Weimar and Nazi Germany - Topic 2, Hitler's Rise to Power, Section A

Study source A below and then answer Question 1.

Source A: A photograph of Hitler and some visitors in Landsberg Castle prison in 1924

1. Give two things you can infer from source A about the outcome of the Munich Putsch (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 why the Nazi Party had limited success in the 1920s

You may use the following in your answer:

- The Munich Putsch
- The Bamberg Conference

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

<table>
<thead>
<tr>
<th>Simple or generalised answer; Limited knowledge and understanding.</th>
<th>Some explanation, development and organisation; Some accurate knowledge and understanding.</th>
<th>Good explanation, analysis and organisation.</th>
<th>Sustained analysis, focus and line of reasoning; Precise and wide-ranging knowledge and understanding.</th>
<th>No access to level four for answers that do not go beyond the stimulus points.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3 marks</td>
<td>4-6 marks</td>
<td>7-9 marks</td>
<td>10-12 marks</td>
<td></td>
</tr>
</tbody>
</table>
WEIMAR AND NAZI GERMANY SECTION B - RISE TO POWER

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 reasons for Hitler’s rise to power?

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>
3. B) Study Interpretations 1 and 2. They give different views about the reasons for Hitler’s rise to power.

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 explanations for Hitler’s rise to power. 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 reasons for Hitler’s rise to power?**

   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;</td>
<td>Valid evaluative comment to agree/disagree with the interpretation;</td>
<td>Explained evaluation to agree/disagree with the interpretation;</td>
<td>Explained evaluation reviewing alternative views;</td>
<td>Spelling;</td>
</tr>
<tr>
<td>Limited use of one interpretation;</td>
<td>Some use of both interpretations;</td>
<td>Good use of both interpretations;</td>
<td>Precise use of both interpretations;</td>
<td>Punctuation;</td>
</tr>
<tr>
<td>Generalised contextual knowledge.</td>
<td>Some relevant contextual knowledge;</td>
<td>Relevant contextual knowledge;</td>
<td>Precise contextual knowledge</td>
<td>Grammar;</td>
</tr>
<tr>
<td>GCSE Target:</td>
<td>Total mark:</td>
<td>Percentage:</td>
<td>GCSE Grade:</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
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<td></td>
</tr>
<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>
<td></td>
</tr>
</tbody>
</table>

WWW:

EBI:

**Student Improvements:**
Source B - a Nazi election poster, 1932. It reads, 'We workers have awoken. We are voting National Socialist'.

Source C - from an interview with a Nazi party member, 1936

For five years I remained unemployed and I was broken both in body and spirit and I learned how stupid were all my dreams in those hard days at university. Then I was introduced to Hitler. Life took on a tremendous new significance for me and I committed myself, body, soul and spirit, to the movement.

Interpretation 1 From ‘The Coming of the Third Reich’, R. Evans, 2004
Nazi propaganda skilfully targeted specific groups in the German electorate, providing topics for particular venues and picking the speaker to fit the occasion. The Party recognised the growing divisions in German society and tailored their message to their particular needs. The Nazis adapted a whole range of posters and leaflets designed to win over different types of voter.

Interpretation 2 From ‘The Weimar Republic’, J. Hiden 1996
More than any other party, the NSDAP depended on the financial 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. Of the 270,000 workers who joined the party, 150,000 were unemployed.