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**HISTORY (PRINCIPAL)**

**9769/59**

Paper 5i Special Subject: Germany, 1919–1945

**May/June 2019**

**2 hours**

Additional Materials: Answer Booklet/Paper

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**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.

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

**DO NOT WRITE IN ANY BARCODES.**

Answer Question 1 in Section A.

Answer **one** question from Section B.

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.



**Section A****Nominated topic: Opposition and resistance**

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

- A** *Gauleiter Sprenger of Hesse-Nassau warns of measures against those seeming to oppose Winter Help.*

Despite all our education of the public, the Winter Relief programme is still being secretly sabotaged. These attempts must be crushed with all means. Open sabotage must be dealt with immediately by the Gestapo and they must be informed of all attempts to damage the Winter Relief programme. Those who maliciously refused to make contributions to the programme should be told that they are placing themselves outside the National Community. All businesses which receive state or municipal contracts will lose those contracts if they undermine the Winter Help programme by not contributing. In every sphere, attempts to weaken the measures of the programme must be suppressed by all legal means.

Order, 17 December 1935.

- B** *Two German teachers talk to an English visitor to Munich in 1937.*

Dr Weckener said, 'Many people today are discontented, of course.

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Bolshevism was at the door.'"

J A Cole, *Just Back from Germany*, 1938.

- C** *A student pamphlet, written by members of Munich University, urges resistance. Its authors were executed in 1943.*

Every individual has a right to a just state which secures the freedom of the individual and the good of the whole people. Our present state is a community of evil. Most of the readers of the pamphlets we have written do not see clearly how they can offer effective resistance to it. They do not see any avenues open to them. We want to show them how they can practise resistance.

Sabotage in armament factories and war industries, sabotage at all gatherings, rallies, ceremonies and organisations of the National Socialist party. Obstruction of the smooth running of the war machine. Sabotage in all areas of science and scholarship which help the war effort. In universities, technical schools, laboratories, research institutes. Sabotage at all cultural events which could potentially enhance the prestige of the fascists among the people. Sabotage in all publications and newspapers that support the regime. Do not give a penny to public charity drives, even if they are supported by the Red Cross and are for the needy. Try to convince all your acquaintances, including those among the lower classes, of the hopelessness and senselessness of continuing the war; of the spiritual and economic enslavement at the hands of the National Socialists; of the destruction of moral values. Urge them to passive resistance.

Hans and Sophie Scholl, Alexander Schemorell and Christoph Probst,  
Pamphlet, September 1942.

- D** *A member of the military opposition to Hitler gives his final thoughts shortly before committing suicide after the failure of the 1944 Bomb Plot.*

Now the whole world will leap at us and abuse us. I remain, however, convinced that we have done the right thing. I consider that Hitler is not only the arch enemy of Germany, but the arch enemy of the world. When I stand before God's judgement a few hours from now I believe that I shall be able to answer with a clear conscience. The Bible tells us that God once promised that he would not destroy a wicked city if only ten righteous people were found in it. I hope that for our sake, as righteous enemies of evil, God will not destroy Germany. Not one of us can complain about our death. We expected that. The moral worth of an individual begins only when he is ready to give his life for his convictions.

General von Tresckow, Statement, 21 July 1944.

- E** *A modern historian reflects on the problems of disagreeing with the regime.*

We now know that if any citizens did not agree with anything, including aspects of persecution of Jews or treatment of foreign workers inside Germany, the regime had no difficulty in obtaining denunciations from the population about apparent breaches of the racial system. The large number of citizens involved with the regime and their willingness to inform the police or the Party about their suspicions had devastating effects on possible resistance. Because many ordinary people served as the eyes and ears of the police, those who might have wished to resist could not gather together to organise. Those who still wanted to oppose had to swim against the tide and were driven to individual acts of defiance that were important to them as moral individuals but, in the short run, not threatening to the dictatorship.

Robert Gellately, *Backing Hitler*, 2001.

- (a) To what extent does Document D corroborate the evidence in Document C about the views of those Germans who opposed the Nazi regime in the years 1942–1944? [10]
- (b) How convincing is the evidence provided by this set of documents for the view that German resistance to Hitler was limited in scope because of the power of the Nazi regime? In making your evaluation you should refer to contextual knowledge, as well as to all the documents in this set (A–E). [20]

### Section B

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 'Hitler's ability to learn lessons from the failure of the 1923 Putsch was the most important political factor which brought him to office in 1933.' Discuss. [30]
- 3 What best explains why the Nazi regime became more radical after 1937? [30]
- 4 Why did Nazi racial policy become increasingly radical in the years 1938 to 1945? [30]

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