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Mr

Pearson Edexcel
GCSE (9–1)

Centre Number

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Candidate Number

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History

Paper 3: Modern depth study

Option 31: Weimar and Nazi Germany, 1918–39

Sample assessment materials for first teaching
September 2016

Time: 1 hour 20 minutes

Paper Reference

1HI0/31

You must have:

Sources/Interpretations Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Answer the questions in the spaces provided – *there may be more space than you need.*

Information

- The total mark for this paper is 52.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*
- The marks available for spelling, punctuation, grammar and use of specialist terminology are clearly indicated.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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You'll see that Question 1 is a source based question, you will have been well trained on source analysis by now!

SECTION A

Answer both questions.



Study Source A below and then answer Question 1.

Source A: From *Hitler and I*, by Otto Strasser, published in 1940. Strasser was a leading member of the Nazi Party in its early years. Here he remembers a conversation with Hitler in 1925.

I remember one of my first conversations with him. It was nearly a quarrel. 'Power!' screamed Adolf. 'We must have power!'

'Before we gain it,' I replied firmly, 'let us decide what we propose to do with it. Our programme is too vague; we must construct something which will last.'

Hitler, who even then could hardly bear contradiction, thumped the table, saying sharply, 'Power first! Afterwards we can act as events occur.'

Q1 is an **INFERENCE** question, there is no need to N.O.P for this question!

You should still read carefully what the source is as that could help in your inferences that you need to make...

1 Give **two** things you can infer from Source A about Hitler's leadership of the Nazi Party in the 1920s.

Make sure you have read the question carefully, what does it want you to be talking about...

Complete the table below to explain your answer.

(i) What I can infer:

When you read the source carefully, it will have been giving you ideas. Write in this section one of those ideas.

Source A suggests that ...

Details in the source that tell me this:

Which part of the source made you think (infer) the above thought? - Write the detail from the source

I know this because the source says that "..."

(ii) What I can infer:

Source A also suggests that ...

Details in the source that tell me this:

I know this because the source says that "..."

Total for Question 1 = 4 marks

You need to make 2 **SUPPORTED** inferences on this question, 2 marks each! Make sure you fill in the spaces provided



Causation question

2 Explain why there was opposition in Germany to the Treaty of Versailles (1919).

You may use the following in your answer:

- military terms
- territorial terms

You **must** also use information of your own.

A more traditional, and well practised exam question across all 3 papers! You should recognise the demands of this question!

Don't forget the 3rd paragraph / bullet point of your own! It will lose you vital marks!

Introduction: Clearly show the examiner you know what the question is asking you by using the words of the question in your opening sentence, suggest the reasons you'll cover in your answer.

There was a great deal of opposition and anger to the Treaty of Versailles in the years following it being signed in June 1919. The main forms of opposition were due to the impact on Germany's military, the loss of territory and the *3rd example you'll be doing

Paragraph 1: This will be your first given reason. Introduce it clearly and FULLY explain how it answers the question. Remember to refer back to the question using the words of it regularly.

The first reason for why there was opposition to the Treaty of Versailles was the effects it had on Germany's military. The Treaty of Versailles had a massive impact on the military by reducing Germany's army to 100,000 soldiers, this upset the Germans because it meant they were left vulnerable, furthermore, they were angry that other nations involved in the war didn't have their armies so badly affected. Another affect linked to the military was the destruction of the air force again leading to a feeling of anger... Remember to PEEL (Point, Evidence, Explain and Link back to the question at the end of the paragraph)

Paragraph 2: As paragraph 1 but for your second example

A further reason for why there was opposition to the Treaty of Versailles was the impact on Germany's territories and empire... (link these losses to the economy and pride etc)

Paragraph 3: As paragraph 1 & 2 but for your own 3rd example

Possible 3rd examples you could choose for this question: BRAT / LAMB

Blame (Clause 231) – humiliated, Germans felt other countries played their part too,
Reparations (£6.6B) – crippled economy,

[The live question paper will contain two more pages of answer lines.]

(Total for Question 2 = 12 marks)

TOTAL FOR SECTION A = 16 MARKS

Sources/interpretation for use with Section B.

Source B: From a private letter, written by a Hitler Youth member to a friend in Germany in 1936.

What is life like in this camp, which is supposed to be the best example of all the Hitler Youth camps? There is little enthusiasm. We don't have a minute of the day to ourselves. This isn't camp life, no sir! It's army life. Drill starts right after a very small breakfast. We would like to have athletics but there isn't any. Instead we have military exercises, down in the mud, till our tongues hang out of our mouths. We have only one wish: sleep, sleep and more sleep.

Source C: From a book about the Hitler Youth, published in 1954. A Hitler Youth leader is remembering what the Hitler Youth was like in the mid-1930s.

What I liked about the Hitler Youth was the comradeship. I was full of enthusiasm when I joined the *Jungvolk** at the age of ten. I can still remember how deeply moved I was when I heard the club mottoes: '*Jungvolk* are hard. They can keep a secret. They are loyal. They are comrades.' And then there were the trips, especially camping! Is anything nicer than enjoying the beauty of the homeland in the company of one's comrades?

**Jungvolk* – this was a section of the Hitler Youth for boys between the ages of 10 and 14.

NOP MEANS ...

N Nature of the source
 What type of source is it? A speech, a photograph, a cartoon, a letter, an extract from a diary? How will the nature of the source affects its utility? For example, a private letter is often very useful because the person who wrote it generally gives their honest views.

O Origins of the source
 Who wrote or produced the source? Are their views worth knowing? Are they giving a one-sided view? When was it produced? It could be an eyewitness account. What are the advantages and disadvantages of eyewitness accounts?

P Purpose of the source
 For what reason was the source produced? For example, the purpose of adverts is to make you buy the products; people usually make speeches to get your support. How will this affect the utility of the source?

Again, a question type from across the 3 papers you have been able to practice, a how useful question!

Some planning ideas below...

	Value	Contextual knowledge
Contents		
What does the source tell you?		
What view does the source give?		
NOP		
Nature		
Origin		
Purpose		

Source B is useful because it suggests (contents)

This is supported by my contextual knowledge

Moreover Source B is also useful because of (NOP)

This is supported by my contextual knowledge

Source C is useful because it suggests (contents)

This is supported by my contextual knowledge

Moreover Source C is also useful because of (NOP)

This is supported by my contextual knowledge



SECTION B

For this section, you will need to use the sources and interpretations in the Sources/Interpretations Booklet.

- 3 (a) **Study Sources B and C.** *Make sure you have understood the focus of the question to help you seek the information you need from the sources to help you answer it*

How useful are Sources B and C for an enquiry into the attitudes of young people towards the Hitler Youth movement?

Explain your answer, using Sources B and C and your knowledge of the historical context.

(8)

Key considerations for this question:

- You need to analyse the **NOP**
- You also need to consider the actual content of the source and use it explicitly in your answer
- You also need to discuss the historical context (what is going on around the time / background) to support your inferences and to assess the sources usefulness of its content
- The above needs to be done for **BOTH** sources

Remember to spend some time annotating / highlighting the sources on the previous page, identifying the NOP and key content you will be discussing.

Firstly in your actual answer...

- Concentrate on the content of the *first source*, What is **USEFUL** about the content, what does it mention, how useful is this compared to your own knowledge of the event and what was going on at that time (contextual knowledge).
- What view does the source give about how people felt, adding here more contextual knowledge about why they might have been feeling / thinking that at that time.

Then **NOP**...

- Nature:** It is useful because it is a private letter, the fact that it is private means he is more likely to include his true feelings as he didn't intend it to be read by anyone other than his friend... However, the fact it is a private letter to just one friend could make it less useful because...
Origin: It was written in 1936, which was when the Hitler Youth was becoming less popular... **(context knowledge)** making it more useful... Also, the boy would have been in the Hitler Youth so what he says would be based on his experiences, however it might be less useful because it is only his opinion, he might have been a child who didn't like physical activity
- Purpose:** It is also useful because its purpose was to inform his friend of the kinds of activities the Hitler Youth took part in, but also being a letter from him himself really would show what his attitude was towards the Hitler Youth movement, and contradicts source C ...

Repeat for the second source – remembering to reflect regularly on the actual question's focus.

[The live question paper will contain one more page of answer lines.]

Interpretation 1: From *Germany 1918–45* by J Cloake, published in 1997.

Many young people were attracted by the exciting and interesting activities of the youth movements. There were many outdoor events such as camping and hiking as well as sports. Some enjoyed the military aspects of the youth movements, the uniforms, the marching and the discipline. Other young people liked the music that was a frequent part of cultural activities or the military parades. There was great comradeship among the Hitler Youth.

Interpretation 2: From *Germany 1858–1990: Hope, Terror and Revival* by A Kitson, published in 2001.

The movement became less popular towards the late 1930s as the activities became increasingly focused on preparations for war and the discipline became more strict when membership became compulsory. There was a growing resentment at the way Hitler Youth leaders acted as if they were better than members who were barely younger than they were. Some youngsters began to kick against the restrictions of the Hitler Youth.

For use with the next question on interpretations...

- You need to give the views of each interpretation and back these up with evidence from each one.

Question 3B

(b) **Study Interpretations 1 and 2. They give different views about the attitudes of young people towards the Hitler Youth movement.**

What is the main difference between these views?

Explain your answer, using details from both interpretations.

(4)

How to write this answer up:

- You need to identify the main view that interpretation 1 has about the [focus of the question].
 - You'll need evidence from the interpretation to support this view
 - You then need to identify the main view of interpretation 2 [related to the focus of the Q]
 - You'll then, as for interpretation 1, need evidence to support this view
- Interpretation 1 suggest that the Hitler Youth movement was loved by most of the people involved and there was plenty of activities for them to do as well as comradeship.
- I know this because the interpretation talks about the "excitement" at the choices available and talks about the many activities such as "camping, hiking and sports". It also suggests that there was something for everyone by talking about "some liking the military" and "others liking the music"
- On the other hand...
- Interpretation 2 suggests that the popularity of the Hitler Youth was not as high as suggested in Interpretation 1, therefore contradicting it.
- I know this because interpretation 2 says "there was a growing resentment" to the other children, especially the older ones... It also says that the children at the Hitler Youth were fed up of the restrictions placed on them, particularly by the older children who they saw as no better than them. Interpretation 2 clearly differs from 1 with the suggestion there is no comradeship at all.

There is no need to NOP the interpretations for this question



Interpretation 1: From Weimar and Nazi Germany, F. Reynoldson, published in 1996

From 1924 to 1929 the Weimar Republic was much stronger than it had been just after the war. Led by Stresemann in the Reichstag, the different parties managed to work together. The extreme parties such as the Nazis gained fewer seats in the elections. The German people were better off and more contented. The Weimar Republic looked safe.

Interpretation 2: From Weimar and Nazi Germany, E.Wimlott, published in 1997

German prosperity was built on quicksand foundations. The Weimar economy was dependent upon high-interest American loans, which usually had to be repaid or renewed within three months. In times of depression, US moneylenders could demand rapid repayment. Moreover, unemployment never fell below 1.3 million. Although big business grew in the 1920s, small firms struggled and many went bankrupt.

Source A: From a speech by Stresemann, 1929

The economic position is only flourishing on the surface. Germany is in fact dancing on a volcano. If the short-term loans are called in by America, a large section of our economy would collapse.

Source B: From a German journalist, written in 1930

In comparison with what we expected after Versailles, Germany has raised herself up to shoulder the terrific burden of this peace in a way we would never have thought possible. So that today after 10 years we may say with certainty 'Even so, it might have been worse'. The stage of convalescence from Versailles is a very long road to go and we have travelled it surprisingly quickly.

The interpretations may differ because:

- they have given weight to two different sources. You can use evidence from Sources A and B for this answer. Match the sources to the interpretations
- they are partial extracts and in this case they do not actually contradict one another
- the authors have a different emphasis.

Question 3C

You need to give a balanced answer which agrees and disagrees with the interpretation using evidence from the two interpretations as well as your own knowledge.

- State the view given in Interpretation 2 using evidence from the Interpretation itself.
- Agree with the view given in Interpretation 2 using your own knowledge.
- Disagree with the view given in Interpretation 2 using evidence from Interpretation 1.
- Disagree with the view given in Interpretation 2 using your own knowledge.
- Make a final judgement on the view given in Interpretation 2.

Question 3D



c) Suggest **one** reason why interpretations 1 and 2 give different views about the extent of German recovery in the years 1924-29

You may use Sources B and C to help explain your answer.

Remember you only need to suggest **ONE** reason. (4)

Possible reasons why they might differ:

- The interpretations have given weight to two different sources. You should identify the views given in the two sources

eg: Source B suggests that the recovery was too dependent on the USA and could soon collapse. Source A suggests that the recovery was very successful after the problems caused by the Treaty of Versailles

- You then need to show how the sources match the two interpretations and identify the views given in the interpretations that match

eg: Source B provides some support for Interpretation 2, which stresses that the recovery of the Republic was based on weak foundations. Source A provides some support for Interpretation 1 which suggest that the Republic recovered well from the problems it had faced after the first world war

- **Reason 2:** They may differ because they are partial extracts and in they may not actually contradict one another. Remember to make reference to the views given in each interpretation

eg: Both interpretations suggest that the Weimar Republic did recover in the years 1924-29. interpretation 1 says that there was political recovery and interpretation 2 emphasises the economic recovery, which was dependent on American loans

- **Reason 3:** They may differ because the authors have different emphasis

eg: Interpretation 1 focuses more on the political recovery of the Republic especially compared to the years after the first world war. On the other hand, interpretation 2 focus more on the economic recovery and the over-dependence on the USA



Up to 4 marks of the total for part (d) will be awarded for spelling, punctuation, grammar and use of specialist terminology.

(d) **How far do you agree** with Interpretation 2 about the extent of German recovery in the years 1924-29?

Explain your answer, using both interpretations and your knowledge of the historical context.

(20)

You need a balanced answer which agrees and disagrees with the interpretation using evidence from both as well as own knowledge

State the view given in interpretation 2 using evidence from the interpretation

Interpretation 2 supports the view that the recovery of 1924-29 was built on weak foundations because it left Germany too dependent on the USA for loans and unemployment remained high

Agree with the view given in interpretation 2 using your OWN KNOWLEDGE (2x evidence)

It was certainly the case that the recovery of the Republic was too dependent on the USA, and when the American stock market collapsed in 1929, it had disastrous effects for Germany. Not everyone shared in the recovery. The lower middle class, whose occupations ranged from skilled craftspeople to newer jobs in the civil service, commerce and small businesses, did not fully recover from the hyperinflation of 1923. They felt that their interests were being ignored by the Weimar Republic.

Disagree with the view given in interpretation 2 using evidence from interpretation 1, give 2 pieces of evidence from interpretation 1 to disagree

Interpretation 1 challenges the view that the recovery of 1924-29 was built on weak foundations because it suggests that the German people were better off and economic recovery led to political stability.

Further disagree with interpretation 2 using your own knowledge / context

With money flowing in from America the economy seemed to prosper. Public works provided new stadiums, apartment blocks and opera houses. Big business had benefited from hyperinflation and had been able to pay off many of its debts and benefited from a period of industrial growth. Workers were generally better off during this period as wages increased and the average working day remained at 8 hours.

You now need to make a final judgement on the view given in interpretation 2

Overall, I agree (or disagree) with interpretation 2 because...



[The live paper will contain three more pages of answer lines.]

(Total for spelling, punctuation, grammar and use of specialist terminology = 4 marks)

(Total for Question 3 = 36 marks)

TOTAL FOR SECTION B = 36 MARKS

TOTAL FOR PAPER = 52 MARKS