

# Complete the answer

- 1 Complete the student's answer so that it would be awarded 4 marks.

Study Source C below and then answer Question 1.

Source C: A picture by Wolfgang Willrich in 1938 showing the ideal Aryan family.



- 1 Give **two** things you can infer from Source C about the Nazi view on women and the family in the 1930s.

Complete the table below to explain your answer.

(Total for Question 1 = 4 marks)

(i) What I can infer:

The Nazis believed that women's role was to have children.

Details in the source that tell me this:

A large family is shown

(ii) What I can infer:

The Nazis believed that boys and girls should take part in different activities.

Details in the source that tell me this:

Remember, there's never one single correct answer in History:  
it's all about being able to **justify** your point with **evidence**.

## Mark the answer

- 1 Draw lines to connect the marker's comments to the relevant parts of the answer.

Study Source D below and then answer Question 1.

Source D: From a Ministry of Propaganda order, March 1934

Attention! On Wednesday 21st March, the Fuhrer is speaking on all German [radio] stations from 11am to 11:50am ... All factory owners, stores, offices, shops, pubs and flats must put up speakers an hour before, so that the whole workforce can hear.

- 1 Give **two** things you can infer from Source D about how the Nazis used media to influence people's attitudes. Complete the table below to explain your answer.

(Total for Question 1 = 4 marks)

- (i) What I can infer:  
Radio was important for Nazi propaganda.
- Details in the source that tell me this:  
The Nazis used different media for propaganda, including newspapers, plays, art, books and films. Yet radio was the most important, perhaps because lots of people had a radio in their house (this was before TVs) and on the radio people could listen to Hitler actually talking, which was a powerful experience.
- (ii) What I can infer:  
There was an important speech by Hitler on 21st March 1934.
- Details in the source that tell me this:  
It gives the date in the source and also the time so people knew they had to listen.

This is not a valid inference: the student has identified information provided by the source rather than going beyond what the source says.

This is a valid inference to make for 1 mark.

Unfortunately, the student has not backed up the valid inference with supporting detail selected from the source. Instead, they have used their own knowledge to explain why radio was important. No marks can be awarded for this.

This is not a convincing supporting statement to back up a point about importance. Selecting relevant quotes from the source would have been a better approach here.

### Hints

Examiners are always looking for ways to give you marks if they possibly can, which is why it is better to write something rather than nothing.

- The 4 marks available for Question 1 are split into 2 marks for each inference.
- The first mark is for identifying a valid inference – something that you can correctly infer from the source. This should not be something that is stated directly.
- The second mark is for supporting detail to back up the inference. That detail needs to come from the source.
- A good way to back up an inference is to use a quote from the source.

## Find the answer

- 1 Find the **one** point of additional information that would help answer the question below. Choose A, B, C or D. Explain your choice.

- 2 Explain why there was an economic recovery in the Weimar Republic in the period 1924–29.

You may use the following in your answer:

- the introduction of the Rentenmark
- American loans

You **must** also use information of your own.

(Total for Question 2 = 12 marks)

- A The Treaty of Versailles
- B Labour service
- C Rearmament
- D The Dawes Plan

Question 2 asks the student to explain why a change happened. The question provides two stimulus points with suggested topics to write about, but in order to get more than 8 marks out of the 12 available, the student must include information of their own.

I thought the more I wrote, the more marks I'd get but examiners are looking for really specific things – and waffle isn't one of them!

Answer would be the correct choice because

- 2 Find the **one** point of additional information that would **not** help answer the question below. Choose A, B, C or D. Explain your choice.

- 2 Explain why there were changes in the lives of women in Nazi Germany 1933–39.

You may use the following in your answer:

- Nazi organisations for women and girls
- the introduction of marriage loans

You **must** also use information of your own.

(Total for Question 2 = 12 marks)

- A The League of German Maidens
- B Nazi ideals on women's clothing, hair and use of make-up
- C Awards for numbers of children
- D Kinder, Küche, Kirche

Answer would not help answer the question because

# Improve the answer

1 Write an improved answer to the first bullet point in the question below. Use the hints to make sure your answer achieves the highest possible mark.

2 Explain why support for the Nazi Party grew in the period 1929–32.

You may use the following in your answer:

- the Wall Street Crash (1929)
- the influence of the SA

You **must** also use information of your own.

Make sure you **explain** reasons for the change. Don't just describe what happened!

(Total for Question 2 = 12 marks)

## Had a go

The Wall Street Crash (1929) was the collapse in the value of US stock exchange shares. The German banks lost so much money that people worried they would lose their savings and rushed to get them out of the banks. To stay in business, banks demanded that businesses pay back loans to them, which meant industries, farms and other businesses ran out of money and went bust or sacked workers. This caused high unemployment, which meant few people had any money to buy products, businesses couldn't make money and went bust, meaning more unemployment. More unhappy poor people supported the Communist Party, worrying the middle class and richer people, who started to support the Nazis. That is one reason why the Nazi Party got more support.

### Hint

- Keep referring back to the question: you need to explain why support for the Nazi Party grew, not why unemployment grew, for example.

# Find the answer

1 Read the first paragraph of a student's answer to the question below. Find the **one** comment that is **not** relevant to the answer. Choose A, B, C or D. Explain your choice.

2 Explain why Hitler came to be appointed Chancellor of the Weimar Republic in January 1933.

You may use the following in your answer:

- Hitler's campaigning
- von Papen

You **must** also use information of your own.

(Total for Question 2 = 12 marks)

## Nailed it!

One of the main reasons for Hitler being made Chancellor in 1933 was that the Nazis were successful in getting money to fund their election campaigning from big industrial companies such as Krupp and Bosch. The reason why these industries gave money to the Nazis was because they were concerned that the communists would get control of Germany and take over their companies. Without this money, the NSDAP would not have been able to afford mass rallies, posters and leaflets. For example, for the 1932 Reichstag election, the NSDAP printed and distributed 600 000 copies of their economic programme, which set out how the Nazis would deal with Germany's economic crisis.

### Marking instructions for Level 4

Level 4 answers (10–12 marks) will:

- go beyond the two stimulus points provided, using the student's own information
- not just describe points but use them to 'explain why'
- use precisely selected information that is used to answer the question directly
- make clear arguments that are always closely linked to answering the question.

- A The student has used accurate, relevant information that shows very good knowledge and understanding of this topic.
- B The student's analysis has gone beyond the two stimulus points provided.
- C The student has successfully 'explained why' Hitler became Chancellor in 1933.
- D The answer is clearly written so it is easy to follow the argument.

Comment is not relevant because

Mark the answer

1 Study Source E on page 74. Draw lines to connect the marker's comments to the relevant parts of the answer. One has been done for you.

3 (a) Study Sources E and F.

How useful are Sources E and F for an enquiry into the ways that Hitler undermined democracy in Germany in 1933-34?

Explain your answer, using Sources E and F and your knowledge of the historical context.

(8)

Hint

- The answer extract here only covers Source E. In the exam you need to write about the usefulness of both of the sources you are given.

Source E is useful because it suggests that Hitler wanted to violently destroy both the communist opposition and the Social Democratic opposition to the Nazis rather than rely on democratic elections to remove opposition. This is shown in Source E by Hitler saying 'The German people have been soft too long', meaning that the German people had allowed the communist threat to grow in popularity in elections rather than stamping it out. Source E is also useful because of its origin: a police chief who was directly involved in the investigation of the Reichstag Fire and who was a witness to Hitler's reaction. The use of the word 'screaming' in Source E suggests that Diels was quite critical of Hitler's reaction, because it suggests that Hitler was out of control. However, there are also problems of usefulness to do with Source E's origin and purpose. It is a memoir written after the end of the war, when people in Diels' position needed to show they were not Nazi war criminals.

Starts with a clear focus on utility (usefulness)

Could have developed this point about how memoirs (written long after the event) affect usefulness

Uses NOP (nature, origin, purpose) to judge usefulness

Develops point with a relevant extract from the source

Develops point using own knowledge

Links to usefulness for an enquiry into the ways Hitler undermined democracy

Develops point about origin with a clear reason about how provenance affects usefulness

Mark the answer

2 Use the mark scheme below to decide at which level the answer on page 62 is working.

Remember, in the exam you should write about both of the sources you are given.

Question	
3(a)	How useful are Sources E and F for an enquiry into the ways that Hitler undermined democracy in Germany in 1933-34? Explain your answer, using Sources E and F and your knowledge of the historical context. <b>Target:</b> Analysis and evaluation of source utility. <b>AO3:</b> 8 marks.
Level	Descriptor
3	<ul style="list-style-type: none"><li>Judgements about usefulness for the specific enquiry in the question are made, which take account of how provenance* affects the usefulness of the source content. Contextual knowledge is used in interpreting the source and making judgements about usefulness.</li></ul>
2	<ul style="list-style-type: none"><li>Judgements about usefulness for the specific enquiry in the question are made. These judgements are supported by comments that are relevant to the sources. Contextual knowledge is used to support comments on the usefulness of the content of the sources and/or their provenance.</li></ul>
1	<ul style="list-style-type: none"><li>A simple judgement is made about usefulness. Supporting comments about the content of the source or provenance (nature/origin/purpose) are not really developed. The use of contextual knowledge is only limited.</li></ul>
	No rewardable content.

\*Provenance = nature, origin, purpose.

I would award the answer a level because

This activity continues on page 63



## Complete the answer

1 Study Sources E and F on page 74. Complete the student's answer to achieve the highest possible mark.

3 (a) Study Sources E and F.

How useful are Sources E and F for an enquiry into the ways that Hitler undermined democracy in Germany in 1933–34?

Explain your answer, using Sources E and F and your knowledge of the historical context.

(8)

Source E is useful because it suggests that Hitler wanted to violently destroy both the communist opposition and the Social Democratic opposition to the Nazis rather than rely on democratic elections to remove opposition. This is shown in Source E by Hitler saying 'The German people have been soft too long', meaning that the German people had allowed the communist threat to grow in popularity in elections rather than stamping it out.

Source E is also useful because of its origin: a police chief who was directly involved in the investigation of the Reichstag Fire and who was a witness to Hitler's reaction. The use of the word 'screaming' in Source E suggests that Diels was quite critical of Hitler's reaction, because it suggests that Hitler was out of control. However, there are also problems of usefulness to do with Source E's origin and purpose. It is a memoir written after the end of the war, when people in Diels' position needed to show they were not Nazi war criminals.

### Hints

- Try this approach for usefulness: write about how the contents of the source make it valuable (what it says) and then add in a second point explaining usefulness in terms of NOP – Nature, Origin, Purpose.

Source F is useful because it suggests

Another reason that Source F is useful is because

## Find the answer

1 Which two student answers below are **not** key differences between Interpretations 1 and 2 on page 75? Explain your choices.

3 (b) Study Interpretations 1 and 2. They give different views about the ways that Hitler undermined democracy in Germany in 1933–34.

What is the main difference between the views?

Explain your answer, using details from both interpretations.

(4)

- A While Interpretation 2 is quite modern (2004), Interpretation 1 is from a longer time ago.
- B While Interpretation 1 says the Nazis were responsible for the Reichstag Fire, Interpretation 2 suggests that it was the communists who had burned down the Reichstag.
- C Interpretation 2 focuses on the Decree of the Reich President for the Protection of People and State while Interpretation 1 does not.
- D Interpretation 1 suggests that the Nazi response was 'spontaneous and largely irrational' while Interpretation 2 describes an effective propaganda campaign.
- E Interpretation 2 considers the reaction of German people to the Reichstag Fire while Interpretation 1 focuses on the Nazi leadership's reaction to the fire.

### Hints

- Remember: a **source** is something written or created at the time. An **interpretation** is something written or created later.
- The two interpretations on your exam paper will be specially selected so that they give two different views on a topic. That doesn't mean that examiners will only be looking for one correct answer about the difference between them, but it does mean that there definitely will be a difference for you to write about.
- You only need to point out the differences between the interpretations, not say which one you think is right.

Answers \_\_\_\_\_ and \_\_\_\_\_ are not key differences between the two interpretations because

## Mark the answer

1 Study Interpretations 1 and 2 on page 75. Draw lines to connect the marker's comments to each of the three different answers below.

3 (b) Study Interpretations 1 and 2. They give different views about the ways that Hitler undermined democracy in Germany in 1933–34.

What is the main difference between the views?

Explain your answer, using details from both interpretations.

(4)

Answer 1

Interpretation 1 is about who was responsible for the Reichstag Fire because it starts 'whoever was responsible'. Interpretation 2 isn't about who was responsible because it says the 'German Bolsheviks' were to blame.

This answer gives a difference but it is only a superficial one – not really a key difference in views. There is support for this difference: a quote from Interpretation 2.

Answer 2

A key difference is that Interpretation 1 suggests the Nazi response to the Reichstag Fire was unplanned and chaotic while Interpretation 2 focuses on the Nazis' effective propaganda campaign.

This answer has identified a key difference between the interpretations but has not supported this difference.

Answer 3

Both the interpretations say the Nazis were frightened of the communists but Interpretation 1 says the Nazis were frightened of an uprising while Interpretation 2 says the Nazis were frightened 'that public disorder would occur'.

This answer gives support for the difference identified, but the difference identified is not a valid one.

2 Use the mark scheme below to assign a mark to each answer. Explain your decisions.

Level	Mark	Descriptor
2	3–4	• The student has analysed the interpretations, identified a key difference and supported it.
1	1–2	• The student has briefly analysed the interpretation, but the identified difference is only about surface details, or not supported.
	0	No rewardable content.

I would award Answer 1 ..... out of 4 marks because .....

I would award Answer 2 ..... out of 4 marks because .....

I would award Answer 3 ..... out of 4 marks because .....

## Improve the answer

1 Write an improved answer to the question below. Use the interpretations on page 75 and the hints below to make sure your answer is awarded 4 marks.

3 (b) Study Interpretations 1 and 2. They give different views about the ways that Hitler undermined democracy in Germany in 1933–34.

What is the main difference between the views?

Explain your answer, using details from both interpretations.

(4)

### Nearly there

The main difference is that Interpretation 1 suggests the Nazi response to the Reichstag Fire was unplanned and chaotic while Interpretation 2 focuses on the Nazis' effective propaganda campaign.

### Hints

- Has the student identified a valid difference between the two interpretations?
- Is this a key difference or only a superficial difference?
- Does the student explain the difference by referring to both interpretations, or just one?
- Has the student supported the difference by describing or quoting what the interpretations say?

2 Use the same hints to improve this next answer to the same question so that it would be awarded 4 marks.

### Nearly there

The main difference is that Interpretation 2 focuses on how German people supported the Nazis in using undemocratic methods to prevent a communist uprising. It says that ordinary Germans 'were impressed by the proofs of the dastardly Communist plot' and thought it was right that the Nazis should be able to lock up communists without a trial.

## Find the answer

1 Which **two** student answers below are **not** valid reasons for differences between Interpretations 1 and 2 on page 75? Studying Sources E and F on page 74 will also help.

3 (c) Suggest **one** reason why Interpretations 1 and 2 give different views about the ways that Hitler undermined democracy in Germany in 1933–34.  
You may use Sources E and F to help explain your answer.

(4)

A The interpretations may be different because the authors have a different emphasis. Interpretation 1 is looking at how the Nazis responded to the Reichstag Fire while Interpretation 2 is looking at how German people responded to anti-communist propaganda from the Nazis.

B The interpretations may be different because one author did not understand the sources, for example Interpretation 1 didn't understand that Source F proves the Nazis did plan carefully because they actually started the Reichstag Fire.

C The interpretations may be different because they are extracts from longer pieces of writing: Interpretation 1 is looking at what happened before the Reichstag fire decree, and Interpretation 2 is looking at what happened after the Reichstag fire decree.

D The interpretations may be different because Interpretation 2 is written by one person while Interpretation 1 was written by two people, which might have meant they had to compromise on their interpretation, which would explain why it isn't very interesting.

E The interpretations may be different because they are based on different sources. For example, Interpretation 1 is supported by Source E, which describes an out-of-control Hitler screaming about a communist plot. Source F would not support Interpretation 1, but it could give some support to Interpretation 2, which describes the Nazis' effective, well-planned propaganda campaign.

Answers ..... and ..... are **not** valid reasons for differences between Interpretations 1 and 2 because .....

## Mark the answer

1 Study Sources E and F and Interpretations 1 and 2 on pages 74–75. Draw lines to connect the marker's comments to each of the three different answers below.

3 (c) Suggest **one** reason why Interpretations 1 and 2 on give different views about the ways that Hitler undermined democracy in Germany in 1933–34.  
You may use Sources E and F to help explain your answer.

(4)

Answer 1 They are looking at two different aspects of this topic: one is about the way the Nazis responded and the other is about how German people responded.

This answer has identified a valid reason for a difference but has not analysed the interpretations to explain the reason.

Answer 2 Interpretation 1 could be based on Source E because that source shows that Hitler's response to the Reichstag Fire was 'drastic' and 'irrational', as Source E describes Hitler as 'screaming' that all communists should be shot or hanged.

This answer has identified a valid reason for a difference between the interpretations but has not explained how the reason links to the interpretations or supported this explanation.

Answer 3 Interpretation 1 and Interpretation 2 might be different because they are based on different sources.

This answer has explained a connection between a source and an interpretation but has not used analysis to give a reason for a difference between the two interpretations.

Level	Mark	Descriptor
2	3–4	<ul style="list-style-type: none"> <li>The student gives a reason for the difference that is based on good analysis of the interpretations.</li> <li>The student's explanation is fully backed up in an effective way.</li> </ul>
1	1–2	<ul style="list-style-type: none"> <li>The student has written a simple valid explanation but there is only limited analysis.</li> <li>Some support to back up the reason is given, but this support is not linked very well to the explanation.</li> </ul>
	0	No rewardable content.

2 Use the mark scheme below to assign a mark to each answer. Explain your decisions.

I would award Answer 1 ..... out of 4 marks because .....

I would award Answer 2 ..... out of 4 marks because .....

I would award Answer 3 ..... out of 4 marks because .....

## Improve the answer

1 Write an improved answer to the question below about Interpretations 1 and 2 on page 75. Use the hints to make sure your answer is awarded 4 marks.

- 3 (c) Suggest **one** reason why Interpretations 1 and 2 give different views about the ways that Hitler undermined democracy in Germany in 1933–34. You may use Sources E and F on page 74 to help explain your answer. (4)

### Had a go

One reason why the interpretations are different could be that they are based on different sources. For example, Source E supports Interpretation 1 more than Interpretation 2.

### Hints

- Analyse the interpretations to explain why they are different. You only need to give **one** reason.
- Back up your explanations with details from the interpretations, sources and/or your own knowledge.

2 Use the same hints to improve this next answer to the same question, so that it would be awarded 4 marks.

### Had a go

One reason why the interpretations have different views could be that one is focusing on the Reichstag fire while the other is about the Reichstag fire decree.

Remember that there are several different reasons why interpretations might be different from each other, like using sources differently or having a different focus.

## Re-order the answer

1 A student has written a plan to answer the question below. Decide which of their points support Interpretation 1 on page 75, and which counter it. Mark each with an S (support) or a C (counter). One has been done for you.

In deciding 'How far do you agree?' for Question 3(d), you should consider points that support the interpretation and points that do not support (counter) the interpretation, then use this to reach your overall judgement.

- 3 (d) How far do you agree with Interpretation 1 about the ways that Hitler undermined democracy in Germany in 1933–34? Explain your answer, using both interpretations and your knowledge of the historical context.

(Total for Question 3(d) = 16 marks + 4 SPaG marks)

- ☒ Interpretation 1 suggests that the measures that Hitler used to undermine democracy were not 'carefully planned and coordinated' but were instead unplanned and 'largely irrational'.
- ☐ Interpretation 1 suggests that it was fear of a communist uprising that made Hitler get the Reichstag fire decree approved and then use it to arrest thousands of communists.
- ☐ Interpretation 2 suggests that many ordinary Germans also believed that a communist uprising was very likely to take place, and were anxious to see communists arrested.
- ☐ Hitler was able to use the Reichstag Fire to put pressure on Hindenburg into signing the Reichstag fire decree and also to call an election for 5 March. Hindenburg disliked Hitler and might not have been persuaded if the Nazis were behaving in a 'largely irrational' way.
- ☐ Despite the effective campaigning described in Interpretation 2, the Nazis did not win an absolute majority in the March 1933 election. This was a failure for Hitler, which could suggest that he had seized an opportunity with the Reichstag Fire rather than working to a long-term, carefully thought-out plan.
- ☐ The main way that Hitler overturned democracy was through the Enabling Act. This was a carefully planned and coordinated Act that the Nazis had been working towards. Therefore, even if their first responses after the Reichstag Fire had been uncoordinated, Hitler knew exactly what he wanted to do in the longer term.

Question 3(d) is worth 16 marks, plus another 4 marks for SPaG, so I tried to leave plenty of time to tackle this question properly.



## Mark the answer

1 Draw lines to connect the marker's comments about SPaG to the relevant parts of the answer below about Interpretation 1 on page 75. One has been done for you.

- 3 (d) How far do you agree with Interpretation 1 about the ways that Hitler undermined democracy in Germany in 1933–34?  
Explain your answer, using both interpretations and your knowledge of the historical context.

(Total for Question 3(d) = 16 marks + 4 SPaG marks)

I do agree with 1 because it say that Hitler and the nazis we  
not working to a definit plan but were afriad of a comunists'  
uprising, because of unemployment in Weimar Germany the  
comunists' party called the KPD was getting more powerful  
so in March 1932 for instance the KPD candidate got  
14 percent for president even though Hitler got 30 percent  
so it wasnt the unemployed voting for Hitler so much as for  
the KPD. ordinary middle class people were very worried  
by comunists' violence because of fighting in the streets  
between the RFB (red front Fighters) and the SA and other  
types of comunists' violence and this is what interpretation  
2 shows when it says about people beliving about a  
communists' plot and they belived that the comunists' had  
started the Reichstag Fire. So I'm arguing there was a lot of  
fear in Germany about a comunists' uprising, like 1 says.

The student has made numerous  
spelling mistakes but it is still  
reasonably clear what the student  
is arguing here.

Punctuation is reasonably accurate  
in this sentence, but in the rest  
of the paragraph there are errors,  
especially with capitalisation.

Good use of some specialist  
terms, used appropriately to  
describe violence with the SA.

Grammar is not always accurate  
in this section, which makes the  
student's point quite hard to follow.

2 Use the mark scheme below to assign a mark to the answer. Explain your decision. There are 4 marks available for SPaG.

Performance	Mark	Descriptor
High	4	Spelling and punctuation is used with a consistent level of accuracy. A wide range of specialist terms are also used as appropriate.
Intermediate	2–3	Spelling and punctuation is used with a considerable level of accuracy. A good range of specialist terms are also used as appropriate.
Threshold	1	Spelling and punctuation is used with a reasonable level of accuracy. Grammar errors sometimes make it difficult to follow the answer. A limited range of specialist terms are used appropriately.
	0	Errors in spelling, punctuation and grammar make it very difficult to understand the answer.

I would award this answer ..... out of 4 marks because

## Complete the answer

1 Use the prompts to complete the student's answer below about Interpretation 1 on page 75.

- 3 (d) How far do you agree with Interpretation 1 about the ways that Hitler undermined democracy in Germany in 1933–34?  
Explain your answer, using both interpretations and your knowledge of the historical context.

(Total for Question 3(d) = 16 marks + 4 SPaG marks)

Interpretation 1 suggests that Hitler and the Nazis were panicked into unplanned  
responses to the Reichstag Fire because of their fear of a communist uprising. This  
interpretation is supported by

However, there are also points against this interpretation. For example,

## Sources E and F

**Source E:** From the memoirs of Rudolf Diels, Head of the Prussian Police, published in 1950. Diels was responsible for questioning Marinus van der Lubbe\*. Here he recalls Hitler's reaction to the Reichstag Fire in 1933.

Hitler... started screaming at the top of his voice. 'Now we'll show them! The German people have been soft too long. Every Communist official must be shot. All Communist deputies must be hanged tonight. All friends of the Communists must be locked up. And that goes for the Social Democrats too.'

\* Van der Lubbe was the Dutch communist found by police inside the burning Reichstag building. He was found guilty of starting the fire.

**Source F:** From a statement by General Halder, Chief of the German General Staff to the Nuremberg War Crimes Trial (1945). Halder had been asked about the Reichstag Fire.

At a luncheon on the birthday of the Führer in 1942 the conversation turned to the Reichstag Fire. I heard with my own ears when Göring interrupted the conversation and shouted: 'The only one who really knows about the Reichstag building is I, because I set it on fire.'

## Interpretations 1 and 2

**Interpretation 1:** From *Nazism 1919–1945* by J. Noakes and G. Pridham, published in 1998.

Whoever was responsible [for the Reichstag Fire], the Nazis exploited their opportunity to the full. Yet it appears the measures which followed were not carefully planned and coordinated but were rather spontaneous and largely irrational responses to an imagined threat of a Communist uprising. ... In fact, the Nazis had hoped to postpone the elimination of the Communists until after the election when they would be in a stronger position to deal with them. But their fear of an uprising prompted them to take precipitate [unplanned, hasty] and drastic action.

**Interpretation 2:** From *The Coming of the Third Reich* by R. Evans, published in 2004.

The Reichstag fire decree\* was launched amidst a barrage of propaganda in which Göring and the Nazi leadership painted a drastic picture of an imminent 'German Bolshevik Revolution' accompanied by outrages and atrocities of every kind. The propaganda had its effect. Ordinary middle-class citizens... shuddered to think of the fate that Germany had so narrowly escaped, and were impressed by the proofs of the dastardly Communist plot that Göring provided... Some local Nazi authorities expressed their fear that public disorder would occur if the culprits were not immediately executed.

\* The Reichstag fire decree was issued by Hindenburg immediately after the Reichstag Fire, once Hitler had convinced him that the fire was the start of a communist uprising. The decree took away many rights from the German people.