

Weimar and Nazi Germany 1918–39 (Exams from 2026): Answers

1 The Weimar Republic: Origins and early challenges

- 1 Give **two** things you can infer from Source A about the impact of hyperinflation on Germany in 1923. (4)

Mark scheme

You can award four marks for this question, two for each inference. Award one mark for a valid inference, and one mark for accurate supporting detail from the source.

An example of a four-mark answer

- (i) **What I can infer:** Hyperinflation led to ill health and people starving. (1)
Details in the source that tell me this: The source shows an ill-looking mother holding up her child who is very thin and starving. (1)
- (ii) **What I can infer:** Hyperinflation led to money becoming worthless and insignificant to people. (1)
Details in the source that tell me this: The source shows banknotes falling from the sky and surrounding the woman in the picture. (1)

- 2 Explain why there was opposition in Germany to the Treaty of Versailles (1919). (12)

You **may** use the following in your answer:

- territorial terms
- economic terms

You **must** also use information of your own.

Mark scheme

Level	Marks	Explanation
1	1–3	The answer is simple or generalised. It is not developed, and it is poorly organised. The answer contains limited knowledge and understanding of the opposition in Germany to the Treaty of Versailles.
2	4–6	The answer contains an explanation, but it is limited and does not link to the reasons why there was opposition in Germany to the Treaty of Versailles. It contains some development and organisation of material, but a clear line of reasoning throughout is missing. Accurate and relevant information is included, showing some knowledge and understanding of the opposition in Germany to the Treaty of Versailles.
3	7–9	The answer contains an explanation, which shows some analysis and is mainly linked to the reasons why there was opposition in Germany to the Treaty of Versailles. There is generally a clear line of reasoning throughout, but some passages are not as coherent and organised as they could be. Accurate and relevant information is included, showing good knowledge and understanding of the opposition in Germany to the Treaty of Versailles.
4	10–12	The answer contains an analytical explanation, which is linked to the reasons why there was opposition in Germany to the Treaty of Versailles. There is a clear line of reasoning throughout, and the answer is coherent and well organised. Accurate and relevant information has been chosen to address the question directly, showing a wide-ranging knowledge and understanding of the opposition in Germany to the Treaty of Versailles.

An example of a Level 1 answer

The Treaty of Versailles ended the First World War. Many Germans hated the treaty because the terms were harsh, and they were forced to pay back lots of money to France and Britain. Germany went broke as a result.

An example of a Level 2 answer

There was opposition in Germany to the Treaty of Versailles because of its severe territorial terms. Germany was forced to give up its empire and Alsace Lorraine was given back to France. Land was also taken from Germany and given to other countries in Europe.

There was also opposition in Germany to the Treaty of Versailles because of its economic terms. Germany was ordered to pay reparations of £6.6 billion. Payments were to be repaid in instalments, which was bad for Germany. Later, when Germany could not make a payment, French troops invaded and took the resources they needed.

The Treaty of Versailles also made it illegal for Germany to have a big army or to build tanks and planes.

An example of a Level 3 answer

There was opposition in Germany to the Treaty of Versailles because of severe territorial terms. As punishment for losing the war, Germany was forced to give up its empire. Alsace Lorraine, which had been won in a previous war, was also given back to France. Land was taken from Germany to recreate the states of Poland and Czechoslovakia. This particularly angered Germans in East Prussia, who were now separated from the rest of Germany. This led to resentment amongst many Germans.

There was also opposition in Germany to the Treaty of Versailles because of its economic terms. Germany was ordered to pay a reparation figure of £6.6 billion. Payments were to be repaid in instalments, which led to a catastrophic effect on the German economy. In 1923, when Germany could not pay its first reparation instalment, French troops invaded the Ruhr to extract coal and steel. This resulted in deep German resentment because the people believed the country was being plundered.

Finally, there was also opposition to the Treaty of Versailles because of the military terms. Germany was forced to place severe restrictions on its armed forces. Its army was limited to just 100 000 men. In addition, German troops were forbidden from entering the Rhineland, which was to remain a 'demilitarised' zone.

An example of a Level 4 answer

There was opposition in Germany to the Treaty of Versailles because of severe territorial terms. As punishment for losing the war, Germany was forced to give up its empire. This included colonies in Africa, such as Togo (Togoland) and Tanzania (Tanganyika). Furthermore, Germany had to hand over territories such as Alsace-Lorraine to France, and more land was taken to create the new states of Poland and Czechoslovakia. This particularly angered Germans in East Prussia, who were now separated from the rest of Germany by the 'Polish corridor'. This led to resentment amongst many Germans, who felt that their country was being carved up by the Allies.

There was also opposition in Germany to the Treaty of Versailles because of its economic terms. As a consequence of 'war guilt', Germany was ordered to pay a reparation figure of £6.6 billion. Germany referred to the Treaty as a 'diktat' because they had no say in the negotiation that resulted in this sum. Payments were to be repaid in instalments, which led to a catastrophic effect on the German economy. French troops also confiscated German livestock and, in 1923 when the Germans could not pay its first instalment, invaded the Ruhr to extract coal and steel. This resulted in deep German resentment because the people believed the country was being plundered to settle old scores.

Finally, there was also opposition to the Treaty of Versailles because of the military terms. As a result of being seen as the aggressor during the First World War, Germany was forced to place severe restrictions on its armed forces. Consequently, its army was limited to just 100 000 men, and it was forbidden from having an air force or building tanks and submarines. In addition, German troops were forbidden from entering the Rhineland, which was to remain a 'demilitarised' zone. Again, this stirred up bitterness amongst the German people; Germany was a nation built on a proud military tradition and yet was now forbidden from entering its own territory.

2 The Weimar Republic: Recovery and changes in society

Study Sources A and B.

1 How useful are Sources A and B for an enquiry into the changes that took place in the Weimar Republic in the years 1923–29?

Explain your answer, using Sources A and B and your knowledge of the historical context. (8)

Mark scheme

Level	Marks	Explanation
1	1–2	Judgements on the usefulness of the sources are simple, and comments on the content of the sources and/or their provenance are limited. The sources have been quoted, paraphrased, or described, but a full understanding of what they mean is not demonstrated. The answer contains little contextual knowledge, and links to the sources are limited.
f2	3–5	Judgements on the usefulness of the sources for the specific enquiry are given, with valid criteria. Judgements are supported by developed comments about the content of the sources and/or their provenance. Some analysis of the sources is used to support judgements on the usefulness of the sources. The answer uses contextual knowledge to support comments on the usefulness of the sources.
3	6–8	Judgements on the usefulness of the sources for the specific enquiry are given, with valid and well-chosen criteria. Judgements take into account how the provenance affects the usefulness of the sources. The sources are analysed to support judgements about their usefulness. The answer uses contextual knowledge as part of the process of interpreting the sources, applying valid and well-chosen criteria for judgements on the sources' usefulness.

An example of a Level 1 answer

Source A tells us that Germany became 'more exciting than in any place I had ever been'. The source also says that Germany became more 'liberal' and 'democratic'.

Source B shows a poster advertising a 1930 film. It shows that films became more popular in Weimar Germany and that lots of people went to the cinema during this time.

An example of a Level 2 answer

Source A tells us about life in the Weimar Republic. The source tells us that Germany became 'more exciting than in any place I had ever been'. This is accurate because Germany became a centre for

nightlife when new clubs and theatres opened. The source also says that Germany became more 'liberal' and 'democratic'. Again, this is reliable because Germany's new art movement was characterised by the works of painters whose work often criticised current events. Furthermore, Germany's leaders were now elected via a proportional representation system in which both men and women over the age of 20 were able to vote.

Source B is a poster advertising a 1930 film. Germany became a centre for the production of new and exciting films such as *Metropolis*. These films were technically advanced compared to other films at the time. Furthermore, Marlene Dietrich, the star of the movie in the poster, was very famous. She often portrayed glamorous female characters and became a style icon for many women in Weimar Germany.

An example of a Level 3 answer

Source A is particularly useful in telling us about improvements in everyday life in the Weimar Republic. The source tells us that Germany became 'more exciting than in any place I had ever been'. This is accurate because during the Stresemann years, Germany became a centre for nightlife as new clubs and theatres opened – these would have been banned under the more conservative regime of the Kaiser. The source also says that Germany became more 'liberal' and 'democratic'. Again, this is reliable because Germany's new art movement was characterised by the works of painters such as George Grosz, whose work often criticised current political events. Furthermore, Germany's leaders were now elected via a proportional representation system in which both men and women over the age of 20 could vote. This meant younger Germans now had a stake in society. There were also German women serving in the Reichstag.

Source A was written by an American who lived in Berlin. This makes the source more authentic because the author is an eyewitness to events. In addition, it is an extract from a diary, so he has no reason to exaggerate or emphasise the positives about Germany.

Source B is a poster advertising a 1930 film. It is particularly useful in showing us the changes in cinema that occurred in Germany in the 1920s. Germany became a centre for producing thought-provoking and exciting movies such as *Nosferatu* and *Metropolis*, which were technically advanced compared to other films at the time. Furthermore, Marlene Dietrich, the star of the movie in the poster, became one of the most famous film stars in the world. She was famous for portraying glamorous female characters and became a style icon for many women in Weimar Germany. Subsequently, many young German women imitated her by wearing makeup and smoking in public.

Source B may not be entirely typical, however, as it is from the later days of Weimar Germany. By this point, the German economy was struggling, so the movie may be aimed at those thinking back to the heyday of Weimar Germany, or even aimed at American viewers.

Study Interpretations 1 and 2. They give different views about the changes that took place in the Weimar Republic in the years 1923–29.

2 What is the main difference between these views?

Explain your answer, using details from both interpretations.

(4)

Mark scheme

Level	Marks	Explanation
1	1–2	The interpretations have been quoted or paraphrased, but a full understanding of the difference between them is not demonstrated. OR, a difference between the interpretations is identified, but is not supported by quotations.
2	3–4	A full understanding of the difference between the interpretations is demonstrated, with evidence from the interpretations used to support the difference that has been identified.

An example of a Level 1 answer

Interpretation 1 gives a very positive impression about the changes that took place in Weimar Germany. On the other hand, Interpretation 2 gives a much more negative interpretation of the changes that took place in Weimar Germany by suggesting it only really changed in the cities.

An example of a Level 2 answer

Interpretation 1 gives a positive impression of the changes that took place in Weimar Germany. It suggests that many Germans were excited about the country and its improved economy. I know this because the interpretation says young Germans ‘were very optimistic about the future’ and ‘got involved in the bustling German nightlife’.

On the other hand, Interpretation 2 gives a more negative interpretation of the changes that took place in Weimar Germany. It suggests that the changes were mostly limited to the cities: ‘Bauhaus buildings sprang up in German cities’ but that ‘in most of rural Germany, women [still followed] their traditional role as home makers’ and ‘much of Weimar Germany remained untouched’.

3 Suggest **one** reason why Interpretations 1 and 2 give different views about the changes that took place in the Weimar Republic in the years 1923–29.

You may use Sources A and B to help explain your answer.

(4)

Mark scheme

Level	Marks	Explanation
1	1–2	A reason for the difference between the interpretations is offered but is not well supported. The supporting evidence is limited or not based on the interpretations and sources provided. It does not link to the reason given for the difference.
2	3–4	A reason for the difference between the interpretations is offered and is well supported. The supporting information is based on evidence from the interpretations and sources provided. It links directly to the reason given for the difference.

An example of a Level 1 answer

The interpretations give different views about the changes that took place in the Weimar Republic because they focus on different aspects of Germany.

An example of a Level 2 answer

The interpretations give different views about the changes that took place in the Weimar Republic because they focus on different aspects of Germany. Interpretation 1 emphasises economic changes and the thriving nightlife that were evident in the cities: ‘It seemed that the old Germany had been transformed’. This interpretation is supported by Source A: ‘One sat up with young people all night in the pavement cafes, the plush bars ... and talked endlessly about life’. On the other hand, Interpretation 2 focuses on Germany as a whole. It gives the impression that, outside of the cities, much of Germany remained the same: ‘the landscape in many places was still the same’ and ‘much of Weimar Germany remained untouched’.

4 How far do you agree with Interpretation 2 about the changes that took place in the Weimar Republic in the years 1923–29?

Explain your answer, using both interpretations and your knowledge of the historical context. (16)

Mark scheme

Level	Marks	Explanation
1	1–4	The answer includes a simple valid statement agreeing or disagreeing with the interpretation. Analysis is limited to quotations or paraphrasing from one interpretation. Contextual knowledge is general, but it is linked to the statement agreeing or disagreeing with the interpretation.
2	5–8	The answer includes a valid statement which evaluates the interpretation and agrees or disagrees with it. There is some analysis, with quotations or paraphrasing from both interpretations included. Some relevant contextual knowledge is included, and it is linked to the judgement being made. An overall judgement is given, and it is justified, but the justification is not explained at all or is poorly explained.
3	9–12	The answer evaluates the interpretation and explains why there should be agreement or disagreement with it. The interpretations are analysed well, showing an understanding of how the views differ and using this understanding to support the judgements being made. Relevant contextual knowledge is included, and it is linked directly to the judgements being made. An overall judgement is given, and it is justified, but the justification is not fully explained.
4	13–16	The answer evaluates the interpretation, looking at whether there should be agreement or disagreement with it, and explaining why the chosen judgement has been reached. The interpretations are analysed precisely, showing how the different views are expressed and using this understanding to support the judgement being made. Relevant contextual knowledge has been precisely selected and included, and it is used to support the judgement being made. An overall judgement is given and it is justified. The justification is sustained throughout the answer, and the whole answer is coherent and logically structured.

An example of a Level 1 answer

I agree with the views in the interpretation as there were lots of new films made in Germany – some of these were horror films. I also agree that ‘the landscape was in many places was still the same as it had always been’ because Germany kept most of its land after the war. Also, I agree that ‘women were still paid less’ because Hitler didn’t want them to have jobs. He wanted them to stay at home and produce children for Germany.

An example of a Level 2 answer

Interpretation 2 argues that there were some new and exciting changes within Germany during the years of the Weimar Republic but that these shifts mainly took place in the cities.

The interpretation suggests that Germany became a 'centre of innovation' and refers to 'Bauhaus buildings' and 'cutting-edge horror and sci-fi movies'. This is true because, in the years after the Kaiser, Germany did become more liberal, embracing the construction of buildings in a less traditional style. Also, new movies were made when German film directors made use of sound and light to create suspense.

The interpretation continues by arguing that much of the changes that Germany saw were confined to the cities: 'the landscape in many places was still the same as it had always been'. This view is reliable, as middle classes, in particular, lost their savings during the hyperinflation crisis of 1923. Farmers also suffered because the Stresemann government began to modernise Germany by importing more food.

Finally, the interpretation puts forward the argument that women's 'roles as home makers were still followed'. This is accurate because after the end of the First World War, men gradually began to return to the workplace.

In conclusion, although Germany's new liberal attitudes did flourish, it is also true to say that this was usually only the case in cities.

An example of a Level 3 answer

Interpretation 2 argues that there were some new and exciting changes within Germany during the years of the Weimar Republic but that these shifts mainly took place in the cities.

The interpretation suggests that Germany became a 'centre of innovation' and refers to 'Bauhaus buildings' and 'cutting-edge horror and sci-fi movies'. This is true because, in the years after the Kaiser, Germany did become more liberal, embracing the construction of buildings in a less traditional style. Also, new movies were made when German film directors made use of sound and light to create suspense.

The interpretation continues by arguing that much of the changes that Germany saw were confined to the cities: 'the landscape in many places was still the same as it had always been'. This view is reliable, as middle classes in particular lost their savings during the hyperinflation crisis of 1923. Farmers also suffered because the Stresemann government began to modernise Germany by importing more food.

Finally, the interpretation puts forward the argument that women's 'roles as home makers were still followed'. This is accurate, because after the end of the First World War, men gradually began to return to the workplace.

Interpretation 1 argues that Germany did experience a period of optimism during the years of the Weimar Republic. It begins by emphasising the significance of 'Rentenmark and American loans'. These helped Germany recover from war debt and hyperinflation by providing loans of over \$200 million to support the German economy.

Interpretation 1 also points to 'bustling German nightlife' as a measure of German success. This view is true because many nightclubs opened in Germany featuring jazz bands. In some clubs, men wore makeup and women dressed as men. This theme was also reflected in the art of painters such as George Grosz.

Interpretation 1 also uses German cinema to emphasise Germany's prosperity in the Weimar years: 'German cinema and its stars are famous the world over'. This can be supported through the example of Marlene Dietrich, who became the most famous actress in the world through her style and portrayals of strong-minded women in productions such as *The Blue Angel*.

In conclusion, although Germany's new liberal attitudes did flourish, it is also true to say that this was usually only the case in cities. However, I also agree with Interpretation 1's view that, overall, the German economy did recover. Thanks to Stresemann, more Germans had homes, and working-class Germans saw a real increase in their wages.

An example of a Level 4 answer

I somewhat agree with the view in Interpretation 2 about the changes to Germany in the years of the Weimar Republic. While the changes it experienced were dramatic, they were mainly confined to the cities.

The interpretation begins by suggesting that Germany became a 'centre of innovation' and refers to 'Bauhaus buildings' and 'cutting-edge horror and sci-fi movies'. This view seems to be true because, in the years after the Kaiser, Germany did become more liberal, embracing modern ideas such as the construction of buildings in a less traditional style using geometric shapes. *Metropolis* was one of the first science-fiction movies, made when German film directors began to use of sound and light to create suspense.

However, the interpretation continues by arguing that much of the change that Germany experienced was confined to the cities: 'the landscape in many places was still the same as it had always been'. This view can be supported by the fact that the so-called 'Golden Age' of Weimar German was not experienced by all Germans: the middle classes in particular saw their savings lost through the hyperinflation crisis of 1923. Farmers also suffered because the Stresemann government began to modernise Germany by importing more food from abroad and encouraging rural Germans to improve their productivity to remain competitive. This led many Germans into debt, and ultimately both the middle classes and farmworkers turned to political parties on the far right, such as the Nazis.

Finally, the interpretation puts forward the argument that women's 'roles as home makers were still followed'. This is accurate because after the end of the First World War, men gradually began to return to the workplace. Subsequently, business leaders and politicians advocated a return to the home and many political parties campaigned for men to reclaim their place as the earner within German households.

On the other hand, Interpretation 1 argues that Germany did experience a period of optimism during the years of the Weimar Republic. It begins by emphasising the significance of 'Rentenmark and American loans'. These measures were indeed important in helping Germany recover from the crippling effects of war reparations and hyperinflation. The Dawes and Young Plans reduced Germany's debts significantly and provided more than \$200 million in loans to support the German economy.

Interpretation 1 also points to the 'bustling German nightlife' as a measure of German success. This view seems to be true, particularly in reference to Berlin, where many new nightclubs opened featuring jazz bands and provocative acts. In some clubs, men wore makeup and women dressed up as men. This theme was also reflected in the art of painters such as George Grosz, who satirised contemporary political events – something that had been forbidden in Germany under the Kaiser.

As in Interpretation 2, Interpretation 1 also uses German cinema to accentuate Germany's prosperity in the Weimar years: 'German cinema and its stars are famous the world over'. This can be supported through the example of Marlene Dietrich, who became the most famous actress in the world through her chic style and portrayals of strong-minded women in productions such as *The Blue Angel*.

In summary, I partly agree with Interpretation 2's view. In the years 1923–29, although Germany's new liberal attitudes did flourish, as evidenced by cinema, art, and architecture, it is also true to say that this was usually only the case in cities. However, I also agree with Interpretation 1's view that, overall, the German economy did recover. Thanks to Stresemann, more Germans than ever before had homes, and working-class Germans saw a real increase in their wages. The fact that these changes were short-lived does slightly detract from the view that Germany had been 'transformed'.

3 Early development of the Nazi Party

1 Give **two** things you can infer from Source A about the role Hitler played in the early development of the Nazi Party.

(4)

Mark scheme

You can award four marks for this question, two for each inference. Award one mark for a valid inference, and one mark for accurate supporting detail from the source.

For example:

(i) **What I can infer:** Hitler was popular amongst the people who saw him.

Details in the source that tell me this: 'We were carried on a wave of enthusiasm.'

(ii) **What I can infer:** People were captivated during his speeches.

Details in the source that tell me this: 'He spoke passionately; it was hypnotic and persuasive'.

2 Explain why Hitler made changes to the Nazi Party between 1919 and 1923.

(12)

You **may** use the following in your answer:

- the Twenty-Five Point Programme
- *Sturmabteilung* (SA)

You **must** also use information of your own.

Mark scheme

Level	Marks	Explanation
1	1–3	The answer is simple or generalised. It is not developed, and it is poorly organised. The answer contains limited knowledge and understanding of the changes Hitler made to the Nazi Party between 1919 and 1923.
2	4–6	The answer contains an explanation, but it is limited and does not link to the reasons why Hitler made changes to the Nazi Party between 1919 and 1923. It contains some development and organisation of material, but a clear line of reasoning throughout is missing. Accurate and relevant information is included, showing some knowledge and understanding of the changes Hitler made to the Nazi Party between 1919 and 1923.
3	7–9	The answer contains an explanation, which shows some analysis and is mainly linked to the reasons why Hitler made changes to the Nazi Party between 1919 and 1923. There is generally a clear line of reasoning throughout, but some passages are not as coherent and organised as they could be. Accurate and relevant information is included, showing good knowledge and understanding of the changes Hitler made to the Nazi Party between 1919 and 1923.
4	10–12	The answer contains an analytical explanation, which is linked to the reasons why Hitler made changes to the Nazi Party between 1919 and 1923. There is a clear line of reasoning throughout, and the answer is coherent and well organised. Accurate and relevant information has been chosen to address the question directly, showing a wide-ranging knowledge and understanding of the changes Hitler made to the Nazi Party between 1919 and 1923.

Relevant points that could be included:

- Hitler believed the Nazis needed to appeal to as many groups in society as possible, so he published a list of promises called the Twenty-Five Point Programme. It contained many Nationalist promises, such as destroying the Treaty of Versailles and expanding Germany's borders. The Nazis also pursued antisemitic policies. For example, they stated that Jews should not be classed as German citizens.
- The *Sturmabteilung* (SA) was set up as the Nazi paramilitary wing under Ernst Röhm. Many of the men who joined the SA were former members of the Freikorps. They wore brown uniforms and swastika armbands. The main role of the SA was to attack critics of the Nazi Party and disrupt Communist meetings.
- Hitler rebranded the Nazi Party. After originally being known as the DAP (German Workers' Party) under Anton Drexler, it was renamed the National Socialist German Workers' Party to widen its appeal. After Hitler assumed leadership of the Nazi Party in 1920, he also introduced a new flag depicting the swastika.

4 The Munich Putsch and the Nazi Party, 1923–28

Study Sources A and B.

1 How useful are Sources A and B for an enquiry into the changes that took place in the Nazi Party in the years 1923–28?

Explain your answer, using Sources A and B and your knowledge of the historical context. (8)

Mark scheme

Level	Marks	Explanation
1	1–2	Judgements on the usefulness of the sources are simple, and comments on the content of the sources and/or their provenance are limited. The sources have been quoted, paraphrased, or described, but a full understanding of what they mean is not demonstrated. The answer contains little contextual knowledge, and links to the sources are limited.
2	3–5	Judgements on the usefulness of the sources for the specific enquiry are given, with valid criteria. Judgements are supported by developed comments about the content of the sources and/or their provenance. Some analysis of the sources is used to support judgements on the usefulness of the sources. The answer uses contextual knowledge to support comments on the usefulness of the sources.
3	6–8	Judgements on the usefulness of the sources for the specific enquiry are given, with valid and well-chosen criteria. Judgements take into account how the provenance affects the usefulness of the sources. The sources are analysed to support judgements about their usefulness. The answer uses contextual knowledge as part of the process of interpreting the sources and applying valid and well-chosen criteria for judgements on the sources' usefulness.

Relevant points that could be included:

- Source A is useful because it tells us that the Nazis intend to achieve power through democracy rather than violence. This was due to the failure of the 1923 Munich Putsch, during which 16 Nazis were shot and Hitler was forced to retreat to the Bavarian Alps.
- Hitler's trial and subsequent imprisonment made him famous. He used this notoriety to win elections legally. He wrote *Mein Kampf* while in prison to further this aim.
- Source A is written by a Nazi supporter who met Hitler in person. It therefore gives an authentic view about the changes made to the Nazi Party after 1923.
- Source B is useful because it tells us that Hitler was obsessed with seizing power by whatever

means he could. The author of the source tells us that the Nazi Party didn't have clear aims (in 1925).

- After Hitler's release from prison, he organised a conference in Bamberg. Here, the Nazi Party was re-structured with Hitler as its Führer. The Party's manifesto was also rewritten to remove many of the Twenty-Five Point Programme's more 'Socialist' policies.
- Strasser was an eyewitness to this conversation with Hitler, although he is recalling the events 15 years later. As a leading member of the Nazi Party, it is likely that he can offer an authentic view of the Nazis.

Study Interpretations 1 and 2. They give different views about the changes that took place in the Nazi Party in the years 1923–28.

2 What is the main difference between these views?

Explain your answer, using details from both interpretations.

(4)

Mark scheme

Level	Marks	Explanation
1	1–2	The interpretations have been quoted or paraphrased, but a full understanding of the difference between them is not demonstrated. OR, a difference between the interpretations is identified, but is not supported by quotations.
2	3–4	A full understanding of the difference between the interpretations is demonstrated, with evidence from the interpretations used to support the difference that has been identified.

Relevant points that could be included:

- Interpretation 1 argues that, although the Nazi Party adapted its methods after 1924, the Party achieved little success for much of the decade.
- Interpretation 2 argues that, after 1925, the Nazi Party grew into a national movement and attracted supporters from a variety of German groups.

3 Suggest **one** reason why Interpretations 1 and 2 give different views about the changes that took place in the Nazi Party in the years 1923–28. You may use Sources A and B to help explain your answer. (4)

Mark scheme

Level	Marks	Explanation
1	1–2	A reason for the difference between the interpretations is offered but is not well supported. The supporting evidence is limited or not based on the interpretations and sources provided. It does not link to the reason given for the difference.
2	3–4	A reason for the difference between the interpretations is offered and is well supported. The supporting information is based on evidence from the interpretations and sources provided. It links directly to the reason given for the difference.

Relevant points that could be included:

The interpretations emphasise different aspects. For example:

- Interpretation 1 emphasises the fact that, although the Nazis now intend to obtain power legally, electorally they achieved very little – that is, they had few seats in the Reichstag.
- Interpretation 2 emphasises the growth of the Nazi Party in terms of its size and appeal, and that the Nazis had laid a platform for later success.

4 How far do you agree with Interpretation 2 about the changes that took place in the Nazi Party in the years 1923–28?

Explain your answer, using both interpretations and your knowledge of the historical context. (16)

Mark scheme

Level	Marks	Explanation
1	1–4	The answer includes a simple valid statement agreeing or disagreeing with the interpretation. Analysis is limited to quotations or paraphrasing from one interpretation. Contextual knowledge is general, but it is linked to the statement agreeing or disagreeing with the interpretation.
2	5–8	The answer includes a valid statement which evaluates the interpretation and agrees or disagrees with it. There is some analysis, with quotations or paraphrasing from both interpretations included. Some relevant contextual knowledge is included, and it is linked to the judgement being made. An overall judgement is given, and it is justified, but the justification is not explained at all or is poorly explained.
3	9–12	The answer evaluates the interpretation and explains why there should be agreement or disagreement with it. The interpretations are analysed well, showing an understanding of how the views differ and using this understanding to support the judgements being made. Relevant contextual knowledge is included, and it is linked directly to the judgements being made. An overall judgement is given, and it is justified, but the justification is not fully explained.
4	13–16	The answer evaluates the interpretation, looking at whether there should be agreement or disagreement with it, and explaining why the chosen judgement has been reached. The interpretations are analysed precisely, showing how the different views are expressed and using this understanding to support the judgement being made. Relevant contextual knowledge has been precisely selected and included, and it is used to support the judgement being made. An overall judgement is given, and it is justified. The justification is sustained throughout the answer, and the whole answer is coherent and logically structured.

Relevant points that could be included:

- Interpretation 2 suggests that the Party organisation became clearer. After the failed Munich Putsch and, later, the Bamberg Conference, Hitler established the *Führerprinzip* ('Leader Principle'), placing himself as the Party's undisputed figurehead. He also set up branches of the Nazi Party in all regions of Germany, with each branch led by a loyal Nazi, called a *gauleiter*. Hitler also founded the SS and Hitler Youth organisations.

- The Nazi Party began to appeal to new groups. Previously, the Party had attracted working-class Germans. Now, by emphasising its antisemitism and its view of the Aryan race being a nation of farmers, the Nazis attracted voters from the middle classes as well as farmers.
- Interpretation 1 argues that Hitler's decision to use democracy saw little immediate benefit. After the Munich Putsch, Hitler shot to fame through nationwide coverage of his trial; however, the Nazis were on the fringes of politics as Germany recovered in the 1920s.
- The Nazi Party experienced very little political success before 1930. This view is supported by the fact the Party won just 12 seats in 1928. At this point, the Nazis were a Party offering severe change; however, Germany was then experiencing an upturn in fortunes as a result of American loans and the work of Gustav Stresemann.

5 Growing support for the Nazis and Hitler becomes Chancellor

- 1 Give **two** things you can infer from Source A about the tactics used by the Nazi Party in election campaigns in the early 1930s. (4)

Mark scheme

You can award four marks for this question, two for each inference. Award one mark for a valid inference, and one mark for accurate supporting detail from the source.

For example:

- (i) **What I can infer:** The Nazi Party promised to reduce unemployment.
Details in the source that tell me this: The caption addressed 'Millions of men without work'.
- (ii) **What I can infer:** The Nazi Party were nationalists.
Details in the source that tell me this: The poster says, 'Save the German family'.

- 2 Explain why Hitler was able to become Chancellor in January 1933. (12)

You **may** use the following in your answer:

- the Great Depression
- Article 48

You **must** also use information of your own.

Mark scheme

Level	Marks	Explanation
1	1–3	The answer is simple or generalised. It is not developed, and it is poorly organised. The answer contains limited knowledge and understanding of the reasons why Hitler was able to become Chancellor in January 1933.
2	4–6	The answer contains an explanation, but it is limited and does not link to the reasons why Hitler was able to become Chancellor in January 1933. It contains some development and organisation of material, but a clear line of reasoning throughout is missing. Accurate and relevant information is included, showing some knowledge and understanding of the reasons why Hitler was able to become Chancellor in January 1933.
3	7–9	The answer contains an explanation, which shows some analysis and is mainly linked to the reasons why Hitler was able to become Chancellor in January 1933. There is generally a clear line of reasoning throughout, but some passages are not as coherent and organised as they could be. Accurate and relevant information is included, showing good knowledge and understanding of the reasons why Hitler was able to become Chancellor in January 1933.
4	10–12	The answer contains an analytical explanation, which is linked to the reasons why Hitler was able to become Chancellor in January 1933. There is a clear line of reasoning throughout, and the answer is coherent and well organised. Accurate and relevant information has been chosen to address the question directly, showing a wide-ranging knowledge and understanding of the reasons why Hitler was able to become Chancellor in January 1933.

Relevant points that could be included:

- Germany was greatly affected by the Great Depression. As a result of the country's reliance on American loans (through the Dawes and Young Plan), German banks and businesses collapsed. Furthermore, around 6 million Germans became unemployed, and some lost their homes. People began to turn to Hitler and the Nazis who were offering 'Work and Bread'.
- The Weimar Government was paralysed by the Great Depression. The Chancellorship changed hands several times because politicians could not agree on a set of measures to help Germany recover. President Hindenburg had to use Article 48 of the Constitution to appoint chancellors and pass laws by emergency decree, which showed the German people that strong leadership was necessary to tackle the crisis.
- The appeal of the Nazis grew hugely after 1929. Many middle-class Germans turned to Hitler as an alternative to the Communists – who they feared would strip away their wealth. The Nazis presented themselves as a modern Party. With the help of Joseph Goebbels, they made use of cinema and radio to broadcast their message. Hitler used aeroplanes to take him around Germany.

6 Nazi Germany: Dictatorship and police state

Study Sources A and B.

- 1 How useful are Sources A and B for an enquiry into why people supported the Nazis?
Explain your answer, using Sources A and B and your knowledge of the historical context. (8)

Mark scheme

Level	Marks	Explanation
1	1–2	Judgements on the usefulness of the sources are simple, and comments on the content of the sources and/or their provenance are limited. The sources have been quoted, paraphrased, or described, but a full understanding of what they mean is not demonstrated. The answer contains little contextual knowledge, and links to the sources are limited.
2	3–5	Judgements on the usefulness of the sources for the specific enquiry are given, with valid criteria. Judgements are supported by developed comments about the content of the sources and/or their provenance. Some analysis of the sources is used to support judgements on the usefulness of the sources. The answer uses contextual knowledge to support comments on the usefulness of the sources.
3	6–8	Judgements on the usefulness of the sources for the specific enquiry are given, with valid and well-chosen criteria. Judgements take into account how the provenance affects the usefulness of the sources. The sources are analysed to support judgements about their usefulness. The answer uses contextual knowledge as part of the process of interpreting the sources and applying valid and well-chosen criteria for judgements on the sources' usefulness.

Relevant points that could be included:

- Source A suggests that it was the Nazi Party's promise of 'Work and bread for the masses' during the Great Depression that was key to their support.
- The source indicates that ordinary Germans were suffering with the lack of basic essentials that we take for granted today.
- Although the author of Source A is recalling events several decades later, he was an eyewitness to the events of 1929 and can offer us a useful insight into the appeal of the Nazis.
- Source B is useful because it shows that the Nazis promoted their message strongly through election posters. In this case, the poster emphasises the importance of farmers to the future of Germany.

- The Nazis placed a strong emphasis on propaganda. Goebbels produced posters designed to appeal to different groups in German society, such as farmers or the middle classes.
- The poster is intended to alienate Jews and Communists. Fear and antisemitism were key themes in helping the Nazis obtain support from the middle classes.
- The source is typical of a poster from 1929, when Josef Goebbels produced thousands of posters with a series of different messages, especially in the run up to elections.

Study Interpretations 1 and 2. They give different views about why people supported the Nazis.

2 What is the main difference between these views?

Explain your answer, using details from both interpretations.

(4)

Mark scheme

Level	Marks	Explanation
1	1–2	The interpretations have been quoted or paraphrased, but a full understanding of the difference between them is not demonstrated. OR, a difference between the interpretations is identified, but is not supported by quotations.
2	3–4	A full understanding of the difference between the interpretations is demonstrated, with evidence from the interpretations used to support the difference that has been identified.

Relevant points that could be included:

- Interpretation 1 argues that people supported the Nazis because of the Great Depression and its effects. It details the impact of the crisis on unemployment, and how the Nazis promised to solve this problem.
- Interpretation 2 argues that people supported the Nazis because they were scared of the Communists. It points to support of the Nazi Party from the middle classes, the young, and farmers who were scared of losing their wealth.

3 Suggest **one** reason why Interpretations 1 and 2 give different views about why people supported the Nazis. You may use Sources A and B to help explain your answer.

(4)

Mark scheme

Level	Marks	Explanation
1	1–2	A reason for the difference between the interpretations is offered but is not well supported. The supporting evidence is limited or not based on the interpretations and sources provided. It does not link to the reason given for the difference.
2	3–4	A reason for the difference between the interpretations is offered and is well supported. The supporting information is based on evidence from the interpretations and sources provided. It links directly to the reason given for the difference.

Relevant points that could be included:

The interpretations emphasise different aspects. For example:

- Interpretation 1 focuses mainly on the impact of the Wall Street Crash and its catastrophic effect on the German economy. It mentions that people were going hungry, and many German factories closed.
- Interpretation 2 focuses mainly on the appeal of the Nazis to certain groups in Germany. It argues that fear of communism and lack of respect for traditional values resulted in the Nazi Party gaining the support of the middle classes and small farmers.

- 4 How far do you agree with Interpretation 2 about why people supported the Nazis?
Explain your answer, using both interpretations and your knowledge of the historical context. (16)

Mark scheme

Level	Marks	Explanation
1	1–4	The answer includes a simple valid statement agreeing or disagreeing with the interpretation. Analysis is limited to quotations or paraphrasing from one interpretation. Contextual knowledge is general, but it is linked to the statement agreeing or disagreeing with the interpretation.
2	5–8	The answer includes a valid statement which evaluates the interpretation and agrees or disagrees with it. There is some analysis, with quotations or paraphrasing from both interpretations included. Some relevant contextual knowledge is included, and it is linked to the judgement being made. An overall judgement is given, and it is justified, but the justification is not explained at all or is poorly explained.
3	9–12	The answer evaluates the interpretation and explains why there should be agreement or disagreement with it. The interpretations are analysed well, showing an understanding of how the views differ and using this understanding to support the judgements being made. Relevant contextual knowledge is included, and it is linked directly to the judgements being made. An overall judgement is given, and it is justified, but the justification is not fully explained.
4	13–16	The answer evaluates the interpretation, looking at whether there should be agreement or disagreement with it, and explaining why the chosen judgement has been reached. The interpretations are analysed precisely, showing how the different views are expressed and using this understanding to support the judgement being made. Relevant contextual knowledge has been precisely selected and included, and it is used to support the judgement being made. An overall judgement is given, and it is justified. The justification is sustained throughout the answer, and the whole answer is coherent and logically structured.

Relevant points that could be included:

- Interpretation 2 suggests that the heart of Nazi Party support came from farmers and the middle classes. This was because of their hatred of communism. Many Germans feared that their wealth and property would be seized if the Communist Party came to power (this had happened in Russia

years earlier). Large German corporations such as Krupp supported Hitler for similar reasons.

- The Nazi Party also increased its support from university students. More than half of all Germans aged between 16 and 30 were unemployed. Many had already joined the *Sturmabteilung* (SA). Hitler particularly emphasised the role of youth in Germany and promised them a brighter future. He also found them low-paid jobs working for the Reich Labour Service (RAD).
- Interpretation 1 argues that the main reason for the growing support of the Nazi Party was the Great Depression. It details how factories closed down and millions of Germans lost their jobs. Hitler's offer of 'work and bread' seemed the perfect solution to the crisis. In 1928, the Nazis had just 12 seats in the Reichstag; by 1930, this number had increased to 230.
- The Weimar Government was paralysed by the effects of the Wall Street Crash. German Chancellors such as Brüning, von Papen, and von Schleicher failed to come up with a strategy that all parties could agree upon. (President Hindenburg invoked Article 48 more than 100 times between 1929 and 1932.) This meant that Hitler's offer of a dictatorship – all power in the hands of one man – became more appealing to frustrated Germans.

7 Nazi Germany: Controlling and influencing attitudes

- 1 Give **two** things you can infer from Source A about family life in Nazi Germany. (4)

Mark scheme

You can award four marks for this question, two for each inference. Award one mark for a valid inference, and one mark for accurate supporting detail from the source.

For example:

- (i) **What I can infer:** The radio was an important way of transmitting the Nazi message.
Details in the source that tell me this: The family are gathered around a radio, which is the focal point in the room.
- (ii) **What I can infer:** The Nazis wanted the whole family to listen to what the Party had to say.
Details in the source that tell me this: The whole family, from the oldest adult to the youngest child, are gathered around the radio.

- 2 Explain why the Nazis were able to control the arts and culture in Germany in the years 1933–39. (12)

You **may** use the following in your answer:

- Minister for Enlightenment and Propaganda
- 'degenerate' art

You **must** also use information of your own.

Mark scheme

The maximum number of marks for an 'Explain why' question is 12, not 8, as printed on p35.

Level	Marks	Explanation
1	1–3	The answer is simple or generalised. It is not developed, and it is poorly organised. The answer contains limited knowledge and understanding of why the Nazis were able to control the arts and culture in Germany in the years 1933–39.
2	4–6	The answer contains an explanation, but it is limited and does not link to the reasons why the Nazis were able to control the arts and culture in Germany in the years 1933–39. It contains some development and organisation of material, but a clear line of reasoning throughout is missing. Accurate and relevant information is included, showing some knowledge and understanding of why the Nazis were able to control the arts and culture in Germany in the years 1933–39.
3	7–9	The answer contains an explanation, which shows some analysis and is mainly linked to the reasons why the Nazis were able to control the arts and culture in Germany in the years 1933–39. There is generally a clear line of reasoning throughout, but some passages are not as coherent and organised as they could be. Accurate and relevant information is included, showing good knowledge and understanding of why the Nazis were able to control the arts and culture in Germany in the years 1933–39.
4	10–12	The answer contains an analytical explanation, which is linked to the reasons why the Nazis were able to control the arts and culture in Germany in the years 1933–39. There is a clear line of reasoning throughout, and the answer is coherent and well organised. Accurate and relevant information has been chosen to address the question directly, showing a wide-ranging knowledge and understanding of why the Nazis were able to control the arts and culture in Germany in the years 1933–39.

Relevant points that could be included:

- Joseph Goebbels was Minister for Enlightenment and Propaganda. He used censorship to control the media. Editors were forced to take responsibility for the content of their newspapers. As a result, hundreds of books, many written by communists or Jews, were destroyed. The Nazis also controlled radio transmissions by selling cheap radios that could only pick up Nazi-controlled stations (not receive international signals).
- The Reich Chamber of Culture was used to shut down 'degenerate' art. Jazz music was prohibited and cabaret clubs were closed down. The Nazis also promoted music by German composers in addition to censoring many works of 'modern' art that were not to Hitler's taste.
- Hitler also targeted buildings constructed in the Bauhaus style. He favoured large, traditional architecture built on a grand scale, to convey the size and power of the Third Reich. Some buildings were designed to recreate classical features of Ancient Greece.

8 Nazi Germany: Opposition, resistance, and conformity

- 1 Give **two** things you can infer from Source A about opposition in Nazi Germany. (4)

Mark scheme

You can award four marks for this question, two for each inference. Award one mark for a valid inference, and one mark for accurate supporting detail from the source.

For example:

- (i) **What I can infer:** The Nazis arrested all opposition to its rule.
Details in the source that tell me this: 'First they came for the Communists'.
- (ii) **What I can infer:** There was very little active resistance to the Nazis.
Details in the source that tell me this: 'I did not speak out'.

- 2 Explain why there was opposition to the Nazi regime in the years 1933–39. (12)

You **may** use the following in your answer:

- religious opposition
- opposition from the young

You **must** also use information of your own.

Mark scheme

The maximum number of marks for an 'Explain why' question is 12, not 8, as printed on p39.

Level	Marks	Explanation
1	1–3	The answer is simple or generalised. It is not developed, and it is poorly organised. The answer contains limited knowledge and understanding of why there was opposition to the Nazi regime in the years 1933–39.
2	4–6	The answer contains an explanation, but it is limited and does not link to the reasons why there was opposition to the Nazi regime in the years 1933–39. It contains some development and organisation of material, but a clear line of reasoning throughout is missing. Accurate and relevant information is included, showing some knowledge and understanding of why there was opposition to the Nazi regime in the years 1933–39.
3	7–9	The answer contains an explanation, which shows some analysis and is mainly linked to the reasons why there was opposition to the Nazi regime in the years 1933–39. There is generally a clear line of reasoning throughout, but some passages are not as coherent and organised as they could be. Accurate and relevant information is included, showing good knowledge and understanding of why there was opposition to the Nazi regime in the years 1933–39.
4	10–12	The answer contains an analytical explanation, which is linked to the reasons why there was opposition to the Nazi regime in the years 1933–39. There is a clear line of reasoning throughout, and the answer is coherent and well organised. Accurate and relevant information has been chosen to address the question directly, showing a wide-ranging knowledge and understanding of why there was opposition to the Nazi regime in the years 1933–39.

Relevant points that could be included:

- Hitler faced religious opposition to the changes he made to the Church. After the creation of the Reich Church, the Nazis faced opposition from Martin Niemöller, a Protestant pastor, for example, and the (rival) Confessing Church, which gave sermons criticising the Nazi regime.
- The Nazis faced opposition from the young in the form of the Edelweiss Pirates and the Swing Youth. These groups were made up of people who refused to join the Hitler Youth and conform to Hitler's ideals around obedience and discipline. Instead, they grew their hair long, listened to jazz, and followed American trends and fashions.
- In the early years of the Third Reich, the Nazis faced opposition from political parties such as the Social Democrats and the Communists. These parties had to operate in secret while producing anti-Nazi posters and leaflets. This became much harder after the Nazis began to detain political enemies in concentrations camps (such as Dachau), where prisoners were interrogated by the Gestapo.

9 Nazi policies towards women and the young

Study Sources A and B.

1 How useful are Sources A and B for an enquiry into the experiences and attitudes of young people towards the Hitler Youth movement?

Explain your answer, using Sources A and B and your knowledge of the historical context. (8)

Mark scheme

Level	Marks	Explanation
1	1–2	Judgements on the usefulness of the sources are simple, and comments on the content of the sources and/or their provenance are limited. The sources have been quoted, paraphrased, or described, but a full understanding of what they mean is not demonstrated. The answer contains little contextual knowledge, and links to the sources are limited.
2	3–5	Judgements on the usefulness of the sources for the specific enquiry are given, with valid criteria. Judgements are supported by developed comments about the content of the sources and/or their provenance. Some analysis of the sources is used to support judgements on the usefulness of the sources. The answer uses contextual knowledge to support comments on the usefulness of the sources.
3	6–8	Judgements on the usefulness of the sources for the specific enquiry are given, with valid and well-chosen criteria. Judgements take into account how the provenance affects the usefulness of the sources. The sources are analysed to support judgements about their usefulness. The answer uses contextual knowledge as part of the process of interpreting the sources and applying valid and well-chosen criteria for judgements on the sources' usefulness.

Relevant points that could be included:

- Source A suggests that young people enjoyed the Hitler Youth because it provided the opportunity to play sports and go on holidays in the mountains.
- Many German boys were too poor to go on holiday, so they appreciated the opportunities the Hitler Youth provided. The Nazis also made it difficult to participate in sports unless you were a member of the Hitler Youth.
- Source A is written by someone who was part of the Hitler Youth, so provides an authentic account. The fact that he joined before 1936 (when the Hitler Youth became compulsory) also shows that he was especially enthusiastic.

- Source B tells us that many of the activities carried out by the League of German Maidens were dull and took place in unappealing environments. The most enjoyable aspects of membership were the trips and sporting activities.
- Nazi Youth organisations had very different visions of the future for boys and girls. Girls were expected to prepare for motherhood by participating in lots of sports for physical fitness, and by learning domestic chores. This was often less exciting than the boys' experiences.
- Source B was written many years after the events described. Because she was arrested, the author may have felt the need to play down her experiences of the Hitler Youth. However, it does provide a more typical experience of a child who spent many years being indoctrinated by the Nazis.

Study Interpretations 1 and 2. They give different views about the experiences and attitudes of young people towards the Hitler Youth movement.

2 What is the main difference between these views?

Explain your answer, using details from both interpretations.

(4)

Mark scheme

Level	Marks	Explanation
1	1–2	The interpretations have been quoted or paraphrased, but a full understanding of the difference between them is not demonstrated. OR, a difference between the interpretations is identified, but is not supported by quotations.
2	3–4	A full understanding of the difference between the interpretations is demonstrated, with evidence from the interpretations used to support the difference that has been identified.

Relevant points that could be included:

- Interpretation 1 argues that there were many aspects of the Hitler Youth that appealed to young people. It mentions outdoor activities such as camping and sports, and gives a largely positive view of the organisation.
- Interpretation 2 argues that the Hitler Youth became less popular over time because people resented its compulsory membership and links to the Gestapo. As a result, many children refused to attend Hitler Youth meetings.

3 Suggest **one** reason why Interpretations 1 and 2 give different views about the experiences and attitudes of young people towards the Hitler Youth movement.

You **may** use Sources A and B to help explain your answer.

(4)

Mark scheme

Level	Marks	Explanation
1	1–2	A reason for the difference between the interpretations is offered but is not well supported. The supporting evidence is limited or not based on the interpretations and sources provided. It does not link to the reason given for the difference.
2	3–4	A reason for the difference between the interpretations is offered and is well supported. The supporting information is based on evidence from the interpretations and sources provided. It links directly to the reason given for the difference.

Relevant points that could be included:

- Interpretation 1 is likely to be based on positive experiences of the Hitler Youth such as the view expressed in Source A.
- Interpretation 2 emphasises the resentment towards the Hitler Youth. It is likely to have made use of more negative viewpoints such as the one outlined in Source B.

4 How far do you agree with Interpretation 2 about the experiences and attitudes of young people towards the Hitler Youth movement?

Explain your answer, using both interpretations and your knowledge of the historical context. (16)

Mark scheme

Level	Marks	Explanation
1	1–4	The answer includes a simple valid statement agreeing or disagreeing with the interpretation. Analysis is limited to quotations or paraphrasing from one interpretation. Contextual knowledge is general, but it is linked to the statement agreeing or disagreeing with the interpretation.
2	5–8	The answer includes a valid statement which evaluates the interpretation and agrees or disagrees with it. There is some analysis, with quotations or paraphrasing from both interpretations included. Some relevant contextual knowledge is included, and it is linked to the judgement being made. An overall judgement is given, and it is justified, but the justification is not explained at all or is poorly explained.
3	9–12	The answer evaluates the interpretation and explains why there should be agreement or disagreement with it. The interpretations are analysed well, showing an understanding of how the views differ and using this understanding to support the judgements being made. Relevant contextual knowledge is included, and it is linked directly to the judgements being made. An overall judgement is given, and it is justified, but the justification is not fully explained.
4	13–16	The answer evaluates the interpretation, looking at whether there should be agreement or disagreement with it, and explaining why the chosen judgement has been reached. The interpretations are analysed precisely, showing how the different views are expressed and using this understanding to support the judgement being made. Relevant contextual knowledge has been precisely selected and included, and it is used to support the judgement being made. An overall judgement is given, and it is justified. The justification is sustained throughout the answer, and the whole answer is coherent and logically structured.

Relevant points that could be included:

- Interpretation 2 suggests that the Hitler Youth became increasingly unpopular after children were forced to attend. After 1936, the Nazis made it compulsory to join the Hitler Youth. Many children were asked to spy on their parents and report any 'subversive' behaviour.

- As the outbreak of the Second World War drew closer (1939), members often complained that activities were largely based around military drill, marching, and map reading. As time went by, absence became more commonplace, and some young people embraced opposition movements such as the Edelweiss Pirates.
- Interpretation 1 argues that the activities and excursions carried out by the Hitler Youth were attractive to young people. This was partly because many German families were too poor to go on holiday, so children appreciated the opportunities the organisation provided. The Nazis also monopolised sporting facilities so that only members of the Hitler Youth could use them.
- The success of the Hitler Youth lay partly in the sense of belonging it created. Children were issued with uniforms and were given lessons on their importance to the future of Germany. By 1937, the Hitler Youth had nearly 6 million members. It was particularly appealing to young boys who believed they were preparing to fight for Germany in the future.

10 Employment and living standards

1 How useful are Sources A and B for an enquiry into the success of the Strength through Joy (KDF) scheme?

Explain your answer, using Sources A and B and your knowledge of the historical context. (8)

Mark scheme

Level	Marks	Explanation
1	1–2	Judgements on the usefulness of the sources are simple, and comments on the content of the sources and/or their provenance are limited. The sources have been quoted, paraphrased, or described, but a full understanding of what they mean is not demonstrated. The answer contains little contextual knowledge, and links to the sources are limited.
2	3–5	Judgements on the usefulness of the sources for the specific enquiry are given, with valid criteria. Judgements are supported by developed comments about the content of the sources and/or their provenance. Some analysis of the sources is used to support judgements on the usefulness of the sources. The answer uses contextual knowledge to support comments on the usefulness of the sources.
3	6–8	Judgements on the usefulness of the sources for the specific enquiry are given, with valid and well-chosen criteria. Judgements take into account how the provenance affects the usefulness of the sources. The sources are analysed to support judgements about their usefulness. The answer uses contextual knowledge as part of the process of interpreting the sources and applying valid and well-chosen criteria for judgements on the sources' usefulness.

Relevant points that could be included:

- Source A suggests that the excursions organised by the KDF were popular: people enjoyed the overseas cruises and domestic tours within Germany. The source also refers to the improvements made in working conditions.
- However, relatively few Germans participated in pleasure cruises; nights at the opera or the theatre were much more frequent. Some Germans did complain about their leisure time being controlled by the Nazis, but many were grateful for the KDF because holidays were rare for working-class Germans.
- The author of the source, Dr Robert Ley, was head of the Germany Labour Front, so he is likely to have spoken positively about one of his own schemes. The extract also comes from a book written in 1938 by a prominent Nazi, Joachim von Ribbentrop, who would most likely have emphasised

the positive experiences of Germans living under Nazi rule.

- Source B criticises the Nazi plans for all Germans to own a Volkswagen car. Hitler was enthusiastic about the idea; however, Thyssen believed that the German economy was not prepared for a nation of automobile owners.
- As part of the Strength through Joy programme, German workers were encouraged to pay into a scheme which, after a few years, would reward them with a Volkswagen car. Hitler had also played a prominent role in the construction of the autobahns in the early 1930s. However, not one German citizen received the car, which led to much criticism of the KDF.
- Source B was written by a German industrialist, who was probably in a good position to know about Germany's lack of infrastructure. As Thyssen was writing in 1941, while the Nazis were still in power, he was taking a risk in openly criticising Hitler's idea for a 'People's Car'. This makes Thyssen's view more genuine.

Study Interpretations 1 and 2. They give different views about the success of the Strength through Joy (KDF) scheme.

2 What is the main difference between these views?

Explain your answer, using details from both interpretations.

(4)

Mark scheme

Level	Marks	Explanation
1	1–2	The interpretations have been quoted or paraphrased, but a full understanding of the difference between them is not demonstrated. OR, a difference between the interpretations is identified, but is not supported by quotations.
2	3–4	A full understanding of the difference between the interpretations is demonstrated, with evidence from the interpretations used to support the difference that has been identified.

Relevant points that could be included:

- Interpretation 1 argues that, despite the cheaper cost of KDF holidays, many German workers still could not afford them. It argues that the impact of the scheme was negligible.
- Interpretation 2 argues that the KDF was successful in its two main purposes. It distracted ordinary Germans who may have committed acts of opposition towards the Nazis while also providing cheap holidays that many Germans would be grateful to receive.

3 Suggest **one** reason why Interpretations 1 and 2 give different views about the success of the Strength through Joy (KDF) scheme. You may use Sources A and B to help explain your answer. (4)

Mark scheme

Level	Marks	Explanation
1	1–2	A reason for the difference between the interpretations is offered but is not well supported. The supporting evidence is limited or not based on the interpretations and sources provided. It does not link to the reason given for the difference.
2	3–4	A reason for the difference between the interpretations is offered and is well supported. The supporting information is based on evidence from the interpretations and sources provided. It links directly to the reason given for the difference.

Relevant points that could be included:

- Interpretation 1 focuses on the failure of the KDF by outlining the fact that very few Germans could afford the trips it offered. 'The cost of the trips was still beyond the pockets of most [German] wage earners'.
- Interpretation 2 focuses on the successes of the KDF. Many workers did participate in holidays organised by the Nazis and, regardless of how enjoyable the holidays were, this resulted in less opposition to the Nazis.

4 How far do you agree with Interpretation 2 about the success of the Strength through Joy (KDF) scheme? Explain your answer, using both interpretations and your knowledge of the historical context.

(16)

Mark scheme

Level	Marks	Explanation
1	1–4	The answer includes a simple valid statement agreeing or disagreeing with the interpretation. Analysis is limited to quotations or paraphrasing from one interpretation. Contextual knowledge is general, but it is linked to the statement agreeing or disagreeing with the interpretation.
2	5–8	The answer includes a valid statement which evaluates the interpretation and agrees or disagrees with it. There is some analysis, with quotations or paraphrasing from both interpretations included. Some relevant contextual knowledge is included, and it is linked to the judgement being made. An overall judgement is given, and it is justified, but the justification is not explained at all or is poorly explained.
3	9–12	The answer evaluates the interpretation and explains why there should be agreement or disagreement with it. The interpretations are analysed well, showing an understanding of how the views differ and using this understanding to support the judgements being made. Relevant contextual knowledge is included, and it is linked directly to the judgements being made. An overall judgement is given, and it is justified, but the justification is not fully explained.
4	13–16	The answer evaluates the interpretation, looking at whether there should be agreement or disagreement with it, and explaining why the chosen judgement has been reached. The interpretations are analysed precisely, showing how the different views are expressed and using this understanding to support the judgement being made. Relevant contextual knowledge has been precisely selected and included, and it is used to support the judgement being made. An overall judgement is given, and it is justified. The justification is sustained throughout the answer, and the whole answer is coherent and logically structured.

Relevant points that could be included:

- Interpretation 2 suggests that the KDF was somewhat successful in its two aims. It occupied the leisure time of ordinary Germans and kept them out of trouble. It also organised enough successful holidays that many Germans would be grateful, and therefore remain loyal, to the Nazis.

- The Nazis wanted to control every aspect of people's lives. The KDF was a scheme set up by the Nazi-controlled German Labour Front (DAF). This meant that the Nazis controlled people's leisure time as well as their working lives.
- Interpretation 1 argues that many Germans could not afford to participate in trips offered by the KDF scheme regardless of their reduced price. It also suggests that the only way to make up the cost was to work more hours.
- Under the Nazi Party, on average, Germans worked longer hours. However, because of inflation and a focus on preparing for war, the cost of living rose sharply leading to a reduction in real wages. German workers were also forced to join the German Labour Service, which required them to pay membership from their own wages.

11 The persecution of minorities

- 1 Give **two** things you can infer from Source A about the persecution of Jews in Nazi Germany. (4)

Mark scheme

You can award four marks for this question, two for each inference. Award one mark for a valid inference, and one mark for accurate supporting detail from the source.

For example:

- (i) **What I can infer:** Fear of the Nazis encouraged people not to associate with Jews.
Details in the source that tell me this: 'it started by the neighbours telling us not to come to their house anymore'.
- (ii) **What I can infer:** The Nazi system of fear and terror, with the use of the Gestapo and camps, was very effective.
Details in the source that tell me this: 'They were afraid... and so when we met in the street, we either just nodded to each other or pretended we didn't know each other at all.'

- 2 Explain why different groups were persecuted during the Nazi regime in the years 1933–39.(12)

You **may** use the following in your answer:

- antisemitism
- 'undesirables'

You **must** also use information of your own.

Mark scheme

Level	Marks	Explanation
1	1–3	The answer is simple or generalised. It is not developed, and it is poorly organised. The answer contains limited knowledge and understanding of the reasons why different groups were persecuted during the Nazi regime in the years 1933–39.
2	4–6	The answer contains an explanation, but it is limited and does not link to the reasons why different groups were persecuted during the Nazi regime in the years 1933–39. It contains some development and organisation of material, but a clear line of reasoning throughout is missing. Accurate and relevant information is included, showing some knowledge and understanding of why different groups were persecuted during the Nazi regime in the years 1933–39.
3	7–9	The answer contains an explanation, which shows some analysis and is mainly linked to the reasons why different groups were persecuted during the Nazi regime in the years 1933–39. There is generally a clear line of reasoning throughout, but some passages are not as coherent and organised as they could be. Accurate and relevant information is included, showing good knowledge and understanding of why different groups were persecuted during the Nazi regime in the years 1933–39.
4	10–12	The answer contains an analytical explanation, which is linked to the reasons why different groups were persecuted during the Nazi regime in the years 1933–39. There is a clear line of reasoning throughout, and the answer is coherent and well organised. Accurate and relevant information has been chosen to address the question directly, showing a wide-ranging knowledge and understanding of why different groups were persecuted during the Nazi regime in the years 1933–39.

Relevant points that could be included:

- Hitler exploited antisemitic feelings that had been growing in European countries since the start of the twentieth century. He blamed Jews for the German surrender at the end of the First World War; he believed the bankers and politicians had not done enough to help Germany. The Nazis perpetuated this myth using propaganda and sought to alienate Jews through a series of measures stripping them of their rights and attacking their property, for example, the Nuremberg Laws (1935) and Kristallnacht (1938).
- The Nazis also targeted the so-called ‘undesirables’ in Germany. Prostitutes, gay men, people with alcohol dependency, and the homeless were sent to concentration camps. Around 350 000 physically and mentally disabled Germans were forcibly sterilised, and many were subsequently murdered.
- The Nazis believed in the supremacy of the Aryan race. They claimed that people from Northern and Western Europe were superior, and that the strong should dominate the ‘weak’. This Nazi

ideology grew out of a strong eugenics movement in the early twentieth century and led Hitler to target certain racial groups: Jews, Roma, Slavs (such as Poles, Czechs, and Russians), Black, and South Asian people were classed as 'inferior'. The Nazis began to persecute and, later, murder members of these groups.