



**GCE AS/A level**

1232/09

**New AS**

**HISTORY – HY2**

**UNIT 2**

**IN-DEPTH STUDY 9**

**NAZI GERMANY c. 1933-1945**

A.M. TUESDAY, 2 June 2009

1½ hours

#### **ADDITIONAL MATERIALS**

In addition to this examination paper, you will need a 12 page answer book.

#### **INSTRUCTIONS TO CANDIDATES**

Answer **one** question.

#### **INFORMATION FOR CANDIDATES**

The number of marks is given in square brackets at the end of each question or part-question.

The time you spend on a question should be in proportion to the marks available.

The sources and quotations used in this unit may have been amended or adapted from the stated published work in order to make the wording more accessible.

**You are reminded that marking will take into account the quality of written communication used in your answers.**

**UNIT 2**  
**IN-DEPTH STUDY 9**  
**NAZI GERMANY, c. 1933-1945**

*Answer one question.*

- 1. The sources in this question are mainly focused on the impact of the Nazi regime on German society.**

Study the sources below and answer the questions that follow.

**Source A**

‘The Nazis employed a variety of propaganda and socialisation methods, underpinned by the use of force to reshape German society. A host of organisations were set up to foster feelings of belonging, unity and conformity. These tried to reorder society to fit in with the Nazi idea of perfection. The regime claimed that it had created a classless society in which class barriers were broken down and workers had new opportunities. In many ways this seemed to be the case. Mass tourism was introduced under the Strength through Joy organisation.’

[L. Pine, an academic historian and specialist in Nazi Germany, writing in an article called ‘The Impact of the Nazi regime upon German society’, for the A-level journal *Modern History Review* (February 2002)]

**Source B**

‘There were times, which now seem to us very far off and almost incomprehensible, when the ideal of a young man was the chap who could hold his beer and was good for a drink. But now his day is past and we like to see not the man who can hold his drink, but the young man who can stand all weathers, the hardened young man. Because what matters is not how many glasses of beer he can drink, but how many blows he can stand. Not how many nights he can spend drinking beer, but how many miles he can march.’

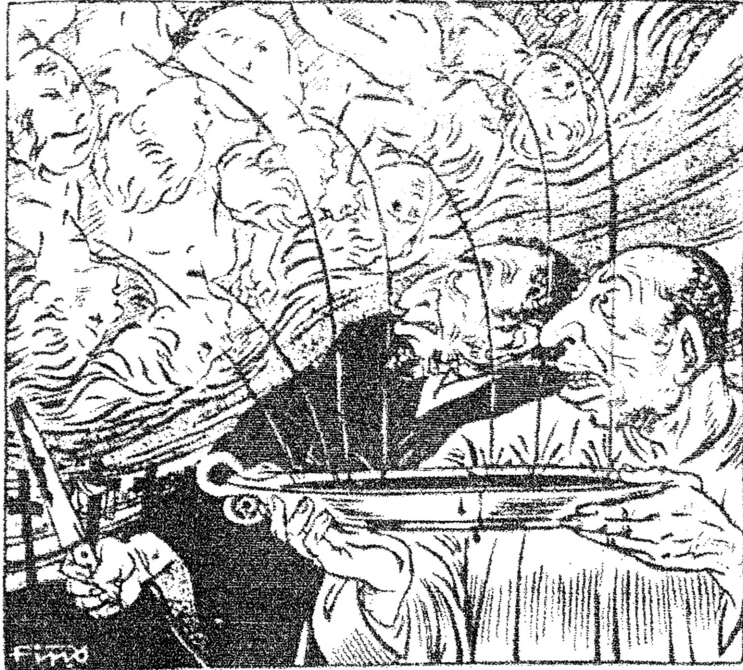
[An extract from Hitler’s speech at the Nuremberg Party Rally (September 14th 1935)]

**Source C**

‘One day, fittingly on Hitler’s birthday, my age group was called up and I took the oath: “I promise always to do my duty in the Hitler Youth, in love and loyalty to the Fuhrer.” Service in the Hitler Youth, we were told, was an honourable service to the German people. I was not thinking of the Fuhrer, nor of serving the German people, when I raised my right hand, but of the attractive prospect of participating in games, sports, hiking, singing, camping and other activities away from school and home.’

[Marianne Gartner, a former member of the Hitler Youth, writing in her memoirs, *The Naked Years: Growing up in Nazi Germany* (1972)]

## Source D



[The front page of *Der Stürmer*, a Nazi propaganda magazine edited by Julius Streicher. In the picture Jews are shown drawing Germany's blood. The caption for the picture reads 'The Jews are our misfortune' (May 1934)]

## Source E

'At 3 a.m. on November 10th 1938, was unleashed a barrage of Nazi ferocity as had no equal hitherto in Germany, or very likely anywhere else in the world since savagery began. Jewish buildings were smashed into and contents demolished or looted. In one of the Jewish sections an eighteen year old boy was hurled from a three storey window to land with both legs broken on a street littered with burning beds and other household furniture and effects from his family's and other apartments.'

[From a detailed report recorded by the American consul in Leipzig on 21st November 1938. This was later used as evidence at the Nuremberg Trials in 1947]

- (a) Study Source A. Use Source A **and your own knowledge** to explain the meaning of the phrase 'the Strength through Joy organisation'. [4]
- (b) Study Sources B and C. Use the information in Sources B and C **and your own knowledge** to explain the importance of the Hitler Youth organisation. [8]
- (c) Study Sources D and E. How reliable are Sources D and E in explaining anti-Semitism in Germany? [16]
- (d) Study Sources A and B. How far does Source B support or contradict the interpretation of Nazi society given in Source A? [20]
- (e) How useful are the sources in understanding Nazi Germany between 1933-1939? [32]

(In your answer you are advised to use relevant background knowledge from the depth study, as well as information derived from the sources and the attributions).

**2. The sources in this question are focused mainly on the issues of propaganda, terror and foreign policy in the Third Reich.**

Study the sources below and answer the questions that follow.

**Source A**

‘Even before 1939, Hitler strove to create a sense of a German nation united in fighting the injustice of the Treaty of Versailles and Germany’s internal enemies. These enemies were perceived as Jews, Communists, and anyone who failed to give enthusiastic support to Nazism. Within Germany, the Nazis saw Aryan Germans as superior to non-Aryans. Internationally, they saw Germany as destined to rule Europe and even the world. They would make Germany great by destroying Versailles.’

[S. Eddy and T. Lancaster, academic historians and specialists in twentieth century history, writing in a student study guide, *Germany 1866-1945* (2002)]

**Source B**

‘I know how foolishly people abroad write and tell tales about these camps, and run them down. Concentration camps are certainly like any prison, a tough and strict measure. Hard productive labour, a regular life, exceptional cleanliness in matters of daily life and personal hygiene, splendid food, strict but fair treatment, instructions on learning how to work again and on how to learn the necessary crafts for useful work: these are the methods of education used in these camps.’

[Heinrich Himmler, head of the SS, justifies the use of concentration camps in a radio broadcast to the German people (September 1939)]

**Source C**

‘Tolerance means weakness. In the light of this conception, punishment will be mercilessly handed out whenever the interests of the Fatherland warrant it. The following offenders ‘considered as agitators’ will be hanged: anyone who for the purpose of supplying the propaganda of the opposition with atrocity stories, who collects true or false information about the concentration camp, who receives such information, buries it, talks about it to others, or smuggles it out of camp.’

[From the regulations for Dachau Concentration Camp, issued on October 1st 1933, and extended to all camps on August 1st 1934]

## Source D



[A Nazi propaganda poster, encouraging Germans to support the union of Germany with Austria in the plebiscite to be held on April 10th 1938. The words on the poster say ‘All the people say Yes!’]

## Source E

‘The control was effected in the following way. Some members of the election committee marked all the ballot papers with numbers. During the ballot itself, a voters list was made up. The ballot papers were handed out in numerical order, therefore it was possible afterwards with the aid of this list to find out the persons who cast “No” votes or invalid votes.’

[From a official police report on the Anschluss plebiscite for the district of Simmern in Austria, (April 10th 1938)]

- (a) Study Source A. Use Source A **and your own knowledge** to explain the meaning of the phrase ‘Aryan Germans’. [4]
- (b) Study Sources B and C. Use the information in Sources B and C **and your own knowledge** to explain the importance of concentration camps in the Third Reich. [8]
- (c) Study Sources D and E. How reliable are Sources D and E in explaining the union of Austria with Germany in 1938? [16]
- (d) Study Sources A and D. How far does Source D support or contradict the interpretation of Nazi foreign policy given in Source A? [20]
- (e) How useful are the sources in understanding Nazi Germany between 1933-1939? [32]

*(In your answer you are advised to use relevant background knowledge from the depth study, as well as information derived from the sources and the attributions).*