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# A-level HISTORY 7042/20

Component 20 Democracy and Nazism: Germany, 1918-1945

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Mark scheme

June 2022

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 developments after the abdication of the Kaiser in 1918.

**[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

- the source is from a senior figure in the German High Command at the end of the war who represented the army's views in this volatile period and sought to maintain the army's influence and independence in this period of revolutionary activity and to use whatever means necessary to limit that revolution as much as possible
- as later recollections, students may argue that Groener is seeking to justify his arrangement with Ebert, partly to offset criticism from other military and conservative figures at his role in the Kaiser's abdication, as well as doing a deal with the SPD leadership
- students may also consider that he is portraying himself as being the main beneficiary of this pact and that his agenda to protect the army from radical overhaul, as well as the country itself from a potential Communist revolution, was necessary and justified. The timing of the pact suggests that Groener is attempting to maintain some control of events to the army's benefit
- Groener uses words such as 'necessary', 'harmless', 'order and discipline' to emphasise the necessity of his pact with Ebert and, throughout the source, illustrates that he took the initiative and Ebert followed his lead.

### Content and argument

- Groener refers to the secret nature of this pact which emphasises how controversial it was for both parties to conclude this agreement, Groener for agreeing to uphold and defend the new Weimar Republic led by a socialist and Ebert for doing deals with a reactionary, conservative force who was hostile to democracy and socialism. This exemplifies the shared hostility to radical revolutionary activity along communist lines
- the fact that the deal was concluded shows the shared hostility to the possibility of Communist revolution of Ebert and the military as both were worried by the political and economic radicalism that would follow.
- Groener explains that he wants to ensure a role for the military in the new Germany and to maintain the best elements of 'old Prussia'. Students may refer to fears amongst senior figures in the military of plans to overhaul and democratise the army that may be the result of a more radical political direction and that Groener's pact was designed to maintain the army's independence within the state
- students may refer to Ebert's compliance with this pact due to his own avowed opposition to the Communist threat, instead wanting stability and democracy rather than Bolshevism.

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

**Provenance, tone and emphasis**

- the source comes from one of the leaders of the Communist movement in Germany who later was instrumental in the Spartacist Revolt in January 1919. He was implacably hostile, both to the old Kaiserian system but also to the more moderate aspirations of the SPD
- the timing of this source, the day after the abdication of the Kaiser, helps explain the feverish tone of the source
- students may suggest that the purpose of Liebknecht's speech is to warn about how fragile the revolution was with enemies on all sides to ensure both vigilance but also further radical action. The source suggests deep concern from Liebknecht of concerted attempts to nullify a true revolution on social lines
- Liebknecht uses highly emotive language such as 'enemies', 'dangers' and 'counter-revolution' to maintain the momentum of the revolutionary events such as the Kiel Mutiny and formation of workers' councils as well as to emphasise the dangers of losing that momentum to those who want to impede the revolution.

**Content and argument**

- Liebknecht points out the dangers to the revolution, both from the elites such as the Junkers and the generals. This can be backed up by actions amongst the elites such as the Stinnes-Legien Agreement on industrial relations and the Ebert-Groener Pact, both of which attempted to moderate the changes being made
- Liebknecht also suggests that threats to the revolution also come from those who have only very recently supported it. Students may suggest that he is referring to the Socialists here, with Ebert originally willing to support a Constitutional Monarchy, as set out in the October 1918 reforms, rather than a Republic
- Liebknecht makes reference to the soldiers' councils and to the concern that they may be being infiltrated by members of the elites. Students may refer to the genuine concern amongst both the military and Ebert and his party at the potentially revolutionary nature of these councils, particularly with reference to how they developed in Russia
- Liebknecht refers to the need for a social revolution which can then lead to the socialisation of the economy. Students may refer to this being at the heart of the rift between him and Ebert, with the latter determined to follow the path of a far more moderate form of political change based on democracy.

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

**Provenance, tone and emphasis**

- the source comes from Noske, the SPD Minister of Defence, who is responsible for ensuring the continuation and security of the new democratic Republic against the threat of Communist revolution
- this source comes during the January 1919 Spartacist Revolt, which was the attempted Communist revolution in Berlin. Students may suggest that Noske is trying to justify the ruthless use of force against the rebels, for example by branding them as thieves rather than political revolutionaries
- Noske is clearly trying to align himself and his party to the workers and soldiers, firstly by addressing them directly but also by claiming to be one of them in the fight for democracy and socialism. Students may point out that Noske may be trying to gloss over the potential awkwardness of the use of a reactionary force against left wing rebels and the consequent dilution of the revolution
- the tone used by Noske is persuasive, attempting to get the support of the workers and soldiers against the Spartacists but students may also denote a tone of concern.

### **Content and argument**

- Noske asserts that the workers and soldiers were hostile to the Spartacist rebels and supportive of the government's aims to end the bloodshed. Students may agree that the revolt was defeated relatively easily but may argue that this was more to do with the brutal force used against it rather than any popularity of the government
- students may challenge as propaganda Noske's argument that the Spartacists were little better than thieves and could not really be termed as a political movement. The Spartacists were re-named as the Communist Party on 1 January 1919 and sought to bring about a revolution along the lines of its Russian equivalent
- students may also challenge Noske's claim that no unnecessary blood would be spilled, particularly with reference to the brutal murder of both Liebknecht and Rosa Luxemburg
- Noske argues about the need for working-class unity if democracy and socialism are to be safeguarded. Students may point out the fundamental divisions on the left of German politics with the SPD using both army and freikorps to crush the Spartacists as well as the USPD distancing themselves from the SPD by early 1919, leaving the SPD isolated.

**Section B**

**0 2** 'In the years 1924 to 1928, Germany's international position was greatly strengthened.'

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 in the years 1924 to 1928, Germany's international position was greatly strengthened might include:**

- the Dawes Plan and agreement to re-start reparations led to an immediate improvement in Germany's international position with the withdrawal of French and Belgian forces from the Ruhr and a reduction of tension between these countries and Germany
- the Locarno Pact viewed as a major triumph for Germany, with the western borders being accepted by Germany through agreement, rather than the Diktat of Versailles, as well as making a repeat of the French invasion of the Ruhr almost impossible. Locarno was also important for what was not agreed with the eastern borders of Germany (with Poland and Czechoslovakia) leaving these parts of Versailles open to possible revision
- Germany's admittance to the League of Nations in 1926 was another diplomatic triumph for Stresemann and a further sign of Germany's re-integration into the European fold as an equal power
- Germany also sought to develop closer relations with the USSR with the 1926 Treaty of Berlin renewing Rapallo. This allowed further secret rearmament which enabled Germany to circumvent the disarmament clauses of Versailles
- Germany was invited to sign the 1928 Kellogg-Briand Pact under which countries agreed to renounce war as a method to solve disputes, again illustrating its newfound acceptance in the diplomatic community.

**Arguments challenging the view that in the years 1924 to 1928, Germany's international position was greatly strengthened might include:**

- Stresemann's long-term aim, through his policy of fulfilment, was a revision of the Versailles Treaty but by 1928, the Treaty, in all of its key essentials, was still intact
- Germany's relationship with the USSR had already been established at Rapallo in 1922 and was merely renewed by Stresemann. The Treaty was also viewed with hostility and suspicion by France
- many Germans on the right claimed that fulfilment of the terms of the Treaty was a further capitulation to the French and that Stresemann's concessions achieved little as Germany remained partially occupied and disarmed
- the Kellogg-Briand Pact may have been symbolically important but it lacked any clauses on enforcement and therefore was of limited importance.

Students may conclude that Stresemann followed a very shrewd strategy, underpinned by a belief that progress was only possible through a moderate approach and through co-operation with, and the re-building of, good relations with the West. Germany's membership of the League of Nations, as well as a willing signatory of a negotiated treaty of the borders as set out by Versailles, may be seen as achievements which were significant. Whether this greatly strengthened Germany's international position when the essentials of Versailles were still in place is more debatable.

- 0 3** How successful was the Nazi regime in controlling the Catholic and Protestant Churches in the years 1933 to 1941?

**[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 was successful in controlling the Catholic and Protestant Churches in the years 1933 to 1941 might include:**

- the Catholic Church's influence and power in Germany, by 1941, was severely weakened by relentless pressure and persecution by the Nazi regime, despite the Concordat of July 1933, on aspects such as church schools and youth groups, the Catholic press, ability to hold public meetings and attacks on priests as well as monasteries
- the Catholic Church failed to provide coherent political leadership to any opposition to the regime, instead confining themselves to individual campaigns such as over the banning of crucifixes in schools or the T4 campaign.
- apart from some individual acts of resistance such as Niemoller's pro-Jewish sermon in 1935 and the establishment of the Confessional Church, there was little open resistance of Hitler or the Nazi regime by the mainstream Protestant Church
- control and acquiescence were easier to achieve by many of Nazi policies being popular with both the Catholic and Protestant Churches such as anti-Communism, conservatism and nationalism and even anti-Semitism
- Nazi strategy to exert control over the Christian Churches was sufficiently flexible to maximise that control, e.g., the Concordat with the Catholic Church gave reassurance whilst Nazi power was still not fully developed and Muller's failure to co-ordinate the Protestant Churches under his leadership led to him being marginalised and a more repressive approach being taken after 1935.

**Arguments challenging the view that the Nazi regime was successful in controlling the Catholic and Protestant Churches in the years 1933 to 1941 might include:**

- Nazi policies towards the Catholic and Protestant Churches lacked coherence with even Hitler, at times, advocating 'positive Christianity' and a cautious approach, and at others vowing to eradicate Christianity from Germany
- Nazi control of the Protestant Church, through the creation of the Reich Church under Ludwig Muller, a Nazi nominee, was not universally supported, as shown by the formation of the Confessional Church, led by Bonhoeffer and Niemoller, and supported by about 5000 pastors
- despite the increasing and effective persecution of the Roman Catholics, there was some resistance to the Nazis encouraged by such actions as Pope Pius XI's papal encyclical of 1937 condemning neo-paganism, and Cardinal Galen's 1941 sermon against euthanasia.
- the German Faith movement, an attempt to move Germany away from Christianity towards a religion based on pagan and Nazi ideas, had limited success with only around 200 000 followers, less than 0.3% of the population.

Students may conclude that through a combination of agreement, repression and flexible strategy, the Nazis certainly tightened their grip over both the Catholic and Protestant Churches and ensured that there was limited mainstream opposition up to 1941, despite significant individual acts of resistance and the development of the Confessing Church.

ACCESS TO THE FULL RANGE OF MARKS MUST BE APPLIED FOR RESPONSES WHICH RELATE ENTIRELY TO 1933-39. STUDENTS CAN BE REWARDED FOR ANALYSIS UP TO 1941 WHERE APPROPRIATE.

**0 4** 'Nazi policies towards the Jews were inconsistent in the years 1935 to 1942.'

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**
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- 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**

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**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 policies towards the Jews were inconsistent in the years 1935 to 1942 might include:**

- up until 1938, discrimination against the Jews often lacked any kind of overall coherence or central planning, despite the introduction of the Nuremberg Laws in 1935, with some confusion over the definition of what constituted a 'full Jew' and local interventions from Nazi radicals promoting measures such as bans on Jews using swimming pools, pubs, restaurants and shops
- there was a clear radicalisation of Nazi policy towards the Jews from 1938 with the Anschluss and Kristallnacht, although the latter was arguably provoked by Goebbels in order to regain favour with Hitler, rather than a carefully thought out change in strategy by the regime itself
- up to 1939, the Nazis' focus was on the forced emigration of Jews and the expropriation of their economic assets. The start of war in 1939 and the conquest of western Poland, meant that the emphasis moved from forced emigration of Jews to deportations and to the 'resettlement' of Jews
- the outbreak of the Second World War and conquest of western Poland switched the emphasis of the Nazi regime from forced emigration to plans, such as the Madagascar Plan and the Ghettoisation of the Jews, with the first being established in Lodz in February 1940, suggesting a reactionary policy to events rather than any consistency in approach
- the 'Final Solution', which emerged by the start of 1942, followed a confused period of emigration, deportations, ghettoization as well as the mass killings of the Einsatzgruppen. This marked a change in previous policies, arguably because all other plans had failed, and was a further reactive response to the failure to defeat the Soviet Union.

**Arguments challenging the view that Nazi policies towards the Jews were inconsistent in the years 1935 to 1942 might include:**

- the Nuremberg Laws of 1935, in excluding Jews from German citizenship as well as outlawing marriage and sexual relations between Jews and Aryan Germans, was consistent in terms of Hitler and the Nazi Party's views of the racial inferiority of the Jews and the desire and intent to marginalise them in German society
- after 1938 there was a radicalisation in policies towards Jews that remained a consistent theme until the emergence of the Final Solution by 1942, which coincided with the general radicalising of the regime's policies following the improved economic and military situation due to the Four Year Plan as well as the removal of those urging some caution and moderation
- the Nazi approach of evolving their policies towards the Jews depending on events such as the outbreak of war in 1939, the conquest of western Poland and the invasion of the Soviet Union, was consistent throughout this time period and was underpinned by the consistent application of Nazi racial theory
- throughout this period, Jews within Germany and, from 1938, her controlled territories, were consistently subjected to humiliation, discrimination and violence
- there was always a policy to kill as many Jews as possible, as evidenced by the treatment of Jews in the concentration camps where many died of forced labour or brutality. Even before 1942, the conditions in the General Government and the ghettos caused starvation which led to the assumption of the Madagascar Plan that Jews would die off on the island through harsh conditions.

Students may conclude that the point of view in the question is quite persuasive with policies towards the Jews changing from discrimination and emigration to mass killings and the Final Solution, perhaps mirroring the extent of the Nazi regime's level of confidence in its authority and control. Students might point out that there was clear evidence of growing radicalisation of Nazi policies from 1938 and certainly

from the 1941 invasion of the Soviet Union, which lends a measure of consistency from this period. Students may point out that Nazi policies were indeed rather changeable and inconsistent depending on the situation at the time but their hostility to the Jews and their determination to apply their racial theory never altered.