Surname	Centre Number	Candidate Number
First name(s)		0

GCSE

C100UG0-1

Z22-C100UG0-1

THURSDAY, 19 MAY 2022 – MORNING

HISTORY
COMPONENT 1: STUDIES IN DEPTH
Non-British Study in Depth

1G. Germany in Transition, 1919–1939

1 hour

For Examiner's use only		
Question	**Maximum Mark**	**Mark Awarded**
1.	**5**	
2.	**8**	
3.	**10**	
4.	**11**	
5.	**16**	
SPaG	**5**	
Total	**55**	

C100UG01
01

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen. Do not use gel pen or correction fluid.

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

Answer all questions on the examination paper.

Write your answers in the spaces provided in this booklet. Additional space is provided for question **5** within the booklet (if required). If further space is required for any question, use the additional page(s) at the back of the booklet, taking care to number the question(s) correctly.

INFORMATION FOR CANDIDATES

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

Question 5 will assess your ability to construct a balanced, reasoned and well-substantiated extended response.

In addition your answer to question 5 will assess your ability to spell, punctuate and use grammar accurately and use a wide range of specialist terms as appropriate.

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Answer **all** questions.

QUESTION 1

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

Source A

[A photograph of Adolf Hitler with Neville Chamberlain, the British Prime Minister, taken in Munich, September 1938]

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Use Source A and your own knowledge to describe events in the Sudetenland, 1938. [5]

3
2

Total

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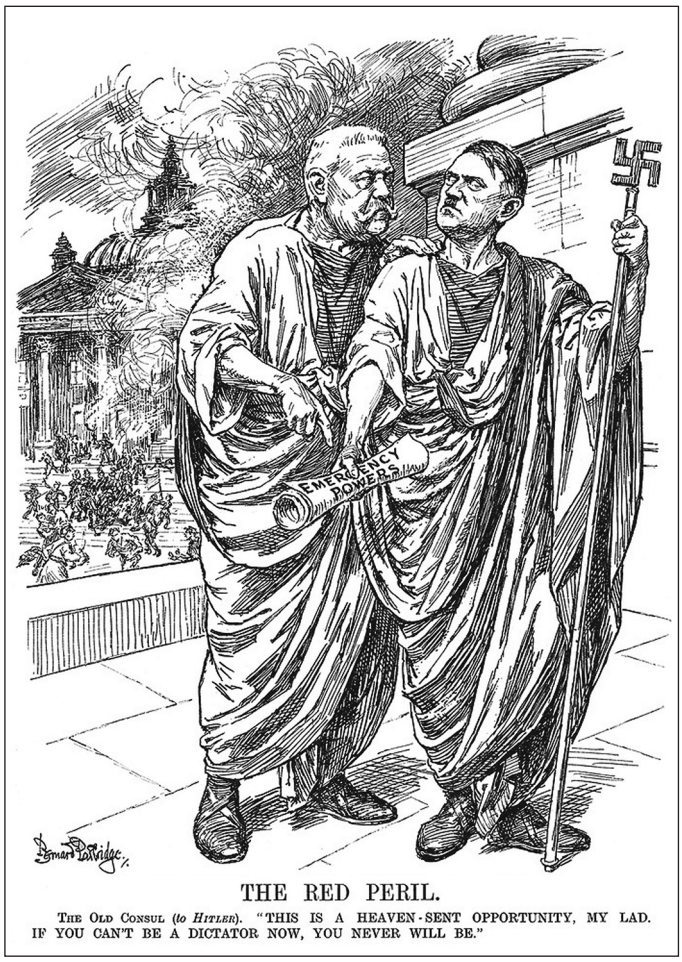
Turn over.

QUESTION 2

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

Source B



THE RED PERIL.

THE OLD CONSUL (*to* HITLER). "THIS IS A HEAVEN-SENT OPPORTUNITY, MY LAD. IF YOU CAN'T BE A DICTATOR NOW, YOU NEVER WILL BE."

[A cartoon entitled *'The Red Peril'* published in the satirical British magazine *Punch* shortly after the Reichstag Fire of February 1933. Hindenburg is saying to Hitler – 'This is a heaven-sent opportunity, my lad. If you can't be a dictator now, you never will be.']

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What was the purpose of Source B? [8]

[Use details from Source B and your own knowledge and understanding of the historical context to answer the question.]

4
4

Total

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QUESTION 3

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

Interpretation 1

> The success of Nazi propaganda in controlling the German nation was dependent upon the use of a range of propaganda methods and Hitler's ability to successfully convince people. The result was the creation of like-minded people and this demonstrates how propaganda was the main method of control used by the Nazis.

[Nicholas O'Shaughnessy, a professor of communications, writing in his book *Selling Hitler: Propaganda and the Nazi Brand*, published in 2016.]

Interpretation 2

> The threat and use of terror, and the fear that terror spread, was the most important feature of how the Nazi regime kept control. After the Enabling Act, the Gestapo could arrest anyone and imprison them without trial. The Gestapo had a network of informants that created fear by looking for people who disobeyed the Nazi regime and then reporting them.

[From an article entitled *The Holocaust Explained*, published on the educational website *The Weiner Holocaust Library*.]

Do the interpretations support the view that propaganda was the main method used by the Nazis to control Germany? [10]

[In your answer you should refer to how and why the interpretations may differ. Use your own knowledge and understanding of the wider historical debate over this issue to reach a well-supported judgement.]

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Turn over.

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QUESTION 4

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

Source C

[A poster entitled *'Hands off the Ruhr'*, published and widely distributed in Germany during the French occupation of the Ruhr, 1923.]

Source D

> No one can deny this occupation has been anything but a failure. If France really desires payment, does she think she is going to get it by paralysing German industry? Due to the resistance of the Germans, the French have had one tenth of the coal they would have had if they had allowed the Germans to continue deliveries under the reparation terms.

[Lord Buckmaster, a British politician, in a speech about the French occupation of the Ruhr, given in the House of Lords, April 1923.]

Which of the sources is more useful to an historian studying the French occupation of the Ruhr, 1923? [11]

[You should refer to both sources in your answer and use your knowledge and understanding of the historical context.]

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8

Total

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QUESTION 5

Read the interpretation below and then answer the question which follows.

> 'Stresemann brought peace and stability to Germany, a period rightly known as the Golden Years.'

[An extract from an article entitled *The Stresemann Era in the Weimar Republic*, published on the general information website *germanculture.com* (2012).]

To what extent do you agree with this interpretation? [16]

[In your answer you should refer to how and why interpretations of this issue differ. Use your own knowledge and understanding of the wider historical debate over this issue to reach a well-supported judgement.]

Marks for spelling, punctuation and the accurate use of grammar and specialist terms are allocated to this question. [5]

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Additional space for question **5** only:

END OF PAPER

4
12

Total

SPaG 5

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Question number	Additional page, if required. Write the question number(s) in the left-hand margin.

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