

**GCSE (9–1)**  
*Candidate Style Answers*

# **HISTORY B**

## **(SCHOOLS HISTORY PROJECT)**

J411  
For first teaching in 2016

### **J411 - Living under Nazi rule, 1933 - 1945**

Version 1



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# Introduction

This resource has been produced by a senior member of the GCSE History examining team to offer teachers an insight into how the assessment objectives are applied. It illustrates how the sample assessment questions might be answered and provides some commentary on what factors contribute to overall levels.

As these responses have not been through full moderation, they have not been graded and are instead, banded to give an indication of the level of each response.

Please note that this resource is provided for advice and guidance only and does not in any way constitute an indication of grade boundaries or endorsed answers.

See <http://www.ocr.org.uk/Images/207092-unit-j411-33-viking-expansion-c-750-c.1050-with-living-under-nazi-rule-1933-1945-sample-assessment-material.pdf> for the sources referenced.

## Question 6

What can Source A tell us about Nazi propaganda? Use the source and your own knowledge to support your answer. [7]

### High level response

Source A tells us how central propaganda was to the new regime as a method of control. Both Hitler and Goebbels saw propaganda as a powerful tool of indoctrination and it had already been used to great effect to win the Nazis the support which had helped them into power. In Source A, a huge audience for Hitler's speech is ensured by stopping people's work and placing loudspeakers in key positions in all places of both work and leisure. The 'district Party' helped to co-ordinate these measures, along with Radio Wardens. This is also reinforced by the announcement of the speech in the newspaper, revealing the Nazis' control of all media by this point. It's clear from all these points that the Nazi regime was rigorous in its control of what the population heard or read. We can dismiss the source's claim that the population will all want to 'participate fully' in the broadcast as they are clearly being coerced as Source A is itself propaganda; however, this reveals to use that the regime may have been were less than confident about people's willingness to support the regime without this level of coercion.

### Examiner commentary

This is a Level 3 answer because the candidate has made some high level inferences from the source, eg about the rigour of propaganda and its importance as a method of control; and the inference from the source's publication about the regime's paranoia. Wider contextual knowledge, such as the Nazis' previous use of propaganda and the control of the media, is used to inform and support these inferences. Note that this is sophisticated use of knowledge because it is well chosen and relevant the question being asked (rather than because of its extent).

### Medium level response

Source A can tell us a lot about Nazi propaganda. Firstly, we learn that Hitler's speeches lasted a long time because he is speaking for 50 minutes. We also learn that everyone was able to listen to Hitler's speeches because loudspeakers were put up so that everyone could hear. Everyone knew that the speech was going to be made because the newspaper announced it 5 days in advance. So the source tells us that the Nazis had taken over control of both the radio stations and the newspapers by this point. I know from my own knowledge that cheap radio sets were made and that by 1939 70 per cent of Germans had a radio in their home. They could not pick up foreign stations. Anti-Nazi newspapers were shut down and Goebbels told the papers what they should print each day. Also, the Nazis used rallies and films as propaganda, which are not covered in this source.

### Examiner commentary

This is a Level 2 response. It begins with picking up on some of the surface details of the source but then does make an inference – the source reveals that the radios and newspapers were under Nazi control. There then follows some contextual knowledge. Although this is accurate and detailed, not all of it is used to address the question being asked or to support the point being made; rather, it is 'bolted on'. Also note that there is no requirement to discuss what the source does not tell us – the question asks what it does tell us. The discussion of source limitations can only be credited where they reveal something that is useful. For example, with this source, it might be possible to point out that Source A is in itself a biased piece of propaganda and we cannot trust its claim that German people actually wanted to 'participate fully' in the speech; however, this in itself reveals that the Nazis used every opportunity to convince the population that 'every other German' fully supported the Nazis.

## Question 7

How useful are Interpretation B and Sources C and D for a historian studying the growth of Hitler Youth organisations between 1932 and 1939? In your answer, refer to the two interpretations and the two sources as well as your own knowledge. [15]

### High level response

The sources are useful to a historian studying the growth of Hitler Youth organisations in a number of ways. Firstly, we can use Interpretation B and Source C to confirm the rate of growth – the numbers broadly tally until 1939, when there is a slight discrepancy. The youth organisations grew steadily 1932–1939. B and D are also useful for suggesting reasons for this growth. B tells us that joining the Hitler Youth was attractive because of the various activities, sports and days off school on offer. It also implies that membership actually became more or less compulsory because the Hitler Youth had a 'monopoly' on the provision of sports facilities, all other youth organisations (except Catholic ones) being banned after 1936, so young people were under compulsion to join. It is not surprising that this is not alluded to in Source D, which is a propaganda poster, advertising the Hitler Youth. This is unlikely to imply coercion but instead offers us a different reason for the growth, ie the use of propaganda to present an attractive image of the youth organisations to young people.

The poster shows a typical 'Aryan' girl participating in charity work – the Nazis were keen for youth to be committed to a Volksgemeinschaft or people's community. However, genuine commitment such as this was probably not the reason for growth – in 1939, the Nazis made it compulsory to attend meetings of the Hitler Youth. This suggests that not all members were particularly active or committed. Therefore, the statistics showing increase in membership 1932–1939 in B and C are somewhat superficial because many youths avoided active participation.

Overall, the sources are useful for confirming the rate of growth and suggesting reasons for this, although they are slightly misleading in relation to the true nature of this increased membership; taken at face value, they appear to suggest that the rise in membership constitutes success, which is not the full picture.

### Examiner commentary

This is a Level 5 response because the candidate has used the sources in combination to make some high-level inferences about the growth of Hitler Youth organisations, eg they are useful for suggesting reasons that the membership grew 1932–1939. The publication of D as a piece of propaganda has been used to help explain this as a useful source too, because of its bias. Everything the candidate has written is closely tied to the **growth** of Hitler Youth organisations, which the questions asks about. The contextual knowledge used has been carefully selected in such a way that it helps to analyse the sources and reach a judgement about the sources as a collection.

### Medium level response

The sources are useful in some ways but not in others. Interpretation C tells us that the organisations grew from 2.3 million in 1933 to 8.7 million in 1939. This can also be seen in B. This isn't completely useful because we don't know how many youths there were in total.

C also tells us that there were always more boys than girls in the Hitler Youth groups. B gives us some of the reasons that people joined the Hitler Youth – sports facilities and access to special activities days, which attracted more members. This is why membership grew so much. I know that the HJ focussed on physical activities. They sang political songs, read Nazi books and went on holiday camps. Girls did more domestic duties too.

Source D is less useful because it is a piece of propaganda so it's biased. It shows a girl in the Hitler Youth looking happy. But I know that this is not really accurate because there were about 2,000 Edelweiss Pirates by 1939. They rebelled against the Hitler Youth and set up their own groups, showing that not everyone was happy in the HJ or wanted to join.

### Examiner commentary

This is a Level 3 response. It starts off by picking out some details, asserting value to the information in the sources. It also asserts a limitation based on simplistic evaluation, ie the source isn't useful because it there is 'missing' information. The response moves to Level 3 as it improves with the second paragraph, which contains an inference from one of the sources which is relevant to the question being asked. This is extended by some contextual knowledge. The last paragraph shows an attempt to evaluate Source D, although this is not successfully linked to the question asked about **growth** in membership. Instead they talk about the source not being useful about the experiences.

## Question 9

'German occupation in the Second World War was, in general, far harsher in eastern Europe than in western Europe'. How far do you agree with this view?

[18]

### High level response

I agree with the statement almost entirely. Although there are examples of extremely harsh treatment in the west, in general German occupation was far harsher in eastern Europe. We can see this through a comparison of occupation in Poland and in the Netherlands.

The occupation in Poland was extremely harsh. This was because the Nazis believed in the idea of 'lebensraum' and considered Slavic Poles to be racially inferior. Large numbers were murdered right from the start. Around 1.9 million non-Jewish citizens were killed in Poland overall. The Nazis aimed to remove any element of Polish culture and to replace as many of the Polish or Slavic people with Germans as possible. From 1940, hundreds of thousands of Polish citizens were expelled, and 500,000 'ethnic Germans' were settled on their lands. Poles were sent to work in Germany as slave labour. Polish culture, education and leadership were also destroyed. This was far harsher than in the Netherlands. The Dutch shared the same ethnic background as Germans and were therefore treated very differently. For example, civil servants were allowed to continue working and the Dutch education system was not interfered with. In June 1940, when there was a Dutch protest in support of the royal family in exile, no one was punished.

However, the nature of Nazi rule in the Netherlands did become harsher after 1941. The Germans shot at marching workers on strike in many Dutch towns. In March, the first death sentences against Dutch citizens were issued. In May 1943, all Dutch men between 18 and 35 were to become forced labourers. These actions show us that harshness was possible in east or west. The treatment of Jews in both occupied countries can also be compared. In Poland, from 1940, Jews were concentrated in ghettos. A network of concentration camps and death camps was established throughout Poland. The Jewish population of Poland went from around 3.5 million in 1939 to around 0.5 million by 1945. In the Netherlands, in 1941 the first Jewish men were rounded up for deportation. By April 1942 all Jews had to wear the Star of David. In 1943 the Nazis began deporting them to extermination camps in huge numbers. In all, 76% of the total Jewish population were deported. This shows us that Jews in the west, as in the east, were not saved from Holocaust.

In conclusion, although atrocities such as the murder of strikers reveals that 'harshness' was possible in the west as well as the east, occupation in the east was much harsher. This can be seen from the expulsion of Slavic peoples from the outset in Poland, and from the fact that almost 2 million non-Jewish citizens were killed there. However, Jews were treated the same, east or west, and by 1943, non-Jewish citizens were also subject to much harsher treatment as well, such as forced labour.

### Examiner commentary

This is a Level 6 response. The answer is well structured and there is a sustained use of relevant and detailed evidence, leading to a 'clinching' argument at the end. Both sides of the debate are explored and well-developed through the sophisticated use of contextual knowledge. All contextual knowledge is relevant to the question being asked. The response shows a sophisticated understanding of the concepts of diversity and causation. Change and continuity within the 12-year period is also considered.

### Medium level response

I agree with the statement. The occupation of Poland was far harsher than the occupation of the Netherlands.

The Nazis were obsessed by race. They thought that the Jews were inferior and this led to the Holocaust. In Germany, the Jews were increasingly persecuted. For example, in October 1938, Jewish passports had to be stamped with a 'J'. There was extreme violence during Kristallnacht in November 1938. There were brutal attacks on Jewish homes and businesses. In the Autumn of 1941 the extermination of all the Jews was agreed and death camps were set up.

The occupation in Poland was extremely harsh. This was because the Nazis considered Slavic Poles to be racially inferior. Large numbers were murdered right from the start. Around 1.9 million non-Jewish citizens were killed in Poland overall. Poles were sent to work in Germany as slave labour. Jews were forced into ghettos and concentration and death camps were built in Poland. On the other hand, the occupation in the Netherlands was not as harsh. It was under control of an Austrian Nazi. Democracy was abolished and parliament dissolved. The Dutch shared the same ethnic background as Germans and were therefore treated very differently. For example, civil servants were allowed to continue working and the Dutch education system was not interfered with. In June 1940, when there was a Dutch protest in support of the royal family in exile, no one was punished. The Dutch generally went along with Nazi regulations, to begin with at least.

So, in conclusion, occupation was harsher in the east because of the Nazis' beliefs about racial inferiority of the Slavic peoples.

### Examiner commentary

This is a Level 3 response. The answer has some kind of logical structure, although muddled in places. The first paragraph is not relevant to the question being asked as it does not focus on occupation; additionally, most of it discusses pre-war events. However, the second paragraph demonstrates some sound knowledge of key features and characteristics of Nazi occupation and considers why it was harsher in the east. Both east and west are dealt with through the case studies, although not all the contextual knowledge is directly relevant to the question being asked and some is quite descriptive. The response shows a good understanding of the concepts of diversity and causation. However, the response only really develops one side of the argument and does not demonstrate understanding of the evidence for the counter argument.





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