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

Complete the table below to explain your answer.

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<th>(i) What I can infer:</th>
<th>Details in the source that tell me this:</th>
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<th>(ii) What I can infer:</th>
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Total for Question 1 = 4 marks
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.

(Total for Question 2 = 12 marks)

TOTAL FOR SECTION A = 16 MARKS
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.

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)
(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.

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(c) Suggest one reason why Interpretations 1 and 2 give different views about the attitudes of young people towards the Hitler Youth movement.

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

(4)
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 attitudes of young people towards the Hitler Youth movement?

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

(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
Acknowledgements


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Pearson Edexcel GCSE (9–1)

History
Paper 3: Modern depth study
Option 31: Weimar and Nazi Germany, 1918–39

Sample assessment materials for first teaching
September 2016
Sources/Interpretations Booklet

Paper Reference
1HI0/31

Do not return this booklet with the question paper.
Sources/interpretations 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.
**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.


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.

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