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Surname	Centre Number	Candidate Number
Other Names		0

GCSE – LEGACY

4271/04

S18-4271-04

HISTORY

UNIT 1: STUDY IN-DEPTH

Germany in Transition, 1919-1947

MONDAY, 4 JUNE 2018 – MORNING

1 hour 15 minutes

For Examiner's use only		
Question	**Maximum Mark**	**Mark Awarded**
1.	**18**	
2.	**20**	
3.	**12**	
SPaG	**3**	
Total	**53**	

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INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer ALL the questions on the examination paper.

Write your answers in the spaces provided in this booklet. If you run out of space, use the continuation page at the back of the booklet, and if this is not sufficient use a continuation booklet.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question or part-question.

You are reminded that assessment will take into account the quality of written communication used in your answers that involve extended writing. These are question 2*(c)* and question 3.

In addition, your ability to spell, punctuate and use grammar accurately will be assessed in your answer to question 3.

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Answer **all** *questions.*

QUESTION 1

This question is focused on changing life for the German people, 1933-1939. [18]

Study the sources below and then answer the question which follows.

Source A

> In school and in the League of German Maidens (BDM), girls were taught about health and housekeeping skills. Women were offered cheap loans and grants if they married and had children. The Nazi Party even ran campaigns to change the way women dressed and looked. Make-up and trousers were discouraged.

[From a school textbook]

Source B

[A Nazi Painting from 1938 entitled *The Family*]

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(a) What do Sources A and B suggest about life for women in Nazi Germany? [4]

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Study the source below and then answer the question which follows.

Source C

> By 1939 there was virtually no unemployment. Hitler had introduced a series of measures to reduce unemployment and had spent millions of marks on rearmament. Many of the unemployed had been put to work planting trees, building hospitals, schools and motorways.

[From a school textbook]

(b) Use Source C and your own knowledge to explain why Hitler was successful in reducing unemployment in Germany. [6]

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Study the sources below and then answer the question which follows.

Source D

> Hitler helped poor families with lots of children. We got coupons for food and clothing. Security was restored and crime disappeared completely. We had cheap visits to the theatre. As older children, we were full of enthusiasm about the Nazis and the Hitler Youth.

[Helga Schmidt interviewed in 2005 for an academic book about her life in Nazi Germany]

Source E

> One day a girl I knew came home from school feeling humiliated. She told me that the teacher had sent the Aryan children to one side of the classroom, and the non-Aryans to the other. Then the teacher told the Aryans to study the appearance of the others and to point out the marks of the Jewish race. The children had all played together as friends the day before.

[Alice Salomon, writing in her 1944 autobiography *Character is Destiny*.
She fled Germany in 1937 and moved to the USA]

(c) How useful are Sources D and E to an historian studying the effect of Nazi policies on life in Germany up to 1939? [8]

Explain your answer using the sources and your own knowledge.

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END OF QUESTION 1

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QUESTION 2

This question is focused on war and its impact on life in Germany, 1939-1947. [20]

(a) Describe the Nuremberg Trials. [4]

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Study the source below and then answer the question which follows.

Source F

[A Nazi poster from 1945. The caption reads – “Front line town - Frankfurt will be held!”]

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(b) Why was Source F produced in early 1945? [6]

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Historians have made different interpretations about the most serious opposition to the Nazis during the Second World War.

The following pieces of evidence refer to opposition to the Nazi Party during the Second World War.

Study these and answer the question that follows.

Evidence 1

This interpretation is written by Frank McDonough, an academic historian, writing in an A Level textbook *Hitler and Nazi Germany*, published in 1999.

He argues that the most serious opposition to the Nazis during the war came from young people.

> There were many young people who engaged in acts of defiance against the Nazi regime, such as distributing anti-Nazi leaflets. The most organised and effective opposition youth group was known as the Edelweiss Pirates. The Nazis tried to stop their activities and executed many. However the anti-Nazi youth groups continued to operate and created many problems for the Nazi party.

Evidence 2

This interpretation is from Otto John who was at the army headquarters in Berlin on the day of the assassination attempt on Hitler. He was writing in his memoirs published in 1972.

He argues that the most serious opposition to the Nazis during the war came from the military.

> The most serious opposition to the Nazis came from the army. On 20 July, in the afternoon, Stauffenberg was next door telephoning. He waved to me and I watched what was going on. It never occurred to me that Hitler had survived the bomb. I was sure Hitler was dead, however later on that day Hitler spoke on the radio. We had come so close to killing him.

Evidence 3

This evidence is an extract from a White Rose pamphlet published in Munich in February 1943.

> For us there can only be one cry. Fight against the Nazi Party! Give up your membership of Party organisations. The name of Germany will be stained forever unless the youth act now. Our present ‘state’ is a dictatorship of evil. Sabotage arms factories, meetings, festivals - anything which the Nazis have created.

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(c) One interpretation is that the most serious opposition to the Nazis during the war came from young people.

How far do you agree with this interpretation? [10]

In your answer you should use the evidence opposite and your own knowledge of how and why there are different interpretations about opposition to the Nazi Party during the war.

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END OF QUESTION 2

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QUESTION 3

This question is focused on the Nazi Party and its consolidation of power, 1933-1934. [12 + 3]

To what extent was the Night of the Long Knives the most important event in Hitler's consolidation of power between 1933 and 1934? [12]

In your answer you should discuss the Night of the Long Knives and other factors in Hitler's consolidation of power between 1933 and 1934.

Marks for spelling, punctuation and the accurate use of grammar are allocated to this question. [3]

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END OF QUESTION 3

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END OF PAPER

SPaG 3

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For continuation only.

If you use this space, indicate clearly which question(s) you are continuing to answer.