
AS-LEVEL HISTORY

Unit HIS2M: Life in Nazi Germany, 1933–1945
Mark scheme

1041
June 2015

Version V1 Final Mark Scheme

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 Assessment Writer.

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.

Further copies of this Mark Scheme are available from aqa.org.uk

Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level students. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Students who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which students meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a student performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:**AS EXAMINATION PAPERS****General Guidance for Examiners (to accompany Level Descriptors)**

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that students might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other students' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Students should never be doubly penalised. If a student with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a student with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

June 2015

GCE AS History Unit 2: Historical Issues: Periods of Change

HIS2M: Life in Nazi Germany, 1933–1945

Question 1

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

Explain how far the views in **Source B** differ from those in **Source A** in relation to the impact of mass bombing. **[12 marks]**

Target: AO2(a)

Levels Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers will **either** briefly paraphrase/describe the content of the two sources **or** identify simple comparison(s) between the sources. Skills of written communication will be weak. **1-2**

L2: Responses will compare the views expressed in the two sources and identify some differences and/or similarities. There may be some limited own knowledge. Answers will be coherent but weakly expressed. **3-6**

L3: Responses will compare the views expressed in the two sources, identifying differences **and** similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed. **7-9**

L4: Responses will make a developed comparison between the views expressed in the two sources and will apply own knowledge to evaluate and to demonstrate a good contextual understanding. Answers will, for the most part, show good skills of written communication. **10-12**

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 levels scheme.

Students will need to identify differences between the views of the two sources. For example:

- Source A suggests that the will to resist was high: Speer 'had the impression of growing toughness', whereas Source B argues there was 'little evidence that bombing strengthened...resolve'
- Source A strongly asserts that morale was not weakened but Source B presents the view that there was 'growing apathy and demoralisation'.

Students will need to apply their own knowledge of context to explain these differences. They may, for example, refer to:

- bombing raids such as those on Hamburg, July and August 1943, the sustained air offensive on Berlin in the last 18 months of the war, and the attack on Dresden in February 1945
- Allied bombing killed 305,000 people
- the disruption to peoples' daily lives was enormous
- between 1942 and 1944 German war production trebled despite mass bombing
- there were greater efficiencies of production in factories (rationalisation): productivity per worker increased by 60% in munitions.

To address 'how far', students should also indicate some similarity between the sources. For example:

- both sources agree that mass bombing did not lower war production: Source A states that 'we were producing more, not less' and Source B clearly acknowledges that 'war output grew dramatically'
- both sources refer to the RAF's preferred strategy of bombing civilian populations in cities
- both sources agree that the more effective strategy would have been to target 'a few key industries' (Source A). Source B is a little more implicit about this but the inference is clear that it would have been better to pinpoint 'a few (key) factories'.

In making a judgement about the degree of difference between the sources, students may conclude that the sources are further apart in their judgement of the impact on civilian morale but agree more in their analysis of the impact on war production.

Students may use the provenance of the sources to support their judgement by pointing to the chronological difference between the sources – Speer is commenting on earlier attacks when civilians might have been expected to respond more positively, whereas Overy is aware that over time 'pessimistic opinion' grew.

Question 1

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

How important was mass bombing in weakening the German war effort? **[24 marks]**

Target: AO1(b), AO2(a), AO2(b)

Levels Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers may be based on sources or on own knowledge alone, or they may comprise an undeveloped mixture of the two. They may contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**

L2: Answers may be based on sources or on own knowledge alone, or they may contain a mixture of the two. They may be almost entirely descriptive with few explicit links to the focus of the question. Alternatively, they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**

L3: Answers will show a developed understanding of the demands of the question using evidence from **both** the sources **and** own knowledge. They will provide some assessment backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**

L4: Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence from the sources and own knowledge, and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**

L5: Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence from the sources and own knowledge, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

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 should be able to reach a balanced judgement by addressing the focus of the question. For this question, balance can be reached by presenting evidence for and against the importance of ‘mass bombing’ as a factor weakening German resistance in wartime.

Students should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A**
Source A suggests that mass bombing was largely ineffective in weakening the war effort despite the ‘devastation’. Speer refers to ‘growing toughness’. He states categorically that the bombings did not ‘weaken morale or increase opposition’
- **Source B**
Source B argues that the bombing campaign did bring about some demoralisation and increased pessimism (‘pessimistic opinion was everywhere’) but qualifies this by stating that ‘the will to stand firm had (not) gone’. This supports the view that mass bombing was a factor in weakening the German war effort because it promoted ‘apathy’
- **Source C**
Source C offers some support to the argument that the war effort was weakened by mass bombing because all people could think about was ‘day-to-day survival’. It also offers an important balancing factor: that terror was significant as a factor in maintaining the war effort.

From students’ own knowledge:

Responses supporting the importance of mass bombing in weakening the German war effort might include the following:

The increased bombing in the latter stages of the war, particularly from 1943, had a cumulative effect, which caused morale to diminish, weakened faith in the regime and, consequently, weakened the war effort. Students may include some of the following to support this argument:

- evidence of the **devastation** wrought on German cities, particularly in the Rhineland and in Berlin, in the last 18 months of the war
- discussion of the particularly damaging impact of ‘**firebombing**’, such as the attack on Dresden in February 1945
- the damage to **infrastructure**: transport, water, housing
- the **death toll**: it has been calculated that 305,000 Germans died and 800,000 were injured as a result of bombing
- **resistance** from the army, elites and others was at least partly motivated by an awareness of the devastating scale of the destruction caused by mass bombing.

Responses suggesting that mass bombing failed to weaken the German war effort might include the following:

- it could be argued that mass bombing of towns and cities actually strengthened the will to fight on by increasing **solidarity/togetherness**

- linked to this, students might suggest that mass bombing reduced most Germans to thinking only of **day-to-day survival** rather than engaging in activity which might hinder the war effort
- not all areas experienced mass bombing; **rural** communities were relatively spared the worst impact of the Allied bombing campaign
- students might emphasise the regime's success in providing **relief and welfare** to alleviate the worst effects of the bombing, particularly through the work of the Nazi social welfare organization (NSV).

Students could also balance their response by identifying other factors that sustained the German war effort and limited resistance to the regime:

- **Propaganda:** particularly that promoting fear of Soviet reprisals, which encouraged the Germans to fight on
- **Faith:** a belief that Hitler would find a way to win, such as through the development of 'miracle weapons'
- **Terror:** the regime's increasingly repressive line against any form of perceived 'defeatism' was sufficient to prevent collective action against the regime.

Responses at Level 4 would recognise both the damaging impact of mass bombing leading to a loss of faith in the regime, but would balance this by identifying how the mass bombing either had a limited impact or that other factors had a stronger impact in maintaining the German war effort.

Question 2

- 03** Explain why the Roman Catholic Church was prepared to make a Concordat with the Nazi regime in July 1933. **[12 marks]**

Target: AO1(a), AO1(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

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.

Responses should include a range of reasons why the Catholic Church agreed a Concordat with the Nazi regime.

Students may include some of the following factors:

- to preserve its **autonomy**; to keep control of its schools, youth groups and lay organizations; fear of co-ordination
- to **avoid** a recurrence of the **repression** they had suffered at the hands of the state in the 1870s (the Kulturkampf); many in the Nazi regime were hostile to Christianity and critical in particular of German Catholics who gave their first loyalty to the Church rather than to the nation; the Church was concerned to hold on to its members, aware that many Catholics were patriotic as well as loyal to the Church

- many in the Church believed in a **separation of the political and spiritual** spheres; this seemed to be what the Nazis wanted too; many in the Church were reassured by the regime's talk of positive Christianity
- many Catholics **shared** many of the **political values** of the Nazis: a distrust of left-wing ideas, particularly communism; a suspicion of parliamentary democracy
- many Catholics **shared** Nazism's emphasis on traditional **cultural values**, such as: pro-family, pro-marriage; anti-contraception, anti-abortion, anti-female emancipation, anti-Semitism; Papal support for the Nazis

Students who develop discussion of three distinct factors should be placed in Level 3. In order to reach Level 4 students will need to show that they can see links between these factors, or that they can offer some substantive overview, or convincingly prioritise the relative importance of these factors.

For example, students might conclude that the overwhelming motivation of the Church in making this agreement was one of institutional self-interest, seeking to avoid conflict by preserving the status quo. Alternatively, students might prioritise the convergence of interests between Nazism and the Church: political, cultural and ideological. Another possibility might be that in the short term the Church was seeking to preserve its independence from a regime wanting to co-ordinate all aspects of the nation's life, whilst in the longer term hoping to benefit from the regime's avowed anti-communism, which many Catholics saw as a greater threat to their existence.

Question 2

- 04** 'Hitler established a dictatorship between January 1933 and August 1934 by using legal means.'
Explain why you agree or disagree with this view. **[24 marks]**

Target: AO1(a), AO1(b), AO2(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

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 should be able to reach a judgement by balancing evidence which supports the view given against that which does not.

By August 1934, when Hitler combined the offices of Chancellor and President on Hindenburg's death, the Nazi dictatorship had been firmly established. This had not been envisaged in January 1933 when Hitler seemed tightly constrained in a coalition government in which the Nazis were a minority element. Students need to assess the extent to which legal power was the predominant factor in this process of consolidating power by balancing its significance against a variety of other methods.

Evidence which supports the establishment of a dictatorship by legal means:

by reference to two key enactments, both of them constitutional, on which the Nazi dictatorship was based.

The Decree for the Protection of People and State, which gave the regime substantial legal powers;

- to arrest and detain without charge
- to search and enter property without restriction and to censor publications
- to take over any state government.

In addition, the SA gained legal authority to act as 'auxiliary police' immune to restriction by the regular police, which was crucial in allowing the Nazis to cripple their main political opponents, the communists and socialists.

The Enabling Act, which gave Hitler full executive and legislative powers for four years independent of parliamentary control. This Law paved the way for the Nazis to cement their dictatorship by further legislation, notably:

- the Law against the Formation of New Parties, July 1933, which regularised the one party state
- the Law for the Reconstruction of the State, January 1934, which abolished state governments
- and through Reichstag elections in November 1933, which confirmed the party's political legitimacy by 'winning' 92% of votes.

In order to balance their argument students may make reference to the following alternative factors to explain why the Nazis were able to establish a dictatorship in this period:

- the key role played by the **use of terror**, particularly through the violence unleashed by the SA. Supporting evidence may refer to:
 - the number of arrests – 26,789 political prisoners were in 'protective custody' by July 1933 in over 70 'wild' concentration camps
 - the political intimidation to subvert normal political processes – opponents' political meetings were attacked, their publications suppressed; voting for the Enabling Act was conducted under conditions of overt threat
 - SA murder was unrestrained – perhaps one of the most outrageous examples took place in the Berlin suburb of Koepenick when in one week in June 1933 (Blood Week) over 90 Jews, communists and unionists were murdered
- Hitler ensured that he maintained the support of conservative and elite groups in German society – groups with the capacity to undermine and overthrow him – by a process of **compromise and concession** – supporting evidence may refer to:

-
- compromise with the army, particularly in relation to purging the SA in the Night of the Long Knives
 - concessions to big business
 - reassurances to the civil service
 - Hitler and Goebbels also made extensive **use of propaganda** by taking control of much of the mass media to demonise their opponents and to project their own message
 - the Nazis also introduced **populist legislation** to back up their economic policy promises. The most notable examples were the Law for the Protection of the Retail Trade, May 1933, and the Law to Reduce Unemployment, June 1933.

Level 4 and Level 5 responses will offer balance and a range of factors. For example, students might argue persuasively for the predominance of one factor, perhaps that legal power was the vital element because Hitler understood the importance of legitimacy in winning both popular and elite support. Indeed, the Decree for the Protection of People and State and the Enabling Act became the virtual Basic Law and Constitution of the Third Reich. Others may argue that terror was predominant because it cleared a path through which legitimacy could operate and, without which legal authority might not have been secured. Any student who argued convincingly against the primacy of any one factor might also reach the higher levels.

Question 3

- 05** Explain why Goebbels regarded the radio as a powerful way of conveying propaganda. **[12 marks]**

Target: AO1(a), AO1(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

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.

Responses should include a range of reasons why Goebbels valued the radio as a powerful way of conveying propaganda.

Students may include the following factors:

- both Hitler and Goebbels believed that the spoken word was more effective than the written one; the radio, therefore, offered **direct access to the masses** reaching an estimated audience by 1935 of 56,000,000 people; its great benefit was its broad reach
- not only did the radio reach into the home but it facilitated **community listening** – in cafes, shops, factories, offices, town squares, which was considered important in emphasising that citizens had a political obligation to listen to the regime's broadcasts
- it had the advantage that radio listening could be **monitored**, through block and factory 'radio wardens'

- it was a medium that could be **co-ordinated and controlled** by the regime through the already existing state monopoly of broadcasting; an additional element of control was that the new, subsidised 'radio sets, the 'people's receivers', were designed with a limited range, which meant that most Germans who purchased them were unable to listen to foreign stations
- the radio, as a **modern** technological device cheaply manufactured and distributed, also had a broad attraction as an **entertainment medium** enhancing its appeal and ensuring its widespread adoption.

Students who develop discussion of three distinct factors should be placed in Level 3. In order to reach Level 4 students will need to show that they can see links between these factors, or that they can offer some substantive overview, or convincingly prioritise the relative importance of these factors.

For example, students may draw links between the radio's ability, as the voice of the nation, to reach a mass listening public, both directly into peoples' homes and into community spaces, and the opportunities this offered to broadcast Hitler to the nation – taking Hitler directly to the people.

Question 3

- 06** 'There was no "economic miracle" in the years 1933 to 1939.'
Explain why you agree or disagree with this view. **[24 marks]**

Target: AO1(a), AO1(b), AO2(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

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 should be able to reach a judgement by balancing evidence which supports the view given against that which does not.

The Nazis had promised that when in power they would solve the nation's economic crisis and, in particular, would create jobs for Germany's millions of unemployed. Slogans such as 'Bread and Work' and 'Germany on the Move' were persistent themes of Nazi propaganda. By 1936 Hitler claimed that the 'battle for work' had been won. Nazi propaganda claimed that this was entirely due to their economic policies. However, this can be challenged.

Evidence which supports the view that there was no Nazi 'economic miracle' might include:

- the regime's claim in 1936 that the 'battle for work' was won was largely based on **cynical statistical manipulation**, which hid the real number of unemployed. For example: marriage loans were designed to withdraw many **women** from the labour market; there was much pressure on **young people** to enrol in the Voluntary Labour Service; **Jews** were removed from the unemployment register; **compulsory military service** introduced in May 1935 also accounted for many other 'unemployed' – the historian Richard Evans argues that in reality measures such as these amounted to at least one and a half million 'invisible unemployed', which, added to the 'official' figures, still left over three million unemployed in 1936; labour shortages did not appear until 1939 due to the rapid expansion of rearmament and increased numbers being conscripted into the armed forces
- many of the **work creation** programmes were set in motion by Hitler's predecessors but Nazi propaganda claimed the credit for their introduction
- worldwide economic **recovery** was already underway before the Nazis came into office
- a marginal rise in real **wages** was not equally spread across the workforce – skilled workers and those in armaments industries fared best – and was offset by longer hours, and shortages of particular foodstuffs, with some rationing introduced in 1938
- the construction of new, modernist **autobahns** and the '**people's car**' (the Volkswagen) scheme, though highly propagandised, in reality offered little of substance: few people had the means to enjoy the autobahns – only 1.6% of the population owned motor vehicles by 1939, and no Volkswagen cars were ever delivered
- the drive for self-sufficiency – economic **autarky** – was not achieved by 1939.

Evidence which disagrees with the view might include:

- the **fall in unemployment** numbers **was significant**: unemployment in 1937 had fallen below one million – compared to the figure of between 6 and 8,5 million out of work at the beginning of 1933, and labour shortages were appearing by the end of 1938
- though a number of work creation schemes had begun before the Nazis entered office, the regime's **investment** in these schemes was substantial, amounting to over 5,000 million RM
- 3,500 kilometres of **new autobahns** were built by 1938, employing 125,000 workers; Evans describes this as one of the Third Reich's 'most striking creations'; the number of **private cars** on the road increased from just over half a million in 1932 to just under one million in 1936
- **incomes** for many workers showed an overall increase in the years 1933–1939
- the '**people's car**' scheme was highly popular, with many workers paying in to the savings scheme
- '**Strength through Joy**' and '**Beauty of Labour**' brought enhancements for workers in respect of cheap cruises and holidays and improvements in workplace conditions.

Responses at Level 4 will show an understanding that the claims of Nazi propaganda to have achieved an 'economic miracle' can be challenged, but will also recognize that there was some substance to these claims. Certainly, the 'battle for work' was no longer mentioned after 1936, the

majority of Germans having accepted the ‘fact’, as claimed by propaganda, that it had long been won. Overall, for many Germans, despite the regime’s increasing focus on ‘guns’ rather than ‘butter’, their economic prospects in 1939 were better than they had been in the dark years of the Great Depression.

Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator: www.aqa.org.uk/umsconversion