



GCE AS/A level

1232/09

HISTORY – HY2

UNIT 2

IN-DEPTH STUDY 9

NAZI GERMANY c. 1933-1945

P.M. THURSDAY, 10 June 2010

1½ hours

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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. Study the sources below and answer the questions that follow.

Source A

‘The wooing of the Churches was totally insincere. They were merely being lulled into a false sense of security whilst the Nazi dictatorship was established. By the end of 1933 Nazi interference in religious affairs was causing resentment and disillusionment in both Catholic and Protestant Churches. The Catholic hierarchy soon discovered that the privileges promised by the Concordat were totally disregarded.’

[G. Layton, an academic historian and specialist in Nazi Germany, writing in an Advanced Level study guide, *Germany: The Third Reich 1933-1945* (1992)]

Source B

‘In the Concordat, our Fuhrer and Chancellor acknowledged the importance of the two Christian churches to state and society, and promised the churches his protection. Unfortunately now, men with considerable influence and power in the Nazi party are operating in direct opposition to those promises and both churches are being systematically attacked. Most especially, they seek to rid Germany of the Catholic Church and declare it a body foreign to our country and our people.’

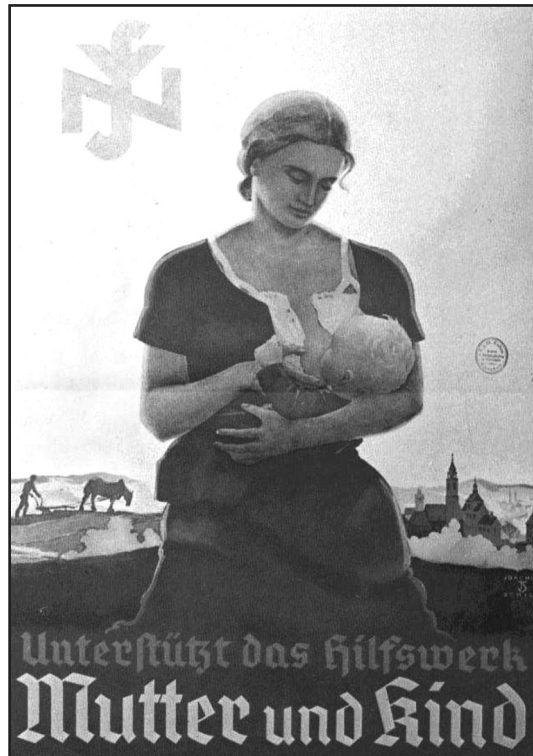
[From a letter addressed to local Catholic Churches, issued by the Bavarian Catholic bishops (December 1936)]

Source C

‘Young girls from the age of ten onward are taken into organizations where they are taught only two things: to take care of their body so they can bear as many children as the state needs and to be loyal to National Socialism. The Nazis have been forced to recognize, through the lack of men, that not all women can get married. Huge marriage loans are on offer every year whereby the contracting parties can borrow substantial sums from the government to be repaid slowly or to be cancelled entirely upon the birth of enough children. Birth control information is frowned on and practically forbidden. Despite the fact that Hitler and the other Nazis are always ranting about “Volk ohne Raum” (a people without space), they command their men and women to have more children.’

[Martha Dodd, the daughter of the American ambassador to Germany, writing about her experiences in Germany in a memoir, *My Years in Germany* (1939)]

Source D



[A Nazi propaganda poster from 1937, called *Mother and Child*]

Source E

‘The new generation has never had much use for education and reading. Now nothing is demanded of them; on the contrary, knowledge is publicly condemned. It is the young men who bring home enthusiasm for the Nazis. Old men make no impression nowadays. I am almost inclined to say that the secret of National Socialism is the secret of its youth. The young men are so indoctrinated that they believe in nothing but Hitler.’

[A report written by the German Social Democratic Party in exile. It was based on intelligence supplied by their agents in Germany (1934)]

- (a) Study Source A. Use the source **and your own knowledge** to explain the meaning of the term ‘the Concordat’. [4]
- (b) Study Sources C and D. Use these sources **and your own knowledge** to explain the importance of the role of women in Nazi Germany. [8]
- (c) Study Sources C and E. How reliable are Sources C and E in explaining Nazi attempts to indoctrinate the youth of Germany? [16]
- (d) Study Sources A and B. How far does Source B support or contradict the interpretation of the Nazi view of religion 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 Study the sources below and answer the questions that follow.

Source A

‘It is as certain as anything can be that Hitler did not intend to overthrow Czechoslovakia by a frontal assault. He meant to succeed by intrigue and the threat of violence, not by violence itself. In the spring of 1938 Hitler did not see his way clearly. He increased the tension in the hope that something would give somewhere. He played a game of bluff with everyone, with the western powers, with the generals, even with himself. There are solid grounds for believing that it was all a bluff.’

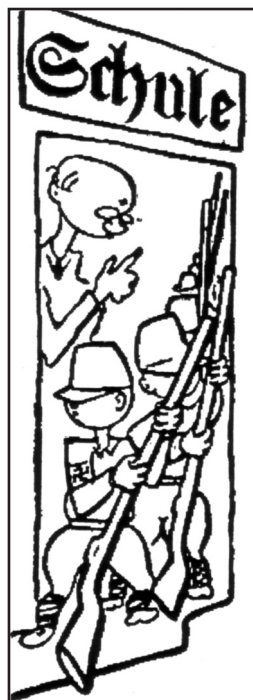
[A.J.P. Taylor, a revisionist academic historian and specialist in European history, writing in a book on European foreign policy, *The Origins of the Second World War* (1964)]

Source B

‘Among numerous similar statements made by the Fuhrer in my presence during the night of the 27-28th September, was one to the effect that he would now annihilate Czechoslovakia. Ribbentrop and I were the sole witnesses of these words; they were not designed to have an effect on a third party. Thus the assumption that the Fuhrer was intending a huge bluff is incorrect. His resentment stemmed from May 22nd, when the English accused him of pulling back, and this led him on the path to war.’

[Von Weizacker, State Secretary in the German Foreign Ministry, writing in his diary (October 9th 1938)]

Source C



[A satirical Czechoslovakian cartoon drawn by Josef Capek. Capek is commenting on the main purpose of German schools being to produce soldiers (1934)]

Source D

‘Inge sits in the Jew doctor’s reception room. She has to wait a long time. She looks through the magazines on the table. But she is much too nervous even to read a few sentences. Again and again she remembers her talk with her mother. And again and again her mind dwells on the warnings of the BDM leader: “A German must not consult a Jew doctor! And particularly not a German girl! Many a German girl who has gone to a Jew doctor to be cured has found disease and disgrace.” The door opens. Inge looks up. There stands the Jew. She screams. She’s so frightened, she drops the magazine. She jumps up in terror. Her eyes stare into the Jewish doctor’s face. His face is the face of a devil.’

[From a Nazi school textbook entitled *The Poisonous Jew* (1938)]

Source E

‘In Dresden several weeks ago uniformed Nazis raided the Jewish Prayer House, interrupted the evening religious service, arrested twenty five worshippers, and tore the holy insignia or emblems from their head-covering worn when praying. Eighteen Jewish shops, including a bakery, mostly in Chemnitz, had their windows broken by the rioters led by uniformed Nazis. Five of the Polish Jews arrested in Dresden were each compelled to drink one half litre of castor oil. As most of the victims of assault are threatened with worse violence if they report the attacks, it is not known to what extent fanatical Nazis are still terrorizing Jews.’

[Ralph Busser, the American consul in Leipzig, writing in an official report (April 5th 1933)]

- (a) Study Source D. Use the source **and your own knowledge** to explain the meaning of the term ‘BDM’. [4]
- (b) Study Sources D and E. Use these sources **and your own knowledge** to explain the significance of anti-Semitism in the Third Reich. [8]
- (c) Study Sources C and D. How reliable are Sources C and D in explaining the Nazi view of the function of education? [16]
- (d) Study Sources A and B. How far does Source B support or contradict the interpretation of Hitler’s plans for Czechoslovakia 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.*)