



## **General Certificate of Education**

# **AS History 1041**

### **Unit 2: HIS2M**

### **Life in Nazi Germany, 1933–1945**

## **Mark Scheme**

*2010 examination – January series*

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 meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting 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 candidates' 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](http://www.aqa.org.uk)

Copyright © 2010 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres 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 centres 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 candidates. 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 candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates 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. Candidates 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 candidates 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 candidate 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 candidates 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 candidates' 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*. Candidates should never be doubly penalised. If a candidate 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 candidate 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 2010

**GCE AS History Unit 2: Historical Issues: Periods of Change**

**HIS2M: Life in Nazi Germany, 1933–1945**

**Question 1**

- (a) Use **Sources A** and **B** and your own knowledge.

Explain how far the views in **Source B** differ from those in **Source A** in relation to the Berlin Olympic Games of 1936. (12 marks)

*Target: AO2(a)*

**Levels Mark Scheme**

- |            |  |              |
|------------|--|--------------|
|            | Nothing written worthy of credit.  | <b>0</b>     |
| <b>L1:</b> | Answers will <b>either</b> briefly paraphrase/describe the content of the two sources <b>or</b> identify simple comparison(s) between the sources. Skills of written communication will be weak.   | <b>1-2</b>   |
| <b>L2:</b> | 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.   | <b>3-6</b>   |
| <b>L3:</b> | Responses will compare the views expressed in the two sources, identifying differences <b>and</b> similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed.                                       | <b>7-9</b>   |
| <b>L4</b>  | 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. | <b>10-12</b> |

**Indicative content**

**Note: This content is not prescriptive and candidates 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.**

Candidates will need to identify differences between the views of the two sources, for example:

- **Source B** suggests that she is openly a supporter of all things German and Nazi whereas **Source A** on the other hand suggests mixed emotions about the Games
- **Source B** suggests a certain level of naivety of her position in 1936 when looking back from 1986. **Source A**, whilst impressed with the organisation and spectacle, claims that he is ill at ease with what he saw
- **Source B** suggests a positivity in its celebration of what the Games stood for and can be regarded as rather uncritical. **Source A** on the other hand looks behind the purpose of

the Games, suggests it has lost its innocence and is much more critical, using his German girlfriend as a sounding board

- **Source B** suggests pride and approval of a level of conformity whereas **Source A** does not.

Candidates will need to apply their own knowledge of context to explain these differences. There are some obvious differences, centred on the provenance of **Sources A** and **B**, as they reflect different perspectives, in one case long after the event.

They might, for example, refer to:

- the fact that Thomas Wolfe was a detached observer, an outsider who appears much more objective
- Mauermayer, even after 50 years of reflection, is still pro-Nazi and still happy to have been a 'blonde, Nordic advertisement for the Nazis'.

To address 'how far' they should also indicate some similarity between the sources, in this case quite subtle ones, for example:

- **Source A** is not totally condemnatory of the Games and at times praises the level of achievement of the Games. With provisos, it doesn't hold back from a certain degree of admiration for the German achievement.
- **Source B** is overtly in praise of the Games – 'It was an honour to compete for Germany'.

In making a judgement about the degree of difference, candidates may conclude on examining the tone, language and provenance, that the two sources differ quite considerably in relation to the Berlin Olympic Games.

- (b) Use **Sources A, B and C** and your own knowledge.

How successful was Nazi propaganda in influencing the lives of German people in the years 1933 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 candidates 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.**

In 'How successful' questions candidates should be able to make a judgement by balancing points which suggest the success of Nazi propaganda in influencing the lives of German people

---

in the years 1933 to 1939 against others which do not. All three sources provide references to the premise of the question and candidates should use the sources as evidence in their answer. Source A hints at a growing Nazi attempt to build a 'collective' Germany but it relates mainly to the Games. It suggests that a growing conformity may be taking place but whether this was solely by force is not explored.

Source B clearly suggests a short and long term positive impact according to the views of Gisela Mauermayer.

Source C overall notes the powerful Nazi attempts to create a collective will but alert students may well note the final sentence and use this comment as a template in any evaluation of the impact of propaganda.

From their own knowledge of the influence or not of Nazi propaganda on the lives of German people, candidates should look at balancing the factors for and against success. It may include discussing the distinction between indoctrination and propaganda and also recognise connections since indoctrination required liberal doses of propaganda. However, it is not essential to make the difference other than to note that propaganda was basically directed towards the radio, cinema and press, while indoctrination concentrated on education, youth movements, the work place and armed forces.

Factors suggesting success might include:

- if Hitler and to a lesser extent the Nazi party 'seduced' a nation, surely this indicates some level of success?
- if Germans were so aware, why did they succumb so easily?
- no German before or since has managed to build up such intimate bonds with the people. The creation of the Hitler Myth did have many supporters
- whilst 2500 writers left Germany – a serious intellectual drain – many artists, musicians and scientists not only stayed but flourished. For example, Hahn, Planck and Heidegger.
- many Germans after the war commented on how emotionally touched they were by the National Socialist movement's public spectacles and the dynamic force that compelled people to participate.

Factors suggesting failure might include:

- Terror was used systematically and arbitrarily and some candidates may dispute the effectiveness of propaganda, if terror was required on such a scale
- indoctrination had a limited impact on youth
- film was less effective partly due to the fact that it was a more difficult medium
- Goebbels believed that too much propaganda, especially bad propaganda, might be counter-productive
- the press proved problematic and the regime rarely was able to use it to generate support
- as regards literature, the Nazis in essence gave up.

Good answers may conclude that it is impossible to assess how successful or effective Nazi propaganda was in any quantitative sense as genuine opinion polls were not a feature of Nazi Germany. They may even eventually offer a third way – that propaganda didn't fail, it simply became irrelevant for many Germans.



**Question 2**

- (a) Explain why the Nazi government made a Concordat with the Catholic Church in July 1933. (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 candidates 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 why the Nazis made a Concordat with the Catholic Church in 1933.

Candidates might include some of the following factors:

- the Catholic Church was a formidable opponent, international in dimension, had inner strength and unity and, unlike the Protestants in Germany, possessed its own political parties – the Centre Party and its ally the Bavarian People's Party. Therefore Hitler knew the Catholics had to be treated with care and the Concordat was a pragmatic approach to a difficult situation. The Nazis realised constant confrontation would be exhausting and fruitless and an agreement would make the Catholic Church politically neutral
- the Nazis got better election results in Protestant areas and worst in Catholic districts, where the unshakeable appeal of the Centre Party was a real obstacle. Few Catholics voted for the NSDAP and in March 1933 Hitler needed the votes of the Centre Party and BVP to secure the passage of the Enabling Act

- the Nazis were aware of the importance of the Churches in general and publicly stated the importance of Christian denominations to the maintenance of society. The Nazis said they would respect the historic rights of the Catholic Church; in return the Catholics responded by declaring that their previous negative attitude towards the Nazis 'need no longer be regarded as necessary'
- by the Concordat the Nazis got the Catholics to accept the destruction of their political parties in return for freedom of worship and independence of Catholic institutions, schools and youth clubs
- it can be seen as an agreement of convenience for both sides. The Catholic bishops were concerned to safeguard the position of the Church under the Nazis. For Hitler it gave him international recognition and 'the permanent exclusion of the clergy from party politics.' It was seen as a swift, if insincere, solution to a tricky problem
- the Nazis were aware that the Churches feared the prospect of the spread of atheistic Bolshevism and regarded Hitler as a brake to its progress.

To reach the higher levels, candidates will need to show the inter-relationship of the reasons given; for example they might highlight how the treaty suited both sides and that Hitler specifically needed the votes of the Centre Party and BVP to get the Enabling Act passed.

- (b) 'The German Churches willingly supported the Nazi regime in the years 1933 to 1941.'  
Explain why you agree or disagree with this view. (24 marks)

Target: AO1(a), AO1(b), AO2(b)

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 candidates 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.**

Candidates should be able to make a judgement by balancing points which agree with the view that 'the German Churches willingly supported the Nazi regime in the years 1933 to 1941' against others which do not. Specific focus should be on the word **willingly**.

Points which agree might include:

- many clergymen welcomed Nazism and easily found common ground on issues such as politics, race, women's rights and homosexuality and a degree of collusion between the Churches and the regime

- both Protestant and Catholic leaders had disliked the permissive nature of the Weimar Republic. The Churches believed that accommodation with the Nazi regime would secure more benefits than open confrontation
- the Churches were partially seduced by the conservatism enshrined by Hitler's revolution
- whilst the Churches as institutions did not formally endorse the regime, there was support from individual clergymen, both Protestant and Catholic.

Points which disagree might include:

- the position of the Churches was extremely difficult as Nazism was based on a fundamentally anti-Christian philosophy. Christian ethics were the antithesis of Nazi values. Where Nazism glorified war, strength and violence, Christianity taught love, forgiveness and mutual respect. Therefore, the Churches' dilemma was serious once the Nazis had come to power and their room for manoeuvre was limited
- the Protestant Church, the state church, had been most sympathetic to the Nazi Revolution initially, but over time, because of the atheistic, neo-pagan nature of the Nazi regime, its relationship deteriorated and divisions arose between moderates who supported the regime and those who were no longer sympathetic to Nazi ideology
- over 700 Protestant priests were arrested in 1935 for condemning neo-pagan teaching in schools
- the murder of Catholic minister, Erich Klausener in 1934, the banning of crucifixes in schools in 1935, the increasing pagan ideology of Nazi radicals alarmed Catholics
- the banning of Catholic youth groups in 1936 and the publication of 'With Burning Concern' in 1937 showed elements of tension but opposition was usually individual, not institutional
- the most successful attempt to resist was the suspension of the Nazi policy of euthanasia following its condemnation by Bishop von Galen in 1941.

Good answers may conclude that the rise of Nazism posed profound problems for the Christian Churches, both Protestant and Catholic, especially when the war started. They knew that Hitler was well aware of their ability to mobilise public opinion and that he had no intention of alienating a major source of conservative support for the regime. In essence, the Churches' institutions were confined to the defence of their own interests and they could have done much more to obstruct Nazi policies – that they did not do so is because they agreed with some of Hitler's policies, particularly anti-communism. Furthermore, strongly nationalist Christians also tended to be anti-semitic.

**Question 3**

- (a) Explain why the Nazi regime declared 'Total War' in early 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 candidates 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 why the Nazi regime declared 'Total War' in early 1943.

Candidates might include some of the following factors:

- to recapture the war initiative
- Goebbels needed to try and galvanise the German people after the defeat at Stalingrad
- fear of the reaction within Germany to the news of the defeat at Stalingrad, to counter possible revolt and to counter SD reports of the decline in morale of the German people
- total war against the Soviet Union was to be linked to the removal of the perceived racial enemy within
- to get the Germans to accept greater controls and more sacrifice
- fear of Soviet reprisals was now a real concern. Hence there was little option but to continue to support the war effort.

To reach the higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might recognise the linkage between Goebbels's 'Total War' speech in trying to dispel the mood surrounding the news coming from Stalingrad with the need to avoid a hostile public reaction to war.

- (b) 'In the years 1940 to 1945 the Nazi regime retained the loyalty of the German people.'  
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. **12-17**
- 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 candidates 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.**

Candidates should be able to make a judgement by balancing points which agree with the view that 'in the years 1940 to 1945 the Nazi regime retained the loyalty of the German people' against others which do not.

Points which agree might include:

- despite some initial wariness, the string of victories from September 1939 to November 1941 was met with a positive public reaction

- others may suggest that as there was no German revolution in 1945, there must have been a certain level of support for the regime
- Hite and Hinton have suggested, when addressing 'How did German people view the war?', that there was little evidence of a collapse in morale
- the allied bombing campaign implemented to hit German urban-civilian centres in the hope of breaking morale in fact actually strengthened German morale and there was no widespread cry to overthrow the Nazis.

Points which disagree might include:

- public morale was always a concern to the Nazi regime and elaborate attempts were made to canvass public opinion. The Security Service (SD) of the SS sent agents all over Germany to listen as objectively as possible to what ordinary Germans were saying about the war – what they heard was universally critical. Support had become more passive than active
- Fischer believes that the disastrous defeat at Stalingrad was the defining moment for most Germans that the war was lost – hence mobilisation from 1943 onwards would be difficult. The regime was concerned about reaction to the brutal nature of war in the east
- there were Social Democrats, religious opponents, conservatives, Communists and some military leaders who had always resisted Hitler's tyranny and would make matters more difficult
- between 1943 and 1945 defeat became inevitable and the population had no illusions. A summary of popular opinion in March 1945 reported that nobody believed anymore that Germany could win, all faith was lost in the leadership and party and propaganda could no longer mask what had happened
- despite a massive network of police surveillance, there were many Germans who voiced dissent, some openly, some in a more muted fashion. Peukert has shown that there was a mood which ran counter to the officially sponsored picture of 'delirious Germans rallying round the Führer'
- by 1944 there were 20 concentration camps and 165 labour camps in Germany. It would be difficult to explain why over one million Germans were in camps if support was so forthcoming.

Good answers may conclude that, with the absence of opinion polls, and a great deal of propaganda, it was difficult to gauge accurately how loyal Germans were towards the regime. Critically did the German people fight on for self-preservation or support for the regime/Führer?