

# A-LEVEL HISTORY

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

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1041  
June 2014

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Version 1.0 Final

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

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## 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.

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

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**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 2014

**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.

How far do the views in **Source B** differ from those in **Source A** in relation to loyalty to the Christian Churches? **[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 argues that the collapse of loyalty 'has been overestimated', whereas Source B observes that many people, 'youth' and 'men' in particular, are losing the habit of regular church attendance
- Source A suggests that the hold of the church 'was often strengthened', whereas Source B sees the church 'being ground down'

- Source A, with the benefit of hindsight, points out that the church quickly recovered in the post-war period but Source B, written towards the end of the 1930s, is much more pessimistic about the future
- Source A believes that religious faith held up well 'especially in country areas', whereas Source B points to a decline 'even in villages'.

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

- the defence of church traditions and institutions, mentioned in Source A, could be supported by references to: the foundation of the Confessing Church; the 1937 Papal Encyclical; von Galen's acts of defiance; the restoration of crucifixes in Oldenburg in 1936
- the comments in Source B about 'youth' being targeted can be supported by references to Nazi educational policy, such as the Nazification of the school curriculum, particularly the removal of RE as a curriculum subject, and the banning of Catholic youth groups
- the view of Source A that resistance was 'partly successful' could also be supported by reference to Hitler's frustrations with Reich Bishop Müller, who he sidelined in 1935, and his awareness throughout the 1930s that he needed to be careful to espouse Christian values.

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

- Source A points out that any decline in church attendance in the 1930s 'was trivial'. This is supported by Source B, which comments that church attendance in rural Bavaria in 1937-38 was 'satisfactory at present'
- Source A consistently argues that loyalty to the church remained strong and Source B also points to continuing loyalty by suggesting that 'the vast majority of people' did not 'voluntarily' abandon their Christian beliefs.

In making a judgement about the degree of difference, students may conclude that there is significant difference between the sources and only marginal similarities. Source B is very pessimistic about the church's future compared to Kershaw's argument expressed in Source A that Nazi attacks on the church failed. Students could attribute this, to a great extent, from the differences in the provenance of the sources. Kershaw in Source A has the perspective of the historian, whereas Source B is written at a time when the Nazi state was firmly established and when the churches were experiencing the corrosive and cumulative effects of Nazi attacks on religious observance. In Source A, Kershaw has a perspective covering the whole of the Nazi period whereas Source B is a more limited, particularist or local view.

**Question 1**

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

How successful were the German Churches in resisting Nazi attempts to control them in the years 1933 to 1940? **[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**

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## Indicative content

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

Students should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Students should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A**  
Source A offers a great deal of support for the view that the churches successfully withstood attacks by the regime. It concludes that the Nazis 'failed categorically to break down religious allegiances'. Indeed, it argues that the churches were 'strengthened rather than weakened' by the conflict with the Nazi state.
- **Source B**  
Source B is a counterweight to Source A. It provides a particularly pessimistic appraisal of the Protestant Church in Bavaria in 1937–1938. It gives evidence of 'parishes being ground down' and reports a 'decline in church attendance' as a 'general trend'. Unlike Source A, which sees the church being strengthened, Source B gloomily predicts an uncertain future in its battle 'against the new forces'.
- **Source C**  
Source C provides a more mixed picture. It clearly touches on aspects of Nazi church policy which failed, notably the attempt to set up a 'National Church', and it makes reference to 'church leaders being in contact with the political opposition'. The source also emphasises the continuing strength of religious allegiance: 95 per cent of Germans declared themselves as 'Christians' in the 1940 census. However, it also balances this by suggesting that church opposition was really rather limited to 'scattered individual acts' and to 'church-connected matters'.

From students' own knowledge:

Factors suggesting success might include:

- the formation of the Confessional Church is an indicator that the regime's attempt to co-ordinate the Protestant Church failed
- the Papal Encyclical, 'With Burning Grief', issued in 1937, in which Pope Pius XI condemned Nazi repression of Catholics, illustrates a very public disapproval of Nazi actions
- leading churchmen did speak out against selective policies, notably the Catholic Archbishop of Münster, von Galen, who in the mid-1930s was critical of Alfred Rosenberg's paganistic views and, perhaps more significantly, drew critical attention to the Nazi's euthanasia policy in 1940, which resulted in this being dropped, at least publically. Students may also make reference to the actions of Frings in Cologne and to the Protestants Niemoeller and, especially, Bonhoeffer, who was particularly active in resistance circles



- the German Faith Movement was never more than a fringe cult with only about 40 000 members at its peak
- the July 1933 Concordat with the Catholic Church provided some protection for church autonomy, though it is true that the Nazis quickly began to disregard this agreement
- perhaps highly conceptual students will show understanding that the Nazis did not have a truly coherent view towards religion and the churches, which tended to lead to fluctuations of policy and which weakened their overall approach.

Factors suggesting limited success/failure might include:

- by September 1933 the Protestant Evangelical Church had been largely brought under the control of the Reich Church (though this was to be undermined by the secession of the Confessing Church)
- Catholic youth groups were abolished in 1936 and all faith schools had disappeared by 1939
- the regime's Church Secession Campaign had some success in persuading party members to give up their church membership and in cutting the party's links with organized religion
- by 1939 both churches were in retreat and both feared that a permanent wedge was being driven between youth and religious observance
- the German Christian Movement grew rapidly to about 600,000 supporters by the mid-1930s.

Good answers may conclude that the regime had limited success in co-ordinating the churches, given that religious loyalties were strong and deep-rooted, though greater inroads were made in the Protestant Church than in the Catholic Church. However, the churches themselves made many compromises and concessions and were weakened both by internal disputes and by their common ideological strands with the Nazis. Acts of resistance were largely individual rather than institutional. Perhaps the best that might be said for the churches is that they virtually reached a truce with the regime as Hitler pursued his greater foreign policy ambitions. Nevertheless, had the war been won Hitler planned radical action against the churches, which would have been in a weakened state through constant state attrition.

**Question 2**

**03** Explain why the Reichstag Fire on 27 February 1933 benefited the Nazis. **[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.**

Answers should include a range of reasons why the Nazis benefited from the Reichstag Fire.

Students might include some of the following factors:

- the Nazis exploited the Fire for propaganda purposes as proof of a communist threat to the state
- it was used to justify the banning of the KPD
- it allowed the Nazis to acquire greater 'legal' powers of repression: Hindenburg was persuaded to pass the Decree for the Protection of the Nation and the State, which suspended constitutional civil rights
- the Decree also gave the authorities greater powers of arrest, allowing political opponents to be held indefinitely in 'protective custody'
- the decisive action taken by the Nazis was popular and helped build electoral support for the March election
- it facilitated the later passage of the Enabling Act.

To reach higher levels, students will need to show the inter-relationship of the reasons given or to prioritise their explanations. They might draw links between the repression of the communists and their success in the March election, or in facilitating the passage of the Enabling Act. Students may prioritise their explanations by suggesting that the Fire was decisive in eliminating the communists as a serious political rival or it strengthened the Nazis' popular appeal by vindicating their long-standing anti-communist rhetoric.

**Question 2**

- 04** 'The main threat to Hitler's consolidation of power between March 1933 and August 1934 came from his own followers.'  
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 make a judgement by balancing evidence which supports the view given against that which does not.

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Evidence which agrees might include:

- there were challenges to Hitler's control and leadership of the Nazi movement from the left-wing of the party: the Strasser brothers and the S.A.
- the Strasser brothers represented a strong anti-capitalist pro-worker element of the party, advocating action against the privileged in society, particularly finance capitalists (big business) who were portrayed as exploiters of the people.; Gregor Strasser was one of those murdered on the Night of the Long Knives on Hitler's orders
- anti-capitalist Nazis were most strongly represented in the S.A., whose leader Ernst Roehm argued strongly for a 'second revolution'; his revolutionary rhetoric alarmed the army in particular, given his talk of merging the regular army with the S.A. under his leadership
- these tensions within the Nazi movement led to the Night of the Long Knives; Hitler certainly recognised that the S.A. was destabilising the regime and threatening his own position

Evidence which disagree(s) might include:

- it can be argued that the army constituted the greatest threat to Hitler; the army was loyal to President Hindenburg and in June 1934 Blomberg informed Hitler that unless he took steps to control Roehm, the President would declare martial law and hand power to the army
- the army elites were not Hitler's only concern; many German conservatives, having failed to 'tame' Hitler in 1933, still looked for ways to re-gain political control from Hitler
- this conservative criticism of the excesses of Nazism – and the S.A. in particular – was given voice by von Papen in a key speech on 17 June 1934 at the University of Marburg
- Hitler could also not risk alienating other elites in German society, particularly big business; he was also wary of the social and political influence of the civil service and made a Concordat with the Vatican in July 1933 to avoid antagonising Catholic opinion.

Good answers may conclude that the revolutionary threat from the S.A. in particular was central to events between March 1933 and August 1934; ultimately it was the revolutionary talk from his own left-wing that could have led to a right wing, army led coup to overthrow Hitler. Hitler had quickly acquired political power in the months following the 1933 March elections but the threat from the elites could not be overcome as quickly. The best students will draw attention to the dilemma Hitler faced: loyalty to the SA. and his concern to avoid a right-wing coup against him.

**Question 3**

**05** Explain why the German Labour Front was popular with many workers. **[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.**

Answers should include a range of reasons why the German Labour Front was popular with many workers.

Students might include some of the following factors:

- ‘Strength through Joy’ was created by the DAF to improve workers’ leisure opportunities through heavily subsidised leisure activities
- ‘Beauty of Work’ improved work facilities
- in 1938 DAF organised the Volkswagen car scheme
- from 1936 DAF provided vocational training courses for workers
- DAF set up Councils of Trust to represent workers in discussions with management
- DAF was promoted as an integral part of building a national community: a true German Volksgemeinschaft and of ensuring full employment.

To reach higher levels, the students will need to show the inter-relationship of the reasons given. They may draw links between the appeal to the workers' sense of national community and that the Nazis had a genuine interest in improving workers' daily lives; that it was not an exploitative organisation. Or they may conclude that the main reason why workers regarded DAF favourably was because it did bring concrete and popular leisure opportunities.

**Question 3**

- 06** 'German farmers and peasants benefited considerably from Nazi policies 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 make a judgement by balancing points which agree with the view that Nazi policies totally failed to help German farmers against points which disagree.



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Evidence which agrees might include:

- the Nazi regime spent over 600 million RM to clear farmers' debts between 1933 and 1936
- farmers' incomes increased by 41 per cent between 1933 and 1938
- the wages of agricultural labourers did increase, albeit slowly, and they did not have to pay unemployment and health insurance contributions
- the status of the peasant and farmer was elevated by the emphasis given to Nazi 'blood and soil' ideology
- the Reich Farm Law did enable younger farmers to take advantage of the opportunities for social and economic advancement.

Evidence which disagrees might include:

- the Reich Entailed Farm Law, designed to protect small farms from being sold or mortgaged, actually proved a stumbling block to innovation by its requirement that farms had to be bequeathed to one person and by preventing farms being used as security for new loans
- the Reich Food Estate was over-bureaucratic and failed in its aim to establish a harmonious, co-ordinated rural national community
- most debt repayments went to owners of large and medium-sized farms; farm indebtedness actually increased between 1933 and 1939
- price controls limited farmers' profits and prices were held down in favour of urban consumers resulting in static wages and lower investment
- the wages of agricultural labourers and their housing conditions were generally worse than those of industrial workers.

Good answers may conclude that there were significant shortcomings with Nazi agricultural policies. The attempt to stop the drift to the towns failed, and indeed it has been calculated that about a further 1 million left the countryside between 1933 and 1938; there were severe labour shortages in the countryside by 1939. Darré and the Reich Food Estate, together with the 'blood and soil' ideology, were largely discredited by the outbreak of war. The most conceptual students might make the connection that military and economic/industrial interests were almost always prioritised above farmers' interests and may be aware that there was a big gap between the ideological rhetoric and practical politics.

### **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](http://www.aqa.org.uk/umsconversion)