Weimar and Nazi Germany- Topic 3, Nazi Control and Dictatorship, Section A

Study source A below and then answer Question 1.

Source A: An account of Hitler’s reaction to news of 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 for 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.’

1. Give two things you can infer from source A about Hitler’s response to the Reichstag Fire (4)

(i) What I can infer:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Details in the source that tell me this:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

(ii) What I can infer:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Details in the source that tell me this:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
2. Explain how Hitler consolidated his power between January 1933 and August 1934

You may use the following in your answer:

- Enabling Act
- The Night of the Long Knives

You must also use information of your own

<table>
<thead>
<tr>
<th>Simple or generalised answer;</th>
<th>Some explanation, development and organisation;</th>
<th>Good explanation, analysis and organisation.</th>
<th>Sustained analysis, focus and line of reasoning;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited knowledge and understanding.</td>
<td>Some accurate knowledge and understanding.</td>
<td>Good knowledge and understanding.</td>
<td>Precise and wide-ranging knowledge and understanding.</td>
</tr>
<tr>
<td>Maximum five marks for level two answers that do not go beyond the stimulus points.</td>
<td>Maximum eight marks for answers that do not go beyond the stimulus points.</td>
<td>Maximum eight marks for answers that do not go beyond the stimulus points.</td>
<td>No access to level four for answers that do not go beyond the stimulus points.</td>
</tr>
</tbody>
</table>

| 1-3 marks | 4-6 marks | 7-9 marks | 10-12 marks |
WEIMAR AND NAZI GERMANY SECTION B - Nazi control and dictatorship

For this section, you will need to use the sources and interpretations in the Sources/Interpretations Booklet.

3. A) Study sources B and C

How useful are sources B and C for an enquiry into the extent of opposition to the Nazis in Germany between 1933 and 1939?

Explain your answer, using sources B and C and your knowledge of the historical context (8)

<table>
<thead>
<tr>
<th>1-2 marks (grade 1-2)</th>
<th>3-5 marks (grade 3-5)</th>
<th>6-8 marks (grade 6-9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judgement on source utility supported by undeveloped use of content and/or provenance; Simple comprehension of the sources; Limited contextual knowledge.</td>
<td>Judgement on source utility supported by developed use of content and/or provenance; Comprehension and some analysis of the sources; Contextual knowledge used to support analysis.</td>
<td>Judgement on source utility supported by developed use of content and provenance; Analysis used to support reasoning about utility; Contextual knowledge used to apply criteria for judgements on utility.</td>
</tr>
</tbody>
</table>
B) Study Interpretations 1 and 2. They give different views about the extent of opposition to the Nazis in Germany between 1933 and 1939.

What is the main difference between these views?

Explain your answer, using details from both interpretations (4)

<table>
<thead>
<tr>
<th>1-2 marks (grade 1-3)</th>
<th>3-4 marks (grade 4-9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited analysis of the interpretations is shown by the extraction or paraphrase of some content, but differences of surface detail only are given, or a difference of view is asserted without direct support</td>
<td>The interpretations are analysed and a key difference of view is identified and supported from both sources</td>
</tr>
</tbody>
</table>
3. C) Suggest one reason why Interpretations 1 and 2 give different views on the extent of opposition to the Nazis in Germany between 1933 and 1939. You may use sources B and C to help explain your answer (4)

<table>
<thead>
<tr>
<th>1-2 marks (grade 1-3)</th>
<th>3-4 marks (grade 4-9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A simple valid explanation is offered but displaying only limited analysis. Support for the explanation is based on simple undeveloped comment or on the selection of details from the provided material or own knowledge, with only implied linkage to the explanation.</td>
<td>An explanation of a reason for the difference is given, analysing the interpretations. The explanation is substantiated effectively.</td>
</tr>
</tbody>
</table>
Up to 4 marks of the total for part (d) will be awarded for spelling, punctuation, grammar and use of specialist terminology.

3. D) How far do you agree with Interpretation 1 about the extent of opposition to the Nazis in Germany between 1933 and 1939?

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

(16+4)

<table>
<thead>
<tr>
<th>1-4 marks Grade 1</th>
<th>5-8 marks Grade 2-4</th>
<th>9-12 marks Grade 5-6</th>
<th>13-16 marks Grade 7-9</th>
<th>SPAG 1-4 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple, valid comment to agree/disagree with the interpretation; Limited use of one interpretation; Generalised contextual knowledge.</td>
<td>Valid evaluative comment to agree/disagree with the interpretation; Some use of both interpretations; Some relevant contextual knowledge; Undeveloped overall judgement / structure.</td>
<td>Explained evaluation to agree/disagree with the interpretation; Good use of both interpretations; Relevant contextual knowledge; Clear overall judgement / structure.</td>
<td>Explained evaluation reviewing alternative views; Precise use of both interpretations; Precise contextual knowledge; Coherent and sustained judgement/structure.</td>
<td>Spelling; Punctuation; Grammar; Use of a range of specialist terms.</td>
</tr>
</tbody>
</table>
### Student Progress

<table>
<thead>
<tr>
<th>GCSE Target:</th>
<th>Total mark:</th>
<th>Percentage:</th>
<th>GCSE Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making limited progress towards target</td>
<td>Working towards target</td>
<td>On track to achieve target</td>
<td>Likely to exceed target</td>
</tr>
</tbody>
</table>

**WWW:**

**EBI:**

**Student Improvements:**
Sources and interpretations for use with Section B

Source B- by a Protestant minister in Bavaria in 1937
‘The danger which threatens our parishes is of being ground down, of becoming dispirited. The vast majority believe that ‘one cannot do anything’ against the new forces and give up... Above all, youth is losing the habit of going to church regularly’.

Interpretation 1 From 'Hitler 1936-45' by Ian Kershaw, 2001
It would be as well not to overestimate the significance of discontent and dissent in Nazi Germany. None of it was transformed into political opposition likely to cause serious trouble to the government. Any threat of resistance from below by illegal organisations was effectively ruled out. Opposition endangering Hitler’s dictatorship could in practice only come from within the regime itself.

Interpretation 2 From 'Opposition to the Nazis', Alpha History 2015
There was a good deal of anti-Nazi resistance between 1933 and 1939. Christian churches, both Catholic and Protestant, opposed Nazi ideas. Some in the military despised Hitler and there were occasional plots to remove him from power. Young Germans also ignored Nazi organisations and values.