

OCR – AS GCE
European and World
History Enquiries
Unit F964: Modern

**Unit 2 Dictatorship and
Democracy in Germany,
1933–63**

**SOURCES
ACCOMPANYING
EXEMPLAR
QUESTION 1**

SOURCE A *The Propaganda Minister describes the role of the new Ministry of Popular Enlightenment and Propaganda.*

The most important tasks of this Ministry must be the following; first all propaganda schemes and all institutions of public information belonging to the Reich must be centralised in one hand. It must be our task to instil into these propaganda facilities a modern feeling and bring them up to date. We must not allow technology to run ahead of the Reich, but rather the Reich must keep pace with technology. Only the latest thing is good enough. We are living in an age when policies must have mass support. It is the duty of leaders to tell the masses what they want, and to put it across to the masses in such a way that they understand it too.

Josef Goebbels, speaking at a press conference, March 1933

SOURCE B *An American journalist in Germany reports on the reaction of ordinary Germans to a speech by Hitler.*

I remember being in a big Berlin café when it was announced that Hitler was to speak on the radio. The loudspeaker was turned on. Next to me was a group of German businessmen. They went on talking in low voices. At another table was a woman writing a letter. She went on writing. The only man who stood up was a small man with his tie creeping over his collar at the back of his neck. No one else in the crowded café listened to Adolf Hitler.

Philip Gibbs, writing in 1934

SOURCE C *A German newspaper advert publicises a radio broadcast by Hitler.*

Attention! The Führer is speaking on the radio. On Wednesday 21 March the Führer is speaking on all German radio stations from 11.00 to 11.50 am. The district Party headquarters has ordered that all factory owners, department stores, offices, shops, inns and blocks of flats put up loudspeakers an hour before the broadcast so that the whole workforce and all national comrades can participate fully in the broadcast.

Newspaper advertisement, 1934

SOURCE D *Hitler outlines his ideal for German youth.*

The ideal of manhood has not always been the same even for our own people. There were times when the ideal of the young man was the chap who could hold his beer and was good for a drink. What we look for from our German youth is different from what people wanted in the past. In our eyes the German youth of the future must be slim and slender, swift as the greyhound, tough as leather and as hard as Krupp steel. We must educate a new type of man.

Adolf Hitler, speaking at the Nuremberg Party rally, September 1935

SOURCE E *A modern historian reflects on the impact of Nazi influence on everyday life and culture.*

National Socialist doctrine lived in almost every painting, film, stamp and public building, in toys for children, in people's houses, in tales and costumes, in the layout of villages, in the songs and poems taught in schools, even in household goods. There was no casual spectator; everyone played a part. Discipline, obedience, self-sacrifice, loyalty, duty. These were the highest virtues. Individuals had to submerge themselves into the mass of the people's community. The penetration of Nazi culture into every sphere of social life never ceased.

P. Adam, The Arts of the Third Reich, 1992

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**Dictatorship and Democracy
in Germany, 1933–63**

**QUESTION 1
PART (a)**

Examiner's Specific Advice

Answers need to compare the two sources directly and may evaluate matters such as authorship, dating, utility and reliability, so using the sources 'as evidence for ...'. The introductions and attributions for each source should be used to aid comparison. These two sources present different perspectives on the same event: a radio broadcast in 1934 by Hitler. Source C is a Nazi Party advertisement, instructing the population to listen and participate in the broadcast. Source B on the other hand provides commentary by an American journalist, observing ordinary Germans' reactions in a Berlin café to the Führer's speech. There is plenty of evidence to enable candidates to contrast directly between the two sources.

**[Click Here For
Sources Relating
to this Question](#)**

Exemplar Question

1 (a) Study Sources B and C.
Compare these Sources as evidence for the effectiveness of
Nazi propaganda.

[30 marks]

**[Click Here for a
Chronology
Relating to this
Topic](#)**

Examiner's Exemplar Plan and Answer 1

Plan

- Brief introduction
- Source C analysed
- Source B analysed
- Overall conclusions

These two sources both seem to refer to the radio speeches given by Hitler in 1934 (1). Source C is a Nazi advert, placed in newspapers, of which one might be the Volkischer Beobachter (2), the official Party newspaper. Its tone is telling German people to listen to this speech by Hitler. It is significant that all usual activities, even work, must stop so that this 50-minute broadcast can be listened to. The public nature of the broadcast is also relevant; whilst Goebbels encouraged all German homes to have the 'people's radio', these preparations are for listening in factories and cafes, so that 'all national comrades can participate fully ...'. Perhaps this means that everyone will be encouraged to do their patriotic duty and listen well (3).

However, Source B (4) presents another perspective; this is by a foreign (American) journalist who provides an outsider's viewpoint on these events. He gives a very different view to that of the official Nazi line. In a Berlin café he shows how few Germans showed much interest in the speech and tends to play down the one person who does stand up when Hitler speaks (5).

To conclude, each source provides a different perspective on a similar theme; the Nazi party encouraged all Germans to 'participate' with the Hitler speech. Gibbs' evidence suggests that it was not so easy to achieve this in the early years of the regime (6).

Examiner's Assessment

AO1a - Level II (6 marks): generally accurate use of historical terminology; structured and mostly coherent answer that is clearly communicated.

AO1b – Level III (5 marks): a mixture of internal analysis and discussion; satisfactory understanding of key concepts; some unlinked assertions and tentative judgements.

AO2a – Level IV (8 marks): a comparison is attempted but the answer is largely sequential until the conclusion and there is no comment on the sources' provenance.

Total mark of 19 (Grade C).

Examiner's Exemplar Plan and Answer 2

Plan

- Introduction
- Similarities
- Differences

(1) A promising start made; direct reference to the question is provided.

(2) Solid use of own knowledge to address the context of this source.

(3) Effective points made which refer directly to the source.

(4) Notice how this paragraph starts with an evaluation of the next source. Whilst this is very relevant, the mark scheme requires a clearly linked comparison for the top level and this approach would therefore limit access to the top.

(5) Analysis provided of what's in the source; more could be provided from own knowledge to interrogate this source.

(6) Fair conclusion; there's not the time to write much more and direct comparisons are drawn.

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- Conclusion

Both these sources illustrate aspects of the effectiveness of Nazi propaganda during the Hitler regime (7). We know that both Hitler and Goebbels were skilled propagandists and took a personal interest. They both recognised how important this had been in the Nazis' rise to power and were keen to exploit new technology to maximum effect (as Source A shows) (8).

Sources B and C both refer to radio speeches given by Hitler in 1934. Source C is a Nazi advert, placed in newspapers, of which one would be the *Völkischer Beobachter*, the official Party newspaper. Although all information was censored in favour of the Nazis, it is reliable evidence of how Germans were encouraged to follow the 'official' line. However, Source B presents another perspective; this is by a foreign (American) journalist who provides an outsider's viewpoint on these events. As such he may well be biased against the Nazis but still provides a useful comment on the events in one Berlin café. The provenance of these sources is therefore very different; and this explains their differences in emphasis (9).

Source C's tone tells German people to listen to this speech by Hitler. It is significant that all usual activities, even work, must stop so that this 50-minute broadcast can be listened to. The public nature of the broadcast is also relevant; whilst Goebbels encouraged all German homes to have the 'people's radio', these preparations are for listening in factories and cafés, so that 'all national comrades can participate fully ...' This means that everyone will be encouraged to do their patriotic duty and listen well. However, the fact that the Nazis had to advertise Hitler's forthcoming speech implies that by 1934 at least they still needed to employ propaganda and there is no indication as to whether it actually succeeded (10).

Gibbs in Source B gives a very different view to that of the official Nazi line. In a Berlin café he shows how few Germans showed much interest in the speech and tends to play down the one person who does stand up when Hitler speaks. We know from SOPA (11) reports that during the 1930s many Germans tolerated the regime because it offered and delivered much more than the Weimar republic. Any opposition was very limited. Whilst we know that most Germans were not active Nazis, many could get caught up in parades and meetings. However, a radio broadcast, even by Hitler obviously proved less attractive in Berlin, if Gibbs is to be believed.

To conclude, each source provides a different perspective on a similar theme; the Nazi party encouraged all Germans to 'participate' with the Hitler speech. Gibbs' evidence suggests that it was not so easy to achieve this in the early years of the regime and although the advert states that Germans were expected to listen to Hitler and propaganda

(7) A good start; direct comparison is brought in in the first sentence.

(8) Solid use is made of own knowledge with cross-reference to another source.

(9) Direct comparison, looking at similarities and beginning to analyse provenance (who produced a source, when and why).

(10) This paragraph focuses squarely on the effectiveness of propaganda.

(11) SOPA was the SDP (Socialist Party) in exile after Hitler banned all parties in July 1933. Good use shown here of own knowledge.

(12) Effectively concluded; this ties together points made and rounds off sound analysis.

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was therefore effective, it does not say whether they did so (12).

Examiner’s Assessment

AO1a – Level IA (6 marks): accurate use of a range of appropriate historical terms; clearly and coherently structured; and accurately written.

AO1b – Level IA (8 marks): the answer is consistently and relevantly analytical with developed comparison and judgement; clear and accurate understanding of key concepts and significance of the issues in their historical context.

AO2a – Level IB (15 marks): the answer provides an effective comparison and contrast of both content and provenance; uses own knowledge appropriately to evaluate a range of sources’ qualities and limitations.

Total mark of 29 (Grade A).

[Click here for a Mark Scheme that accompanies the exemplar answers provided above](#)

Mark Scheme

Examiners use Mark Schemes to determine how best to categorise a candidate’s response and to ensure that the performances of thousands of candidates are marked to a high degree of consistency. Few answers fall neatly into the mark levels indicated below: some answers will provide good comparisons but offer little internal provenance; others may rely heavily on own knowledge. Examiners therefore try to find the ‘best fit’ when applying the scheme. Each answer has a final mark based on three Assessment Objectives (AO1a, AO1b and AO2a) worth $6 + 8 + 16 = 30$ marks. As the standard of the two answers lies between Level 1 and Level IV, only the descriptors and marks for these levels are tabulated below.

Marking Grid for Enquiries Question (a)

Access to History – Online OCR European and World History Enquiries – Dictatorship and Democracy in Germany, 1933–63 – Standard AS Question

Assessment Objectives	AO1a Recall, select and deploy historical knowledge and communicate clearly and effectively	AO1b Demonstrate understanding of the past through explanation and analysis	AO2a Analyse and evaluate a range of appropriate source material with discrimination
LEVEL IA	Uses a range of appropriate historical terms; clearly and coherently structured and communicated answer. 6 marks	Consistently relevant and analytical answer; clear and accurate understanding of key concepts and significance of issues. 8 marks	Provides a focused comparison of both content and provenance; evaluates qualities and limitations of sources. 16 marks
LEVEL IB	Uses a range of appropriate historical terms; clearly and coherently structured and communicated answer. 6 marks	Judgements are supported by appropriate references to content and provenance; very good understanding of key concepts and significance of issues. 7 marks	Provides an effective comparison of both content and provenance; evaluates qualities and limitations of sources. 13–15 marks
LEVEL II	Uses historical terms accurately; clearly and mostly coherently structured and clearly communicated answer. 5 marks	Good attempt at explanation/analysis but uneven overall judgements; mostly clear understanding of key concepts and significance of issues. 6 marks	Provides a relevant comparison of both content and provenance; evaluation lacks completeness and may be confined to the conclusion or second half of the answer. 11–12 marks
LEVEL III	Uses relevant historical terms but not always accurately or extensively; mostly structured and clearly communicated answer. 4 marks	Mixture of internal analysis and discussion of similarities and/or differences; uneven understanding of key concepts and significance of issues. 5 marks	Provides a comparison; makes limited links with the sources by focusing too much on content or provenance. 9–10 marks
LEVEL IV	Some evidence that is tangential or irrelevant; some unclear, under-developed or disorganised sections but satisfactorily written. 3 marks	Mostly satisfactory understanding of key concepts and significance of issues; some unlinked though relevant assertions, description/narrative but without a judgement. 4 marks	Attempts a comparison but comments are largely sequential; makes few points of comparative provenance or similarity/difference of content. 7–8 marks

Examiner's Specific Advice

This question requires you to pull together an answer which includes some of the analysis you have had to do for part (a) and then go further by considering all the sources. Make sure you allow half the time allocated for the whole paper (that makes 60 minutes for this question). Do a brief plan to remind yourself of agreement/disagreement with the proposition in the question. Identify themes which the sources pick up on; these should emerge in questions set by the examiners.

Make sure you have covered all the sources by the end of your answer, but avoid the temptation to cover each in turn. This 'sequential' approach would seriously limit your chances of achieving a top level. Your own knowledge is essential to a good answer. Use it to interrogate the sources and to question critically any assertion they make.

Develop analysis of a source by examining a range of examples from your more comprehensive knowledge. Do not just describe what's in a source. However, avoid a common mistake of deploying so much of your own knowledge that the sources aren't properly considered. This is after all a source-based paper. Avoid the temptation to quote chunks from each source; the examiner should know what is there! Rather, confine yourself to significant words or short phrases. A conclusion is necessary to tie your discussion up. It doesn't need to be long, but should be clear for greatest impact.

[Click Here For
Sources Relating
to this Question](#)

Exemplar Question

1 (b) Study all the Sources.

Use your own knowledge to assess how far the Sources support the interpretation that the Nazis successfully managed to control all aspects of propaganda between 1933 and 1939.

[70 marks]

[Click Here for a
Chronology
Relating to this
Topic](#)

Examiner's Exemplar Plan and Answer 1

Plan

- Introduction
- Sources explained and discussed
- Own knowledge
- Conclusions

In this answer I will look at the sources and see just how successfully the Nazis managed to control all aspects of propaganda (1).

The sources (2) provide much good evidence, which I will now go through. Source A is by Josef Goebbels where he speaks in 1933 about the importance of the new Ministry of Propaganda. He shows how new methods of propaganda are to be used to make sure all Germans follow the new regime. He's clearly trying to justify his actions and make others in Germany accept how important his new ministry is. This source thus agrees strongly with the proposition (3).

On the other hand Source B is by American journalist Philip Gibbs. This describes the scene in a Berlin café when a Hitler speech takes place on the radio. It is 1934, a year or so after the Nazis have come to power. As Gibbs is American he's likely to be biased against Hitler and he will, as a journalist, try to find a good story. In his account he has done both; as he emphasises that no one was listening to Hitler, apart from one man whom he seeks to rather disparage. This source thus disagrees strongly with the proposition (4).

In Source C we have another viewpoint from the Nazi regime. This is an official advert, published in 1934. It tells all Germans to do their duty and listen to the Hitler broadcast that is coming up. We don't know how effective it was in getting people to listen, though it does show how the Nazis were in control of propaganda by this time (5).

Source D is a speech by Hitler. He tells his party how important education is in controlling what young Germans ought to know and believe. It is reliable evidence because it is Hitler's own view (6).

Source E is by a modern historian and shows in how many areas of Germans' lives there was significant influence by the regime. This illustrates how successful propaganda might have been during this time. It is a trusted source as he is a historian (7).

From my own knowledge (8), I know that the Hitler regime did control propaganda very well. Goebbels' propaganda ministry was very good at presenting a clear message and showing Hitler in the best possible light during this period. Successes such as reducing unemployment and overturning

(1) Introduction is very brief and could do with developing.

(2) Essay now goes into a source-by-source explanation with some evaluation. This answer illustrates the pitfall of using a 'sequential' approach of covering each document, one after the other. There's no obvious cross-referencing here.

(3) Focus is on the question in this paragraph, with some use made of own knowledge to discuss the source; there's also some evaluation.

(4) A similar approach to the last paragraph. Evaluation is again attempted.

(5) This paragraph would benefit from more development. Own knowledge might be used to consider other forms of propaganda and look at ways the regime exercised control.

(6) You could point out that this speech in 1935 suggests that propaganda alone would not be enough to control

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aspects of the Treaty of Versailles were emphasised in posters, newsreels and speeches. No other groups were able to present their views publicly after 1933 and the police state made sure that censorship and intimidation supported propaganda.

Therefore I conclude that the Nazis did indeed control propaganda between 1933 and 1939 (9).

Examiner's Assessment

AO1a – Level III (6 marks): uses relevant and accurate evidence and historical terms; clearly organised and communicated answer.

AO1b - Level III (7 marks): sound understanding of key concepts and historical issues; analysis attempted.

AO2a – Level IV (16 marks): sources are discussed sequentially but the answer considers some limitations.

AO2b – Level III (13 marks): sound analysis and evaluation but unevenness between use of own knowledge and sources.

Total mark of 42 (Grade C).

German opinions.

(7) Note another easy way to miss picking up marks – the assumption that historians are unbiased and thus that what they write is to be taken at face value. Credit available for a more critical approach here.

(8) Own knowledge needs to be used, but much better to integrate this with source material evaluation. This is in a separate section.

(9) A rather short conclusion. Build in at least 5 minutes to conclude and read through your answer.

Examiner's Exemplar Plan and Answer 2

Plan

- Introduction
- Differences
- Similarities
- Own knowledge
- Conclusions

This answer will attempt to examine the sources and evaluate just how successfully the Nazis managed to control all aspects of propaganda in the period between 1933 and 1939. The sources as a set (10) refer mainly to the initial period of the Nazis' regime. This perspective is useful, but doesn't give an entirely comprehensive picture. Therefore it will be necessary to provide an overview from my wider knowledge. Only Source E, written by a modern historian, gives that wider perspective, though even this is somewhat limited (11).

How do the sources agree with the supposition that the Nazis had complete control of propaganda in this period?

(10) A very good point; sources referred to as a set and then answer goes on to evaluate.

(11) Critical point made, which continues evaluative theme.

(12) Notice how a central theme is

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Examining Sources A and C, which both come from the Nazi party or Goebbels, the Nazi propaganda minister, there is a clear intent to show what propaganda can achieve (12). In Source A, Goebbels is constructing a justification for propaganda's work. This is not surprising, considering that Hitler has set up a new propaganda ministry for Goebbels in March of 1933. His speech stresses the need to maintain mass support and to keep the people informed. A telling phrase is 'leaders tell the masses what they want ...'. This cross-references nicely with the instructive tone of Source C (13), which leaves little room for any questioning; it's the patriotic duty of all Germans to listen to the Hitler speech and to 'participate'. Source E appears to back up this point with the phrase 'there was no casual spectator'. Adam goes on to give a string of examples where the Nazis had significant influence. On the basis of the evidence presented, this appears to be conclusively in support of the assertion that the Nazis controlled propaganda and that it was to a great extent effective. Finally, Source B provides evidence that for ordinary Germans, loudspeaker broadcasts of Hitler's speeches were part of the reality of life in Germany after 1933. Though German people did not have to listen (14).

However, do the sources all agree with the proposition? The answer is more complicated than it might seem. Source D was written in 1935 and suggests that Hitler was not going to rely on propaganda alone; education would go hand in hand with propaganda and was the key to controlling what future Germans should believe but this could not be achieved quickly. Source B, written by American journalist Gibbs, suggests that whilst the Nazis might be attempting control of propaganda, on the ground they could not force the German public to listen or obey. However, as a journalist and outsider, Gibbs is likely to seek out a good story, which in this case runs counter to the regime's official position. This is evident from what he writes, almost poking fun at the single figure who does stand up when Hitler speaks. Therefore, we need more evidence before we can say that what Gibbs presents is 'typical'. What I do know, from my wider understanding, is that most accounts from the 1930s, even from the opposition SPD in exile, show that most Germans at the very least accepted the regime, a few grumbled and some were very active supporters. What the Nazis offered was far better than the years of crisis before 1933 and it was only as World War II impacted that some Germans finally tried to resist (15). Source E, from historian Adam, might have been expected to be more sceptical. This extract appears to reinforce the views expressed in A and C. However, it actually goes a lot further and discusses the way propaganda impacted on the mass of the German people. It's a picture of the whole period of the regime, not just the 1930s (16). If such impact was achieved, that's quite remarkable for a 12-year period. However, my wider understanding suggests a more cautious approach. Many Germans accepted the regime without being so supportive.

identified and addressed, using a number of sources.

(13) Examiners like to see such cross-referencing taking place.

(14) More might have been brought in from own knowledge here.

(15) Note how this section offers relevant examples from wider knowledge.

(16) Always look at dates in a title or source and apply your wider knowledge of the period to put these into context and give a better perspective.

To conclude, the sources present a rather mixed picture of the success of the regime in controlling propaganda. Whilst they appear to agree about the attempts by the regime to control, they are more varied in analysis of the impact of that propaganda (17).

(17) A very sound conclusion – just what examiners like.

Examiner's Assessment

AO1a – Level IB (8 marks): uses accurate, detailed and relevant evidence; clearly structured and coherently written.

AO1b – Level IB (10 marks): clear and accurate understanding of key concepts and issues; judgements are supported by appropriate references to content and provenance.

AO2a – Level IB (25 marks): focused analysis and evaluation of all the sources; evaluates limitations and what is required to add to their completeness as a set. Could make more use of own knowledge.

AO2b – Level IA (20 marks): focused analysis and evaluation of the interpretation using all sources and own knowledge to reach a clear conclusion; fully understood that the sources both support and refute the interpretation.

Total mark 63 (Grade A).

Click here for a Mark Scheme that accompanies the exemplar answers provided above

Mark Scheme

Examiners are told *not* to look for a set answer. The interpretation in the question may be agreed with or rejected – but it must be considered seriously, even if the claim is then rejected. Answers need to use *all five Sources*, evaluating them as to their strengths and limitations as evidence and testing them against contextual knowledge. This collection of sources shows the three Nazi pieces of evidence (A, C and D) very much supporting the proposition. Instruction and aspirations for what can be achieved are evident. Interestingly, the historian's view in Source E on the surface supports the proposition and gives us a range of evidence. Only Source B questions the assumption in the question and is very important for balancing up the answer. Indeed, this should prompt answers towards bringing in a range of wider knowledge to fully test and thus question the proposition. Last, but not least, answers that consider the dates given in the question should be rewarded highly; peacetime was different to wartime. Success in peacetime was arguably more significant than what could be achieved with the greater opportunities for repression during war.

Each answer has a final mark based on four Assessment Objectives (AO1a, AO1b AO2a and AO2b) worth 10 + 12 + 28 + 20 marks = 70 marks. As the standard of the two answers lies between Level I and Level IV, only the descriptors and marks for these levels are tabulated below.

Marking Grid for Enquiries Question (b)

Access to History – Online OCR European and World History Enquiries –
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Assessment Objectives	AO1a Recall, select and deploy historical knowledge and communicate clearly and effectively	AO1b Demonstrate understanding of the past through explanation and analysis	AO2a Analyse and evaluate a range of appropriate source material with discrimination	AO2b Analyse and evaluate how aspects of the past have been interpreted and represented
Level IA	Uses a range of appropriate historical terms; clearly and coherently structured and communicated answer. 9–10 marks	Consistently relevant and analytical answer; clear and accurate understanding of key concepts and significance of issues. 11–12 marks	Provides a focused comparison of both content and provenance; evaluates qualities and limitations of sources. 26–28 marks	Excellent analysis and evaluation of the interpretation, using all sources and own knowledge to reach a conclusion. 20 marks
Level IB	Uses a range of appropriate historical terms; clearly and coherently structured and communicated answer. 8 marks	Judgements supported by appropriate references to content and provenance; very good understanding of key concepts and significance of issues. 9–10 marks	Provides an effective comparison of both content and provenance; evaluates qualities and limitations of sources. 23–25 marks	Focused analysis and evaluation of interpretation, using all sources and own knowledge to reach a clear conclusion. 17–19 marks
Level II	Uses historical terms accurately; clearly and mostly coherently structured and clearly communicated answer. 7 marks	Good attempt at explanation/ analysis but uneven overall judgements; mostly clear understanding of key concepts and significance of issues. 8 marks	Provides a relevant comparison of both content and provenance; evaluation lacks completeness and may be confined to the conclusion or second half of the answer. 20–22 marks	Focused analysis and evaluation of interpretation, using all sources and own knowledge to reach a clear conclusion; some imbalance between use of own knowledge and sources. 14–16 marks
Level III	Uses relevant historical terms but not always accurately or extensively; mostly structured and clearly communicated answer. 6 marks	Mixture of internal analysis and discussion of similarities and differences; uneven understanding of key concepts and significance of issues. 6–7 marks	Provides a comparison; makes limited links with the sources by focusing too much on content or provenance. 17–19 marks	Sound analysis and evaluation; there may be some description and unevenness between use of own knowledge and sources. 11–13 marks
Level IV	Some evidence that is tangential or irrelevant; some unclear, under-developed or disorganised sections but satisfactorily written. 4–5 marks	Mostly satisfactory understanding of key concepts; some unlinked though relevant assertions, description/ narrative but without a judgement. 4–5 marks	Attempts a comparison but comments are largely sequential; makes few points of comparative provenance or similarity/ difference of content. 14–16 marks	Some analysis and evaluation with increasing amounts of description; imbalanced use of own knowledge and sources. 8–10 marks

Chronology: Key Events in *the Nazis Use of Propaganda, 1933–39*

1933	30 January	Hitler appointed Chancellor by President Hindenburg. Only two other Nazis in cabinet (Frick and Goering).
	27 February	Reichstag (Parliament) building burned down.
	28 February	Reichstag Fire Decree or Law for the Protection of People and State.
	5 March	Reichstag elections: Nazis gain 43.9% and 288 seats.
	13 March	<u>Reich Ministry for Public Enlightenment and Propaganda created (1).</u>
	23 March	Enabling Act passed by Reichstag.
	2 May	Banning of free trade unions; leaders arrested.
	14 July	No other parties allowed; Germany becomes a one-party state.
	14 October	Germany leaves League of Nations.
1934	30 January	Law for the Reconstruction of the Reich, abolishes any local government power.
	30 June	<u>Night of the Long Knives (2).</u>
	2 August	Death of President Hindenburg; <u>Hitler proclaimed Fuehrer (3).</u>
	19 August	89.9% majority vote to back Hitler's actions in becoming Führer.
1934	January	<u>Saarland Plebiscite (4).</u>
	16 March	Conscription introduced.
	18 June	Anglo-German Naval Treaty.
	15 September	Nuremburg Laws set out discrimination against Jews. Laws deprive Jews of citizenship.
1936	7 March	German troops reoccupy demilitarised Rhineland (5).
	1 August	Opening of Berlin Olympic Games (6).
	9 September	Four Year Plan for the economy announced; Hitler commits to war in four years.
	25 November	Anti-Comintern Pact announced with Japan.
	1 December	Hitler Youth to be the state youth organisation; other youth organisations wither away.
1937	30 January	Enabling Act extended for further four years. This continues the Nazi regime.
	25 September	State visit by Mussolini.
	6 November	Italy joins the Anti-Comintern Pact.
1938	4 February	Hitler takes over as supreme commander of the Army. Ribbentrop becomes Foreign Minister.
	12 March	German troops march into Austria.
	10 April	99% support for Hitler's actions in Austria in a plebiscite in Germany.
	17 August	Jews told to add Sara or Israel to existing names.
	September	Sudeten crisis.
	29–30 September	Munich Conference gives Sudetenland to Germany; Hitler's threats pay off.
	9–10 November	Reichskristallnacht: Crystal Night, nationwide attacks on Jews.

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1939	30 January	Hitler's speech to Reichstag threatens Europe's Jewish population.
	14–15 March	German troops invade remainder of Czechoslovakia (Bohemia and Moravia).
	31 March	Britain and France guarantee support for Poland.
	22 May	Germany and Italy sign Pact of Steel.
	23 August	Germany and USSR sign non-aggression treaty (Nazi–Soviet Pact).
	1 September	Germany attacks Poland.
	3 September	Britain and France declare war on Germany.

1. Goebbels was instrumental in setting up and directing the Nazi propaganda machine. Although his personal interest lay in films, he oversaw radio broadcasts, newspaper and book publishing, and all forms of cultural activity.

2. Hitler acts to remove (and have killed) Ernst Röhm, leader of the Sturm Abteilung (Storm Troopers). This removed potential opposition from within the Nazi Party.

3. Now head of state (formerly the job of the President) and Chancellor, Hitler had near absolute power in Germany.

4. A majority of 90.8% voted to rejoin Germany, which was a major propaganda victory for the Nazis.

5. This was another outstanding propaganda success for the Nazis: not only did Hitler defy the League of Nations and the Treaty of Versailles, which this occupation broke, he showed that he could restore German pride without the loss of life.

6. The successful staging of this event gave the Nazis the opportunity to show that all was well in Germany.

Teaching Activities

Using the sources in the question on Nazi Propaganda:

1) Divide the class into four different groups.

Set each group the task of researching as much background as they can find about each source. The checklist of Who? What? Where? will provide a good set of tools for analysis.

2) Ask students to present their findings to each other; ask for a short written handout from each group as well as an oral presentation. Once a presentation has been made, questions and discussion can occur.

3) Consider the proposition that is in part (b) as a class, using the work done on each source. The group might be divided again, this time in two, to consider arguments *for* Nazi control of propaganda being complete and those *against*. A further variation would be to debate the differences which war made; the question in the example only covers up to 1939. What would need to be considered if the question included up to 1945 or just from 1939 to 1943?

Using the Chronology:

4) Consider how the major events listed affected the regime's use of propaganda.

Resources

- R. Bessel, *Life in the Third Reich* (OUP 1987)
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