<b>D1 From Kaiser to Führer: Germany, 1900–45</b>	<b>SOURCES ACCOMPANYING SECTION B</b>
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<b>SOURCE 1</b>	<p>The adoration of Hitler by millions of German people, who otherwise might have been only marginally committed to Nazism, meant that the person of the Führer became the focal point of the Nazi system of rule. With Hitler’s massive personal popularity, the regime could repeatedly call upon plebiscites for support. This legitimised its actions at home and abroad, defused opposition and boosted the independence of the Nazi leadership from the traditional national-conservative elites, who had imagined they would keep Hitler in check. Hitler’s popularity sustained the frenetic and increasingly dangerous momentum of Nazi rule. Most important of all, Hitler’s huge platform of popularity made his own power position ever more unassailable, and made possible the process by which his personal ideological obsessions became translated into attainable reality.</p> <p><i>Ian Kershaw, The Hitler Myth: Image and Reality, published 1984</i></p>
<b>SOURCE 2</b>	<p>Hitler often refused to take decisions, especially when a decision might damage his popularity, and left his subordinates to thrash these out. He gave those men who were close to him conflicting responsibilities, which often resulted in a state of near anarchy. Some have argued that Hitler was a weak dictator, but this really does not stand up for he could take any decision he wanted to and took some of his major decisions without much consultation. He had little need for the tactic of divide and rule, for none of the other leading Nazis ever challenged his supremacy. The very fact that he had removed himself from day-to-day decisions of government made him the central figure of the Third Reich. It meant that he could take key decisions without having to go through a time-consuming and confusing process of bureaucratic consultation. The Third Reich was not so much a totalitarian state but more a chaotic system of rival empires.</p> <p><i>Edgar Feuchtwanger, Hitler’s Germany, published 2000</i></p>

**SOURCE 3**

Personally, Hitler had a preference for creating new organs of state to carry out specific projects. He had a preference, too, for choosing 'the right man for the job' and giving him the powers to carry it out, regardless; and there is no doubt that he carefully sought out men who were loyal to, and dependent upon, him for all top positions in the regime. More importantly, his personal popularity was a source of power. However, while this shielded Hitler against ultimate contradictions by ministers and generals, it was not much help in the practical business of selecting goals, reaching decisions and making policy. Hitler's sense of dependence upon his own popularity was so great that the cult of the Führer may well have contributed to government inaction in domestic affairs. Hitler was certainly careful not to associate himself with any measure that he thought might be unpopular. In this sense Hitler can be seen to have been a 'weak dictator'.

*Tim Mason, Nazism, Fascism and the Working Class,  
published 1995*

<b>Edexcel – A2 GCE Unit 3: Depth Studies and Associated Historical Controversies Option D</b>	<b>D1 From Kaiser to Führer: Germany, 1900–45</b>	<b>SECTION A</b>
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### **Examiner’s Specific Advice**

Unit 3 essays require a series of skills. These include focusing on the specific requirements of the question, selecting appropriate and detailed historical knowledge, and analysis and evaluation.

First, it is important to understand what the question is asking. For example, does the question implicitly or explicitly refer to a specific time period? You should also consider the topic that the question is addressing. Finally, you should consider the ‘key concept’ raised by the question. The key concept could be causation, consequence, continuity, change or significance.

Secondly, you will need to make a series of points supported by detailed historical knowledge. It is also important that this knowledge is relevant to the question.

Thirdly, you must avoid telling the story of the events you are covering. A better approach is to break down, or analyse, the events. This could be done by arranging your information thematically rather than chronologically.

Finally, it is important to deal correctly with the ‘key concept’. For example, in a question addressing causation, you must explain explicitly how the factors you have discussed caused the event in question. Whereas in a question regarding significance, you must weigh the different factors and reach an overall judgement.

### **Exemplar Question**

How far do you agree with the view that the Nazi consolidation of power was a ‘legal revolution’?

**[30 marks]**

### **Planning Your Response**

In order to evaluate how far the Nazis used legal methods to consolidate their power, it is necessary to consider the range of methods used in this period. For example, in addition to discussing the ways in which the Nazis changed the law, it is important to discuss the use of violence and the use of propaganda, and the extent to which these methods were legal in the context of the Nazi state. At the end of the essay, you must reach a judgement about the extent to which the Nazi consolidation of power

was a 'legal revolution'.

One possible way of structuring an answer to this question would be:

### Plan

- Introduction: list the factors you are going to discuss and provide a brief answer to the question
- Legal measures
- The use of violence
- The use of propaganda
- Conclusion

### Examiner's Exemplar Answer 1

The view that the Nazi consolidation of power was a 'legal revolution' was put forward strongly by Hitler and other Nazi ministers in the first six months of office. Their aim in claiming this was to legitimise their government and provide a contrast to the allegedly illegal activities of their rival the German Communist Party. However, there were other, more important factors explaining the Nazi consolidation of power, these included the Nazi terror and propaganda (1).

There is some truth to the idea that the Nazi revolution was indeed, a legal one. There were essentially three legal measures which allowed the Nazis to consolidate their power. The first was the suspension of civil rights which was passed by the Reichstag immediately after the Reichstag fire. On the 28 February 1933 the Decree for the Protection of People and State drawn up by Frick and signed by Hindenburg effectively ended constitutional protection of individual civil right thus increasing governmental power and giving Hitler greater freedom to act against his opponents. Secondly, on March 23 1933 the Reichstag passed the Enabling Act, which transferred legislative power from the Reichstag to the Cabinet for four years. In practice this measure allowed Hitler to rule by decree, again extending his power and entrenching the Nazi dictatorship. Finally, in mid July 1933, using the Enabling Act Hitler decreed that the Nazi Party was the only legal political party in Germany. In the absence of opposing parties the position of the Nazis were secure (2).

However, there is some debate about the legality

(1) This is an effective introduction. It establishes a clear focus on the question and lists the factors to be considered in the essay.

(2) This paragraph addresses the factor mentioned in the question and supports its point with detailed examples. Notably, the candidate knows the specific date of events. Importantly, the candidate clearly explains how each event increased the Nazi hold on power.

of these measures. The Enabling Act was only passed because Nazi Storm troopers illegally detained Socialist Deputies guaranteeing Hitler a majority of support in the Reichstag. What is more, the Enabling Act technically passed power to the Cabinet, under Hindenburg's supervision, and yet, Hitler used it as his own personal tool. Nonetheless, it is certainly true that Article 48 of the German Constitution did allow for the suspension of civil rights in an emergency and in this sense this part of Hitler's revolution was legal. Moreover many political parties had dissolved themselves prior to July and this too was legal. Therefore, although there is some doubt over the legality of the Enabling Act the other aspects of Hitler's revolution were undoubtedly legal (3).

Nazi violence was however, not legal, and yet it was another important prop of Nazi rule. For example, on May 1 the SA stormed trade union head quarters, occupying them. The Unions were later formally abolished by the Reichstag and replaced by the German Labour Front, but the first stage in this process was an illegal occupation. Equally, in March Hitler opened the first of the emergency concentration camps at Dachau. Communists and Socialists were rounded up and brutalised in concentration camps. It was called protective custody. There were 'Special Courts' but these operated outside of the established legal framework. Moreover, the camps were run by the paramilitary SA, not the Weimar police and in this sense operated outside the law. The camps served the crucial purpose of eliminating the only groups who could have offered an effective popular resistance: the left. They had learnt from the Kapp Putsch that the danger to a right wing take over came from the left. What is more, the middle class were happy to turn a blind eye to these illegal activities as they shared Hitler's hatred for the left. Nonetheless, to some extent these measures could be justified in the sense that civil rights were no longer honoured by the state and therefore the abuses that went on in the camps were no longer illegal (4).

Propaganda was another important tool for the consolidation of power. Goebbels was one of only three Nazis in the first of Hitler's cabinets. He was responsible for the Ministry of Popular Enlightenment and Propaganda which was established in March 1933. Hitler and Goebbels

(3) This paragraph shows that the candidate is aware of the complexity of the issues being discussed. It assesses the extent to which these changes in the law were 'legal'.

(4) The following paragraphs are also focused and detailed. Although they discuss factors aside from changes in the law, the candidate assesses the extent to which these factors fell within the law and were therefore part of a 'legal revolution'.

both believed that propaganda was essential to the establishment of the Nazi government. Indeed, the very phrase 'legal revolution' is an example of Nazi propaganda as it emphasises one aspect of the Nazi take over whilst simultaneously playing down others. Cinema was of prime importance. 1933 saw the release of *Hitlerjunge Quex* a filmic representation of the death of a blue eyed and blond haired boy at the hand of the Communists. This emphasised the evil of the Communists who had received a legal and physical hammering in the early days of the Nazi government, thus encouraging public sentiment helpful to the consolidation of the regime. Propaganda also emphasised Hitler as the embodiment of the Nation. The poster 'One People, One Nation, One Leader' stressed just this and emphasised that the Nazi revolution was for the good of the nation as a whole and went beyond ordinary politics. In this sense it justified the legally dubious aspects of Nazi consolidation by appealing to the national interest which was perceived as higher than any written law.

In conclusion there were three main ways in which Hitler consolidated his power in 1933. There were law, terror and propaganda so there is some truth in the statement that his revolution was a legal one (5).

### **Examiner's Assessment**

Despite the weak conclusion, this is a strong essay. The examples are detailed and indicative of wide-ranging knowledge. In addition, the quality of the analysis is high. It would score a mark low in Level 5.

### **Examiner's Exemplar Answer 2**

In my opinion I do agree that the Nazi's consolidation of power was a 'legal revolution'. But there were other factors. Conservative elite support was by far the most significant factor for the consolidation of Hitler in 1933. For example in the civil service whereby the Judges were required to swear an oath of allegiance provided judiciary protection and sanction for acts committed by the

(5) The weakest part of this essay is the conclusion. It lists the factors discussed in the essay, but does not analyse the extent to which the proposition in the question is true.

SA and SS in the following year. However, most notable of all was the Decree for the Protection of the People and the State passed in February 1933. There were factors moreover, such as the use of propaganda, the control of the media and oratory speeches as well as the systematic use of the paramilitary left and right forces, the SA and SS to terrorise, not to forget the process of Gleichschaltung and the exploitation of the Weimar Constitution. No one factor can be held wholly responsible for aiding the Nazis consolidation of power in 1933. Rather, they all helped to consolidate Nazis power (6).

Conservative support for the Nazi party was evident as early as 1920. One example was the big businessman Fritz Thyssen. He feared of the menace of the so-called Sozialpolitik and happily backed Hitler with financial sustenance. Other notable examples included the Judges responsible for Hitler's sentence in the aftermath of the Munich Putsch in 1923. Hitler got off lightly for crimes normally amounting to in excess of 10 years. Clearly there was an element of sympathy for the Nazis in conservative circles and even protection and patronage. But did this ultimately enable Hitler to maintain power having secured it in January 1933 (7)?

The culminating pressure from right wing forces of the old establishment, predominately Von Papen and Schacht realised that there was no viable alternative to Nazi power, other than the unpalatable prospect, as they saw it, of a Communist takeover, or a military dictatorship. The conservatives preferred a Nazi government because they believed that Hitler was a simpleton who they could control. Thus they lobbied Hindenburg and persuaded him to sign the most noteworthy act of the conservative elite securing the position of the Nazis in power. This was of course the Decree for the protection of the people and state which was signed February 1933. Fundamentally, it enabled Hitler to eradicate any other political opposition via Article 48 of the Weimar Constitution. The Nazis used it to target groups like the KPD and SPD who were immediately detained in the newly constructed concentration camps. These acts removed the last vestiges of organised resistance. In so doing the Nazis fared better in the election of March 1933 which helped consolidate their power (8).

(6) The introduction seems to suggest that the candidate would much rather answer a question on the role of the elites in the consolidation of power. This is problematic as it shows a lack of focus on the question.

(7) As suggested in the introduction the candidate ignores the stated factor and considers the role of the elites. What is more, it deals with the wrong time period.

(8) Again, the focus of this passage is on the elites. Nonetheless, there is some discussion of the Weimar constitution which implicitly links to the question of legality.

The Enabling Act was also vital. The heads of the Communist and Socialist parties were detained and as a result, coupled with further right-wing support via Alfred Hugenberg's DNVP and the Stahlhelm party the Nazis gained a majority vote which Hitler used to pass the Enabling act, which completely eradicated all other political parties. This was clearly a miscalculation on the part of the conservative right (9).

Another important factor was the Great Depression beginning in 1929. This plunged the Germany economic into turmoil. As a result politics was polarised and the German people's political attitudes radicalised. In the face of this the Nazi party increased its vote ten-fold from 2.8% in 1929 to 37% in 1932. Clearly luck was on Hitler's side. However underneath the façade of legality, the propaganda provided by Dr Joseph Goebbels could ultimately be held responsible for motivating the increase in support. This is also true of the creation of the Ministry for Public Enlightenment and Propaganda in February 1933 which immediately permitted the Nazis to exercise total control over the media (10).

To conclude the legal revolution was highly important for handing power to Hitler previous to 1933. However, the conservative elite were also important. The Nazi party required total control to consolidate power, and therefore it used all means at its disposal for total domination (11).

### **Examiner's Assessment**

The essay does not really engage with the stated factor. Consequently, it cannot be awarded a mark higher than the mid-point in Level 3. There is considerable knowledge here, although much of it does not address the question. Moreover there are some factual errors. Therefore it receives a mark at the bottom of Level 3.

(9) This appears to confuse the Enabling Act with the abolition of other political parties.

(10) This aspect of the essay considers the rise rather than the consolidation of power and therefore fails to address the question.

(11) The conclusion indicates that the candidate has very little idea of what the term 'legal revolution' refers to. Broadly, it fails to answer the question and fails to reach a substantiated judgement.



<b>Edexcel – A2 GCE Unit 3: Depth Studies and Associated Historical Controversies Option D</b>	<b>D1 From Kaiser to Führer: Germany, 1900–45</b>	<b>Mark Scheme for Section A</b>
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How far do you agree with the view that the Nazi consolidation of power was a 'legal revolution'?

**[30 marks]**

**AO1a and AO1b (13%) (30 marks)**

The essay questions in Part (a) will have an analytical focus, requiring candidates to reach a substantiated judgement on a historical issue or problem.

<b>Level 1</b>	<p>Candidates will produce a series of statements, some of which may be simplified. The statements will be supported by factual material which has some accuracy and relevance although not directed at the focus of the question. The material will be mostly generalised. The writing may have some coherence and it will be generally comprehensible, but passages will lack clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p> <p><b>Low Level 1: 1–2 marks</b></p> <p>The qualities of Level 1 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 1: 3–4 marks</b></p> <p>The qualities of Level 1 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 1: 5–6 marks</b></p> <p>The qualities of Level 1 are securely displayed.</p>	<b>(1–6)</b>
<b>Level 2</b>	<p>Candidates will produce statements with some development in the form of mostly accurate and relevant factual material. There will be some analysis, but focus on the analytical demand of the question will be largely implicit. Candidates will attempt to make links between the statements and the material is unlikely to be developed very far. The writing will show elements of coherence but there are likely to be passages which</p>	<b>(7–12)</b>

	<p>lack clarity and/or proper organisation. The range of skills needed to produce a convincing essay is likely to be limited. Frequent syntactical and/or spelling errors are likely to be present.</p> <p><b>Low Level 2: 7–8 marks</b></p> <p>The qualities of Level 2 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 2: 9–10 marks</b></p> <p>The qualities of Level 2 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 2: 11–12 marks</b></p> <p>The qualities of Level 2 are securely displayed.</p>	
<b>Level 3</b>	<p>Candidates' answers will be broadly analytical and will show some understanding of the focus of the question. They may, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus in places. Factual material will be accurate, but it may not consistently display depth and/or relevance. The answer will show some degree of direction and control but these attributes will not normally be sustained throughout the answer. The candidate will demonstrate some of the skills needed to produce a convincing essay, but there may be passages which show deficiencies in organisation. The answer is likely to include some syntactical and/or spelling errors.</p> <p><b>Low Level 3: 13–14 marks</b></p> <p>The qualities of Level 3 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 3: 15–16 marks</b></p> <p>The qualities of Level 3 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 3: 17–18 marks</b></p> <p>The qualities of Level 3 are securely displayed.</p>	<b>(13–18)</b>

<p><b>Level 4</b></p>	<p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it, with some evaluation of argument. The analysis will be supported by accurate factual material, which will be mostly relevant to the question asked. The selection of material may lack balance in places. The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce a convincing and cogent essay will be mostly in place.</p> <p><b>Low Level 4: 19–20 marks</b></p> <p>The qualities of Level 4 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 4: 21–22 marks</b></p> <p>The qualities of Level 4 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 4: 23–24 marks</b></p> <p>The qualities of Level 4 are securely displayed.</p>	<p><b>(19–24)</b></p>
<p><b>Level 5</b></p>	<p>Candidates offer a sustained analysis which directly addresses the focus of the question. They demonstrate explicit understanding of the key issues raised by the question, evaluating arguments and – as appropriate – interpretations. The analysis will be supported by an appropriate range and depth of accurate and well-selected factual material. The answer will be cogent and lucid in exposition. Occasional syntactical and/or spelling errors may be found but they will not impede coherent deployment of the material and argument. Overall, the answer will show mastery of essay writing skills.</p> <p><b>Low Level 5: 25–26 marks</b></p> <p>The qualities of Level 5 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 5: 27–28 marks</b></p> <p>The qualities of Level 5 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 5: 29–30 marks</b></p> <p>The qualities of Level 5 are securely displayed.</p>	<p><b>(25–30)</b></p>

<b>Edexcel – A2 GCE Unit 3: Depth Studies and Associated Historical Controversies Option D</b>	<b>D1 From Kaiser to Führer: Germany, 1900–45</b>	<b>SECTION B</b>
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### **Examiner's Specific Advice**

The Unit 3 part (b) essay requires the following skills. First, candidates need to comprehend the sources and understand the ways in which they support or challenge the view advanced in the question. Secondly, candidates must evaluate the interpretations of the sources in the light of their own knowledge. Thirdly, candidates are expected to select information from the sources in order to make an argument that addresses the question. Fourthly, candidates must use their own knowledge to either develop or contradict the interpretations offered by the sources. Finally, candidates should treat the sources as a package rather than as separate entities. In practice, this means cross-referencing.

When approaching a part (b) question, it is important to identify the debate that the question is concerned with. In this option, there are two possible debates. The first concerns the origins of World War One, and the extent to which it was a German war of aggression. The second debate concerns the nature and popularity of the Nazi state.

Having recognised the debate, read the sources and identify which source(s) support(s) the proposition in the question, and which source(s) challenge(s) it. Note that some sources will not have a marked opinion and could be used to support either side of the debate.

### **Exemplar Question**

How far do you agree with the view that, in the years 1933–1939, Hitler was not in control of the Third Reich?

**[40 marks]**

### **Planning Your Response**

This question relates to the second debate: the nature and popularity of the Nazi state. Source 1 clearly indicates that Hitler was a powerful dictator and suggests that this power was rooted in his massive popularity. Sources 2 and 3, on the other hand, argue that, in different ways, Hitler was a weak leader. Source 2 points to the institutional chaos that made any kind of leadership difficult and Source 3 argues that Hitler's popularity was of little help inside the government and limited his options, as he did not want to compromise his popularity by adopting unpopular policies.

## Plan

One possible way of structuring an answer to this question would be:

- Introduction: set out the different interpretations and the different themes the essay will discuss
- Ways in which Hitler's control of the Third Reich could be said to be limited
- Ways in which Hitler exerted strong control over the Third Reich
- Ways in which Hitler used chaos to exert his power
- Conclusion

## Examiner's Exemplar Answer 1

The view that Hitler was not in control of the Third Reich can be seen clearly in Sources 2 and 3 which both describes him as 'a weak dictator.' There is plenty of support for this view, both from the sources and from historical evidence more generally. It is true to say that Hitler was not a dictator in the traditional sense that he took all of the decisions all of the time. But it would also be wrong to see him as a weak dictator who had no control over the Third Reich. Ian Kershaw's view, which is set out in Source 1, suggests that Hitler used unorthodox methods to assert his control over his government and that the peculiarities in his style which some historians see as weaknesses were in fact the key to his power (1).

Source 2 argues that the structure of Hitler's government robbed him of power within the state. Essentially, it suggests that the government was confused and contradictory, and therefore it was impossible for him to govern effectively. Source 3 backs this up, pointing out that Hitler 'had a preference for creating new organs of state to carry out specific projects.' This was certainly true in the economy where Weimar institutions, such as the Ministry of Economics and the Reichsbank competed with non-state agencies such as the Four-Year Plan Organisation and the Todt Organisation in economic matters. Source 3 suggests that this style of government was unhelpful 'in the practical business of selecting goals, reaching decisions and making policy.' Source 2 also exposes another aspect of Hitler's weakness, suggesting that he was indecisive and therefore that he simply lacked the personality and drive to dominate government. This is supported by accounts of Hitler's contemporaries

(1) This introduction clearly focuses on the question and sets out the different views expressed in the sources along with an argument which will structure the rest of the essay.

(2) The essay begins by discussing the stated

such as Albert Speer, who recalls that Hitler rarely got out of bed before lunchtime and preferred watching trashy films in his personal cinema to governing. Therefore, Source 2 and 3 both suggest that Hitler was a weak dictator in the sense that the structure of his government, and his own personality, robbed him of authority within the government (2).

Conversely, Source 1 suggests that Hitler was, in fact, extremely powerful. It emphasizes Hitler's 'massive personal popularity'. Indeed, it suggests that the regime itself drew its power from 'the adoration of Hitler by millions of German people.' This popularity empowered Hitler to embark on radical courses of action. For example, the campaign against the Jews, which increased in severity between 1933 and 1939, reflected Hitler's personal ideological preoccupations. Equally, Hitler dominated foreign policy, and it was his decision to remilitarize the Rhineland in 1936. However, Source 3 suggests that Hitler's popularity was a weakness as well as a strength. Specifically, it argues that Hitler was unwilling to make unpopular decisions because he feared losing the public's affection. In this sense, the cult of Hitler, and his desire to be popular, disempowered him. For example, Hitler was never willing to take on the power of the Catholic church because such a move would have been extremely unpopular, and therefore there was a significant area of German life which remained independent of his will (3).

Ian Kershaw, author of Source 1, argues that Hitler used the chaos of his regime to enhance his power. In this sense the 'chaotic system of rival empires' (Source 2) was not a brake on his power as suggested by Source 2 and Source 3, but rather the key to his power. Source 1 asserts that Hitler's enormous popularity gave him the authority to cut through the bureaucracy of government and assert his will in areas about which he felt passionately. Even Source 3 acknowledges that Hitler was in charge of 'choosing the right man for the job' in areas such as the economy, where Hitler had neither the patience nor the interest to take full control. Kershaw describes Hitler's government as 'polycratic', meaning that there were many rival centres of power. Himmler, for example, had a huge powerbase in the SS, Goering's stronghold was the economy, and Bormann control over access to Hitler and the Nazi Party gave him great influence within the government. According to

interpretation, drawing on two sources, and in so doing advancing a detailed cross-reference which examines different aspects of Hitler's alleged weakness. Notably, it integrates the Sources and own knowledge.

(3) The essay continues to integrate sources and own knowledge and examines a more traditional view of Hitler's strengths concluding with the integrationist view.

Kershaw, Hitler allowed these men to build their own empires in order to foster a Darwinian struggle in order to 'divide and rule'. He assumed that, if his lieutenants were fighting each other, they would not fight him. Moreover, Source 1 stresses that Hitler was the most popular member of the Nazi government and therefore had authority that none of his henchmen enjoyed. In fact, Hitler allowed unflattering pictures of Goering, which revealed his true girth, to be published, thus undermining his most popular henchman.

To conclude, the idea that Hitler was a weak dictator because of the institutional anarchy of the Nazi government, a view supported by Sources 2 and 3, misunderstands the true nature of Hitler's power. Hitler used this anarchy for his own purposes. However, Source 3's assertion that Hitler was a prisoner of his own popularity is closer to the truth. Hitler could never openly express his genocidal desires regarding the Jews, or his true contempt for the Catholic church because to do so would be to risk undermining his relationship with the public which, as Source 1 suggests, formed the basis of his power. This does not make him a weak dictator. It merely suggests that there were limitations to his power. It does not undermine the assertion that he was pre-eminent in the Reich, and the most powerful man in Germany (4).

### **Examiner's Assessment**

This essay presents a sustained analysis of the issues raised by the question and therefore deserves a mark in Level 5. It also contains detailed cross-referencing and a good range of own knowledge. The sources and own knowledge are deployed with skill to create a sophisticated argument which concludes with a judgement which clearly reflects the balance of the essay's argument. The essay is awarded a secure mark in Level 5.

### **Examiner's Exemplar Answer 2**

Some historians have claimed that Hitler was not in control of the Third Reich. However, other historians have claimed that Hitler was a powerful dictator who made all the decisions. Ian Kershaw, another

(4) This is a focused summary of the essay which draws out the essence of the argument and reaches a substantiated judgement.

(5) The introduction is focused, but vague. Additionally, it does not give an accurate picture of the

historian, has a theory which is in the middle of these two views. In this essay I will look at the three sources provided and use them and my own knowledge to decide how far Hitler was not in control of the Third Reich (5).

Source 1 is by Ian Kershaw he says that 'millions of German people' supported Hitler and that this support gave Hitler a lot of power. This overlooks the fact that the Jews didn't support Hitler and is therefore an overstatement. Source 1 says that Hitler had support 'at home and abroad'. I know that this is true because in 1938 no other country prevented Hitler from taking over Czechoslovakia. Ian Kershaw's view is in the middle of the other two opinions because he says that Hitler did not make all the decisions but he did make some (6).

In contrast, Source 2 says that Hitler did not 'take decisions' and that this makes him a weak dictator. It also says that 'the very fact that he had removed himself from day-to-day decisions of government made him the central figure of the Third Reich.' This suggests that he was a strong dictator even though later on Source 2 say 'a chaotic system of rival empires.' I know from my own knowledge that sometimes things were chaotic. For example, once Hitler gave Goering the same job as another minister. The other minister eventually had to quit (7).

Source 3 argues that Hitler was a 'weak dictator'. It says this because Hitler wanted to be popular. This is like in Source 1 which says 'the adoration of Hitler by millions of German people'. Hitler's popularity did make him powerful. If the people supported him they would not oppose any of his policies and he could do what he liked. This is true of his policy against the Jews because nobody tried to stop him from doing this. Hitler also did not do things that he thought would be unpopular. For example, at the end of the war he hid in a bunker because he knew that Germany was going to lose (8).

Overall, Hitler was a strong dictator and was in control of the Third Reich. For example, he was able to pass the Nuremberg Laws in 1935 even though they were written on the back of a napkin. Also he was able to join Austria to German in 1938 this was called the Anschluss. Also, in 1934 he killed all of the SA on the Night of the Long Knives, this shows that he was not just in charge of Germany, he

relationship between Ian Kershaw's position and that of other historians, nor does it set out what the essay will argue.

(6) This paragraph essentially summarises Source 1. It does introduce some own knowledge, but this lacks detail and the relevance to the question is not clear.

(7) Again, this paragraph is a summary of Source 2. Additionally, the own knowledge, while more obviously relevant, is very vague.

(8) This paragraph begins with some superficial cross-referencing. Again, the own knowledge lacks detail and sophistication.

(9) This paragraph contains a series of pieces of information reflecting the candidate's own knowledge. While the information is broadly accurate, the candidate is using them in a simplistic way. Finally, the discussion of



<p><u>controlled the Nazis as well. Finally, in 1940 he conquered half of Europe. How could you do that if you weren't a strong ruler (9)?</u></p> <p><u>In conclusion, it is not true that Hitler was not in control of the Third Reich. He did have control of Germany and this can be seen in the Sources and my own knowledge (10).</u></p> <p><b>Examiner's Assessment</b></p> <p>This essay is quite simplistic in terms of its structure, the information it presents and the approach to the question. In terms of AO1 the own knowledge is broadly accurate and focused, but lacks detail. Therefore it gets a low mark in Level 2. Turning to AO2, the essay tends to paraphrase and summarise rather than to analyse or cross reference. Therefore, it also gets a mark in Level 2.</p>	<p>Hitler's military campaign in 1940 falls outside the time frame specified in the question.</p> <p>(10) The conclusion does not consider the extent to which Hitler was in control, and does not support the judgement that is reached.</p>
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<p><b>Edexcel – A2 GCE Unit 3: Depth Studies and Associated Historical Controversies Option D</b></p>	<p><b>D1 From Kaiser to Führer: Germany, 1900–45</b></p>	<p><b>Mark Scheme for Section B</b></p>
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How far do you agree with the view that, in the years 1933–1939, Hitler was not in control of the Third Reich?

**[40 marks]**

**Target: AO1a and AO1b (16 marks) AO2b (24 marks) (40 marks)**

The question will require candidates to compare the provided source material in the process of exploring an issue of historical debate and reaching substantiated judgements in the light of their own knowledge and understanding of the issues of interpretation and controversy. Students must attempt the controversy question that is embedded within the period context.

**AO1a and AO1b (16 marks)**

<b>Level 1</b>	Candidates will produce a series of statements, some of which may be simplified, on the basis of factual material which has some accuracy and relevance although not directed at the focus of the question. Links with the presented source material will be implicit at best. The factual material will be mostly generalised and there will be few, if any, links between the statements. The	<b>(1–3)</b>
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	<p>writing may have some coherence and it will be generally comprehensible but passages will lack clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p> <p><b>Low Level 1: 1 mark</b></p> <p>The qualities of Level 1 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 1: 2 marks</b></p> <p>The qualities of Level 1 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 1: 3 marks</b></p> <p>The qualities of Level 1 are securely displayed.</p>	
<p><b>Level 2</b></p>	<p>Candidates will produce statements deriving from their own knowledge and may attempt to link this with the presented source material. Knowledge will have some accuracy and relevance. There may be some analysis, but focus on the analytical demand of the question will be largely implicit. Candidates will attempt to make links between the statements and the material is unlikely to be developed very far. The writing will show elements of coherence but there are likely to be passages which lack clarity and/or proper organisation. The range of skills needed to produce a convincing essay is likely to be limited. Frequent syntactical and/or spelling errors are likely to be present.</p> <p><b>Low Level 2: 4 marks</b></p> <p>The qualities of Level 2 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 2: 5 marks</b></p> <p>The qualities of Level 2 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 2: 6 marks</b></p> <p>The qualities of Level 2 are securely displayed.</p>	<p><b>(4–6)</b></p>

<p><b>Level 3</b></p>	<p>Candidates attempt a broadly analytical response from their own knowledge, which offers some support for the presented source material. Knowledge will be generally accurate and relevant. The answer will show some understanding of the focus of the question but may include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus in places. Attempts at analysis will be supported by generally accurate factual material which will lack balance in places. The answer will show some degree of direction and control but these attributes will not normally be sustained throughout the answer. The candidate will demonstrate some of the skills needed to produce a convincing essay, but there may be passages which show deficiencies in organisation. The answer is likely to include some syntactical and/or spelling errors.</p> <p><b>Low Level 3: 7 marks</b></p> <p>The qualities of Level 3 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 3: 8–9 marks</b></p> <p>The qualities of Level 3 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 3: 10 marks</b></p> <p>The qualities of Level 3 are securely displayed.</p>	<p><b>(7–10)</b></p>
<p><b>Level 4</b></p>	<p>Candidates offer an analytical response from their own knowledge which supports analysis of presented source material and which attempts integration with it. Knowledge will be generally well-selected and accurate and will have some range and depth. The selected material will address the focus of the question and show some understanding of the key issues contained in it with some evaluation of argument and – as appropriate – interpretation. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked although the selection of material may lack balance in places. The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce a convincing and cogent essay will be mostly in place.</p> <p><b>Low Level 4: 11 marks</b></p> <p>The qualities of Level 4 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p>	<p><b>(11–13)</b></p>

	<p><b>Mid Level 4: 12 marks</b></p> <p>The qualities of Level 4 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 4: 13 marks</b></p> <p>The qualities of Level 4 are securely displayed.</p>	
<b>Level 5</b>	<p>Candidates offer a sustained analysis from their own knowledge which both supports, and is integrated with, analysis of the presented source material. Knowledge will be well-selected, accurate and of appropriate range and depth. The selected material directly addresses the focus of the question. Candidates demonstrate explicit understanding of the key issues raised by the question, evaluating arguments and – as appropriate – interpretations. The analysis will be supported by an appropriate range and depth of accurate and well-selected factual material. The answer will be cogent and lucid in exposition. Occasional syntactical and/or spelling errors may be found but they will not impede coherent deployment of the material and argument. Overall, the answer will show mastery of essay writing skills.</p> <p><b>Low Level 5: 14 marks</b></p> <p>The qualities of Level 5 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 5: 15 marks</b></p> <p>The qualities of Level 5 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 5: 16 marks</b></p> <p>The qualities of Level 5 are securely displayed.</p>	<b>(14–16)</b>

**AO2b (24 marks)**

<b>Level 1</b>	<p>Comprehends the surface features of sources and selects from them in order to identify points which support or differ from the view posed in the question. When reaching a decision in relation to the question the sources will be used singly and in the form of a summary of their information. Own knowledge of the issue under debate will be presented as information but not integrated with the provided material.</p>	<b>(1–4)</b>
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	<p><b>Low Level 1: 1–2 marks</b></p> <p>The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 1: 3–4 marks</b></p> <p>The qualities of Level 1 are securely displayed.</p>	
<b>Level 2</b>	<p>Comprehends the sources and notes points of challenge and support for the stated claim. Combines the information from the sources to illustrate points linked to the question. When supporting judgements are made in relation to the question, relevant source content will be selected and summarised and relevant own knowledge of the issue will be added. The answer may lack balance but one aspect will be developed from the sources. Reaches an overall decision but with limited support.</p> <p><b>Low Level 2: 5–6 marks</b></p> <p>The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 2: 7–9 marks</b></p> <p>The qualities of Level 2 are securely displayed.</p>	<b>(5–9)</b>
<b>Level 3</b>	<p>Interprets the sources with confidence, showing the ability to analyse some key points of the arguments offered and to reason from the evidence of the sources. Develops points of challenge and support for the stated claim from the provided source material and deploys material gained from relevant reading and knowledge of the issues under discussion. Shows clear understanding that the issue is one of interpretation. Focuses directly on the question when structuring the response, although, in addressing the specific enquiry, there may be some lack of balance. Reaches a judgement in relation to the claim, supported by information and argument from the sources and from own knowledge of the issues under debate.</p> <p><b>Low Level 3: 10–11 marks</b></p> <p>The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 3: 12–14 marks</b></p> <p>The qualities of Level 3 are securely displayed.</p>	<b>(10–14)</b>

<p><b>Level 4</b></p>	<p>Interprets the sources with confidence showing the ability to understand the basis of the arguments offered by the authors and to relate these to wider knowledge of the issues under discussion. Discussion of the claim in the question proceeds from an exploration of the issues raised by the process of analysing the sources and the extension of these issues from other relevant reading and own knowledge of the points under debate. Presents an integrated response with developed reasoning and debating of the evidence in order to create judgements in relation to the stated claim, although not all the issues will be fully developed. Reaches and sustains a conclusion based on the discriminating use of the evidence.</p> <p><b>Low Level 4: 15–16 marks</b></p> <p>The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 4: 17–19 marks</b></p> <p>The qualities of Level 4 are securely displayed.</p>	<p><b>(15–19)</b></p>
<p><b>Level 5</b></p>	<p>Interprets the sources with confidence and discrimination, assimilating the author’s arguments and displaying independence of thought in the ability to assess the presented views in the light of own knowledge and reading. Treatment of argument and discussion of evidence will show that the full demands of the question have been appreciated and addressed. Presents a sustained evaluative argument and reaches fully substantiated conclusions demonstrating an understanding of the nature of historical debate.</p> <p><b>Low Level 5: 20–21 marks</b></p> <p>The qualities of Level 5 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 5: 22–24 marks</b></p> <p>The qualities of Level 5 are securely displayed.</p>	<p><b>(20–24)</b></p>

<b>Edexcel – A2 GCE Unit 3: Depth Studies and Associated Historical Controversies Option D</b>	<b>D1 From Kaiser to Führer: Germany, 1900–45</b>	<b>Chronology</b>
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### Chronology: Key Events in *Germany 1815–1945*

Year	Month	Event
1815		Creation of German Confederation
1864–71		Unification wars
1864		Defeat of Denmark
1866		Defeat of Austria
1870–71		Defeat of France in the Franco-Prussian War
1871		Creation of the German Empire ( <i>Kaiserreich</i> )
1888		Death of Emperor Wilhelm I, followed by the death of his son Friedrich III just 99 days later Wilhelm II succeeds as Emperor
1890		Forced resignation of Bismarck Caprivi appointed Chancellor Anti-Socialist Laws lapsed
1893		Agrarian League formed
1894		Hohenlohe appointed Chancellor Franco-Russian Alliance ratified
1897		Government reorganised Bülow's 'place in the sun' speech, <i>Weltpolitik</i> initiated
1898		Navy League formed
		First Naval Law passed, followed by the laws of 1900, 1906, 1912
1900		Bülow appointed Chancellor
1904		Anglo-French Agreement (which later becomes the Anglo-French <i>Entente Cordiale</i> )
1905		Schlieffen Plan devised First Moroccan Crisis – the Tangier incident
1906		Launch of the first Dreadnought by Britain
1907		Anglo-Russian <i>entente</i> forming the Triple Entente
1908		The <i>Daily Telegraph</i> affair
1908–09		Bosnian Crisis
1909		Bethmann appointed Chancellor
1911		Second Moroccan Crisis: the Agadir incident
1912		Major socialist gains in <i>Reichstag</i> elections Anglo-French naval agreement
		First Balkan War
		War Council meeting
1913		Zabern affair Second Balkan War
1914	28 June	Assassination of Franz Ferdinand

**Access to History Online Edexcel Unit 3 – D1 From Kaiser to Führer: Germany 1900–45**

	5 July	'Blank cheque' given by Germany to Austria
	August	Start of the First World War
	September	Battle of the Marne: failure of the Schlieffen Plan
1915		Unrestricted submarine warfare begins (but ends after the sinking of the <i>Lusitania</i> )
1916		Battles of Verdun and Somme
	August	Establishment of 'the silent dictatorship' under Hindenburg and Ludendorff
	December	Auxiliary Service Law introduced
1917	February	Unrestricted submarine warfare restarted
	April	Entry of USA into the war
		Split of SPD – creation of USPD
	July	Resignation of Bethmann and replacement by Michaelis
		Peace resolution
1918	March	Treaty of Brest-Litovsk
	8 August	'Black Day' of German army
	3 October	Prince Max of Baden appointed Chancellor
	2 November	Grand Fleet mutiny at Kiel
	9 November	Kaiser flees to the Netherlands Ebert appointed Chancellor Germany proclaims a republic
	11 November	Armistice signed at Compiègne
1919	5 January	Start of Spartacist uprising in Berlin
	January	Creation of the German Workers' Party by Anton Drexler
	6 February	National Constituent Assembly meets at Weimar
	28 June	Treaty of Versailles signed
	31 July	Weimar Constitution adopted by National Assembly
	11 August	Weimar Constitution signed by President Ebert
1920	February	German Workers' Party becomes the National Socialist German Workers' Party and publishes its Twenty-Five Point Programme
	March	<i>Kapp Putsch</i>
1921	May	IARC (Inter-Allied Reparations Commission) fixes reparations at £6600 million (132 billion gold marks)
	26 August	Murder of Erzberger
1922	April	Treaty of Rapallo
	24 June	Murder of Rathenau
1923	January	Franco-Belgian occupation of the Ruhr
		Passive resistance proclaimed
	Jan–Nov	Period of hyper-inflation
	August	Stresemann made Chancellor of Germany
	Summer	The 'German October' in Saxony
	Aug–Nov	Stresemann's 100 days
	8–9 November	Munich Beer Hall <i>Putsch</i>
	December	Introduction of the <i>Rentenmark</i>
1924	April	Dawes Plan proposed and accepted
1925		Hindenburg elected President
	February	Hitler refounds the NSDAP



**Access to History Online Edexcel Unit 3 – D1 From Kaiser to Führer: Germany 1900–45**

	October	Locarno Conference
1928	May	Müller's Grand Coalition
	August	Kellogg–Briand Pact
	October	Hugenberg leader of DNVP
1929		Young Plan
	October	Death of Stresemann
		Wall Street Crash
1930	March	Brüning appointed Chancellor
1932	January	Unemployment peaks at 1.6 million
	May	Brüning resigns as Chancellor – Von Papen is appointed Chancellor
	July	Reichstag elections: Nazis emerge as largest party
	December	Von Papen dismissed as Chancellor and replaced by Schleicher
1933	January	Schleicher dismissed as Chancellor and replaced by Hitler
	February	Reichstag Fire
	March	Final Reichstag election
	15 March	Creation of Ministry of Popular Enlightenment and Propaganda
	23 March	Enabling Law passed
	1 April	Official boycott of Jewish shops
	May	Creation of the German Labour Front
	14 July	Concordat signed with the Papacy
	14 July	All political opposition to the NSDAP declared illegal
1934	June	Night of the Long Knives
	July	Schacht appointed Minister of Economics
	August	Hitler merges posts of Chancellor and President to become Führer
1935	15 September	Nuremberg Race Laws introduced
1936	October	Four-Year Plan Organisation established
1937		Papal encyclical criticises the Nazi regime
	November	Resignation of Schacht as Minister of Economics
1938	February	Forced resignation of Field Marshall Blomberg and General Fritsch
	9–10 November	Kristallnacht
1939		Creation of the Reich Central Office for Jewish Emigration
	1 September	Germany invades Poland
	3 September	Britain and France declare war on Germany
1941	22 June	Operation Barbarossa – German invasion of USSR
	11 December	Germany declares war on the USA
1942	January	The Wannsee Conference – 'final solution' agreed
	February	Albert Speer appointed Minister of Armaments
1943	January	German surrender at Stalingrad
	February	Goebbels 'total war' speech
1944	6 June	Allied landings in Normandy, France
	20 July	Stauffenberg bomb plot fails
	November	Execution of Edelweiss Pirates

1945	7–8 May	German surrender
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## **Teaching Activities**

### **1. This House believes that the Nazi regime was stable, strong and successful**

*Preparation for the debate.* Divide the class into two teams. Team One will argue that the Nazi regime was stable, strong and successful. Team Two will argue that the Nazi regime had fundamental weaknesses. Each team should prepare a five-minute opening statement explaining their point of view. They should ensure that this statement makes general points and supports them with specific examples. The teams should also choose speakers for the debate.

*The debate.* Team One begins the debate. The speaker for the team should give their opening statement. Following this, the speaker for Team Two responds with their opening statement. After the statements, the floor is 'opened' and students may ask questions of the opposing team.

The chairperson (the teacher) should score all contributions to the debate as follows:

General point	1 point
Specific examples	3 points
Relevant question	1 point

At the end of the debate, the speaker for each team should make a closing statement, responding to the issues raised in the debate and summarising their argument. Finally, a vote should be taken.

The winning team is the team with the most points, regardless of who wins the vote.

Hint:

- To encourage all students to participate in the debate, the teacher should have a collection of tokens of some sort. Every time a student participates in the debate, they should be given a token. At the end of the debate, each student is awarded one vote per token in their possession. This incentivises contribution. Additionally, a bonus score of 20 points could be given to the first team in which every student contributes.
- Encourage more able students to incorporate the views of specific historians into their arguments. Bonus points could be awarded for doing this successfully.

### **2. Make your own exam paper**

Students should be shown a range of existing exam papers for this option. They should make a list of the key features of the exam papers. For example, they could note that the paper is divided into two sections, and that the second section has three secondary sources accompanying the question.

Students should then use their own knowledge and a copy of the specification to design their own Part (a) question. This requires no sources, but does require an understanding of the 'question stems' used by Edexcel, and the range of content covered on the specification.

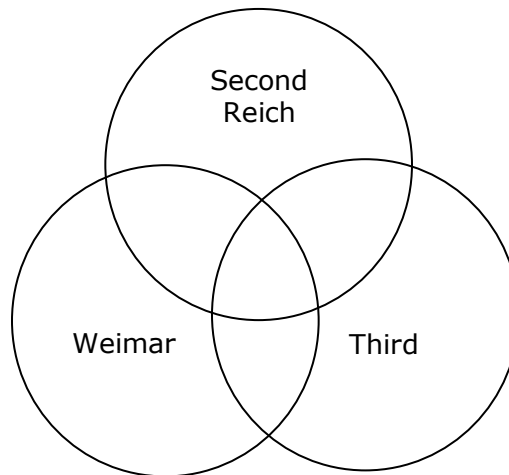
Next, students should create a Part (b) question using either a range of books on German history, or an online library such as Google Books. Students should select three extracts, from three different secondary sources, offering three different interpretations of either the causes of World War One, or the nature of the Third Reich. Having chosen the sources, students should write an appropriate question to accompany them.

Hints:

- Once the exam papers have been designed, students should swap papers with a partner, and plan their answers to the questions. They should return these to the person who designed the exam paper, who could mark them using the exam board mark scheme.
- Less able students could be given eight or nine sources from which to select their sources for Part (b).

### **3. Different regimes: similarities and differences**

In small groups, produce large copies of the following Venn diagram:



Students should think of key characteristics of the regimes they have studied. They could use the following headings as prompts:

- Political system
- Social policy
- Economic policy
- Foreign policy
- Support and opposition

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They should then place these characteristics onto the Venn diagram, showing the similarities and differences between the three regimes. They could colour-code each characteristic using the categories above.

Hints:

- Less able students could be given a list of characteristics of each regime, which they then place on the diagram.
- Discuss:
  - What were the major similarities between the regimes?
  - What were the major differences?
  - How did the everyday experience of the German people change in the period 1900–1945?

### Additional Sample Questions

Part (a)

1. To what extent was Germany an autocratic state in the period 1900–1914?
2. 'The First World War increased rather than narrowed Germany's political divisions.' How far do you agree with this judgement?
3. How far do you agree that the main reason for the survival of Weimar government 1919–1923 was the weakness of its opponents?
4. To what extent were Stresemann's policies successful?
5. How far do you agree that it was only the impact of the depression that allowed the Nazis to form a mass movement between 1929 and 1932?
6. 'Nazi consolidation of power in 1933 was primarily due to the use of terror and violence.' How far do you agree with this judgement?
7. 'The Holocaust can be explained as the result of Hitler's long-term aims and intentions.' How far do you agree with this view?
8. 'The handling of the economy was poorly coordinated and this accounts for the weakness of German war production in the years 1939–1945.' How far do you agree with this view?

Part (b)

1. 'The outbreak of war in Europe in 1914 was due to an aggressive German foreign policy which had been waged since c.1900. How far do you agree with this view?
2. How far do you agree with the view that Germany's miscalculations explain the outbreak of war in 1914?
3. How far do you agree with the view that Hitler, in the years 1933–39, was a 'weak dictator'?
4. How far do you agree with the view that 'the violence and oppression were widely popular' (Ian Kershaw) in Nazi Germany in the years 1933–1939?

## **Resources**

M. Broszat, *The Hitler State* (Longman, 1981)

Richard J. Evans, *The Coming of the Third Reich: How the Nazis Destroyed Democracy and Seized Power in Germany* (Penguin, 2004)

John Hite and Chris Hinton, *Weimar and Nazi Germany* (Hodder Education, 2000)

James Joll and Gordon Martel, *The Origins of the First World War* (Longman, 2006)

Ian Kershaw, *The Hitler Myth: Image and Reality in the Third Reich* (Oxford, 2001)

Ian Kershaw, *The Nazi Dictatorship: Problems and Perspectives of Interpretation* (Hodder Education, 2000)

Detlev Peukert, *Inside Nazi Germany: Conformity, Opposition and Racism in Everyday Life* (Yale University Press, 1989)

James Retallack, *Imperial Germany, 1871–1914* (OUP Oxford, 2008)