5.6 Life in Nazi Germany, 1933-1939: Women and Young People: 30-minute Pack

EDEXCEL 1HI0 · about 30 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

Answer ALL questions. Question 2 refers to Source A. Questions 3, 4 and 5 refer to Interpretation 1 and Interpretation 2. You are advised to spend about 30 minutes on this pack.

Source A, and Interpretations 1 and 2

Source A was written for Revision Library. It is an original text representative of a recruitment leaflet of the kind used to encourage German boys to join the Hitler Youth during the 1930s. It is not a reproduction, translation or paraphrase of any surviving leaflet, and no genuine organisation's exact wording is reproduced. Interpretation 1 and Interpretation 2 were also written for Revision Library, in the style of history textbook extracts discussing how successful Nazi policies towards young people were between 1933 and 1939; they are not the work of any real, named historian.

SOURCE A: a recruitment leaflet written for Revision Library, representative of material used to encourage German boys to join the Hitler Youth during the 1930s.

Boys of Germany! The Hitler Youth offers you adventure, comradeship and a chance to prove your strength. Join weekend camps in the forest, learn to march, hike and shoot, and compete in sports against troops from other towns. Every boy who wears the uniform stands shoulder to shoulder with millions of others across the country, all serving the same Fuhrer and the same Fatherland. Leave behind the schoolroom for an afternoon and discover what real teamwork feels like. Ask your group leader, your teacher or your local party office how to sign up today.

INTERPRETATION 1: from a history textbook written for Revision Library, discussing how successful Nazi policies towards young people were between 1933 and 1939.

Nazi youth policy was highly successful, at least in its early years. Organisations such as the Hitler Youth and the League of German Maidens offered genuinely popular activities, camping, sport, competitions and a strong sense of belonging, that appealed to many young Germans regardless of any political message attached to them. Membership grew rapidly through the 1930s, reaching several million by the time it was made effectively compulsory under the Hitler Youth Law of December 1936, showing that the regime had succeeded in making itself central to a whole generation's upbringing.

INTERPRETATION 2: from a history textbook written for Revision Library, discussing how successful Nazi policies towards young people were between 1933 and 1939.

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High membership numbers conceal growing strain rather than confirming success. As the decade went on, the endless drilling, uniforms and ideological instruction began to feel repetitive and controlling to many teenagers, especially once membership became compulsory in 1936 and the activities lost their novelty. Groups of working-class youths, later known as the Edelweiss Pirates, began meeting outside official control specifically to escape Hitler Youth discipline, showing that beneath the impressive statistics, a real undercurrent of boredom and quiet resistance was already forming well before 1939.

1 Give two ways in which teachers in Nazi Germany were expected to demonstrate loyalty to the regime.

(Total for Question 1 is 4 marks)

2 Give two things you can infer from Source A about how the Hitler Youth tried to appeal to boys. Support each inference with a detail from the source.

(Total for Question 2 is 4 marks)

3 What is the main difference between Interpretation 1 and Interpretation 2 about how successful Nazi policies towards young people were between 1933 and 1939? Explain your answer, using details from both interpretations.

(Total for Question 3 is 4 marks)

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4 Suggest two reasons why the authors of Interpretation 1 and Interpretation 2 might have different views about how successful Nazi youth policies were.

(Total for Question 4 is 4 marks)

5 Which interpretation do you find more convincing about how successful Nazi policies towards young people were between 1933 and 1939? Explain your answer, using Interpretation 1, Interpretation 2 and your own knowledge.

(Total for Question 5 is 16 marks)

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Mark scheme · 5.6 Life in Nazi Germany, 1933-1939: Women and Young People: 30-minute Pack

Question 1

most teachers were expected to join the Nazi Teachers League, which promoted Nazi ideas and monitored teachers' loyalty **B2**

teachers had to deliver a curriculum rewritten to fit Nazi ideology, for example teaching racial theories in Biology, and Jewish teachers were dismissed under laws such as the 1933 Civil Service law **B2**

Answer: Teachers were expected to join the Nazi Teachers League and to teach a curriculum rewritten to fit Nazi ideology; Jewish teachers were dismissed.

Question 2

inference 1, e.g. it appealed to boys' love of adventure and physical activity **B1**

supporting detail for inference 1 from the source, e.g. it promises 'adventure', 'weekend camps in the forest', the chance to 'hike and shoot', and to 'compete in sports' **B1**

inference 2, e.g. it appealed to a sense of belonging to something larger than themselves, alongside millions of others **B1**

supporting detail for inference 2 from the source, e.g. it says every boy stands 'shoulder to shoulder with millions of others across the country, all serving the same Fuhrer' **B1**

Answer: It appealed to boys' love of adventure and physical activity, and to a sense of belonging to a much larger national movement.

Question 3

Interpretation 1 argues youth policy was highly successful, with genuinely popular activities and rapidly growing membership, reaching several million by 1936 **B2**

Interpretation 2 argues high membership figures hid growing resentment, with activities becoming repetitive and compulsory, leading some young people, such as the Edelweiss Pirates, to resist **B2**

Answer: Interpretation 1 sees Nazi youth policy as highly successful, based on genuine popularity and rising membership; Interpretation 2 sees it as concealing growing resentment and quiet resistance.

Question 4

the authors may focus on different kinds of evidence: Interpretation 1 emphasises headline membership statistics, while Interpretation 2 emphasises the experience of individual young people and the emergence of resistance groups **B2**

the authors may weigh the earlier and later 1930s differently, e.g. one focusing on the genuine early popularity of the mid-1930s and the other on the growing strain visible by the end of the decade **B2**

Answer: They may focus on different evidence (membership statistics vs individual experience/resistance), and weigh the earlier and later 1930s differently.

Question 5

Level 1 States a simple preference for one interpretation, with little or no supporting reasoning or own knowledge. **1-4**

Level 2 Describes the content of one or both interpretations and gives a limited reason for a preference, with some own knowledge. **5-8**

Level 3 Explains reasons for a preference between the interpretations, using relevant own knowledge to support or challenge each one. **9-12**

Level 4 Evaluates both interpretations critically, using precise own knowledge to reach a sustained and well-supported judgement about which is more convincing, or how far each is convincing. **13-16**

Indicative content:

- Evidence supporting Interpretation 1: Hitler Youth and League of German Maidens membership grew to several million during the 1930s, and camping, sport and competitions offered activities that were, by many accounts, genuinely enjoyed by large numbers of young Germans, especially before membership became compulsory.
- Evidence supporting Interpretation 2: the Hitler Youth Law of December 1936, which made membership effectively compulsory, suggests the regime could not rely on popularity alone to sustain participation, and the emergence of groups such as the Edelweiss Pirates shows some young people actively sought to escape official control.
- A convincing answer might note the two views can be combined chronologically: youth policy was probably genuinely popular in its earlier, more voluntary years, but became more resented as it grew more compulsory and repetitive later in the decade.
- Own knowledge of the timing, rapid voluntary growth in the earlier 1930s followed by compulsion from 1936 and the appearance of resistance groups by the end of the decade, could be used to argue that success declined over time rather than remaining constant.
- A full answer reaches a supported judgement, weighing genuine early popularity against later strain and resistance to argue for one interpretation over the other, or for a combined, time-sensitive view.

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