



**General Certificate of Education
January 2013**

AS History 1041

HIS2M

Unit 2M

Life in Nazi Germany, 1933–1945

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner 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 examiners 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 examiner understands and applies it in the same correct way. As preparation for standardisation each examiner 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, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

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 to download from the AQA Website: www.aqa.org.uk

Copyright © 2013 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

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

January 2013

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 the use of terror in the years 1933 and 1934? (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 B expresses the view that the threat of arrest 'loomed over everyone', whereas Source A suggests that terror only 'lurked in the background'
- Source B talks of the population being 'intimidated' into conformity, unlike the opinion given in Source A that Germans did not feel that they were living in a 'brutal dictatorship'
- Source B highlights the 'apparatus of surveillance and control', the arrests and what happened to opponents, whilst Source A gives greater emphasis to the 'new hope' and 'astonishing faith' felt by the Germans in the regime.

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

- the establishment of the 'wild' concentration camps and the S.A. thuggery directed against the party's opponents, such as Koeppen Week, June 1933
- the intimidation evident at the passing of the Enabling Act and the attack on trade union offices in May 1933
- the growth of S.A. membership to about 2.5 million by the beginning of 1934
- the purge of the S.A. in the Night of the Long Knives
- popular support for Nazi policies such as the promise of jobs.

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

- both sources acknowledge that the regime utilised terror, though Source A significantly downplays its extent
- both sources agree that the terror was not directed indiscriminately: it was 'highly selective' according to Source B and limited to 'those who got out of line' in Source A.

In making a judgement about the degree of difference, students may conclude that the sources do not disagree about whether terror was practised by the regime – both accept that it was – but that they differ in emphasis, with Source B regarding the threat of terror as omnipresent, whereas Source A sees it as much more marginal, highlighting popular support for the regime.

(The provenance of the sources might help explain the difference, given that Shirer is giving an initial personal reflection, whereas Evans is offering a broader perspective.)

Question 1**02** Use **Sources A, B and C** and your own knowledge.

How important was the use of the security services for the removal of opposition to the Nazi regime in the years 1934 to 1939? (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 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** suggests that the 'terror of the Gestapo' played a role only 'in the background'. According to Shirer, Germans 'did not seem to mind' their loss of personal freedom; he emphasises the 'genuine enthusiasm' for the regime not its use of terror through the security services
- **Source B** offers some agreement with the views expressed by Shirer by indicating that there was some approval for the hard-line approach of the regime against 'marginal groups'. However, Evans suggests that terror was a key factor in bringing Germans into line
- **Source C** argues that the SS, SD and Gestapo had 'enormous influence'. Carr draws attention to the extensive security network, which was 'the very core' of the Nazi power complex. Unlike Sources A and B, which suggest that terror was directed at limited elements within the population, Carr states that 'no one was immune' from the attention of the security forces.

From students' own knowledge:

Factors suggesting that the security services (SS, SD and Gestapo) were influential in removing opposition to the Nazi regime by 1939 might include:

- the SS under Himmler grew into a mass organisation and emerged as the main terror instrument of the regime; its membership increased from 280 in 1929 to 280,000 by 1939
- Heydrich developed the SD as the main security / intelligence service of the regime; this complex was drawn together under the RHSA (Reich Main Security Department) in 1939
- the Gestapo, under SS control, could act outside of the law and operated nationwide
- the concentration camp system became institutionalised and a series of purpose built camps based on the Dachau model were built from the mid-1930s; 'protective custody' became a means of imprisoning the regime's political, racial and social opponents
- reference to a number of actions illustrating the repressive role of the SS, SD and Gestapo such as: the Night of the Long Knives, June 1934; the 'work-shy campaign' in June 1938 which resulted in the arrest of 10,000 'asocials'; Kristallnacht and the imprisonment of 35,000 Jews, November 1938.

Factors suggesting that the role of the SS, SD and Gestapo had less importance in removing opposition to the regime might include:

- the myth of the omnipresent Gestapo; it lacked sufficient manpower, was often bogged down in paperwork and relied heavily on denunciations
- most Germans remained unaffected by the daily repression and persecution of the security services; the regime targeted political opponents first, then social and racial 'outsiders' and 'nonconformists'

- discussion of a range of other factors in securing support may be used to achieve balance, such as: the role of propaganda; the economic and foreign policy successes of the regime; the genuine popularity for the Nazis amongst many sections of the population, particularly amongst youth and women; the high support for the regime indicated in plebiscites throughout the 1930s.

Good answers may conclude that there is much evidence to suggest that there was extensive support for the regime and might question the stereotypical view that most Germans were bullied and frightened into conformity by the SS, SD and Gestapo. Indeed, the best students might suggest that the hard-line approach of the regime against many minority groups actually enhanced its reputation amongst many Germans. However, the brutality of the regime cannot be underestimated and it is clear that fear of the regime's security services was ever-present in Germany in this period. Fundamentally, there was no independent authority that could protect the individual from the power of the state or from arbitrary arrest.

Question 2

03 Explain why the Hitler Myth was promoted in the 1930s. (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 as to why the Hitler Myth was promoted in the 1930s.

Students might include some of the following factors:

- it built upon notions of 'heroic leadership' already prominent in right wing circles
- to raise Hitler's profile beyond that of 'just another politician'; the antithesis of the self-serving Weimar politician
- to present Hitler as the 'Symbol of the Nation'; the embodiment of true German virtues; an integrative force putting the nation first
- to link Hitler directly with being the creator of the 'economic miracle' and renewed prosperity and national greatness
- to present Hitler as a 'moderate', removed from failure or the excesses of others.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might conclude that the Hitler Myth was conceived as the crucial element for

political and social integration in the Third Reich. The focus on charismatic leadership was the cement on which the mass base of support for the Nazis was built. The Hitler Myth gave credence to the authoritarian nature of the regime: 'Hitler knew best'.

Question 2

- 04** 'The use of propaganda by the Nazis in the 1930s failed as a means of mass indoctrination.'

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 and might be expected to make reference to a broad range of propaganda methods.

Evidence which agrees might include:

- where films were overtly political or ideological they generally proved unpopular; perhaps the best example is 'The Eternal Jew'; 90% of films produced in the Third Reich had no overt propaganda content
- though the diversity of music evident in the Weimar period was quickly ended by the Nazis and many established musicians emigrated, swing and jazz music remained popular, as evidenced by the Swing Youth groups
- normal cultural and artistic life was not totally extinguished under the Third Reich
- the press was so regimented that it became boring and predictable and there was a decline of 10% in newspaper circulation by 1939
- radio ownership might have increased but this was no guarantee that broadcasts were listened to or believed
- most participants at Nazi rallies, such as those at Nuremberg, were likely to be Nazi supporters already
- the success of propaganda in gaining support for particular policies is varied: anti-Church propaganda was largely counter-productive and failed to diminish religious faith; militaristic propaganda failed to bring about widespread enthusiasm for war in September 1939.

Evidence which disagrees might include:

- the regime set up the Ministry for Popular Enlightenment and Propaganda in March 1933 which became a vital prop of Nazi rule
- Goebbels believed that film as entertainment was the most effective means of propaganda; over 1000 feature films were produced and audiences quadrupled; 'Triumph of the Will' was a propaganda success
- jazz and swing music were forced underground or sidelined by hostile Nazi propaganda
- the Nazis imposed a tight artistic and cultural dictatorship through the Reich Culture Chamber set up in September 1939; modernist art was ferociously denounced, led by Hitler's unwavering hostility to 'Art Bolshevism'; the Exhibition of Degenerate Art in Munich in 1937 was clearly a success with 2 million visitors
- Nazi control of the press was extensive: the regime controlled all those involved through the Reich Press Chamber and by 1939 the Nazis owned 69% of the press; the book burnings of May 1933 drew large supportive audiences
- Goebbels believed radio was his most powerful tool of indoctrination and by 1939 70% of households owned the 'people's receiver'
- the Nazis monopolised indoctrination through posters and photographs and sport too was government co-ordinated; the 1936 Olympic Games were a remarkable propaganda success
- mass rallies and parades were minutely stage managed and choreographed and contributed to a deepening of commitment to the regime
- control of education and youth groups meant that the young were subject to incessant indoctrination.

Good answers may conclude that judgements about the impact of propaganda are difficult to make. Though the impact of indoctrination might have been exaggerated, propaganda clearly played a significant role in increasing the government's popularity.

Perhaps the most balanced judgement might be that propaganda was more successful in reinforcing existing attitudes but that it was a relative failure in its broader role of indoctrinating Germans. Where the regime opposed traditional loyalties, such as to the Church or in 'converting' opposing groups like the working classes, it was much less successful.

Nevertheless, propaganda had considerable success in indoctrinating belief in Hitler as a charismatic leader.

Question 3

05 Explain why the Nazi regime proclaimed 'Total War' in February 1943. (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 as to why the Nazi regime proclaimed 'Total War' in February 1943.

Students might include some of the following factors:

- as a means of reviving popular morale following defeats in North Africa and at Stalingrad
- to encourage greater sacrifice and the acceptance of greater controls amongst the German civilian population
- to galvanise the German people into defiant, united resistance against a mortal enemy
- to prepare the German people for 'war to the death' against the Soviet Union and to prepare the people for Soviet reprisals
- to link war against the Soviet Union – the external racial and political enemy – to planned genocidal actions against its internal racial enemies.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might highlight Goebbels need to bolster morale, given that the regime might

no longer be able to convince the people that Germany was winning the war, and for the need to refocus on a war of survival as opposed to a war of victory.

Question 3

- 06** 'Civilian opposition presented the most serious challenge to Nazi rule within Germany in the years 1939 to 1945.'

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 civilian opposition presented the most serious challenge to Nazi rule in the war years against those which do not.

Evidence which agree(s) might include:

- individuals within the Protestant and Catholic churches were outspoken in their criticism of the regime, most notably: Pastor Martin Niemöller, Dietrich Bonhoeffer and Bishop Clemens von Galen. Bonhoeffer was particularly prominent in the German resistance, attempting to win foreign support and in working to help Jews escape Germany; Von Galen spoke out in 3 sermons in 1941 against Aktion T4, Hitler's euthanasia programme, which, as a result, was publically dropped
- the Kreisau Circle, a loose network of intellectuals, some holding government posts, on three occasions in 1942-43 held meetings to plan for a post-Nazi state
- the Nazis also faced opposition from several youth groups as the war developed, such as: the Swing groups, who adopted a rival culture to the Hitler Youth; the Edelweiss Pirates, 12 of whom were hanged in Cologne in November 1944; the White Rose group who printed pamphlets to publicise Nazi atrocities and were in contact with other student opposition groups around Germany
- political opponents, such as the KPD and SPD, maintained 'underground' cells and tried to maintain their organizational links
- resistance from ordinary Germans operated on many levels, from grumbling, making jokes aimed at leading Nazis, refusing to give the Nazi greeting and most strikingly, the attempted assassination of Hitler by the lone individual Georg Elser in November 1939.

Evidence which disagree(s) might include:

- resistance within the churches was largely that of individuals. The church authorities largely focused on protecting church autonomy and avoided collective resistance; many in the churches shared the regime's anti-Semitic and anti-communist beliefs and in general the churches supported the war effort
- many of the elite did indeed hold the Nazis in contempt but were reluctant to act openly against the regime, given their traditional loyalty to nation and their abhorrence of treason; the Kreisau Circle were a minority within this social group and few survived the war
- the Youth opposition was fragmentary and more of an irritant rather than a serious challenge; many young people remained loyal to the regime to the end of the war
- communist organisations were particularly vulnerable to Gestapo infiltration and most communist networks, such as the Red Orchestra, were destroyed by 1943
- it can be argued that the most serious opposition to the Nazis came from within military circles. Several attempts were made to assassinate Hitler from March 1943, culminating in the most significant action, the 1944 Stauffenberg Bomb Plot.

Good answers may conclude that active opposition was very limited in size and that, in the main, most civilians remained loyal to the regime. Civilian resisters were a diverse group and there was no concerted or co-ordinated activity. The military was the group most likely to overthrow the regime, but even its challenge disappeared with the ruthless purge of the leading opposition figures following the failed Bomb Plot in 1944. In reality, Germans remained remarkably loyal to the regime throughout the war.

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