

THE NAZIS AND  
THE  
GERMAN  
ECONOMY

---

COURSEWORK  
ASSIGNMENTS

## **GCSE HISTORY COURSEWORK ASSIGNMENTS**

### **Teacher Information**

#### ***Introduction:***

These assignments comprise sources, questions and mark schemes which will enable your pupils to fulfil the coursework requirements in history for Edexcel Foundation specifications for first examination in summer 2003. You may use these assignments as they stand. They have been designed to assess the full range of grades targeted by the syllabus (Grades G-A\*). Assistance may be given in class to aid the comprehension of the sources.

You may also adapt these assignments if wished by:

- providing additional or replacement sources
- providing additional or replacement questions.

However, if you wish to make changes you should submit these to the Edexcel Foundation for approval to ensure that revised sources or questions give candidates appropriate opportunity to meet the targets specified at the appropriate level.

#### ***Management of the assignment:***

The assignment has been designed to accommodate some flexibility of classroom practice. The following points should be borne in mind:

- Although all the questions *may* be tackled as part of a single task, this is not necessary. The timing of individual questions within an assignment may be staggered over a period of time and integrated into the programme of study.
- Candidates may use the sources provided in the pack as part of their preparation for Assignment 1 but this is not a requirement.
- Your candidates should draw upon their contextual knowledge when using the sources for Assignment 2. The historical content listed below should be familiar to candidates before they attempt to answer the questions.

# The Nazis and the German Economy

---

This assignment should arise from a teaching programme designed to occupy approximately half a term. Before candidates begin this assignment they should have knowledge of:

- Nazi economic policies in the 1930s, including re-armament, and the extent of their success.
- Support for Nazis in different social groups and the impact of employment policies on society
- Nazi beliefs about the roles of men and women in employment and society
- Nazi racial beliefs, the treatment of minorities, the Nuremberg Laws, changes in persecution policies towards the Jews and the 'final solution'.

## **Introduction**

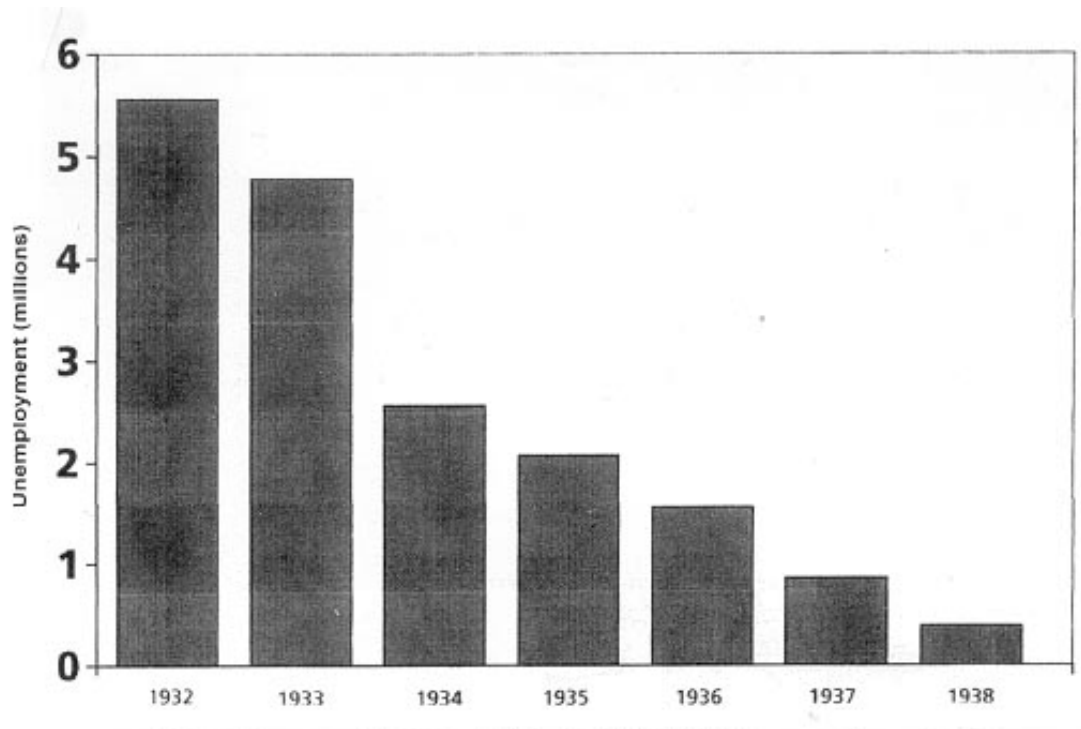
The Wall Street Crash hit Germany badly, with 6 million unemployed by late 1932. Hitler and the Nazis saw this crisis as their opportunity and promised to deal with it. This promise accounted to a large extent for their electoral success in 1930-1933.

Hitler was not personally very interested in economics, and appointed the brilliant Dr. Hjalmar Schacht, (Minister of Economics, 1934-1937) to carry out his aims. Hitler wanted to reduce unemployment, to re-arm the country and to make it more self-sufficient so that it would not be crippled in time of war by having to rely on essential imports.

Government spending on motorways (autobahnen) and on re-armament, provided plenty of jobs. Together with conscription, these measures reduced unemployment. However, other government policies - persuading women not to work and removing Jews from many jobs- also reduced the figures. Workers forced into jobs faced low pay and poor conditions.

Were the Nazis economic policies successful? Were their social policies, such as those directed at Jews and at women, just as important in dealing with unemployment? Did their efforts to solve unemployment problems make the Nazis popular? These are some of the issues you will investigate when you tackle this assignment.

**SOURCE A:** Graph showing unemployment in Germany, 1933-1939



**SOURCE B:** Photograph of Hitler beginning work on the first autobahn, 1934.



**SOURCE C:** Percentage of Gross National Product spent on weapons, 1933-1939, Germany and Britain

| Year | GERMANY | BRITAIN |
|------|---------|---------|
| 1933 | 3       | 3       |
| 1934 | 6       | 3       |
| 1935 | 8       | 2       |
| 1936 | 13      | 5       |
| 1937 | 13      | 7       |
| 1938 | 17      | 8       |
| 1939 | 23      | 22      |

**SOURCE D:** A German rhyme offering advice to women, used in the 1930s:

*Take hold of kettle, broom and pan,*

*Then you'll surely get a man!*

*Shop and office leave alone,*

*Your true life's work lies at home.*

---

**SOURCE E:** A working man in Germany talks to an illegal opposition newsheet in 1938 about his situation:

At the beginning of 1933 I was earning good money in my own trade and was at home. Now we work ourselves to the bone and wages keep going down. The whole thing stinks and somebody's got to say so!

---

**SOURCE F:** Norman Thomas, an American writer, comments on the German unemployment statistics:

Under the Nazis there has been much 'invisible unemployment'. The number of unemployed Jews is great and is increasing, but they are not counted as unemployed. There has been the wholesale discharge of women and of unmarried men under 25. None of these are included among the unemployed in official statistics. Part-time workers are counted as fully employed. The re-introduction of conscription has taken hundreds of young men off the labor market.'

---

**SOURCE G:** David Lloyd George, leader of the Liberal Party and British Prime Minister in the First World War reported in 1936:

I have seen the famous German leader and also the great changes he has made. Whatever one may think of his methods – and they certainly aren't those of a Parliamentary country – there can be no doubt that he has achieved a marvellous change in the spirit of the people, and in their economic and social outlook.

---

### **Assignment One: Objective 1**

1. Describe the ways the Nazi government set about providing jobs for the unemployed in Germany after 1933. **(15)**
  
2. What were the economic effects of Nazi policies towards Jews and towards women? **(15)**
  
3. Was the popularity of the Nazis in Germany in the late 1930s due to the success of their economic policies? Explain your answer. **(20)**

**(Total: 50 Marks)**

## Assignment Two: Objectives 2 and 3

1. Study Source B. What can you learn from this source about how the Nazis set about dealing with unemployment in Germany? (4)
2. Study Source C. Use this source and your own knowledge to explain how German re-armament helped to solve the country's unemployment problem. (6)
3. Read Source D. Use this source and your own knowledge to describe Nazi attitudes towards women in society. (8)
4. Read Sources E and F. How useful are Sources E and F for finding out about what life in Germany in the 1930s was really like? (8)
5. Study Source A and read Sources D, E & F. In what ways do Sources D, E & F help to explain the information in the graph, Source A? (12)
6. Study All the sources and use your own knowledge.  

‘Economic success was the main reason for the popularity of the Nazis in Germany before the Second World War.’

Use the sources and your own knowledge to explain whether you agree with this view. (12)

**(Total: 50 marks)**



**Markschemes**  
**Assignment One: Objective 1**

1. *Describe the ways the Nazi government set about providing jobs for the unemployed in Germany after 1933* (15)

**Target:**      **Key features/recall of knowledge**

**Level 1:**      Simple statements supported by some knowledge  
eg outlines some of measures – building autobahns,  
building ships, aeroplanes etc (1-5)

**Level 2:**      Developed statements supported by relevant  
knowledge eg Describes how building works gave jobs. (6-10)

**Level 3:**      Developed statements supported by selected  
knowledge eg well-supported description of range of  
measures. (11-15)

2. *What were the economic effects of Nazi policies towards Jews and towards women?* (15)

**Target:**      **Target: Consequence/recall of knowledge**

**Level 1:**      Simple statements supported by some knowledge  
eg Gives straightforward examples of Jews excluded  
from jobs; women persuaded to give up work, or not  
seek employment (1-5)

**Level 2:**      Developed statements supported by relevant  
knowledge eg Explains nature of Nazis' racial/gender  
policies and links these to employment effects (6-10)

**Level 3:**      Developed statements supported by selected  
knowledge eg Gives detailed explanation of  
employment effects of racial and gender policies. (11-15)

3. *Was the popularity of the Nazis in Germany in the late 1930s due to the success of their economic policies? Explain your answer.* (20)

**Target:** Target: Reaching a judgement/recall of knowledge

**Level 1:** Simple statements supported by some knowledge  
eg Describes popularity and fall in unemployment rather than giving explanation. (1-5)

**Level 2:** Developed statements supported by relevant knowledge eg Simple explanation links employment to popularity, with supporting information. (6-10)

**Level 3:** Developed statements supported by selected knowledge eg Detailed explanation of popularity linked to employment. May mention other reasons for popularity. (11-15)

**Level 4:** Sustained argument supported by precisely-selected knowledge eg Argues case for or against the proposition, with good use of detailed information to support both sides. (16-20)

**Markschemes**  
**Assignment Two: Objectives 2 and 3**

1. *Study Source B. What can you learn from this source about how the Nazis set about dealing with unemployment in Germany?* (4)
- Target:** Key features/recall of knowledge
- Level 1:** Simple statements taking source at face value  
eg Shows they built autobahns (1-2)
- Level 2:** Developed statements making inferences from the source eg  
Shows the policy of road-building was important (3-4)
2. *Study Source C. Use this source and your own knowledge to explain how German re-armament helped to solve the country's unemployment problem.* (6)
- Target:** Analysis of source/recall of knowledge to explain key feature
- Level 1:** Simple statement taking source at face value OR using limited own knowledge  
e.g. They increased spending on weapons OR re-building the armed forces provided jobs (1-2)
- Level 2:** Developed statement making use of the Source with some own knowledge  
e.g. Hitler was determined to re-arm Germany; this created lots of jobs in heavy industry. (3-4)
- Level 3:** Developed account makes good use of the source and selected information  
e.g. Source shows that re-armament was a big priority as Germany's forces had been kept restricted and that this meant lots of jobs as well as conscription. (5-6)
3. *Read Source D. Use this source and your own knowledge to describe Nazi attitudes towards women in society.* (8)
- Target:** Target: Analysis of source/recall of knowledge to explain key feature
- Level 1:** Simple statement taking Source at face value OR using limited own knowledge  
e.g. They expected women to stay at home (1-2)
- Level 2:** Developed statement making use of the Source with some

|                 |   |        |
|-----------------|---|--------|
|                 | own knowledge eg Nazi attitude towards gender roles in general  | (3-5)  |
| <b>Level 3:</b> | Developed account makes good use of source and selected information<br>e.g. Source aims to develop women's home-based role and specifically discourages getting jobs; this links to other policies in education etc                         | (6-8)  |
| <b>4.</b>       | <i>Read Sources E and F. How useful are Sources E and F for finding out about what life in Germany in the 1930s was really like?</i>  | (8)    |
| <b>Target:</b>  | <b>Target: Evaluation of utility of source</b>  |        |
| <b>Level 1:</b> | Simple statements take sources at face value<br>eg Both describe the same situation. Both have relevant information   | (1-2)  |
| <b>Level 2:</b> | Comments on reliability of source(s), using nature, origin or purpose.<br>e.g. reliability problems of Source E, from an opposition origin, or of Source F from an American   | (3-5)  |
| <b>Level 3:</b> | Comments on usefulness of source(s), taking reliability into account. E.g. Source E may be hostile, but very little evidence from Nazi Germany which is not propaganda; Source F seems to have researched the situation, so could be useful | (6-8)  |
| <b>5.</b>       | Study Source A and read Sources D, E & F. In what ways do Sources D, E & F help to explain the information in the graph, Source A?  | (12)   |
| <b>Target:</b>  | <b>Target: Analysis and cross-referencing of sources</b>  |        |
| <b>Level 1:</b> | Simple statement makes straightforward links<br>e.g. Source D shows that women did not look for work, so the unemployment figures fell  | (1-3)  |
| <b>Level 2:</b> | Developed statement supported by relevant information from sources. E.g. Source F points out various ways in which Jews, Women, young men, part-time workers and soldiers have been lost from the unemployment figures                      | (4-6)  |
| <b>Level 3:</b> | Developed explanation supported by selected knowledge<br>e.g. Source E shows how workers were not necessarily better off under Nazis, as he was no longer in his own trade, now seems to be working away from home, has low wages etc.      | (7-10) |

**Level 4:** Sustained argument supported by precisely-selected knowledge  
e.g. draws on details from all three sources to explain that figures in Source A may not be quite what they seem. (11-12)

6. *Study All the sources and use your own knowledge.*  
*'Economic success was the main reason for the popularity of the Nazis in Germany before the Second World War.'*  
*Use the sources and your own knowledge to explain whether you agree with this view.* (12)

**Target:** **Target: Analysis of sources/recall of knowledge/evaluation of interpretations. (AO3)**

**Level 1:** Simple statements supported by some knowledge taking sources at face value and agreeing or disagreeing with given view.  
e.g. Yes, the statement is correct, unemployment did fall and Source G says Germany had changed (1-3)

**Level 2:** Developed statement supported by relevant knowledge supporting stated view  
e.g. There were several reasons for popularity, one was economic success. Explains economic success. (4-6)

**Level 3:** Developed explanation supported by selected knowledge with good use of sources  
e.g. Explains support for economic success; uses sources to add detail to this picture; mentions other reasons for success (7-9)

**Level 4:** Sustained argument supported by well-selected knowledge in balanced and well-structured answer eg explains economic success; questions popularity; points out other reasons for this, such as foreign successes, law and order etc (10-12)