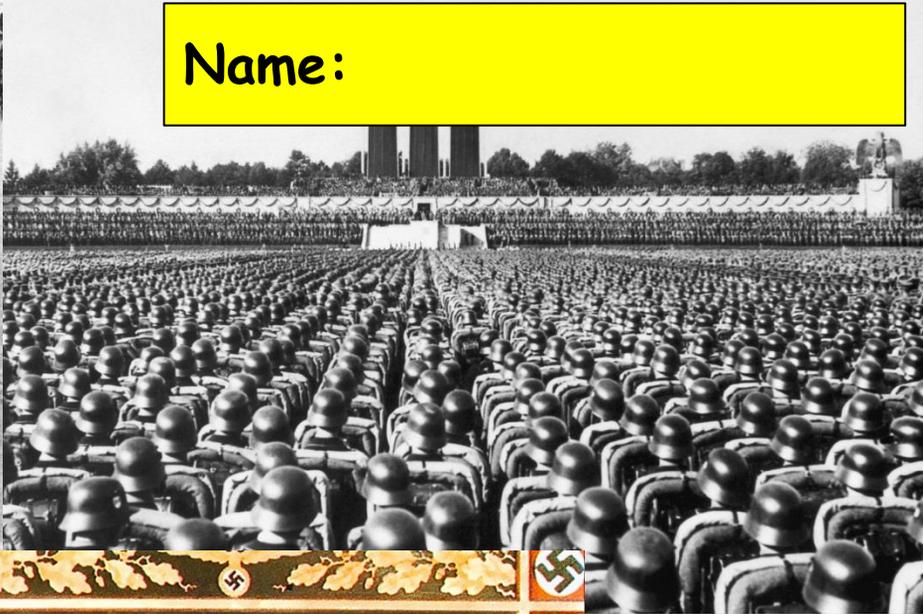


Name:



**Reichstagswahl
Wahlkreis Weissen-Rainau**

1	Sozialdemokratische Partei Deutschlands Schickmann — Weg — Döber — Schickel	1	⊕
2	Deutschnationale Volkspartei von Cichener-Wilhan — Ueb — Jepsander — Wehr	2	○
Zentrum			
3	Dr. Dehner — Dr. Gross-Büdingen — Schauer — Roth	3	○
4	Deutsche Volkspartei Dr. Külle — Göttinger — Dr. Becker — Frau Roether	4	○
5	Kommunistische Partei Münzberg — Volpagan — Uing — Greis	5	○
6	Deutsche Demokratische Partei Dr. Reinhold — Schanz — Frau Egg — Dr. Scheller	6	○
8	Linke Kommunisten Hübner — Müller — Eber — Eber	8	○
9	Reichspartei des Deutschen Mittelstandes (Wirtschaftspartei) Frenck — Dr. Staud — Jellmer — Jopp	9	○
10	National-sozialistische Deutsche Arbeiterpartei (Hitlerbewegung) Brenner — Grotler — Weitzel — Wegman	10	○
11	Deutsche Bauernpartei Cange — Peltang — Reichner	11	○
12	Nicht-Nationaler Block Pfeifferhans — Kreis — Kesting	12	○
15	Nationale Bauern- und Landvolkpartei Wink — Reil — Sob — Hartung	15	○
16	Rei (Reichspartei für Volkrecht und Volkswort) Schäffler — Sob — Dr. Witt	16	○
17	Polkgenossenschaft (Evangelische Partei Deutschlands) Grotzsch — Grotz — Müller	17	○
18	Alte Partei (Richard Kunze) Dr. Schönd — Weber — Holm	18	○
19	Sozialdemokratische Partei Deutschlands	19	○
20	Volksblock der Selbstangestellten (Allgemeine Volkspartei) Holl — Grotz — Weissenstein — Frau Schöler	20	○
21	Deutscher Reichsblock der Selbständigen Schubert — Krümmen — Wurm — Beer	21	○



Germany 1890-1945 sample questions.



GCSE AQA

Q1 - Q3 Source Questions

All questions: Read interpretations A and B and answer Questions 1, 2 and 3.

Albert Speer, writing in his book, *Inside the Third Reich*, written in 1960.

He remembers hearing Adolf Hitler speak in January 1931 at Berlin University. Albert Speer went on to become the Nazi Minister for weapons. He was sentenced to 20 years in prison after the war and released in 1966.

Interpretation A

Everything about him was reasonable and ordinary looking; he was no shrieking fanatic in a uniform. He spoke passionately; it was hypnotic and persuasive. We were carried on a wave of enthusiasm. It swept away our doubts. Here, it seemed was hope, new ideals, a new understanding. The peril of communism could be stopped.

Victor Schiff, in an article written in 1950 where he explains Hitler's rise to power.

Schiff was a German journalist and socialist who worked as the Paris correspondent for the American 'Daily Herald' newspaper in the 1930s.

Interpretation B

If there is one point on which we all agree, it must be surely that Hitler owes his rise and ultimate victory to the World Economic Crisis. Hitler appealed to the despair of the unemployed workers; the young people who had no future; to the middle class businessman and craftsman heading for bankruptcy and to the farmers threatened with a fall in agricultural prices.

Q1

How does **Interpretation B** differ from **Interpretation A** about Hitler's appeal to the people of Germany? Explain your answer using **Interpretations A** and **B**

4 Marks

Q2

Why might the authors of **Interpretation A** and **Interpretation B** have different interpretation about Hitler's appeal to the people of Germany? Explain your answer using **Interpretations A** and **B** and your contextual knowledge.

4 Marks

Q3

Which interpretation do you find more convincing about Hitler's appeal to the people of Germany? Explain your answer using **Interpretations A** and **B** and your contextual knowledge.

8 Marks

Q1 - Q3 Source Questions

All questions: Read interpretations A and B and answer Questions 1, 2 and 3.

Interpretation A Henrik Metelmann in his book called 'Through Hell for Hitler', published in 1970.

Metelmann was a member of the Hitler Youth in the 1930s and he is referring to his experiences in this extract.

At the time, it was smashing. When we went on our marches the police stopped the traffic and passers-by had to give the Nazi salute. We were poor and suddenly had fine uniforms. I'd never been on holiday; now they were taking us to camp by lakes and mountains.

I am ashamed to say now that, to us, Hitler was the greatest human being in the world. At rallies we couldn't hear what he was saying – but we all screamed anyway. When war came I was so excited. I thought, 'Now, I can show the Fuhrer what I'm made of'.

Interpretation B Inge Scholl in her book called 'Students Against Tyranny' published in 1952.

Inge Scholl's brother Hans and her sister Sophie were members of the White Rose group. They were arrested and executed by the Nazi police state in 1943. Inge is referring to what happened when Hans returned from a Hitler Youth rally in the 1930s.

We could not believe it. I remember that the leaders had told Hans that his songs were not allowed. Why should he be forbidden to sing those songs just because they had been created by other races? Then came the racial legislation and our Jewish classmates had to leave school.

We were living in a society then, where hate and lies had become normal. No one was safe from arrest for the slightest unguarded remark, and some disappeared forever for no good reason. Unseen ears seemed to be listening to everything that was spoken in Germany.

Q1

How does **Interpretation B** differ from **Interpretation A** about life for young people in Nazi Germany? Explain your answer using **Interpretations A and B**

4 Marks

Q2

Why might the authors of **Interpretation A** and **B** have a different interpretation about life for young people in Nazi Germany? Explain your answer using **Interpretations A and B** and your contextual knowledge.

4 Marks

Q3

Which interpretation do you find more convincing about life for young people in Nazi Germany? Explain your answer using **Interpretations A and B** and your contextual knowledge.

8 Marks

Q1 - Q3 Source Questions

All questions: Read interpretations A and B and answer Questions 1, 2 and 3.

Interpretation A

From Adolf Hitler's book, Mein Kampf, published 1925–26, where he recorded his thoughts on the Treaty of Versailles:

Each point of that treaty could have been engraved on the minds and hearts of the German people and burned into them until sixty million men and women would find their souls aflame with a feeling of rage and shame.

Interpretation B

Adapted from a book by historian Sally Marks called The Illusion of Peace: International Relations in Europe 1918-1933, written in 1976:

The Treaty of Versailles is severe, but it is amazing it is not more so. Thanks to Wilson's insistence, Germany lost remarkably little territory, considering how thoroughly it had lost the war. True, the colonies were gone, but the European losses were relatively few. The real difficulty was not that the treaty was exceptionally severe, but that the Germans thought it was, and in time persuaded others it was.

Q1

How does **Interpretation B** differ from **Interpretation A** about the terms of the Treaty of Versailles? Explain your answer using **Interpretations A** and **B**

4 Marks

Q2

Why might the authors of **Interpretation A** and **B** have a different interpretation about the treaty? Explain your answer using **Interpretations A** and **B** and your contextual knowledge.

4 Marks

Q3

Which interpretation do you find more convincing about the impact of the Treaty of Versailles? Explain your answer using **Interpretations A** and **B** and your contextual knowledge.

8 Marks

Q1 - Q3 Source Questions

All questions: Read interpretations A and B and answer Questions 1, 2 and 3.

Interpretation A

Adapted from an official biography of Adolf Hitler, published by the Nazi Party in 1934:

Hitler shouted, 'Close the ranks!' and linked arms with his neighbours. The body of the man with whom Hitler was linked shot up into the air like a ball, tearing Hitler's arm with him, so that it sprang from the joint and fell back limp and dead. Hitler approached the man and stooped over him. Blood was pouring from his mouth. Hitler picked him up and carried him on his shoulders. 'If I can only get him to the car,' Hitler thought, 'then the boy is saved.'

Interpretation B

Adapted from Hitler by the historian Joachim Fest [1973]. Fest grew up in an ordinary German family who resisted the Nazi regime. This extract covers what happened to Hitler the day after the Munich Putsch:

[During the short gun battle] Hitler [was pulled] down, wrenching his arm out of joint amidst the hail of bullets while all were dropping to the ground. Ludendorff stalked upright, trembling with rage, through the police cordon. The day might possibly have ended differently had a small band of determined men followed him: but none wanted. Hitler scrambled up from the pavement and took [off], leaving behind the dead and the wounded. In the midst of the general chaos he managed to escape. A few years later he concocted the story that he had carried a child out of the firing line to safety.

Q1

How does **Interpretation B** differ from **Interpretation A** about what happened at the Munich Putsch? Explain your answer using **Interpretations A and B**

4 Marks

Q2

Why might the authors of **Interpretation A** and **B** have a different interpretation about what happened at the Munich Putsch? Explain your answer using **Interpretations A and B** and your contextual knowledge.

4 Marks

Q3

Which interpretation do you find more convincing about what happened at the Munich Putsch? Explain your answer using **Interpretations A and B** and your contextual knowledge.

8 Marks

Q1 - Q3 Source Questions

All questions: Read interpretations A and B and answer Questions 1, 2 and 3.

Interpretation A

From Account Rendered by Melita Maschmann (1964). Maschmann joined the League of German Girls in March 1933. She was arrested after the war as a Nazi Party member, and was sent to prison.

I remember with more pleasure the weekend outings, the hikes, sports, campfires and youth hostelling. Occasionally there would be field exercises with neighbouring groups. I began to play truant from school as work for the Hitler Youth took up more and more of my time and energy. I would often leave the house at 5:00 am and only arrive at school for the second or third lesson.

Interpretation B

Adapted from an account by a young German, Arno Klönne, whose parents were teachers and had access to banned books. In his account he remembers his time in the Hitler Youth during 1940:

When I was older, I became a Hitler Youth leader. I found the need for absolute obedience unpleasant. The Nazis preferred people not to have a mind of their own. In our troop the activities consisted almost entirely of endless military drill. Even if sport or shooting practice or a singsong was planned, we always had to drill first.

Q1

How does **Interpretation B** differ from **Interpretation A** about Hitler Youth clubs? Explain your answer using **Interpretations A and B**

4 Marks

Q2

Why might the authors of **Interpretation A** and **B** have a different interpretation about the Hitler youth clubs? Explain your answer using **Interpretations A and B** and your contextual knowledge.

4 Marks

Q3

Which interpretation do you find more convincing about the Hitler Youth Clubs? Explain your answer using **Interpretations A and B** and your contextual knowledge.

8 Marks

Q4 Describe two... (4 marks)

- Describe two problems faced by Kaiser Wilhelm II's government in ruling Germany up to 1914.
- Describe two problems faced by the German government in dealing with hyperinflation.
- Describe two problems Hitler faced as Germany's leader when he became Chancellor in January 1933.
- Describe two consequences of the Night of the Long Knives.
- Describe two ways in which Hitler reduced unemployment in Germany.
- Describe two main features of the education of children in Nazi Germany.
- Describe how the Nazis gained control over German Christians.
- Describe two examples of armed resistance by Jews to the Nazis.

Q5 In what ways... (8 marks)

- In what ways were the lives of women in Germany affected by Nazi social policies?
- In what ways did the lives of people in Germany change during the First World War?
- In what ways were the lives of people in Germany affected by the First World War?
- In what ways were Germans affected by hyperinflation?
- In what ways were the lives of Germans affected by the Depression?
- In what ways were the lives of women in Germany affected by Nazi social policies?
- In what ways would the behaviour of ordinary Germans be affected by the police state?
- In what ways were art and culture used by the Nazis?

Q6 Which of the following was more important... (12 marks)

All questions: Explain your answer with reference to both suggested reasons.

- Which of the following was the more important reason why the Weimar Republic was in danger in the years 1919 - 1923?
 - Economic problems
 - Political unrest?
- Which of the following was the most important reason why Hitler was appointed Chancellor of Germany in 1933:
 - The economic weakness of the Weimar republic.
 - The political weakness of the Weimar Republic?
- Which of the following had the greater impact on the German people:
 - The Treaty of Versailles.
 - The hyperinflation crisis of 1923?
- Which of the following was the more important reason why the Nazis became more popular:
 - Fear of communists.
 - The appeal of Hitler and the Nazi Party?
- Which of the following groups were more affected by Nazi policies:
 - Farmers and agricultural workers.
 - Industrial and factory workers?
- Which of the following groups of people were more affected by Nazi policies between the years 1933 and 1945?
 - Workers.
 - Young people?
- Which of the following was the more important reason why resistance and opposition to Hitler was not effective:
 - The strength of the Nazi police state.
 - The weaknesses of the protesters?