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# 1 Making inferences

This unit will help you to draw inferences from sources and support them when answering a question. The skills you will build are how to:

- make an inference from a source
- make inferences that are relevant to the question
- back up inferences with relevant detail.

This unit is about making inferences from a source (Source A). The unit will build your skills in tackling the source inference question efficiently.

## Exam-style question

Give **two** things you can infer from Source A about financial problems in 1923. Complete the table below to explain your answer.

<p>i What I can infer:</p> <p>.....</p> <p>Details in the source that tell me this:</p> <p>.....</p>
<p>ii What I can infer:</p> <p>.....</p> <p>Details in the source that tell me this:</p> <p>.....</p>

(4 marks)

Making inferences is about squeezing more information from a source than it actually tells you.

The three key questions in the **skills boosts** will help you to develop your skills to make inferences.



The key to success with this question is to make two valid inferences from the source and support each of them with detail from the source.

Study the source shown here and then answer the questions that follow it.

**Source A**

A photo from 1923, showing German children playing with bundles of banknotes.



1 Which one of the following is a valid inference about Source A on this page? Tick  your choice.

- A Children are playing with stacks of money and have made a tower out of the money.
- B This photo is connected to hyperinflation because that was when people had to carry money around in wheelbarrows.
- C The source is a photo, which makes it a reliable record of an actual event, but it could have been set up or staged, which would reduce its usefulness.
- D In 1923 this huge amount of money probably was not very valuable because otherwise adults wouldn't have let children play with it like this.

2 Why were the other options in 1 not valid inferences? Next to each of the three explanations below, write  the letter of the rejected option from 1 that it describes.

- a This statement is based on the student's own knowledge, not from the source itself. It is correct, but not a valid inference.
- b This is a statement about source usefulness, not an inference.
- c This is a description of what the source shows, not an inference about what the source implies.

Making inferences is a skill that needs practice. Learning to answer source inference questions efficiently will leave you more time to answer the higher-mark questions. You should aim to spend no more than 6 minutes on this exam-style question. We will do more work on making inferences in the first skills boost on page 5.

# The early challenges to the Weimar Republic, 1919–23

This unit uses the theme of the early challenges to the Weimar Republic to build your skills in making inferences. If you need to review your knowledge of this theme, work through these pages.

1 Tick  the topics below that would count as early challenges to the Weimar Republic (1919–23), and put a cross  by those that would not (e.g. because they come from later than 1923).

- A 'Stab in the back' theory
- B The Locarno Pact
- C The Kapp Putsch
- D The Spartacist Revolt
- E The Treaty of Versailles
- F The Bamberg Conference

2 Draw lines  linking these terms from the Treaty of Versailles (1919) with the correct facts and figures.

A Reparations were fixed at

a 15 years

B The German army was limited to

b 11

C A million Germans became Polish citizens with the loss of

c 136,000 million marks

D Allied troops were stationed in the demilitarised Rhineland until

d 1930

E Output from the Saar coalfields went to France for

e 100,000 men

F The number of German colonies made mandates for victorious countries

f Posen and West Prussia

3 For each of the following ideas, write  a sentence explaining how it weakened the Weimar Republic.

a The 'November Criminals'

.....

.....

b The 'Diktat'

.....

.....

**Remember this?**

- 4 After the elections of 6 June 1920, the three main moderate parties that supported the Weimar Republic won only 45% of the seats in the new Reichstag. But which parties were which? Fill in the empty cells in the table below.

Extremist left wing	Moderate parties			Extremist right wing	
		DDP	ZP	DVP	DNVP
Communist Party	Social Democrats	Democrats		People's Party	National Party
Opposed Weimar Republic	Supported Weimar Republic			Sometimes supported Republic	Grudgingly accepted Republic

- 5 Which three of the events below go together to produce an effective summary of the events of the Spartacist Revolt? Number your choices 1, 2 and 3 to show the order they should go in.

- A Ebert's government was struggling to control the Freikorps. The threat of being disbanded sparked an uprising against the government.
- B The Freikorps were armed and were able to clear the rioting workers off the streets. Luxemburg and Liebknecht were arrested and killed.
- C Thousands of workers took to the streets to protest after Ebert sacked the police chief of Berlin. The Spartacists saw this as a chance to organise an uprising against the government.
- D Ebert, the chancellor of the Weimar Republic, told the Reichswehr, 'No enemy defeated you'.
- E Ebert ordered Reichswehr officers to organise demobilised soldiers into Freikorps units. Some 250,000 Freikorps were turned on the rioting workers.

- 6 Tick 'true' or 'false' after each of the following statements about the Kapp Putsch.

- |  | true                     | false                    |
|--|--------------------------|--------------------------|
| a General Seeckt, head of the Reichswehr, helped Ebert to resist the Freikorps rebels' march on Berlin.                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| b Wolfgang Kapp seized control of Berlin and made himself leader of the German republic.   | <input type="checkbox"/> | <input type="checkbox"/> |
| c The rebels invited the Kaiser to come back from exile and rule Germany again.  | <input type="checkbox"/> | <input type="checkbox"/> |
| d Members of the Weimar government fled Berlin. They could not put the revolt down by force.   | <input type="checkbox"/> | <input type="checkbox"/> |
| e Weimar ministers urged people not to co-operate with the rebel government, but this failed because the people wanted the Kaiser to return. | <input type="checkbox"/> | <input type="checkbox"/> |

## 1

## How do I make a valid inference from a source?

A valid inference is one that is directly supported by the source content. There are three common problems to avoid.

- An inference is something the source implies – an underlying message – you should not write a description of what it says or shows.
- A valid inference has to come from the source, not be based on what else you know about the topic.
- Answering inference questions is about keeping it simple, not writing more than you need to or taking more time than you need: these are 4-mark questions.

Study the source below, then answer the questions that follow it.

## Exam-style question

Give **two** things you can infer from Source A about the challenges of 1923 for the Weimar Republic.

## Source A

*A German citizen, Stefan Zweig, recalls what everyday life was like in Germany in 1923.*

On streetcars one paid in millions, trucks carried the paper money from the Reichsbank to the other banks, and a fortnight later one found hundred thousand mark notes in the gutter; a beggar had thrown them away contemptuously. A pair of shoelaces cost more than a shoe had once cost; no, more than a fashionable shoe store with two thousand pairs of shoes had cost before; to repair a broken window cost more than the whole house had formerly cost...

The unemployed stood around by the thousands and shook their fists at the profiteers and foreigners in their luxurious cars who bought whole rows of streets like a box of matches.

- 1 Students were asked to make a valid inference from Source A, above. Read the three student answers below and tick  the one that has done the best job of avoiding the three obstacles listed at the top of this page.

A *Printing money to pay loans and reparation payments had caused hyperinflation.*

B *Source A is describing the situation in 1923 when Germany was hit by hyperinflation. It suggests that prices for everyday objects had now reached unbelievably, ridiculously high levels and that the situation was causing social tension, e.g. between the poor and those rich people who had been able to make money from the situation.*

C *The situation in 1923 was causing tension between unemployed people and people who had been able to make money out of the situation, including foreigners.*

- 2 Using the list at the top of this page, annotate  the two answers you did not select with feedback to show how they could be improved.

## 2 How do I make inferences that are relevant to the question?

You may be able to infer many different things from a source, so one important skill to develop is the ability to make appropriate inferences that are **relevant to the question**.

### Exam-style question

Give **two** things you can infer from Source A below about reactions in Germany to the terms of the Treaty of Versailles.

#### Source A

A cartoon published in July 1919 in a German newspaper. The figure of the girl on the bed represents Germany. The vampire figure represents Georges Clemenceau, the French prime minister.



1 Which of the following pieces of advice is correct? Tick  your choice.

- A A valid inference is based on your historical knowledge about the topic.
- B A valid inference starts by describing what you can see in the source.
- C A valid inference is directly supported by the content of the source.

2 Read the following student answer and annotate  it to show where this student has gone wrong.

The cartoon is about reparations, which was money Germany paid to other countries (including France) for the damage done by the First World War.

3 a Which one of these inferences is both valid (directly supported from the source) and relevant to the question? Tick  your choice.

- A France was seen as an enemy.
- B German people were frightened of the French because they might attack them.
- C The French prime minister was seen as 'sucking the life' out of Germany.
- D The French prime minister was blamed for the harshness of the Treaty to Germany.

b Write  a brief explanation of your answer to 3 a.

.....

.....

### 3 How do I support my inferences with relevant detail?

For success with this type of exam-style question, your two inferences need to be backed up with supporting detail taken from the source.

- 1 Look back at Source A on page 5 and the exam-style question that went with it. Find detail in that source to support the following two inferences made by a student. Write  your supporting detail in the space provided.

Plan to write four sentences for this type of exam-style question:

- inference 1 + detail to support it
- inference 2 + detail to support it.

<p>a What I can infer: <i>people who had lost their jobs blamed people who had profited from hyperinflation.</i></p>	<p>Details in the source that tell me this:</p>
<p>b What I can infer: <i>some people were able to benefit from hyperinflation.</i></p>	<p>Details in the source that tell me this:</p>

- 2 Now do the same for these two inferences from Source A on page 6. 

<p>a What I can infer: <i>the Treaty was seen as weakening Germany too much.</i></p>	<p>Details in the source that tell me this:</p>
<p>b What I can infer: <i>the French were blamed for deliberately weakening Germany.</i></p>	<p>Details in the source that tell me this:</p>

For efficient supporting detail, select only what you need to do the job. This could be a precise quote from the source, a concise paraphrase of something the source says, or a brief description of what a visual source shows.

- 3 This student has written a good answer for the exam-style question on page 2, but they have written too much. Revise the answer by crossing out  unnecessary text so the answer makes the same points in four brief sentences.

*Because of the hyperinflation, everyday life became very difficult for most people because money stopped having any real value in 1923: people needed millions of marks just to pay for really ordinary things. Source A shows this with bundles of banknotes in the photo being used as toys by children, which would never usually have happened because money used to be really valuable and if the children had lost even one banknote or damaged even one banknote it would have been a waste.*

*Hyperinflation also meant there were very large numbers of banknotes in circulation, which meant people had to find ways of transporting all the cash they needed, making life difficult especially since the money had to be spent quickly before it lost its value. Source A shows this because it suggests that the one family represented by the children in the photo had got so much money that the children have enough to make a large pyramid out of it, with bundles of banknotes to spare.*

# Sample response

Now you have refined your inference skills, you can answer the inference question in the exam efficiently, helping you save time that you can spend on higher-mark questions.

Read the following exam-style question and Source A, and the student answer that follows.

## Exam-style question

Give **two** things you can infer from Source A about support for the Nazi regime among Germans.

## Source A

A joke from 1930s Germany. Robert Ley, the leader of the German Labour Front, is asking questions of the manager of a factory.

Ley: Tell me, have you got any Social Democrats with you?

Manager: Oh yes, about half the workforce.

Ley: How dreadful! But surely no Communists?

Manager: Oh yes, about a third of the men.

Ley: Really! What about Democrats and so on?

Manager: They make up the remaining 20 per cent.

Ley: Good gracious! Haven't you got any Nazis at all?

Manager: Oh yes, of course, all of them are Nazis!

## Exam-style question

i What I can infer:

*The source suggests that the Nazis were worried about whether many ordinary people supported them.*

Details in the source that tell me this:

*This is shown in Source A by the questions Robert Ley, the leader of the German Labour Front asks, such as 'Haven't you got any Nazis at all?'*

ii What I can infer:

*Some Germans said they supported the Nazis even if they actually had different political views.*

Details in the source that tell me this:

*This is shown in Source A by the joke punchline which says that although no one believes in Nazi politics 'of course, all of them are Nazis'.*

(4 marks)

1 Complete the following checklist for this answer by ticking  the columns in the table.

Check list	Not done	Did one but not both	Did both
How well does the answer...	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
identify two valid inferences from the source?			
make sure each inference relates to the question?			
back up both inferences with detail from the source?			

2 How could the student make their answer more concise? Cross out ~~cat~~ any unnecessary words in the responses above.

3 The student spent 10 minutes writing this answer and is hoping to get a level 9 in History. What feedback would you give them to help them achieve their goal? Write  your answer here.

# Your turn!

- 1 Put your skills to the test with this exam-style question on the topic of changes in living standards for German workers under the Nazi regime. 

**Source A**

From a SOPADE report in 1934. SOPADE was the organisation of SPD members in exile in Prague from 1933 to 1938. It received reports about life under the Nazis through a secret correspondence system.

Southern Bavaria:

The **'Kraft durch Freude'** trips are really popular here. The numerous visits which the mountain villages get from them is stimulating our tourist trade considerably. ... A few days ago I met a married couple from Cologne. For an 8-day stay in Frasdorf, including the journey there and back, costs and apartment, two people had paid 60 Marks. Otherwise the journey alone... would have cost 100 Marks. ... In any case, thanks to **'Kraft durch Freude'**, a lot of people from simple backgrounds are now enjoying lovely holiday trips. This success is making a good impression. But the Nazis also use it well for their propaganda.

**Kraft durch Freude:** Strength through Joy

**Exam-style question**

Give **two** things you can infer from Source A about changes in living standards for German workers under the Nazis.

Complete the table below to explain your answer.

i What I can infer:

.....

.....

.....

Details in the source that tell me this:

.....

.....

.....

ii What I can infer:

.....

.....

.....

Details in the source that tell me this:

.....

.....

.....

(4 marks)

Remember: make sure your two inferences are valid (relevant to the question focus) and that they are inferences, not descriptions. You may find writing 'Source A suggests...' is a good way to make sure you infer rather than describe.

Back up each inference with precisely selected detail. Select a phrase from the source (only what's needed!), or concisely paraphrase a source detail, or briefly describe an element of a visual source.

# Review your skills

## Check up

Review your response to the exam-style question on page 9. Tick ✓ the column to show how well you think you have done each of the following.

	Had a go ✓	Nearly there ✓	Got it! ✓
identified two valid inferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
made sure each inference relates to the question	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
supported the inferences with details from the source	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
used concise language to answer efficiently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Look over all of your work in this unit. Note down ✎ on a separate piece of paper the three most important things to remember about how best to make inferences.

## Need more practice?

If you want to practise another exam-style question, study Source A on page 81 and then answer ✎ the question below. Continue on a separate piece of paper if necessary.

### Exam-style question

Give **two** things you can infer from Source A about the role of Goebbels as Minister for Propaganda.

i What I can infer:

.....  
 .....

Details in the source that tell me this:

.....  
 .....

ii What I can infer:

.....  
 .....

Details in the source that tell me this:

.....  
 .....

(4 marks)

How confident do you feel about each of these **skills**? Colour in ✎ the bars.

<b>1</b> How do I make a valid inference from a source? 	<b>2</b> How do I make inferences that are relevant to the question? 	<b>3</b> How do I support my inferences with relevant detail? 
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