**NARROGIN SENIOR HIGH SCHOOL**



Nazism in Germany

Unit 2: Movements for Change in the 20th Century

**Source Analysis One**

**Question/Answer Booklet**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**MODERN HISTORY**

**/25**

*Use the* ***four*** *sources provided to answer the following questions.*

(a) Explain the historical context of **Source 1.** Include the relevant events, people and ideas depicted or represented in the source. (4 marks)

Marking key:

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Identifies the focus of the source | 1 |
| Outlines the causes or event that led to the focus of the source | 1 |
| Provides specific details of the focus of the source, events/people/ideas/dates/places | 2 |
| **Total** | **4** |
| **Note:** This question is concerned with the historical context in which the source is located.  Answers should:   * focus on what is in the source * provide the big ‘picture’ for that source. | |

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(b) Compare and contrast the purpose of **Sources** **1** and **2**. (5 marks)

Marking key:

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| --- | --- |
| **Description** | **Marks** |
| Identifies the purpose of Source 1 | 1 |
| Identifies the purpose of Source 2 | 1 |
| Identifies elements of comparison and contrast between the two sources | 1–3 |
| **Total** | **5** |
| **Note:** This question focuses on the reasons for the construction of the sources, and what they aim to achieve.  Answers should:   * identify the issue/event/subject of each source * identify the message of the sources * identify the likely purpose for which the source was constructed (or, in the case of the photograph, how the source might have been used, which might produce variations in student interpretation) * use evidence from the source to support the response * explain how they compare (are similar) and contrast (are different) in terms of their purpose.   A strong answer will integrate comparisons and contrasts within the discussion of purpose. | |

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(c) Explain the message of **Source 3**. (3 marks)

Marking key:

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| --- | --- |
| **Description** | **Marks** |
| Explains the message of the source | 3 |
| Outlines the message of the source | 2 |
| Identifies an aspect of the message of the source | 1 |
| **Total** | **3** |
| **Note:** Look for the message conveyed by the source.  Answers should:   * consider all the elements of the source (title/author/date/location) * identify the issue/event/subject * identify the representation or opinion being expressed * provide evidence from the source to support the response. | |

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(d) Identify how, and discuss why, Sources 3 and 4 are contestable. (6 marks)

Marking key:

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| --- | --- |
| **Description** | **Marks** |
| Identifies the element/s of contestability for Sources 3 and 4 | 1–2 |
| Discusses the reasons for the contestability of Source 3 | 1–2 |
| Discusses the reasons for the contestability of Source 4 | 1–2 |
| **Total** | **6** |
| Note: The concept of contestability requires a discussion of conflicting historical interpretations represented in source material, specifically why they are different and open to debate.  Answers should:   * demonstrate an understanding of what can make a source contestable, whether it provides a certain interpretation of events for which other interpretations exist; or whether the source/s can be disputed as historical evidence * identify in each source the argument/s, biases, motives or perspectives that can be disputed.   Stronger candidates may discuss the nature of the contestability, perhaps by referring to alternative arguments or viewpoints on the interpretations presented by the sources, or by making comparisons between the two sources. |  |

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(e) Using your knowledge of the whole period of study, evaluate the importance of the themes, ideas and/or events represented in the four sources. (7 marks)

Marking key:

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| --- | --- |
| **Description** | **Marks** |
| Identification of the themes/ideas/events | 1 |
| Placement of the themes/ideas/events with the themes/ideas/events of the broader historical context of the time. Students should be able to demonstrate a breadth and depth of knowledge of the time period. | 1–2 |
| Evaluation of the themes/ideas/events in relation to those of the broader historical context | 1–2 |
| Compare and/or contrast what is in the sources with the other themes/ideas/events of the time period | 1–2 |
| **Total** | **7** |
| **Note:** This question does not require reiteration of the messages in the sources.  Evaluate the importance of the theme/idea/event in relation to how they are represented in the sources; relates to the other themes/ideas/events of the whole period.  Answers should:   * identify the themes/ideas/events in the sources * evaluate the importance of what is shown in the sources by using evidence from the sources and the whole historical period * refer to the long-term and/or short-term effects of the theme/idea/event * refer to elements of continuity and/or change evident in the theme/idea/event * demonstrate a depth and breadth of knowledge for the whole time period. | |

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Additional space (indicate question)

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END OF SOURCE ANALYSIS

**NARROGIN SENIOR HIGH SCHOOL**



Nazism in Germany

Unit 2: Movements for Change in the 20th Century

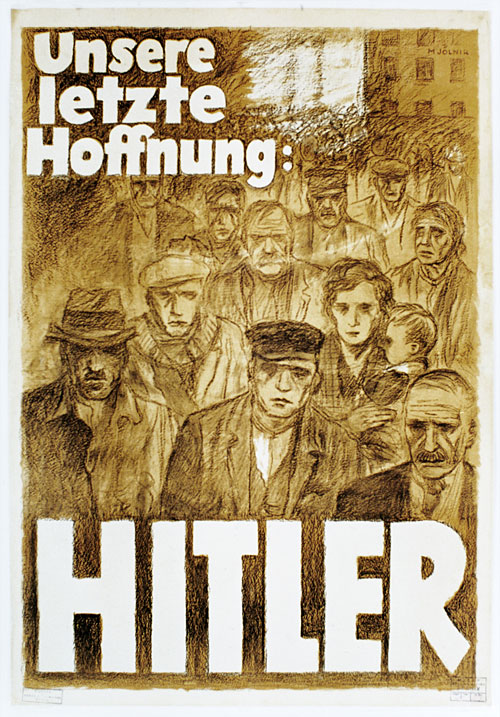
**Source Analysis One**

**Source Booklet**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**MODERN HISTORY**

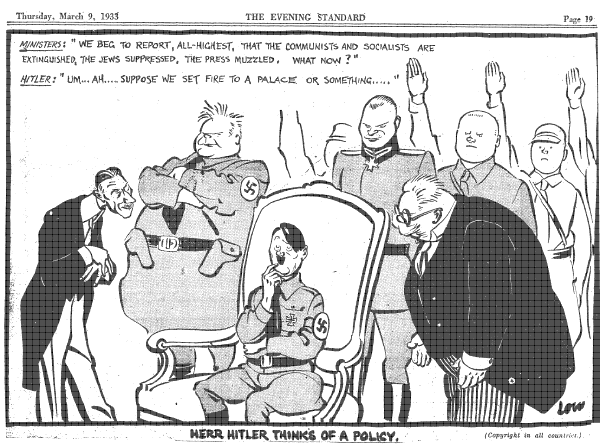
**Source 1:** Nazi Propagandist, Hans Schweitzer, "Our Last Hope—Hitler," 1932

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**Source 2:** Herman Goering speaking about Hitler in 1934

“Everyone knows the close inner bond between Hitler and his men will understand that for us followers it is axiomatic that the Leader must possess any quality attributed to him in its highest perfection. Just as the Roman Catholic considers the Pope infallible in all matters considering religion and morels, so do we National Socialists believe with the same inner conviction that for us the leader is in all political and other matters concerning the national and social interests of the people simply infallible?

Wherein lies the secret of this enormous influence which he has on his followers? Does it lie in his goodness as a man, in his strength of character or in his unique modesty? Does it lie in his political genius; his gift of seeing what direction things are going to take, in his great bravery, or in his unbending loyalty to his followers? I think that, whatever quality one may have in mind, one may nevertheless come to the conclusion that it is not the sum of all these virtues; it is something mystical, inexpressible, almost incomprehensible which this unique man possesses, and he who cannot feel it instinctively will not be able to grasp it at all. For we love Adolf Hitler, because we believe deeply and unswervingly that God has sent him to save Germany.”

[](javascript:full_image())**Source 3:** Herr Hitler thinks of a policy, March 9th, 1933. Cartoon by David Low published in The Evening Standard, a British Newspaper.

**Source 4:** Alan Bullock, British Historian, on Hitler’s success*;*

*Hitler: A Study In Tyranny, Penguin Books, London, 1962, p.253*

Despite the mass support he had won, Hitler came to office in 1933 as a result, not of any irresistible revolutionary or national movement sweeping him into power, nor even of a popular victory at the polls, but as part of a shoddy political deal with the ‘Old Gang’ whom he had been attacking for months. Hitler did not seize power; he was jobbed into office by backstairs intrigue. Far from being inevitable, Hitler’s success owed much to luck and even more to the bad judgment of his political opponents and rivals… As Hitler freely admitted afterwards, the Party’s fortunes were at their lowest ebb when the unexpected intervention of Papen offered them a chance they could scarcely have foreseen.

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