
HISTORY (PRINCIPAL)

Paper 5I Special Subject: Germany, 1919–1945

9769/73

May/June 2015

2 hours

Additional Materials: Answer Booklet/Paper

READ THESE INSTRUCTIONS FIRST

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.

Write your Centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

You may use an HB pencil for any diagrams or graphs.

Do not use staples, paper clips, glue or correction fluid.

DO NOT WRITE IN ANY BARCODES.

Answer Question 1 and **one** other question.

You are reminded of the need for analysis and critical evaluation in your answers to questions. You should also show, where appropriate, an awareness of links and comparisons between different countries and different periods.

At the end of the examination, fasten all your work securely together.

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

The syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate.

This document consists of **4** printed pages.

Answer the following question.

Nominated topic: Economic and social policies and the creation of the Volksgemeinschaft

- 1 Study all the following documents and answer the questions which follow. In evaluating and commenting upon the documents, it is essential to set them alongside, and to make use of, your own contextual knowledge.

- A** *The Reich leader of the NS Frauenwerk (The National Socialist Womanhood, a major organisation for women) outlines its aims.*

The German woman belongs in the first instance to her family. The working woman, however, must be offered a spiritual home in the *NS Frauenwerk*, which will have to provide her with protection and help at her place of work. The main task of the *NS Frauenwerk* is the National Socialist indoctrination of all German women. This embraces practically all spheres of female life. Women will be indoctrinated in the following areas: the NS idea of the state, racial studies, history, economics and law. Women will also be taught about the protection and encouragement of the working woman, the cultural life of the home, poetry, music, art, home economics and health care. All practical experience must be exploited, irrespective of whether this experience comes from women who did not previously share the NS ideology. There must be cooperation with existing women's organisations.

Dr Gottfried Krummacker, Speech, November 1933.

- B** *Hitler speaks of his view of women.*

I detest women who dabble in politics. In no section of the party has a woman ever had the right to hold even the smallest post. It has therefore often been said that we were a party of misogynists who regarded women only as machines for making children, or else as playthings. That's far from the truth. I attached a lot of importance to women in the training of youth, and in good works. In 1924 we had a sudden upsurge of women who were interested in politics. They wanted to join the Reichstag. I told them that 90 per cent of the matters dealt with by parliament were masculine affairs, on which they could not give opinions of any value. Gallantry forbids one to give women an opportunity of putting themselves in situations that do not suit them. Everything that entails combat is exclusively men's business. There are so many other fields on which one must rely on women. Few men have Frau Troost's talent for interior decoration. There were four women to whom I gave star roles: Frau Troost, the architect, Frau Wagner, in opera, Frau Scholtz-Klink, the leader of the *Frauenwerk* and Leni Riefenstahl, the filmmaker.

Hitler, *Table Talk*, 26 January 1942.

- C** *The female head of the League of German Girls (BDM) reports how she had responded to a suggestion by Martin Bormann that women should fight in the war.*

I still hear these days that the Third Reich encouraged out-of-wedlock pregnancies. In fact the slogan 'Give the Führer a Child' was the work of a few fanatics during the war. Even Himmler never went that far when he talked to us about unmarried mothers. He didn't dare. We in the League felt even more strongly about using women in combat. Early in 1945, Artur Axmann, the Reich Youth Leader, wanted me to make BDM girls available for military work. Bormann planned to create a woman's battalion. I said 'That's out of the question! For purely biological reasons women can't be used as fighting soldiers. It contradicts their natures. Women bring life; they don't destroy it. I am ready to see my girls even on the front lines as medical orderlies or supply personnel. But a woman's battalion is out of the question.' He said: 'Well, that's your responsibility.' And indeed it was. At the very end of the war I ordered that my girls learn to use pistols. We had heard what the Bolsheviks were doing to German girls.

Jutta Rüdiger, Interview, 1987.

- D** *A recollection in 2001 of a course in an SS elite bridal school by a young woman intending to marry an army officer during the war.*

I wanted to be a perfect housewife. And I wanted to do something different with my life, not just to be a working girl in an office. I also wanted to spend time with other young women. None of us had a clue about running a house. So we were taught everything that was necessary to be a woman: housekeeping, being a mother and being a good wife. My main aim was, above all and as soon as possible, to be a mother. That was my main ambition. We were quite certain that we had to look for an Aryan man, so that we had Aryan children. You were always hearing that word 'Aryan'. It was around all the time. And there was a great concern about German history and tradition.

Gertrud Draber, Interview.

- E** *A modern historian suggests why women could be seen as victims of the Third Reich.*

The Nazi system oppressed women, reduced them to mere objects who were not able to defend themselves. Many women were victims of the regime, especially Jewish women. Women were also victims of discrimination in politics, society and the economy. The few women who in 1933 occupied responsible positions in state and society were forced out of their jobs and professions. Women's chances of being admitted to the elite of Nazi Germany declined. Many women had to work in badly-paid agricultural work or as housemaids.

Adelheid von Saldern, *Victims or Perpetrators? Controversies about the Role of Women in the Nazi State*, 1994.

- (a)** How far does Document C corroborate the evidence offered by Document B about women's place in Nazi Germany? [10]
- (b)** How convincing is the evidence provided by this set of documents for the view that women gained little from their place in the Nazi Folk Community?

In making your evaluation, you should refer to contextual knowledge as well as to the documents in this set (A–E). [20]

Answer one of the following questions. *Where appropriate, your essay should make use of any relevant documents you have studied as well as contextual knowledge.*

- 2 How strong was the NSDAP on the eve of the Great Depression in 1929? [30]
- 3 'Gambles which paid off, not a coherent policy.' Discuss this view of Hitler's foreign policy in the period 1933 to 1938. [30]
- 4 Why was there not more opposition in Germany to the racial policies of the Third Reich? [30]

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