

# IGCSE HISTORY

## Syllabus 0416

### APPROVED COURSEWORK TASKS

#### for 2000 and thereafter

#### Depth Study A: Germany, 1918-45

PLEASE NOTE: in order to achieve the prescribed mark weightings for each piece of coursework, the procedures below must be followed.

- i) Marks for Assignment A are given out of a total of 30. These must be reduced after marking to a total out of 20, i.e. multiplied by two and divided by three;
- ii) Marks for Assignment B are given out of a total of 60. These must be reduced after marking to a total out of 20, i.e. divided by three.

Either one or both of these assignments may be used in a centre's coursework scheme. If both assignments are used, then the syllabus coursework requirements have been satisfied in full.

## DEPTH STUDY A: GERMANY, 1918-1945

### ASSIGNMENT A:

### OBJECTIVES 1 and 2

Here are some of the reasons why Hitler was able to come to power in Germany by 1933.

- The Treaty of Versailles
  - The Munich Putsch, 1923
  - The economic depression
  - Hitler's oratory, personality and leadership
  - The decision by Papen and Hindenburg to appoint him as Chancellor in 1933
  - The Enabling Law, 1933
1. Choose any one reason from the list and explain how it contributed to Hitler's rise to power. (8)
  2. Using some of the causes in the list explain how both long-term and short-term causes contributed to Hitler's rise to power. (10)
  3. Was any one of these reasons more important than the others in Hitler's rise to power? Explain your answer. (12)

### MARKING SCHEME

1. Level 1: Describes events rather than producing a causal explanation. (1-3)  
e.g. describes the events of the Munich Putsch, or the main features of the economic depression, but does not explain how these contributed to his rise to power.  
Award marks within level for appropriate use of relevant supporting detail.
- Level 2: Produces a causal explanation (3-7)  
Award marks within a level for appropriate use of relevant supporting detail.
- Level 3: Produces a causal explanation and explains how the chosen reason combined with other reasons. (6-8)  
Award marks within the level for appropriate use of relevant supporting detail.

- 2
- Level 1: Definition given of long and short-term causes but not illustrated through use of any of the causes in the list. (1-2)
- Level 2: Illustrates roles of causal factors but understanding of short and long-term is simplistic or non-existent (2-5)  
Does not understand the different function of long and short-term causes, might classify them as long and short-term simply because one came before the other. Award marks within level for appropriate use of relevant supporting detail.
- Level 3: Demonstrates understanding of function of either long or short-term causes. Answers are illustrated by reference to causes in the list. (5-7)  
Award marks within level for appropriate use of relevant supporting detail.
- Level 4: Demonstrates understanding of function of both long and short-term causes but fails to show how they are both necessary, or how they interact. Answers are illustrated by reference to causes in the list. (7-9)  
supporting detail.
- Level 5: Demonstrates how both short and long-term are necessary, or demonstrates how they interact. Answers illustrated by reference. (9-10)  
Award marks within level for appropriate use of relevant supporting detail.
- 3
- Level 1: Unsupported assertions. (1-2)  
These answers are not supported by any causal analysis although they might be supported by general statements.
- Level 2: Explains role of chosen cause and assumes this is enough to establish why it was more important. (3-5)  
Award marks within level for appropriate use of relevant supporting detail.
- Level 3: Explains reasons for chosen cause being more important. (6-8)
- Level 4: Explains reasons for chosen cause being more important and also explains lesser role of other cause(s). (8-10)  
Award marks within level for appropriate use of relevant supporting detail.
- Level 5: Demonstrates web of causation and why it is difficult to separate out the role of one factor making it difficult to prioritise. (11-12)  
Award marks within level for appropriate use of relevant supporting detail.

## ASSIGNMENT B:

## OBJECTIVE 3

### WHO WAS RESPONSIBLE FOR THE REICHSTAG FIRE?

#### INTRODUCTION

On 27 February 1933, one week before elections in Germany, the Reichstag building burned down. The Nazis claimed that this was the result of a Communist plot. A young Dutch Communist, van der Lubbe, was arrested, put on trial and executed. The Reich President approved a *Decree for the Protection of People and State*. This enabled the government to arrest leading Communists and to ban them from the election campaign.

Some historians have argued that the fire was so convenient for the Nazis that they probably arranged it themselves and used van der Lubbe as a dupe. Other historians disagree and have argued that van der Lubbe was responsible, and acted alone.

The sources which follow provide you with evidence from accounts from the time and from interpretations written later. Towards the end of this coursework assignment you will be asked to make up your mind who you think was responsible for the Reichstag Fire.

#### INSTRUCTIONS

Answer all the questions. You must base your answers on the evidence in the sources. Where they are helpful you can use sources other than those mentioned in the question. It is important that you also use, where relevant, your knowledge and understanding of German history in your answers.

#### SOURCE A

When I pushed my way into the burning building I had to climb over the water hoses of the Berlin fire brigade. Van der Lubbe was naked from the waist upwards, smeared with dirt and sweating. He panted as if he had completed a tremendous task. There was a wild, triumphant gleam in the eyes of his pale, young face. I sat opposite him in the police headquarters several times that night and listened to his confused stories. I read the Communist pamphlets he carried in his trouser pockets.

The voluntary confessions of van der Lubbe made me believe he had acted alone. He could have easily set fire to the old furniture, the heavy curtains, and the bone dry, wooden panels. He had been so busy he had started several dozen fires in different places in the Reichstag. He had rushed through the big corridors with his burning shirt which he had used as a torch to start more fires. During this hectic activity he was caught by Reichstag officials.

He also confessed to starting several smaller fires elsewhere in Berlin. Several details suggested that Communists who had helped him start these other fires, might also have helped him with the Reichstag fire.

Shortly after my arrival in the burning Reichstag, the Nazi leaders arrived. Goering sent orders that I was to go to them. As I entered he came towards me, shouting uncontrollably. 'There will be no mercy now. Any one who stands in our way will be cut down. Every Communist will be shot or hanged. Everybody supporting the Communists must be arrested.'

I reported that after questioning van der Lubbe I thought he was a madman. Hitler strongly disagreed: 'This is something really cunning, prepared a long time ago. The criminals have thought all this out beautifully; but they have made a big mistake.'

Goering then shouted out the order to me: 'Police on an emergency footing; shoot to kill.'

Later when I had collected my thoughts I said to a colleague, 'This is a mad-house,'

*The account of Rudolf Diels, head of the Prussian political police. He wrote this account after the Second World War.*

#### **SOURCE B**

I can only repeat that I set fire to the Reichstag all by my self. The other defendants (including the Communists) are in this trial, but they were not in the Reichstag.

*Van der Lubbe, speaking at his trial in 1933*

**SOURCE C**



**THE RED PERIL**

"THIS IS A HEAVEN SENT OPPORTUNITY, MY LAD.  
IF YOU CAN'T BE A DICTATOR NOW, YOU NEVER WILL BE"

*A cartoon from a British magazine, 8th March 1933, showing Hindenburg talking to Hitler.*

**SOURCE D**



*The cover of a book about the Reichstag Fire, written by a Nazi and published shortly after the fire. The figure on the right is meant to be van der Lubbe. The book was titled 'Armed Uprising'.*

## **SOURCE E**

During lunch on Hitler's birthday in 1943, the conversation turned to the topic of the Reichstag building. I heard with my own ears how Goering broke into the conversation and shouted: 'The only one who really knows about the Reichstag building is I, for I set fire to it.'

*General Franz Halder giving evidence at his trial in 1946. He was being tried by the victorious allies at Nuremberg for war crimes.*

## **SOURCE F**

What General Halder says is not true. I should very much like to see him here, so that he could say it my face. The whole thing is ridiculous. Even if I had started the fire, I would most certainly not have boasted about it.

*Goering giving evidence at his trial in Nuremberg in 1946. He was also being tried for war crimes.*

## **SOURCE G**

I declare that on February 27, 1933 I and two SA men set fire to the Reichstag. We did so in the belief that we would be serving the Fuhrer.

I suggested to Goering that we use the underground passage leading from his house to the Reichstag. WE decided to start the fire at about 9 pm, in time for quite a number of radio bulletins.

We used van der Lubbe. He would climb into the Reichstag and blunder about while we set fire to the building.

*The 'confession' of Karl Ernstaleader of the SA. This 'confession' was published by Communists in 1934 after Ernst had been killed in the Night of the Long Knives.*

## **SOURCE H**

It appears that the measures which followed the Fire were not carefully planned. The arrests of the Communists were carried out using out-of-date lists, and were not as successful as claimed. In fact, the Nazis had hoped to destroy the Communists after the election, when they would be in a stronger position to deal with them. But the Fire made them think there was a Communist uprising and so they had to take action.

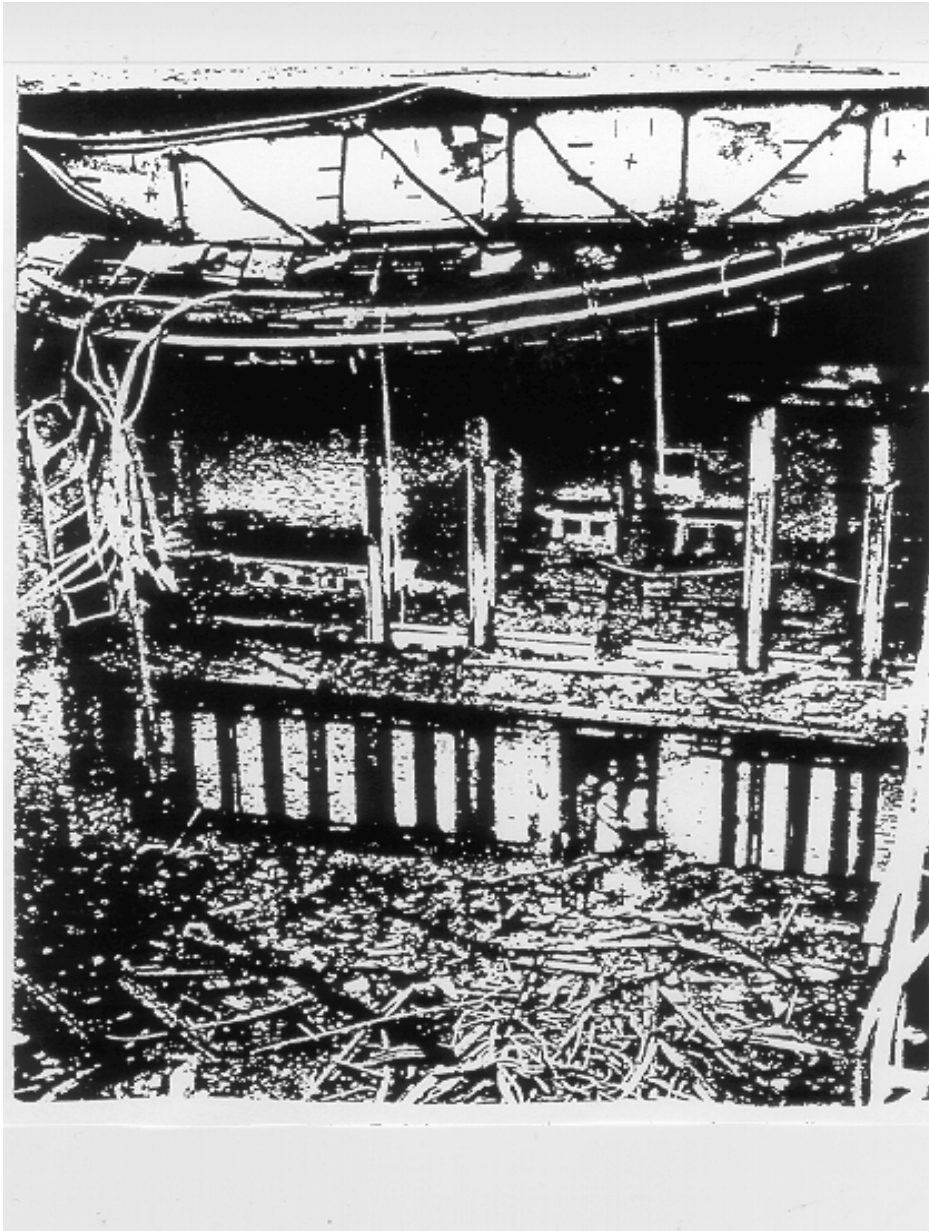
*From a history book published in 1974.*

## **SOURCE I**

It is established beyond any doubt that, given the brief time available to Lubbe, it would have been impossible for any one man to set the building alight on this scale, let alone a man without knowledge of the place, and seriously handicapped, both mentally and physically, as Lubbe undoubtedly was.

*From a history book published in 1974.*

SOURCE J



*A photograph of the remains of the Reichstag on the morning after the fire.*



## QUESTIONS

- 1 Study Sources A and B.  
How far is the account in Source A supported by Source B? Explain your answer. (6)
- 2 Study Source A.  
How reliable is this account? Explain your answer. (8)
- 3 Study Sources C and D.  
How far do Sources C and D agree about the events surrounding the Reichstag Fire? Explain your answer. (8)
- 4 Study Source D.  
Use the source and your knowledge of the period to explain why the Nazis would want to publish a book like this one. (7)
- 5 Study Sources E, F and G.  
Do Sources E and G prove that Goering, (Source F), was telling lies? Explain your answer. (8)
- 6 Study Sources H, I and J.  
Do these three sources make it more or less likely that the Nazis planned the Fire? Explain your answer. (6)
- 7 Study the following interpretations of the Reichstag Fire.
- (i) Van der Lubbe was a madman, and he set fire to the Reichstag all by himself, but the Nazis genuinely believed the fire was the start of a Communist uprising.
  - (ii) The Reichstag Fire was started by the Nazis to give them an excuse to take emergency powers and lock up or kill the Communists. Van der Lubbe was used by the Nazis.
- Which interpretation is best supported by the evidence in these sources and your knowledge of the period? Explain your answer. (9)
- 8 Use the sources and your knowledge of German history to explain why there has been so much disagreement over the Reichstag Fire. (8)

## MARKING SCHEME

1. Level 1: Unsupported Assertions. (1)
- Level 2: Identifies agreements or disagreements. (2-4)
- Level 3: Identifies both agreements and disagreements. (4-5)
- Level 4: Directly tackles 'how far' part of the question. (5-6)  
This will be by either distinguishing between what Diels thinks and what he is reporting OR by explaining the areas which are covered in Source A but are not mentioned in Source B.
- Level 5: Evaluates Source B to see how far it can be used to support Source A. (6)
2. Level 1: Evaluates van der Lubbe's confession rather than Source A as a whole. (1)
- Level 2: Answers based on time. (2-3)  
These answers will argue that Diels was there at the time so his account is accurate (2 marks), or that he wrote his account later so he would have forgotten a lot (2 marks), or the account is surprisingly and suspiciously detailed considering it was written much later and this might mean he made a lot of it up.
- Level 3: Answers based on Diel's access to information as head of police. (2-4)  
Argues that Diel would know what was happening because his position as head of police will give him access to situations and information. Can be supported by the fact that he was at the scene shortly after the fire and was in charge of the investigation. Award marks within level for detail of support.
- Level 4: Answers which consider Diel's possible motive without using the historical context. (3-4)  
For example: he wrote the account this way to make himself look good or important, or he wrote it this way to please his Nazi bosses. Answers in this level just make assertions like these and do not use knowledge of the historical context for development. For answers that do, see Level 6.
- Level 5: Answers based on contradictions within Source A. (4-5)
- Level 6: Cross-references to own knowledge or to other sources to evaluate Source A. (5-7)
- Level 7: Considers Diel's account in the context of the post-war situation, e.g. the Nuremberg Trials. (6-8)

3. Level 1: Describes sources or unsupported assertions. (1)
- Level 2: Compares surface differences. (2-3)  
e.g. they both show a fire.
- Level 3: Answers which interpret one source only and provide a one-sided comparison. (3-5)  
e.g. they disagree because Source D shows van der Lubbe and his Communist friends setting fire to the Reichstag and starting a Communist uprising. This is a cover of a book and was trying to convince people that the fire was part of a Communist conspiracy.
- Level 4: Interprets both sources in a valid way and compares the different messages of the two sources. (5-7)
- Level 5: Gives valid interpretation of both sources and explains that both show the Nazis exploiting the situation. (7-8)
4. Level 1: General reasons not related to the historical context. (1-2)  
e.g. to make money, to inform people.
- Level 2: Asserts valid historical motive. (3)  
e.g. to put the blame on the Communists.
- Level 3: Contextual explanation why they wanted to place the blame on the Communists. (4-7)  
Higher marks within level for appropriate use of relevant contextual knowledge.
5. Level 1: Unsupported assertions. (1)
- Level 2: Bases answer on the claims made in E or G, or in F. (2-4)  
Uses the information in these sources uncritically.
- Level 3: Evaluates E and G or F using the provenance of the sources, the audience, purpose, contextual knowledge or cross-reference to other sources. (4-6)
- Level 4: Evaluates all three sources = using provenance of sources, audience, purpose, contextual knowledge or other sources. (7-8)
6. Level 1: Uses evidence in sources to construct one-sided argument. (1-4)  
Higher mark within level for use of more sources and more detailed use of sources.
- Level 2: Uses evidence in sources to explain both sides of the argument. (3-5)  
Higher mark in level for use of more sources and more detailed use of sources.
- Level 3: Uses sources to explain both sides but attempts to resolve the conflict and reach a conclusion. (6)

7. Level 1: Unsupported assertions or answers failing to use the sources. (1-2)
- Level 2: Answers based on collecting information in support of one interpretation, fails to compare this with the merits or weaknesses of the other statement. (3-5)
- Level 3: Answers compare both statements but answer still based on information, e.g. the amount in support of each. (5-7)
- Level 4: Evaluates sources and/or uses contextual knowledge to support one statement. (7-8)
- Level 5: Evaluates sources and/or uses contextual knowledge to compare the merits/weaknesses of the two statements. (8-9)
8. Level 1: Unsupported assertions – no evidence from sources or contextual knowledge used to support answer. (1)
- Level 2: Explanation based on the fact that the sources disagree. (2-6)  
Must be supported from sources.  
Award 5-6 if answer developed through use of contextual knowledge.
- Level 3: Explanation based on the fact that the sources are problematic, e.g. they are biased. Must be supported by reference to the sources. (5-8)  
Award 7-8 if answer developed through use of contextual knowledge.