



A-level
HISTORY
7042/20

Component 20 Democracy and Nazism: Germany, 1918-1945

Mark scheme

June 2020

Version: 1.0 Final



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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, i.e. if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A

- 0 1** With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying the Nazi establishment of power between January and March 1933.

[30 marks]*Target: AO2*

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.

Generic Mark Scheme

- L5:** Shows a very good understanding of all three sources in relation to both content and provenance and combines this with a strong awareness of the historical context to present a balanced argument on their value for the particular purpose given in the question. The answer will convey a substantiated judgement. The response demonstrates a very good understanding of context. **25-30**
- L4:** Shows a good understanding of all three sources in relation to both content and provenance and combines this with an awareness of the historical context to provide a balanced argument on their value for the particular purpose given in the question. Judgements may, however, be partial or limited in substantiation. The response demonstrates a good understanding of context. **19-24**
- L3:** Shows some understanding of all three sources in relation to both content and provenance together with some awareness of the historical context. There may, however, be some imbalance in the degree of breadth and depth of comment offered on all three sources and the analysis may not be fully convincing. The answer will make some attempt to consider the value of the sources for the particular purpose given in the question. The response demonstrates an understanding of context. **13-18**
- L2:** The answer will be partial. It may, for example, provide some comment on the value of the sources for the particular purpose given in the question but only address one or two of the sources, or focus exclusively on content (or provenance), or it may consider all three sources but fail to address the value of the sources for the particular purpose given in the question. The response demonstrates some understanding of context. **7-12**
- L1:** The answer will offer some comment on the value of at least one source in relation to the purpose given in the question but the response will be limited and may be partially inaccurate. Comments are likely to be unsupported, vague or generalist. The response demonstrates limited understanding of context. **1-6**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students must deploy knowledge of the historical context to show an understanding of the relationship between the sources and the issues raised in the question, when assessing the significance of provenance, the arguments deployed in the sources and the tone and emphasis of the sources. Descriptive answers which fail to do this should be awarded no more than Level 2 at best. Answers should address both the value and the limitations of the sources for the particular question and purpose given.

Source A: in assessing the value of this source, students may refer to the following:

Provenance, tone and emphasis

- this source is from the minutes of a meeting between the SPD leadership and the Trade Unions – therefore, likely to be an accurate record of the points made at the meeting – no obvious motive for embellishment or alteration
- being the official minutes, they would be seen by those at the meeting and not intended for the wider public so can be more open and less guarded in their language
- coming five days after Hitler's appointment as Chancellor of Germany, there is an urgency and even fear in tone as to how to react to the rise to power of the Nazis
- emphasis of the source is focused on the divided response from the left and the frustrations and suspicions due to their lack of ability to agree.

Content and argument

- the minutes refer to 'heated demands from the factories', to take action both in terms of going on strike but also forming a united front with the Communists. Students may refer to the insipid response from the left to Hitler achieving power with a lack of concerted strike action or any unity amongst the different groups on the left in general
- the source refers to 'Nazi arrests and intimidation' increasing. Students may support this with the reign of terror, now legal, unleashed after Hitler's appointment as Chancellor by the SA against Socialists and Communists
- the minutes suggest a sense of paralysis amongst the left, with too much focus on theoretical action, such as a possible general strike and how to turn this in their favour, i.e. 'should try to guide it'. This might be contrasted with the much more proactive attitude of the Nazis with immediate arrests of opponents and intimidation
- the source also shows clear divisions amongst the members of the meeting over whether to undertake a general strike with the 'heated demands' in favour but with many other workers reluctant to risk their jobs
- the main point of content from the minutes is the hostility shown by the SPD towards the Communists which prevented genuine co-operation against their mutual enemy. As the source points out, there were fundamental points of disagreement between the Socialists and the Communists (students may point out that this went as far back as the Spartacist Revolt of 1919), especially over the future direction of any action against the Nazis with the reference to we 'would be fighting for the constitution and the Communists against it'.

Source B: in assessing the value of this source, students may refer to the following:

Provenance, tone and emphasis

- this source comes from the Prussian Political Police Head who was at the Reichstag Fire scene. Diels clearly, therefore, had insider access to the Nazi government's response to the fire and therefore is a very valuable witness
- based on recollections after the war, Diels may have been able to be more open and give his own opinions, e.g. that he believed that this was a lone act rather than part of a wider plot. Diels may also be trying to distance himself from the Nazi regime and his complicity in their actions in the 1930s by showing that he had a different view from Hitler
- as a key individual and eye witness that night, Diels was able to convey the strident behaviour of Göring and Hitler, particularly over what should now be done about the Communist threat
- emotive words are used to set the chaotic and febrile atmosphere and tone of the source with references to 'wild triumphant gleam' and 'buzzing with detectives' as well as Hitler shouting as if he was 'going to burst'.

Content and argument

- the source refers to the arrest and interrogation of van der Lubbe and the 'triumphant' look on his face, lending credibility to his role in the fire. Students may link this to the likelihood of him being the sole arsonist or part of a wider plot, either from the Communists or, indeed, from the Nazis themselves
- students may discuss the timing of this fire, being just a week before the national elections were due to be held and whether, therefore, Göring's assertion that 'this is the beginning of the Communist revolt' was a genuine fear or just a show to justify the measures about to be taken
- the source refers to Hitler demanding a complete crackdown on the Communists as a result of the fire. Students may refer to the signing by Hindenburg of the Decree for the Protection of the People and State the following day which gave the Nazis emergency powers of arrest, detention and suspension of the civil and political rights as set out by the Weimar Constitution. Primarily, the Communists were targeted and this provided the backdrop for the March 1933 election campaign
- the source refers to 'dazed prisoners' being rounded up based on long prepared registers, suggesting the possibility that the Nazis themselves have started the fire. Students may refer to up to 4000 Communists being arrested that night as a prelude to the legalised terror that followed on from the Decree the following day.

Source C: in assessing the value of this source, students may refer to the following:

Provenance, tone and emphasis

- this source comes from Ebermeyer whose general political outlook was ordinarily anti-Nazi and liberal. Students may therefore suggest that his positive attitude has more credibility
- the fact that it is from a diary entry suggests that it has value as he was not writing this for any particular audience and that it was a fair reflection of his actual opinion at that time
- as a diary entry written at the time, this source gives a clear snapshot of the atmosphere of the day, from the 'cheering millions' and the emotion being shown by the radio announcer
- the source uses emotive words such as 'spell-binding' and his mother having 'tears in her eyes'. A very visual description is given, perhaps helped by Ebermeyer's writing background, with the 'sea of flags' and cannons thundering.

Content and argument

- Ebermeyer refers more than once to the propaganda nature of this event, e.g. 'how marvellously it has been staged' by Goebbels and its 'spell-binding' effect. Students may refer to the symbolic importance of the 'Day of Potsdam' in legitimising Hitler as a leader of Germany in the eyes of the German people and the importance of spectacle as well as substance
- the source refers to the 'marriage took place between the masses, led by Hitler' and 'Prussian values, represented by Hindenburg'. Students may point out that this was a particularly effective ploy by Hitler and Goebbels, in terms of calming any concerns about Hitler that those on the conservative right may have had in him being Chancellor, as well as portraying an image of unity between the masses and the more right wing values of Prussian militarism and conservatism, reinforcing the Nazi message of the need for unity to help Germany recover
- the source refers to Hitler's very statesman-like behaviour at this event, bowing 'deeply' to Hindenburg as well as making a completely non-threatening speech. Students may indicate that this shows how effective Hitler was as a public speaker as well as how effective Nazi propaganda was in judging the mood of this ceremony and in terms of the effect it has on Ebermeyer and his family
- students may also argue that this comes just before the Enabling Act was to be debated in parliament and that this message of unity, as well as strong leadership, and the support shown to Hitler by both the masses who attended and the Prussian military elite around Hindenburg, was designed to strengthen his hand prior to this debate.

Section B

0 2 'Germany was politically and economically stable in the years 1924 to 1928.'

Assess the validity of this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information, which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments supporting the view that Germany was politically and economically stable in the years 1924 to 1928 might include:

- political stability evident from the fall in support for the extremist parties in both the 1924 and 1928 elections, with the Nazi vote falling to 3% in December 1924 and 2.6% in 1928, with 67% voting for pro-Republican parties in 1928
- the appointment of Hindenburg as President in 1925, defeating both the SPD and Communist candidates, helped to reconcile some of the more anti-democratic parties to the new Republic with the DNVP, for example, joining a coalition in 1925 for the first time
- political violence receded and there were no further attempts to violently overthrow the Republic in these years
- the Dawes Plan, new German currency and the end to hyperinflation brought about a measure of economic stability and improvement with industrial production up, although not in a sustained fashion
- money also invested in housing with nearly 400 000 built in 1925–6 alone and welfare, health and social spending also increased.

Arguments challenging the view that Germany was politically and economically stable in the years 1924 to 1928 might include:

- there were six governments between 1924 and 1928 so political stability was still lacking. This was partly explained by the Constitution itself and the PR voting system, but also due to the fractious nature of German party politics where sectional interests still prevailed over co-operation
- the row over the German flag, which erupted in 1926, brought down the Luther government, showing the fragility of the political situation and the largest party, the SPD, not taking part in any coalitions until 1928, only served to illustrate how difficult it was to make the governments more stable
- Hindenburg's appointment as President was seen by many as a step backwards from parliamentary democracy with regards to his military and conservative past
- economic recovery was superficial with an over-reliance on American loans and unemployment was a stubborn problem in this period with the figure rising to 3 million by 1926
- some groups did not share the fruits of this economic recovery such as the Mittelstand and middle classes who were still trying to recover from the traumatic 1923 hyperinflation, as well as a worldwide agricultural depression keeping grain prices low and bankruptcies increased in this period.

Students can make a valid judgement either way on this question. They might conclude that there was some evidence of increased stability in both the economic and political spheres, but only compared to what went before (1919–23) and what came after, following the Great Depression in 1929. Students may conclude that the two are inextricably linked with political stability coming about, in large measure, because of the calmer economic waters following the Dawes Plan and new German currency, but may also point out that both economically and politically, any stability was superficial and underlying problems remained.

0 3 To what extent did the Nazis achieve an ‘economic miracle’ in the years 1933 to 1939?

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information, which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments supporting the view that the Nazis achieved an ‘economic miracle’ in the years 1933 to 1939 might include:

- the initial Nazi priority of recovery from the Great Depression, especially in terms of tackling mass unemployment, could be argued to have been achieved with the figure dipping below one million by 1937 as well as there being a shortage of labour by 1938. This was achieved partly through the so-called ‘Battle for Work’ policies, such as the use of deficit financing to increase public spending on projects such as the autobahn construction and building homes, as well as the introduction in 1935 of the Reich Labour Service and military conscription
- Schacht’s New Plan, 1934, which included trade agreements with countries in the Balkans and South America, controls on imports and, in order to begin rearmament, the use of Mefo bills which enabled the borrowing of money without stoking inflation
- there was some success with the Four Year Plan, from 1936, with increased industrial production (up by 40% since 1933 or just over 10% since 1936) and important new techniques were developed in the field of synthetic substitutes, especially leather, plastics and rubber. Also, by 1939, it was clear that the aim of preparing the economy for war was progressing with two-thirds of industrial investment going into war-related sectors
- some measures were taken by the Nazis designed to bring about improvements for different groups in German society. The position of the Mittelstand was given some support with the Law for the Protection of the Retail Trade which forbade the extension of department stores
- big business benefited from the abolition of trade unions and the expansion of the economy, particularly with rearmament.

Arguments challenging the view that the Nazis achieved an ‘economic miracle’ in the years 1933 to 1939 might include:

- unemployment was reduced but not entirely down to a Nazi economic miracle. Economic recovery had already begun before 1933 and many of the job creation schemes were based on those introduced by Brüning. The improved figures could also be partly accounted for by persuading married women to leave employment and by the re-introduction of conscription in 1935
- the New Plan, in trying to balance the needs of consumers and living standards with the growing demands for rearmament, led to problems with rising prices, balance of payments problems and living standards
- the Four Year Plan failed to achieve its targets and, in 1939, Germany still imported one third of its raw materials and food
- living standards were squeezed by 1939, with pressure on wages and longer working hours for workers. The Mittelstand, despite the positive Nazi rhetoric, were sacrificed to the needs of more urgent Nazi priorities of rearmament
- agriculture struggled throughout these years with the Reich Food Estate, under Walter Darre, leading to a lack of independence for farmers and the Reich Entailed Farm Law, despite its intention to protect peasant jobs, actually prevented smaller farms from modernising. Even big business began to resent the excessive Nazi interference and bureaucracy, especially with the Four Year Plan.

Students might conclude that there was indeed clear evidence of some economic progress and improvement in terms of production and employment but that the term ‘miracle’ may be an overstatement. This positive view might also be tempered with the view that the economy was starting to improve before Hitler achieved power and also that problems remained, including imports and lower

living standards. Students might also point out that the emphasis was so focused on gearing the economy for war, especially after 1936, that any improved performance was unlikely to benefit consumers.

0 4 'Nazi terror created a totalitarian State in Germany in the years 1933 to 1939.'

Assess the validity of this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information, which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments supporting the view that the Nazis created a totalitarian State in Germany in the years 1933 to 1939 might include:

- through the Ministry of Popular Enlightenment and Propaganda, led by Joseph Goebbels, the Nazi regime used censorship and controlled information to the people as well as saturating the public with ideas, such as the Hitler Myth, to further its pervasive influence
- concentration camps used to imprison political opponents such as Communists and Socialists in the early years of the regime before moving onto the regime's racial enemies. SS control of these camps after 1934 ensured a systematic regime of brutality and violence towards the inmates, as well as serving as a deterrent to others, and enabled the Nazis to exert full and repressive control
- Nazi terror apparatus strengthened their grip over the German people through the SS, SA, SD and the Gestapo which all became answerable to Hitler. The Gestapo, or secret state police, gained the reputation of being all pervasive. Its widespread use of informers in the workplaces and blocks of flats ensured that a most effective atmosphere of fear and suspicion was created where criticism and freedom of thought and expression was stifled
- through the policy of Gleichshaltung, or forced co-ordination, the party sought to exert control over every aspect of the lives of individuals, their families, as well as organisations such as the legal system, churches and the economy for example, in organisations such as the Hitler Youth and the German Labour Front.

Arguments challenging the view that the Nazis created a totalitarian State in Germany in the years 1933 to 1939 might include:

- despite the appearance of Nazi control and repressive efficiency, the existence of so many police forces and repressive organs of the State, such as the SS, Gestapo and SD, led to confusion, overlap, excessive competition and inefficiency, casting doubt on the idea of an all-embracing totalitarian grip of the State on its people
- the Gestapo's ability to bring about complete state control of its people was more apparent than real with only around 20 000 agents covering the whole country in 1939, suggesting that Nazi totalitarian control was more apparent than real
- the Nazis never managed to enforce complete obedience and conformity in this period, with opposition coming from many groups, such as Communists and Socialists, as well as the churches, elites and young people
- many Germans did not feel they were under totalitarian control as they willingly supported Nazi policies and ideas and that terror, a key component of a totalitarian regime, was not necessarily experienced by those who belonged to the Volksgemeinschaft
- the Nazis chose to compromise with certain key sectors of Germany, illustrating a lack of totalitarian control, such as big business, the military and the churches.

Some students may give a clear definition of totalitarian and conclude that due to the technological limitations of the German state in the 1930s, a fully totalitarian state was not possible. However, students may argue that the increasing grip of the Nazi Party on the German people and the State through Gleichshaltung, propaganda and the use of terror, illustrated that the Nazis had indeed managed to intricate themselves into the everyday lives of the German people. Students may also conclude that totalitarianism was not fully achieved by the Nazis, as shown by the evidence of non-conformity and opposition from a wide range of groups in German society in these years.