

Answers

Weimar and Nazi Germany 1918–39

Answers to the EDEXCEL exam-style questions are indicative only and highlight the key things that should be included in your response. You may cover other points. It's how your answer is written and how it fits with the mark scheme that will determine the quality of your answer.

PART ONE: THE WEIMAR REPUBLIC 1918–29

p.13 Stretch it!



There were nine coalitions. This shows it was hard to hold together a ruling government.

p.13 Do it!



- 1 This question requires your personal response.
- 2 Key problems could include:
 - the legacy of the First World War and Versailles resentment
 - the division of German society (Right versus Left)
 - the economic burden of reparations
 - rising unemployment through forced cuts to the military
 - territorial losses from the First World War.

p.14 Do it!



For example: **Don't Dictate Terms At Me [Dolchstoss, Diktat, Territory, Article 231, Military restrictions]**

p.14 Stretch it!



For example: military personnel were now unemployed and needing support from government; there was decline in military industries to supply them; and so on.

p.15 Do it!



This question requires your personal response.

p.17 Do it!



Your advice sheet should mention:

- the legacy of the First World War and resentment after the Treaty of Versailles
- threats from Left and Right
- economic problems (reparations, unemployment)
- the impact of military restrictions
- the rise of political violence and armed groups
- the Ruhr crisis and hyperinflation.

p.18 Do it!



It could be argued that any and all were eased by a stronger economy, although the resentments and divisions remained (in particular, the reparations burden and the impact of restrictions), while the ending of hyperinflation and the Ruhr crisis were key.

p.19 Do it!



1 The achievements improved international relations and standing and eased some resentments resulting from the war, although the Versailles Treaty was still resented and reparations were still to be paid. The achievements also helped to ensure there was no repeat of the Ruhr crisis.

2

Positives	Negatives
End of hyperinflation with stable new currency	
Easing of burden of reparations	Payments to last until 1988
US loans to help rebuild providing boost to German industry	Recovery dependent on US loans
Improved status and international relations	Had to accept Versailles settlement – unpopular
Seat on League of Nations Council	

Stability was dependent on US loans; much resentment and division remained.

p.21 Do it!



For	Against
New job opportunities emerged in retail and service industries.	In 1925, 36% women worked and wives were expected to stop work.
Some professions opened up: education, medicine.	Women earned on average 33% less than men, for the same work.
Women gained the vote and could stand in elections.	In 1932, only 10% of Reichstag were women.
Liberation of 'new women' occurred through leisure and fashion.	Many Germans felt traditional values were under threat.

p.22 Stretch it!



This question requires your own research.

p.22 CHECK IT!



- 1 Your answer should include reference to: resentment as a result of the Treaty of Versailles; the threats from the Left and Right (Spartacists, Kapp Putsch); and the Ruhr crisis, including hyperinflation.
- 2 Your paragraph should cover both economic recovery and international relations, and include reference to: the ending of the Ruhr crisis; the introduction of the Rentenmark; the Young and Dawes Plans; the Locarno and Kellogg-Briand Pacts and the League of Nations.
- 3 Your paragraph should explain the continuation of resentment and division within Germany, and that the economic recovery was entirely dependent on American money.
- 4 Your description could include discussion of:
 - improvements in pay and working conditions
 - housing projects
 - the reduction in and support for unemployment
 - the increase in numbers in higher education
 - changing roles and status for women
 - cultural changes.

PART TWO: HITLER'S RISE TO POWER 1919–33

p.23 Do it!



Your explanation should follow the steps of the flowchart of Hitler's early career. It could go on to explain how Hitler reorganised the Party and the importance of his leadership and appeal.

p.24 Stretch it!



You might want to research one of the following:

- Röhm: Built up the SA as the Nazi private army.
- Hess: Created the centralised party organisation of the Nazi Party.
- Goering: Became President of the Reichstag and later one of the leaders of the Nazi Police State.
- Streicher: Established Nazi newspaper, *Der Stürmer*.

p.24 Do it!



Reasons could include:

- resentment at the Treaty of Versailles
- anti-Semitism
- rebranding of the Party to appeal to both nationalists and socialists
- Hitler's leadership and appeal
- the role of the SA.

You will have your own opinion as to the importance of Hitler to the Nazi Party's early success, but you must be able to support your opinion with evidence.

p.26 Do it!



The key consequence might be the writing of *Mein Kampf*, the publicity Hitler received through the trial, or possibly Hitler's realisation that he had to fight through democratic means.

p.27 Do it!



- 1 The list could include five of the following points:
 - The Party was organised into regions and run like a state.
 - The treasurer ensured it was well funded.
 - Women's movements were created to widen the Party's appeal.
 - Youth movements were created to widen the Party's appeal.
 - Röhm was replaced and the SS was created.
 - The split between nationalism and socialism was resolved.
- 2 Your paragraph should describe the impact of the economic recovery under Stresemann, Germany's improved international status, and the role of Hindenburg.

p.28 Stretch it!



Your explanations should refer to the need for decisive government and how divisions between Right and Left on how to resolve the crisis meant coalition and cooperation was impossible.

p.29 Do it!



1

Group	Appeal
Workers	Promise of 'Work and Bread'
Farmers	Protection of farmland from nationalisation
Businesses	Protection of businesses from communists
Middle class	Had to accept Versailles settlement – unpopular
Conservative elites	Militarism and order
Nationalists	Rejection of Treaty of Versailles
Youths	Party rallies, uniforms and speeches
Women	Focus on motherhood and the family, and the importance of this role

- 2 Your paragraph should include an explanation of the impact of the Wall Street Crash on the German economy, the rise of unemployment and impact on living conditions, the failure of the Weimar government and the rise of communism. It could also cover the role of the SA, Hitler's appeal and the use of Nazi propaganda.

p.30 Stretch it!



This task requires your own research.

p.33 Do it!



You answer could refer to the points in the diagram on page 32 and should include:

- presidential elections
- the July 1932 election
- political scheming
- Hitler's appointment as Chancellor.

p.33 Stretch it!



- Von Papen was a wealthy Catholic landowner, professional soldier and monarchist.
- Schleicher was Prussian army officer, general under Hindenburg.
- You will have your own opinion as to how much these two men had in common and what aims they shared with the Nazis; you must be able to support your opinion with evidence.

p.33 CHECK IT!



- 1 Your paragraph should cover:
 - The Twenty-Five Point programme
 - rebranding as the NSDAP
 - taking control and reorganising the party
 - the formation of the SA
 - Hitler's leadership.
- 2 The reasons for the Munich Putsch include:
 - resentment over the Treaty of Versailles
 - the Ruhr crisis and hyperinflation
 - the anti-Weimar Bavarian government turning a blind eye to SA violence
 - Mussolini's march on Roma acting as an inspiration.
 Consequences of the Putsch include:
 - publicity for Hitler and the Nazis
 - the writing of *Mein Kampf*
 - the ban on the Nazi Party
 - Hitler's change of focus from violent to democratic methods.
- 3 Your paragraph should refer to:
 - the impact of the Wall Street Crash on the German economy
 - the rise of unemployment and impact on living conditions
 - the failure of the Weimar government
 - the rise of communism
 - the role of the SA
 - Hitler's appeal
 - the use of Nazi propaganda.
- 4 This question requires your own personal response.

PART THREE: NAZI CONTROL AND DICTATORSHIP 1933–39

p.35 Stretch it!



Strasser was head of the Nazi Party organisation, second to Hitler in power and popularity, but favoured the socialist side of the Party. He resigned in 1932.

p.36 Do it!



- 1 Steps should include:
 - presidential elections
 - the July 1932 election
 - political scheming
 - Hitler being appointed Chancellor
 - the Reichstag Fire
 - the Enabling Act
 - the Night of the Long Knives
 - Hindenburg's death.

- 2 Your list should include the following:
- A state of emergency was declared; the Decree for the Protection of the People and the State gave powers to Hitler.
 - Communists were banned from the Reichstag.
 - The Enabling Act was passed: local government, trade unions, political parties were abolished or banned.
 - The Night of the Long Knives took place.
- 3 You will have your own opinion as to the strength of Hitler in 1933; you must be able to support your opinion with evidence.

p.37 Stretch it!



This task requires your own research, but should include the following points about the Gestapo:

- They did not wear uniforms and so looked like members of the public.
- They often arrived early in the morning to take suspects away.
- They could imprison without trial.
- Informants were used so it was difficult to know who to trust.
- Rumours of concentration camps sowed fear.

p.37 Do it!



Your diagram should include:

- the Gestapo
- concentration camps
- the SS
- the SD
- control of the legal system (League for the Maintenance of the Law, and People's Court).

p.38 Do it!



- 1 Your diagram should include references to the police state and control of the Churches and may also include the Ministry of Propaganda.
Evidence of resistance could be found in the numbers imprisoned or sent to camps, and the numbers in rival organisations such as the PEL, as well as the Pope's condemnation.
- 2 Examples for support for Hitler from the Churches include:
- the Concordat with the Pope
 - the formation of the Reich Church.
- Examples of resistance include:
- Nazi acts against the Catholic Church
 - the Pope's 'With Burning Anxiety' statement and evidence of Catholic opposition
 - rival Protestant churches and the PEL.

p.39 Stretch it!



These questions require your own research.

p.40 Do it!



Evidence for the Nazis controlling could include:

- enforced membership of the Chamber of Culture
- censorship and the banning of certain artists and authors
- book burnings.

Evidence for the Nazis creating art could include:

- the Greater German Art Exhibition
- the promotion of approved artists' works, such as Albert Speer
- the Nazi Party film industry.

p.41 Stretch it!

Socialists: first, there were attacks on communists after the Reichstag Fire and then the banning of political parties and attacks on the SPD and KPD.

Trade Unionists: trade unions and strikes were banned in May 1933.

Jews: see pages 48–50 for more on Nazi anti-Semitism.

There was limited resistance to the Nazis because people were afraid to protest, and any organisation with an anti-Nazi voice were shut down.

p.41 Do it!

Examples to suggest that Church opposition was about interference include:

- Niemöller set up the PEL in objection to interference.
- He objected to the ban on baptising Jews, but not overall Nazi policy towards the Jews.

Examples to suggest that Church opposition was about policies include:

- The PEL resisted the joining of all the Protestant churches.
- They resisted the ban on those of Jewish origin becoming Christian and using the Old Testament.
- The Pope reacted to Nazi policies by condemning the Nazis, provoking Catholic resistance.

p.42 CHECK IT!

1 Your explanation should cover:

- Hitler's appointment as Chancellor
- the Reichstag Fire
- the Enabling Act
- the Night of the Long Knives
- Hindenburg's death.

2 Your description could include references to:

- the role of the Gestapo
- the role of the SS and the SD
- control of the legal system
- control of the Churches
- the Ministry of Propaganda.

3 Your description could include references to:

- control of the media
- use of radios
- use of film and cinemas
- rallies
- use of sport
- propaganda posters
- the 'cult of Hitler'
- control of culture and the arts.

4 Your explanation could include references to:

- the Pope's 'With burning anxiety' statement and the Catholic response
- the Pastors' Emergency League
- the 'Priest's Block' at Dachau
- the Swing Youth
- the Edelweiss Pirates

PART FOUR: LIFE IN NAZI GERMANY 1933–39

p.43 Do it!



Appearance: Lebensborn programme (see Stretch it below).

Aryan: Lebensborn programme (see Stretch it below).

Employment: Law for the Encouragement of Marriage; women banned from certain professions; girls' grammar schools ban

Clothing: German Women's Enterprise and Reich's Women's Leader; propaganda images

Role: Law for the Encouragement of Marriage; Mother's Cross; girls' grammar school ban

Three Ks: Law for the Encouragement of Marriage; Mother's Cross; women banned from certain professions; girls' grammar schools ban

p.43 Stretch it!



Himmler's Lebensborn was a state-sponsored association that provided Aryan women for SS men to breed with, outside of marriage, and provided support for the women and children.

Your own research into Scholtz-Klink and how she lived up to Nazi values could include the following:

- She was the mother of four children.
- She criticised women involved in politics.
- She fulfilled the Aryan ideal, with blonde hair and blue eyes.
- She did not use makeup.
- Her education ended when she left school.

p.45 Stretch it!



Your research into Rust's Napolas schools could reveal the following:

- Students were selected according to Aryan qualities from the Hitler Youth.
- Education was militaristic; youths were passed or failed in squads.
- There was a culture of competition.
- There was a heavy focus on physical training
- The schools were under the direct influence of the SS.

p.45 Do it!



1 Your paragraph could include the following:

- There was a Nazi Teachers' League and any 'undesirables' were removed.
- Only Nazi-approved textbooks were used.
- Propaganda was embedded within the curriculum and routines.
- There were school radio broadcasts.
- There was a focus on physical education and Nazi racial ideas, with domestic science for girls and military-applicable subjects and boxing for boys.

2 Boys were prepared to be soldiers through:

- physical education to prepare for war, including boxing
- maths and chemistry, which included topics such as poison gases, explosives, bombing
- the teaching of Nazi racial ideas and eugenics
- German history and anti-Semitism being embedded into subjects.
- Nazi propaganda and ritual being embedded into school routine.

Girls were prepared to be mothers through:

- physical education to prepare for childbirth
- domestic science, including needlework and cookery.
- Nazi racial ideas and eugenics, teaching the importance of racially pure relationships – selective breeding

- German history and anti-Semitism being embedded into subjects
- Nazi propaganda and ritual being embedded into school routines.

p.47 Do it!



- 1 Your description could include three of the following:
 - The Labour Service provided paid employment for the unemployed.
 - Rearmament provided millions of jobs.
 - The SdA worked to improve conditions and facilities.
 - The KdF provided leisure activities and reward schemes.
- 2 Your description could include three of the following:
 - The compulsory nature and military discipline of the Labour Service made it unpopular; it was also low paid.
 - The 'invisible' unemployed were forced out of work.
 - Workers had to build SdA facilities in their own time.
 - The DAF replaced trade unions and workers lost the right to negotiate better pay and conditions.
- 3 Your explanation should weigh up the factors above and come to a reasoned conclusion.

p.48 Do it!



Your list could include three of the following:

- Hitler wanted to clear *Lebensraum* – living space – by removing non-Aryans.
- Homosexuals were not going to produce children, and population growth was a key Nazi aim.
- The Nazis wanted physically fit soldiers and did not want to pay to support those not working for the Nazi cause.
- The Nazis wanted to raise up a pure German 'race'.

p.50 Do it!



Your description should note that persecution intensified in the latter half of the 1930s, as the state moved closer to war.

p.50 CHECK IT!



- 1 Your description should include:
 - A focus on promoting the Aryan 'ideal'
 - the focus for women bring on raising families.
 - the role of the Hitler Youth and the League of German Maidens
 - Nazi changes to education.
- 2 Your explanation should look at the appearance and freedoms enjoyed by Weimar 'new women' before looking at the erosion of women in the workforce, the changing 'role' of women and the changes to education for women.
- 3 Arguments in favour of the statement could include:
 - Labour Service provided paid employment for the unemployed.
 - Rearmament provided millions of jobs.
 - The SdA worked to improve conditions and facilities.
 - The KdF provided leisure activities and reward schemes.
 Arguments against the statement could include:
 - The compulsory nature and military discipline of the Labour Service made it unpopular; it was also low paid.
 - The 'invisible' unemployed were forced out of work.
 - Workers had to build SdA facilities in their own time.
- 4 Your description should cover:
 - discrimination against Eastern Europeans
 - persecution of 'gypsies'
 - persecution of homosexuals
 - the campaign to eliminate disabilities
 - the Nuremberg Laws
 - Persecution of Jews.

HOW TO ANSWER THE EXAM QUESTIONS

p.51 Do it!



1	The Nazis believed women should focus on raising large families. (Smiling mother looks at her children; it's a family of four children; the young girl's attention is on the baby.)	The Nazis believed in promoting the purity and superiority of the Aryan race. (All family members are blonde, blue-eyed and look strong and healthy.)
	The Nazis believed boys should become strong, loyal Nazi soldiers. (The father and eldest son are in uniform, staring forwards; the strong-looking father stands above his family.)	The Nazis believed that the male role was that of leader and provider for his family. (A strong, Aryan man stands above his family.)

- 2 The caption suggests that the winter of 1938 was particularly harsh. This question requires your own response.

p.52 Do it!



Suggested answer:

- (i) What I can infer: Hitler believed girls should be raised to become loyal wives and mothers, ready to support Nazi men.
 Details in the source that tell me this: he says their world is 'a smaller world' focused on 'her husband... her children'.
- (ii) What I can infer: Hitler believed that women were just as important as men.
 Details in the source that tell me this: Although their role is 'smaller', he states that the men's world stands on their 'foundation' and questions how one can survive without the other. (1)

p.53 Do it!



1, 2	Key events	Causal factors provided	Additional suggestions
	Resentment at Weimar government	'Stab in the back' myth Treaty of Versailles	Diktat
	Rise of the Nazi Party	Unemployment Appeal of Hitler	Propaganda
	Hitler becomes Führer	Death of Hindenburg Reichstag Fire	Enabling Act
	Recovery of the Weimar Republic	Retenmark Dawes Plan	Locarno Pact
	Hitler becomes Chancellor	Brüning resignation Presidential election	Von Papen
	Fall in unemployment, 1933–39	Labour Service Rearmament	Autobahns

- 3 Suggested answer:
 After Hitler became Chancellor, the first event that led to his becoming Führer was the Reichstag Fire. This enabled Hitler to arrest communists and declare a state of emergency, allowing him to dominate the Reichstag and amend the constitution. This then allowed him to pass the Enabling Act, so he could further attack opposition to his rule. Finally, the death of Hindenburg removed the last obstacle in Hitler's path and he was able to combine the roles of President and Chancellor into that of the Führer.

p.54 Do it! (top)



1, 2 (S – short-term, M – medium-term, L – long-term)

1933 boycott	Exclusion from roles	Segregation	Cultural differences L
Religious differences L	Nuremberg Laws	Nazi racial attitudes S	1939 eviction order
<i>Mein Kampf</i> S	Nationalism M	1-billion-mark fine	Scapegoats M
20,000 Jews sent to concentration camps	Nazi propaganda S	Jealousy M	<i>Kristallnacht</i>

3 Suggested answer:

Nazi anti-Semitism was based on existing prejudices and historical differences between Jews and other citizens. There were cultural and religious differences that kept Jews apart from other people and made them easy targets. People were often jealous of Jews' success in business and finance, and since the death of Christ they had been used as scapegoats.

Defeat in the First World War left much resentment in Germany and Germans sought scapegoats to blame. With the rise of German nationalism, Jews were again seen as un-German and therefore a suitable place to lay the blame.

Hitler's *Mein Kampf* explained and helped spread his anti-Semitic ideas, blaming Jews for defeat and for the betrayal at Versailles. There was a lot of fear of communism, and the fact that Marx was Jewish allowed Hitler to bring the two together. Nazi propaganda drew upon all this resentment and suspicion and encouraged anti-Semitism further.

p.54 Do it! (bottom)



1 Suggested answer:

To conclude, although Nazi racial ideas and propaganda as described in Hitler's *Mein Kampf* were the key cause of Nazi anti-Semitism, these drew on historical prejudices and the resentment that followed defeat in the First World War.

2 This question requires your own personal response.

p.55 Do it!



1 Controlling religious views: Concordat, Reich Church

Controlling and influencing attitudes: Ministry of Propaganda, Nazi Culture

2 See sample answer p.56.

3 See sample answer p.56.

p.56 Do it!



Level 4

p.56 Stretch it!



This task requires your own personal response.

p.57 Do it!



- 1 Newspaper article: S – journalists usually well informed; W – often sensationalist to sell
Speech: S – shows speaker's views clearly; W – written for a specific purpose/audience
Propaganda poster: S – clear indication of what government wanted people to believe;
W – propaganda is usually one-sided, biased or inaccurate
Diary: S – personal thoughts, freely written; W – author's bias and limited perspective
Photograph: S – snapshot of a moment in time; W – could be staged or deliberately framed
Political cartoon: S – often created to expose issues; W – cartoonist's bias is often evident
- 2 Government politician: S – directly involved in decisions; W – inherent bias
Opposition leader: S – directly involved in events; W – inherent bias
Foreign journalist: S – independent witness; W – may only see what they are permitted to see
Eye-witness or participant: S – in the heart of events; W – lack of wider perspective
Local journalist: S – well-informed and researched; W – might be subject to censorship
Common worker: S – directly impacted by events; W – less well-placed for wider perspective
- 3 Each purpose would have as strength a clear statement of its purpose – to show its views; and as weakness a clear bias against the counter-opinion – one-sided view.
- 4 Any six key dates from the topic could be chosen.

p.57 Stretch it!



This task requires your own personal response.

p.58 Do it!



- 1 Example answer:
What were Hitler's views on family roles? Source B is propaganda, which will clearly state the views that Hitler wanted to spread, although it is aimed at supporting winter relief rather than family values. Source C is a speech by Hitler, clearly stating his personal views, to the National Socialist Women's League – to those who carried out these roles. He is speaking to those who support his views so he has no reason to hide them, though he may be overstressing the role of women to gain his audience's support.
- 2 Example answer:
How did women's lives change under the Nazis? Source B shows clearly the Nazi ideal of the role of women beings centred around family, as she sits with her children under the watch of her husband and elder son. Source C reinforces this image and the separate spheres but at the same time challenges the negative interpretation by suggesting women were equally valued.
- 3 (1) What were Hitler's views on family roles? (2) How did women's lives change under the Nazis? (3) How did Nazi Germany view the young? (4) What impact did the Nazis have on living standards? [Source B has some use for the last two; Source C does not.]
- 4 Your answer will depend on which question you have chosen to explore. In general, propaganda is useful, as it is state-produced and intended to influence people's opinions. It therefore is likely to reflect accurately what the Nazis wanted people to think.

p.59 Do it!



- 1 The poster in Source B is not directly related to the enquiry of views on women's roles, as it is about a relief programme.
Source C is Hitler's own views being shared and soon after he had gained total power, so he is probably setting the agenda for his rule to come.
- 2 Source C is especially helpful as Hitler is speaking to the Nazi Women's League – a presumably loyal, female audience. He is therefore more likely to be speaking freely, openly and honestly. He refers to a 'smaller world', 'her family, her children' versus 'the foundation' of men's world.
Source C shares Source B's portrayal of women as secondary and focused on raising families. Hitler states 'the woman's is a smaller world. For her world is... her family, her children'.
However, he also asserts that 'the greater world is built on the foundation of this smaller world'. This suggests in fact that they are seen as equal but different.
- 3 This question requires your personal response.
- 4 See sample answer p.60.

p.60 Do it!



Level 3

p.61 Do it!



- 1 Negative: 'hostility'
- 2 Positive: 'exalting'
- 3 The main difference is that the first interpretation gives a negative view of Nazi views on women, whereas the second gives a narrow but positive view.

p.62 Do it!



- 1 Interpretation 1: 'action was taken to reduce the number of women working in the professions', 'unable to "think logically or reason objectively"'
Interpretation 2: 'and [celebrating] mothers for the sacrifices they made for the nation', 'exalting motherhood'
- 2 The main difference is that the first interpretation gives a negative view of Nazi views of women. It states that 'action was taken to reduce the number of women working in the professions', giving doctors, civil servants and judges as examples. It quotes Hitler as believing them to be 'unable to "think logically or reason objectively"'.
The second interpretation gives a positive view of Nazi views of women as *mothers*. It discusses this narrow focus, and states how the Nazis celebrated 'mothers for the sacrifices they made for the nation' in public ceremonies, 'exalting motherhood'.

p.63 Do it!



- 1 Interpretation 1 may have looked at statistics of women in employment and laws passed, whereas Interpretation 2 may have looked at official records of public ceremonies and propaganda about motherhood.
- 2 Interpretation 1 may be focusing on women's history and trying to show how the Nazis restricted women. Interpretation 2 may be focused on Nazi culture and propaganda and may be trying to offer a less negative interpretation.
- 3 The interpretations are likely to have a slightly different perspective.
- 4 Interpretation 1 concludes that the Nazis had a negative view of and impact on women. Interpretation 2 suggests it was a narrowing of role, not simply a negative view.

p.64 Do it!



- 1 Interpretation 1: 'Married women doctors and civil servants were dismissed in 1934', 'his decision to make them ineligible to jury service'.

Interpretation 2: 'tried to erase any ambiguity in women's roles', 'The care of mothers and children is the holiest duty of the entire German Volk'.
- 2 Source B: the woman is shown in the foreground with her children, her husband standing beside them with his eldest son in uniform.

Source C: 'the woman's is a smaller world', 'the greater world is built on the foundation of this smaller world'.
- 3 One reason for the difference is that the first interpretation focuses on how women were excluded from various roles in Nazi society, looking at restrictive laws put in place. It states that 'Married women doctors and civil servants were dismissed in 1934', and mentions Hitler's 'decision to make them ineligible to jury service'.

The second interpretation focuses solely on Nazi views of women as *mothers*, looking at Nazi propaganda and culture. It states how they 'tried to erase any ambiguity in women's roles', and that protecting them was "the holiest duty of the entire German Volk". This is supported by Source B, which shows the mother and her children in the foreground, and Source C where Hitler states 'the greater world is built on the foundation of this smaller world'.

p.65 Do it!



Suggested answers:

- 1 Interpretation 1 states that the Nazis forced women out of work because of Hitler's 'hostility'.
- 2 Interpretation 1 supports this view by referring to the 1934 exclusion of married women from the professions and their exclusion from jury service because Hitler felt they could not be logical.
- 3 From my own knowledge, I would add that they also banned girls' grammar schools in 1937 and so women were unable to prepare for university. They also limited girls' education in school and the offer of marriage loans was conditional on the woman leaving work.
- 4 I agree with this view because the Nazis did limit women's participation in these spheres, but I also know that it is not the whole story.
- 5 On the other hand, Interpretation 2 suggests that in the limited sphere of motherhood women were 'exalted'.
- 6 Interpretation 2 is supported by reference to public ceremonies and propaganda celebrating women as mothers and 'the sacrifices they made'.
- 7 I would support this because I know that the Nazis awarded the Mother's Cross to mothers for having children and that boys in the Hitler Youth had to salute gold-medal mothers. Also, Gertrud Scholtz-Klink was appointed a Women's Leader to encourage Nazi views.
- 8 Overall, I agree with Interpretation 2 that, as mothers, women were celebrated but I also agree with Interpretation 1 that, in other spheres, they were restricted.

p.66 Do it!



- 1 This question requires your personal response.
- 2 This question requires your personal response.
- 3 **Intreption** [*Interpretation*] X suggests that the **Nasis** [*Nazis*] were not **responsable** [*responsible*] for the **Richstach** [*Reichstag*] Fire. It gives as evidence the fact that **Vande Lub** [*van der Lubbe*] was taken away for trial rather than shot **immediatly** [*immediately*]. If they needed to silence him he would not have lived to tell[.] I find this argument **compelling** [*compelling*], as[,] from my own **knowlidge** [*knowledge*] – [,] I believe the **Nasis** [*Nazis*] reacted to events rather than planned them. However, the scale of **propanda** [*propaganda*] and **persicusion** [*persecution*] that followed suggests more planning was involved. Also, the timing suggests it was planned [-] a month after **hitler's** [*Hitler's*] appointment as **chancellor** [*Chancellor*].
- 4 Level 1

p.67 Do it!

1–5 See sample answer p.68.

p.69 Stretch it!

This task requires your personal response.

p.69 Do it!

1 Level 4

2 Level 4

PRACTICE PAPERS

Answers to the AQA exam-style questions are indicative only and highlight the key things that should be included in your response. You may cover other points. It's how your answer is written and how it fits with the mark scheme that will determine the quality of your answer.

**p.70 Practice paper 1: Section A**

1 Give **two** things you can infer from Source A about Nazi popularity in the 1920s.

Example answer:

- (i) What I can infer: the Nazis enjoyed great support in Nuremberg in 1923.
Details in the source that tell me this: there appear to be large crowds in the photo taking part, and there appear to be civilians as well as Nazis in uniform. A group of important-looking men watch from the centre.
- (ii) What I can infer: militarism was seen as important to Germans by the Nazis.
Details in the source that tell me this: the focus is on Nazis in uniform, but non-uniformed supporters also march in organised ranks to celebrate 'German Day'.

2 Explain why there was opposition to the Weimar government in the period 1919–23.

Example answer:

There were many reasons for opposition to the Weimar Republic in the period 1919–23, and most of it stemmed from the legacy of the First World War and the resented Treaty of Versailles.

The Treaty of Versailles was a major cause of opposition: it was a 'Diktat' forced upon Germany without a say, and the politicians who signed it were branded 'November Criminals' for betraying Germany. The terms were very harsh, in particular the loss of territories and the restriction on Germany's armed forces, which caused much unemployment. Article 231, the 'war guilt' clause, made Germany accept the blame for starting the war and committed Germany to £6,600 million in reparation payments – crippling the economy.

The resentment and suffering following the war was also a cause of opposition as it led to an increase in support for the far Left and far Right, who were able to gain seats within the Reichstag under the new constitution. They held about 20% of the seats each, with moderates holding about 45%. In January 1919, the Spartacists tried to launch a communist rising and were brutally crushed by the Freikorps. In March 1920, those Freikorps were threatened with disbanding and rose against the government in the Kapp Putsch. Between 1919 and 1922, almost 400 politicians were murdered as parties formed armed guards to protect and disrupt meetings, and violence on the streets was common.



Finally, the Treaty and economic instability led to the Ruhr crisis, which made the Weimar government look weak and caused further opposition. Germany was unable to meet its reparation debt and so France occupied the important industrial area of the Ruhr. The Weimar government encouraged the workers to strike, rather than work for the French, which caused massive debts and unemployment. This led to hyperinflation as the government printed more and more money to pay its debts.

In conclusion, the Ruhr crisis and the rise of the far Right and Left because of the suffering of the war caused much opposition to the Weimar Republic, as it failed to deal with the consequences of the Treaty of Versailles and losing the First World War. But the Treaty of Versailles was the main cause for creating the reparations demand and resentment in the first place.



p.71 Practice paper 1: Section B

3 (a) How useful are Sources B and C for an enquiry into the reasons for the popularity of the Nazi Party?

Example answer:

Source B is very useful for an enquiry into the reasons for the popularity of the Nazi Party because it is written by someone who was close to Hitler. Not only that but, as he was expelled from the Party in 1930, he is less likely to exaggerate his praise for Hitler as he was no longer under his spell. Writing in exile, he would also have been free of censorship.

Source B is useful because it describes in great detail the impact that Hitler's speeches had upon his listeners, from the viewpoint of one who was swayed by his words. It shows how Hitler's appeal had a great impact upon Nazi popularity, stating that 'His words go like an arrow to their target', that he tells the masses 'what it most wants to hear'. This can be supported by my own knowledge as I know that Hitler travelled far and wide, using aircraft and the radio to reach listeners across Germany, and targeted the young with exciting and stirring speeches. Slogans such as 'Work and Bread' went to the heart of everyday concerns.

Source C is also useful for an enquiry into the reasons for the popularity of the Nazi Party as it shows in another way how the Nazis varied their message to fit their audience. It is a piece of propaganda aimed at winning support away from the communist left. Nazi propaganda used different messages to target different groups – nationalists and socialists, farmers and workers, men and women.

Source C is useful because 1932 is the year that the Nazis became the largest party in the Reichstag, suggesting their efforts were successful. However, the fact that it specifically targets the KPD shows that support for the communists was still a concern. The flyer attempts to use socialist ideals to appeal to the left: 'We Nazis help each other... Everyone helps! Everyone sacrifices!' gives the impression of working together equally. This focus is supported by my knowledge that the communists also gained seats in the July 1932 election, holding around 90 seats, and were a serious threat to Hitler's aims.

3 (b) Study Interpretations 1 and 2. They give different views about the popularity of the Nazi Party. What is the main difference between the views?

Example answer:

The main difference between the interpretations is that Interpretation 1 suggests that it is impossible to assess the amount of popular support the Nazis had. It states that with the use of propaganda and censorship, there is no 'independent opinion' to listen to.

On the other hand, Interpretation 2 suggests that there is clear evidence of growing support for the Nazis. It cites the turnout and results of elections and a national plebiscite on withdrawing from the League, evidence Interpretation 1 claims invalid.



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3 (c) Suggest **one** reason why Interpretations 1 and 2 give different views about the popularity of the Nazi Party.

Example answer:

The interpretations differ because the authors have given weight to different evidence. Interpretation 1 suggests that any evidence of popular support is unreliable because of limited freedom of expression and that elections were rigged. However, Interpretation 2 insists that the 'spectacular' results and turnout of the 1933 plebiscite and election cannot be denied.

Source B supports Interpretation 2 because it gives a clear indication of the power of Hitler's personality and speeches and how he might have won support, 'proclaiming the most secret desires... of a whole nation'. It also points to how the Nazis specifically targeted different groups with different messages. This is further supported by Source C, a propaganda piece from the 1932 elections specifically targeting KPD supporters. However, this source does also highlight that there was strong opposition to the Nazis that had its own popularity.

p.72 Practice paper 1: Section B

3 (d) Suggest **one** reason why Interpretations 1 and 2 give different views about the popularity of the Nazi Party.

Example answer:

Interpretation 1 calls into question the evidence of Nazi popularity and suggests that it is impossible to judge because of the lack of freedom of speech and the rigged nature of elections. There is certainly strong evidence to support this as I know that Hitler moved quickly to remove all opposition to his rule. After the Reichstag Fire, a state of emergency allowed Hitler to move against the communists, arresting thousands and preventing them from taking up their seats. Opposition newspapers were banned. Germany was made a one-party state in July 1933. Violence and intimidation were key parts of the 1932–33 elections.

Interpretation 1 also mentions the lack of freedom to express opinion within Nazi Germany. Goebbels' Ministry of Propaganda controlled the media through censorship and by closing down disloyal newspapers: 1600 in 1935 alone. I also know that the police state established by Hitler and the SS strongly discouraged shows of opposition. The Gestapo was widely feared, spying and using informants to root out opposition. However, to counter this I also know that the Gestapo never had a huge workforce and relied on informants, suggesting at least some degree of cooperation. As well as censorship, Goebbels' Ministry spread a variety of propaganda in order to encourage support for the Nazis. Cheap radio stations were made available in schools, factories and homes and all radio stations were controlled by the Nazis. The cinema was used to spread propaganda films; rallies, culture, sports and art were all used to spread Nazi messages. It is impossible to say whether this propaganda was effective.

Interpretation 2, on the other hand, suggests that we should not ignore the evidence of Nazi elections and that there was a 'pro-Nazi consensus'. I agree with this because I know that there were many reasons for the growth in support of the Nazi Party, and it would be wrong to ignore how the Party tapped into popular fears and concerns. Hitler was a striking and engaging speaker as witnesses reveal and the Party used different messages to target different groups of people: nationalists and socialists, men and women, farmers and workers. The Great Depression caused much suffering that the Nazis were able to target and Hitler's efforts to remove unemployment and break the hated Treaty of Versailles were very popular.



Interpretation 2 refers to the October 1933 plebiscite that voted 95% in favour of leaving the League of Nations and the November 1933 election in which the Nazis gained 92% of the vote from a turnout of 95% as strong indicators that cannot be ignored. This is supported by Nazi election success in the run-up to 1933, before Hitler became Chancellor and then Führer, such as in 1932 when Hitler gained 11 million and then 13 million votes in the presidential election and 230 seats in the July elections – 38% of the vote. However, it is fair to state that the Nazis were not the only winners. By 1932, the KPD was the largest communist party outside the USSR, having gained an increase in support of 50%. There was clearly support for the communists as well, as they had 81 seats in the Reichstag in 1933.

In conclusion, although I agree with Interpretation 1 that it is difficult to tell how genuine support for the Nazis was, I also agree with Interpretation 2 that we cannot ignore the popular support that resulted from their propaganda and the climate of Depression.



p.73 Practice paper 2: Section A

1 Give **two** things you can infer from Source A about the role of the SA in the 1930s.

Example answer:

- (i) What I can infer: the SA demonstrated order in a chaotic time.
Details in the source that tell me this: the SA members are arranged in neat ranks, like a military unit, all standing to attention.
- (ii) What I can infer: the SA used strength to intimidate.
Details in the source that tell me this: the regimented ranks and large banners are an intimidating challenge to their opponents, a clear statement of strength.

p.74 Practice paper 2: Section A

2 Explain why the late 1920s were seen as the 'Golden Years' of the Weimar Republic.

Example answer:

After the unease following the First World War, Stresemann's leadership brought 'Golden Years' to Germany in the late 1920s with a number of successful policies. First, Stresemann was able to reverse the economic decline of the early 1920s and save Germany's economy. The Dawes Plan, followed by the Young Plan later in 1929, eased the damage done by the Allies' reparation demands. The payments were reduced and US banks started loaning money to support German industry, allowing investment and expansion. The new confidence this gave also convinced the French to end their occupation of the important Ruhr area of Germany.

Second, Stresemann ended hyperinflation and introduced a new currency, the Rentenmark. This also helped to stabilise the economy and allowed businesses to regain confidence. German industrial output doubled between 1923 and 1928, employment and trade increased and, as a result, government income also increased from taxes. This all helped to increase the standard of living for many Germans, as wages rose and hours shortened.

Finally, Stresemann boosted Germany's international relations and reputation abroad, leading to Germany's acceptance into the League of Nations in 1926. This restored Germany's pride, wounded after the war, and placed Germany once again at the heart of European relations. The first step was the Locarno Pact of 1925, which unlike Versailles was agreed with German representatives and not enforced upon them. Germany was also given a place on the League Council in 1926, and was a signatory of the Kellogg-Briand Pact with the USA and 60 other nations in 1928.



To conclude, Stresemann stabilised the economy and improved Germany's international standing, easing the reparations burden and allowing Germany to enjoy a rise in living standards. This led to the era of the late 1920s being known as the Golden Years for Germany.



p.74 Practice paper 2: Section B

3 (a) How useful are Sources B and C for an enquiry into the aims of Hitler and the Nazi Party?

Example answer:

Source B is very useful for an enquiry into the aims of Hitler and the Nazi Party because it is from a speech Hitler himself made in 1932, the year before he became Chancellor. This is when the Nazi Party was at its height in election polls and dominated the Reichstag, and therefore is likely to give a good indication of Hitler's message and aims.

Although Source B does not directly list or address the aims of the Nazi Party in economics, culture, etc, it clearly states their 'one aim' to revolutionise Germany: the attack on democracy. As evidenced by Hitler's move from Chancellor to Führer in 1933, Hitler wanted to sweep away the many voices of the people in order to unite Germany under one strong ruler: himself. The source hints at many of the moves Hitler then takes in 1933 and after such as banning trade unions (reducing rights of the workers), taking control of the Churches (affecting Catholics). It also hints towards Hitler's expansionist aims: 'the greatest tasks... the strength of the whole nation'.

Source C is less useful than Source B for this enquiry, as it is not directly related to Hitler's aims. It is an advert for a Nazi exhibition in 1938, once Hitler is in full control of Germany. However, as a piece of Nazi government propaganda, we can infer some indication of Nazi aims by what the poster attacks and the fact that this exhibition has been held at all.

The poster is advertising an anti-Semitic exhibition, showing clearly the Nazis' intolerant anti-Semitic view and suggesting that they aimed to spread these views across Germany. The poster shows a stereotypical, hostile image of a Jewish moneylender, who also carries Germany – stamped with communism – in his power. This also flags another 'enemy' of Nazism that Hitler wished to purge from Germany, the communist. So, the source does identify two aims of a sort.

3 (b) Study Interpretations 1 and 2. They give different views about the aims of Nazi propaganda. What is the main difference between the views?

Example answer:

The main difference between the interpretations is their view on the aims of Nazi propaganda.

Interpretation 1 suggests that Nazi propaganda aimed to convince people of Hitler's 'popularity' by careful reporting of events and presenting 'simple idea[s]', controlling what people saw and heard.

Interpretation 2, however, suggests that Nazi propaganda was more sophisticated and deliberately tailored its message to different groups within society in order to raise Hitler's popularity directly.



3 (c) Suggest one reason why Interpretations 1 and 2 give different views about the aims of Nazi propaganda.

Example answer:

The interpretations differ because they focus on two very different aspects of Nazi propaganda. Interpretation 1 focuses on post-1933 propaganda supporting Hitler once he had gained power, such as 'Nazi control of the media' and positively reporting German reactions to Hitler's appointment as Chancellor of Germany. Interpretation 2, on the other hand, focuses on the Nazi election campaigns that led to Nazi dominance of the Reichstag by 1932-33 by focusing on 'growing divisions... interest-groups'.

Source B in a way supports Interpretation 1, as it shows an example of this simple messaging – the 'one aim' of unifying Germany under one voice. However, it also supports Interpretation 2 because it demonstrates the many divisions within Germany that the Nazis targeted. Source C also supports Interpretation 2 as it pulls together the 'enemies' of Nazi Germany and seeks to unite through hatred.

p.75 Practice paper 2: Section B

3 (d) How far do you agree with Interpretation 2 about the aims of Nazi propaganda?

Example answer:

Interpretation 2 states that Nazi propaganda 'skilfully targeted' and deliberately tailored its messages to different groups within German society in order to raise the popularity of Hitler and the Nazi Party. I know from my own knowledge that this is true, as different groups were targeted with different messages in order to widen the appeal of the Nazis. Anti-communist messages targeted business leaders and landowners, while attacks on Weimar immorality and the decline of traditional German values targeted the middle classes and promises of 'Work and Bread' targeted the labouring classes.

As Interpretation 2 also suggests, it was not just the message but the method that varied. The young were targeted through exciting, colourful rallies and stirring speeches, while traditional women were appealed to through celebrations of motherhood and the importance of the family. Hitler made use of radio, cinema, posters and newspapers, as well as travelling widely to deliver stirring speeches in person across the country. Anti-Semitic and anti-communist propaganda provided scapegoats to blame for Germany's ills and a target to help make Germany better.

Interpretation 1, on the other hand, suggests that Nazi propaganda aimed to convince people of Hitler's 'popularity' by careful reporting of events and presenting 'simple idea[s]', controlling what people saw and heard. This focuses more on how the Nazis used propaganda after they came to power, although the Nazis certainly used simple slogans in their election campaigns as well. From messages of unity and of sweeping away dissenting voices under one strong leader to campaigns of blame and hate against Jews, Versailles and communism, the Nazis used a variety of 'simple ideas'. The biggest was the 'cult of Hitler', promoting the Führer as a super-human saviour of Germany.

However, Interpretation 1 is also right to flag the emphasis post-1933 on 'control'. I know that, through Goebbels' Ministry of Propaganda, journalists were censored and given briefings on what to write and how to report key events. Newspapers that did not follow the Nazi line were quickly closed down – 1600 in 1935 alone. The Nazis controlled all German radio stations and mass-produced radios were sold widely into homes, schools and factories. Government broadcasts were shown before every film in German cinemas, while posters and rallies showed Hitler's face everywhere.

To conclude, Interpretation 2 is right to highlight the variety and sophistication of Nazi propaganda, especially in the run-up to 1933. However, Interpretation 1 is also right to highlight the focus on key, simple messages – though, as Interpretation 2 says, these varied for different groups and audiences, and the propaganda became more about control and promoting the Hitler myth after 1933.