

## Section 3: Germany in transition, c.1919–1947

### Chapter 7: The rise of the Nazi Party and its consolidation of power, c.1919–1934

#### 7.1 How did developments in Germany from 1919–1929 affect the rise of the Nazis?

##### Exam practice (page 63)

Use Source A and your own knowledge to explain why many German people disliked the Treaty of Versailles. [6 marks]

**Sample answer:** Many Germans disliked the Treaty of Versailles because they felt its terms were far too harsh. They felt humiliated and shamed and referred to it as a disgraceful treaty. They disliked the territorial clauses which caused Germany to lose 13 per cent of its land and 6 million people, and the harsh military terms which drastically cut the size of its armed forces, limiting its army to just 100,000 men and its navy to just a small number of battleships. What many Germans particularly disliked was the War Guilt clause which forced Germany to accept full responsibility for having caused the war and to agree to pay financial compensation in the form of reparations. The source says that it must be the aim of Germany to seek revenge and regain its rightful place among the nations of Europe.

**Comment:** This response displays the characteristics of a high performing answer. It elaborates on the information in the source, explaining the references to ‘disgraceful treaty’ and ‘revenge’ for the shame of 1919. To provide context additional information has been included through references to territorial, military clauses, reparations and War Guilt.

#### 7.2 How and why did Hitler get appointed Chancellor in January 1933?

##### Exam practice (page 66)

What do Sources A and B suggest about the condition of the German economy between 1928 and 1933? [4 marks]

**Sample answer:** Both sources contain examples of the sharp decline of the German economy between 1928 and 1933. Source A shows a dramatic increase in the number of unemployed people. The graph shows that the unemployment figure stood at just under 2 million in 1928 but had increased to just less than 5 million in 1931, reaching a peak of 6.2 million in 1932. There was a slight decrease in the number of the unemployed in 1933. Source B indicates that the cause of this rise in unemployment was the impact of the Wall Street Crash in America. It caused a fall in prices of manufactured and agricultural goods, a sharp rise in taxation and an increase in homelessness and social misery as men lost their jobs. The two sources reveal that the German economy slipped into recession after 1929 as the country began to feel the full impact of the Great Depression.

**Comment:** This response displays the characteristics of a high performing answer. The candidate has made a number of valid observations based upon both sources and has displayed an understanding of how Germany was affected by the impact of the Wall Street Crash and the onset of the Great Depression. At least two relevant points have been extracted from each source and discussed in

some detail, together with some contextualisation. Both sources are afforded equal weighting and there is a clear focus on the question.

### 7.3 How did the Nazis consolidate their power during 1933–1934?

#### Exam practice (page 70)

Describe how Hitler used the Enabling Act to increase his control over the German state. [4 marks]

**Sample answer:** Hitler used the Enabling Act to establish his dictatorship over the German state and the German people. The Act, which was passed on 23<sup>rd</sup> March 1933, gave him the power to make laws without having them voted in by the Reichstag. Hitler immediately introduced a number of laws to impose his policy of *gleichschaltung*. The Law for the Restoration of the Professional Civil Service (April 1933) was used to purge the civil service of Jews and political opponents. A law in May 1933 banned all trade unions and strikes, and replaced the unions with the state controlled German Labour Front (DAF). In July a law against the formation of parties was used to disband other political parties and to create a one-party state. In October the Reich Press Law imposed strict control and censorship of the press, thereby ensuring that there was no criticism of Hitler or his policies. Through these means Hitler was able to establish his dictatorship and the Enabling Law served as the ‘foundation stone’ in allowing him to increase his personal power over Germany.

**Comment:** This response displays the characteristics of a top performing answer. It is a well-informed answer providing examples of how the Enabling Law was used to pass laws which increased Hitler’s direct control over the German state and people. There is a clear attempt to answer the question and to provide specific detail covering a range of factors.

#### Exam practice (page 72)

Historians have made different interpretations about why the Night of the Long Knives took place. One interpretation is that the Night of the Long Knives took place because Roehm was planning a putsch to seize power in Germany. How far do you agree with this interpretation? [10 marks]

**Sample answer:** Only one piece of evidence supports the interpretation that the Night of the Long Knives took place because Roehm was planning a putsch to seize power in Germany and that is Evidence 1. The information in this source comes from a speech Hitler gave to the Reichstag on 13<sup>th</sup> July 1934, in which he attempted to justify the actions he had taken to have Roehm and other SA leaders arrested. Hitler claimed that Roehm was in the advanced stages of planning a revolution to overthrow the government and that he was forced to act swiftly to stop this from happening. This evidence provides a biased view of events and is very critical of Roehm as Hitler had to explain why he had taken action the leader of the SA.

A differing interpretation is presented in Evidence 2 which suggests that Hitler took action to increase his control over the SA and win the support of the army. This is a cartoon by David Low which appeared in the London Evening Standard newspaper a few days after the Night of the Long Knives had taken place. Being a British cartoon was not subject to censorship and although it is exaggerated the interpretation presented by Low represents the view held by many that Hitler had much to gain by eliminating Roehm. He needed the support of the army and the SA leadership stood in the way of securing that support so Roehm had to go. Evidence 3 supports this interpretation. This is a researched piece of work by the historian F. L. Carsten, which was written with the benefit of hindsight, and it comes to the conclusion that Roehm was not planning any revolution, quite the opposite. Roehm had sent the SA leadership away on holiday but Himmler had persuaded Hitler that this was a disguise and the threat from the SA was real. Hitler was therefore persuaded to take action.

Looking at all three pieces of evidence I disagree with the interpretation that the Night of the Long Knives took place because Roehm was planning a putsch. This is the view presented by Evidence 1 but it is a very biased view which was deliberately presented in that way to justify what Hitler had done. A more accurate interpretation is that presented in the academic research piece, Evidence 3 which, concludes that there was no plot by Roehm and the plot was invented to provide an excuse to get rid of him. Evidence 2, although biased in its portrayal of events, is accurate in its conclusion that the event took place to increase Hitler's power.

**Comment:** This is a developed answer which uses Evidence 1 to support and illustrate the interpretation presented in the question. The content of the source is evaluated and contextualised. Its biased nature is identified and the reasons for that bias are explained. A counter-interpretation is identified in Evidence 3 and Evidence 2. The content of both sources is used to show how Hitler used the event to eliminate rivals to his power and to secure the support of the army generals. Attention has been paid to the attributions of both sources and how this has influenced the interpretations given. The answer concludes with a judgement upon the value of the given interpretation.

## Chapter 8: Changing life for the German people, 1933–1939

### 8.1 How did the Nazi economic and social policy affect life in Germany?

#### Exam practice (page 75)

Describe how life for women living in Germany changed between 1933 and 1939. [4 marks]

**Sample answer:** During the Weimar period women had made considerable progress in achieving equality with men; they had gained the vote, they had gone to university, obtained degrees and followed careers. Some had followed fashion, worn make-up, smoked and drank in public. Many of these gains were reversed after 1933. Nazi attitudes towards women were very traditional. Women were expected to give up their jobs, get married and start a family. They were to follow the Three Ks – Children, Kitchen and Church – and their focus was to be the home and family life. They were discouraged from wearing make-up, trousers or from dyeing their hair. Men occupied all dominant roles in society and women were in the background, confined to the home.

**Comment:** This response displays the characteristics of a high performing answer. The answer demonstrates good knowledge and covers a range of key factors. The progress women made during the Weimar period is contrasted with the traditional lifestyle expected of them in Nazi society. Specific examples are given such as reference to the Three Ks.

### 8.2 How did Nazi political policy affect life in Germany?

#### Exam practice (page 77)

Use Source A and your own knowledge to explain why the use of propaganda and censorship was so important to the Nazi regime. [6 marks]

**Sample answer:** After 1933 Germany became a one-party state and propaganda was used to indoctrinate the German people with Nazi beliefs. Source A states that the Nazis used poster campaigns, the radio, cinema, and mass rallies as means of persuasion in a deliberate attempt to shape and control public opinion. Censorship was equally important and was used to control the information fed to the German people so that only a positive message was delivered. Censorship controlled art, literature and music, in order to dictate what the German people heard, viewed and

read. Censorship of the press ensured that nothing bad was said about the Nazi Party, its leaders or its policies. Through the use of propaganda and censorship the German people were brainwashed into accepting Nazi views and they were very important methods of keeping control and ensuring loyalty to the Nazi regime.

**Comment:** This is a well-developed answer which demonstrates a sound understanding of the role and importance of propaganda and censorship in Nazi Germany. Clear use is made of the content of Source A and context is provided through the addition of own knowledge and explanation. The response displays both a range of material and a depth of specific factual knowledge.

### 8.3 How did Nazi racial and religious policy affect life in Germany?

#### Exam practice (page 80)

To what extent did all people living in Germany between 1933 and 1939 benefit from Nazi rule? In your answer you should discuss the sections of society in Germany that did benefit from Nazi rule and the sections of society that did not benefit. **[12 marks & 3 marks for SPaG]**

**Sample answer:** For many people living in Germany between 1933 and 1939 life did improve and many did benefit from the introduction of Nazi policies. Through public works schemes such as the building of autobahn and the introduction of conscription which drafted men into the armed forces, unemployment figures fell sharply. In 1933 there were 6 million Germans without a job and by 1939 this figure had fallen to a few hundred thousand. People now had money in their pockets and were able to enjoy a more active social life. Through organisations like the Kraft durch Freude (Strength through Joy) loyal workers received benefits such as cheap holidays and were able to attend cultural and sporting events. Couples were encouraged to marry through the granting of a marriage loan which was reduced by a quarter following the birth of each child. Youngsters were encouraged to join the Hitler Youth until it was made compulsory in 1939, and could take part in activities such as camping, hiking, shooting and map reading for boys and physical exercise and learning domestic skills for girls. By 1939 the Hitler Youth Organisation had more than 7 million members.

However, the main people to benefit from such measures were the Aryan Germans. For those who were not classed as being pure Germans such as Jews, gypsies and those whose lifestyle did not reflect Nazi beliefs such as Jehovah Witnesses, homosexuals and political critics, life grew more and more difficult during the 1930s. Jews were publically humiliated, their shops were boycotted and they were banned from working in the civil service and from certain professions such as being teachers, doctors, dentists and judges. They lost their jobs but were not counted in the unemployment figures. The Nuremberg Laws of 1935 took away their rights of German citizenship. For Gypsies and other groups who did not fit into Nazi stereotypes, life became increasingly difficult as the Nazis began to engage in more active persecution.

For some Aryans life under Nazi rule resulted in changes which were not welcome. Women who had received a university education and had established professional careers during the Weimar period were now increasingly forced out of the workplace. They were expected to get married and start a family, staying at home to bring up the children and look after the home. Some Germans resented the increasing amounts of propaganda and censorship, and they disliked living in a police state under the watchful eye of the SS and Gestapo.

While the changes that were introduced by the Nazis between 1933 and 1939 benefitted most Aryan Germans, there were other sectors of society that did not benefit. For non-Aryans life became more and more difficult as measures were introduced to restrict their lifestyle and control their day-to-day activities.

**Comment:** This response displays the characteristics of a high performing answer. It is a developed and well-supported two-sided answer with good balance and factual support. The first part of the essay contains a range of examples to illustrate how Aryan Germans benefitted from the changes introduced by the Nazi regime. This is then contrasted in the second half of the essay with examples of those sections of society who did not benefit and for whom life became more and more difficult. There is an attempt at a judgement in the conclusion, with a link back to the question. There is good spelling, punctuation and grammar throughout the essay.

## Chapter 9: War and its impact on life in Germany, 1939–1947

### 9.1 How was life affected during the war years?

#### Exam practice (page 84)

Why was Source A produced in the late 1940s? [6 marks]

**Sample answer:** Source A is a painting showing roll call at Auschwitz extermination camp on a Christmas Eve in the early 1940s. It shows the prisoners lined up and in the process of being counted by SS guards. One prisoner is being beaten by a guard and this highlights the brutality by which the prisoners were treated. A number of prisoners have died and their corpses are piled up under a tree. The painting shows the horrors of camp life and the harsh treatment of the prisoners, most of whom were Jews. The artist painted this scene sometime during the late 1940s and as he had been a prisoner at Auschwitz he had first-hand experience of how the Jewish prisoners were treated. By the late 1940s the full horrors of what had taken place in the extermination camps were becoming more widely known, and had been highlighted at the Nuremberg war trials. The painting was executed from memory and the motive of the artist might have been to record an aspect of the Holocaust, to show the true horrors of what had taken place at Auschwitz and camps like it.

**Comment:** This response displays the characteristics of a high performing answer. The candidate has successfully developed the content of the source and used their knowledge of this topic area to provide context. Reference has been made to the horrors of life in the extermination camps and the harsh treatment of the Jewish prisoners. Context is provided through reference to the Nuremberg trials which uncovered much of what had gone on in extermination camps like Auschwitz. The artist is painting from memory and wanted to show how badly he and his fellow prisoners were treated.

### 9.2 How much opposition was there to the Nazis within Germany during the war years?

#### Exam practice (page 86)

How useful are Sources A and B to a historian studying the reasons why opposition to the Nazi regime increased during the Second World War? [8 marks]

**Sample answer:** Both sources are useful in suggesting reasons why opposition to the Nazi regime increased during the Second World War. Source A is extracted from a pamphlet written in February 1943 by members of the White Rose group who were based in Munich University. They were critical of Nazi policies and were calling for the youth of Germany to take action to demand the return of personal freedom and liberties. They mention how defeat at Stalingrad helped to encourage the growth of opposition. However, it is a piece of propaganda which was written to persuade German students to join with members of the White Rose in a campaign of opposition. Despite being biased it is still useful to historians because it shows that some Germans were prepared to take action to oppose Nazism, although it does not reveal how much support there was for the White Rose group.

Source B provides detail on the actions of some members of the military took to oppose Hitler. After the tide of the war had turned against Germany from 1943 onwards, opposition to Hitler from within the ranks of the army increased. Led by General Beck, it reached a peak with the July Bomb Plot of 1944 when Colonel von Stauffenberg attempted to blow Hitler up with a bomb in his briefcase. While the plot failed it did show that senior members of the German military were unhappy with Hitler's direction of the war effort and were prepared to commit treason to oppose him. The source is extracted from a textbook, *Germany 1918-1945* and the authors are historians. It was written with the benefit of hindsight and as Greg Lacey and Keith Shephard were writing for educational purposes they are likely to have produced a balanced and therefore useful assessment. However, it only provides a narrow focus and just refers to opposition from the military. Both sources are useful in providing examples of specific opposition, but neither makes reference to how widespread opposition was to the Nazi regime from other quarters such as the church and the German youth.

**Comment:** This is an informed and well-structured response which considers the utility of both sources in equal measure. Discussion has taken place about the origin and purpose of each source, evaluating the authorship and how this affects the utility of the information to the historian. The content of both sources has been discussed and elaborated upon, using the candidate's own knowledge of this topic area to provide historical context. There is an understanding of the strengths and weaknesses of both contemporary (primary) sources and reflection (secondary) sources as pieces of evidence to be used by the historian. Some consideration is also given to the weaknesses of both sources.

### 9.3 How difficult were conditions in Germany following total defeat in the war?

#### Exam practice (page 90)

What do Sources A and B suggest about events in Germany after 1945? [4 marks]

**Sample answer:** The two sources show the changes that affected Germany after total defeat and surrender in May 1945 and the dismantling of Hitler's Third Reich. Source A is a map illustrating how Germany was divided after 1945 into four zones, each zone being controlled by one of the four Allied powers (Britain, USA, France, USSR). Berlin was also divided into four zones of occupation. Source B describes the treatment of the defeated Nazi leaders who were put on trial and found guilty of crimes against humanity at Nuremberg between 1945 and 1947. This was part of a process of de-Nazification which attempted to erase all traces of the former Nazi regime.

**Comment:** This response displays the characteristics of a high performing answer. The candidate has picked out at least two relevant points from each source to illustrate what happened to Nazi Germany following total defeat and surrender in May 1945. There is contextualisation of the source content to help explain the methods which brought about the dismantling of Hitler's Third Reich and the punishment of its former leaders. This is a developed and well-supported response.