

What was it like to live in Nazi Germany? Mark Scheme

1.(a) Describe what children learned in Nazi schools.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1] e.g. 'About the Nazis.'

Level 2 Describes what children learned [2–5] (One mark for each relevant point; additional mark for supporting detail.) e.g. 'Children learned about German history.' 'They learned that the German Army was 'stabbed in the back' in the Treaty of Versailles by weak politicians who made peace.' 'They learned that the hardships of 1919–23 were caused by Jews squeezing profits out of honest Germans.' 'Biology lessons informed them that they were special. They were part of the Aryan race superior in intelligence and strength to the Jews and Slavs.' [worth additional mark] 'Maths and Science concentrated on military matters, such as explosives and ballistics.' 'The amount of time for Physical Education trebled in the 1930s.' 'Girls learned about Domestic Science and other subjects for motherhood and raising a family.' 'Boys had more sport and military training.' 'To hate Jewish people.'

(b) Why did the Nazis attempt to control the young people of Germany?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1] e.g. 'The Nazis wanted to change society.'

Level 2 Identifies AND/OR describes reasons [2–3] (One mark for each point.) e.g. 'The Nazis wanted to indoctrinate the young.' 'They wanted to create young, loyal Nazis.' 'They were the future armed forces.' 'They could report parents and teachers.' 'The Nazis wanted to restore traditional values.' They wanted girls to be good wives and mothers.'

Level 3 Explains reasons [4–7] (One mark for an explanation, additional mark for full explanation.) e.g. 'The Nazis believed that if you had control of the young then the Nazis would have supporters for the future. By persuading the young that their loyalty was to Hitler first and only then to their parents and friends, it would mean that the Nazis had strong control over the families of the future.' 'By stressing loyalty to Hitler to the young, it meant that it could be expected that the young would report any parent or teacher who grumbled about the Nazis or who spoke out against them.'

(c) 'Most people in Germany benefited from Nazi rule.' How far do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1] e.g. 'They must have done as the Nazis remained in power.'

Level 2 Identifies AND/OR describes reasons [2] (One mark for each point.) e.g. 'Unemployment was removed.' 'There were programmes for improving working and leisure conditions.' 'The Hitler Youth was popular.' 'Trade unions were banned.' 'Food was expensive.' 'People were indoctrinated.' 'Groups were persecuted.' 'Few benefited during the war years.'

Level 3 Explanation of benefits OR disadvantages [3–5] e.g. 'When Hitler came to power in 1933, there were 6 million unemployed. He created jobs through the re-armament programme and conscription. His public works schemes and the building of the autobahns created more jobs. OR e.g. 'Free trade unions were banned. Workers had no rights and the organisation they joined was the Nazi Labour Front. As a result, wages stayed low while working hours increased. This was at a time when the cost of living increased and basic grocery and food items were in short supply.'

Level 4 Explanation of benefits AND disadvantages [5–7] Both sides of Level 3.

Level 5 Explains with evaluation of 'how far' [8]

2.(a) What was the purpose of the Hitler Youth?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1] e.g. 'To help deliver Nazi policy.'

Level 2 Describes the purpose [2–5] (One mark for each relevant point; additional mark for supporting detail.) e.g. 'To indoctrinate children.' 'To ensure loyalty from young people.' 'To ensure young people were prepared for adulthood.' 'To ensure that young people were physically fit.' 'To control the free time of young people.' 'To be a preparation for the armed forces.' 'To be a training ground for young women in home-making.' 'To give young people experience of leisure activities.'

(b) Why did the Nazis try to limit the role of German women?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

Level 2 Identifies AND/OR describes reasons [2–3] (One mark for each point) e.g. ‘To increase the birth-rate.’ ‘Men needed the jobs.’ ‘To secure large numbers for the army.’ ‘Hitler wanted to create the Aryan Race.’

Level 3 Explains reasons [4–7] (One mark for an explanation, additional mark for full explanation.) e.g. ‘When Hitler came into power, unemployment was high and Hitler wanted to get men into employment. Women were encouraged not to go out to work.’ ‘The birth-rate was falling and women were encouraged, through Nazi propaganda, to have as many children as possible.’ ‘The Nazis held traditional views about the place of women in society. It was to be at home and adopt the role of wife and mother.’

(c) ‘The Nazi regime was popular with all German people.’ How far do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

Level 2 Identifies AND/OR describes reasons [2] (One mark for each point) e.g. ‘It was popular as unemployment was removed.’ ‘Working and leisure conditions were improved.’ ‘It was popular as it introduced the Hitler Youth.’ ‘Some people objected to the banning of trade unions.’ ‘The cost of food was expensive.’ ‘It was not popular it was indoctrination.’ ‘It was unpopular for its discriminatory policies.’

Level 3 Explanation of benefits OR lack of them [3–5] e.g. ‘When Hitler came to power, 6 million were unemployed. He kept his promise to remove unemployment by creating jobs through the re-armament programme and conscription. Public works schemes, such as the building of the autobahns, created more jobs making the Nazis very popular.’ OR e.g. ‘Workers had no rights. They had to join the Nazi Labour Front while free trade unions were banned. Wages stayed low while working hours increased. This upset many people.’

Level 4 Explanation of both sides [5–7] Both sides of Level 3.

Level 5 Explains with evaluation of ‘how far’ [8]

3.(a) Describe Hitler’s economic policies.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1] e.g. ‘He developed industry.’

Level 2 Describes policies [2–5] (One mark for each relevant point; additional mark for supporting detail. e.g. ‘Hitler wanted to create employment for the 6 million unemployed.’ ‘He introduced a public works scheme to create employment. This meant new hospitals, schools and autobahns would be built.’ ‘Hitler wanted Germany to be economically self-sufficient.’ ‘He spent money on rearmament.’ ‘Benefits for farmers.’

(b) Why did the Nazis change the school curriculum?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1] e.g. ‘To change what was taught.’

Level 2 Identifies AND/OR describes reasons [2–3] (One mark for each point) e.g. ‘To introduce control.’ ‘To indoctrinate children.’ ‘To increase awareness of a view of German history.’ ‘To increase loyalty to Hitler.’ ‘To promote the Aryan Race.’ ‘To prepare boys to be soldiers.’ ‘To prepare girls to be good wives and mothers.’

Level 3 Explains reasons [4–7] (One mark for an explanation, additional mark for full explanation.) e.g. ‘German History was given a central role in the curriculum. It was taught with a Nazi bias. The “stab in the back” at Versailles received great importance and emphasised how the hardships of 1919–1923 were caused by Jews squeezing profits out of honest Germans. As children grew older this increased loyalty to the Fuhrer.’ ‘Hitler wanted the young boys to be trained so that they would have a career in the army. There was a heavy emphasis on physical fitness, while in Maths there had to be an understanding of military calculations and ballistics, and in Chemistry an understanding of warfare and explosives.’

(c) ‘The Nazi youth policies were successful.’ How far do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1] e.g. ‘Some policies were popular.’

Level 2 Identifies AND/OR describes reasons [2] (One mark for each point) e.g. ‘Many joined the Hitler Youth voluntarily.’ ‘Young people enjoyed the leisure activities.’ ‘There was much indoctrination.’ ‘Education was controlled.’ ‘The Swing movement rejected Nazi control.’ ‘The Edelweiss Pirates were anti-Nazi.’ ‘The Hitler Youth had to be made compulsory.’

Level 3 Explanation of success OR failure [3–5] e.g. ‘The Hitler Youth was a success. By 1939, it had over seven million members, the vast majority of young Germans. It was used to prepare boys and girls for their roles in life and to develop the Nazi ideal. Many young people were happy to join as other youth associations were banned and the Hitler Youth offered a variety of activities which were popular.’ OR e.g. ‘The Edelweiss Pirates did not want their lives to be controlled by the Nazis. They rejected the Nazi youth groups and taunted and sometimes attacked members of the Hitler Youth. During the war, the Pirates helped to shelter army deserters and escaped prisoners.’

Level 4 Explanation of success AND failure [5–7] Both sides of level 3.

Level 5 Explains with evaluation of ‘how successful’ [8]

4.(a) What actions did the Nazis take to reduce unemployment?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4] e.g. ‘Hitler introduced the National Labour Service.’ ‘Hitler sent unemployed men on public works projects.’ ‘The men worked on conservation projects.’ ‘They built autobahns.’ ‘There were major house-building programmes.’ ‘There were public building projects such as town halls and schools.’ ‘Hitler reintroduced conscription.’ ‘Hitler increased the size of the Army.’ ‘Hitler created a new military air-force.’ ‘Hitler started to build submarines and ships, such as the Bismarck.’ ‘The need for weapons, equipment and uniforms created jobs. This created jobs in coal mines, steel and textile mills.’ ‘International projects such as the Berlin Olympics created jobs.’ ‘Hitler persuaded women to leave the workforce.’ ‘Jews were deprived of their jobs and not counted as unemployed.’ ‘Students were not counted as unemployed.’

(b) Why did the Nazis encourage the ‘perfect Aryan family’?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1] e.g. ‘Hitler thought the Aryan race was the best.’

Level 2 Identifies AND/OR describes reasons [2–3] (One mark for each identification/description) e.g. ‘The Nazis encouraged the perfect Aryan family to produce pure Aryan children.’ ‘The Nazis wanted to create a pure German state.’ ‘The Nazis believed the Germans were a pure race of Aryan descent.’ ‘They believed they were the master race.’ ‘The Nazis believed Jews, Blacks and Slavs were inferior and even subhuman.’ ‘Hitler wanted a race of tall people with blond hair and blue eyes.’ ‘Hitler wanted racially pure Germans to be part of a national community or Volksgemeinschaft.’

Level 3 Explains ONE reason [4–5] (One mark for an explanation, additional mark for full explanation.) e.g. ‘The Nazis believed that the German people were the master race and that the Germanic racial group, the Aryans, was superior to all other groups. Hitler had written that all human culture, all the results of art, science and technology are almost exclusively the creation of the Aryans.’

Level 4 Explains TWO reasons [6]

(c) How attractive was the Nazi regime to young people? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

Level 2 Identifies AND/OR describes [2–3] (One mark for each point) e.g. ‘At school there was an emphasis on sport and physical education.’ ‘Aryan children were made to feel special at school.’ ‘In the Hitler Youth there were camps, parades and hikes.’ ‘There was basic military training for the boys.’ ‘The Edelweiss Pirates did not appreciate strict regimentation.’ ‘Members of the Swing Movement taunted Hitler Youth members.’

Level 3 One sided explanation OR [4–6] One explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. ‘The Hitler Youth could be exciting, especially for the boys. There was basic military training, sports, hiking and trekking. At weekends there was camping and in the summer holidays there was a week-long camp.’ OR e.g. ‘Members of the Swing movement did not appreciate the Hitler Youth. They preferred to have long hair, wear homburg hats and English-style sports jackets. The girls wore short skirts and make-up. They enjoyed jazz and dancing. They had a preference for English and American culture.’

Level 4 Explanation of both sides [7–9] A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 5 Explains with evaluation of ‘how far’ [10] As Level 4 plus evaluation.