



Oxford Cambridge and RSA

## **GCSE (9-1) HISTORY B (Schools History Project)**

**J411/33** Living Under Nazi Rule, 1933-1945

**Practice Paper – Set 2**

**MARK SCHEME**

**Duration: 55 minutes**

**MAXIMUM MARK 40**

**This document consists of 12 pages**

**MARKING INSTRUCTIONS****PREPARATION FOR MARKING  
RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. Work crossed out:
  - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
- if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question
- Note: Award 0 marks – for an attempt that earns no credit (including copying out the question)
8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response: Not applicable in F501
- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level



## Section B: Living under Nazi Rule, 1933–1945

<p><b>Question 6 – 7 marks</b>  <b>What can Source A tell us about Nazi control of German society between 1933 and 1939? Use the source and your own knowledge to support your answer?</b></p>	
<p><b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 2 marks</b>  <b>AO3</b> Analyse sources (contemporary to the period). <b>Maximum 5 marks</b>  <b>Please note that that while the weightings of AO1 to AO3 are equal in levels 1, AO3 carries greater weight in level 2 and greater weight again in level 3.</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 3 (6–7 marks)</b>  The response shows knowledge and understanding of relevant key features and characteristics (AO1).  Shows strong awareness of how sources can be used critically and constructively by e.g. considering the limitations and/or benefits of the source, using wider contextual knowledge to confirm, challenge or raise questions about what the source says or shows to analyse the source to identify a wide range of features that relate to the focus of the question; some of which may be inferred rather than directly stated in the source (AO3).</p>	<p><i>Valid features that answers could identify include:</i></p> <ul style="list-style-type: none"> <li>• <i>Surface features – tells us there were concentration camps as early as 1933; tells us that Communists were imprisoned; tells us that reporters were allowed in.</i></li> <li>• <i>Inferences from the source – tells us the Nazis were imprisoning their political opponents; tells us there was international knowledge of and interest in the camps (report was made to be broadcast internationally); tells us the Nazis were arranging staged visits/reports of the camps (eg the reporter is a bit too insistent that ‘he doesn’t know me and I don’t know him’; the comment to the prisoner about not worrying about punishment suggests brutality is common under usual circumstances); propaganda played upon people’s fears of Communism to convince them that the camps were needed .</i></li> <li>• <i>Inferences from the source’s broadcast and/or purpose: tells us about the importance of propaganda to the regime; tells us that there was had been concern or criticism of the camps as the report is clearly aimed at refuting these and persuading a foreign/domestic audience that the camps were orderly and benevolent institutions.</i></li> </ul>
<p><b>Level 2 (3–5 marks)</b>  The response shows knowledge and understanding of relevant key features and characteristics (AO1).  Shows some awareness of how sources can be used critically and constructively by e.g. considering the limitations and/or benefits of the source, using wider contextual knowledge to confirm, challenge or raise questions about what the source says or shows to analyse the source to identify some features that relate to the focus of the question; some of which may be inferred rather than directly stated in the source (AO3).</p>	
<p><b>Level 1 (1–2 marks)</b>  The response shows knowledge of features and characteristics (AO1).  Analyses the source to identify at least one feature that relates to the focus of the question; this may be inferred rather than directly stated in the source (AO3).</p>	
<p><b>0 marks</b>  No response or no response worthy of credit.</p>	
<p><i>Examples of relevant additional characteristic features shown at levels 2 or 3 could include: The Nazis had only got 44% of the vote in the March 1933 elections so still faced considerable political opposition which the Nazis aimed to eliminate. The Communists had already been repressed following the Reichstag Fire. By July 1933 the Nazis had banned all opposition parties and trade unions. Thousands were arrested and placed in makeshift concentration camps. Many were tortured or killed but most were released from these early camps, their spirits broken.</i></p> <p><i>There is no requirement to mention limitations but examples of limitations include:– The source is limited in the sense that it shows the camps as the</i></p>	

	<p><i>Nazis wanted to portray them – as places of protective custody for left-wing criminals. From this we learn that the Nazis were aware of the need to change people's minds.</i></p> <p><i>No reward can be given for raising concerns over the limitations of the source unless this is explicitly used to help to say what the source "can tell us" in relation to the focus of the question.</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>
--	--

<p><b>Question 7 – 15 marks</b>  <b>How useful are Sources B and C and Interpretation D for a historian studying responses to Nazi rule in Europe? In your answer, refer to the two sources and the interpretation as well as your own knowledge.</b></p>	
<p><b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b>  <b>AO3</b> Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. <b>Maximum 5 marks</b>  <b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. <b>Maximum 5 marks</b>  <b>Please note that while the descriptors for AO3 and AO4 are given separately in the levels, the analysis and evaluation of sources and interpretations may be combined in responses.</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 5 (13–15 marks)</b>  Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).  Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the usefulness of the source(s) in relation to the issue in the question (AO3).  Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences etc.). Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).</p>	<p><i>Analysis of the sources and interpretation could identify features such as:</i></p> <ul style="list-style-type: none"> <li>• <i>Surface features of sources – eg B useful for showing that Poles were not allowed to be critical of the Germans; C useful for showing us that some people collaborated with the Nazis but others did not; D useful for showing that some people resisted occupation.</i></li> <li>• <i>Inferences from the sources – eg B useful as evidence of Nazi brutality and therefore difficulty of resistance or reasons that people accommodated them; B useful as evidence of at least low-level resistance as it seems like some regulations are very precise and have been brought in to curb ‘disrespectful’ behaviour; C is useful about the consequences of collaboration and attitudes towards it upon liberation; D supports C to some extent because it gives the impression of a brave population, united against the Nazis – the crowd jeering at the women in C also suggests this. C suggests the significance of liberation in the way it reveals underlying tensions between the majority and collaborators; The jeering crowd in C also suggests that collaborators were a tiny, unpopular minority.</i></li> </ul>
<p><b>Level 4 (10–12 marks)</b>  Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).  Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the usefulness of the source(s) in relation to the issue in the question (AO3).  Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).</p>	<p><i>Understanding of appropriate characteristic features could include: knowledge of widespread accommodation or collaboration in France may be used to explain the attitudes of the jeering citizens upon liberation in Source C (ie feeling guilty or wishing to distance themselves from collaborators) or used to challenge its typicality of the whole period of occupation (sense of guilt may also explain the focus of the film in D); knowledge of the nature of Nazi rule, particularly in eastern Europe may be used to explain why resistance was difficult; knowledge of Nazi racial ideas ie that Poles were subhumans and so the Nazis seem to be surprised Poles have not just rolled over IN Source B; knowledge of Polish resistance eg partisans or 1944 rising ie, B is evidence of this rebellious spirit.</i></p>
<p><b>Level 3 (7–9 marks)</b>  Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1).  Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the usefulness of the</p>	

<p>source(s) in relation to the issue in the question (AO3). Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).</p>	<p><i>Responses which comment on limitations that may affect usefulness could include –</i></p> <ul style="list-style-type: none"> <li>• <i>Developed comments on how bias, purpose or context of sources/interpretation make them more useful eg purpose of Source B (to intimidate Polish population into submission) suggests a section of the population are not being accommodating; the context of C (taken after liberation) makes it a very useful source because it reveals the rush of local populations to distance themselves from collaborators, which may suggest compliance or accommodation during occupation; the purpose/bias of Interpretation D (heroic portrayal of French as resisters) is very useful for revealing the popular interpretation or myth of French resistance, ie how the population were scarred by occupation and the way in which they wanted it to be remembered.</i></li> <li>• <i>Developed comments on how purpose and tone of Interpretation D makes it less useful because it presents an unrepresentative picture, ie the director may be overstating the scale of resistance out of a sense of guilt about the actions of his country.</i></li> <li>• <i>Less well developed comments supporting or challenging evidence in sources with candidates' own knowledge, rendering sources more or less useful in terms of typicality or reliability. Candidates may show how the sources/interpretation agree and/or disagree with each other.</i></li> <li>• <i>Undeveloped comments on how provenance of sources make them unreliable and therefore not useful, eg B from propaganda ministry and therefore not useful; C from after occupation and therefore not useful; D a fictional film produced after the war and therefore not useful. It might exaggerate or mislead for dramatic effect.</i></li> </ul> <p><i>No reward can be given for raising concerns over the limitations unless this is explicitly used to help to say how it affects usefulness for the context given. Evaluation of usefulness may also involve making valid substantiated suggestions of other lines of enquiry for which the collection may be useful, but the focus given in the question must also be addressed. No reward can be given for wider knowledge of the period that is unrelated to the topic in the question. Candidates should not be rewarded for simply saying what is 'missing' from the sources. 'ie Not useful because it has no information about ...'</i></p>
<p><b>Level 2 (4–6 marks)</b> Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Gives a basic evaluation with some limited explanation of ideas and a loosely supported judgment about usefulness of the source(s) in relation to the issue in the question (AO3). Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Gives a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).</p>	
<p><b>Level 1 (1–3 marks)</b> Demonstrates some knowledge of features and characteristics of the period (AO1). Analyses the source(s) to identify features appropriate to the question e.g. by considering specific details, provenance, making valid inferences, making appropriate cross-references or identifying significant themes that they have in common.(AO3) Analyses the interpretation(s) to identify features appropriate to the question e.g. by considering specific details, provenance, making valid inferences, making appropriate cross-references or identifying significant themes that they have in common.(AO4) There is either no attempt to evaluate and reach a judgment about usefulness of the interpretation(s) and the source(s) in relation to the issue in the question, or there is an assertion but this lacks any support or historical validity</p>	
<p><b>0 marks</b> No response or no response worthy of credit.</p>	

<b>Question 8* – 18 marks</b> <b>“Hitler’s establishment of a dictatorship between January and July 1933 was achieved by legal means.” How far do you agree with this view?</b>	
<b>Levels</b>	<b>Notes and guidance specific to the question set</b>
<p><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b></p> <p><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b></p>	
<p><b>Level 6 (16–18 marks)</b></p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. To reach Levels 5 and 6, this must involve evaluating the relative importance of the use of the legal apparatus against other factor(s). Evaluation of other factor(s) must be in the sort of depth / clarity required by the level.</i></p> <p><i>Answers are most likely to show understanding of the second order concepts of causation and consequence (reasons for establishing the dictatorship and how they helped to establish it); change (effects on German democracy, etc.); and significance (of key events/developments in establishing democracy before evaluating ‘legality’)</i></p>
<p><b>Level 5 (13–15 marks)</b></p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Grounds for agreeing may include: Hitler had been appointed Chancellor in January 1933 partly as a result of the Nazis’ power base – they were the largest party in the Reichstag, so Hitler’s appointment as Chancellor can be seen as legitimate; the Emergency Decree passed following the Reichstag Fire was passed constitutionally by President Hindenburg using Article 48 – this suspended civil rights, gave the secret police the power to hold people indefinitely and was used to ‘legally’ suppress the Communists, eg 4000+ arrested; the Enabling Act in March 1933 was also passed legally, by 441 votes to 94 – this gave emergency powers to the government for four years and meant the cabinet (in effect, Hitler), could pass decrees without the involvement of the Reichstag or the President; the Act for the Restoration of the professional Civil Service in April meant that Jews and political opponents of the Nazis were ‘legally’ removed from their jobs; an Emergency Decree was used in June to ban the Social Democrats and imprison over 3000 of their workers; other parties dissolved and the Law against the Formation of New Parties was passed in July.</i></p>
<p><b>Level 4 (10–12 marks)</b></p> <p>Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p><i>Grounds for disagreeing may include: Following the Reichstag Fire, the SA were used to intimidate other parties and break up Social Democrat meetings; the SS and the SA surrounded the Opera House where the vote on the Enabling Act took place, intimidating the remaining deputies (the Communists had been banned) – this brings onto question the legitimacy of the Act; the SS and the SA terrorised the Nazis’ political opponents, eg approximately 500-</i></p>
<p><b>Level 3 (7–9 marks)</b></p> <p>Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	
<p><b>Level 2 (4–6 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
<p><b>Level 1 (1–3 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and</p>	

reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	<i>600 were murdered in 1933 and around 100,000 were arrested and sent to one of the SA 'wild camps' or concentration camps like Dachau, opened in March 1933; in May the offices of all Trade Unions were seized and their leaders arrested; member of the Social Democrats were tortured when they were arrested following the SD's ban in June.</i>
<b>0 marks</b> No response or no response worthy of credit.	

<b>Question 9* – 18 marks</b> <b>“The German people did not support the war between 1939 and 1945.” How far do you agree with this view?</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>	Notes and guidance specific to the question set
<b>Level 6 (16–18 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. To reach Levels 5 and 6, this must involve more than a straight choice between “supported” and “did not support” the war, eg distinguishing between different phases of the war or weighing up extent of support/opposition from different groups of people.</i>  <i>Answers are most likely to show understanding of the second order concepts of change (rise in opposition as a result of war or change in levels of support as the war went on), causation (reasons for growing opposition) and diversity (similarity/difference in the experience and responses of different groups of Germans) but reward appropriate understanding of any other second order concept.</i>  <i>Grounds for agreeing may include: The tide of war began to turn after the invasion of the Soviet Union and Nazi propaganda campaigns urging people to save fuel and work harder are evidence of falling morale after 1941; as the war progressed, the popularity of Hitler Youth waned as it became increasingly focussed on military drill and organisations like the Edelweiss Pirates appeared; there is evidence of growing opposition to the regime during this period, eg from the White Rose, Jewish groups such as that led by Gad Beck in Berlin, and church leaders like Bishop Galen, Dietrich Bnhoeffler and Martin Niemoller; senior army officers tried to assassinate Hitler in July 1944 because they believed Hitler was leading Germany to ruin in the war; SS and Gestapo reports show the regime’s concern that people were becoming increasingly discontented by bombing raids, shortages and heavy casualties; there is evidence of a great deal of passive resistance in this period, eg telling ant-Nazi jokes, hiding Jews and writing anti-Nazi graffiti.</i>
<b>Level 5 (13–15 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	
<b>Level 4 (10–12 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	
<b>Level 3 (7–9 marks)</b> Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
<b>Level 2 (4–6 marks)</b> Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
<b>Level 1 (1–3 marks)</b> Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	

**0 marks**

No response or no response worthy of credit.

*Grounds for disagreeing may include: The first year of the war went well for Germany and food and luxury goods were imported from conquered territories so civilian morale was maintained; German industries prospered from war contracts, which meant there was a demand for workers; Allied bombing may have actually increased support for the war because people did not want to give in; welfare schemes helped those whose homes were destroyed by Allied bombing which convinced many people that the regime deserved their support; millions of people donated fur coats to help the German soldiers invading the Soviet Union; the 'Hitler myth' remained intact throughout the war – even in 1944, when the war was going badly, many people still believed Hitler would lead them to victory; there are many examples of people informing or resisting in this period, eg people reporting Protestant minister Wilhelm Kienast after he publicly criticised the war at the funeral of a young soldier or people handing in anti-Nazi postcards to the Gestapo in Berlin;*