

Name : _____

Class

Index Number

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METHODIST GIRLS' SCHOOL

Founded in 1887



PRELIMINARY EXAMINATION 2022 SECONDARY 4

HUMANITIES (History)

Tuesday
23 August 2022

2273/02
1 h 40 min

INSTRUCTIONS TO CANDIDATES

Write your class, index number and name on all the work you hand in.
Write in dark blue or black pen on both sides of the paper.
Do not use staples, paper clips, glue or correction fluid.

Section A

Answer **all parts** of Question 1.

Section B

Answer **one** question.

Begin Section B on a **fresh** sheet of paper.

Write all answers on the writing paper provided.

At the end of the examination, submit your answers to Sections A and B **together**.

The total number of marks for this paper is **50**.

INFORMATION FOR CANDIDATES

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

Section A: Source-Based Case Study

Question 1 is **compulsory** for all candidates.

Study the Background Information and the sources carefully, and then answer **all** the questions.

You may use any of the sources to help you answer the questions, in addition to those sources you are told to use. In answering the questions you should use your knowledge of the topic to help you interpret and evaluate the sources.

- 1 **(a)** Study Source A.
- What can you learn from this source about the Germans' response to Nazi economic policies? Explain your answer. [5]
- (b)** Study Source B.
- Why do you think this cartoon was published? Explain your answer. [5]
- (c)** Study Source C.
- How useful is this source to a historian studying Nazi economic policies in the 1930s? Explain your answer. [6]
- (d)** Study Sources D and E.
- Does Source E prove that Source D is true? Explain your answer. [6]
- (e)** Study **all** the sources.
- 'Nazi economic policies benefitted the Germans.' How far do these sources support this view? Use the sources and your knowledge to explain your answer. [8]

Nazi Economic Policies

BACKGROUND INFORMATION

Read this carefully. It may help you to answer some of the questions.

The Germans elected the Nazis to power in the midst of the Great Depression with the Nazi Party's promise of 'Work and Bread', amongst other things. Soon after coming to power, the Nazis began creating organisations and job schemes that would provide jobs for the six million Germans who were unemployed.

Workers had to join the German Labour Front (DAF) where they were put to work to construct autobahns (motorways) and other public works. The Nazis also set up the Reich Labour Service (RAD) where all 18- to 25-year-old men had to do six months of work service. This gave them jobs on projects that needed a huge amount of manual labour. However, the RAD also served other purposes such as indoctrination and preparing the young German men for military service.

Within the DAF, the Nazis also set up two organisations: *Beauty of Labour and Strength Through Joy* (KdF). The first aimed to improve working conditions in factories while the second rewarded workers by organising leisure activities such as cruises and concerts for them.

Did Nazi economic policies benefit the Germans?

Source A: *A conversation between an autobahn worker and a member of the Nazi Women's League overheard on a train in 1936.*

Man: 'We work outdoors in all kinds of weather, shovelling dirt for 51 pfennigs* an hour. Then there are the deductions and the voluntary contribution they take out automatically, and 15 pfennigs a day for a straw mattress in a draughty wooden barracks, and 35 pfennigs for what they ladle out of a cauldron and call dinner... Six months ago we were still getting 66 pfennigs an hour, and now they're pushing us harder and harder.'

Woman: 'You can't expect that the misery brought about by fourteen years of mismanagement will be cured in the twinkling of an eye! But now people have hope. They're off the streets, and Germany is strong and powerful again. We've regained our honour – that's the main thing! In three years Adolf Hitler has accomplished miracles, and from year to year things are getting better... You must have faith in the Fuhrer!'

* pfennigs: pennies or cents

Source B: *A 1934 cartoon from Humanité, a French daily newspaper which is connected to the French Communist Party. It is captioned: 'What? Bread? Don't you know the National Socialist revolution is over?'*



Source C: *A Social Democratic Party report of the daily programme at a Reich Labour Service (RAD) camp, 1938. The report commented 'The young people are deadened by physical exertion. The daily wage is not enough to buy beer.'*

4.45am	Get up
4.50am	Gymnastics
5.15am	Wash, make beds
5.30am	Coffee break
5.50am	Parade
6.00am	March to building site. Work until 2.30pm (30 minutes break for breakfast)
3.00pm	Lunch
3.30pm	Drill
6.10pm	Instruction
6.45pm	Cleaning and mending
7.15pm	Parade
7.30pm	Announcements
7.45pm	Supper
8.00pm	Sing-song or leisure activity
10.00pm	Lights out

Source D: *A comment by Robert Ley, the head of the German Labour Front (DAF).*

Today... the worker enjoys the magnificent achievements of German drama and German music, the best German orchestras, the best German opera and theatre performances and the best German film... Whoever works hard should be able to enjoy himself thoroughly, so that his value to the nation increases.

Source E: *A secret report by the illegal Socialist Party on the effect of Strength Through Joy (KdF).*

KdF events have become very popular... KdF is now running weekly theatre trips into Munich from the countryside. Special trains are coming to Munich on weekdays from as far away as 120km. It has therefore been made easy for people from the countryside to go to the theatre in the city. These trips are very popular.

Source F: *An account by a historian in 1997.*

German workers were not necessarily better off than they had been under the Weimar Republic. It is true that unemployment reduced, but this was due to invisible unemployment* as well as conscription and compulsory Labour Service. Workers had little freedom and had to work long hours.

* invisible unemployment: employment that does not contribute to the output of an economy

Section B: Structured-Essay Questions

Answer **one** question.

2 This question is on the Soviet Union.

- (a) Explain why Stalin introduced the Five-Year Plans. [8]
- (b) 'Stalin's rule improved the lives of the Soviet people.' How far do you agree with this statement? Explain your answer. [12]

3 This question is on the Cuban Missile Crisis.

- (a) Explain why Khrushchev placed missiles in Cuba. [8]
- (b) 'The Cuban Missile Crisis was a victory for the USSR.' How far do you agree with this statement? Explain your answer. [12]

Copyright Acknowledgements:

Source A © Hite, J., & Hinton, C. (2012). How Successful Was Nazi Economic Policy? In Weimar & Nazi Germany, The Schools History Project, Official Text (pp. 235). Hodder Education.

Sources B, C, D © Radway, R. (1998). Workers in Nazi Germany. In *Germany 1918-45* (pp.46-47). Hodder & Stoughton.

- Source E © Lacey, G., & Shephard, K. (1997). What Was It Like to Live in Nazi Germany 1933-1939. In *Germany 1918-1945* (pp.124). John Murray.
- Source F © Wong, B. T. (2018). O-Level History, Source-Based Questions (pp. 90). MarketAsia.