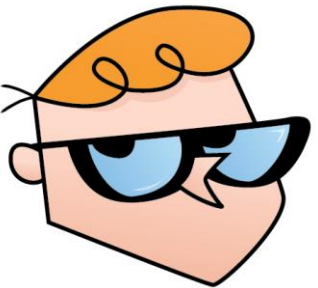


# Germany Answers

# WAGOLLS

(What a Good  
One Looks  
Like)



## Germany – Inference (4 marks) 1<sup>st</sup> Question on Paper



**A cartoon from a German magazine  
pub. June 1919**

**Give two things you can infer from the Source about German reactions to the Treaty of Versailles.**

This source suggests that the Germans feel very angry about the terms of the treaty and they blame France most of all.

I can tell this because the Cartoon is entitled Clemenceau the Vampire and the French leader is depicted as a vampire like figure sucking the blood from a weakened woman. (Germany)

This source also suggests that Germany feels the terms will destroy them and leave them defenceless and weak.

I can tell this because Germany is depicted as a weakened woman lying on a bed and weapons are lying by the side of the bed unused. This is a reference to the military terms of the treaty.

## Germany – Inference (4 marks) 1<sup>st</sup> Question on Paper

**From a speech by the head of the German Versailles delegation to the allied powers, 7th May 1919**

We shall be made to pay and, as the guilty, we shall be punished. We are required to admit that we alone are to blame for the war. Such an admission on my lips would be a lie. We emphatically deny that Germany, whose people were convinced that they were waging a war of defence, should be burdened with the sole responsibility for the war.



**Give two things you can infer from the Source about German reactions to the Versailles peace treaty.**

The source suggests the German reaction is one of anger and they categorically do not accept they were entirely responsible for the war's start as the terms of the Treaty require.

I can tell this because it says 'Such an admission on my lips would be a lie.'

The source also suggests the Germans anticipate they will be punished by the Treaty, probably financially.

I can tell this because it says 'We shall be made to pay.'

# Germany – Inference (4 marks) 1<sup>st</sup> Question on Paper

## **From an article in a government newspaper, 1919**

The despicable actions of Karl Liebknecht and Rosa Luxemburg soil the revolution and endanger all its achievements. The masses must not sit quiet for one minute longer while these brutal beasts and their followers paralyse the activities of the republican government and incite more and more to civil war.



## **Give two things you can infer from the Source about The Spartacists.**

The source suggests the government have a negative view of the Spartacists and see them as a threat to Germany.

I can tell this because it uses phrases such as 'despicable actions' and 'brutal beasts'.

The source also suggests the government want the German people to respond and help defeat the Spartacists.

I can tell this because it says 'The masses must not sit still for one minute longer.'

## A member of the Nazi Party describing one of Hitler's speeches in 1922

My critical faculty was swept away. Leaning forward as if he were trying to force his inner self into a consciousness of all these thousands, he was holding the masses, and me with them, under a hypnotic spell by the sheer force of his belief....I forgot everything but the man; then glancing around, I saw that his magnetism was holding these thousands as one.



**Give two things you can infer from the Source about Hitler's speeches.**

The source suggests that Hitler was a very powerful and charismatic speaker who was able to command an audience.

I can tell this because it speaks of being held 'under a hypnotic spell.'

The source also suggests those listening to Hitler's speeches found it hard to remain objective or challenge what was said due to the force of his delivery.

I can tell this because it says 'My critical faculty was swept away.'

**Comments made by Hitler whilst a prisoner. He was speaking to a fellow Nazi prisoner.**

*On my release it will be necessary to follow a new policy. Instead of working to achieve power by armed conspiracy, we shall have to hold our noses and enter the Reichstag (parliament).....If out voting them takes longer than out-shooting them, at least the results will be guaranteed. Sooner or later, we shall have a majority in parliament.*



**Give two things you can infer from the Source about Hitler's views on politics.**

The source suggests that Hitler had changed his mind whilst in prison and was going to try a new way of gaining power after his previous method (using force) had failed.

I can tell this because he says 'On my release it will be necessary to follow a new policy.'

The source also suggests Hitler was no longer going to use violence but try and get into power using democratic methods even though he clearly dislikes the idea.

I can tell this because it says 'we shall have to hold our noses and enter the Reichstag (Parliament).'

# Germany – Inference (4 marks) 1<sup>st</sup> Question on Paper

## **From police reports from Bavaria (southern Germany) in 1937 and 1938**

The influence of the Catholic Church on the population is so strong that the Nazi spirit cannot penetrate. The local population is ever under the strong influence of the priests. These people prefer to believe what the priests say from the pulpit than the words of the best Nazi speakers.



**Give two things you can infer from the Source about The Catholic church in Germany.**

The source suggests the Catholic church was a focal point in people's lives in Bavaria and had a big hold over people.

I can tell this because it says 'The influence of the Catholic church on the population is so strong.'

Moreover, this source also suggests that Nazi beliefs are not being accepted easily in this area as they clash with the teachings of the Catholic church.

I can tell this because it says 'These people prefer to believe what the priests say from the pulpit than the words of the best Nazi speakers.'

## Germany – Inference (4 marks) 1<sup>st</sup> Question on Paper

### From a speech by Gertrude Scholtz-Klink, after she became Head of the Nazi Women's Organisation in 1933

Woman is entrusted in the life of the nation with a great task, the care of man—soul, body and mind. It is the mission of woman to minister in the home and in her profession to the needs of life from the first to the last moment's of man's existence. Her mission is comrade, helper, and womanly complement of man—this is the right of woman in the new Germany.



**Give two things you can infer from the Source about the role of women in Germany.**

The source suggests a woman's role in Germany revolves around caring and supporting men as their main duty all the way through men's lives as their mothers and wives.

I can tell this because it says 'It is the mission of woman to minister..... to the needs of life from the first to the last moment's of man's existence..'

Moreover, this source also suggests that this is seen as an important role in Nazi Germany and that therefore women are important to the Nazi regime.

I can tell this because it describes this role as a 'great task' women have been 'entrusted' with.



# Question 2: Explain... (12 marks)



## **Explain why there was relatively little resistance and opposition to Hitler and the Nazis in Germany in the years 1933 – 1939**

Once Hitler became Chancellor and swiftly established a dictatorship, there was relatively little open opposition from the German people. There were a number of reasons for this. Firstly, many people were unaware of many aspects of Nazi rule as papers were censored and a lot of information was withheld or presented in a way the Nazis approved of. Also, people were bombarded with propaganda. Radio broadcasts were played in public places, at work, in town squares and schools; it was difficult to escape the message that Hitler was the solution to Germany's problems and the saviour the country had been waiting for. Josef Goebbels, the Nazi propaganda chief was very skilled at getting Nazi messages out through a variety of means including the films at the cinema, the plays at the theatre, even primary schools were awash with Nazi propaganda. All this meant that the German people found it difficult to know the truth and separate lies from fact. Many genuinely believed the Nazis were the solution to Germany's problems and therefore would not oppose them.

However, for those unconvinced by the propaganda there was the fear and terror of the consequences of speaking out. Thousands were arrested in the early weeks of Nazi rule and taken to the concentration camps where they were held without trial. The law courts were infiltrated with judges hand picked by the Nazis. People feared the Gestapo, the secret police and other organisations who could be listening in to their conversations, monitoring phone calls or reading mail. This meant people were too frightened to speak out even if they disapproved of the Nazi Regime.

Finally some people believed it was in their best interests to support the Nazis. Many industrialists got rich by supporting the Nazis as they were rewarded with large contracts. For some, supporting the Nazis made financial sense, others were taken in by the propaganda and were convinced the Nazis were the right path for Germany and some were made too fearful to speak out. Therefore a combination of reasons accounts for the relatively minor resistance and opposition the Nazis encountered in the years 1933 – 1939.

# Question 2: Explain... (12 marks)



**Explain why Hitler and the Nazis placed such importance on youth groups and the education of the young from 1933 – 1939.**

The Nazis placed such importance on youth groups and education because they wanted to ensure the next generation were loyal to the Nazi regime, utterly obedient to the Nazi state. Hitler said in a radio broadcast in 1934, 'Your children are mine already.' He was determined to be the most important influence in a child's life to ensure they obeyed without question.

Schools were used to achieve this in several ways. Students had to pledge allegiance to Hitler daily and all teachers had to join the Nazi League of Teachers to be trained in Nazi ideology or face the sack. Schools were used to get across key Nazi ideologies too. Illustrations in school books and maths exam questions depicted Jewish people as enemies not to be trusted. Maths questions also implied disabled people were a burden to society and asked pupils to calculate how much would be saved if they were 'got rid of.'

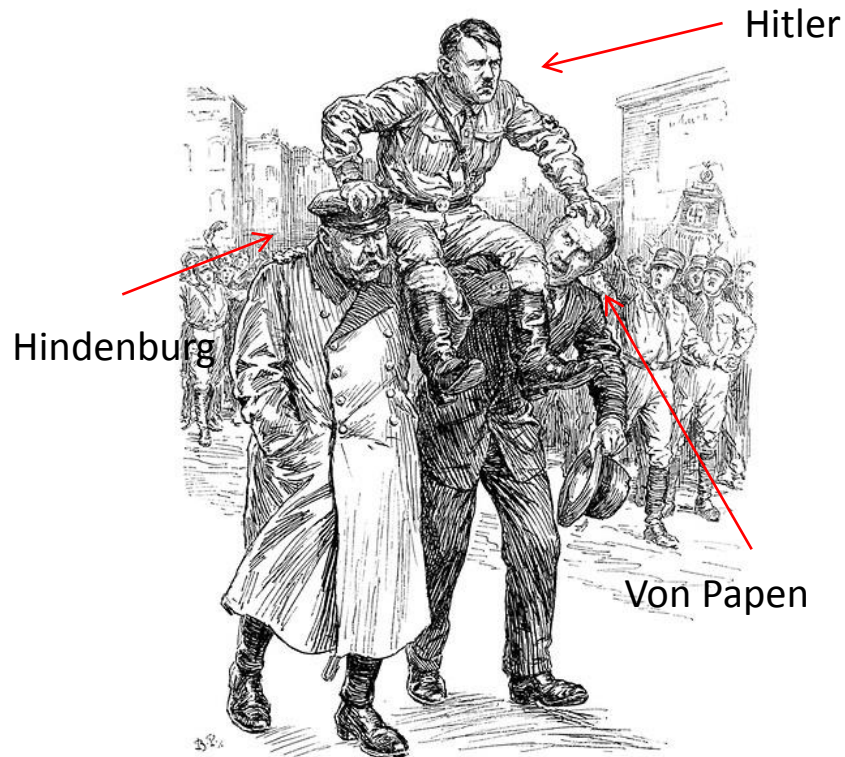
Additionally, the Nazis also wanted to ensure that the next generation would be fit for the purposes the Nazis intended them for. For boys this meant compulsory boxing and four hours of PE daily to ensure they were as 'swift as a greyhound, as tough as leather and as hard as steel' so they would be tough, ruthless future soldiers.

For girls their timetable was restricted to ensure they saw their futures as wives and mothers as they had very little maths or science other than that useful for future home makers and mothers. There were a range of factors behind the Nazis placing such importance on education, youth groups and the young.

### Question 3

### How Useful Question...Germany

WAGOLL



THE TEMPORARY TRIANGLE.  
VON HINDENBURG AND VON PAPEN (together)—  
"FOR HE'S A JOLLY GOOD FELLOW,  
FOR HE'S A JOLLY GOOD FELLOW,  
FOR HE'S A JOLLY GOOD FE-EL-L-OW,  
(Aside: "Confound him!")  
AND SO SAY BOTH OF US!"

This source is useful as it suggests that Hitler got to be Chancellor because of the help or actions of Hindenburg and von Papen. This is shown by the cartoon as he is being carried on their shoulders and they are singing 'for he's a jolly good fellow'. This is supported by my own knowledge as I know von Papen managed to persuade Hindenburg to agree to Hitler being Chancellor as a way to get into power himself as he believed he would be able to control Hitler. They also thought this would create a coalition government that might save Germany from the mess it was in and bring some stability with von Papen as the 'power behind the throne.'

However, the cartoon is also useful as it suggests neither von Papen or Hindenburg is entirely happy with the situation. They look uncomfortable with the arrangement, with Hitler scrambling over them and this is further supported by them muttering 'confound him' under their breath, a phrase that roughly means damn him. It suggests they do not like or trust Hitler .

Finally the source is useful as it is a British cartoon from a satirical cartoon called Punch. Although cartoons are often exaggerated they are usually making a serious political point and shows that some in Britain were concerned about this arrangement. This is emphasised by the phrase 'The Temporary Triangle' which suggests British opinion was this was an unstable arrangement.

How useful is this source for an enquiry into the political developments of 1932 -33?

## Question 3

## How Useful Question...Germany

WAGOLL

### Source B

Mob law ruled in Berlin ..as hordes of hooligans went on an orgy of destruction. I have never seen an anti Jewish outbreak as sickening as this. I saw fashionably dressed women clapping their hands and shrieking with glee, whilst others held up their children to see the 'fun'. No attempt was made by the police to stop the rioters.

**An article in the Daily Telegraph Nov 1938 (A British newspaper) by one of their journalists living in Germany at the time.**

### Source C

The outbreak of fury by the people on the night of 9 November shows the patience of the German people has now been exhausted. It was neither organised nor prepared but it broke out spontaneously.

*From an article by Joseph Goebbels in the Nazi Party's newspaper, November 1938.*

How useful are these sources for an enquiry into the events of Kristallnacht in Nov 1938? Uses the sources and your own knowledge.

Source B is useful in several ways. Firstly, it gives a clear idea of the violence that night, calling it 'an orgy of destruction.' I know this to be accurate because of the amount of damage done. 191 synagogues were destroyed that evening along with over 800 shops. It is also useful because it shows how ordinary Germans were prepared to go along with this violence, even enjoying it according to what the journalist witnessed. He talks of women 'clapping their hands and shrieking with glee.' The fact that it is a report of a British newspaper by a journalist present at the time probably means it is accurate in terms of what the journalist saw. He will not have been censored by the authorities. However, it may not be typical of all Germany o that night, not all Germans were joining in and pleased to see these events occur. This British journalist is clearly shocked by what he saw and this may have influenced what he wrote and therefore affected the source's use. Not everyone would have viewed this as 'fun'.

Source C is also useful as it shows the way in which the Nazis wanted Kristallnacht to be perceived, as something that occurred and arose spontaneously from the German people as a consequence of the shooting of a German diplomat by a Jewish teenager. Although this makes the source useful it also means it is unreliable in terms of the truth as it is an official Nazi report written by the propaganda minister himself, Josef Goebbels. Kristallnacht was mostly organised by members of the SA, SS and the Hitler Youth but that is not how the Nazis wanted it to be seen. It also tells us very little about the actual events of that night, merely mentioning the fury of the German people.

# Interpretations Question 3d) 16 marks plus 4 SPAG

**Interpretation 1: From a history textbook, *GCSE Modern World History*, B Walsh, published in 1996**

The Nazis won increased support after 1929 due to Hitler. He was their greatest campaigning asset. He was a powerful speaker and was years ahead of his time as a communicator. He travelled by plane on a hectic tour of rallies all over Germany. He appeared as a dynamic man of the moment, the leader of a modern party with modern ideas. At the same time, he was able to appear to be the man of the people, someone who knew and understood the people and their problems. Nazi support rocketed.

**Interpretation 2: From a history textbook, *Modern World History*, T Hewitt, J McCabe and A Mendum published in 1999**

The Depression was the main reason for increased support for the Nazis. The government was taken by surprise at the speed and extent of the Depression. It also had very few answers as to how to deal with it. The Depression brought out all the weaknesses of the Weimar Republic, which seemed to be incapable of doing anything to end it. It is not surprising that the German people began to listen to parties promising to do something. In particular, they began to look to and support the Nazis.

**Step 1:**  
State the view given in Interpretation 2 using evidence from the interpretation itself

**Step 2:**  
Agree with the view in interpretation 2 using your own knowledge

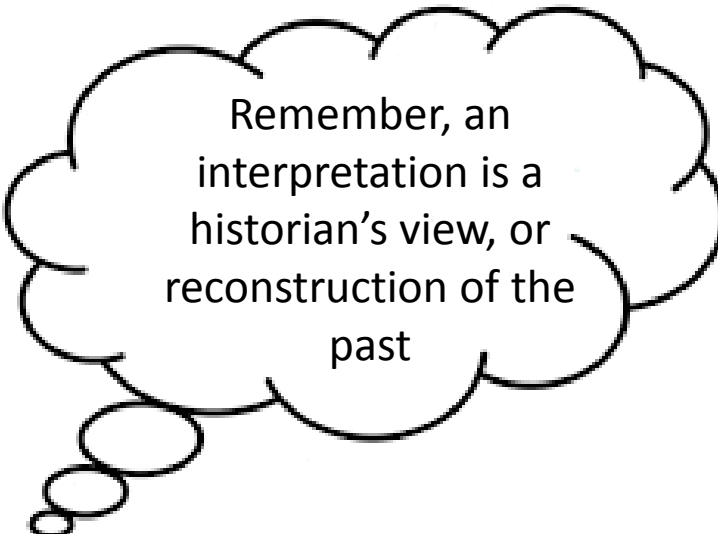
**Step 3:**  
Disagree with the view given in Interpretation 2 using interpretation 1 and own knowledge

**Step 4:**  
Make a final judgement on the view given in Interpretation 2

## Question:

How far do you agree with Interpretation 2 about the reasons for increased support for the Nazis in the years 1929 – 1932?

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



Remember, an interpretation is a historian's view, or reconstruction of the past

## Interpretations Question 3d) 16 marks plus 4 SPAG

Question: How far do you agree with Interpretation 2 about the reasons for increased support for the Nazis in the years 1929 – 1932?  
Explain your answer, using both interpretations and your knowledge of the historical content.

<b>Step 1:</b> State the view given in Interpretation 2 using evidence from the interpretation itself	<b>Step 2:</b> Agree with the view in interpretation 2 using your own knowledge
<b>Step 3:</b> Disagree with the view given in Interpretation 2 using interpretation 1 and own knowledge	<b>Step 4:</b> Make a final judgement on the view given in Interpretation 2



The view in interpretation 2 is that increased support for the Nazis from 1929 onwards was principally due to the Wall Street Crash and the Great Depression that followed combined with the Weimar Government's inability to deal with the problems it caused. The quote *'The Depression brought out all the weaknesses of the Weimar Republic, which seemed incapable of doing anything to end it.'* makes this clear

The Wall Street Crash certainly caused huge problems for Germany. The USA which had loaned Germany so much money in the 1920s recalled their loans and were not in a position to buy German goods as previously agreed. By 1932 Germany's economic situation was dire and 6 million people were unemployed. Many people had not forgotten or recovered fully from the hyperinflation of 1923 and these bad times again seemed to confirm the Weimar government could not solve Germany's problems, especially as Stresemann, arguably their most able politician had died two weeks before the crash. Brüning, Germany's Chancellor from 1930-1932 had trouble getting the parties in the Reichstag to agree on any new policies and had to keep relying on the Presidential decree (Article 48) to get laws passed. His two policies of raising taxes and limiting benefits to the unemployed upset or angered all sides. In these circumstances, voters started hearing the Nazis and other extreme parties with new ears as shown by the fact before 1929, the Nazis had less than three percent of the vote, by 1932 they had over a third.

However, Interpretation 1 sees the reason for the increased support for the Nazi party as much more to do with the personality of Hitler himself, *'..he was their greatest campaigning asset..'* and *'the leader of a modern party with modern ideas..'* show this. His power as a speaker is well documented, people spoke of being under a hypnotic spell when listening to him. He certainly used modern methods, such as flying to several cities per day to give speeches and using propaganda methods to appeal to all people. Posters spoke of *'work and bread'*, and *'Our last hope..Hitler'* They appeared to care about the poor man's problems and seemed quite proactive as well. The Nazis organised soup kitchens to feed the hungry. They also appealed to the middle classes as they appeared a better alternative to the Communists who also saw an increase in votes in this period. The middle classes feared the Communists and what might happen to their land and businesses should they gain power.

Overall, despite Hitler and the Nazis having some appeal and clever propaganda, I do agree largely with Interpretation 2 that the reason for the increase in support for the Nazis was down to the Wall Street Crash and the Depression that followed as well as the perceived inability of the government to solve the crisis when it came. Had it been just down to the dynamism of Hitler, the Nazis should have done better in the period prior to 1929. They needed the change in circumstances brought by the Depression to change their luck and people's willingness to listen to them.

# Interpretations Question 3d) 16 marks plus 4 SPAG

**Interpretation 1: *From Germany 1918- 1945* by, J Cloake, published in 1997**

Many young people were attracted by the exciting and interesting activities of the youth movements. There were many outdoor events such as camping and hiking as well as sports. Some enjoyed the military aspects of the youth movements, the uniform, the marching and the discipline. Other young people liked the music that was a frequent part of cultural activities or the military parades. There was great comradeship among the Hitler Youth.

**Interpretation 2: *From Germany 1858-1900: Hope, Terror and Revival*, by A Kitson published in 2001**

The movement became less popular towards the late 1930s as the activities became increasingly focused on preparations for war and the discipline became more strict when membership became compulsory. There was a growing resentment at the way Hitler Youth leaders acted as if they were better than members who were barely younger than they were. Some youngsters began to kick against the restrictions of the Hitler Youth .

**Step 1:**  
State the view given in Interpretation 2 using evidence from the interpretation itself

**Step 2:**  
Agree with the view in interpretation 2 using your own knowledge

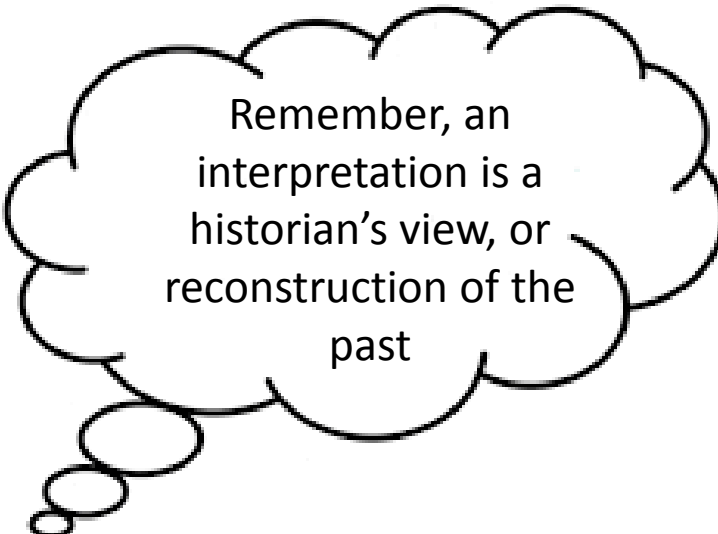
**Step 3:**  
Disagree with the view given in Interpretation 2 using interpretation 1 and own knowledge

**Step 4:**  
Make a final judgement on the view given in Interpretation 2

**Question:**

How far do you agree with Interpretation 2 about the attitudes of young people towards the Hitler Youth movement?

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



Remember, an interpretation is a historian's view, or reconstruction of the past

## Interpretations Question 3d) 16 marks plus 4 SPAG

Don't forget you can use/quote from the sources supplied on the exam paper if they help you make your argument. (One will usually support Interpretation 1, the other Interpretation 2)

**Source C: From a book about the Hitler Youth, published in 1954. A Hitler Youth leader is remembering what the Hitler Youth was like in the mid 1930s**

What I like about the Hitler Youth was the comradeship. I was full of enthusiasm when I joined the Jungvolk\* at the age of ten. I can still remember how deeply moved I was when I heard the club mottoes: 'Jungvolk are hard. They can keep a secret. They are loyal. They are comrades.' And then there were the trips, especially camping! Is anything nicer than enjoying the beauty of the homeland in the company of one's comrades?

\*Jungvolk – this was a section of the Hitler Youth for boys between the ages of 10-14.

**Source B: From a private letter, written by a Hitler Youth member to a friend in Germany in 1936**

What is life like in this camp, which is supposed to be the best example of all the Hitler Youth camps? There is little enthusiasm. We don't have a minute of the day to ourselves. This isn't camp life, no sir! It's army life. Drill starts right away after a very small breakfast. We would like to have athletics but there isn't any. Instead we have military exercises, down in the mud, till our tongues hang out of our mouths. We have only one wish: sleep, sleep, and more sleep.



## Interpretations Question 3d) 16 marks plus 4 SPAG

Question: **How far do you agree with Interpretation 2 about the attitudes of young people towards the Hitler Youth movement?**

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

**Step 1:**  
State the view given in Interpretation 2 using evidence from the interpretation itself

**Step 2:**  
Agree with the view in interpretation 2 using your own knowledge (and source if poss)

**Step 3:**  
Disagree with the view given in Interpretation 2 using interpretation 1 and own knowledge (and source?)

**Step 4:**  
Make a final judgement on the view given in Interpretation 2

**WAGOLL**

The view in interpretation 2 is that.

I agree with this interpretation to some extent.

However, Interpretation 1 has a different view.

Overall, despite the fact ..

I do agree/disagree more with Interpretation 2 as..

## Interpretations Question 3d) 16 marks plus 4 SPAG

Question: **How far do you agree with Interpretation 2 about the attitudes of young people towards the Hitler Youth movement?**

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

<b>Step 1:</b> State the view given in Interpretation 2 using evidence from the interpretation itself	<b>Step 2:</b> Agree with the view in interpretation 2 using your own knowledge (and source if poss)
<b>Step 3:</b> Disagree with the view given in Interpretation 2 using interpretation 1 and own knowledge (and source?)	<b>Step 4:</b> Make a final judgement on the view given in Interpretation 2



**The view in interpretation 2 is that** support for the Hitler Youth declined from the late 1930s onwards and was principally due to an increased emphasis on military aspects as war got closer. (World War Two began in September 1939.) Members became less enthusiastic and felt restricted and controlled and did not like the discipline or the fact they were being bossed around in some cases by people no older than themselves. The interpretation paints a negative view of the attitudes young people had towards the Hitler Youth.

**I agree with this interpretation to some extent.** By the late 1930s membership had become compulsory and many young people did resent this as, from 1936, all other types of after school clubs were banned such as drama clubs or music clubs. The Hitler Youth clubs were one part of Hitler's preparations to get young people ready for their future roles and in the case of boys to get them used to army life. Hitler stated he wanted his young people to be 'as swift as a greyhound, as tough as leather and as strong as steel' The Hitler Youth played a part in that as did increasing PE on school time tables and compulsory boxing for boys. It is likely to be the case that less physically robust members would struggle to do well or be praised in such a group. Moreover, it would appear some found it repetitive and boring especially by the late 1930s. Source B appears to suggest this 'There is little enthusiasm...It's army life...Drill starts right after a very small breakfast...we have military exercises, down in the mud, till our tongues hang out of our mouths..'  
Negative attitudes towards the Hitler Youth is also shown in the fact some young people rebelled and joined groups with attitudes and activities frowned on by the Nazis such as smoking, drinking and listening to American jazz music. Groups such as the Edelweiss Pirates show young people were not all taken with the Hitler Youth movement nor Nazis ideals.

**However, Interpretation 1 has a different view on attitudes towards the Hitler Youth.** It suggests that young people found membership of the group to be exciting and liked the activities. Certainly the camps and hiking trips may have been exciting for poorer children from the cities who may not have had much opportunity to see the countryside before. This is supported by Source C, 'And then there were the trips, especially camping! Is anything nicer than enjoying the beauty of the homeland in the company of one's comrades? They also liked the fact they made friends and some liked the military aspects. The Hitler Youth, with its uniform and attendance at high profile events like the Berlin Olympics, made some children feel important and two thirds of boys and girls were members even before it was compulsory which suggests it was popular, at least in its early years.

Overall, despite the fact some young people continued to love the Hitler Youth and had probably been indoctrinated by Nazi beliefs to some extent (another intention of the Hitler Youth) I do agree more with Interpretation 2 that by the late 1930s at least, enthusiasm had fallen and young people were disliking the way the Hitler Youth Movement was going. Despite being compulsory, there was evidence of falling attendance by the later 1930s and the activities becoming increasingly devoted to preparing young people for war was disliked. The enthusiasm seemed to be more apparent in the early years of the Hitler Youth and by younger, perhaps more impressionable children who liked the novelty. However that wore off as time went on there I do largely agree with Interpretation 2.

# Interpretations Question 3d) 16 marks plus 4 SPAG

## **Interpretation 1: *From Weimar and Nazi Germany*, F Reynoldson, published in 1996**

From 1924 to 1929 the Weimar republic was much stronger than it had been just after the war. Led by Stresemann in the Reichstag, the different parties managed to work together. The extreme parties such as the Nazis gained fewer seats in the elections. The German people were better off and more contented. The Weimar republic looked safe.

## **Interpretation 2: *From Weimar and Nazi Germany*, E Wimlott, published in 1997**

German prosperity was built on quicksand foundations. The Weimar economy was dependent upon high-interest American loans, which usually had to be repaid or renewed within three months. In times of depression, US money lenders could demand repayment. Moreover, unemployment never fell below 1.3 million. Although big business grew in the 1920s, small firms struggled and many went bankrupt.

**Step 1:**  
State the view given in Interpretation 2 using evidence from the interpretation itself

**Step 2:**  
Agree with the view in interpretation 2 using your own knowledge (and source if poss)

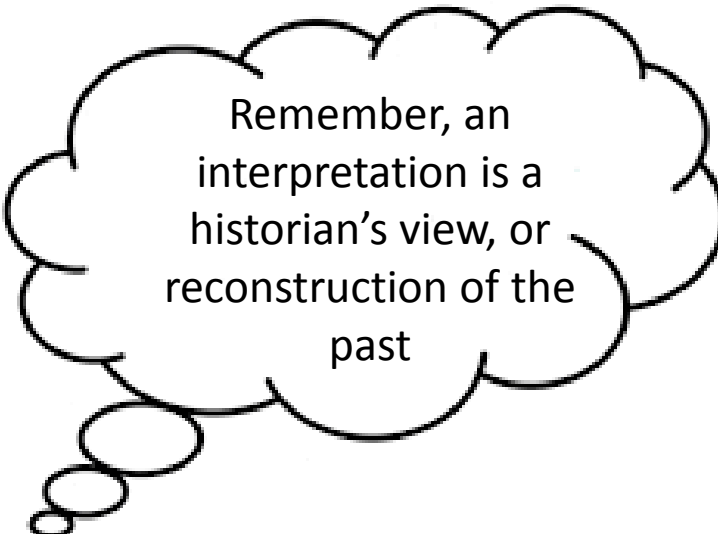
**Step 3:**  
Disagree with the view given in Interpretation 2 using interpretation 1 and own knowledge (and source?)

**Step 4:**  
Make a final judgement on the view given in Interpretation 2

## **Question:**

How far do you agree with Interpretation 2 about the **extent of German recovery in the years 1924-29**

Explain your answer, using both interpretations and your knowledge of the historical content. You may use sources C and B to help you with your answer



Remember, an interpretation is a historian's view, or reconstruction of the past

# Interpretations Question 3d) 16 marks plus 4 SPAG

Don't forget you can use/quote from the sources supplied on the exam paper if they help you make your argument. (One will usually support Interpretation 1, the other Interpretation 2)

## Source B: From a speech by Stresemann, 1929

The economic position is only flourishing on the surface. Germany is in fact dancing on a volcano. If the short term loans are called in by America, a large section of our economy would collapse.

## Source C: From a German journalist, written in 1929

In comparison with what we expected after Versailles, Germany has raised herself up to shoulder the terrific burden of this peace in a way we would never have thought possible. So that today after 10 years we may say with certainty 'Even so, it might have been worse'. The stage of convalescence from Versailles is a very long road to go and we have travelled it surprisingly quickly.

## Interpretations Question 3d) 16 marks plus 4 SPAG

Question: **How far do you agree with Interpretation 2 about the attitudes of young people towards the Hitler Youth movement?**

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

<b>Step 1:</b> State the view given in Interpretation 2 using evidence from the interpretation itself	<b>Step 2:</b> Agree with the view in interpretation 2 using your own knowledge (and source if applicable)
<b>Step 3:</b> Disagree with the view given in Interpretation 2 using interpretation 1 and own knowledge (and source if poss)	<b>Step 4:</b> Make a final judgement on the view given in Interpretation 2



The view in interpretation 2 is that

I can agree with this interpretation to some extent.....

However, Interpretation 1 has a different view..

Overall, despite...

I do agree/disagree more with Interpretation 2 as.