



DOWNE HOUSE
16+ ENTRANCE PAPER 2012/2013

HISTORY

Time: 90 minutes

Name _____

School _____

INSTRUCTIONS TO CANDIDATES

Please put your name, subject and school at the top of each page used.

HISTORY

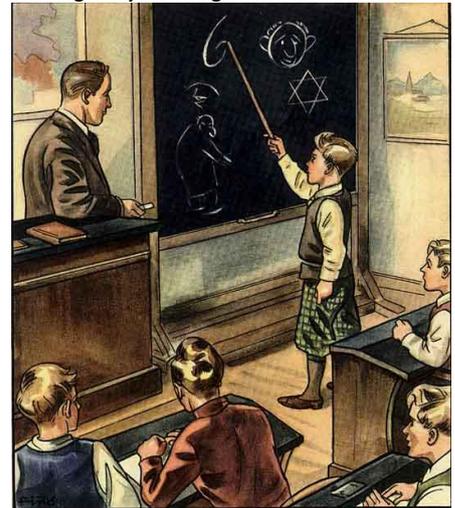
Section A

Study the sources before answering the questions.

Source A: A Girls' School Timetable from Germany in the 1930s

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8.00–8.45	German	German	German	German	German	German
8.50–9.35	Geography	History	Singing	Geography	History	Singing
9.40–10.25	Race Study	Race Study	Race Study	Ideology	Ideology	Ideology
10.25–11.00	Break, with Sports and Special Announcements					
11.00–12.05	Domestic Science with Mathematics, daily					
12.10–12.55	Eugenics, alternating with Health Biology					

Source B: Anti- Jewish studies in the classroom. A drawing in a youth magazine.



Source C: Extract from a Nazi propaganda novel which was based on the real story of a Hitler Youth member who died from injuries when chased by Communist youths.

At least a thousand youths were standing around a burning pile of wood; or perhaps it was only a hundred. But it was as though this circle of young people stretched to the very edge of the world. Just in front of him, marshalled in lines, stood youths like himself. Each held a long pole with a pennant, rising vertically to the sky, black pennants and brilliant red....Each of the youths looked like all the others, with shorts, bare knees, brown shirt a kerchief around the neck...

They were all looking in silence towards the fire. A tall young man had taken his stand beside it and was speaking to them...Heini could make out only a few phrases: he heard the words 'movement' and 'leader', he heard part of a sentence – 'each giving his life for the others'. As he listened, wondering whether he might not creep a little closer to hear better, a great thrill of fear went through him. 'Deutschland, Deutschland Uber Alles' swept over him, from a thousand voices, like a scalding wave. I too am German, he thought; and he was filled with profound knowledge, stronger and more unexpected than anything he had felt in his life before...This was German soil, German forest, these were German youths.....

Source D: Hitler's views on education (extract from Mein Kampf, 1924)

Our admiration of every great deed must be bathed in pride that its fortunate performer is a member of our own people. From all the innumerable great names of German history, the greatest must be picked out and introduced to the youth so persistently that they become pillars of an unshakeable sentiment.

The curriculum must be systematically built up along these lines so that when the young man leaves his school he is not a half pacifist, democrat, or something else, but a whole German.

The crown of the folkish state's entire work of education and training must be to burn the racial sense and racial feeling into the instinct and the intellect, the heart and brain of the youth entrusted to it. No boy and no girl must leave school without having been led to an ultimate realisation of the necessity and essence of blood purity.

Section A cont.:

Answer ALL the questions in this section:

- 1) How useful is **Source A** as a guide to the aims of the Nazi government in its education policy? **(5 marks)**
- 2) Does your school timetable provide any clues as to the society in which you live? **(3 marks)**
- 3) Look carefully at **Sources B and C**. Why could both be described as pieces of propaganda? **(6 marks)**
- 4) Can novels ever be a reliable means of understanding the past? Refer to **Source C** and any other novels that you have looked at to support your answer. **(6 marks)**
- 5) What were Hitler's aims in education according to **Source D**? **(5 marks)**
- 6) Do **Sources A, B and C** suggest that Hitler achieved his aims in education? **(10 marks)**

Section B:

Answer TWO of the following questions:

- 1) 'The most accurate history possible is a social necessity' (*John Tosh, The Pursuit of History, 2002*)
To what extent do you agree with Tosh's comment about the vital importance of the study of History? **(10 marks)**
- 2) 'The monarchy is finished. It was finished a while ago, but they're still making the corpses dance' (*Sue Townsend*).
Using your knowledge of History and current affairs, how far do you agree with Sue Townsend's judgement about the monarchy? **(10 marks)**
- 3) On 28th June 2012 the Queen unveiled a memorial to Bomber Command pictured below amidst considerable debate. A Guardian newspaper article declared it to be 'artistic jingo-ism' and argued that 'the heroism of these men deserves to be remembered – but not in a way that denies the complexity of history.'
Should we spend so much time and money building monuments to the past, even to those involved in civilian bombing, and why do we do so? **(10 marks)**



End of Examination