Past Paper Model Answers
Use these slides to mark your practice paper from last week
1. Read Interpretations A and B in the interpretations booklet. How does interpretation B differ from interpretation A about opposition to Hitler. Explain your answer based on what it says in interpretation A and B (4)

**Interpretation A**
As a university student I read Nazi books which had ridiculous race theories and attacked Christian beliefs. Our ant-Nazi opposition in Germany was based on our Christian faith. It was not started by army generals worried about military defeat. We had a clear conscience about trying to assassinate Hitler.

**Interpretation B**
We despised the motives of the Germans who tried to assassinate Hitler. We believed they must have been criminals or madmen.

The opposition activities of the White Rose student group and Hans and Sophie Scholl disturbed us. We failed to persuade them to join our cause or make National Socialism attractive.

The sources are different because A says . . .

However, B says . . .

Another difference is that A says . . . Whereas B claims . . .
1. Interpretation A differs from Interpretation B because of their views on the assassination of Hitler. Interpretation A states that they had a ‘clear conscience’ about trying to assassinate Hitler whereas in B it says that they couldn’t understand why anyone would want to oppose Hitler and they thought that anyone who wanted to get rid of him must have been ‘criminals or madmen’.

Another way that Interpretation A differs from Interpretation B is because of their beliefs. Interpretation A opposed Hitler and called Nazi race theories ‘ridiculous’ but B clearly believes that the likes of the White Rose and Hans and Sophie Scholl were odd for not supporting the Nazis, it says that their opposition ‘disturbed us’. The author of B seems sad and claims that it was a failure that they could not get the likes of the White Rose to support Hitler and the Nazis. However, in A the author is clear that the reason they opposed the Hitler and the Nazis was moral and based on their ‘Christian faith’ rather than because they were military men worried about German defeat.
2. Why might the authors of Interpretations A and B have a different interpretation about opposition to Hitler. Explain your answer using Interpretations A and B and your contextual knowledge. (4)

**Interpretation A**
Adapted from ‘The Secret War against Hitler’ by Fabian Von Schlabrendorff, 1959. Schlabrendorff was a German army officer who was part of the group that tried to assassinate Hitler in July 1944. After the war, he became a Christian minister and worked as a judge.

As a university student I read Nazi books which had ridiculous race theories and attacked Christian beliefs. Our ant-Nazi opposition in Germany was based on our Christian faith. It was not started by army generals worried about military defeat. We had a clear conscience about trying to assassinate Hitler.

**Interpretation B**
Adapted from ‘Account Rendered - No attempt at justification’, the memoirs of Melisa Maschmann, 1963. In this extract she remembers the 1944 July bomb plot. Maschmann joined the League of German Maidens (BDM) in 1933 aged 15. Later she worked as head of publicity for the BDM and after the war remained committed to Nazi beliefs.

We despised the motives of the Germans who tried to assassinate Hitler. We believed they must have been criminals or madmen.

The opposition activities of the White Rose student group and Hans and Sophie Scholl disturbed us. We failed to persuade then to join our cause or make National Socialism attractive.
2. Interpretations A and B are different in what they say about opposition to Hitler because A is by a German army officer who tried to assassinate Hitler in July 1944 and B is by a woman who became a member of the League of German Maidens at the age of 15. She later became the head of publicity for the BDM and remained committed to Nazi ideals even after the end of the war.

It's clear that in A, Schlabrendorff was extreme in his opposition to Hitler given that he was prepared to risk his own life to assassinate him. The assassination didn’t work however but, unlike most of the other plotters, Schlabrendorff was not caught and executed and went on to become a Christian minister and a judge. Schlabrendorff even goes so far as to say that the plotters didn't plan to kill Hitler because German army officers were worried that Germany was losing the war which is accepted by most historians but because of their Christian faith. Again, given this background, it seems inevitable that A would oppose Hitler as I know that Hitler had tried to reduce the power of the church in Germany and force it to promote Nazi ideals even going so far as to create the Reich Church which was an attempt to increase state control over religion in Germany.

B gives a different interpretation about opposition to Hitler because Maschmann had joined the BDM at 15 and it seems that she brainwashed into accepting Nazi ideals from a young age. I know that in the BDM, girls were taught to domestic activities like sewing and cooking but they were also given opportunities that were normally reserved for boys like camping and hiking. This would help to ensure that they were committed to Nazi ideology. Indeed, Maschmann really seems to have been indoctrinated by the Nazis because she was head of publicity for the BDM. Given this, it’s inevitable that she would not have understood why other groups wanted to oppose Hitler and she also remained committed to Nazi ideals after 1945.
Germany – Q3.

• How much do they reflect what you know happened? Compare what they say to your background knowledge and whichever matches the best is the one that is the most convincing. ‘I know at the time that . . .’/ ‘I know that . . .’

• You must do both interpretations.
• Use the word ‘convincing ‘ lots.

• HIGHEST MARKS - Do conclusion

• CONTEXTUAL KNOWLEDGE NEEDED FOR HIGHEST MARKS.
3.

Interpretation A is convincing because it links in with the knowledge I have about this period. It shows the views of a religious person regarding Hitler. I know that Hitler saw Christianity as a threat and a potential source of opposition to Nazism because it emphasised peace. The Nazis tried to control the Churches with policies and bargaining. A state Reich Church under the leadership of the Nazi Bishop, Ludwig Müller was established to unify the different branches of Protestantism. This enabled the Nazis to use a group called the ‘German Christians’ within the Reich Church to promote Nazi ideas. Hitler had also agreed a Concordat with the Pope, which said that he would not interfere in the running of the Catholic Church if it stayed out of political matters. Hitler didn’t keep his side of the bargain, however, as the Nazis attempted to infiltrate the Church and spread their propaganda. Therefore, this source is convincing because it is a likely opinion of a Christian person about the Nazis.

Furthermore, Interpretation A is also convincing because it could also show religious attitudes towards the Nazis brainwashing the people with their propaganda and through organisations such as the Hitler Youth which we know were powerful in the 1930s and early 1940s.

However interpretation B is also convincing as it shows the reaction of those that largely supported Hitler and the dedication of the Hitler Youth. I know that organisations like the Hitler Youth and the League of German Nations (which the writer was a member of) were powerful amongst German youths and that their ideas spread amongst them quickly. In 1939, a law was implemented which meant it became compulsory for all girls aged 10-14 to be a part of the Young Girls League and for all girls aged 14-18 to be a part of the League of German maidens. This was to indoctrinate them with Nazi ideas and make them focus on becoming future Mothers of the Third Reich. Therefore, this interpretation is convincing in showing the opinion of someone who was indoctrinated as a result of these groups.

Although both sources are convincing, I believe that interpretation A is more convincing because it shows a religious viewpoint of Hitler with an honest opinion about him – this has not been altered by any brainwashing groups. It also shows the negative feelings towards Hitler that many would have had in Germany but would have been too frightened to share under his rule as Fuhrer.
GERMANY – Q5.

In what ways were the lives of German people affected by events during the early years of the Weimar Republic 1919-1923?

One way life was affected was by the Spartacist uprising. The Weimar government set up after WWI was unstable as people had different political beliefs. The Spartacists were...

- Communists (left wing)
  - Wanted to oust Ebert and form a communist Germany.
  - Called a General Strike (half a million people stopped working to support them) in January 1919 and people revolted in the streets.
  - Ebert ran away from Berlin to get away from the protestors and asked the Freikorps (ex soldiers who were right wing) to murder them.
  - Ebert then returned to power and the communist leaders arrested.

Later, in 1920, the right wing also revolted against the government headed by Wolfgang Putsch. They wanted to oust the government and return to traditional right wing rule. However, the people went on strike to stop their takeover and Ebert again remained in government and in charge.

This affected the lives of ordinary people as this was a challenge to the government and it left the country unstable again politically and showed how people were unhappy. The Communist party was weak until the early 1930s in Germany as a result of this.

Another way life was affected was by the Ruhr Crisis. This happened in 1923 after Germany had failed to pay their reparation instalment. France and Belgium invaded the Ruhr area of Germany with 60,000 troops to take goods to the value of the debt (like bailiffs).

- The government of Germany told workers to go on strike so that production stopped so that they couldn’t take goods. But because people were on strike, the German government decided to print money to pay them.

  This led to hyperinflation which meant that costs of goods went up hugely and that the value of money reduced. Workers had to take their wages home in wheelbarrows and the cost of bread rose from 250 marks to 200,000 million marks. People even used money to fuel their fires as it was so worthless. Hyper inflation affected people’s lives as it meant people lost their savings and livlihoods but as a positive, people who were in debt were able to pay it easier!

  Crime increased as a result of many people being poor and there were food shortages.

But it lead to a major positive for people’s lives as it lead to the Dawes Plan which led to the Golden Age of Weimar which built up the German economy and made them strong again.
Art and Culture in Nazi Germany

LO To explain how Nazi rule influenced art and culture in Germany.
The Nazis tried to control all aspects of people's lives. They even tried to control the paintings that people looked at, the books they read, the films they watched and even the buildings they lived in. How did they do this?
The Chamber of Culture
This was set up by Joseph Goebbels. All writers, artists, musicians and actors had to belong to this and anyone who refused was not allowed to work. Certain types of people e.g. Jews were banned from joining.

The Chamber of Culture ruled that all cultural activities like art, theatre, film, music and literature had to give the same message i.e. to reinforce Nazi beliefs and prove that everything Hitler did was in the best interests of Germany.

Cinema
Cinema was hugely popular and a powerful propaganda tool-Goebbels knew this. Alfred Hugenberg was an important Nazi supporter who also owned film studios-the Nazis used this to have a direct influence on exactly which films were made.

Goebbels made sure that he read and approved all film scripts-thrillers, factual films, comedies all had to carry the pro Nazi message. German soldiers were always portrayed as heroes whereas Jews were shown as mean and unpleasant. Before films were screened, news reports of Hitler's achievements were always shown.

Task
Take a double page in your book and start a mind map taking notes from the above. In the middle of your mind map write 'Nazi Art and Culture'.
A poster for the film 'Suss the Jew' (1940) which is considered one of the most anti-Semitic films of all time. It is about a Jewish businessman who used his power to corrupt a German duke and the went on to rape a German girl and torture her father and fiancé. The film was hugely successful and about 20 million Germans went to see it.
**Music**
Goebbels said that music had to be German or Austrian. The types of music they approved of tended to marching music, old folk songs and music by Bach, Beethoven, Mozart and Wagner. Music that had been popular in Weimar Germany like jazz was banned because of its American origins. Jewish composers like Mendelssohn and Mahler were banned because they were Jewish.

**Theatre**
The Militant League for German Culture was set up by the Nazis before they came to power. It was a movement that objected to 'modern' plays and films that did not promote the Nazi message. E.g. a hit musical (The Threepenny Opera) written by Kurt Weill was criticised. He was a Jew and the musical contained a lot of jazz music. As soon as the Nazis took control of Germany, the musical was banned. Plays now had to contain lots of German history and politics. German playwrights like Goethe and Schiller were popular.

**Task**
Add notes on music and theatre to your mind map.
Literature
Goebbels created a list of banned books and they were removed from libraries and bookshops. Mein Kampf was the best selling book in Germany. Goebbels encouraged books about race, the glory of war and the brilliance of the Nazis. Goebbels even wrote a book about this himself.

Books written by Jews were banned as were other books that had been popular in Weimar Germany like 'All Quiet on the Western Front' which had an anti-war message. About 2500 writers left Germany between 1933 and 1945 eg the popular author Thomas Mann who was a critic of the Nazis.

Art
Hitler hated modern art and said that it was 'degenerate'. In 1936, the Nazis publicly burned 5000 paintings that they disapproved of. The Nazis wanted art to be easy to understand by the German people. They wanted it to show healthy, heroic Germans, happy family scenes and lots of images of Hitler in heroic poses.

Task
Add notes on literature and art to your mind map. and theatre to your mind map.
A painting by Hans Schmitz-Wiedenbruck in 1941 called 'Workers, Farmers, Soldiers'. This is the type of art that the Nazis approved of.
Design
Bauhaus was a popular architectural movement in Weimar Germany but Hitler did not like it. The Bauhaus movement was shut down in 1933. Instead, Hitler wanted to see the design of huge public buildings like government buildings, libraries, parade grounds etc. He liked buildings that were copied from the ancient Greeks or Romans.

Sport and leisure
Success in sport was very important to the Nazis. In 1936, the Olympics were held in Berlin and they were a showcase for Nazi Germany. Hitler was delighted that the German team topped the medals table. In Hitler's eyes, it was proof that the Germans were talented and were the superior race. The Nazis also used the Berlin Olympics to show that Germany was technologically advanced-slow motion and 'photo-finish' equipment was used and the main stadium had the largest stop clock ever made.

Task
Add notes on design and literature to your mind map.
1. What are the pictures showing?

2. What are the links between these pictures?
Practice Question
In what ways were art and culture used by the Nazis? Explain your answer.

One way that art was used by the Nazis was to show . . .

Another way that art and culture was used by the Nazis was . . .

Furthermore, sport and physical fitness was important to the Nazi culture. The Berlin Olympics were used to . . .

Email your answers to gunnh@bishopperowne.co.uk or reevev@bishopperowne.co.uk