



Edexcel History

History Revision Booklet

Weimar and Nazi Germany 1918-39

Answers



WEIMAR AND NAZI GERMANY 1

1918

1918 - Abdication of the Kaiser

1918 - Armistice



1918 - The German Revolution

1919

1919 - Weimar Constitution

1919 - Spartacist Uprising

1919 - Treaty of Versailles



1920

1920 - Kapp Putsch

1920 - German Workers' Party announced 25 Point Programme

1923

1923 - January French occupation of the Ruhr

1923 - Hyperinflation



1923 - August - Stresemann became Chancellor and Foreign Minister

1923 - November - Munich Putsch

1924

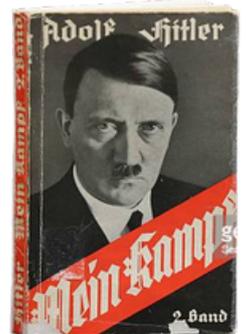
1924 - Dawes Plan



1925

1925 - Locarno Pact

1925 - Mein Kampf published



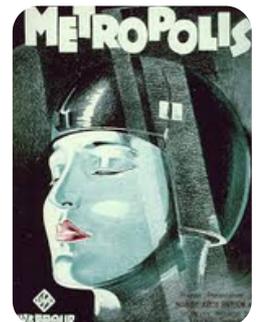
1926

1926 - Membership of the League of Nations

1926 - Bamberg Conference

1927

1927 - Fritz Lang's film Metropolis released



1928

1928 - Kellogg-Briand Pact

1929

1929 - October - Wall Street Crash

1929 - Young Plan



WEIMAR AND NAZI GERMANY 2

1932

1932 - March-April - Presidential election



1932 - July - NSDAP largest party in Reichstag

1933

1933 - January - Hitler appointed Chancellor



1933 - February - Reichstag Fire

1933 - March - First Nazi concentration camp at Dachau



1933 - March - Enabling Law

1933 - April - Shop boycott

1933 - April - Gestapo set up

1933 - July - Concordat with Catholic Church

1934

1934 - June - Night of the Long Knives

1934 - August - Death of Hindenburg

1934 - August - Hitler becomes Führer



1935

1935 - Nuremberg Laws



1935 - Leni Reifenstahl's propaganda film Triumph of the Will released

1936

1936 - Berlin Olympics

1936 - December - Nazi Youth organisation membership compulsory for most young people



1938

1938 - November - Kristallnacht



German Revolution 1918

- 3rd Nov- German sailors mutinied in Kiel - triggered uprisings in Germany
- 9th Nov Kaiser Wilhelm II forced to abdicate
- Friedrich Ebert of SDP became Chancellor

Treaty of Versailles

- Germany could only have 100,000 soldiers, 6 ships and no submarines or aircraft
- Rhineland demilitarised and other land lost
- Germany had to pay £6.6 billion in reparations
- Germany had to take blame for WWI

Weimar Constitution

- Proportional Representation
- Article 48- President could suspend constitution in an emergency
- Voting age reduced from 25 to 20
- Women given suffrage

Spartacist Uprising 4th-15th Jan 1919

- Led by Karl Liebknecht and Rosa Luxemburg (communist)
- 100,000 workers went on strike and demonstrated in Berlin
- Liebknecht & Luxemburg were arrested and brutally murdered by Freikorps



Opposition to Weimar

- Left - KPD wanted communist state
- Right - wanted capitalism and to bring back Kaiser
- Freikorps - former soldiers made unemployed by Treaty of Versailles

French Occupation of the Ruhr - In Dec 1922 Germany were unable to pay reparations so the French army invaded the Ruhr
German workers used passive resistance

Kapp Putsch March 1920

- The gov tried to disband the Freikorps
- 5,000 Freikorps marched on Berlin, captured Berlin and declare new gov lead by Wolfgang Kapp
- Ebert calls for general strike, Berlin at standstill and putsch collapsed after 4 days



THE WEIMAR REPUBLIC 1918-29

Hyperinflation

- Rise in prices and unemployment
- A loaf of bread cost 1 mark in 1919, then 250 marks in Jan 1923, and 200,000 million marks in Nov 1923



Women

- Given right to vote & elected to political positions
- No woman held cabinet posts through Weimar Republic's existence
- Millions of women welcomed to work force
- Women made up 75% of cinema goers & took part in more sports



Stresemann - Chancellor in Aug 1923, called off passive resistance in Ruhr, responsible for Rentenmark

Living Standards

- Unemployment insurance 1927, covered 17 million workers
- Wages rose in real terms
- Pensions and sickness benefits introduced
- Government subsidies for building parks, schools



The Rentenmark - New currency which was backed by gold and controlled by the national bank

Economic Recovery

The Young Plan - Agreement between Allies and Germany to cut reparations from £6.6 billion to £2 billion

The Dawes Plan - Agreement between Allies and Germany to reduce reparations to £50 million per year and USA loaned Germany \$25 billion

Art & Culture

- Dada Movement
- Kammerspielfilm
- New Objectivity
- The Bauhaus school
- Famous films included Nosferatu (1922) and Phantom (1922)



Locarno Pact - agreeing peace in Europe and guaranteeing borders

Kellogg-Briand Pact - renounced war as a method of solving international disputes



The Weimar Republic 1918-29

Quiz Questions



Take 5 minutes to study the Cheat Sheet on this topic, then see how many questions you can get right without looking!

1. On what date did Kaiser Wilhelm II abdicate?

9th November 1918

2. Who led the Spartacist Uprising in 1919?

Karl Liebknecht and Rosa Luxemburg

3. Give one condition of the Treaty of Versailles that negatively impacted Germany:

Reduced military, Rhineland demilitarised, Reparations, Blame

4. How many Freikorps marched on Berlin during the Kapp Putsch?

5,000

5. When did France occupy the Ruhr?

December 1922

6. Who was the Chancellor in August 1923?

Stresemann

7. How much did the Young Plan reduce Germany's reparations to the Allies?

From £6.6 billion to £2 billion - cut by £4.6 billion

8. Which pact agreed peace in Europe and guaranteed borders?

Locarno Pact

9. Give one positive change for women during the Weimar Republic:

Equal right to vote, more women working, more sport and leisure activities

10. In what year did the Unemployment Insurance come into effect?

1927

/10

25-Point Programme

Policies Nazis would implement if they came into power

- Führer
- Social Darwinism
- Autarky
- Lebensraum
- Ridding threats to Germany (Jews and Communists)

- 1921 - Hitler created the SA to be Nazi's private army
- Intimidated opponents and protected rallies
- Known as the Brownshirts
- In 1932 had 400,000 members
- By 1933 had 2 million members

- Brüning resigns in May 1932 and Von Papen becomes Chancellor
- July - Nazis become largest party with 230 seats in Reichstag
- Nov - Von Papen calls election, Nazis lose 34 seats but still hold majority
- Dec - Von Papen told to resign by Hindenburg and Von Schleicher appointed Chancellor
- Jan - Von Schleicher unpopular, Von Paper persuaded Hindenburg to replace Hitler as Chancellor and Papen as Vice - Chancellor - thinking he could control Hitler

Munich Putsch 1923

- Hitler plots with Kahr and Lossow to take over Munich but they called it off
- Hitler and 600 SA invade a meeting Kahr and Lossow were holding
- SA takes over army headquarters and local paper offices
- Rebellion defeated as Kahr called reinforcements and Hitler was arrested 2 days later

- Hitler created the SS in 1925 to act as his bodyguards which was controlled by Himmler
- The party created the National Socialist German Student's League and the German Women's Order to appeal to women and young people



Hitler only served 9 months of his 5 year sentence and published his book **Mein Kampf** full of Nazi propaganda
Hitler was banned from public speaking until 1927

Bamberg Conference 1926

Address an increasing north/south split in Nazi Party

- North - appealing to workers through economic policies
- South - nationalist policies & anti-Semitism



HITLER'S RISE TO POWER, 1919-33



Unemployment

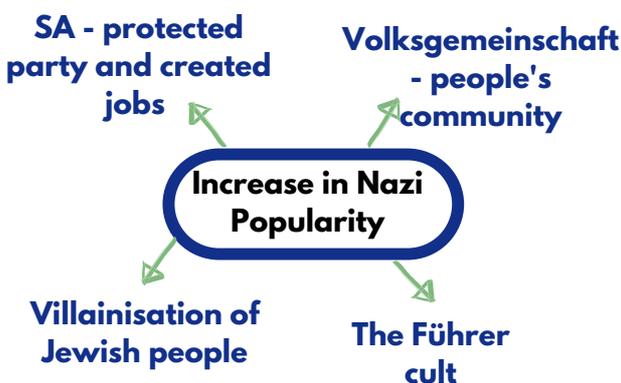
- When Hitler became Chancellor in Jan 1933 1/3 Germans were unemployed (around 6.1 million)
- Ordinary Germans increasingly looked to extreme parties

Chancellor Müller resigned

Weimar's Failure to Deal with Unemployment

Chancellor Brüning cut gov expenditure, wages and unemployment pay - added to problem

Brüning could not get Reichstag to agree with his plans so Hindenburg used Article 48



- KDP (left) increased their vote share from 10% to 15%
- By 1932 parties committed to the destruction of the Weimar Republic held 319/608 seats



Hitler's Rise to Power, 1919-33

Quiz Questions

Take 5 minutes to study the Cheat Sheet on this topic, then see how many questions you can get right without looking!



1. Give one policy in the Nazi's 25-Point Programme:

Führer, Social Darwinism, Autarky, Lebensraum, Ridding threats etc.

2. Hitler and how many SA invaded a meeting in the Munich Putsch?

600

3. Who controlled the SS, created in 1925?

Himmler

4. How many members did the SA have by 1933?

2 million

5. What book did Hitler publish after serving only 9 months in prison?

Mein Kampf

6. When was the Bamberg Conference?

1926

7. What was Hitler banned from until 1927?

Public speaking

8. How many Germans were unemployed when Hitler became chancellor in 1933?

1/3 (6.1 million)

9. Which chancellor got Hindenburg to use Article 48 due to unpopular plans?

Brüning

10. Who convinced Hindenburg to appoint Hitler as Chancellor?

Von Papen

/10

Reichstag Fire 27th Feb 1933

- Reichstag building was set on fire
- Dutch communist **Van der Lubbe** was arrested and blamed for the fire
- Hitler persuades Hindenburg that Germany was on the brink of a communist revolution, and should use **Article 48** to pass Reichstag Fire Decree
- In Reichstag elections on 5th March Hitler got **44% of vote** but still had to join with nationalists for majority



Reichstag Fire Decree

Suspended **freedom of expression**
 Right of **free association** and **public assembly** was suspended
 Mass arrests of **communists**

Enabling Act 1933

- Allows Hitler to enact new laws without the consent of the President or the Reichstag for 4 years
- Reichstag were intimidated into passing act, **444 in favour**, **94 against**
- On 2nd May Hitler banned **trade unions**
- On 14th July all **political parties** other than Nazis were banned

Night of the Long Knives

Himmler told Hitler that Röhm was going to attempt a coup
30th June 1934 - Röhm and around **400** members of SA were murdered by SS, including Von Schleicher



- SA under the command of Röhm had **3 million** members
- The SA were more loyal to Röhm than Hitler and were no longer needed
- Röhm **disagreed** with some of Hitler's ideas

NAZI CONTROL AND DICTATORSHIP, 1933-39 (1)

Legal System

- All judges had to join the Nazi Lawyers' Association
- Judges had to wear the **swastika** and Nazi eagle on their robes
- Judges had to swear **oath** to Hitler
- A **New People's Court** was established for cases of treason

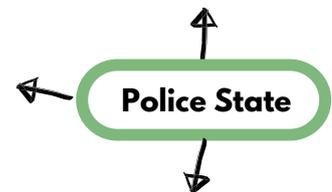


2nd August 1934 - Hindenburg died
 Hitler combined roles of president and chancellor and became **Führer** and army had to swear an oath of allegiance to him



SD (Sicherheitsdienst) - led by Heydrich, identified potential threats and removed them

SS (Schutzstaffel) - led by Himmler, removed opposition and set up concentration camps



Gestapo - set up by Goering, arrested those who showed resistance to Nazis and sent to camps

Concentration Camps

- Initially to imprison political opponents - **communists**, **trade unionists** and those with **left-wing** views
- Then used to imprison minority groups such as **Jewish** people and **homosexual** people
- Prisoners were identified by **coloured triangles**
- Conditions were horrific and prisoners were subjected to hard labour
- At the **Wannsee Conference 1942** the **Final Solution** was passed which authorised death camps where prisoners were murdered on a large scale



Religion

- In July 1933 Nazis reached an agreement with Catholic Church named **Concordat** - agreed with the Pope
- The agreement separated the Catholic Church from the Nazi party and granted it certain freedoms
- However, in months Hitler broke the agreement and **400 Catholic priests** were sent to **Dachau** concentration camp
- A state **Reich Church** was created to unify Protestantism and promote Nazi ideas

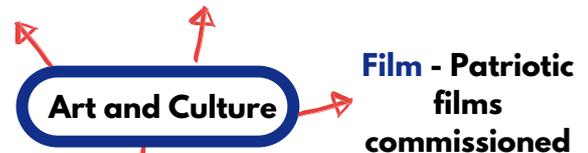
➔ **1944 July Plot** - group of army officers tried to assassinate Hitler Stauffenberg who planted the bomb was shot and 5000 executed in retaliation



Architecture - reflected power of Nazi regime, Olympic stadium example of this

- ➔ **Goebbels** was head of the **Ministry of Enlightenment and Propaganda** in Germany
- ➔ **Newspapers** were controlled
- ➔ **Radios** made affordable so Germans could listen to the Reich Broadcasting Corporation
- ➔ **1936 Berlin Olympics**, Nazis hoped to demonstrate superiority of the Aryans

Art - Experimental Weimar art was censored, promotion of art that showed Aryan race



Literature - Mass book burnings, Nazis' political plays unpopular so had to allow classics e.g. Shakespeare

NAZI CONTROL AND DICTATORSHIP, 1933-39 (2)

Between 1933-39 **1.3 million** people were sent to concentration camps and **300,000** left Germany to other countries

Protestant Opposition

- **Niemöller** led pastors in forming **Confessional Church** and **Pastor's Emergency League**
- Niemöller preached that people should obey God not Hitler
- Pastor Dietrich **Bonhoeffer** was linked to a bomb plot against Hitler and was executed
- **800 clergy** were sent to concentration camps including Niemöller
- Hitler had to restore Protestant Church's independence in 1937 due to opposition



➔ **Edelweiss Pirates** - working-class youths, made anti-Nazi slogans and created no-go areas for Hitler Youth In 1944 they killed Gestapo chief in Cologne, and 12 members were publicly hung

➔ **White Rose Group** - Munich University students formed in 1943, published anti-Nazi leaflets, leaders were hung and guillotined



➔ **Swing Youth** - Middle-class youths who engaged in frowned upon activities such as dancing and jazz music, Gestapo would raid their clubs

Catholic Opposition

- Pope issued message '**With Burning Concern**' which described Hitler as 'a mad prophet with repulsive arrogance'
- **400 Catholic priests** were sent to Dachau concentration camp
- Catholic Archbishop of Munster, **Von Galen**, successfully led a campaign to end euthanasia of mentally disabled people



Nazi Control and Dictatorship, 1933–39

Quiz Questions

Take 5 minutes to study the Cheat Sheet on this topic, then see how many questions you can get right without looking!



1. Who was blamed for the Reichstag Fire in 1933?

Dutch communist Van der Lubbe

2. What did the Enabling Act 1933 allow Hitler to do?

Enact new laws without the consent of the President or the Reichstag for 4 years

3. Who was commander of the SA and was murdered on 30th June 1934?

Röhm

4. What were the secret police called, set up by Goering?

Gestapo

5. In which conference was the Final Solution Passed?

Wannsee Conference 1942

6. What was the agreement between the Nazis and Catholic Church called?

Concordat

7. What year were the Berlin Olympics?

1936

8. Name one youth Nazi opposition group:

Edelweiss Pirates, White Rose Group, Swing Youth

9. Who led pastors in forming Confessional Church and Pastor's Emergency League?

Niemöller

10. How many people were executed in retaliation to the July Bomb Plot 1944?

5,000

/10

Kinder - Hitler wanted high birth rate so financial incentives given to parents with more children

Mother's Cross awarded to women with multiple children



Küche - Nazis believed women belonged in the kitchen and were discouraged from paid work

Kirche - Women were expected to go to church and wear traditional, modest clothing



Hitler Youth - aim was to prepare boys for the military

League of German Maidens - aim was to prepare girls to be housewives



Education

→ PE was high priority to prepare children for the military

→ Eugenics taught in biology (selective breeding of Aryan race)

→ Race studies introduced as a subject

→ History pushed pro-Nazi narrative



Nuremberg Laws 1935

Stripped Jews of citizenship
Outlawed marriage between Jewish and German people
Took away Jew's civil and political rights

By 1938 Jewish children were banned from going to school and Jews could not be doctors

LIFE IN NAZI GERMANY, 1933-39

Tackling Unemployment

- Construction of **autobahns** created work for around **80,000 men**, as well as building hospitals, schools and Olympic stadium
- **National Labour Service** created in 1933 - provided workforce for public works programme
- **Rearmament** - large part in reducing unemployment and stimulating economic growth

Germany claimed **full employment** in 1939

Many groups of people were not included - **invisible unemployment**

This included:

- People in army
- Women
- Jews

Kristallnacht

- **9-10 Nov 1938** - Nazi unleashed a series of pogroms against the Jewish population
- Around **30,000 Jewish people** were taken to concentration camps
- Was disguised, as Nazis claimed these were spontaneous actions of the population
- After this, the **Kindertransport** began to evacuate Jewish children to Britain



Beauty of Labour

Encouraged factory owners to improve working conditions

Eugenics

Taught that Aryans were the master race and some races (including Jewish people) were '**untermensch**' (sub-human)

Certain groups were **sterilised** such as disabled people and those with hereditary diseases

Over **100,000 disabled people** were **killed** which was concealed by Nazis

Concentration camps held prisoners of many groups such as homosexuals, pacifists, beggars, prostitutes, Jehovah's Witnesses, Roma and criminals



Strength Through Joy

Rewarded workers for hard work through holidays, theatre trips and other activities

The Labour Front

Set wages and were meant to replace trade unions



Life in Nazi Germany, 1933–39

Quiz Questions



Take 5 minutes to study the Cheat Sheet on this topic, then see how many questions you can get right without looking!

1. Name the Three Ks:

Kinder, Kirche, Küche (Children, Church, Kitchen)

2. What youth group prepared girls to be housewives?

League of German Maidens

3. The construction of autobahns created work for how many men?

80,000

4. Give one group who were not included in the employment statistics:

Women, Jewish people, people in the army

5. What programme rewarded workers though holidays and leisure activities?

Strength Through Joy

6. Name three groups of people who were sent to concentration camps:

Jewish people, homosexuals, pacifists, beggars, prostitutes, Jehovah's Witnesses, Roma and criminals

7. Around how many Jewish people were taken to concentration camps during Kristallnacht 1938?

30,000

8. What programme was created as a result of Kristallnacht that evacuated Jewish children to Britain?

Kindertransport

9. In what year were the Nuremberg Laws passed?

1935

10. In which year could Jewish children not go to school?

1938

/10

Source A

From Education for Death by Gregor Ziemer, published in 1941. Ziemer was an American teacher working in Germany during the early years of Nazi rule. He recalls his experiences of observing the experiences of 'Pimpf,' a Nazi-run group for boys aged between six and ten.

At a sharp command, hundreds of youthful heels clicked to attention and the officer-in-charge introduced the guest of honour, a high official from the Hitler Youth. [The guest said] "You boys must be hard, hard as iron; the Führer has demanded it. But above all, you must be ready and willing to give up your lives for the Führer; he has demanded that too. All German boys are eager to become soldiers for Hitler. We will make Germany a force to be reckoned with."



Paper 3 - Question 1

**4
Marks**

1. Give two things you can infer from Source X about...

- Identify one **valid inference** = 1 Mark
- Give **supporting evidence** for the feature from the source = 1 Mark
- Do this twice for two different inferences
- Keep it brief - don't forget it is only worth 4 marks!

Use this guide and your own knowledge to answer the question below:

**1. Study Source A. Give two things you can infer from Source A about Nazi aims for the young.
(4 marks)**

Mark Scheme:

One mark for each valid inference

Up to two inferences

Second mark awarded for supporting detail from source

Examples of points may include:

- Nazis wanted to prepare boys for military roles in the future. (1) They wanted them to be “willing to give up your lives for the Führer” (1)
- They wanted young people to be loyal to the Nazis, so they would grow up to defend the regime (1). They ran clubs and groups like Pimpf and the Hitler Youth to indoctrinate young people (1)
- They wanted to create an image of Nazis as strong and powerful, (1) creating the impression that their strength would in turn make Germany strong (1)

Other relevant material should be credited



Paper 3 - Question 2

12
Marks

2. Explain why ...

3 PEEL paragraphs: 1 on first point given, 1 on second point given and 1 on your own idea

P - Point

E - Evidence

E - Explain

L - Link

Point - One reason for [wording of question] is ...
Make sure to do one paragraph for each of the given points, and one paragraph on a point of your own

Evidence - Stats, Places, Events, Names, Dates

Explain - Show how this evidence links your point to the question

Link - Link back to the question

Does not need a separate introduction and conclusion



Exam Question

Use this guide and your own knowledge to plan your answer for the question below:

2. Explain why Germany's economy experienced 'Golden Years' in the 1920s.

You may use the following in your answer:

- **Gustav Stresemann**
- **The Dawes Plan (1924)**

You must also use information of your own. (12 marks)

Mark Scheme

6 Marks for AO2 - analysing the second order concept of causation or change

6 Marks for AO1 - own knowledge and understanding of attributes of the period

Mark	Description
1-3	<ul style="list-style-type: none">• Vague answer, is not developed, general comments• Lack of coherent organisation of ideas• Knowledge is limited, little evidence of understanding of the topic
4-6	<ul style="list-style-type: none">• Explanation of change but little analysis, comments are not fully linked to the question, some organisation and development but lacks a clear line of argument• Relevant knowledge is applied, demonstrates some understanding of the topic <p>No more than 5 marks can be awarded for answers that fit in this band but do not extend beyond the suggested points</p>
7-9	<ul style="list-style-type: none">• Explanation of change shows some analysis which is mostly relevant to the question; line of argument is usually clear; organisation and coherence may not be upheld throughout• Relevant knowledge is applied, demonstrates good understanding of the topic <p>No more than 8 marks can be awarded for answers that fit in this band but do not extend the suggested points</p>
10-12	<ul style="list-style-type: none">• Explanation is analytical and consistently directed at the question; line of argument is coherent, sustained and structured logically• Relevant knowledge is judiciously applied to develop the argument, demonstrates a broad understanding of the topic <p>Answers cannot score in this band if they do not extend beyond the suggested points</p>



Mark Scheme

Indicative Content

- **Stresemann organised the 'Great Coalition' in 1923; united the moderate and democratic parties in the Reichstag, forming a government which could make laws. It was then able to call off the workers' 'passive resistance' and persuade the French to leave the Ruhr -- important first step to reducing hyperinflation**
- **Stresemann introduced the Rentenmark; a stable currency which helped to bring hyperinflation to an end**
- **Stresemann introduced benefits for the unemployed, job centres, and better housing provisions**
- **The Dawes Plan gave Germany longer to pay its reparations**
- **The Dawes Plan loaned Germany 800 million Marks from the USA, kick-starting its economy**
- **The Young Plan (1929) reduced the reparations Germany owed by $\frac{3}{4}$ and extended the time it had to pay to 59 years**
- **The Young Plan agreed that Germany had to pay $\frac{1}{3}$ of its annual reparation payments, but only had to pay the remaining $\frac{2}{3}$ if doing so would not harm its economy**

Other relevant material should be credited



Paper 3 - Question 3a

8
Marks

**3a. How useful are Sources X and Y
for an enquiry into...**

Answer Structure:

**2 x CONC paragraphs: 1 on first source and 1 on
second source**

C - Content

O - Own Knowledge

N - Nature, Origin & Purpose (NOP)

C - Conclusion

Content - What can you learn/infer from the source -
describe key points of source and what they tell us

Own Knowledge - Is the content of the source accurate?
I know this to be accurate/inaccurate because...

NOP - How does the nature, origin and purpose of the
source effect the usefulness.

**Be specific! Think about who wrote the source, what
their intentions were, what form the source is and what
date it was published**

Conclusion - Final sentence of paragraph to make a
judgement on the usefulness of the source for the
enquiry - Therefore, this source is
extremely/somewhat/fairly useful because...

**Does not need a separate introduction and conclusion,
and you do not need to compare the sources**



Exam Question

Use this guide and your own knowledge to plan your answer for the question below:

3a. How useful are Sources B and C for an enquiry into opposition to the Nazis?

Explain your answer, using Sources B and C and your knowledge of the historical context.

(8 marks)

Mark Scheme:

Mark	Descriptor
1-2	<ul style="list-style-type: none">• Simple, straightforward judgement• Undeveloped discussion on content or provenance• Little comprehension of source• Little contextual knowledge applied
3-5	<ul style="list-style-type: none">• Judgements on source utility supported by comments on its content and/or provenance• Comprehension supports evaluation of utility• Contextual knowledge supports judgements
6-8	<ul style="list-style-type: none">• Developed reasoning behind judgements of source utility• Impact of provenance on source utility acknowledged• Contextual knowledge used to interpret source and form judgement

Indicative Content

Source B:

The utility of the content of the source:

- In contrast to the military focus and strict discipline of the Hitler Youth, the Edelweiss Pirates do not seem to be a violent resistance force; instead, they seem to embody some characteristics which the Nazis condemned, such as their more casual clothing and playing music
- Shows the unity amongst young people against the Nazi regime

The utility of the source's provenance:

- As a photograph, it is likely the source provides an accurate insight into the activities of the Edelweiss Pirates
- It does not offer much information about the nature of their resistance



Mark Scheme:

Indicative Content

The utility of the source in relation to its historical context:

- They were not a violent organisation, but their resistance was problematic for the Nazis, who wanted total control over young people in order to secure a stable political support amongst the youth
- They were dealt with harshly, such as Gestapo arrests and sentencing to concentration camps

Source C:

The utility of the content of the source:

- It shows how pervasive the police state was; a huge proportion of society was targeted by the Nazis

The utility of the source's provenance:

- It was created after the Second World War and fall of the Nazis, showing that opposition to the Nazis was difficult when they were in power due to the threat of violence and persecution
- As the author experienced the regime himself, it offers a useful perspective into how people opposed the regime

The utility of the source in relation to its historical context:

- The Gestapo became a prominent force within the police state during the 1930s
- Nazi Germany thrived on a culture of fear
- Concentration camps were used by the Nazis for political prisoners and 'undesirables'

Other relevant material should be credited



Paper 3 - Question 3b

4
Marks

3b. What is the main difference between the views in Interpretations 1 & 2?

- State the main difference between Interpretations 1 and 2
- Interpretation 1 shows ...
- Whereas, Interpretation 2 shows ...
- Re-state what the difference is between them

Focus on the content of the Interpretations rather than the NOP

3b) Study Interpretations 1 and 2.
 They give different views about opposition to the Nazis.
 What is the main difference between these views?
 Explain your answer, using details from both interpretations.
 (4 marks)

Mark Scheme

Mark	Description
1-2	<ul style="list-style-type: none"> • Insubstantial analysis of interpretations, with some extraction or paraphrase • Surface-level differences given, or different without supporting evidence
3-4	<ul style="list-style-type: none"> • Interpretations are analysed • Key difference is identified and supported

Indicative Content

- The main difference is that Interpretation 1 argues that most ordinary people were neither active in their resistance of the Nazis nor fully contented with the regime, whereas Interpretation 2 argues that the Edelweiss Pirates existed to oppose the Nazis but did not have a clear political agenda or means of actively working against them

Other relevant material should be credited



Paper 3 - Question 3c

4
Marks

3c. Suggest one reason why Interpretations 1 and 2 give different views about...

You may use Sources X and Y to help explain your answer.

3 possible reasons for differences:

- Because the authors have given **different weight to different sources** e.g. one looks at sources like Source A and other looks at sources like Source B
- Because the authors have placed **different emphasis on different details**
- Because the authors have approached topic from **differing perspectives** e.g. economic v political perspective

You only need to choose one of these reasons and link to the Interpretations.

State why the interpretations are different (one of bullet points above)

Explain Interpretation 1 difference e.g.

Explain Interpretation 2 difference

Re-state why the interpretations are different

Does not need a separate introduction and conclusion



Exam Question

Use this guide and your own knowledge to answer the question below:

**3c) Suggest one reason why Interpretations 1 and 2 give different views about opposition to the Nazis.
You may use Sources B and C to help explain your answer.
(4 marks)**

Mark Scheme

Mark	Description
1-2	<ul style="list-style-type: none">• Limited, correct explanation given but with weak analysis• Support for explanation based on undeveloped comment or own knowledge, with implied linkage to explanation
3-4	<ul style="list-style-type: none">• Explanation for difference is given• Interpretations are analysed• Explanation is well supported

Indicative Content

- May rely upon different sources; Interpretation 1 might have utilised Source C, which highlights the conformity of the majority and tendency of ordinary people to go along with the regime out of fear, whereas Interpretation 2 might have utilised Source B, which depicts the Edelweiss Pirates as an opposition group which did not take direct action against the Nazis, but existed to resist them

Other relevant material should be credited



Paper 3 - Question 3d

3d. How far do you agree with Interpretation X about...

16 Marks
+4 SPaG

4 PEOL paragraphs: two paragraphs on Interpretation X and two on Interpretation Y relating to the question

x4 {
Introduction
P - Point
E - Evidence
O - Own Knowledge
L - Link & Mini Judgement
Conclusion

Intro - One or two sentences - wording of question, give the four points you are going to make and give your judgement

Point - Summarise what the Interpretation is trying to say and choose one point from this relating to the question

Evidence - A Quote or paraphrase from the Interpretation

Own Knowledge - Use your own knowledge to either agree or disagree with the point in Interpretation

Link - Show how this links your point to the question, and add a mini judgement e.g. Therefore I agree/disagree with Interpretation X because [Point]

Conclusion - Briefly explain whether you agree or disagree with the Interpretation - why this Interpretation was most/least convincing and why other was/not convincing

4 Marks for SPaG - Make sure you read through your answer and check for any spelling or grammatical mistakes!



Exam Question

Use this guide and your own knowledge to plan your answer for the question below:

3d. How far do you agree with Interpretation 2 about opposition to the Nazis?

Explain your answer, using both interpretations and your knowledge of the historical context.

(16 marks + 4 marks for SPaG)

Mark Scheme

Mark	Description
1-4	<ul style="list-style-type: none">• Vague answer offering simple comment to agree or counter the interpretation• Limited analysis of one interpretation with simple paraphrase or quote• General contextual knowledge linked to evaluation
5-8	<ul style="list-style-type: none">• Valid evaluative comment agreeing or countering with interpretation• Some analysis shown including details from both interpretations to support evaluative comment• Some relevant contextual knowledge• Overall judgement made but is undeveloped and unsustainable line of reasoning
9-12	<ul style="list-style-type: none">• Explained evaluation agreeing or disagreeing with interpretation• Good analysis of interpretations showing difference in views• Relevant contextual knowledge used to support evaluation• Overall judgement given with some justification and generally sustained line of reasoning
13-16	<ul style="list-style-type: none">• Explained evaluation reviewing views and coming to a sustained judgement• Precise analysis of interpretation, indicating how differences of view are conveyed to support evaluation• Relevant contextual knowledge precisely selected to support evaluation• Overall judgement justified and coherent and logically structured line of reasoning



Mark Scheme

Marks for SPaG

Mark	Descriptor
0	<ul style="list-style-type: none">• Nothing is written• Answer is not related to the question• Extremely poor SPaG and answer is difficult to understand
1	<ul style="list-style-type: none">• SPaG is reasonable and does not greatly affect the understanding of the answer• Limited range of specialist terminology used
2-3	<ul style="list-style-type: none">• SPaG is mostly accurate• Good range of specialist terminology
4	<ul style="list-style-type: none">• SPaG is accurate and consistent throughout answer• Wide range of specialist terminology

Indicative Content

The interpretation suggests that the Edelweiss Pirates did not oppose the Nazis' politics

Relevant points which support the claim may include:

- **Interpretation 2 argues that youth opposition was an important force in Nazi Germany, even if it was not active or disruptive; their existence resisted the Nazis**
- **Interpretation 2 highlights the importance of these acts of resistance to the discipline and tight control of the Nazis, such as refusing to join the Hitler Youth**
- **Interpretation 2 highlights the existence of underground resistance and unity amongst some people against the Nazis**

Other relevant material should be credited



Mark Scheme

Indicative Content

Relevant points which counter the claim may include:

- **Interpretation 1 suggests that most people were neither committed Nazis nor active opponents; opposition was perhaps only a small minority of German people**
- **Interpretation 1 highlights that propaganda was not entirely effective; people were aware of the attempts at manipulation and indoctrination, suggesting some degree of resistance to Nazi ideology**
- **The police state and presence of the Gestapo enforced conformity through a climate of fear**

Other relevant material should be credited

Source B

Source B: A photograph of the Edelweiss Pirates, taken in 1938. The Edelweiss Pirates was an organisation of young people who opposed Nazism and refused to join the Hitler Youth.



[Universal History Archive / Contributor / Getty Images]

Source C

Source C: From a speech made by Pastor Martin Niemöller in 1946. Niemöller was a clergyman who initially supported Hitler's rise to power, but opposed the Nazis by the 1930s as they took control of the churches.

First they came for the communists and I did not speak out because I was not a communist.

Then they came for the trade unionists and I did not speak out because I was not a trade unionist.

Then they came for the Jews and I did not speak out because I was not a Jew.

Finally, they came for me and there was no one left to speak out.

Interpretation 1

From The “Hitler Myth”: Image and Reality in the Third Reich by Ian Kershaw, published in 1987.

The muddled majority, neither full-hearted Nazis nor outright opponents, whose attitudes at one and the same time betray signs of Nazi ideological penetration and yet show the clear limits of propaganda manipulation.

Interpretation 2

From ‘The enemy of our enemy: A view of the Edelweiss Pirates from the British and American archives’ by Perry Biddiscombe, published in 1985.

While the Edelweiss [Pirates] resolutely opposed the disciplinarianism of the HJ [Hitler Jugend or Hitler Youth], its own members rarely adopted any political goals at odds with the predominant Nationalist Socialist agenda. At most, there were a few nebulous connections to the Catholic and communist undergrounds.