GCSE Paper 3:

Weimar and Nazi Germany, 1918 - 1939

How to answer the questions!

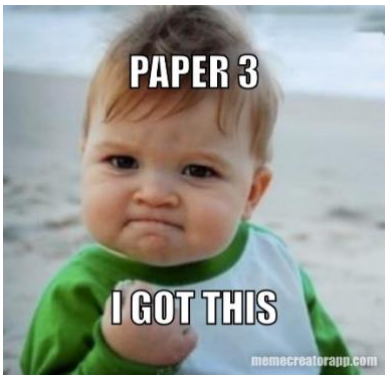
What is Paper 3 like?

How long? 1 hour 20 minutes

How many questions? 6

How many marks? 52

Key Topic 1: The Weimar Republic (1918-1929)	
1.1	Origins of the Weimar Republic
1.2	Early Challenges to the Weimar Republic
1.3	Recovery of the Republic
1.4	Changes in society
Key Topic 2: Hitler's Rise to Power (1919-1933)	
2.1	Early development of the Nazi Party (1920-1922)
2.2	The Munich Putsch and Lean Years (1923-29)
2.3	Growth in Nazi Support (1929-32)
2.4	How Hitler Became Chancellor (1932-33)
Key Topic 3: Nazi Control and Dictatorship (1933-34)	
3.1	Creating the Dictatorship (1933-34)
3.2	The Police State
3.3	Controlling and influencing Attitudes
3.4	Opposition, Resistance and Conformity
Key Topic 4: Life in Nazi Germany (1933-1939)	
4.1	Nazi policies towards women
4.2	Nazi policies towards the young
4.3	Employment and living standards
4.4	Persecuting minorities



Question 1

An *inference* question testing your ability in using sources. You have to make two *inferences* from a source, and then add further detail. An *inference* is an impression, or what you can work out from a source. **You do not say what is clearly written or shown, that is not inferring!**

The source will be a written or visual source.

The question is laid out like this:

What I can infer:

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Details in the source that tell me this:

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What I can infer:

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Details in the source that tell me this:

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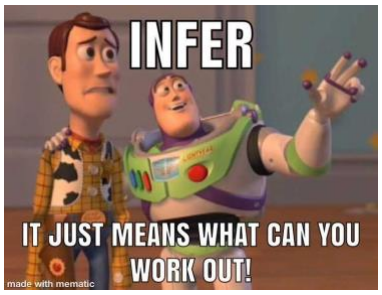
<u>You simply have to make two inferences, then add the detail from the source in support!</u>



Give **two** things you can infer from Source A about the success of the Berlin Olympic games in 1936.

> **Source A** *from an article in* Deutsche Zeitung, *a German newspaper, 28th June 1919*
>
> Vengeance, German nation! Today, in the Hall of Mirrors at Versailles, a disgraceful treaty is being signed. Never forget it! On that spot…German honour is being dragged to its grave. There will be revenge for the shame of 1919.

What I can infer:

Germany want revenge - This is wrong and a bad answer! This is not an inference, all that has happened is the source detail has been copied.

Details in the source that tell me this:

It doesn't matter what you write here if the inference is wrong because you will not get the mark!

What I can infer:

The German people were angry about the Treaty of Versailles. This is much better, a clear inference has been made!

Details in the source that tell me this:

It refers to 'vengeance' and that the Treaty is 'disgraceful'. Here precisely selected information from the source is used to back up the inference.

Have a go at making a second inference:

What I can infer:

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Details in the source that tell me this:

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Practice Questions

From *Hitler and I*, by Otto Strasser, published in 1940. Strasser was a leading member of the Nazi Party in its early years. Here he remembers a conversation with Hitler in 1925.

> I remember one of my first conversations with him. It was nearly a quarrel. 'Power!' screamed Adolf. 'We must have power!'
>
> 'Before we gain it', I replied firmly, 'let us decide what we propose to do with it. Our programme is too vague; we must construct something which will last.'
>
> Hitler, who even then could hardly bear contradiction, thumped the table, saying sharply, 'Power first! Afterwards we can act as events occur.

Give **two** things you can infer from the Source about Hitler's leadership of the Nazi Party in the 1920s.

Children playing with money in Weimar Germany during Hyperinflation

Give **two** things you can infer from the Source about Hyperinflation in Weimar Germany.

From the memoirs of Rudolf Diels, Head of the Prussian Police, published in 1950. Diels was in charge of questioning van der Lubbe. Here he is recalling 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 the goes for the Social Democrats too.

Give **two** things you can infer from the Source about Hitler's reaction to the Reichstag fire.

A Nazi poster from 1938. It says '60,000 Reichmarks. This is what the person suffering from heredity defects costs the Community of Germans during his lifetime. Fellow Citizen, that is your money too.

Give **two** things you can infer from the Source about Nazi attitudes.

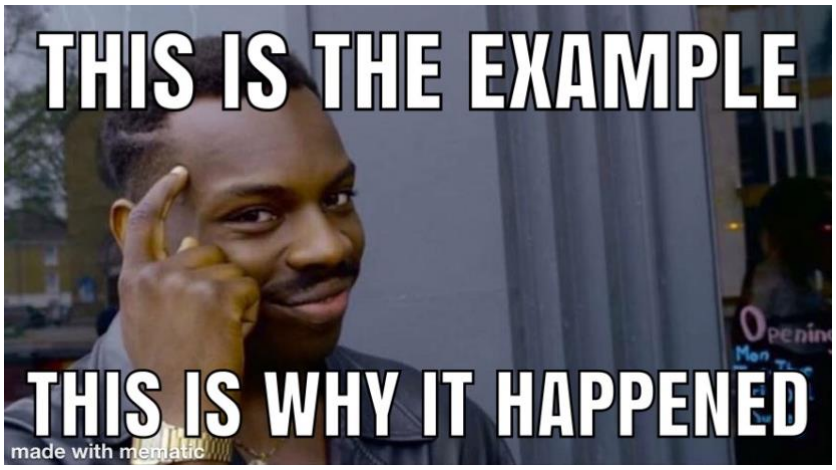
Question 2

This is an 'explain' question and it is looking at *causation.* These questions are also in Paper 1 and the Anglo-Saxon and Norman England section of Paper 2. It is asking you to give precise, accurate examples and then to explain them.

You will be given 2 examples which you may use but you will need to include a third of your own. ***You do not have to use the two examples included, and the examples sometimes might be something you've not been taught!***

Ideally you want to write 3 P.E.E.L paragraphs (as this helps it to look good).

P	Point you are making
E	Example you are using
E	Explanation of the selected example
L	Link back to the question



Explain why the Nazis were able to reduce unemployment in Germany in the years 1933-1939.

You may use the following in your answer:

- Rearmament Jobs in the army, making weapons etc.
- Autobahns thousands employed building them
- Women and Jews removed from employment

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

Top tip! Use this box to plan your answer

P	Point you are making
E	Example you are using
E	Explanation of the selected example
L	Link back to the question

The Nazis were able to reduce unemployment in Germany in the years 1933-1939 in a number of different ways. Rearmament [this is the point]saw large numbers of Germans employed in the military through conscription or employed in the munitions industry making weapons and military equipment. Hitler encouraged German industry to manufacture more ships, aircraft, tanks and weapons for the military. [this is the example] This rearmament saw unemployment fall because thousands of jobs were created for the previously unemployed and [here is the explanation] this was a successful method of reducing unemployment. [the link back to the question neatly finishes the paragraph]

Use the example above to write another PEEL paragraph for some of the other points:

_____

_____

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Practice Questions

1. Explain why there were economic problems in the Weimar Republic from 1919-1923.

   You may use the following in your answer:

   - Reparations
   - The Ruhr

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

2. Explain why Hitler was able to become Fuhrer by 1934.

   You may use the following in your answer:

   - Reichstag fire
   - Use of the army

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

3. Explain why the Nazi police state was so successful between 1933 and 1939.

   You may use the following in your answer:

   - The Gestapo
   - Concentration camps

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

4. Explain why the Hitler Youth only had mixed success amongst young German people.

   You may use the following in your answer:

   - comradeship
   - compulsory membership

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

Question 3 (a)

This is a source question asking you to compare two sources and explain why there are useful for a specific enquiry. This type of question is also on Paper 1 as part of the Western Front section.

You must consider the strengths and weaknesses of the evidence and your judgement must link to the enquiry and use your own knowledge. You need to include:

- what information is relevant and what you can infer from the source
- how the ***provenance*** (nature, origin, purpose) of each source affect its usefulness
- some of your own knowledge to support the analysis
- **YOU MUST USE BOTH SOURCES**

Q. How useful are Sources A and B for an enquiry into the way Hitler came to power? Explain your answer, using the Sources and your own knowledge of the historical context?

Source A From *Berlin Stories,* by Christopher Isherwood, published in 1945. Isherwood was a British journalist living In Berlin at the time Hitler came to power In Germany.

> Each week there were new emergency decrees. Brüning's weary episcopal voice issued commands and was not obeyed. Berlin was in a state of civil war. Hate exploded out of nowhere; at street corners, in the restaurants, cinemas, at midnight, in the middle of the afternoon. Knives were whipped out, blows were dealt with spiked rings, chair-legs or leaded clubs; bullets slashed the advertisements. In the middle of a crowded street a young man would be attacked ... thrashed, and left bleeding on the pavement. Brüning is weak they said. "What these swine need is a man with hair on his chest". People said the Nazis would be in power by Christmas.

Source B A 1933 cartoon from the British political magazine *Punch.* It shows Hindenburg (on the left) and Von Papen (on the right) lifting Hitler to power.

Explanation of how the source is relevant or useful and what can be inferred
Comment on the ***provenance*** (nature, origin, purpose) of the source and how it can affect its usefulness
Own knowledge in support

Source A is useful because it mentions how Brüning kept issuing commands but he was not obeyed. It is relevant because it shows how the commands helped Hitler come to power because the ignoring of these commands created 'a state of civil war' with lots of hate. I can infer from this source that people were getting fed up with these commands and the violence that was going on and wanted an alternative. [here how the source is relevant or useful and what can be inferred is explained] Source A was written by a British journalist. In one way this weakens how useful it is, because he was British not German he couldn't really know what the German people thought. However he does write from first-hand experience. He tells us exactly what he saw, the knives on the street, the bloodshed which we knew took place. Therefore the impression he gives of the attitude of many Germans is also very believable. This is reliable information about what people were doing and saying and makes the source useful. Even if it is a story, it seems to be trying to create an accurate impression. [this is a comment on the source's provenance] Source A is also useful it shows that Germany was in chaos, which helps explain how Hitler came to power. I know from my own knowledge that the impression Source A gives is an accurate one. Unemployment was incredibly high, millions were unemployed in 1932 and this caused street violence like the source says. Many people were starting to believe Germany needed a strong leader like Hitler, and support for extremist groups such as the Nazis increased at this time. [own knowledge is successfully used to support the analysis of the source]

Source B is also useful because it shows that people at the time thought Hitler needed the help of Hindenburg and Von Papen to lift him to power, and that they were reluctant to do it. [here how the source is relevant or useful and what can be inferred is explained] The source is from a British magazine, which concentrates on politics so it gives us an informed view about Hitler coming to power and suggests the role of Hindenburg and Von Papen was well known because it is being commented upon in a British magazine, rather than a German one. This makes it useful also because a British magazine could be more neutral. [this is a comment on the source's provenance] I know from my own knowledge that Hindenburg and Von Papen believed they could bring Hitler into power but control him. Von Papen suggested to the President Hindenburg that he should make Hitler Chancellor and himself vice-Chancellor. [own knowledge is successfully used to support the analysis of the source]

Provenance = *Nature, origin, purpose*

This is a good answer because:

- It has analysed both sources, making inferences from them both.
- It has used own knowledge to support the analysis.
- Judgements are based on the ***provenance*** of the sources and explains why they are useful.

Practice Questions

Source B ***From a speech by Stresemann, 1929***

The economic position is only flourishing on the surface. Germany is in fact dancing on a volcano. If the short-term loans are called in by America, a large section of our economy would collapse.

Source C ***from a German journalist, written in 1928***

In comparison with what we expected after Versailles, Germany has raised herself up to shoulder the terrific burden of this peace in a way we would never have thought possible. So that today after ten years we may say with certainty 'Even so, it might have been worse'. The stage of convalescence from Versailles in a very long road to go and we have travelled it surprisingly quickly.

How useful are Sources B and C for an enquiry into the success of the German 'economic recovery' between 1923 and 1929? Explain your answer using sources B and C and your knowledge of the historical context.

Source B ***A painting from 1940 by H Schmitt, one of Hitler's followers, who took part in the Munich Putsch. Hitler, stands at the front of the rebels with his arm raised, with Ludendorff on his right.***

Source C ***from a letter, written by Adolf Hitler In 1924, while in prison after the Munich Putsch.***

When I resume active work, it will be necessary to pursue a new policy. Instead of working to achieve power by an armed coup, we will have to hold our noses and enter the Reichstag. If outvoting them takes longer than outshooting them, at least the result will by guaranteed by their own constitution. Sooner or later we shall have a majority, and after that - Germany!

Q. How useful are Sources B and C for an enquiry into how the Nazis attempted to gain power in the 1920s? Explain your answer using sources B and C and your knowledge of the historical context.

Source B ***from the memoirs of a German Communist, Karl Billinger,*** **All Quiet in Germany,** ***published in 1935***

For three months I had managed to avoid saluting the swastika flag. You could always steer clear of SA parades and demonstrations by turning off into a side street or restaurant. I tried it once too often, however I caught sight of an approaching procession of Nazi nurses, carrying banners. Without stopping to think, I turned my back on it and walked into the opposite direction, only to face four Brown shirts crossing towards me from the other side of the street.

'Trying to get out of it?' said one. 'Arm up! And now-?'

'Heil Hitler', I said.

I could have spat at myself as I stride past the procession with arm uplifted.

Source C ***from*** **Sinful Cities** ***by Henrik de Leeuw a travel write from the Netherlands published in 1945.***

I watched a Hitler demonstration in the German capital, hundreds of thousands took the strange Hitler oath that would bind them together forever. When the last word of the leader had died down and the band had started the Deutschland song [national anthem] I beheld a people aroused to an orgy of emotion ... then they all took the oath in absolute solemnity.

Q. How useful are Sources B and C for an enquiry into support for the Nazi party? Explain your answer using sources B and C and your knowledge of the historical context.

Source B ***from a private letter, written by a Hitler Youth member to a German friend during 1936.***

What is life like in this camp, which is supposed to be the best example of all the Hitler Youth camps? There is little enthusiasm. We don't have a minute of the day to ourselves. This isn't camp life, no sir! It's army life. Drill starts right after a very small breakfast. We would like to have athletics but there isn't any. Instead we have military exercises, down in the mud, till our tongues hang out of our mouths. We only have one wish: sleep, sleep and more sleep.

Source C ***from a book about the Hitler Youth published in 1954. A Hitler Youth leader is remembering what the Hitler Youth was like in the mid-1930s.***

What I liked about the Hitler Youth was the comradeship. I was full of enthusiasm when I joined the Jungvolk at the age of ten. I can still remember how deeply moved I was when I heard the club mottoes: '*Jungvolk* are hard. They can keep a secret. They are loyal. They are comrades.' And then there were the trips, especially camping! Is anything nicer than enjoying the beauty of the homeland in the company of one's comrades?

Q. How useful are Sources B and C for an enquiry into the attitudes of young people towards the Hitler Youth movement? Explain your answer using sources B and C and your knowledge of the historical context.

Question 3 (b)

This question is about ***interpretations*** or viewpoints. You will get two interpretations, they will be different and for this question, you simply need to say how they are different.

You have to extract detail from both interpretations and explain the difference.

Interpretation 1 *from Weimar and Nazi Germany,* by Stephen Lee (1996).

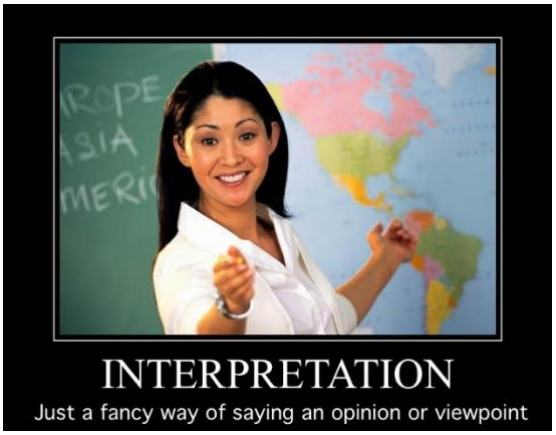
> Between 1929 and 1933 crisis returned in full force. Germany expressed a serious depression. This caused the full collapse of businesses and an increase in unemployment. The moderate parties of the Weimar Republic could not agree ... More use was made of Article 48. The Reichstag was by-passed. Democracy was replaced by dictatorship. A larger part of the population showed interest In Hitler's Ideas. The result was that the Nazis became the biggest party In the Reichstag. [They] gave Hitler power, hoping he would use it as they wanted.

Interpretation 2 *from Nazi Germany 1930-39,* by Steve Waugh and John Wright (2007).

> Von Papen was determined to regain power. He met Hitler and agreed that Hitler would lead a government with von Papen as the Vice-Chancellor. Intrigue took the place of open political debate. The landowners and leaders of industry were convinced that von Papen and Hitler were saving Germany from Schleicher's military take-over. Von Papen convinced President Hindenburg that a coalition with Hitler would save Germany. Von Papen said he could control Hitler. On 30 January, Adolf Hitler became Chancellor of Germany.

Q. Study Interpretations 1 and 2. They give different views about how Hitler came to power. What is the main difference between these views? Explain your answer, using details from both interpretations.

A main difference is that Interpretation 1 emphasises the view that the chaos in Germany was the reason Hitler came to power. It says that businesses collapsed and unemployment went up and democracy was replaced by dictatorship and that, as a result more people showed an interest in Hitler. On the other hand, Interpretation 2 says that von Papen and Hindenburg was the reason. It says 'von Papen convinced President Hindenburg that a coalition with Hitler would save Germany.



Practice Questions

Interpretation 1 *From* the Weimar Republic *by John Hilden, published in 1996.*

In the face of such pressure, existing order virtually collapsed. The rapid spread throughout Germany of workers' and soldiers' councils confirmed that people were attracted to the prospect of far-reaching political change.

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

Instead of revolution Ebert wanted Parliamentary democracy ... Many ordinary electors in Germany saw voting for the three moderate parties as the best way to prevent the creation of a communist revolution. Not surprisingly, therefore the Social Democrats, the Democratic Party and the Centre Party gained an overall majority in the elections to the Constituent Assembly.

Q. Study Interpretations 1 and 2. They give different views about the early years of the Weimar Republic. What is the main difference between these views? Explain your answer, using details from both interpretations.

Interpretation 1 *From* The Coming of the Third Reich *by Richard J. Evans, published in 2004.*

Nazi propaganda skillfully targeted specific groups in the German electorate providing topics for particular venues and picking the speaker to fit the occasion. The Party recognized the growing divisions of German society into competing interest groups in the course of the Depression and tailored their message to their particular constituency. The Nazis adapted a whole range of posters and leaflets designed to win over different parts of the electorate.

Interpretation 2 *From* the Weimar Republic *by John Hilden, published in 1996.*

More than any other party, the NSDAP, depended on the crisis for its successful growth. The official membership statistics show an increase from 129,000 to 849,000 from 1930 to 1933. No fewer than 43% of new members entering the party were aged 18-30. The preponderance [number] of petit-bourgeoisie [lower middle-class] was particularly striking. White-collar workers, artisans, merchants, shopkeepers and civil servants were twice as strongly represented in the NSDAP than in society as a whole. Manual workers were under-represented (but) of the 270,000 workers who did join the party, 150,000 were unemployed.

Q. Study Interpretations 1 and 2. They give different views about the reasons for the growth in support of the Nazi party. What is the main difference between these views? Explain your answer, using details from both interpretations.

Interpretation 1 *From* Germany 1918-45 *by J. Brooman, published in 1996.*

Women were soon brought in line. Shortly after the Nazi seizure of power, thousands of married women, doctors and civil servants were sacked from their jobs. Over the next few years, the number of women teachers was gradually reduced. From 1936 onwards women could no longer be judges or prosecutors, nor could they serve on juries.

Interpretation 2 *From* Weimar and Nazi Germany *by E Wilmot published in 1993.*

In 1933 there were 4.85 million women in paid employment. This increased to 7.14 million in 1939. Economic reality forced Nazi ideology to do a U-turn. A labour shortage began to develop from 1936 and the government looked to women to plug the gap. In 1937, the Nazis overturned a clause in the marriage loans scheme to permit married women who had a loan to take up employment.

Q. Study Interpretations 1 and 2. They give different views of Nazi policies towards women in the years 1933-39. What is the main difference between these views? Explain your answer, using details from both interpretations.

Interpretation 1 *From* Life in Germany *by Steve Waugh published in 2009.*

From 1936-1939 wages increased, but this was due to a longer working day rather than an increase in hourly wage rates. In addition, the cost of living rose in the 1930's, which meant that real wages (how much workers could buy) actually fell. There were also food shortages, because the government reduced agricultural production to keep up prices [to help farmers].

Interpretation 2 *From* Nationalism, dictatorship and democracy in the 20th Century Europe, *by Hall, Shuter, Brown and Williams, published in 2015.*

For Germans who conformed to Nazi expectations living standards went up. Unemployment dropped. Nazi statistics show that real wages rose ... though only if a worker worked overtime. The 'Strength Through Joy' programme provided many extras. Some (benefits) such as loans [and] medical care were real enough.

Q. Study Interpretations 1 and 2. They give different views of Nazi life in Nazi Germany. What is the main difference between these views? Explain your answer, using details from both interpretations.

Question 3 (c)

This question is once again about ***interpretations*** or viewpoints. You will use the same interpretations as question 3(b) however this time you need to explain ***why*** the interpretations are different.

The easiest way to do this is to identify which of the sources used for question 3(a) support each interpretation. The sources and the interpretations will be on the same topic, you just have to match them up!

Look at Sources A and B and Interpretations 1 and 2 below.

Source A - ***A painting from 1940 by H Schmitt, one of Hitler's followers, who took part in the Munich Putsch. Hitler, stands at the front of the rebels with his arm raised, with Ludendorff on his right.***

Source B - ***From Hitler's recollections of the Munich Putsch in 1933.***

It was the greatest good fortune for us Nazis that the Putsch collapsed because:

1. Co-operation with General Ludendorff would have been absolutely impossible.
2. The sudden takeOver of power in the whole of Germany would have led to the greatest difficulties in 1923 because the essential preparations had not been made by the National Socialist Party.
3. The events of 9th November 1923, with their bloody sacrifice, have proven the most effective propaganda for National Socialism.

Interpretation 1 *From* Germany 1858-1990: Hope, Terror and Revival *by A. Kitson published in 2001.*

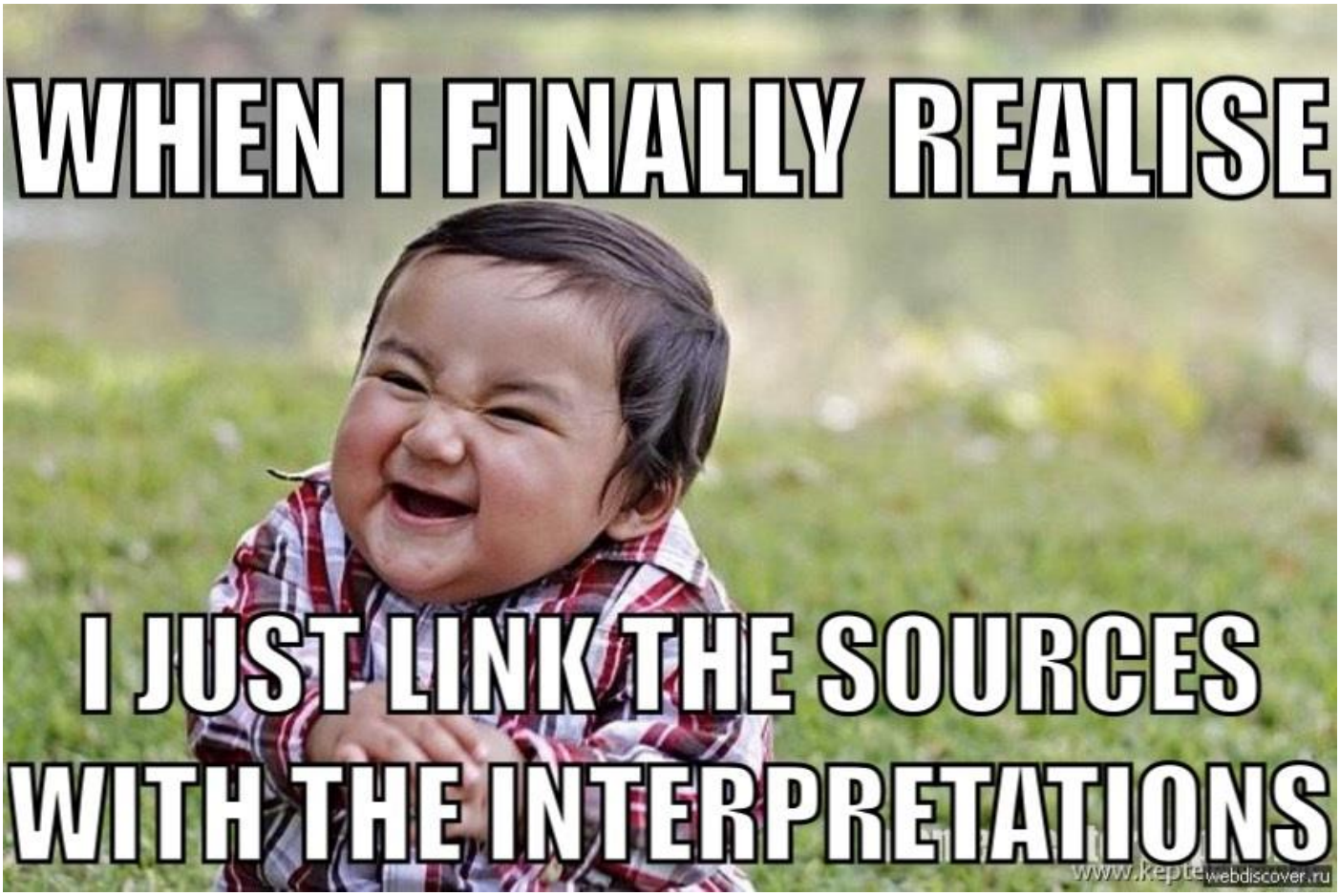
Kahr was forced to promise Hitler his support, but his support was short-lived. The next day it became clear to Hitler the neither Kahr nor the army were going to support his march. The Bavarian police were sent to stop a few thousand supporters that had gathered and opened fire, killing 16 Nazis. Hitler was driven away. Two days later he and other Nazi leaders were arrested and accused of high treason. The Nazi party was banned and Hitler was given the minimum sentence of five years imprisonment.

Interpretation 2 *From* Encyclopedia of the Third Reich *by Louis L. Snyder, published in 1998.*

On the surface the Beer-Hall Putsch seemed to be a failure, but actually it was a brilliant achievement for a political nobody. In a few hours Hitler catapulted his scarcely known, unimportant movement into headlines throughout Germany and the world. Moreover, he learned an important lesson: direct action was not the way to political power. It was necessary that he seek political victory by winning the masses to his side and also by attracting the support of wealthy industrialists. Then he could ease his way to political supremacy by legal means.

Q. Suggest one reason interpretations 1 and 2 give different views about the consequences of the Munich Putsch of 1923. You may use Sources A and B to help explain your answer.

The interpretations may differ because they give different weight to different sources. For example, Source A provides some support for Interpretation 1, which stresses the defeat of Hitler's attempt to seize power and the failure of the Munich Putsch. Whereas Source B supports Interpretation 2 because the interpretation focuses on the failure of the Putsch which Hitler himself refers to in Source B.



Practice Questions

Source A - ***From Judith Grunfeld an American Journalist, 1937***

How many women workers did the Fuhrer send home? According to the statistics of the German Department of Labour, there were in June 1936, 5,470,000 employed women, or 1,200,000 more than in January 1933. The Nazi campaign has not been successful in reducing the numbers of women employed. It has simply squeezed them out of better paid positions into the sweated trades. They type of labour with its miserable wages and long hours is extremely dangerous to the health of women and degrades the family.

Source B - a Nazi poster from 1934 which says the NSDAP protects the national community.

Interpretation 1 *From* Germany 1918-45 *by J. Brooman, published in 1996.*

Women were soon brought in line. Shortly after the Nazi seizure of power, thousands of married women, doctors and civil servants were sacked from their jobs. Over the next few years, the number of women teachers was gradually reduced. From 1936 onwards women could no longer be judges or prosecutors, nor could they serve on juries.

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In 1933 there were 4.85 million women in paid employment. This increased to 7.14 million in 1939. Economic reality forced Nazi ideology to do a U-turn. A labour shortage began to develop from 1936 and the government looked to women to plug the gap. In 1937, the Nazis overturned a clause in the marriage loans scheme to permit married women who had a loan to take up employment.

Q. Suggest one reason interpretations 1 and 2 give different views about the achievements of Nazi policies towards women in the years 1933-1939. You may use Sources A and B to help explain your answer.

Source A - photograph of Hitler greeting men in the labour service (RAD) at a Nazi party rally in Nuremburg in 1938

Source B - official Nazi figures for a selection of Strength through Joy activities in the Berlin area. 1933-1939.

Type of event	No. of events	No. of people involved
Lectures	19,000	1,000,000
Theatre performances	21,000	11,000,000
Museum tours	60,000	2,500,000
Sports events	400	1,500,000
Hikes	6,000	125,000
Holidays and cruises	1,000	700,000

Interpretation 1 *From* Life in Germany *by Steve Waugh published in 2009.*

From 1936-1939 wages increased, but this was due to a longer working day rather than an increase in hourly wage rates. In addition, the cost of living rose in the 1930's, which meant that real wages (how much workers could buy) actually fell. There were also food shortages, because the government reduced agricultural production to keep up prices [to help farmers].

Interpretation 2 *From* Nationalism, dictatorship and democracy in the 20th Century Europe, by *Hall, Shuter, Brown and Williams, published in 2015.*

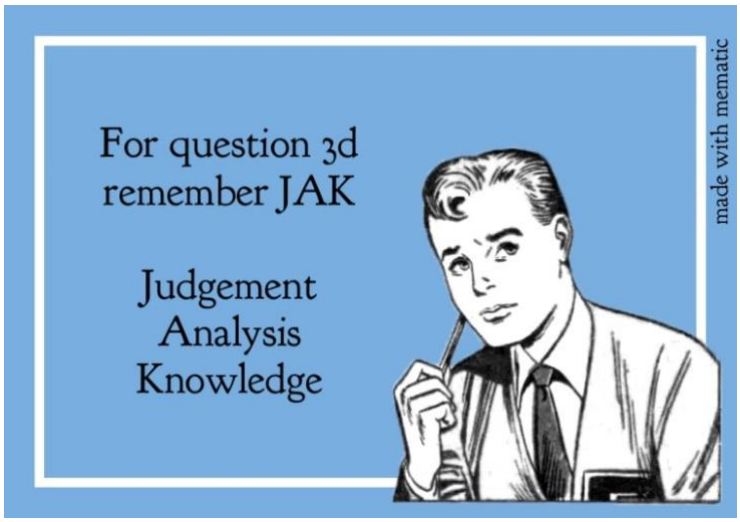
For Germans who conformed to Nazi expectations living standards went up. Unemployment dropped. Nazi statistics show that real wages rose ... though only if a worker worked overtime. The 'Strength Through Joy' programme provided many extras. Some (benefits) such as loans [and] medical care were real enough.

Q. Suggest one reason interpretations 1 and 2 give different views about the standard of living of German workers in Nazi Germany. You may use Sources A and B to help explain your answer.

Question 3 (d)

This question is once again about ***interpretations*** or viewpoints, however it is more than just the analysis of these. You have to use your own knowledge too and make a judgement! A really useful method is to think of JAK!

J	Judgement – are you making a judgement about the question?
A	Analysis - are you explaining and analysing the interpretations?
K	Knowledge – are you using your own knowledge to support the analysis?



You need to give a balanced answer which agrees and disagrees with the interpretation using evidence form the two interpretations as well as your own knowledge. Here is one way you could approach this:

1. Decide which Interpretation you agree with (e.g. Interpretation 2)
2. Explain how you agree with the view in Interpretation 2.
3. Explain how you agree with the view in Interpretation 2 with examples from your own knowledge.
4. Disagree with the view from Interpretation 1.
5. Disagree with the view with in Interpretation 1 with evidence from your own knowledge.
6. Make a final judgement.

This questions also awards 4 marks for SPAG so remember to write accurately and clearly.

Interpretation 1 *From* Germany 1918-45 *by J. Brooman, published in 1996.*

Women were soon brought in line. Shortly after the Nazi seizure of power, thousands of married women, doctors and civil servants were sacked from their jobs. Over the next few years, the number of women teachers was gradually reduced. From 1936 onwards women could no longer be judges or prosecutors, nor could they serve on juries.

Interpretation 2 *From* Weimar and Nazi Germany *by E Wilmot published in 1993.*

In 1933 there were 4.85 million women in paid employment. This increased to 7.14 million in 1939. Economic reality forced Nazi ideology to do a U-turn. A labour shortage began to develop from 1936 and the government looked to women to plug the gap. In 1937, the Nazis overturned a clause in the marriage loans scheme to permit married women who had a loan to take up employment.

Q. How far do you agree with Interpretation 2 about Nazi policies towards women in the years 1933-39? Explain your answer, using both interpretations and your knowledge of the historical context.

J

I agree with the view in Interpretation 2 about the achievements of Nazi policies towards women in the years 1933-39. The interpretation suggests that these policies, especially in the area of unemployment, were not successful. The Nazis' original aim was to remove as many women as possible form the work force to help with their other policy of reducing unemployment and also to ensure that married women could focus on their domestic role as wives and mothers.

A

As Wilmot suggests, the Nazis had to do a U-turn in in the mid-1930s as there were labour shortages so that the number of women employed actually increased from 4.85 million in 1933 to 7.14 million in 1939. In addition, the numbers increased because many employers preferred women workers as they were cheaper. Women's wages remained only two-thirds of men's. The Nazis did force women out of the better paid and more professional jobs. However, more and more women were employed in lower paid jobs with poor working conditions such as factory work. Some women resented the loss of these more professional jobs such as doctors, lawyers and schoolteachers.

K

Finish of the answer by:

- Disagreeing with the view given in Interpretation 1.
- Supporting this with examples from your own knowledge.
- Reinforce your judgement with a conclusion.

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Practice Questions

Interpretation 1 *From* the Weimar Republic *by John Hilden, published in 1996.*

In the face of such pressure, existing order virtually collapsed. The rapid spread throughout Germany of workers' and soldiers' councils confirmed that people were attracted to the prospect of far-reaching political change.

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

Instead of revolution Ebert wanted Parliamentary democracy ... Many ordinary electors in Germany saw voting for the three moderate parties as the best way to prevent the creation of a communist revolution. Not surprisingly, therefore the Social Democrats, the Democratic Party and the Centre Party gained an overall majority in the elections to the Constituent Assembly.

Q. How far do you agree with Interpretation 1 about the problems in the early years of the Weimar Republic? Explain your answer, using both interpretations and your knowledge of the historical context.

Interpretation 1 *From* The Coming of the Third Reich *by Richard J. Evans, published in 2004.*

Nazi propaganda skillfully targeted specific groups in the German electorate providing topics for particular venues and picking the speaker to fit the occasion. The Party recognized the growing divisions of German society into competing interest groups in the course of the Depression and tailored their message to their particular constituency. The Nazis adapted a whole range of posters and leaflets designed to win over different parts of the electorate.

Interpretation 2 *From* the Weimar Republic *by John Hilden, published in 1996.*

More than any other party, the NSDAP, depended on the crisis for its successful growth. The official membership statistics show an increase from 129,000 to 849,000 from 1930 to 1933. No fewer than 43% of new members entering the party were aged 18-30. The preponderance [number] of petit-bourgeoisie [lower middle-class] was particularly striking. White-collar workers, artisans, merchants, shopkeepers and civil servants were twice as strongly represented in the NSDAP than in society as a whole. Manual workers were under-represented (but) of the 270,000 workers who did join the party, 150,000 were unemployed.

Q. How far do you agree with Interpretation 2 about the growth of the Nazi Party? Explain your answer, using both interpretations and your knowledge of the historical context.

Interpretation 1 *From* Germany 1918-45 *by J. Brooman, published in 1996*.

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Interpretation 2 *From* Weimar and Nazi Germany *by E Wilmot published in 1993*.

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Q. How far do you agree with Interpretation 2 about Nazi policies towards women in the years 1933-39? Explain your answer, using both interpretations and your knowledge of the historical context.

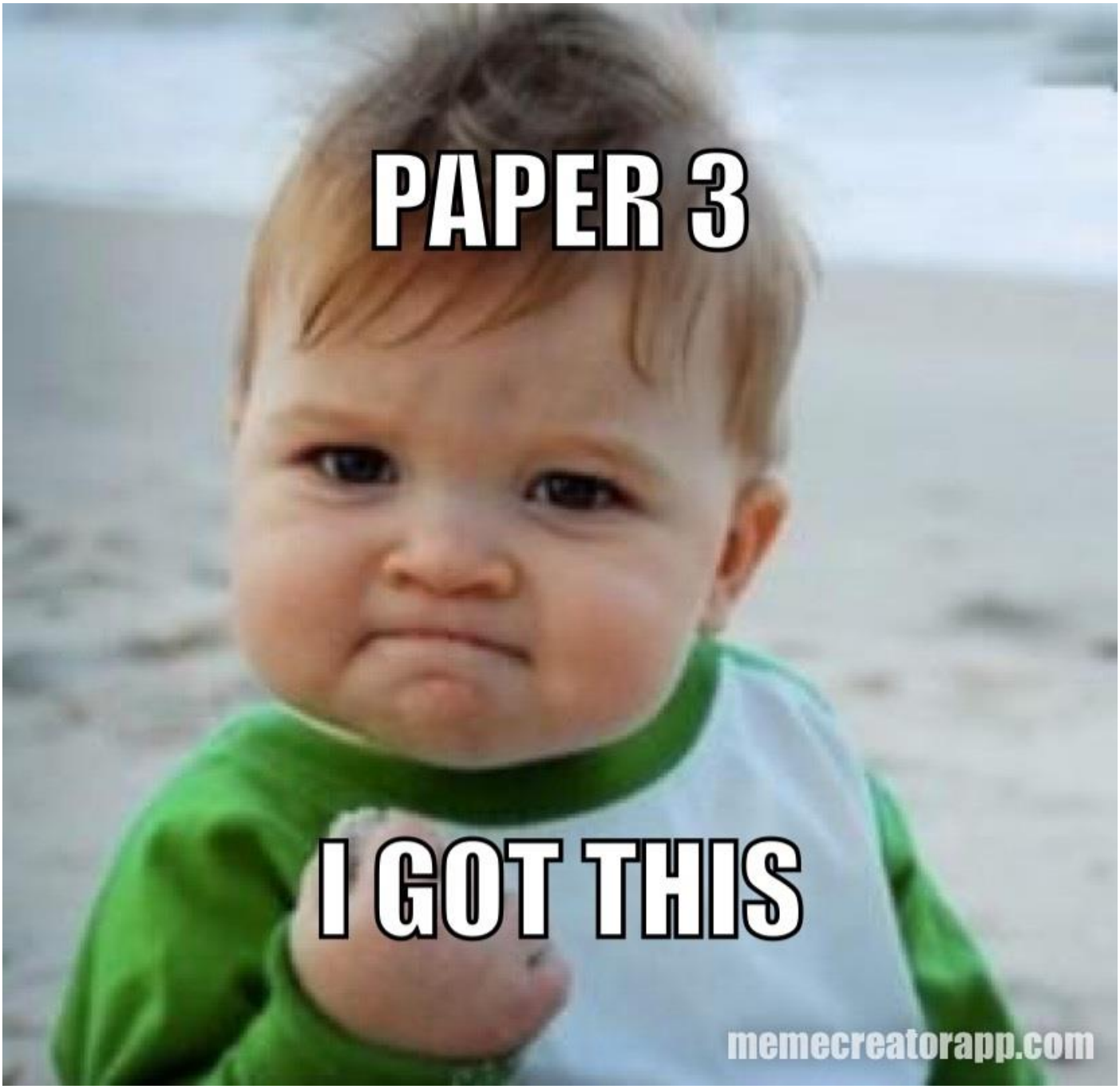
Interpretation 1 *From* Life in Germany *by Steve Waugh published in 2009*.

From 1936-1939 wages increased, but this was due to a longer working day rather than an increase in hourly wage rates. In addition, the cost of living rose in the 1930's, which meant that real wages (how much workers could buy) actually fell. There were also food shortages, because the government reduced agricultural production to keep up prices [to help farmers].

Interpretation 2 *From* Nationalism, dictatorship and democracy in the 20th Century Europe, by *Hall, Shuter, Brown and Williams, published in 2015*.

For Germans who conformed to Nazi expectations living standards went up. Unemployment dropped. Nazi statistics show that real wages rose ... though only if a worker worked overtime. The 'Strength Through Joy' programme provided many extras. Some (benefits) such as loans [and] medical care were real enough.

Q. How far do you agree with Interpretation 1 about life for workers in Nazi Germany? Explain your answer, using both interpretations and your knowledge of the historical context.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