

Eliminate irrelevance

Below is an exam-style question and part of an answer. Some parts of the answer are not relevant to the question. Identify these and draw a line through the information that is irrelevant, justifying your deletions in the margin.

Explain why there was opposition to the Nazi regime in the years 1933–39.

You may use the following in your answer:

- The Catholic Church
- The Edelweiss Pirates

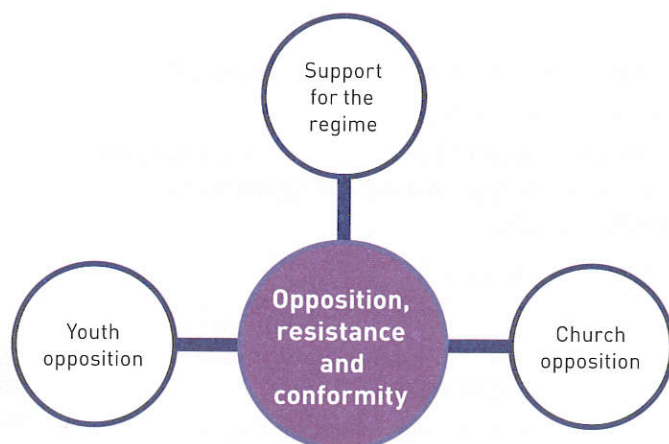
You must also use information of your own.

One reason for opposition to the Nazi policies was the Catholic Church. Hitler decided to cooperate with the Catholic Church. In 1933, Hitler signed an agreement known as a Concordat. Hitler promised not to interfere with the Catholic Church. In return, the Catholic Church agreed to stay out of politics. Many Catholic priests criticised Nazi policies and were arrested and sent to Dachau concentration camp. In many respects this had the opposite effect to what the Nazis wanted. Priests who were sent to concentration camps were seen as martyrs and encouraged even more opposition to the Nazis.

There was also opposition to the Nazi regime from young people. The Nazis set up the Hitler Youth. There were four separate organisations that were developed which recruited girls and boys from the ages of 10–18 under the control of Baldur von Shirach, Youth Leader of the Reich. One group that opposed the Nazis was the Edelweiss Pirates. Its members rebelled against Nazi ideas by listening to forbidden swing music and daubed walls with anti-Nazi graffiti. They could be recognised by their badges, for example the *edelweiss* or skull and crossbones. They wore clothes which were considered outlandish by the Nazis – check shirts, dark short trousers and white socks.

Memory map

Use the information on page 28 to add details to the diagram below about opposition, resistance and conformity.



Key topic 4 Life in Nazi Germany, 1933–39

This topic examines how the lives of German citizens were changed by Nazi policies. It considers the Nazis' racial policies and their persecution of Jews and other minority groups.

1 Nazi policies towards women

REVISED

The Nazis had a traditional view of the role of women. Their policies reflected this.

1.1 Nazi views on women and the family

The Nazis wanted to reverse the developments of the 1920s (see page 10). They thought women should be homemakers and childbearers, and not go out to work. Their slogan '*Kinder, Kirche, Küche*' summed up their view:

- They wanted to increase the birth rate and strengthen the Third Reich.
- Women had a central role in producing the genetically pure Aryan race, ensuring the future of a strong Nazi state.

Key term

Kinder, Kirche, Küche
Nazi slogan meaning
Children, Church and
Cooking

1.2 Nazi policies towards women

Nazi policies brought about changes in women's employment, domestic roles and appearance.

- *Employment*: women were encouraged to give up their jobs, get married and have large families. Women doctors, civil servants and teachers were forced to leave their professions. Girls were discouraged from higher education and gaining the qualifications needed for professional careers.
- *Marriage and family*: in 1933, the Law for the Encouragement of Marriage provided loans to help young couples marry, as long as the wife left her job. Couples kept one-quarter of the loan for each child born, up to four children. Maternity benefits were also increased. On Hitler's mother's birthday (12 August) medals were awarded to women with large families.
- *Appearance*: the ideal Nazi woman was blonde, blue-eyed and sturdily built with broad hips for childbearing. She wore traditional clothes and did not smoke or drink. Women were discouraged from wearing trousers, high heels and makeup. Dyeing or styling hair was frowned on, as was slimming, which was seen as bad for childbearing.

Revision task

How do you explain the following? The Nazis believed that a woman's place was in the home and yet more women were in employment by 1939.

1.3 Successes and failures of Nazi policies

There were successes:

- In the first few years the number of married women in employment fell.
- The number of marriages and the birth rate increased.
- The German Women's Enterprise organised Mothers' Schools to train women in household skills, as well as courses, lectures and radio programmes on household topics. It had 6 million members.

However, there were limitations and even failures:

- The number of women in employment increased from 4.85 million in 1933 to 7.14 million in 1939. From 1936 there was a labour shortage and more workers were needed in heavy industry due to rearmament.
- Many employers preferred women workers because they were cheaper. Women's wages remained only two-thirds of men's.
- Some women resented the loss of more professional jobs such as doctors, lawyers and schoolteachers.

Exam tip

Remember that women had an important family and childbearing role in Nazi Germany.



You're the examiner

Below is an exam-style question.

Explain why the position of women changed in Nazi Germany in the years 1933–39.

- 1 Below are a mark scheme and a paragraph which is part of an answer to the question. Read the paragraph and the mark scheme. Decide which level you would award the paragraph. Write the level below, along with a justification for your choice.

You may use the following in your answer:

■ Employment

■ Appearance

You must also use information of your own.

Mark scheme

Level	Mark	
1	1–3	A simple or generalised answer is given, lacking development and organisation
2	4–6	An explanation is given, showing limited analysis and with only an implicit link to the question
3	7–9	An explanation is given, showing some analysis, which is mainly directed at the focus of the question
4	10–12	An analytical explanation is given which is directed consistently at the focus of the question

Remember that for the higher levels, students must

- explain at least three reasons
- focus explicitly on the question
- support their reasons with precise details.

STUDENT ANSWER

The ideal Nazi woman was blonde, blue-eyed and sturdily built. She was expected to have broad hips for childbearing and to wear traditional, not fashionable clothes. She did not wear makeup nor did she smoke or drink. Losing weight was frowned on because it could be bad for childbearing.

The Nazis believed that a woman's place was in the home and were determined to get women to give up their jobs. Instead, they wanted them to get married and have large families. Women in the professions such as doctors and civil servants had to give up their jobs. Labour exchanges and employers were encouraged to give first choice of jobs to men. Women had a much more domestic role.

Level

Reason

- 2 Now suggest what the student has to do to achieve a higher level.

- 3 Try and rewrite this paragraph at a higher level.

- 4 Now try and write the rest of the answer to the question.

2 Nazi policies towards the young

REVISED

The Nazis tried to make young people into loyal Nazis through controlling education and youth movements.

2.1 Nazi control of the young through education

Teachers had to accept and put across Nazi ideals or be sacked. Nearly all joined the Nazi Teachers' Association.

The curriculum changed to put across key Nazi ideals and prepare students for their future roles. Textbooks were rewritten to fit the Nazi view of history and racial purity and had to be approved by the Ministry of Education. *Mein Kampf* became a standard text.

With boys, the emphasis was on preparation for the military. Girls learned needlework and cookery to become good homemakers and mothers.

- History: this was rewritten to glorify Germany's past and the Nazi Party.
- Physical education: took fifteen per cent of curriculum time to ensure that girls were fit to be mothers and boys were prepared for military service.
- Eugenics: a new subject about selective breeding, more especially the creation of a master race. Children were taught that they should not marry so-called inferior races, such as Jews.
- Race studies: a new subject to put forward Nazi ideas on race, in particular the superiority of the Aryan race.
- Geography: pupils were taught about lands which were once part of Germany and the need for more living space (*lebensraum*) for Germans.

2.2 Hitler Youth and the League of German Maidens

The Nazis wanted to control the leisure time of the young. They closed down all youth movements belonging to other political parties and the Churches. There were four separate youth organisations for 10–18-year-olds, under the control of Baldur von Shirach, Youth Leader of the Reich:

- German Young People for boys aged 10–13
- Young Girls for girls aged 10–14
- **Hitler Youth** for boys aged 14–18
- **League of German Maidens** for girls aged 14–18.

From 1936 membership was compulsory, although many did not join.

For the boys, the focus was on military training, sport, hiking and camping. The girls were kept separate from the boys. The main emphasis was on physical fitness and preparing them for motherhood through domestic skills. They were taught how to make beds and cook.

2.3 Successes and failures of Nazi policies

There were some successes:

- Membership of the Hitler Youth expanded from 5.4 million in 1936 to 7 million in 1939.
- Many young people enjoyed the exciting and interesting activities such as camping.
- Others enjoyed the great sense of comradeship and belonging to something that seemed powerful.

On other hand, there were failures:

- At least 3 million youngsters had not joined the Hitler Youth by the end of 1938.
- Some members found the activities boring, especially military drilling.

Key terms

Hitler Youth Organisation set up for boys in Germany to convert them to Nazi ideals

League of German Maidens Youth organisation for girls aged between 14 and 18 to prepare them for motherhood

Revision task

Summarise the differences in the experiences of girls and boys in Nazi Germany in education and youth movements.

Exam tip

Remember to focus on the different Nazi aims in their policies towards the young: for boys it was preparation for the military and for girls it was preparation for motherhood.



Utility

Look at the two sources, the exam-style question and the two answers below. Which answer is the better answer to the question and why? You could look at page 42 for guidance on how to answer the utility question to help you make your judgement.

How useful are Sources B and C for an enquiry into the Hitler Youth movement? Explain your answer, using Sources B and C and your own knowledge of the historical context.

SOURCE B

From a British magazine, 1938.

There seems little enthusiasm for the Hitler Youth, with membership falling. Many no longer want to be commanded, but wish to do as they like. Usually only a third of a group appears for roll-call. At evening meetings it is a great event if 20 turn up out of 80, but usually there are only about 10 or 12.

SOURCE C

A Nazi poster of 1936 for the League of German Maidens.



ANSWER 1

Source B is useful because it suggests that the Hitler Youth movement was not popular. At least 3 million youngsters had not joined the Hitler Youth by the end of 1938. It is also useful because it was from a British magazine which may well try to give a more objective and balanced view of life in the Hitler Youth.

Source C is useful because it provides an example of the propaganda used by the Nazis to encourage support for the Hitler Youth and more young people, in this case girls, to join. It is also useful because it provides evidence of the popularity of the movement as the girl looks happy and enthusiastic. Membership of the Hitler Youth certainly expanded from 5.4 million in 1936 to 7 million in 1939.

ANSWER 2

Source B is useful because it was written at the time. Source B is also useful because it tells me that there seems little enthusiasm for the Hitler Youth. It also says that only ten or twelve turn up for evening meetings.

Source C is useful because it is from the time of the Nazis. Source C is useful because it shows me a member of the League of German Maidens holding a Nazi flag. She has blonde hair. She is wearing a uniform.

3 Employment and living standards

REVISED

Nazi policies reduced unemployment; however, there is debate about the standard of living during this period.

3.1 Nazi policies to reduce unemployment

Hitler was determined to reduce unemployment. This stood at 6 million in 1932 and had more or less been removed by 1938.

Job-creation schemes

In 1933, 18.4 billion marks were spent on job-creation schemes, rising to 37.1 million by 1938. One scheme was a massive road-building programme to create **autobahns**. This improved the efficiency of German industry by allowing goods to cross the country more quickly and enabled the swift transportation of German troops.

The Reich Labour Service (RAD)

The **Reich Labour Service** provided young men with manual labour jobs. From 1935, it was compulsory for men aged 18–25 to serve for six months. Workers lived in camps, wore uniforms, received very low pay and carried out military drill as well as work.

Invisible unemployment

Some unemployed people were ‘invisible’ and not counted in official unemployment figures:

- Jews dismissed from their jobs. From 1933, many Jews were forced out of their jobs, especially in the professions such as lawyers and doctors.
- Women doctors, civil servants and teachers dismissed from their jobs.
- Women who had given up work to get married.
- Unmarried men under 25 who were pushed into RAD schemes.
- Opponents of the regime held in concentration camps.

Rearmament

Rearmament, especially after 1936, created more jobs:

- More money was spent on manufacturing weapons, and other heavy industry grew, such as the iron industry. By 1939, 26 billion marks were spent on rearmament.
- From 1935, all men aged 18–35 had to do two years’ military service. The army expanded from 100,000 in 1933 to 1,400,000 by 1939.

3.2 Changes in the standard of living

There is a debate about whether Germans were better or worse off during the period 1933–39.

Better off	Worse off
<ul style="list-style-type: none">• There was more or less full employment.• The ‘Strength Through Joy’ (KdF) tried to improve the leisure time of German workers through leisure and cultural trips. These included concerts, theatre visits, sporting events, weekend trips, holidays and cruises.• ‘Beauty of Labour’ tried to improve working conditions. It organised the building of canteens, swimming pools and sports facilities. It installed better workplace lighting and improved noise levels.	<ul style="list-style-type: none">• Lack of freedom. German workers lost their rights under the Nazis. In 1933, trade unions were banned (replaced by the German Labour Front). The Labour Front did not permit workers to negotiate for better pay or reduced hours of work. Strikes were banned.• Volkswagen swindle. This idea to encourage people to put aside money every week to buy a Volkswagen was a con trick. By 1939 not a single customer had taken delivery of a car. None of the money was refunded.• Invisible unemployment.

Key terms

Autobahns German motorways

Beauty of Labour

A department of the KdF that tried to improve working conditions

German Labour Front

An organisation of employers and workers which replaced trade unions

Invisible unemployment

Unemployed people not included in the official unemployment statistics

Rearmament Building up the German armed forces

Reich Labour Service

A scheme to provide young men with manual labour jobs

Strength Through Joy

An organisation set up by the German Labour Front to try to improve the leisure time of German workers

Revision task

Rank order the various methods used by the Nazis to reduce unemployment beginning with the most effective and ending with the least effective.

Relevance

Below are an exam-style question and a series of statements. Decide which statements are:

- relevant to the question (R)
- partially relevant to the question (PR)
- irrelevant to the question (I).

Tick the appropriate column.

Explain why the Nazis were able to reduce unemployment in Germany in the years 1933–39.

You may use the following in your answer:

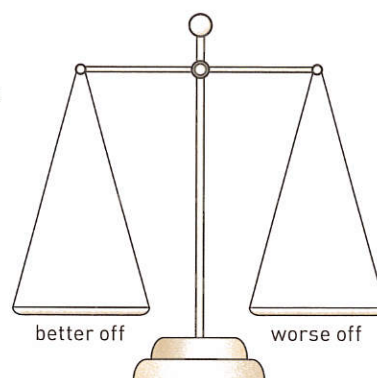
- The National Labour Front
- Job-creation schemes

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

Nazi policies	R	PR	I
In 1933, 18.4 billion marks were spent on job-creation schemes, rising to 37.1 million by 1938			
From 1933, more and more Jews were forced out of their jobs			
The Strength Through Joy movement organised leisure activities and provided the public with cheap holidays			
The Labour Front replaced trade unions. Workers were not allowed to leave their jobs without permission			
Germany had built a network of motorways, known as autobahns			
Beauty of Labour tried to improve working conditions by organising the building of canteens and sports facilities for workers			
The Reich Labour Service was made compulsory in July 1935 for all men aged 18–25, who had to serve six months			
The Depression brought unemployment which had reached 6 million by 1932			
Many women were dismissed from their jobs, especially in the professions. Others were tempted by marriage loans to give up their jobs and marry			
The RAD was not popular. Men were paid very low wages and had to put up with uncomfortable tented camps, long hours of work and boring jobs			
The drive for rearmament created more jobs as more money was spent on manufacturing weapons			
Billions were spent producing tanks, ships and aircraft. Heavy industry especially benefited			

Better or worse?

- Using the information on page 34, copy and complete both sides of the scales to show whether workers were better or worse off.
- Do you think workers were better or worse off overall? Give reasons for your answer.



4 The persecution of minorities

Hitler used the Jews as scapegoats for many of Germany's problems. The Nazis also persecuted **Slavs**, **Gypsies**, homosexuals and those with disabilities.

4.1 Nazi racial belief and policies

Central to the Nazis' policy was the aim to create a pure Aryan racial state. They thought this could be achieved by **selective breeding** and destroying the Jews. Jews and Slavs were seen as inferior *Untermenschen* or subhumans.

4.2 The treatment of minorities

Germans with disabilities were seen as a 'burden on the community'. There were also socially undesirable groups such as homosexuals and Gypsies.

People with disabilities

The 1933 Sterilisation Law allowed the sterilisation of those suffering from physical deformity, mental illness, epilepsy, learning disabilities, blindness and deafness.

Homosexuals

Homosexuality remained illegal. Nazi views about the importance of family life meant that same-sex relationships could not be tolerated. Gay men were arrested and sent to concentration camps.

Gypsies

The Nazis wanted to remove Germany's 30,000 Gypsies because they were non-Aryan and threatened racial purity. In 1935, the Nazis banned all marriages between Gypsies and Germans.

4.3 The persecution of the Jews

The persecution of the Jews gradually increased in the years 1933–39.

Early policies, 1933–34

- In 1933, the SA organised a boycott of Jewish shops and businesses.
- Jews were excluded from government jobs.
- In 1934, local councils banned Jews from public spaces such as parks.

The Nuremberg Laws, 1935

The Nuremberg Laws were a series of measures aimed against the Jews, including:

- The Reich Citizenship Law stated that only those of German blood could be German citizens. Jews lost their citizenship, and the right to vote and hold government office.
- The Law for the Protection of German Blood and Honour forbade marriage or sexual relations between Jews and German citizens.

Kristallnacht and after

On 8 November 1938, Goebbels organised anti-Jewish demonstrations which involved attacks on Jewish property, shops, homes and synagogues. So many windows were smashed that the events of 9 November 1938 became known as the 'Night of the Broken Glass' or **Kristallnacht**. Worse persecution of the Jews followed.

In January 1939, the SS was given the responsibility for eliminating Jews from Germany. This would be achieved by forced **emigration**:

- On 30 April, Jews were forced into **ghettos**.
- By the summer of 1939, about 250,000 Jews had left Germany.

Key terms

Emigration The act of leaving one's country to settle in another country

Ghettos Densely populated areas of a city inhabited by a particular ethnic group, such as Jews

Gypsy A race of people found across Europe who generally travel across the continent rather than living in one place

Kristallnacht The 'night of the broken glass'. The name given to a night of violence against Jews due to the amount of shattered glass which littered the streets

Nuremberg Laws Laws passed in 1935 which denied German citizenship to Jewish people

Selective breeding Nazi policy designed to create a master race

Slavs Eastern Europeans including Poles and Russians

Revision task

What were the following?

- The master race
- The Sterilisation Law of 1933
- The Nuremberg Laws
- Kristallnacht.

Exam tip

Remember that other minority groups apart from the Jews were persecuted by the Nazis.

You could get a question about how life for Jews changed in Nazi Germany 1933–39. It was a gradual build-up of Nazi policies against the Jews.



Making an inference from a visual source

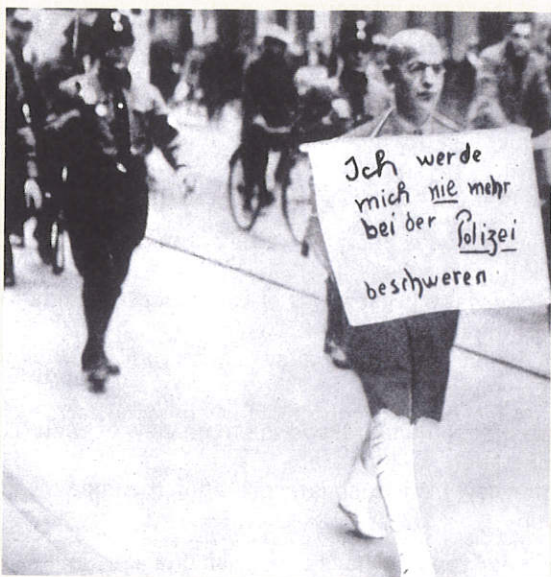
An inference is a message that you can get from a source. Below are an exam-style inference question, the source and a series of statements. Decide which of the statements:

- make(s) inferences from the source (I)
- describes what can be seen in the source (D)
- cannot be justified from the source (X).

Give **two** things you can infer from Source A about the treatment of the Jews in Nazi Germany in the years 1936–39.

SOURCE A

A photograph taken in March 1933. It shows members of the SA forcing a Jewish lawyer to walk barefoot through the streets of Munich wearing a sign that says 'I will never again complain to the police'.



Statements	I	D	X
The photograph shows a Jewish man walking barefoot down a street			
Jewish shops were boycotted by the SA			
The Jews were treated unfairly			
The Jews were denied German citizenship			
The Jews were publicly humiliated			
Jewish shops and synagogues were destroyed by the Nazis			
The SA played a leading role in persecuting the Jews			
Members of the SA are forcing the Jewish man to walk down the street			



You're the examiner

Below is an exam-style question.

Give **two** things you can infer about the treatment of the Jews in Nazi Germany.

- Below are a mark scheme and a paragraph which is part of an answer to the question. Read the paragraph and the mark scheme. First decide which mark you would award the paragraph (there are a maximum of four marks available).

Mark scheme

Award 1 mark for each valid inference up to a maximum of two inferences. The second mark for each example should be awarded for supporting detail selected from the source.

The source suggests that the Jews in Nazi Germany were publicly humiliated. This is because the photograph shows a Jewish man being forced to walk down a main street barefooted. The source also suggests that the Jews had no protection from the police.

- Next try and improve this answer to get four marks.

Exam focus

Your History GCSE is made up of three exams:

- Paper 1 on a thematic study and historic environment.
- Paper 2 on a British depth study and a period study.
- Paper 3 on a modern depth study, in your case Weimar and Nazi Germany, 1918–39.

For Paper 3 you have to answer the following types of questions. Each requires you to demonstrate different historical skills:

The table below gives a summary of the question types for Paper 3 and what you need to do.

Question number	Marks	Key words	You need to...
1	4	Give two things you can infer from Source A about ...	<ul style="list-style-type: none"> • Make at least two inferences • Use quotes from the source to back up your inference, or describe a specific part of it if it is a picture
2	12	Explain why ... You may use the following in your answer: [two given points]. You must also use information of your own	<ul style="list-style-type: none"> • Explain at least three causes. You can use the points in the question but must also use at least one point of your own • Ensure that you focus these on the question
3(a)	8	How useful are sources ... for an enquiry into ... ?	<ul style="list-style-type: none"> • Ensure that you explain the value of the contents of each of the sources • Explain how the provenance of each source affects the value of the contents • You need to support your answer with your knowledge of the given topic
3(b)	4	Study Interpretations 1 and 2. What is the main difference between these views?	<ul style="list-style-type: none"> • Ensure that you understand the main view of each interpretation • Give the view from each interpretation to support your answer
3(c)	4	Suggest one reason why Interpretations 1 and 2 give different views	<ul style="list-style-type: none"> • Remember you only have to explain one reason • Make use of the two sources
3(d)	20	How far do you agree with Interpretation 2 about ... ?	<ul style="list-style-type: none"> • Ensure that you agree and disagree with the view • Use evidence from the interpretations and your own knowledge • Ensure that you write a conclusion giving your final judgement on the question • There are up to 4 marks for spelling, punctuation, grammar and the use of specialist terminology

Question 1: Inference

Below is an example of an exam-style inference question which is worth 4 marks.

Give **two** things you can infer from Source A about Hitler's meetings.

SOURCE A

Adapted from the diary of Luise Solmitz, 23 March 1932. Solmitz was a schoolteacher writing about attending a meeting in Hamburg at which Hitler spoke.

There stood Hitler in a simple black coat, looking over the crowd of 120,000 people of all classes and ages ... a forest of swastika flags unfurled, the joy of this moment showed itself in a roaring salute ... The crowd looked up to Hitler with touching faith, as their helper, their saviour, their deliverer from unbearable distress ... He is the rescuer of the scholar, the farmer, the worker and the unemployed.