

Surname	Centre Number	Candidate Number
Other Names		0



GCSE

4271/04



S15-4271-04

HISTORY

UNIT 1: STUDY IN-DEPTH

Germany in Transition, 1919-1947

A.M. MONDAY, 1 June 2015

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. Use supplementary sheets when there is insufficient room in this booklet. Write your name at the top of each supplementary sheet, indicating clearly the number of the question you answer. Put the supplementary sheets inside this 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.

Answer all questions.

QUESTION 1

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

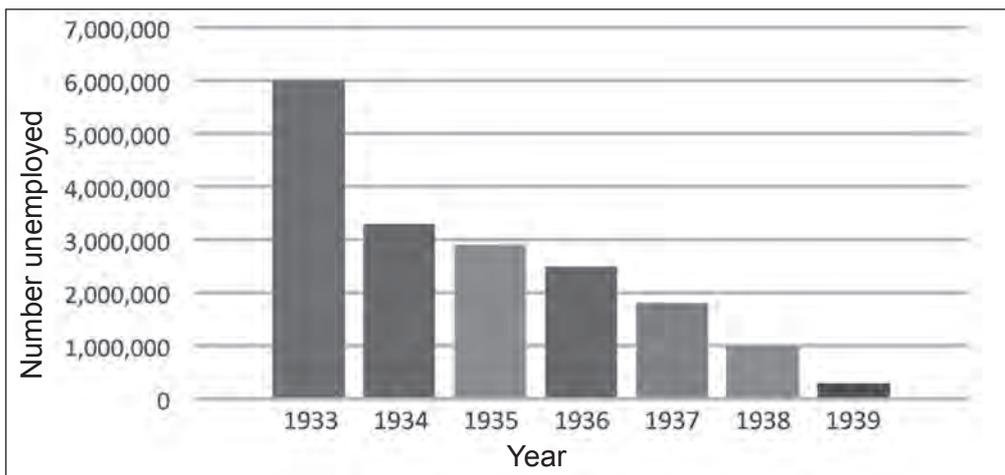
Study the sources below and then answer the question which follows.

Source A

By 1939 there were fewer than 350,000 unemployed people. There was however hidden unemployment with some groups, such as women and Jews, not included in the figures.

[An extract from BBC Bitesize, an educational website]

Source B



[A chart showing unemployment in Germany 1933-1939]

(a) What do Sources A and B suggest about unemployment in Germany between 1933 and 1939? [4]

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

Source F



[A Nazi poster from 1944 promoting the Volkssturm (People's Home Guard)]

(b) Why was Source F produced in 1944?

[6]

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Historians have made different interpretations about who posed the greatest threat to the Nazis during the Second World War.

The following pieces of evidence refer to the seriousness of opposition from different groups to the Nazis during the war. Study these and answer the question which follows.

Evidence 1

This interpretation is written by Stephen J Lee, an academic historian writing in an A Level textbook, *The European Dictatorships 1918-1945*, published in 1987.

He argues that the most serious opposition to the Nazis came from the Army.

After the defeat at Stalingrad opposition to the Nazis began to grow. The most serious blow to the Nazis was struck in July 1944 when army officers placed a bomb in Hitler's military headquarters. Hitler escaped injured, but alive.

Evidence 2

This evidence is from the memoirs of Inge Scholl, a former member of the White Rose. She wrote about the group in her book *Students against Tyranny*, published in 1952.

She argues that the most serious opposition to the Nazis came from the young.

The White Rose tried to make young Germans aware of the real nature of Nazism. They encouraged resistance among young Germans. The group wanted to show that Hitler no longer enjoyed the support of all Germans and published pamphlets targeting students and encouraging them to rise up against Nazism.

Evidence 3

This evidence is a report by the Hitler Youth leadership into the activities of young Germans during the war, written in 1942.

The formation of groups of young people not under the control of the Hitler Youth has been on the increase during the war. This has developed to such a degree that there is now a serious risk of political, moral and criminal ideas influencing our youth.

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END OF QUESTION 2

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