

# GCSE History: Paper Three



## Weimar and Nazi Germany 1918-1939

## Option 31: Weimar and Nazi Germany, 1918–39

### Key topic 1: The Weimar Republic 1918–29

<b>1 The origins of the Republic, 1918–19</b>	<ul style="list-style-type: none"> <li>• The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19.</li> <li>• The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution.</li> </ul>
<b>2 The early challenges to the Weimar Republic, 1919–23</b>	<ul style="list-style-type: none"> <li>• Reasons for the early unpopularity of the Republic, including the 'stab in the back' theory and the key terms of the Treaty of Versailles.</li> <li>• Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch.</li> <li>• The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr.</li> </ul>
<b>3 The recovery of the Republic, 1924–29</b>	<ul style="list-style-type: none"> <li>• Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment.</li> <li>• The impact on domestic policies of Stresemann's achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.</li> </ul>
<b>4 Changes in society, 1924–29</b>	<ul style="list-style-type: none"> <li>• Changes in the standard of living, including wages, housing, unemployment insurance.</li> <li>• Changes in the position of women in work, politics and leisure.</li> <li>• Cultural changes: developments in architecture, art and the cinema.</li> </ul>

### Key topic 2: Hitler's rise to power, 1919–33

<b>1 Early development of the Nazi Party, 1920–22</b>	<ul style="list-style-type: none"> <li>• Hitler's early career: joining the German Workers' Party and setting up the Nazi Party, 1919–20.</li> <li>• The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA.</li> </ul>
<b>2 The Munich Putsch and the lean years, 1923–29</b>	<ul style="list-style-type: none"> <li>• The reasons for, events and consequences of the Munich Putsch.</li> <li>• Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and <i>Mein Kampf</i>. The Bamberg Conference of 1926.</li> </ul>
<b>3 The growth in support for the Nazis, 1929–32</b>	<ul style="list-style-type: none"> <li>• The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party.</li> <li>• Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA.</li> </ul>
<b>4 How Hitler became Chancellor, 1932–33</b>	<ul style="list-style-type: none"> <li>• Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher.</li> <li>• The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.</li> </ul>

### Key topic 3: Nazi control and dictatorship, 1933–39


<b>1 The creation of a dictatorship, 1933–34</b>	<ul style="list-style-type: none"><li>• The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions.</li><li>• The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance.</li></ul>
<b>2 The police state</b>	<ul style="list-style-type: none"><li>• The role of the Gestapo, the SS, the SD and concentration camps.</li><li>• Nazi control of the legal system, judges and law courts.</li><li>• Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat.</li></ul>
<b>3 Controlling and influencing attitudes</b>	<ul style="list-style-type: none"><li>• Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics of 1936.</li><li>• Nazi control of culture and the arts, including art, architecture, literature and film.</li></ul>
<b>4 Opposition, resistance and conformity</b>	<ul style="list-style-type: none"><li>• The extent of support for the Nazi regime.</li><li>• Opposition from the Churches, including the role of Pastor Niemöller.</li><li>• Opposition from the young, including the Swing Youth and the Edelweiss Pirates.</li></ul>

### Key topic 4: Life in Nazi Germany, 1933–39

<b>1 Nazi policies towards women</b>	<ul style="list-style-type: none"><li>• Nazi views on women and the family.</li><li>• Nazi policies towards women, including marriage and family, employment and appearance.</li></ul>
<b>2 Nazi policies towards the young</b>	<ul style="list-style-type: none"><li>• Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens.</li><li>• Nazi control of the young through education, including the curriculum and teachers.</li></ul>
<b>3 Employment and living standards</b>	<ul style="list-style-type: none"><li>• Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment.</li><li>• Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour.</li></ul>
<b>4 The persecution of minorities</b>	<ul style="list-style-type: none"><li>• Nazi racial beliefs and policies and the treatment of minorities: Slavs, 'gypsies', homosexuals and those with disabilities.</li><li>• The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht.</li></ul>

# Timeline of Weimar and Nazi Germany

1918-1939

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- 1918 Kaiser Wilhelm abdicates and the Armistice is signed.
  - 1919 Weimar Constitution is established with Ebert as Chancellor and the Treaty of Versailles is signed.  
Spartacist Uprising.
  - 1920 Kapp Putsch.
  - 1923 The French occupy the Ruhr.  
Hyperinflation begins.  
The Munich Putsch.  
Hyperinflation begins.  
Stresemann becomes Chancellor and Foreign Minister.
  - 1924 Dawes Plan.
  - 1925 The Locarno Pact.
  - 1926 Bamberg Conference.  
Membership for Germany to the League of Nations.
  - 1928 Kellogg-Briand Pact.
  - 1929 Young Plan.  
Wall Street Crash and start of the depression.
  - 1932 NSDAP becomes the largest political party in the Reichstag.
  - 1933 Hitler becomes Chancellor of Germany.  
The Reichstag Fire and then the Enabling Law is passed.  
People asked to boycott Jewish shops and the Gestapo is established.  
Concordat with the Catholic Church and the Nazis agreed.
  - 1934 Night of the Long Knives.  
Death of Hindenburg.  
Hitler becomes Fuhrer.
  - 1935 Nuremberg Laws passed.
  - 1936 Berlin Olympics
  - 1938 Kristallnacht (Night of the Broken Glass).

Glossary of key terms  
Weimar and Nazi Germany  
1918-1939

<u>Term</u>	<u>Definition</u>
<b>Constitution</b>	The rules, which set out how a country is run.
<b>Trade unions</b>	Organisations set up to protect and improve the rights of workers.
<b>Diktat</b>	Where something is forced upon someone – most people considered the Treaty of Versailles as a diktat.
<b>Dolchstoss</b>	The German term of ‘stabbed in the back’. Something the German people thought the Government had done by agreeing to the Treaty of Versailles.
<b>Hyperinflation</b>	Extremely high inflation, where the value of money plummets and it becomes almost worthless.
<b>Propaganda</b>	A way of controlling public attitudes. Propaganda used things such as newspapers, posters, radio and film, to put ideas into people’s minds to shape attitudes.
<b>Indoctrination</b>	Converting people to your ideas using education and propaganda.
<b>Socialism</b>	A political outlook which stresses that a country’s land, industries and wealth should all belong to the workers of that country.
<b>Paramilitary force</b>	A private group run like a military force.
<b>Putsch</b>	A violent uprising intended to overthrow existing leaders.
<b>Censorship</b>	Controlling what is produced and suppressing anything considered to be against the state.
<b>Communists/Communism</b>	Followers of the communist ideas of Karl Marx, who believed, for example, that the state should own the means of production and distribution.
<b>Anti-Semitism</b>	Hatred and persecution of the Jews
<b>Concordat</b>	An agreement between the Pope and a government concerning the legal status of the Roman Catholic Church within that government’s territory.
<b>Aryan</b>	Nazi term for a non-Jewish German, someone of supposedly ‘pure’ German stock.
<b>Gestapo</b>	Official secret police of the Nazi regime.
<b>Passive Resistance</b>	Opposition to a government, invading power, etc... without using violence.
<b>Volkisch</b>	Literally ‘of the people’. In Germany it grew to mean being linked to extreme German nationalism and Germanic racial awareness.
<b>Ghetto</b>	A densely populated area of a city inhabited by a particular ethnic group, such as Jews.
<b>Reparations</b>	War damages (money) to be paid by Germany.

## **Feedback from the 2018 exam series about the interpretations judgement question from Edexcel.**

- This was the most challenging question on the paper, requiring students to show how what they had identified in 3 (a), (b) and (c) could be effectively used to explain why they agreed and disagreed with Interpretation 2.
- Three elements were necessary for students to be successful: evaluation and judgement of the given interpretation, the analysis of the provided material, i.e. the 2 interpretations, and the deployment of contextual knowledge to support the evaluation. Pleasingly, most students were able to do this, identifying the gist of the interpretation clearly.
- Less successful students showed an awareness of the gist but did not analyse the interpretation effectively. Successful students were able not only to identify the gist but also to pick apart the details of the interpretation and show how these details were valid using their own knowledge.
- A significant minority of students were less successful in terms of answering this question because they failed to use Interpretation 1. From level 2 upwards, this is a requirement of the mark scheme in terms of analysis of the provided material. Sadly, a small number of eloquent and analytical responses were unable to be awarded highly due to their failure to use Interpretation 1. Some few students were able to get to a low level three, but only because they used knowledge from both sides of the argument.
- A very small number of students failed to use either interpretation and proceeded to approach the question as if it were simply asking about the reasons why the Weimar Republic failed, ignoring even the basic fact that the republic survived this period. Others wrote a general answer about the challenges to Weimar. Students who did not engage with either interpretation, no matter what the quality of their contextual knowledge, failed to get out of Level 2.
- Most students were able to provide a degree of contextual knowledge to help answer the question. The most successful students used precise evidence to support both interpretations, including other aspects of content that may not have been specifically mentioned.
- Students who used more generalised details were not as successful as students who used precise and well-selected details to support their evaluation. A few students did not display any contextual knowledge, preferring to repeat bits of the Interpretations to support assertions made.
- Merely asserting agreement with points in the interpretation by saying 'from my own knowledge I know this to be true' is not sufficient evidence of contextual knowledge.
- Most students were able to at least assert whether they agreed or disagreed with the view given in the interpretation. Many were able to justify their evaluation by explaining how their contextual knowledge supported this. An encouraging number of students were also able to provide a line of reasoning that was coherent and logically structured which led to a supported judgement.
- However, only a handful of students were able to successfully address the strand of level 4 which requires students to 'indicate how the difference of view are conveyed', beyond the selection of information. These differences may be conveyed through, for example, language and tone or points of emphasis. 'Best-fit' marking means that students can get into level 4 even if they are not able to show how differences of view are conveyed. These differences may be conveyed in a variety of different ways, including language and tone, selection of information and points of emphasis, dependent upon the specific interpretations provided.

Mark scheme for a 16 mark Germany interpretation exam question.

Question		
<b>3 (d)</b>		<p>How far do you agree with Interpretation 2 about the challenges facing the Weimar Republic in the years 1919–23. Explain your answer, using both interpretations, and your knowledge of the historical context.</p> <p><b>Target:</b> Analysis and evaluation of interpretations.  <b>AO4:</b> 16 marks.  <b>Spelling, punctuation, grammar and the use of specialist terminology (SPaG):</b> up to 4 additional marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"> <li>Answer offers simple valid comment to agree with or counter the interpretation. Limited analysis of one interpretation is shown by selection and inclusion of some detail in the form of simple paraphrase or direct quotation. Generalised contextual knowledge is included and linked to the evaluation.</li> </ul>
<b>2</b>	<b>5–8</b>	<ul style="list-style-type: none"> <li>Answer offers valid evaluative comment to agree with or counter the interpretation. Some analysis is shown in selecting and including details from both interpretations to support this comment. Some relevant contextual knowledge is included and linked to the evaluation. An overall judgement is given but its justification is insecure or undeveloped and a line of reasoning is not sustained.</li> </ul>
<b>3</b>	<b>9–12</b>	<ul style="list-style-type: none"> <li>Answer provides an explained evaluation, agreeing or disagreeing with the interpretation. Good analysis of the interpretations is shown indicating difference of view and deploying this to support the evaluation. Relevant contextual knowledge is used directly to support the evaluation. An overall judgement is given with some justification and a line of reasoning is generally sustained.</li> </ul>
<b>4</b>	<b>13–16</b>	<ul style="list-style-type: none"> <li>Answer provides an explained evaluation reviewing the alternative views in coming to a substantiated judgement. Precise analysis of the interpretations is shown, indicating how the differences of view are conveyed and deploying this material to support the evaluation. Relevant contextual knowledge is precisely selected to support the evaluation. An overall judgment is justified and the line of reasoning is coherent, sustained and logically structured.</li> </ul>

Model Answer from 2018 student from the actual exam.

**Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).**

(d) How far do you agree with Interpretation 2 about the challenges facing the Weimar Republic in the years 1919-23?

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

(16)

**Interpretation 1:** From *The Weimar Republic, 1918-24* by M. Rathbone, published in 2013.

Some democratic parties did support the Weimar Republic. However, powerful political groups on both the Left and the Right refused to accept the existence of the Weimar Republic. They were prepared to destroy it by force and replace it with their own form of government. They took action against the Republic very soon after it was created. This made it difficult for the new government to maintain order and govern Germany.

**Interpretation 2:** From *Alpha History*, a history website.

The hyperinflation which happened in 1923 forced the Weimar government to fear for its own existence.

After the French had occupied the Ruhr, the industrial workers had gone on strike. The Weimar government supported the strikers by printing more paper money in order to pay them. As the strike continued, the government could not find a solution and simply printed even more money. This ruined the economy. People talked openly about removing the government by a popular revolution or a military putsch.



(d) How far do you agree with Interpretation 2 about the challenges facing the Weimar Republic in the years 1919-23?

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

(16)

I do not agree with the approach taken by interpretation 2 about the challenges facing the Weimar Republic in the years 1919-23. The words "forced" and "could not find" used by the writer convey the ideas that the Weimar had no other choice <sup>than to print more money</sup> and that the hyperinflation wasn't their fault. To a certain extent I agree that the French in Ruhr posed a threat on the stability of Germany, however I don't believe that the Weimar government were helpless in this situation. When Stresemann, in 1923, changed the currency to a temporary Rentenmark, resolved the problem of hyperinflation, ~~repl~~ This information juxtaposes the interpreter's idea that "the government could not find a solution". The use of Stresemann, who was appointed Chancellor and foreign minister in 1923, allowed a more stable Germany immediately.

I do think, however, that the events that interpretation 1 covers are much more valid in the problems Weimar faced and closer to the truth. "powerful political groups" did refuse to accept the Weimar government straight away, and so did the general public, branding them as the "November criminals".

due to the Doldstoss belief. This belief is also known as the 'Stab in the Back' theory as was the belief that the new government had ~~made~~ made a mistake by ending World War 1. This belief ~~represents~~ conveys the idea that the general public and the 'powerful political groups' were unwillingly to accept Weimar government, an idea which is conveyed in interpretation 1 and not in 2 as much. Interpretation 2 does hint at it in the last paragraph, when talking about the 'people' who 'openly' wanted to remove the government 'by a population revolution or a military putsch', however not into as much detail as interpretation 2.

Furthermore, interpretation 2 states that the hyperinflation ~~the~~ of 1923 'ruined the economy'. While it did momentarily, in the worst case \$1 = 42,000,000,000 marks, it was only a temporary issue that the Weimar faced and the 'revolution' or the 'military putsch' were more constant issues that the Weimar government faced, as there were several rebellions, one being the Spartacist uprising in January 1919 by Rosa Luxemburg and others. Uprising like this were a more constant threat and in my opinion, a more accurate interpretation would focus on the rebellions rather than the printing of more money due to the strikes. Also, even if the interpreter of 2 wanted to focus on hyperinflation, it would be more useful for an enquiry about the struggles

faced by the Weimar government in 1919-23 to focus on the effects of hyperinflation, rather than the events or "printing more paper money." To reiterate, I believe the word "ruined" is not a correct representation of the challenges faced by the Weimar Republic in 1919-23 on the economy side.

To recapitulate, I do not agree with interpretation 2 about the challenges faced by the Weimar Republic in 1919-23. I believe that interpretation 1 focuses more on the bigger issues they faced, although hyperinflation was a massive issue, the rebellions were a consistent problem from 1919-23. Also I don't agree with the perspective that the writer of interpretation 2 takes, as it makes the government sound helpless and that this issue was a long-drawn out process when in fact it was solved by Stresemann in the same year.



This candidate reviews the alternative views presented in the interpretations and comes to a substantiated conclusion. Contextual knowledge is used to support the analysis and there is a clear line of reasoning throughout. All aspects of Level 4 are met and the analysis of the interpretations is very precise – even to the extent of analysing the language used to convey the points in each interpretation. This answer is clearly a high Level 4.

**Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).**

(d) How far do you agree with Interpretation 2 about the popularity of the Nazi Party?

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

(16)

**Interpretation 1:** From *Nazism 1919-45*, by J. Noakes and G. Pridham, 1984

The image of German society (shown) by Nazi propaganda in newsreels and the press was of mass enthusiasm and commitment. However, in trying to understand what Germans really felt during these years the historian is faced with serious problems. Not only were there no opinion polls but it was impossible for people to express their views in public with any freedom: the result of elections and plebiscites were rigged; the media were strictly controlled. Newspapers are of limited value as a source, since the editors were subject to detailed instructions from the Propaganda Ministry on what to print and were severely (punished) if they stepped out of line in short, an independent opinion did not exist in the Third Reich.

**Interpretation 2:** From *Backing Hitler*, by R. Gellately, 2001

We are used to ignoring the subsequent elections and plebiscites under Hitler's dictatorship, but they tend to show that a pro-Nazi consensus formed and grew. In October 1933 Hitler withdrew Germany from the League of Nations and called a national plebiscite to ask Germans if they agreed. The results were 95 per cent in favour. Hardly less spectacular were the results of the election he called for November... Hitler and his party received almost forty million votes (92.2 per cent of the total). Hardly less remarkable was the turnout of 95.2 per cent of those eligible.

**Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).**

(d) How far do you agree with Interpretation 2 about the popularity of the Nazi Party?

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

(16)

<u>Interpretation One</u>	<u>Interpretation Two</u>
Quotes from interpretation one:	Quotes from interpretation Two:
Own knowledge that agrees with interpretation one:	Own knowledge that agrees with interpretation two:
Conclusion:	

**Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).**

(d) How far do you agree with Interpretation 1 about Nazi policies towards women in the years 1933-39?

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

(16)

**Interpretation 1:** From *Germany 1918-45*, by J. Brooman, 1996

Women were soon brought in line. Shortly after the Nazi seizure of power, thousands of married women doctors and civil servants were sacked from their jobs. Over the next few years, the number of women teachers was gradually reduced. From 1936 onwards, women could no longer be judges or prosecutors, nor could they serve on juries.

**Interpretation 2:** From *Weimar and Nazi Germany*, by E. Wilmot, 1993

In 1933 there were 4.85 million women in paid employment. This increased to 7.14 million in 1939. Economic reality forced Nazi ideology to do a U-turn. A labour shortage began to develop from 1936 and the government looked to women to plug the gap. In 1937, the Nazis overturned a clause in the marriage loans scheme to permit married women who had a loan to take up employment.

**Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).**

(d) How far do you agree with Interpretation 1 about Nazi policies towards women in the years 1933-39?

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

**(16)**

<u>Interpretation One</u>	<u>Interpretation Two</u>
Quotes from interpretation one:	Quotes from interpretation Two:
Own knowledge that agrees with interpretation one:	Own knowledge that agrees with interpretation two:
Conclusion:	

**Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).**

(d) How far do you agree with Interpretation 2 about the aims of Nazi propaganda?

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

(16)

**Interpretation 1:** From *an A' Level textbook* by Pearson, 2015

As early as the 1920s, Hitler was saying that people could be won over to almost anything if it was presented as a simple idea, with a single slogan or image repeated over and over again. For example, 'One People, one Reich, One Fuhrer'... Nazi control of the media enabled them to manipulate what people saw and heard from very early on. For example, they made sure a Nazi reported the reaction to Hitler's appointment as Chancellor. He reported huge, cheering torchlight processions in Berlin, with a mass of people chanting 'Sieg Heil!' (the Nazi chant, 'Hail Victory!') so everyone listening to the radio was immediately convinced of Hitler's huge popularity.

**Interpretation 2:** From *The Coming of the Third Reich*, by R.J. Evans, 2004

The Nazi propaganda apparatus skilfully targeted specific groups in the German electorate, giving campaigners training in addressing different kinds of audience... providing topics for particular venues and picking the speaker to fit the occasion. (The Party) recognised the growing divisions of German society into competing interest-groups in the course of the Depression and tailored their message to their particular constituency... The Nazis adapted according to the response they received... producing a whole range of posters and leaflets designed to win over different parts of the electorate.



**Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).**

(d) How far do you agree with Interpretation 2 about the aims of Nazi propaganda?

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

(16)

<u>Interpretation One</u>	<u>Interpretation Two</u>
Quotes from interpretation one:	Quotes from interpretation Two:
Own knowledge that agrees with interpretation one:	Own knowledge that agrees with interpretation two:
Conclusion:	

**Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).**

(d) How far do you agree with Interpretation 1 about the ways that Hitler undermined democracy in Germany in 1933-34?

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

(16)

**Interpretation 1:** From *Nazism 1919-1945* by J. Noakes and G. Pridham, 1998

Whoever was responsible (for the Reichstag Fire), the Nazis exploited their opportunity to the full. Yet it appears the measures which followed were not carefully planned and coordinated but were rather spontaneous and largely irrational responses to an imagined threat of a Communist uprising. ... In fact, the Nazis had hoped to postpone the elimination of the Communists until after the election when they would be in a stronger position to deal with them. But their fear of an uprising prompted them to take precipitate (unplanned, hasty) and drastic action.

**Interpretation 2:** From *The Coming of the Third Reich*, by R.J. Evans, 2004

The Reichstag fire decree was launched amidst a barrage of propaganda in which Goring and the Nazi leadership painted a drastic picture of an imminent 'German Bolshevik Revolution' accompanied by outrages and atrocities of every kind. The propaganda had its effect. Ordinary middle-class citizens... shuddered to think of the fate that Germany had so narrowly escaped, and were impressed by the proofs of the dastardly Communist plot that Goring provided... Some local Nazi authorities expressed their fear that public disorder would occur if the culprits were not immediately executed.

**Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).**

(d) How far do you agree with Interpretation 1 about the ways that Hitler undermined democracy in Germany in 1933-34?

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

**(16)**

<u>Interpretation One</u>	<u>Interpretation Two</u>
Quotes from interpretation one:	Quotes from interpretation Two:
Own knowledge that agrees with interpretation one:	Own knowledge that agrees with interpretation two:
Conclusion:	

**Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).**

(d) How far do you agree with Interpretation 1 about why Hitler carried out the Night of the Long Knives?

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

(16)

**Interpretation 1:** From *Germany 1919-1945* by Martin Collier, 2000

Hitler felt threatened by the personal ambitions of Ernst Rohm who was leader of the SA, with its two million members. Rohm disliked the way Hitler had made compromises with powerful groups used to rule Germany. Rohm also disliked how cautious Hitler was being. He believed that Germany needed a revolution. He also wanted the SA to amalgamate with the army to form a People's Army under his leadership.

Hitler acted against the SA threat to his leadership on 30 June, the so called 'Night of the Long Knives'. Hitler claimed that the SA was about to lead uprisings in Berlin and Munich. Using this excuse, Hitler ordered a purge of the leadership of the SA. He ordered the arrest of Rohm who was shot two days later.

**Interpretation 2:** From *Modern World History*, by Ben Walsh, 2001

Hitler was still not entirely secure. The leading officers in the army were not impressed by him and they were particularly suspicious of Hitler's SA and its leader Ernst Rohm. The SA was a badly disciplined force and, what's more, Rohm talked of making the SA into a second German army.

In order to get the German army on his side, Hitler had to choose between the army and the SA. He made his choice and acted ruthlessly. On the weekend of 29-30 June squads of SS men broke into the homes of Rohm and other leading figures in the SA and arrested them... Over the weekend Rohm and possibly as many as 400 others were executed.

**Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).**

(d) How far do you agree with Interpretation 1 about why Hitler carried out the Night of the Long Knives?

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

**(16)**

<u>Interpretation One</u>	<u>Interpretation Two</u>
Quotes from interpretation one:	Quotes from interpretation Two:
Own knowledge that agrees with interpretation one:	Own knowledge that agrees with interpretation two:
Conclusion:	

**Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).**

(d) How far do you agree with Interpretation 2 about why support for the Nazi Party grew in the years 1929-1932?

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

**(16)**

**Interpretation 1:** From *Modern World History*, by Ben Walsh, 2001

As the crisis deepened, Communist support was rising too. The Nazis used this to their advantage... The owners of big industries feared the communists of their plans to introduce state control of businesses. The industrialists were also concerned about the growing strength of Germany's trade unions. They felt the Nazis would combat these threats.... All farmers were alarmed by the Communists and their plans to take over all the land. In contrast, the Nazis promised to help Germany's desperately struggling small farmers.

**Interpretation 2:** From *a GCSE History website*, by John Clare, 2014

Hitler was a brilliant speaker, and his eyes had a peculiar power over people. He was a good organiser and politician. He was a driven, unstable man, who believed that he had been called by God to become dictator of Germany and rule the world. This kept him going when other people might have given up. His self-belief persuaded people to believe in him.

**Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).**

(d) How far do you agree with Interpretation 2 about why support for the Nazi Party grew in the years 1929-1932?

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

**(16)**

<u>Interpretation One</u>	<u>Interpretation Two</u>
Quotes from interpretation one:	Quotes from interpretation Two:
Own knowledge that agrees with interpretation one:	Own knowledge that agrees with interpretation two:
Conclusion:	

**Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).**

(d) How far do you agree with Interpretation 2 about how much support the Churches gave the Nazi regime?

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

(16)

**Interpretation 1:** From *The Nazi Dictatorship*, by Ian Kershaw, 2015

It has been estimated that around one in three Catholic priests suffered some kind of reprisal during the Third Reich. Around 400 German Catholic priests and 35 Evangelical pastors were incarcerated in the Priest's Block at Dachau alone as a consequence of their unwavering Christian beliefs and principles.

[...] the Churches offered something less than fundamental resistance to Nazism. Their considerable efforts [...] in opposing Nazi interference with traditional practices [...] were not matched by equally vigorous denunciation of Nazi inhumanity and barbarism.

**Interpretation 2:** From *Kaiser to Fuhrer: Germany 1900-45*, by Martin Collier, 2009

Many of the leaders of Germany's Christian Churches welcomed the Nazi seizure of power. Church leaders feared the spread of Communism and so regarded Hitler's revolution as saving them from the Communist threat. Nazi anti-Semitism posed moral problems for some church leaders, but most believed that the Jews had become too dominant within society. In any case, leaders from both the Catholic and Protestant churches believed that they would do better to go along with the Nazis than to confront them.



**Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).**

(d) How far do you agree with Interpretation 2 about how much support the Churches gave the Nazi regime?

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

**(16)**

<u>Interpretation One</u>	<u>Interpretation Two</u>
Quotes from interpretation one:	Quotes from interpretation Two:
Own knowledge that agrees with interpretation one:	Own knowledge that agrees with interpretation two:
Conclusion:	

**Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).**

(d) How far do you agree with Interpretation 1 about the reasons for the Reichstag Fire?

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

(16)

**Interpretation 1:** From *Kaiser to Fuhrer: Germany 1900-45*, by Martin Collier, 2009

There is no doubt that Hitler believed his own propaganda that the Communists aimed to stage a takeover of power... Hitler and the Nazi leadership ignored the initial evidence that van der Lubbe had acted alone and concluded that the fire was the first act in the long awaited communist backlash.

**Interpretation 2:** From *an article in The Telegraph newspaper*, 2001

While historians have agreed that there is no substance to Nazi claims that German Communists were to blame for the [Reichstag] blaze, there has been a lack of evidence to back the widely held belief that Hitler's supporters burnt down the parliament building in Berlin.... After pouring over 50,000 pages of documents from former East German and Soviet archives, four leading German historians have now concluded that the fire was a Nazi plot.

**Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).**

(d) How far do you agree with Interpretation 1 about the reasons for the Reichstag Fire?

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

(16)

<u>Interpretation One</u>	<u>Interpretation Two</u>
Quotes from interpretation one:	Quotes from interpretation Two:
Own knowledge that agrees with interpretation one:	Own knowledge that agrees with interpretation two:
Conclusion:	

**Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).**

(d) How far do you agree with Interpretation 1 about why the Weimar Republic collapsed?

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

(16)

**Interpretation 1:** From *The Making of the Modern World: Germany 1918-39*, by John Child, 2013

Between 1923 and 1929, moderate Germans regained confidence in the Weimar Republic. Stresemann had started to stabilise the Weimar Republic. He had:

- Reduced reparations, improved the currency and restored economic stability
- Improved Germany's relations with France, the US and the world community
- Regained the support of moderate political parties and public opinion.

However, on 3 October 1929, Stresemann had a heart attack and died. The loss of his expertise and moderation was a severe blow to the Weimar Republic. Worse still, new extreme political forces were growing and, in 1929, a world economic crisis gave them the opportunity to exploit domestic hardships.

**Interpretation 2:** From *A Brief History of the Third Reich: The Rise and Fall of the Nazis*, Martyn Wittock, 2011

And there were yet other clouds on the Weimar horizon. The German liberal parties lacked unity and while this could be managed in good times it did not bode well if Germany were to enter another period of unrest; the economy was heavily dependent on US loans; German farmers found it hard to complete in a world where trade still had not fully recovered from the First World War; unemployment never fell below 1.3 million.

**Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).**

(d) How far do you agree with Interpretation 1 about why the Weimar Republic collapsed?

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

**(16)**

<u>Interpretation One</u>	<u>Interpretation Two</u>
Quotes from interpretation one:	Quotes from interpretation Two:
Own knowledge that agrees with interpretation one:	Own knowledge that agrees with interpretation two:
Conclusion:	

**Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).**

(d) How far do you agree with Interpretation 2 about the aim of Nazi economic policy after 1933?

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

(16)

**Interpretation 1:** From *Democracy and Dictatorship in Germany 1919-1963*, by Mary Fulbrook, Nick Fellows and Mike Wells, 2008

Hitler's real economic priority was rearmament. The new motorways were to be built with troop movements in mind, while the expansion of the motor industry would contribute to the future motorisation of the Germany army. Even the expansion of the Labour Service helped 'toughen up' young men and prepare them for army life later.

**Interpretation 2:** From *A Brief History of the Third Reich: The Rise and Fall of the Nazis*, Martyn Wittock, 2011

The Wall Street Crash of 1929 – with its banking collapse and worldwide depression – had thrown six million German workers into unemployment. It was essential that this be addressed by the Nazi government, as offering a solution to crushing unemployment had been one of its central promises.

**Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).**

(d) How far do you agree with Interpretation 2 about the aim of Nazi economic policy after 1933?

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

**(16)**

<u>Interpretation One</u>	<u>Interpretation Two</u>
Quotes from interpretation one:	Quotes from interpretation Two:
Own knowledge that agrees with interpretation one:	Own knowledge that agrees with interpretation two:
Conclusion:	

**Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).**

(d) How far do you agree with Interpretation 1 about how people reacted to the Kristallnacht persecution of German Jews in November 1938?

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

(16)

**Interpretation 1:** From *Hitler's Willing Executioners*, by Daniel Jonah Goldhagen, 1996

How did the German people react? In small towns, the SA men were greeted by many willing locals who availed themselves of the opportunity to join the assault on the Jews.

Ordinary Germans spontaneously, without any encouragement, participated in the brutalities. Even youths and children contributed to the attacks, some undoubtedly with their parents' blessings. Hundreds and thousands more watched the night's assault, as well as the next day, when perpetrators ceremoniously marched Jews off to concentration camps.

**Interpretation 2:** From *Anti-Semitism, Hitler and the German People, 1919-1945*, Chris Rowe and Alan Gillingham, 2009

There were some ordinary citizens who joined in the violence and looting of November 1938 alongside SA thugs who were equipped with crowbars, hammers, axes and petrol bombs, but many German people were horrified by the destruction. In Leipzig the American consul [a diplomat] reported that silent crowds of local people were 'numb and aghast' at the sight of the burned-out synagogue and the looted shops the next morning. A British official in Berlin claimed 'he had not met a single German from any walk of life who does not disapprove to some degree of what has occurred'.



**Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).**

(d) How far do you agree with Interpretation 1 about how people reacted to the Kristallnacht persecution of German Jews in November 1938?

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

**(16)**

<u>Interpretation One</u>	<u>Interpretation Two</u>
Quotes from interpretation one:	Quotes from interpretation Two:
Own knowledge that agrees with interpretation one:	Own knowledge that agrees with interpretation two:
Conclusion:	

**Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).**

(d) How far do you agree with Interpretation 1 about the role of the Gestapo in removing opposition to the Nazis?

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

(16)

**Interpretation 1:** From *The History of the Gestapo*, by Jacques Delarue, 1964

The Gestapo spotted or overheard every German's slightest movement. Never before, in no other land and at no other time, had an organisation achieved such a total penetration of society, possessed such power and been so able to arouse complete terror and horror, as well as in its actual effectiveness.

**Interpretation 2:** From *The Nazis: A Warning from History*, Laurence Rees, 2005

Like all modern policing systems, the Gestapo was only as good or bad as the co-operation it received and the files reveal that it received a high level of co-operation, making it a very good secret police force indeed. Only around 10% of political crimes committed between 1933 and 1945 were actually discovered by the Gestapo; another 10% of cases were passed on to the Gestapo by the regular police or the Nazi Party. This means that around 80% of all political crime was discovered by ordinary citizens who turned the information over to the police or the Gestapo. The files also show that most of this unpaid co-operation came from people who were not members of the Nazi Party – they were 'ordinary' citizens.

**Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).**

(d) How far do you agree with Interpretation 1 about the role of the Gestapo in removing opposition to the Nazis?

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

**(16)**

<u>Interpretation One</u>	<u>Interpretation Two</u>
Quotes from interpretation one:	Quotes from interpretation Two:
Own knowledge that agrees with interpretation one:	Own knowledge that agrees with interpretation two:
Conclusion:	

**Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).**

(d) How far do you agree with Interpretation 2 about Nazi persecution of the Jews?

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

(16)

**Interpretation 1:** From *Years of Weimar, the Third Reich and Post-War Germany*, by David Evans and Jane Jenkins, 2008

Nazi propaganda failed to encourage hatred against the Jews, apart from on special occasions such as Kristallnacht. German people had different opinions about Jews, from those who feared the Jews, to those who refused to hate people because of their race, because it was morally wrong. Although constant propaganda against the Jews did not succeed in making people hate them, there was a widespread lack of interest in what happened to the Jews. It was this lack of interest which allowed the Nazis to keep developing their policy of racial hatred and extermination.

**Interpretation 2:** From *The Weimar Republic and Nazi Germany*, Warren B. Morris, 1982

The anti-Jewish frenzy intensified in 1935. Nazis organised new boycotts of Jewish businesses and used force to keep Jews from attending theatres, swimming pools, or other public places. Whole towns fell under the influence of the fanaticism and posted signs prohibiting Jews from entering their districts. The campaign reached its height during the Nazi party rally at Nuremberg on 15 September 1935, where, to a crowd of cheering admirers, Hitler announced the Nuremberg Laws.

**Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).**

(d) How far do you agree with Interpretation 2 about Nazi persecution of the Jews?

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

(16)

<u>Interpretation One</u>	<u>Interpretation Two</u>
Quotes from interpretation one:	Quotes from interpretation Two:
Own knowledge that agrees with interpretation one:	Own knowledge that agrees with interpretation two:
Conclusion:	

**Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).**

(d) How far do you agree with Interpretation 2 about Nazi policies to reduce unemployment?

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

(16)

**Interpretation 1:** From *Years of Weimar, the Third Reich and Post-War Germany*, by David Evans and Jane Jenkins, 2008

Many people came to feel a sense of pride in Germany's future and accepted Hitler for his strong government. Economic recovery was the basis of Nazi success, for Hitler realised that maximum support of the people was essential. This was achieved through a fall in unemployment, a rise in profits, control of inflation and a sound currency. Hitler's economic policies 1933-37 successfully achieved a fall in unemployment from the six million of January 1933 to one million in January 1935... By 1939 there was a shortage of labour.

**Interpretation 2:** From *The Making of the Modern World: Germany 1918-39*, by John Child, 2013

In 1933 the Nazis set up the *Reichs Arbeit Dienst*, or RAD – the National Labour Service. The RAD provided workers for public works, such as repairing roads, planting trees and draining marshes. Apart from giving men work, these projects were also good for Germany as a whole. [...] However, the RAD was not popular. It was organised like an army – workers wore uniforms, lived in camps and did military drill and parades as well as work. Rates of pay were very low and some complained of poor food and working conditions. Some men saw the RAD as service for the Nazi Party or military service rather than normal employment.

**Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).**

(d) How far do you agree with Interpretation 2 about Nazi policies to reduce unemployment?

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

(16)

<u>Interpretation One</u>	<u>Interpretation Two</u>
Quotes from interpretation one:	Quotes from interpretation Two:
Own knowledge that agrees with interpretation one:	Own knowledge that agrees with interpretation two:
Conclusion:	

**Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).**

(d) How far do you agree with Interpretation 2 about support for the police state?

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

(16)

**Interpretation 1:** From *The Third Reich in Power*, by Richard J. Evans, 2006

Violence and intimidation rarely touched the lives of most ordinary Germans. After 1933 at least, terror was highly selective, concentrating on small and marginal groups [groups on the outside of society] whose persecution not only met with the approval of the vast majority of Germans, but was actually carried out with the co-operation and often voluntary participation at the local level of the broad mass of ordinary German citizens.

**Interpretation 2:** From *Weimar and Nazi Germany 1918-39*, Steve Waugh and John Wright, 2016

A key element in maintaining a Nazi dictatorship was to create a climate of fear – make people too frightened to actively oppose the Nazi state. This was achieved through the establishment of a police state, including a secret police (the Gestapo), the SS, an intelligence agency (the Sicherheitsdienst, Security Service), Nazi control of the law courts and the setting up of concentration camps... if indoctrination [propaganda, education] did not work, then force and terror were used. The Nazis used their own organisations to instil fear into the people.



**Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).**

(d) How far do you agree with Interpretation 2 about support for the police state?

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

(16)

<u>Interpretation One</u>	<u>Interpretation Two</u>
Quotes from interpretation one:	Quotes from interpretation Two:
Own knowledge that agrees with interpretation one:	Own knowledge that agrees with interpretation two:
Conclusion:	

**Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).**

(d) How far do you agree with Interpretation 1 about the reasons for the growth in support for the Nazis in the years 1929 to 1932?

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

(16)

**Interpretation 1:** From *Years of Weimar, the Third Reich and Post-War Germany*, by David Evans and Jane Jenkins, 2008

There was a feeling that Germany needed a strong leader and whether people were young or old, male or female, soldier or civilian, worker or peasant, landowner or business man, middle class or aristocrat, they all looked to Hitler as their saviour and redeemer. They staged political rallies with their marching columns of the SA and Sieg Heil shouts (Hail to Victory), their bands, uniforms, banners and flags combined with Hitler's speeches captured the imagination of the masses and gave the illusion of a nation's 'triumph of the will'. Hitler's presence meant that for many, life took on a tremendous new significance.

**Interpretation 2:** From *The Weimar Republic*, by J.W.Hiden, 1974

Few people are able to think rationally during an economic crisis and they assume that what has happened to them must be somebody's fault – usually the governments. Stable society can survive economic crises, but there were bound to be very serious problems in Weimar Germany when the economic crisis of 1929 interacted with a political and social crisis. This situation made it possible for opponents of democratic government to become more popular by exploiting the growing resentment against the Republican leaders.

**Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).**

(d) How far do you agree with Interpretation 1 about the reasons for the growth in support for the Nazis in the years 1929 to 1932?

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

**(16)**

<u>Interpretation One</u>	<u>Interpretation Two</u>
Quotes from interpretation one:	Quotes from interpretation Two:
Own knowledge that agrees with interpretation one:	Own knowledge that agrees with interpretation two:
Conclusion:	

**Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).**

(d) How far do you agree with Interpretation 2 about the reasons for Hitler becoming Chancellor in January 1933?

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

(16)

**Interpretation 1:** From *Understanding the Modern World*, by David Ferriby, Dave Martin and Ben Walsh, 2016

Through January 1933 Hindenburg and von Papen met secretly with industrialists, army leaders and politicians. And on 30 January, to everyone's great surprise, they offered Hitler the post of Chancellor. Why did they do this? With only a few Nazis in the Cabinet and von Papen as Vice Chancellor, they were confident that they could limit Hitler's influence and resist his extremist demands. The idea was that the policies would be made by the Cabinet, which was filled with conservatives like von Papen. Hitler would be there to get support in the Reichstag for those policies and to control the Communists. So Hitler ended up as Chancellor not because of the will of the German people, but through a behind-the-scenes deal by some German aristocrats.

**Interpretation 2:** From *Alpha History, a modern history website*, by Jennifer Llewellyn, Jim Southey and Steve Thompson, 2014

Hitler also enjoyed support in other sectors of German society. The NSDAP leader's public image, impressive speech-making and aggressive negotiating had earned him the backing of many wealthy industrialists and business owners. Several notable capitalists had made large political donations to the NSDAP, allowing it to continue its political activities through the worst of the Great Depression. Newspaper mogul Alfred Hugenberg not only provided financial support to Hitler, he also urged his editors to provide the Nazi leader with sympathetic media coverage. Many of these powerful men wrote to Hindenburg, urging him to consider Hitler's appointment as chancellor.

**Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).**

(d) How far do you agree with Interpretation 2 about the reasons for Hitler becoming Chancellor in January 1933?

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

**(16)**

<u>Interpretation One</u>	<u>Interpretation Two</u>
Quotes from interpretation one:	Quotes from interpretation Two:
Own knowledge that agrees with interpretation one:	Own knowledge that agrees with interpretation two:
Conclusion:	

**Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).**

(d) How far do you agree with Interpretation 2 about the effectiveness of Nazi policies to encourage youth loyalty?

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

(16)

**Interpretation 1:** From *Youth in the Third Reich*, by D. Peukert, 1987

The young people of the period 1936-39 had gone through schools that were strongly influenced by National Socialism. Many took being part of the Hitler Youth for granted and saw no alternative to being under its influence. Compared with the benefits of group comradeship (belonging to a group of friends) and leisure activities, they found occasional irritations in the form of brutality and intolerance, drill and demagoguery (having to learn about National Socialism), insignificant. And what is more, the Hitler Youth was a rival to traditional authorities of home and school and gave young people a sanctuary that could resist those authorities.

**Interpretation 2:** From *Alpha History, a modern history website*, by Jennifer Llewellyn, Jim Southey and Steve Thompson, 2014

Many German teenagers shunned the conformity and politicised tone of Nazi youth groups, setting up their own movement, called the *Edelweisspiraten* (Edelweiss Pirates). The Pirates had chapters [groups] in various German cities, including Berlin, Cologne and Düsseldorf. They dressed flashily, in contrast to drab Nazi uniforms; checked and coloured shirts were commonly worn. The favourite activity of Pirate chapters was ridiculing and antagonising the Hitler Youth and its members. They told dirty jokes about them; sang insulting parodies of Hitler Youth anthems and hymns; taunted and sometimes beat up members. The Pirates also engaged in petty resistance, such as vandalism of Nazi propaganda or buildings.

**Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).**

(d) How far do you agree with Interpretation 2 about the effectiveness of Nazi policies to encourage youth loyalty?

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

**(16)**

<u>Interpretation One</u>	<u>Interpretation Two</u>
Quotes from interpretation one:	Quotes from interpretation Two:
Own knowledge that agrees with interpretation one:	Own knowledge that agrees with interpretation two:
Conclusion:	

