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# A-level HISTORY 7042/20

Component 20 Democracy and Nazism: Germany, 1918-1945

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Mark scheme

June 2021

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, ie 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 German morale in 1943.

**[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

- Source A is a speech by Joseph Goebbels at the Sportpalast in Berlin. This is valuable as Goebbels was the Reich Propaganda Minister whose role was to maintain morale, as well as keeping the German people in line with the Nazi message in the aftermath of the Stalingrad disaster
- the speech is made in the month following the encirclement and surrender of the German Sixth Army at Stalingrad, which was a crushing blow for the Nazi party and for the morale of the German people. It is valuable as it shows how, in propaganda terms, the Nazi regime was attempting to respond to, and control, the aftermath to Stalingrad
- the speech was played live on German radio, which shows the importance attached to it by the regime, and was intended both to reassure, galvanise but also, through its admission of Soviet victory, scare the German people into even greater efforts and sacrifice and not to lose hope
- the tone is a mixture of sombre, frantic, optimistic and defiant with the use of terms such as ‘storm’, ‘awful truth’, and ‘radical’ in order to whip the crowd into a frenzy of support for Hitler and defiance of the enemy.

### Content and argument

- Goebbels’ immediate reference to the military ‘blow’ of Stalingrad is a recognition of the seriousness of this defeat militarily but also for the likely impact on the morale of the German people. This suggests that this speech is at least in part, a damage limitation exercise
- students may point out that Goebbels’ reference to ‘fate’ and his belief that the German people will now be ‘resolved to follow the Führer through thick and thin’ was his way of distancing the regime and the ‘military genius’ Hitler from the disaster at Stalingrad and instead use it to align the people with the party in the determination to move forward together
- Goebbels uses a series of questions to test the mood and resolve of his audience, asking them whether they still have faith in total victory as the Führer does. Evidence from intelligence reports from the previous year suggests that doubts were being raised about the incessantly positive propaganda as well as the brutal realities of the war in the east being shown through letters from the front, showing that concerns from the public were evident and growing
- students may point out that Goebbels’ assertion that the English claim that the German people do not have the will for total war and are ready to capitulate is particularly valuable, as there was evidence that the German people remained resilient and, indeed, were wondering why more radical measures had taken so long to initiate, again suggesting that morale was still broadly intact.

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

**Provenance, tone and emphasis**

- Source B is a direct response to Goebbels' Sportpalast speech from an avowed opponent of the Nazis who fled Germany when Hitler became Chancellor. Students may point out that this will provide a valuable alternative view of the reaction to Goebbels' speech and its purpose
- this speech was aimed at the German people and students may point out that its intention was to question the positive and upbeat morale, feverish enthusiasm and support evident in the radio broadcast of the Sportpalast speech five days earlier
- the tone is rather sarcastic and dismissive as well as being caustically critical of Goebbels and his propaganda with reference to 'heartfelt openness' and 'nauseating aftertaste of this apparent honesty'. Students may point out that this sarcastic tone is valuable in displaying his belief that the Nazis are not being genuine but are fearful of the consequences of Stalingrad from their popularity and support from the German people
- students may point out that Mann's views are influenced both by his own antipathy towards the Nazis as well as his absence from the country for the past ten years. -. It could be argued that the reality of what Goebbels was trying to achieve in his speech was not as duplicitous and disingenuous as he claims and was instead a 'call to arms' after a shocking blow.

**Content and argument**

- students may point out that Mann's argument that Goebbels' use of truth is as deceptive as his use of outright lies has some value as Goebbels could be seen to be trying to limit the fallout from the surrender at Stalingrad in terms of the damage to morale as well as to the reputation of the Nazi Party and of Hitler himself
- Mann points out that Goebbels is deliberately concealing the real cause for the Stalingrad disaster by associating Hitler and the party with the grief and shock of the population as a whole. Students may point out that he was right to hide this, as Hitler's stubbornness to accept the need to retreat certainly led to the encirclement and surrender of the 90 000 troops in January 1943 and the equation of the Führer, widely portrayed as a master strategist and military genius, with failure and incompetence would shatter the carefully constructed Hitler Myth and cause immense damage to the morale and faith of the German people
- students may point out that Mann's speech shows that even the truth, in the hands of Goebbels and the Nazis, has propaganda value and rather than deny the importance of Stalingrad, which may lead to grumbles about the Nazi detachment from military reality, Goebbels has decided to use defeat as a galvanising message, both to the people but also to his party and his own superiors
- students may also point out the persuasive value of Mann's argument that Goebbels' ultimate agenda with this speech, apart from 'providing a distraction', was to focus the minds of the German people away from possible culpability for this defeat and onto the threat posed by the 'Red Menace' in order to terrify the people about the prospect of Bolshevism sweeping into Germany and so to drive them on to even greater efforts of will and sacrifice.

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

**Provenance, tone and emphasis**

- Source C is one of a series of SD (Nazi Intelligence) reports in this period monitoring the morale of the German people. It was not meant for public consumption so therefore has every reason to be factual and candid.
- in terms of timing, this report was written during a period of increasingly heavy bombing raids by the British and American air forces in western Germany in order to cripple and degrade Germany's war effort and civilian morale. This also comes in the months after the decisive defeat at Stalingrad and further Russian counter attacks and advances against the German military and is therefore, valuable in seeing how the regime saw the state of German morale in this period
- its purpose was to chart morale and reaction to the setbacks being suffered both at the military fronts but also on the home front and, being a report, its tone was matter of fact and descriptive as it was intended to inform the leadership rather than to engineer a change in policy
- the tone, whilst being rather matter of fact, does express a note of frustration that rumours and misinformation are spreading panic and is of value as it also shows some suggestion of warning that opposition and dissent is starting to show itself due to the suffering being endured by the people.

**Content and argument**

- students may point out that this report's belief that the growing intensity of the air raids were deeply concerning for the German people has some value as since the 1942 attack on Lubeck, the American and British air forces were intensifying their attacks with up to 1000 aircraft at a time and gave the impression that the German government could not keep the people safe and protected. The attacks the following month on Hamburg, which was targeted seven times in just over a week, is evidence of this developing terror
- the report does suggest that the vast majority of those affected by these bombing raids 'demonstrated an excellent attitude and calmly accepted their fate'. Students may point out that the German people did, indeed, show a considerable degree of resilience but may also point out that they had little choice in this matter and to show dissent or defeatism was increasingly frowned upon by the Nazi authorities so may not be a true reflection
- the report does accept that the bombings have a devastating impact on those affected, leaving them 'completely exhausted and apathetic'. Students may point out that this is an admission that morale, whilst not collapsing as a result of these bombings, is being eroded and that the population are becoming weary of the privations of the war through rationing, the bombing raids as well as the worsening news from the fronts by 1943
- the report also gives some specific examples of more overt opposition, such as the blame being attached to Hitler himself and an increasing reluctance to use the Nazi greeting, suggestive of a development of passive resistance due to sinking faith and morale in the Nazi Party. Students may point out that faith in Hitler, as opposed to the rest of the leadership and to the propaganda emanating from it, was still broadly intact in 1943 but that examples of passive resistance, such as the example given were becoming increasingly common and indicative of morale becoming more brittle.

**Section B**

**0 2** 'Right-wing extremism posed a significant threat to the Weimar Republic in the years 1919 to 1923.'

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 right-wing extremism posed a significant threat to the Weimar Republic in the years 1919 to 1923 might include:**

- right-wing fury at the abdication of the Kaiser, the armistice and the replacement of the monarchy by a democratic republic, was further intensified by the terms of the Versailles Treaty. This led to the formation of many groups hostile to the very existence of the democratic Republic who wanted to see it overthrown
- there was a widespread belief on the right in the ‘Stab in the back’ myth and there was anger at the military terms of the Versailles Treaty leading to the March 1920 Kapp Putsch. This sought to take power in Berlin, forcing the Ebert government to retreat to Dresden. The army’s refusal to put the revolt down with the ‘troops do not fire on troops’ policy showed how exposed and vulnerable the Republic was
- the wave of political assassinations of key Weimar figures, such as Rathenau and Erzberger, by members of right-wing terrorist groups such as Organisation Consul – 354 by 1923 – posed a genuine challenge to the stability and security of the Weimar Republic
- continuing influence of right-wing judges, members of the Civil Service and army generals made the protection and development of democracy and democratic values difficult.

**Arguments challenging the view that right-wing extremism posed a significant threat to the Weimar Republic in the years 1919 to 1923 might include:**

- right-wing extremist groups, such as Organisation Consul, were forced to disband, although this was not always or consistently enforced. However, whilst certainly harming the stability of the Weimar Republic, the assassinations were never likely to bring about its collapse
- the two major right-wing putsches both failed to pose a serious threat to the Republic’s existence. The Kapp Putsch, brought down by a general strike from workers in Berlin, collapsed within four days. This may have been motivated more by hostility to the right, rather than any loyalty and affinity to the Republic, but it still reduced the threat to survival. Also, the Munich Putsch in 1923 posed little threat to the Weimar Republic, failing in its aim to seize Munich never mind the Reich as a whole
- the threat from the right, whilst certainly significant, was disunited with some elements wishing to see the return of the Kaiser, whilst others wanted some form of dictatorship and in areas like Bavaria, there was an aggressive separatist agenda
- the limited threat posed by right wing extremism can also be attributed to the resilience of the Weimar Republic and its leadership, particularly of Ebert.

Students may conclude that there was a serious and multi-faceted challenge to the Weimar Republic from the right wing but not one that came close to threatening its survival. They may differentiate between right wing extremists and those who hold right wing views. Terrorism and assassinations, as well as rebellions, battered the Republic in its first four years, fuelled by defeat, a humiliating treaty and economic crisis, but a challenge to its survival may be too strong an argument. However, students may point out that there was, however, a simmering and embedded hostility to the Republic and its democratic values throughout this period.

**0 3** 'Nazi electoral success, in the years 1930 to 1932, relied almost entirely on effective propaganda.'

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 Nazi electoral success, in the years 1930 to 1932, relied almost entirely on effective propaganda might include:**

- Nazi propaganda was skilfully led and developed by Joseph Goebbels, having served his apprenticeship in the 1920s as Gauleiter in 'Red Berlin'. He was an effective orator, founded his own newspaper in Berlin and developed the strategies around fighting elections as well as taking the Communists on in the streets
- the Nazi propaganda machine under Goebbels fought a series of highly innovative and effective election campaigns from the breakthrough election of 1930 through to the November 1932 one. The Nazis travelled by air and car all over Germany to make speeches in all the main cities in Germany and published many effective posters and pamphlets, including ones which focused on the dangers of Communism as well as on the person of Hitler himself
- Nazi propaganda focused also on Hitler throughout this period, culminating in the highly innovative and effective 'Hitler over Germany' campaign where he flew to twenty cities in six days at the end of the April 1932 Presidential campaign and the publication of a poster with just Hitler's face on a black background and the word 'Hitler' emblazoned on it. This focus on the person of Hitler tied into the key Nazi theme of leadership and on the mass appeal of the man, even more so than the party, especially in the time of crisis during the Great Depression
- Nazi propaganda skilfully targeted different groups in the population and adapted the Nazi message to specific target audiences. Generic messages ceaselessly repeated at rallies and on posters, such as 'Hitler: Our Last Hope' and 'Work and Bread', focused voters' minds on the economic catastrophe that had befallen Germany and the Nazi vague, but effective, promise to 'rescue' the country. Nazi propaganda, partly through the carefully orchestrated violence on the streets, also offered protection against Communism to the middle and upper classes and strong leadership in the person of Hitler to all those who had lost faith in the floundering democracy.

**Arguments challenging the view that Nazi electoral success, in the years 1930 to 1932, relied almost entirely on effective propaganda might include:**

- Nazi propaganda only became effective due to the circumstances faced in Germany following the Great Depression and the mass unemployment and hardship that ensued. Nazi propaganda was not as effective prior to the Great Depression as shown by the 2.6% of the vote achieved in 1928
- Hitler's skills and qualities, especially his public speaking, were certainly harnessed by Goebbels' propaganda machine, but this was only effective due to those talents and skills already existing
- Nazi electoral success was also driven by a fear of the growth of Communism – the KPD achieved 100 seats in November 1932 and its Red Fighters League were fighting with both the Nazis and police on the streets. Fears, fanned by Nazi propaganda, of a possible Communist revolution in Germany, drove many middle and upper-class voters into the arms of the Nazis
- Nazi electoral success was also facilitated by the unpopular policies of cuts in spending and increases in taxes followed by the Weimar government under Brüning. This only intensified the hardship and mass unemployment and made the Nazi message of recovery and strong leadership ever more appealing.

Students may point out that effective propaganda was crucial in explaining the Nazi electoral successes in the years 1930 to 1932 as it enabled the potent messages and policies in a time of crisis to be communicated to the German people. Expertly led, innovative and targeted, the propaganda machine under Goebbels relentlessly and effectively focused on key messages to achieve electoral support. However, students may also point out that, important as it is, effective propaganda is essentially a delivery system. More important are the policies and messages themselves and the circumstances in which these policies are being promoted. The economic trauma suffered after the Great Depression and the Nazi promise of prosperity, recovery, strong leadership and protection against Communism could be deemed to be more significant.

- 0 4** To what extent did the Nazi regime, in the years 1933 to 1939, achieve its aims in relation to women and young people?

**[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 Nazi regime, in the years 1933 to 1939, did achieve its aims in relation to women and young people might include:**

- with measures such as the marriage loan, family allowances, the Honour Cross of the German Mother as well as propaganda events such as mass weddings, the key Nazi aim to achieve an increase in live births and number of marriages by 1939 was met
- measures such as barring women from jobs in the Civil Service, law and medicine, reducing the proportion of women in university as well as the measures introduced to promote marriage, led to some progress in achieving the aim of reducing the proportion of women in employment falling from 37% in 1933 to 31% in 1937
- the Nazis also aimed to not only focus on the birth rate quantitatively but also qualitatively, in order to protect racial purity, with measures such as making divorce easier for ending marriages where one of the couple was non-Aryan and the formation of the Sterilization Law to prevent women who had a hereditary disease from having children
- the Nazis made progress with bringing both schools and universities under their control, with teachers and textbooks vetted and curriculum changed in order to espouse the Nazi ideology. Little evidence of dissent from teachers and lecturers was evident
- the banning of other youth groups and the Hitler Youth becoming compulsory by 1939 enabled a constant diet of political propaganda as well as physical activity in order to prepare boys and girls for their future roles of workers/soldiers and wives/mothers respectively. Over 9 million had joined the organisation by 1939 and allowed the Nazis to achieve a fundamental hold over Germany's youth.

**Arguments challenging the view that the Nazi regime, in the years 1933 to 1939, did achieve its aims in relation to women and young people might include:**

- the Nazis failed to fully reverse the trend of women in employment by 1939 with the needs of the economy in general, and the Four-Year Plan specifically, leading to growing demand for women in the workplace, the proportion of which rose back up to 33% by 1939
- the growth in the number of marriages was rather patchy, with growth after 1932 but then rather flat until 1939. The increase that was evident may also have had more to do with the end of the Depression than with the Nazi inducements such as the Marriage Loan and the mass weddings. A similar conclusion could be drawn on births, which rose when compared to during the Depression but did not get back to the levels of Weimar Germany and any increase, again, may have been due to economic recovery than to Nazi policies
- there was less enthusiasm by the later 1930s for the Hitler Youth as activities became more war-oriented and discipline was tightened and levels of absenteeism and disillusionment grew
- emergence of alternative youth groups, such as the Edelweiss Pirates and the Navajos, suggested greater resistance and non-conformity from a minority of young people, especially once the Hitler Youth was made compulsory
- indoctrination, either in the Hitler Youth or in education, was not totally effective. It reinforced existing beliefs but was less successful in getting young people to accept new ideas. The Nazis had less success indoctrinating university students, many of whom complied to ensure they did not affect their future career prospects.

Students may conclude that, in terms of the Nazi aims in relation to both women and young people, there is a mixed picture. Regarding the growth of marriages and the birth rate, both certainly grew but it is questionable as to whether the end of the Depression and economic recovery had a bigger impact than Hitler's coercive and persuasive policies. Furthermore, students may also point out that the Nazis

were unable to ride both horses in terms of the needs of the economy, especially after 1936, and their ideology on women and something had to give. Similarly, with regards to young people, the extent of Nazi control was considerable through indoctrination in education and through the Hitler Youth but there is evidence of waning enthusiasm and growing resistance by 1939.