

## Examiner's General Advice on Unit 2

Students in this AS unit are expected to demonstrate the following skills:

- the ability to recall, select and use historical knowledge accurately and to communicate it effectively (AO1a)
- understanding of key concepts such as cause, consequence, continuity and change; understanding of the relationship between key features of the periods studied; and the ability to make a substantiated judgement (AO1b)
- the ability to analyse and evaluate a range of source material (AO2a)
- the ability to analyse and evaluate how the past has been interpreted and represented in different ways (AO2b).

These skills are also **assessment objectives (AOs)**. All questions will aim to test more than one of these objectives, and in an examination answer will be marked accordingly. On any given examination paper, there will be a planned balance of the various skills across questions to ensure that all are covered. However, individual questions or part questions will focus on certain skills, not necessarily all of them at once. One of the ways of writing an effective answer is therefore to learn to recognise the particular skill that is the focal point of a particular question. However, it is also important to remember that accurate knowledge and understanding are key elements in any AS answer. Generalised statements showing, for example, a student's awareness that one piece of evidence is less objective than another will not earn much credit. There must also be a clear indication of some background knowledge and understanding of the topic in addition to the ability to make comparisons and contrasts between the sources.

**Unit 2** contains **one** compulsory 2-part source-based question plus **one of two** 2-part questions which are not related to sources on the chosen option from European, world or British history.

It is important to divide your time well. Part (a) questions are worth half the marks of part (b) questions, so aim to spend longer on the latter.

While Question 1 requires a precise focus on sources and your own knowledge, Questions 2 and 3 do not involve sources. In these latter questions the requirement is to demonstrate your own knowledge. There are several skills implicit in this. One element is simple **recall**: you might be asked, for example, to explain a particular statement, which will depend upon your recall and understanding of that particular event or theme.

You will be asked to **explain**, for example by giving the reasons for a particular event. This requires more than simply listing a series of reasons from memory – a high-level answer will require you to put these reasons in context and relate them to each other. You must not only call up your knowledge of the topic, but you must **use** that knowledge in such a way that you are able to **analyse** the issues and produce a **reasoned argument** using the knowledge you do have, with a well-supported **judgement** for the highest level.

AQA – AS GCE  
Historical Issues:  
Periods of Change  
Unit 2 HIS2M

**Life in Nazi Germany,  
1933–1945**

**SOURCES  
ACCOMPANYING  
EXEMPLAR  
QUESTION 1**

**SOURCE A**

*Adapted from a report by an SPD agent after speaking to a half-Jewish teacher in Germany in autumn 1936.*

The anti-Bolshevik agitation is making a deep and powerful impact. The reduction in the standard of food is being widely felt, but although rearmament is mainly to blame, there is no bitterness towards the Army. The man does not believe the National Socialist mood has penetrated very deeply. However, Hitler has understood how to appeal to nationalist instincts and emotional needs. Even the workers have become more nationalist. Hitler is still outside the line of fire of criticism. One can say that almost everybody blames the previous system for failing to get the unemployed, and particularly youth, off the streets. The reduction in unemployment, rearmament, and the drive it shows in its foreign policy are the key points in favour of Hitler's policy.

**SOURCE B**

*Adapted from the reports of SDP agents in Germany in 1937 and July 1938.*

The general mood in Germany is characterised by a widespread political indifference. The great mass of the people is completely dulled. Nowadays people grumble everywhere about everything, but nobody intends this grumbling to represent a hostile attitude towards the regime, and they do not want a return to the past. The discontent of some sections of society focuses superficially on matters which they find unpleasant and can sometimes go as far as open sabotage of official measures. It becomes increasingly evident that the majority of people have two faces: the private face which they show to good acquaintances shows the strongest criticism of everything that is going on now; the official face for the authorities, keen Nazis and for strangers, beams with optimism and contentment.

**SOURCE C**

*A modern historian's assessment of Nazi policies.*

Nazi propaganda and indoctrination focused on anti-semitism and eugenics, the strengthening of the ‘will for defence’ and the national comrade’s duty to ‘achieve’. However, in cultural activities the aim became increasingly one of providing relaxation for the population with undemanding entertainment rather than political indoctrination. The regime came to pursue contradictory policies towards its people. For while, on the one hand, it attempted to organise, control, and mobilise them by requiring repeated gestures of conformity, on the other hand, it aimed to depoliticise them by turning them into passive consumers who listened to undemanding radio programmes, watched entertaining films and aspired to purchase the new Volkswagen. The Nazis proved far more successful with their second tactic than with their first. For while relatively few Germans were turned into committed Nazis, the overwhelming majority were reconciled with a regime which satisfied many of their basic needs.

*Ed. J. Noakes and G. Pridham: Nazism 1919–1945 vol 2: State, Economy and Society 1933–1939 (University of Exeter, 1984 ISBN 0 85989 290 5) pp. 378–9*

AQA – AS GCE  
Historical Issues:  
Periods of Change  
Unit 2 HIS2M

Life in Nazi Germany, 1933–  
1945

QUESTION 1  
(01)

### Examiner’s Specific Advice

This question is testing both your knowledge and your ability to use the source material provided. It is important that you do both. The key words are ‘Explain how far’, ‘differ’ and ‘people’s attitudes’. It is not enough just to describe the content of the sources – that will earn very few marks. You need to identify and explain the differences, but also identify and explain any similarities between the sources for a good mark. If you do that well and clearly address ‘how far’, you should get a high level. There is no need to write a full essay – two or three paragraphs should be sufficient.

### Exemplar Question

Read the sources and then answer the questions that follow.

Use **Sources A** and **B** and your **own knowledge**.

Access to History Online AQA Historical Issues: Periods of Change – Life in Nazi Germany, 1933–1945 – AS Question

1 (01) Explain how far the views in **Source B** differ from those in **Source A** in relation to the German people's attitudes under the Nazis before 1939.

[12 marks]

## Plan

- Identify attitudes in both sources and identify differences and similarities.
- Use own knowledge to explain the content and the context.
- Make a judgement on 'how far'.

## Examiner's Exemplar Answer 1

In Source A the Germans who are referred to show support for the army even though rearmament has affected their standard of living. They have also become more nationalist due to Hitler. Hitler is supported because Nazi policies have been successful in the economy and foreign affairs. In contrast, B suggests that people are not very happy because they 'grumble ... about everything'. They even sabotage official policies. However, they are careful not to show dissatisfaction too publicly, because of fear of the authorities (1).

Both sources should be reliable, because they are primary sources (2). Perhaps there are more negative feelings about the Nazis in B because it comes from a later date, and perhaps after several years people feel they have not benefited much, whereas they may have still been enthusiastic in 1936 (3).

## Examiner's Assessment

Although this shows an understanding of the sources, there is no clear analysis of how the sources have similarities as well as differences and no use of knowledge to explain the context and content. 'How far' is never really addressed. Because it is a simple comparison with no real knowledge or development, this is a Level 1 answer.

## Examiner's Exemplar Answer 2

Both sources are from a similar origin, being reports by Social Democrats, who would be against the Nazi regime, and are monitoring popular attitudes towards the regime. There is no particular reason to doubt their reliability, although each report comes from a particular place and time, and they are not necessarily representative of all areas of Germany or all people (4).

The sources show both similarities and differences. The similarity is that both reflect attitudes that not all seems to be well with Nazi rule. Source A refers to a reduction in the standard of living (because of the priority given to rearmament) and there is a hint of criticism of the Nazis – although it is made clear that it is not directed at Hitler personally. Source B indicates both 'indifference' and actual discontent at 'unpleasant' aspects of life, although what these are is not made clear. However, the sources also indicate differences in attitude. Despite the recognition in both sources that there is some discontent, Source A suggests that

(1) This is all accurate, but it is really just comprehension, summarising the sources. There is no evidence of any own knowledge yet, or any real analysis.

(2) The reference to the type of source is not made relevant and is not developed. The assertion about the provenance of the sources is not necessarily even accurate.

(3) This last section is just assertion, because there is no knowledge produced to back up the speculation about why the sources differ in parts.

(4) A solid introduction, although the attempt to address provenance does not take us very far.

(5) This is a solid paragraph, showing secure comprehension. Importantly, it identifies similarities as well as differences between the

attitudes towards the Nazis are very positive, particularly since people blame the previous Weimar regime for faults. In contrast, Source B implies that there is considerable dissatisfaction and even 'sabotage' – presumably meaning that people are deliberately disobeying official policy (5).

content of the sources.

There is also an implication that discontent may not be widely known, because people are careful to reveal their true feelings only to trusted acquaintances. On the other hand, despite some dissatisfaction, people 'do not want a return to the past', suggesting that, as in A, people still have some positive feelings about the Nazis, compared to the Weimar Republic, widely seen as a time of failure (6).

(6) This continues the theme of the previous paragraph.

The different shades of opinion towards the Nazis can be explained. The Nazis did get credit for reducing unemployment and stimulating economic recovery; and achievements in foreign policy such as remilitarisation of the Rhineland stimulated national pride. Nazi propaganda also had an effect on people's attitudes, especially the young. At the same time some Germans found aspects of life irksome, with Nazi restrictions and authoritarianism (7).

(7) In this final paragraph, there is some solid use of own knowledge to flesh out the attitudes revealed in the sources.

## Examiner's Assessment

Overall, this answer merits a solid Level 3 mark. It identifies similarities and differences between the sources quite thoroughly, and towards the end there is use of own knowledge to back up the earlier material. It does not reach Level 4 because the 'own knowledge' could be more developed (and in this answer might have been integrated earlier and more effectively with the source material). Also the overall evaluation of 'how far' could be more developed.

Mark Scheme	
<b>L1:</b>	
The answer essentially paraphrases or describes the sources with no development.	[1–2 marks]
<b>L2:</b>	
The answer identifies some differences and/or similarities between the sources. There may be some limited own knowledge to explain why popular attitudes towards the Nazis may have been positive or negative.	[3–6 marks]
<b>L3:</b>	
The answer identifies both differences and similarities between the sources, and uses own knowledge about popular attitudes to explain and evaluate the sources.	[7–9 marks]
<b>L4:</b>	

The comparison between sources is well developed. Own knowledge is used effectively to demonstrate good contextual understanding. In this instance there will be a well-sustained examination of how popular attitudes towards Nazi rule developed during the 1930s.

[10–12 marks]

**AQA – AS GCE  
Historical Issues:  
Periods of Change  
Unit 2 HIS2M**

**Life in Nazi Germany, 1933–  
1945**

**QUESTION 1  
(02)**

### **Examiner's Specific Advice**

This question requires an essay-type answer, so it is quite demanding. You must use both the sources **and** your own knowledge to get to a high level. In the process of displaying your knowledge and understanding of the topic, there is no obligation to use all three sources equally. However, you should refer to the sources, either with brief quotations or by summarising their arguments as appropriate. To earn the highest marks you must answer the specific question, with a judgement. 'How important' is the key phrase. It is not enough just to list types and examples of Nazi propaganda, although of course these are relevant. You must relate what you know about propaganda to the issue of support for the Nazi regime, and make a judgement on its impact. This is one possible approach.

There is another possible approach, which is to consider propaganda, but also consider other factors which may have contributed to securing support for the Nazis. If you do this, do not neglect the importance of propaganda – it should still be the main focus of the question, whatever your overall judgement on its importance. Whilst you can bring in other factors, for example genuine enthusiasm for Nazi policies, or the fear of the police state, it is certainly not an opportunity for you simply to write down all you know about the Nazi regime.

There is no right or wrong answer to the question. The key thing is that you back up your arguments with evidence. Whether you state your argument clearly at the start of your answer, or let the conclusion arrive naturally towards the end, having discussed all your evidence, is entirely up to you. But do remember, good answers are those that are relevant, do more than just describe events or state facts, and answer the specific question set. There is no ideal length, but a good answer is likely to be a mini-essay of several paragraphs in order to cover the necessary material.

### **Exemplar Question**

Read the sources and then answer the questions that follow.

Use **Sources A, B and C** and your **own knowledge**.

1 (02) How important was propaganda in securing support for the Nazi regime before 1939?

[24 marks]

## **Plan**

- Introduction – nature and role of propaganda in Nazi Germany – how it was used
- Possible other factors which won support – success of economic and foreign policies; failure of previous regime; role of force (police state); role of education, youth movements etc.
- Evidence from the sources
- Conclusion/judgement – how important was propaganda as a governing tool?



## Examiner's Exemplar Answer 1

Source A suggests that Nazi propaganda was both effective and not effective. It was effective in that people believe the anti-Bolshevik propaganda, and Hitler uses propaganda to stir up nationalist feelings. However, it is not effective because the 'National Socialist mood' has not penetrated deeply. Source B says that propaganda is not effective because under the surface, there is discontent. Source C gives several examples of how the Nazis have got support by providing popular entertainment, which is used as a kind of propaganda (1).

Propaganda was probably successful because there was no real resistance to the Nazis, even when people grumbled. People were grateful to come out of Depression, and Nazi propaganda in schools and through organisations like the Hitler Youth got the support of young people. Many people also believed that Hitler had restored national pride through his successful foreign policy, for example getting control of Austria and Czechoslovakia (2).

### Examiner's assessment

Overall there is a little accurate knowledge, although very generalised and undeveloped. There is also some very basic use of the sources, but the source material and knowledge are not integrated at all. This does not make for an effective response, particularly since the answer ends almost in mid-air, with no judgement on exactly how important propaganda was, either in terms of propaganda alone in securing support, or in relation to 'other' factors. Either of these approaches would have made for a more effective answer. This is a fairly weak Level 2 answer. It is placed at this level because there is some very limited reference to the sources and own knowledge, expressed coherently; but there are only essentially implicit links to the precise question and no meaningful analysis or evaluation with supported judgement.

## Examiner's Exemplar Answer 2

The Nazi regime, from about 1934 onwards, seemed very secure. There was no easy or safe way in which non-Nazis could show opposition to the regime; there was no free press or other free media, and no free elections. There were also several positives about the regime for many Germans. For example, it was credited with pulling Germany out of the Depression. This does not mean that all people supported the

(1) This is not a particularly effective first paragraph. Whilst it shows accurate comprehension, it just summarises the content of the sources, which are taken at face value – there is no real commentary or analysis.

(2) This is a slightly better paragraph, because the candidate has introduced a bit of relevant knowledge. However, it is not well developed: for example, it seems to assume that all Germans felt the same about these things. There is no real analysis of 'How important?' and the answer ends suddenly.

(3) This is a solid

regime enthusiastically. Like other dictatorships, for example Stalin's USSR and Mussolini's Italy, the Nazis used terror through agencies like the Gestapo and concentration camps to crush opposition or dissuade it from forming in the first place (3).

Apart from terror, propaganda was one of the most important weapons in the Nazi armoury. It was used to push Nazi ideas in schools; it was used to whip up hostility against scapegoats like the Jews; it was used to make the most of Nazi successes in foreign policy like the Rhineland in 1936, to boost national pride (4).

The sources also suggest that the Nazi regime won popular support for a combination of reasons. Whilst both Sources A and B indicate that not everyone was enthusiastic about all aspects of the regime, they are also clear that people regarded the regime as better than what had gone on before. Source A in particular emphasises how particular Nazi policies won support (5). Whilst Source B suggests less enthusiastic support, it indicates that although many Germans might complain privately to their friends, they would not show these feelings publicly to the authorities for fear of retribution. Source C suggests that propaganda was a major factor in winning support for the Nazis. It refers to major campaigns such as anti-Semitism, which tried to get a unified response from the population. It also focuses on popular culture such as the radio and film. Since the content was controlled by the state, this was a form of propaganda. It was successful in that although many Nazis may not have been committed Nazis, they accepted what they were given, because 'it met their basic needs' (6).

The security of the regime did not rest just on enthusiastic support, possibly strengthened by propaganda. It could also rely on basic consent or the indifference of people to politics.

Therefore support for the regime depended on several factors: propaganda, the genuine enthusiasm for the regime of some people, apathy, fear of the consequences of opposition, residual consent of some people for any 'legitimate' regime, fear of a return to the past (7).

It is impossible to say exactly how important propaganda was in relation to other factors in securing support, but the time, effort and resources which Goebbels and other Nazis put into all forms of propaganda suggest that the Nazis considered it an essential part of realising their vision of a 'Greater Germany' (8).

## Examiner's Assessment

This is a solid answer, which makes use of the sources and own knowledge, and does link them to some extent. The answer stays focused and relevant, and is confident in approach. There is some judgement, mainly towards the end.

introduction, since it sets the context of the issue, shows a good focus on the question and shows a sense of wider perspective. It is a confident start.

(4) The answer makes good use of some examples of own knowledge to reinforce the argument about propaganda.

(5) Here the candidate has begun to use the sources competently, showing sound comprehension.

(6) Here the candidate develops the sources with some relevant analysis.

(7) The candidate has begun to draw the threads of the answer together, moving towards a conclusion.

(8) In this final paragraph the conclusion develops into a balanced judgement, although it is not fully developed.

The use of knowledge, analysis and judgement are not as sustained, closely argued and developed as they might be, and therefore it is a good Level 4 rather than Level 5 answer.

<b>Mark Scheme</b>
<b>L1:</b> The answer is based on <b>either</b> own knowledge <b>or</b> sources. It is likely to be generalised, descriptive and/or assertive, and with little focus on the question. [(1–6 marks)]
<b>L2:</b> The answer may be based on relevant selection of material <b>either</b> from the sources <b>or</b> from own knowledge, or they may be combined. The answer will be mainly descriptive about Nazi propaganda with limited links to the question of how it contributed to providing support for the Nazis; or the answer may be explicit about the question but containing limited support. [7–11 marks]
<b>L3:</b> The answer shows developed understanding of the issue of how propaganda contributed to the security of the Nazi regime, using material <b>both</b> from the sources <b>and</b> from own knowledge. The answer is likely to lack depth or balance in assessing the importance of propaganda, but will be a relevant response, and there will be some understanding of interpretations. [12–16 marks]
<b>L4:</b> The answer shows explicit understanding of the demands of the question and provides a balanced explanation of the role of propaganda, backed up by appropriate evidence from the sources and own knowledge, with a good understanding of interpretations, for example of how important propaganda was in relation to other factors such as the threat of the terror state. The answer may focus on propaganda alone, or it may balance propaganda against other relevant factors. [17–21 marks]
<b>L5:</b> The answer is well focused and closely argued – supported by precise use of evidence from the sources and own knowledge. There will be a well-developed understanding of interpretations leading to a good understanding, with judgement, of the role of propaganda in the Nazi state. As with L4, the answer may focus on propaganda alone, or may balance propaganda against other relevant factors. [22–24 marks]

### Examiner's Specific Advice

This question is testing your knowledge and your ability to communicate it effectively. There is no source material involved. You are required to explain motives in introducing a particular event, the formation of the Labour Front. You are not expected to find many motives, but you should certainly find two or three. Therefore the question requires no more than a 'mini-essay' of probably two or three paragraphs at most, certainly not a full-length essay. You should aim to give a brief explanation for each motive. A high-level answer might include a brief summary and possibly a conclusion tying the motives together, identifying different types of motive (e.g. political, economic etc.) or deciding whether one motive was more important than others.

The examiner is not looking for sophisticated interpretations, but brief, clear explanations.

### Exemplar Question

2 (03) Explain why the Nazis created the German Labour Front.

[12 marks]

#### Plan

- Background:
- Nazi rise to power
- Nazi hostility to organised labour and its political associations
- Nazi policy of Gleichschaltung
- Need for a compliant work force
- Longer-term objectives

## Examiner's Exemplar Answer 1

The German Labour Front was created because the Nazis wanted to control the workforce and make sure the workers obeyed the German Government (1). Workers had not particularly supported the Nazis before, so Hitler wanted to be in a position where he could now control them, particularly because he needed them in his plan to build weapons (2). The Labour Front did not represent the workers effectively because it was not independent from the Government, and not all workers were happy that they had no real influence over their working conditions (3).

(1) The answer begins with a valid motive.

(2) Hitler's desire for control is introduced as another motive, after a little bit of contextual explanation.

(3) This last sentence may be accurate but it is not relevant to the question, which is about motives, and not the impact of the Labour Front. Therefore the examiner would not credit this last section.

## Examiner's Assessment

The first part of this brief answer is relevant, and gets credit for introducing two motives, to do with Hitler's desire to control the workers and utilise them in his rearmament programme. Neither of these points is particularly developed and some other obvious points are not addressed, such as the destruction of the old trade unions and Nazi concern with the left-wing political associations of many unions. The last part of the answer is not relevant, because it is not about Nazi motives. Because there is some relevant material, which is limited in scope and not particularly well developed, the answer merits Level 2. The answer does not merit a higher level, because it is not wide-ranging or developed enough.

## Examiner's Exemplar Answer 2

The creation of the German Labour Front was just one part of the process whereby the Nazis took control of all major institutions of German society during 1933 and 1934. Hitler's appointment as Chancellor in January 1933 put the Nazis on the way to achieving complete political power. However, the Nazis did not yet control society as a whole (4). The policy of Gleichschaltung, or Coordination, was designed to unite all sections of society under Nazi control. Setting up the Labour Front was part of this process.

(4) This is a solid beginning, setting out concisely the context in which the Labour Front was established.

Nazi support before 1933 had not been centred on the working class, which had traditionally supported socialist and communist parties. For example, Berlin, with its large working class, had never supported the Nazi party in large numbers right up to 1933. The Labour Front was directly a measure to gain control of the labour movement and prevent it from being a potential centre of disaffection or opposition to the Nazi regime (5). The Nazis declared May 1st a national holiday: the

(5) This is further good development of the context of motive, using own knowledge effectively to explain the Front.

day which socialists and communists traditionally celebrated as the day of the international working class. Immediately afterwards the trade unions were taken over and absorbed into the new German Labour Front. So the move was designed to destroy the power of the independent trade unions and put the Nazis in charge of the organised labour movement. At the same time the move was to further reduce the remaining influence of the Communist and socialist political parties, which were already banned as part of 'Coordination' (6).

As well as having these political motives, there was also an economic motive to creating the Labour Front. The Nazis were keen to continue economic recovery, and also develop rearmament to add weight to their foreign policy. They needed full control of the workforce, to regulate wages and working conditions (7). No authoritarian movement could allow the continued existence of a powerful, independent organisation. The creation of the Front broke the trade union movement as it was intended to do, ensuring that it could not act in political or economic opposition to the Nazis. So political, ideological and economic motives were all involved in the creation of the Front (8).

(6) Although there is an element of narrative in this section, it is not too extensive and is used quite well to emphasise the political motive of the Nazis.

(7) The answer moves confidently into an analysis of economic motives.

(8) The answer finishes with a brief, relevant conclusion which draws the threads together.

## Examiner's Assessment

This is a good answer. It is reasonably concise, and combines confident use of knowledge and analysis. It might be argued that only two motives are strongly developed, a political one (the smashing of the Left) and an economic one (to help the Nazis enforce their economic policy). However, both aspects are developed well, which merits at least Level 3, and other aspects are touched upon, for example the idea that this was part of the general Nazi motive of 'coordinating' (that is, destroying) possible centres of independent action against the Nazis. This, and the identification of different strands, merits Level 4 overall.

Mark scheme	
<b>L1:</b>	
The answer is descriptive and only loosely linked to the question, or is explicitly linked but with little support. It is likely to be assertive and generalised.	[1–2 marks]
<b>L2:</b>	
There will be some relevant knowledge and understanding, but the answer will be mainly descriptive about the Labour Front, with few links to the issue of motive; or explanations of why the Labour Front was set up will show limited range and/or depth.	[3–6 marks]
<b>L3:</b>	

The answer will show good understanding, with relevant explanations of why the Labour Front was created, using appropriate knowledge, although it may not cover all aspects. [7–9 marks]

**L4:**

The answer will be well focused on the issue of motive, with a range of explanations, backed up with precise evidence about motives and probably showing a good awareness of links/connections. [10–12 marks]

AQA – AS GCE  
Historical Issues:  
Periods of Change  
Unit 2 HIS2M

Life in Nazi Germany, 1933–  
1945

QUESTION 2  
(04)

### Examiner's Specific Advice

This question is testing several skills and also your knowledge of the topic. It is not a source-based question. Because the question is on a fundamental topic, you are expected to know the main details of events, in this case Nazi policies and their impact in 1933 and 1934. You are also being required to provide a historical explanation and make a substantiated judgement about the impact.

As always with an essay-type question, relevance is the key – your answer can be reasonably concise as long as you address the precise question. Relevance is more important than elegance of style – do not over worry about presenting your work with neat introductions and conclusions, especially if you are writing under examination conditions.

There are different ways of approaching the question. One might be a chronological approach, beginning in January 1933 and ending at the end of 1934. Another approach could be to consider the Nazi position in January 1933, then go to 1934 to consider the degree of Nazi control then, and what if anything had changed in between times, and then go back and fill in the gaps. The key thing is not to narrate and describe, but keep the precise question in mind: to what extent was Hitler eliminating threats to his control? How far did he succeed? Was there a difference between control over the Nazi Party and Hitler's control over Germany? What were the threats to his control? If you use these approaches, you will earn higher marks.

Most importantly, do make a judgement and back it up with evidence, either with a concluding paragraph or throughout the essay.

You might find it advisable for an essay-type answer of this sort to have a plan, since you will almost certainly be writing several paragraphs.

### Exemplar Question

2 (04) 'By the end of 1934, Hitler had eliminated all threats to his control over Germany.'

Explain why you agree or disagree with this view.

[24 marks]

## Plan

- Introduction
- Hitler's power in January 1933
- Hitler's power at end of 1934
- Key stages: Reichstag fire; political parties; trade unions; education; relations with churches
- What were the threats? – 1934 Purge
- Role of army
- Other factors – economic success; raising Germany's prestige; Hitler's authority over colleagues
- Conclusion

## Examiner's Exemplar Answer 1

Hitler came to power in 1933 for several reasons. Other right-wing politicians recognised the advantage of using the mass support which Hitler had built up for the Nazi Party, and so persuaded President Hindenburg to make Hitler Chancellor (1).

Not all members of Hitler's Government were Nazis and Hitler could not just do all he wanted. In February the Reichstag was burned down. It may have been a Nazi plot, and they blamed it on the Communists. But the Nazis could still not get an overall majority in parliament, although when the Enabling Law was passed, this no longer mattered, because Hitler could make what laws he wanted (2). Therefore he banned other political parties, arrested opponents and made an agreement with the church (3).

Hitler was still worried about his own supporters. In July 1934 he plotted to get rid of the SA leadership, because he was not sure whether he had the complete loyalty of the SA. Because he had now got rid of his opponents, Hitler did control Germany by late 1934, especially since he had also won the support of the army (4).

## Examiner's Assessment

This is not a strong answer. Whilst there is some factually accurate information within the scope of the question, the precise question is not directly addressed, except at the very end by implication. There is some description of events. Key events like the 1934 purge are scarcely developed, and how they affected Hitler's control is just touched upon. Crucial aspects such as the role of propaganda, the youth movements and so on, are ignored. The answer is just about worth Level 2 because it is more than a generalised response and there are some implicit links to the question. However, the links are weak, and there is little evidence of developed understanding, so the answer, which is also poorly structured, is worth only a very low Level 2.

(1) Whilst this information is accurate, it has not been directly linked to the question and is not therefore very helpful or creditworthy.

(2) There is minimal analysis here. The paragraph is essentially narrative and description and it is still not clear what the question is.

(3) This is an example of carelessness. Which church? Does the candidate mean the Catholic Church or *all* denominations?

(4) This final paragraph has some merit: it does at least start to address the question, if only implicitly, and there is some relevant analysis. But it is very undeveloped. The points about the SA and army should be much more developed in



## Examiner's Exemplar Answer 2

Although Hitler's appointment as Chancellor in January 1933 was a remarkable achievement for the Nazi movement, which had existed for less than fifteen years, it did not mean that Hitler's power was secure. Although it was the largest party, the majority of the German population had not voted for the Nazis. Hitler's first Government contained some non-Nazis, and some of those who had used their influence to get Hitler appointed hoped to continue to exert their influence over the new leader (5).

The situation at the end of 1934 was very different. Hitler was in control. There was no effective parliament. Only the Nazi Party was legal. Many real or potential opponents had been locked up in concentration camps. Goebbels controlled the mass media. Organisations distrusted by the Nazis had been smashed, for example the trade unions, and the Concordat agreement had been made with the Catholic Church, which reduced the likelihood of resistance from that quarter. The process was well under way by which the Nazis were indoctrinating German youth in schools and the youth movement. Even those less reliable elements within the Nazi party – the SA – had been tamed by the 1934 purge. By the end of 1934 the Army High Command was the only non-Nazi organisation with any significant potential to resist Nazi policies, and some of its generals were not well disposed to Hitler. However, the army had been fatally compromised by taking a personal oath of loyalty to Hitler. After the purge, the death of Hindenburg and Hitler's combining the posts of Chancellor and President in himself, Hitler's own position as head of the Nazi Party as well as Head of State seemed very secure (6).

How had Hitler been able to eliminate possible threats to his control during these two years? It was through a combination of force or the threat of force; through propaganda; through a sense of well-being among many Germans caused by economic recovery; a genuine enthusiasm for the national 'rebirth'; the apathy or indifference of some towards politics often noted by undercover observers of the population in Germany; and by no means least, a lack of unity, determination or direction amongst those who might have been expected to oppose the Nazis (7).

It is difficult to say which was the most important factor in ensuring Nazi control. Propaganda was certainly important. Apart from carefully staged events such as the 'Day of Potsdam', which were designed to fill Germans with a sense of national pride and convince them to support Hitler as a true representative of Germany's military tradition, there was the drip feed of daily propaganda through education and the Nazi-controlled media. The fact that not all Germans were Nazi supporters does not mean that they opposed Hitler's growing

terms of how these events increased Hitler's own control and that of the Nazi Party.

(5) This is an effective beginning. It shows confident and accurate use of knowledge to explain the context.

(6) This approach is also very effective. The candidate has gone straight to the end of the period covered by the question to clearly identify the differences from January 1933, showing good knowledge and a secure grasp of the question.

(7) This section combines analysis and knowledge effectively. There is a continued focus on the question, and the beginnings of judgement.

control. But most were not prepared to risk their freedom by publicly declaring any concerns. Events such as the April 1933 boycott of Jewish shops were generally accepted. The few who were outspoken were in 'protective custody'. Any potential opposition to Hitler's personal control from within the Nazi movement was crushed by the Rohm purge. Hitler's message was now clear: stability and order was what was wanted, not the radical 'socialism' of the early Nazi programme (8).

The appeal of stability was strong in a country which had gone through major political and economic instability since 1918. When that new stability was reinforced under the Nazis by economic successes such as a fall in unemployment, and by signs that Germany could no longer be pushed around by foreign powers, Hitler was in a powerful position. By the end of 1934 he was already secure enough to have handed much of the running of Germany to totally loyal subordinates like Himmler, whilst Hitler himself projected an image which combined moderation and power. This was a persuasive combination for many Germans. Those who were not persuaded were not in a position to dispute Hitler's control, or even come close to enlisting the support of the majority of the population. This was a remarkable achievement for a politician who had been the leader of a small minority party just six years before (9).

(8) This is a very effective section. It is not just more relevant knowledge. The candidate is showing a balanced approach to the issues, through a continued combination of knowledge and analysis.

(9) The answer has come full circle, with the final paragraph displaying knowledge, perspective, analysis, evaluation and judgement.

## Examiner's Assessment

Overall this is a strong answer. It does not necessarily cover all possible aspects – it does not have to – but it does not waste material, and keeps the question to the forefront throughout. Evidence is used not for its own sake but to support a considered and balanced argument, and the supported judgement makes the answer worth Level 5.

Mark Scheme	
<b>L1:</b>	
The answer is descriptive, only loosely linked to the question, or it is an explicit answer with little or no effective support. The answer is likely to be generalised and possibly assertive rather than argued.	[1–6 marks]
<b>L2:</b>	
The answer shows some understanding of the issue of Hitler's control at this time. It may be predominantly descriptive about what happened in Germany between 1933 and 1934, with some links to the question of Hitler's control, or it may have explicit links with relevant but limited support.	[7–11 marks]
<b>L3:</b>	

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The answer shows developed understanding of the issue of Hitler's control in Germany and possible threats towards it. There will be some assessment, supported by relevant and well-selected knowledge, although there will probably be a lack of weight of detail and/or balance. There will be some understanding of interpretations.

[12–16 marks]

**L4:**

There is explicit understanding of the question of Hitler's elimination of threats to his control. A balanced argument will be supported by good use of evidence and understanding of interpretations.

[17–21 marks]

**L5:**

The answer will be well focused and closely argued. The arguments about how Hitler dealt with threats to his control will be supported by precisely chosen evidence leading to a relevant conclusion/judgement, incorporating a well-developed understanding of interpretations and debate.

[22–24 marks]

## Sample questions

(a) Explain why Goebbels declared 'Total War' in 1943. [12 marks]

(b) 'The fact that Germany was not finally defeated until 1945 shows the strength of the hold which the Nazis had over the German people.'

Explain why you agree or disagree with this view. [24 marks]

## Chronology: Key Events in *Life in Nazi Germany, 1933–45*

<b>1933</b>	Jan	Hitler appointed Chancellor.
	Feb	Reichstag fire. Suspension of civil liberties.
	March	Elections to Reichstag – Nazis the largest Party. Goebbels appointed Propaganda Minister. Potsdam Day. Enabling Act.
	April	Boycott of Jewish shops.
	May	Trade Unions banned. Labour Front created. Book burnings throughout Germany.
<b>1934</b>	July	Other political parties besides Nazis banned.
	June August	SA purge. Hitler becomes President, Fuhrer and Head of State.
<b>1935</b>	March	Conscription introduced.
	September	Nuremburg Laws.
<b>1936</b>	March	Remilitarisation of the Rhineland.
	August	Four-Year Economic Plan.
<b>1937</b>	Nov	Goring takes control of the economy.

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<b>1938</b>	Nov	Krystallnacht pogrom against the Jews.
<b>1939</b>	September	Start of the Second World War.
<b>1941</b>	June	German invasion of the USSR.
<b>1942</b>	January Autumn	Wannsee conference on the Final Solution. Battle of Stalingrad.
<b>1943</b>	February	Goebbels' Declaration of 'Total War'.
<b>1944</b>	July	Bomb plot against Hitler.
<b>1945</b>	April May	Hitler's suicide. German surrender.

## Teacher's Resources

1. Find five examples of Nazi propaganda (textual or visual). For each example, identify:
  - a) What message is being portrayed?
  - b) How is the message got across?
  - c) What is the target audience for the propaganda?
  - d) How effective do you think the message would have been?
2. Take each of the following groups in Nazi Germany.
  - a) Women
  - b) Children
  - c) Nazi Party members
  - d) Workers
  - e) Church members
  - f) Members of the armed forces

Discuss as a class or in groups how the lives and attitudes of members of each of these groups would have remained the same or changed in the period 1942–45, compared to 1933–36.

## Websites

[www.calvin.edu/academic/cas/gpa](http://www.calvin.edu/academic/cas/gpa)