

Exercise walk-through

8.9

The Holocaust

AP European History

The Holocaust

Fuelled by **racism and anti-Semitism**

, Nazi

Germany – with the cooperation of some other Axis powers and collaborators – **used industrial technology and bureaucratic structures to carry out the systematic murder of European Jewish people** and other targeted groups.

That is why this topic belongs with the technology and total-war themes rather than standing apart from them.

What the CED says distinguishes the Holocaust

reproduce the framing

the CED's wording here is precise and **should be used**

the distinguishing feature

the use of **the state's full bureaucratic and technological apparatus** to carry out systematic mass murder

not the scale alone

earlier episodes of mass violence were large; this was **administered**

the machinery

census records, railways, industrial production and a professional civil service, all turned to the purpose

the implication

it required the participation of ordinary institutions, not only of a party

An answer that reaches only for scale or for hatred misses what the CED is asking about. **The instrument was the modern state itself.**

Exercises 2.1-2.2

2.1 State the motive and the actors the CED names. [2]

2.2 Name three of the targeted groups the CED lists. [3]

Exercises 2.1·2.2

2.1 State the motive and the actors the CED names. [2]

2.1

- motive: racism and anti-Semitism; actors: Nazi Germany, with some other Axis powers and collaborationist governments
-

2.2 Name three of the targeted groups the CED lists. [3]

2.2

- any three of: European Jewry; Roma; homosexuals; people with disabilities

Exercise 2.3 (a)

2.3 The CED says “some of the other Axis powers”.

(a) State why the qualifier is used.

[1]

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(a) State why the qualifier is used.

[1]

(a)

- because not all the other Axis powers cooperated, and the CED declines to generalise

Exercise 2.3 (b)

2.3 The CED says “some of the other Axis powers”.

(b) State why this is not a softening.

[1]

Exercise 2.3 (b)

2.3 The CED says “some of the other Axis powers”.

(b) State why this is not a softening.

[1]

(b)

- accuracy about who did what is what makes the account true

Exercises 3.1-3.2

3.1 The CED's phrase for the scale of the destruction of European Jewry is

[1]

☐

A partially affected

B virtually destroyed

C slightly reduced

D unchanged

3.2 "Collaborationist governments" names

[1]

☐

A the Axis powers

B a distinct category of participant

C the Allies

D neutral states

Exercises 3.1-3.2

3.1 The CED's phrase for the scale of the destruction of European Jewry is [1]

- ☐ **A** partially affected
B virtually destroyed
C slightly reduced
D unchanged

3.1 B

- the CED's own words

3.2 "Collaborationist governments" names [1]

- ☐ **A** the Axis powers
B a distinct category of participant
C the Allies
D neutral states

3.2 B

- a separate category from the Axis powers

Exercise 3.3 (a)

3.3 A student writes vaguely about “what happened in the war”.

(a) State the failure.

[1]

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3.3 A student writes vaguely about “what happened in the war”.

(a) State the failure.

[1]

(a)

- vagueness, which is a failure of accuracy

Exercise 3.3 (b)

3.3 A student writes vaguely about “what happened in the war”.

(b) Explain what an accurate account requires.

[2]

Exercise 3.3 (b)

3.3 A student writes vaguely about “what happened in the war”.

(b) Explain what an accurate account requires.

[2]

(b)

- the CED’s own terms for motive, actors and outcome, together with the stated scale