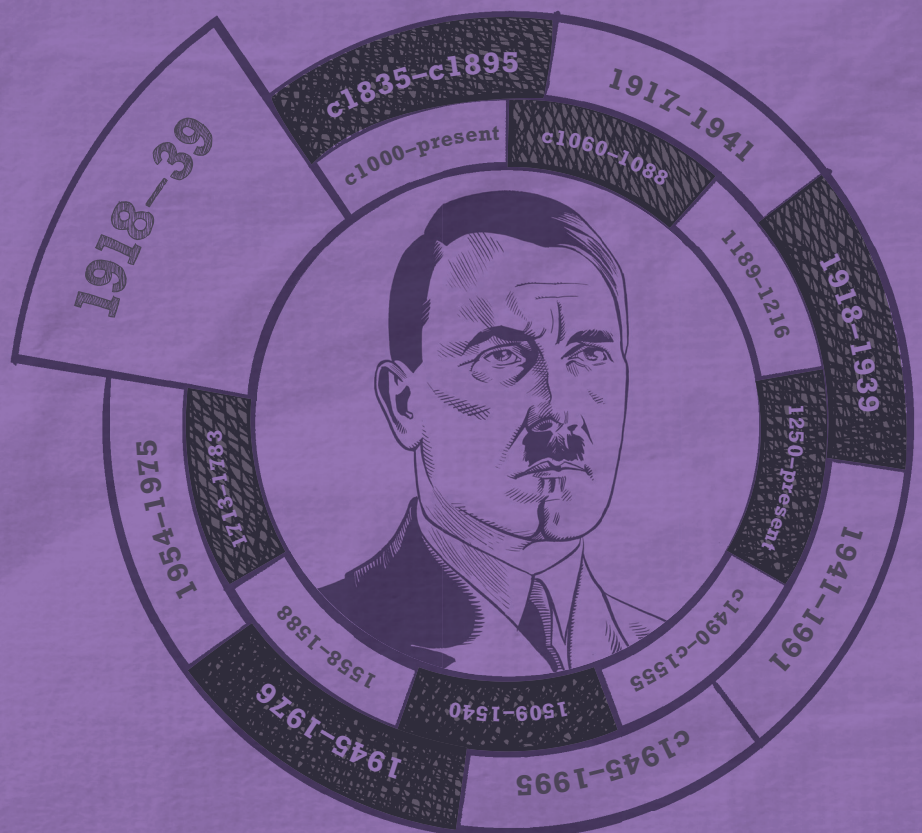


# REVISE PEARSON EDEXCEL GCSE (9–1)

## History WEIMAR AND NAZI GERMANY, 1918–39

# PRACTICE PAPER Plus<sup>+</sup>



**REVISE PEARSON EDEXCEL GCSE (9–1)**

# **History**

**WEIMAR AND NAZI  
GERMANY, 1918–39**

# **PRACTICE PAPER Plus<sup>+</sup>**

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Author: Sally Clifford

This Practice Paper is designed to complement your revision and to help you prepare for the exam. It does not include all the content and skills you need for the complete course and has been written to help you practise what you have learned. It may not be representative of a real exam paper. Remember that the official Pearson specification and associated assessment guidance materials are the only authoritative source of information and you should always refer to them for definitive guidance.

For further information, go to: [quals.pearson.com/GCSEHistory](https://quals.pearson.com/GCSEHistory)



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### About this book

This book is designed to help you prepare for your Pearson Edexcel GCSE (9–1) History Weimar and Nazi Germany, 1918–39 exam. It focuses on the skills you will need to answer the exam questions successfully.

You could work through the book in order. Alternatively, you could go straight to the section you want to focus on.

#### 1 Knowledge booster

- ✓ Get started with these quick, warm-up activities
- ✓ Recap what you already know about the topic
- ✓ Find out what you need to revise in more detail
- ✓ Use the links to the Revise Pearson Edexcel GCSE (9–1) History Revision Guide and Workbook to find more revision support

#### 2 Exam skills

- ✓ Get useful tips and guidance on how the exam works and what you need to do
- ✓ Understand how each question type works
- ✓ See how to write a successful answer with the 'steps to success' skills builders
- ✓ Learn how to avoid common mistakes

### This Practice Paper Plus book

#### 3 Practice paper

- ✓ Write straight into this book
- ✓ Have a go at a full practice paper on this topic
- ✓ Use the hints and reminders in the margins to stay focused on what you need to do to answer each question successfully
- ✓ Tackle the paper under exam conditions by covering up the guidance in the margins

#### 4 Practice paper answers

- ✓ Read the mark schemes and notes to find out what a successful answer would include
- ✓ See full example answers to each question
- ✓ Look at the annotations and comments to understand what makes each answer successful
- ✓ Get ideas about how to improve your own responses in the exam

# The Weimar Republic, 1918–29

This key topic is about the Weimar Republic in the years 1918–29. It includes the origins of the Republic, the early challenges it faced, its economic recovery and how society changed.

## The legacy of the First World War and setting up the Weimar Republic

1 Which of these was the main reason for the Kaiser's abdication in 1918? Tick (✓) the correct answer.

A. The army refused to support him

☐

C. Ministers did not support him

☐

B. He was worried by the strikes and riots

☐

D. He was blamed for the armistice terms

☐

2 Complete the table below. Add **one** more example to each column.

Strengths of the Weimar constitution	Weaknesses of the Weimar constitution
<ul style="list-style-type: none"> <li>Proportional representation meant small parties were represented.</li> </ul>	<ul style="list-style-type: none"> <li>Proportional representation often led to weak coalition governments.</li> </ul>

## Early challenges to the Weimar Republic, 1919–23

3 Give **two** reasons why the Weimar Republic was unpopular.

- .....
- .....

4 Decide whether the descriptions below are about the Spartacists (S) or the Freikorps (F).

A. Members of left-wing Independent Socialist Party

☐

D. Backed by Soviet Union

☐

B. 250 000 ex-soldiers

☐

E. Attempted Kapp Putsch in 1920

☐

C. Right wing

☐

F. Took over news and telegraph bureau in 1919

☐

## The challenges of 1923

5 Fill in the gaps to complete this summary of the crisis in 1923.

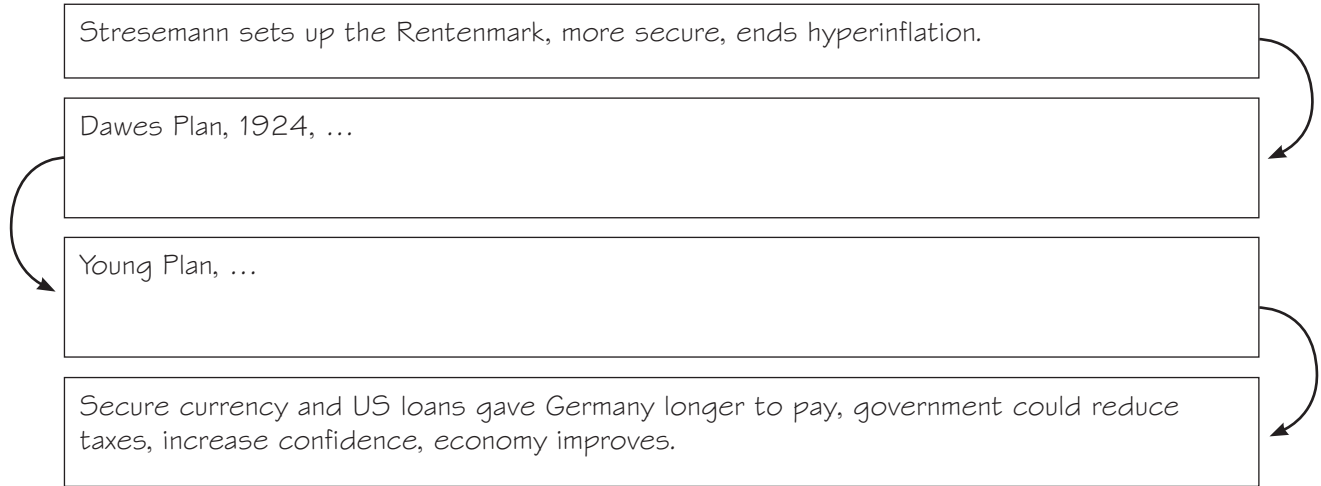
Reparations payments damaged the German ..... In 1922, the Weimar government could not pay reparations and asked for more time. In ....., France invaded the ..... to take goods and raw materials instead.

German workers went on ..... This was a disaster for the economy. The government ..... more money to try to solve the problem but the value of the mark kept dropping until it became worthless. This is called .....

# The Weimar Republic, 1918–29

## Reasons for economic recovery, 1924–29

6 Complete the middle boxes in this flowchart about the recovery of the German economy.



## Stresemann's achievements

7 Draw lines to match the agreement on the left with the foreign policy on the right.

A. Locarno Treaty	i. Germany initially excluded, set up in 1920.
B. Kellogg-Briand Pact	ii. Agreement between Germany, Britain, France, Italy and Belgium, including demilitarisation of Rhineland.
C. League of Nations	iii. Agreement between 62 nations to avoid war.

8 Give **one** reason why Stresemann's achievements abroad were a success for Germany.

.....

## Changes in society

9 Decide which statements are true and which are false. Circle your answers.

A. The house-building programme ended the housing shortage.	True	False
B. A new unemployment insurance protected people who lost their jobs.	True	False
C. High-status jobs became more available to women.	True	False
D. New art movements like Expressionism began to flourish.	True	False
E. Strict government controls meant that German cinema was very traditional.	True	False
F. German architecture was very modern and innovative.	True	False

## Revision Guide

How did you do? Go to pages 1–9 of the Revision Guide to remind yourself of any points you aren't sure about, and for more about this key topic.

# Hitler's rise, 1919–33

This key topic is about Hitler's rise to power in the years 1919–33. It includes the early development of the Nazi Party, the Munich Putsch, changes in support for the Nazis and how Hitler became Chancellor.

## Hitler's early career and the growth of the Nazi Party

1 (a) Why did Hitler become a German nationalist?

.....

(b) What did Hitler help to write in 1920?

.....

(c) In what year did Hitler become the leader of the Nazi Party? .....

2 Define the term **Sturmabteilung**.

.....

.....

## The Munich Putsch, November 1923

3 Which **two** of these were **long-term** reasons for the Munich Putsch? Tick (✓) the correct answers.

A. Hyperinflation

☐

C. Anger about reparations

☐

B. 'Stab in the back'

☐

D. Hitler thought it was the right time

☐

4 Complete the table below about the consequences of the Munich Putsch for Hitler. Add **one** more example to each column.

Negative consequences	Positive consequences
<ul style="list-style-type: none"> <li>Hitler was sent to prison.</li> </ul>	<ul style="list-style-type: none"> <li>While he was in prison, he wrote <i>Mein Kampf</i>, which spread his ideas.</li> </ul>

## Party reorganisation

5 Give **two** factors that led to the reorganisation of the Nazi Party.

• .....

• .....

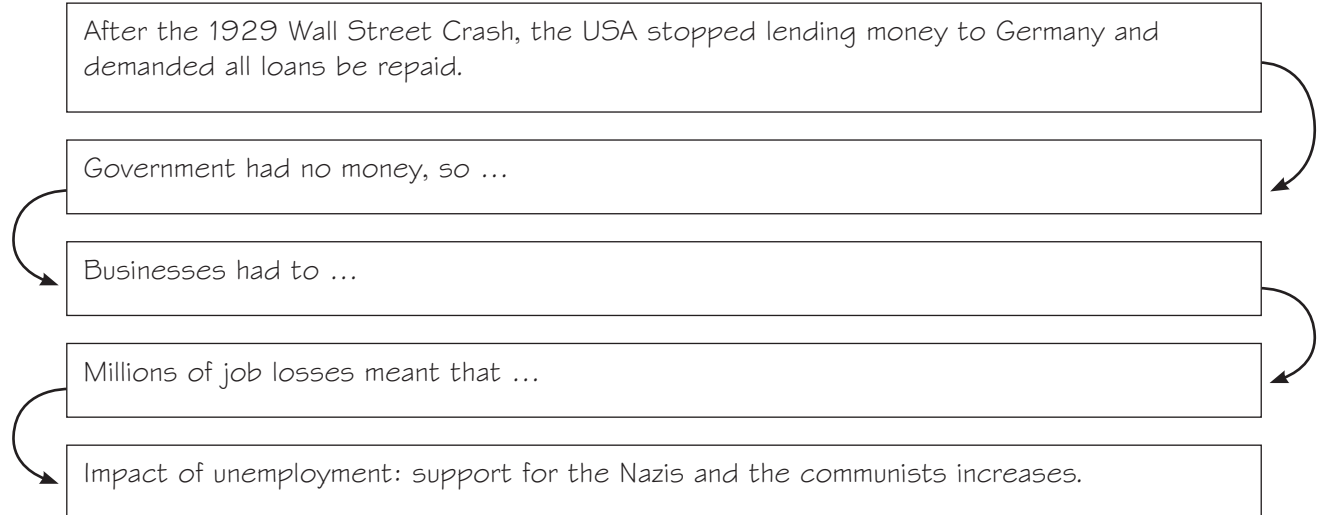
6 Name the conference at which Hitler's control of the Nazi Party became clear.

.....

# Hitler's rise, 1919–33

## Rising unemployment: causes and impact

7 Complete the middle boxes in this flowchart about unemployment in Germany, 1929–32.



## Reasons for growth in support for Nazi Party, 1929–32

8 Give **two** reasons for growth in support for the Nazi Party.

- .....
- .....

## Political developments in 1932

9 Put these events in order. Write numbers in the boxes, from the earliest (1) to the latest (7).

- ☐ A. A coalition between the Nazis and other right-wingers takes power.
- ☐ B. Hindenburg elected as President, but Hitler increases share of the vote.
- ☐ C. Brüning resigns due to unpopularity.
- ☐ D. Von Papen persuades Hindenburg to appoint Hitler as Chancellor.
- ☐ E. Hitler demands that he is made Chancellor. Hindenburg refuses.
- ☐ F. Von Schleicher announces that he wants to lead a military dictatorship.
- ☐ G. Von Papen is forced out of office in favour of von Schleicher.

## Revision Guide

How did you do? Go to pages 10–13 of the Revision Guide to remind yourself of any points you aren't sure about, and for more about this key topic.

# Nazi dictatorship, 1933–39

This key topic is about Nazi control and dictatorship in the years 1933–39. It includes the creation of the dictatorship, the police state, Nazi control, and support and opposition for the Nazi regime.

## The Reichstag Fire and the Enabling Act, 1933

- Who did Hitler blame for the Reichstag Fire? .....
- Which **three** of these were ways that the Enabling Act helped Hitler get rid of opposition? Tick (✓) the correct answers.
 

A. Trade unions were banned <input type="checkbox"/>	C. The constitution was scrapped <input type="checkbox"/>
B. Other political parties were banned <input type="checkbox"/>	D. Hitler could pass laws without the Reichstag <input type="checkbox"/>

## Hitler becomes Führer

- Write numbers in the boxes to order these events, from the earliest (1) to the latest (5).

- |                      |   |
|----------------------|---|
| <input type="text"/> | A. Hindenberg dies  |
| <input type="text"/> | B. The Night of the Long Knives takes place                             |
| <input type="text"/> | C. Hitler announces army should swear allegiance to him as Führer       |
| <input type="text"/> | D. Hitler invites Röhm and other SA leaders to a meeting at Bad Wiessee |
| <input type="text"/> | E. Röhm is murdered   |

## The Nazi police state

- Add **two** more examples of how the police state operated to each column of the table.

SS (Nazi Party protection squad)	SD (Security service)	Gestapo (Secret police)
<ul style="list-style-type: none"> <li>Led by Himmler</li> </ul>	<ul style="list-style-type: none"> <li>Led by Heydrich</li> </ul>	<ul style="list-style-type: none"> <li>Set up by Goering, led by Heydrich</li> </ul>

- Give **one** example of how the Nazi government controlled the legal system.

.....

- Decide which statements are true and which are false. Circle your answers.

- |   |      |       |
|---|------|-------|
| A. Hitler didn't like the Catholic Church because Catholics were loyal to the Pope. | True | False |
| B. There were two main Protestant Churches in Germany.                              | True | False |
| C. The Confessing Church supported the Nazis.                                       | True | False |
| D. The Concordat was an agreement between Hitler and the Catholic Church.           | True | False |
| E. Hitler kept the terms of the Concordat.  | True | False |



# Nazi dictatorship, 1933–39

## Propaganda and censorship

- 7 (a) When was the Reich Chamber of Culture set up? .....
- (b) State its main purpose.  
.....
- (c) Who oversaw its operations? .....

## How popular was the Nazi regime?

- 8 Fill in the gaps to complete this paragraph about support for the Nazis.

Once Hitler took power in ....., most Germans .....  
Nazi leadership. One reason for this was that the Nazis reduced ..... and  
Hitler's ..... policy was successful. Another reason was that censorship and  
..... meant people only heard ..... messages  
about the Nazis. It also meant that many people who were ..... to the Nazis  
were afraid to speak out, although several groups opposed the Nazis in secret.

## Opposition to the Nazis

- 9 Decide which statements are true and which are false. Circle your answers.

A. The Confessing Church opposed Nazi interference.	True	False
B. Martin Niemöller founded the Confessing Church.	True	False
C. Niemöller did not vote for the Nazis in 1933.	True	False
D. 400 Catholic priests were imprisoned for opposing the Nazis.	True	False

- 10 Which **three** of these were ways that young people like the Swing Youth and the Edelweiss Pirates rebelled against Nazi rule? Tick (✓) the correct answers.

- |   |                          |
|---|--------------------------|
| A. Copying American fashions that the Nazis opposed | <input type="checkbox"/> |
| B. Writing anti-Nazi graffiti                       | <input type="checkbox"/> |
| C. Distributing anti-Nazi publications              | <input type="checkbox"/> |
| D. Attacking the Hitler Youth                       | <input type="checkbox"/> |

## Revision Guide

How did you do? Go to pages 14–20 of the Revision Guide to remind yourself of any points you aren't sure about, and for more about this key topic.

# Nazi Germany, 1933–39

This key topic is about life in Nazi Germany in the years 1933–39. It includes Nazi policies towards women, the young and employment, changes in living standards and the persecution of minorities.

## Nazi policies towards women

1 Complete the table below. Add **two** more examples to each column.

The Nazis believed that a woman should:	They believed that a woman should not:
<ul style="list-style-type: none"> <li>Stay at home with their family</li> </ul>	<ul style="list-style-type: none"> <li>Go out to work</li> </ul>

2 Draw lines to match the belief on the left with the policy on the right. (Careful! Some beliefs match more than one policy.)

A. Women should not work	i. Marriage loans
B. Women should get married	ii. Women were banned from public sector jobs
C. Women should have lots of children	iii. German Women's Enterprise

## Nazi policies towards the young

3 Decide which statements are true and which are false. Circle your answers.

A. All children had to join Nazi youth organisations from the age of 10.	True	False
B. The League of German Maidens was for girls aged 10–14.	True	False
C. Young people were expected to report people who opposed the Nazis.	True	False
D. Activities reflected Nazi ideas about the roles of men and women.	True	False
E. Activities like hiking and camping were for boys only.	True	False

## Nazi control of education

4 Which of these were ways that the Nazis controlled teachers? Tick (✓) the correct answers.

A. They had to be Nazi Party members	<input type="checkbox"/>
B. They had to join the Nazi Teachers' League	<input type="checkbox"/>
C. From 1935 they had to use approved textbooks	<input type="checkbox"/>
D. They attended courses about Nazi ideas	<input type="checkbox"/>

5 Give **two** examples of how school subjects promoted Nazi ideals.

- .....
- .....

6 Give **one** example of how propaganda was used in schools.

.....

# Nazi Germany, 1933–39

## Policies to reduce unemployment

7 List **two** policies that the Nazis put in place to reduce unemployment.

- .....
- .....

8 Draw lines to match the policy on the left with the aim on the right.

A. Labour Front
B. Strength through Joy
C. Beauty of Labour

i. Improve workplaces
ii. Oversee all German workers
iii. Increase productivity by making workers happy

## The treatment of minorities

9 Fill in the gaps to complete this paragraph about Nazi racial beliefs and policies.

Hitler believed that Aryans were destined to be a ..... race'. Non-Aryans (Roma and ..... people, Slavs, black people and Jews) were seen as '.....' or sub-humans. Hitler wanted to increase the number of 'pure' Germans, so Aryans were expected to ..... other Aryans. Other groups were called 'undesirable' – homosexuals were imprisoned, and mentally handicapped people were .....

## The persecution of the Jews

10 Give **two** examples of how the Nuremberg Laws (1935) made it easier for the Nazis to persecute Jewish people in Germany.

- .....
- .....

11 In **one** sentence, state what happened on Kristallnacht, 9–10 November 1938.

.....  
.....

## Revision Guide

How did you do? Go to pages 21–28 of the Revision Guide to remind yourself of any points you aren't sure about, and for more about this key topic.

# In the exam

After all your revision and preparation, you want to do well. There are some key things you should remember in the exam.

## What should I take with me?

- You must write in **black**, so it is a good idea to have more than one black pen with you.
- You might want a highlighter to mark the key words in the questions.
- Don't fill your desk with loads of other things – you know you won't need a calculator, for example, so leave it in your bag.
- Don't bother with correction fluid – just cross out any mistakes.

## Where should I start?

- Start with the front cover of your exam paper.
- The most important bit is the space for your name – don't forget to write it!
  - It tells you how much time you have for the exam.
  - For Paper 3, it will remind you about the separate Sources/Interpretations Booklet. Make sure you have been given this.
  - It will tell you which questions you must answer, and which ones you can choose.

## How can I stay focused?

- 1 Take deep, slow breaths at the start of the exam and to help you to focus as you work through the paper.
- 2 Highlight the key words in the questions, like dates, to make sure you focus on the right thing.
- 3 Plan your answers, especially for the longer essay questions. Work out what you want to say before you start writing.
- 4 If you get stuck, try a new question and come back to the other one later. Or make a list of what you do know about the topic in the question to help you get started.

## How can I manage my time?

- It is a good idea to divide your time. Spend more time on questions that are worth more marks. You could even write on the paper (on the front cover or next to each question) the time you will start each question before you begin answering.
- Check the time regularly to make sure that you still have enough time for the longer answers.
- If you haven't finished answering a low-mark question but you are running out of time, move on to a higher-mark question. You can come back to it if you need to.

## How much should I write?

- Your exam paper will give you space to write in for each question.
- Use the number of marks as a guide to how much you should write – a 12-mark question will need more than a 4-mark one.
- You don't always need to fill the space – this does not necessarily mean more marks.

## How should I check my work?

- Leave about five minutes at the end for checking.
- Check that you didn't miss any questions.
- Check your spelling and punctuation.
- Check that you have not made any obvious mistakes, like using the wrong date.

**Top tip**

If you run out of space to finish an answer, **ask for more paper**. Don't use the answer space for the next question – this will make your answer hard to read. If you use extra paper, write 'answer on extra paper' at the bottom of the answer space. Then write the question number on the extra paper and complete your answer. At the end, check any extra paper has your name on it and that it is clear which answers you have finished there.

Had a look

☐

Nearly there

☐

Nailed it!

☐



# Writing clear answers

The most important thing in the exam is writing down the correct information, but it also helps to write clear, well-organised answers. This will make your answers easier to follow.

## Get the basics right

- ✓ Use a good, **black** pen.
- ✓ Use paragraphs – they will help to make your points clearer.
- ✓ Write in the correct answer spaces. If you use extra paper, add a label to the new page to make it clear which question you are continuing. Write 'answer on extra paper' where you ran out of space.
- ✓ If you make a mistake, cross it out neatly.

## How can I write clearly?

- 1 Always write in Standard English – formal language, not slang.
- 2 Use adverbials or linking phrases to connect ideas and make your meaning clear – such as, 'for example', 'however', 'therefore', 'as a result', 'consequently', 'in addition', 'significantly', 'in contrast', 'similarly'.
- 3 Use key terms for the topic.

## Does my handwriting matter?

Your work will be marked, no matter what your handwriting is like. **However**, it is always a good idea to write as neatly as you can to make sure all the words in your answer are clear.

Imagine you had to mark these sentences. Which is easiest to read?

One reason for this is

One reason for this is

## Should I plan my answers?

Plans help you to organise your ideas.

- ✗ **4-mark questions** – you won't spend much time on these, so you don't need a plan.
- ✓ **8-mark questions** – you might find it helpful to jot down a quick plan, such as a short list of points to include.
- ✓ **12-mark and 16-mark questions** – make a plan for these questions. Many of the best exam answers for these questions have plans.

There are different ways to plan. You can see examples on pages 25, 29 and 41.

**Top tip**

## How can I write effective paragraphs?

A good way to write effective paragraphs is to use **PEEL** – **P**oint, **E**vidence, **E**xplain, **L**ink.

**POINT** – say what the paragraph is about.

**EVIDENCE** – give examples.

**EXPLAIN** – say what the evidence shows.

**LINK** – connect back to the question. This paragraph is answering the question 'Explain why support for the Nazis grew in the years 1929–32.'

One reason that support for the Nazis grew in the years 1929–32 was that Hitler presented himself as a strong leader. He gave speeches around the country and on the radio, and his image appeared on most publicity material. The Depression had left many suffering terrible poverty. As a result, they saw the Weimar government as weak and were looking for a strong leader. Many people were persuaded by Hitler that he could solve the economic crisis, and consequently they turned to the Nazis.

Had a look ☐

Nearly there ☐

Nailed it! ☐

# Working with sources

You need to know how to look at sources and how to work with them in the exam.

## What is a source?

A source is a piece of historical evidence from the time period you are looking at.

When you read or examine a source look for three things:

- What is the source about?
- Is there an opinion or a message in the source?
- Does the source agree with or challenge what you know about the topic?

**Top tip**

## What sources are in the exam?

- In the Paper 3 exam, there will be three sources. You will find Source A with Question 1 in the exam paper, and Sources B and C in a separate Sources/ Interpretations Booklet.
- At least one of the sources will be a written source (like a diary entry or a speech). The other two could be written sources or images (like posters or photographs).

## Analysing the content of a source

**Source B:** From an article for a Nazi paper, written in May 1933 by Achim Gercke, who was a Nazi official.

Scattering the Jews to the four winds does not solve the Jewish Question, but rather makes it worse. A systematic program of settlement, therefore, is the best solution.

Plans and programs must have a goal pointing to the future. They may not be focused only on a temporarily unpleasant situation. A better future demands the systematic solution of the Jewish Question, not the organization of the Jews.

We must build our state without the Jews. They can be only stateless foreigners among us, with no legal permanent standing.

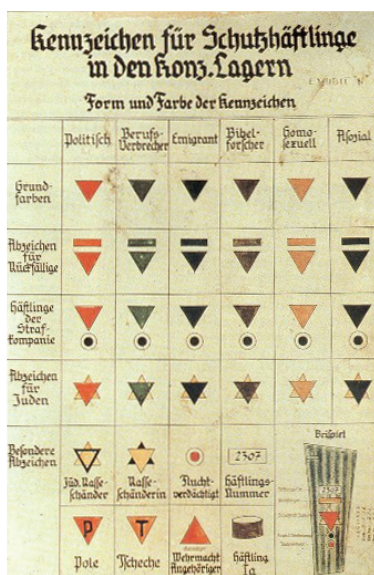
About: the Nazis blamed the Jews for Germany's problems and wanted to get rid of them.

Agrees with what I know: the Nazis moved Jews to ghettos and settlements.

Message: even Jews born in Germany would be treated as foreigners.

**Source C:** An illustration from 1936 showing the different badges worn by inmates in the concentration camp at Dachau. The categories of prisoner are: political, criminals, foreign forced labourers, Jehovah's Witnesses, homosexuals and 'asocial' people.

Annotate or highlight key points in the sources as you read or look at them. This will help you to find ideas to include in your answer.



About: the categories of Nazi prisoners.

Message: none of these people were welcome in German society.

Agrees with my knowledge: the Nazis persecuted many different groups of people.

Had a look



Nearly there



Nailed it!



# Working with sources

## How can I spot a message in a source?

- 1 Look at the words that have been chosen. Are they positive (like victory or success) or negative (like disaster or failure)?
- 2 Does the source exaggerate anything? Does it only give examples from one point of view?
- 3 In illustrations, has the artist made anyone look smart and intelligent, or stupid and ridiculous?

Most sources were not made just to share information. They were designed to share an opinion, to persuade others that something was good or bad, or to make people support something. A historian needs to learn to spot the message.

In Paper 3, you will handle sources in these questions: 1 (which asks you to make inferences from a source); 3a (which is about the usefulness of the sources); 3c (where you may use sources in your explanation). You can find more about these questions on pages 19–22, 27–30 and 35–38.

## Provenance: nature, origin and purpose

The **provenance** of a source is its **nature**, **origin** and **purpose**.

<b>Nature</b>	What type of source is it?	For example, is it a newspaper article, speech, leaflet, letter, diary entry, book, postcard, poster, cartoon or photograph?
<b>Origin</b>	Where is it from?	Who wrote it? Were they involved with the event? Is it from before, after or during the event? Is it from where the events happened or from somewhere else?
<b>Purpose</b>	Why was it made?	Was it made to inform people? Persuade people? Sell something? Give evidence to make a decision? Was it made for the public or for a specific person or group of people?

Identifying the nature, origin and purpose (NOP) of a source is an important skill. It will help you to evaluate the usefulness of a source. For Paper 3, you will need this skill for Question 3a.

## Where can I find the provenance?

Start by looking at the key information about provenance that comes just before the source itself. This can give you a lot of information:

- what the source is
- who made or wrote it
- when they made or wrote it.

Always read the key information about provenance first. The source itself may have information about NOP too, but starting with the key information will help you to spot words or details in the source which show the opinion or message of the person who created it.

**Top tip**

The source is part of an article.

**Source B:** Part of an article for a Nazi paper, written in May 1933 by Achim Gercke, who was a Nazi official.

It was written for a Nazi paper.

It was written by a former Nazi official.

It was written in May 1933, after the Nazis had come to power.

Had a look ☐

Nearly there ☐

Nailed it! ☐



# Working with interpretations

Using interpretations is an important skill for your Paper 3 exam. You need to know how to look at interpretations and how to work with them in the exam.

## What is an interpretation?

An interpretation is a modern historian's opinion or judgement about a person, event or development in history. The historian will usually have researched the event or period using sources from that time.

You can find out more about working with sources on pages 11 and 12.

## What interpretations are in the Paper 3 exam?

- There will be two interpretations. You will find them in a separate Sources/Interpretations Booklet.
- The interpretations in Paper 3 will both be written interpretations. They are most likely to be short extracts from a history book.

## What is the difference between an interpretation and a source?

**Interpretations are not the same as sources.**

A source is a piece of historical evidence from the time period you are looking at. An interpretation is produced **after** that time period, by a historian writing about the topic years later, using sources from the period as evidence.

In the exam, make sure you remember that interpretations and sources are different. For interpretations:

- You **don't** need to say whether they are reliable or not.
- You **don't** need to discuss who wrote them, when they wrote them or what the book or publication was called.

**Top tip**

## Interpretations and viewpoints

Just like the rest of us, historians don't always agree with each other. When they study the past, each historian forms their own opinions and makes their own judgements about it. One historian might think that something was good, but a different historian might think the same thing was bad. One historian might think that something was more important than something else, but a different historian might think the exact opposite. So different historians form different interpretations of the past.

## How can I tell what the historian's viewpoint is?

Read the interpretation **carefully**. Then ask yourself:

- 1 Do they say that something was more or less important?
- 2 Do they focus on a particular part of the topic?
- 3 Have they ignored another part of the topic?
- 4 Do they use strong words that indicate an opinion, like success, failure, victory, disaster or others?

In Paper 3, you will be asked about interpretations in these questions:

- 3b, which asks you to identify the main difference between the viewpoints
- 3c, which asks you to say why the viewpoints are different
- 3d, which asks you to evaluate one interpretation, using both interpretations and your own knowledge.

You can find more about these questions on pages 31–42.

Had a look ☐

Nearly there ☐

Nailed it! ☐



# Working with interpretations

## Analysing the content of an interpretation

Annotate or highlight key points in the interpretations as you read them. This will help you to find ideas to include in your answer.

The Nazis targeted a range of racial groups they thought were inferior.

The Nazis wanted to remove anyone who threatened their ideas of racial purity.

The Nazis removed opposition to their ideology by targeting people with different political and religious beliefs.

In 1938, the Nazi persecution of the Jews got worse as they started to resettle them by force.

The persecution even targeted the most vulnerable.

Kristallnacht, 9–10 November 1938 – a deliberate and violent attack on Jewish communities.

The Jews were punished for the trouble on Kristallnacht even though they were the victims.

**Interpretation 1:** From the website of the Holocaust Memorial Day Trust, an organisation which supports Holocaust Memorial Day to remember those, including six million Jews, murdered by the Nazis. This text is from 2019.

The Nazis believed Aryan people were superior to all others. [This] partly explains their hatred towards Jews, Roma and Sinti people (sometimes referred to as ‘Gypsies’) and black people. Slavic people, such as those from Poland and Russia, were considered inferior and were targeted because they lived in areas needed for German expansion.

The Nazis wanted to ‘improve’ the genetic make-up of the population and so persecuted people they deemed to be disabled, either mentally or physically, as well as gay people. Political opponents, primarily communists, trade unionists and social democrats, as well as those whose religious beliefs conflicted with Nazi ideology, such as Jehovah’s Witnesses, were also targeted for persecution.

**Interpretation 2:** From the website of Yad Vashem, the World Holocaust Remembrance Center. Yad Vashem is a leading centre of education and research. This text describes the events of 1938 and is from 2019.

The crackdown on Jews took on an increased ferocity... On October 27, 1938, Nazi Germany carried out the brutal eviction of Jews with Polish citizenship – the first mass deportation of Jews. SS men drove children, elderly, and the sick across the Polish border. [This deportation] was directly connected with the pogrom<sup>1</sup> of Kristallnacht. During the pogrom 91 Jews were murdered, more than 1400 synagogues across Germany and Austria were torched, and Jewish-owned shops and businesses were plundered and destroyed. In addition, the Jews were forced to pay “compensation” for the damage that had been caused and approximately 30 000 Jews were arrested and sent to concentration camps.

<sup>1</sup>pogrom: a violent attack on an ethnic or religious group.

When you read the interpretations, try to pick out the tone that the author has used – that is, the way that they have used words to show their opinion. For example, Interpretation 2 uses words like ‘brutal eviction’.

**Top tip**

Had a look ☐

Nearly there ☐

Nailed it! ☐

# Using key terms

Using key terms helps to show you know and understand the topic.

## What key terms might I need to use?

**abdication** – when a leader like a king, queen or emperor gives up their role

**armistice** – an agreement to stop fighting, made by countries who are at war with each other

**Aryan** – the people of northern Europe who the Nazis believed were superior and a 'master race'

**autobahn** – the German word for motorway

**censorship** – the banning of information or ideas

**Chancellor** – the German equivalent of a Prime Minister

**communism** – a political and economic system in which representatives of the workers set up a government and take over ownership of all land, property and resources in a country

**concentration camp** – a prison where large numbers of people are forced to provide labour

**depression** – when the economy collapses and a country has very little money

**Gestapo** – the secret police in Nazi Germany

**hyperinflation** – when prices rise hugely and very quickly as money loses its value

**Freikorps** – a right-wing group of former soldiers who tried to overthrow the government in 1920

**Führer** – a German word for 'leader'

**Kaiser** – the German word for 'Emperor'

**Lebensraum** – a German word meaning 'living space', which was used by the Nazis to justify plans to invade countries on the eastern border of Germany to get more land

**Mein Kampf** – a book written by Adolf Hitler in the 1920s setting out his political beliefs. The title is German for 'My Struggle'

**nationalism** – a political system in which all policies are organised to make the nation stronger and more independent

**propaganda** – information, usually biased, designed to influence public opinion

**putsch** – a violent attempt to overthrow a government

**Reichstag** – the name of the German parliament

**Rentenmark** – a currency issued in 1923 to control hyperinflation

**reparations** – compensation paid after a war by a defeated nation to the winning nation(s)

**SA (Sturmabteilung)** – a force who provided protection for Nazi rallies and disrupted the opposition

**socialism** – a political system which says that a country's land, industries and wealth should all belong to the workers of that country

**Spartacists** – a left-wing group of activists who organised an unsuccessful revolt in 1919

**SS (Schutzstaffel)** – the main Nazi agency of security, surveillance and terror

**Untermenschen** – in Hitler's hierarchy of races, people who were classified as 'sub-human'

Take extra care with German words like **Reichstag** and with names like **Stresemann**, **von Schleicher**, **Röhm**, **Goering** and **Goebbels**.

The key terms with capital letters will always use capital letters wherever they appear in a sentence.

The key terms on this page are the most important ones. If you think of others, write them down in the back of this book.

Had a look



Nearly there



Nailed it!



# SPaG

Good spelling, punctuation and grammar (SPaG) are important in every exam, but in your Paper 3 exam, four marks are available specifically for SPaG and your use of specialist terminology.

## What are the SPaG marks for?

For Paper 3, SPaG is tested on Question 3d. You can get up to four marks for your quality of written communication.

The best responses:

- ✓ have accurate spelling and punctuation throughout the answer
- ✓ use the rules of grammar to write clearly throughout the answer
- ✓ use a wide range of key terms.

## What about key terms?

Use key terms to show your topic knowledge, like 'hyperinflation' in the stronger example below.

✗ In 1923, a major problem was that money became worth a lot less.

✓ In 1923, hyperinflation became a major problem.

## Tricky words

Some important words are often spelled incorrectly. Make sure you can spell these words:

armistice	beginning	benefited
exaggerate	government	Führer
occurred	persecution	purpose
preparation	putsch	Reichstag

When you find other tricky words, list them at the back of this book.

## Formal language

Use...	✓	✗
Standard English, not slang	currency	dosh
Correct grammar	would have	would of

Use homophones (words that sound the same but have different meanings) correctly. For example, make sure you know whether to use 'their' or 'there'.

**Top tip**

## Writing clear sentences

Sentences that are clear start with capital letters, end with full-stops and are not too long.

✗ On 27 February 1933, the Reichstag building was set on fire and Hitler used this as an excuse to blame the Communist Party and as a result 4000 communists were arrested.

✓ On 27 February 1933, the Reichstag building was set on fire. Hitler used this as an excuse to blame the Communist Party. As a result, 4000 communists were arrested.

This example, with shorter sentences, is easier to read.

## Punctuation for meaning

Use punctuation to make your meaning clear:

- Use commas to separate ideas or information.
- Use commas between items in a list.
- Use apostrophes to show that something belongs to something else.

The comma shows that the Nazis were using boycotts and violence, not the Jews.

✓ The Nazis persecuted the Jews, using boycotts and violence. Hitler's beliefs meant he was keen to increase the number of 'pure' Germans.

The apostrophe shows that the beliefs belonged to Hitler.

Had a look



Nearly there



Nailed it!



# Understanding your exam

It is a good idea to understand how your exam paper works. You will know what to expect and this will help you to feel confident when you are in the exam.

## Paper 3 modern depth study

Your modern depth study is your Paper 3 exam. Paper 3 is...



a written exam



1 hour 20 minutes



worth 52 marks



worth 30% of your GCSE History.

## What will I get in the exam?

- You will get an exam paper. The paper has spaces for you to write your answers in.
- For Paper 3, you will be given two booklets – one is your exam paper and one contains the sources and interpretations you will need to refer to.
- You will be given both booklets at the same time.

## What is a modern depth study?

This paper – Weimar and Nazi Germany, 1918–39 – explores a part of modern history. It is called a depth study because the time period it covers is quite a short one (1918–39), and it covers that time period in a lot of detail.

## What historical skills does my Paper 3 modern depth study assess?

Your GCSE History exam papers are designed to assess different historical skills, or 'assessment objectives' (AOs).

Your Paper 3 modern depth study will assess all four assessment objectives:

**AO1** – Demonstrate knowledge and understanding of the key features of the period.

This means you need to show your knowledge of the topic, including details of the main events, people and themes.

**AO2** – Explain and analyse events using second-order historical concepts.

This means you need to analyse historical ideas in your answers – these ideas are called **second-order historical concepts**.

The second-order historical concepts are: causation (why things happened), consequences (the results of something), similarity, difference, change, continuity (staying the same) and significance (how important an event, idea or change was).

**AO3** – Analyse, evaluate and use sources to make substantiated judgements.

This means you need to use historical sources to investigate a topic, and make judgements about how useful they are.

**Substantiated** means something that is backed up. A substantiated judgement is a judgement which is supported with a reason.

You can find out more about working with sources on pages 11–12.

**AO4** – Analyse, evaluate and make substantiated judgements about interpretations.

This means you need to understand and compare the interpretations, or opinions, of modern historians, and make a judgement whether or not you agree with their viewpoints.

You can find out more about working with interpretations on pages 13–14.

Had a look



Nearly there



Nailed it!





# Understanding your exam

## What type of questions will be on the exam paper for Paper 3?

The questions for your modern depth study will always follow the same pattern:

### SECTION A

- 1 Give **two** things you can infer from Source A about...  
(4 marks)

Question 1 is the **making inferences** question:

- ④ Worth 4 marks
- 🔍 Tests AO3
- 🕒 Spend about 5 minutes
- ✓ Give details about **two** things you can infer.

- 2 Explain why...  
(12 marks)

Question 2 is the **explaining why** question:

- ⑫ Worth 12 marks
- 🔍 Tests AO1 and AO2
- 🕒 Spend about 18 minutes
- ✓ You must use some of your own information.

### SECTION B

- 3a Study Sources B and C.  
How useful are Sources B and C for an enquiry into...?  
(8 marks)

Question 3a is the **assessing usefulness** question:

- ⑧ Worth 8 marks
- 🔍 Tests AO3
- 🕒 Spend about 12 minutes
- ✓ Use both sources and your own knowledge.

- 3b Study Interpretations 1 and 2...  
What is the main difference between these views?  
(4 marks)

Question 3b is the **identifying and explaining differences** question:

- ④ Worth 4 marks
- 🔍 Tests AO4
- 🕒 Spend about 5 minutes
- ✓ Use details from both interpretations.

- 3c Suggest **one** reason why Interpretations 1 and 2 give different views about...  
(4 marks)

Question 3c is the **suggesting reasons** question:

- ④ Worth 4 marks
- 🔍 Tests AO4
- 🕒 Spend about 5 minutes
- ✓ Suggest one reason for the different views.

- 3d How far do you agree with Interpretation 2 about...  
(16 marks plus 4 marks for SPaG and use of specialist terminology)

Question 3d is the **evaluating interpretations** question:

- ⑫ + ④ Worth 16 marks, plus 4 for SPaG
- 🔍 Tests AO4
- 🕒 Spend about 30 minutes
- ✓ Use both interpretations and your knowledge.

# Understanding Question 1

Question 1 will always be structured in the same way. Make sure you know how this question works and what it is asking you to do.

## How does Question 1 work?

This tells you that you need to infer **two** separate things from the source.

This question will always ask you to 'infer'.

In the exam, Source A will appear just before Question 1.  
For this example question, you will find Source A below.

This is the topic for the question. Look out for the word 'about' to help you identify the topic you need to focus on.

1 Give **two** things you can **infer** from **Source A** **about the Nazis' vision for Germany's future.**

Complete the table below to explain your answer.

**(4 marks)**

This question gives you a table to complete – you should use this to structure your answer.

Check how many marks the question is worth. This will help you to manage your time.

**Source A:** A Nazi poster published in 1935. The caption reads 'Hitler is building. Help out. Buy German goods.'



## What does Question 1 assess?

- ✓ Question 1 tests Assessment Objective 3.
- ✓ You need to show your ability to analyse sources.
- ✓ You will need to give examples of what you can infer from the source, and details from the source that support your inferences.

Take a look at page 17 for more about the assessment objectives.

## How long should I spend?



Spend about 5 minutes on Question 1.

Try not to spend longer as the next questions will need plenty of time.

## What does 'infer' mean?

To **infer** means to work out something that isn't directly written or shown. You need to read between the lines – or look beneath the surface details, if the source is an image – and think about what the source suggests about the topic.

You **must** make sure that both your inferences are connected to the topic in the question.

**Top tip**

**Top tip**

Make sure both your inferences are **based on the content of the source**, and not from the information about the provenance (origin) of the source that comes just before the source itself.

Had a look ☐

Nearly there ☐

Nailed it! ☐

# Understanding Question 1

## Inferences and supporting details

Your answer should give two valid inferences, and give supporting evidence from the source for each one. For example, for the question on page 19 about the Nazis' vision for Germany's future you could give this inference and supporting detail:

What I can infer:

It will be a strong country.

This is a **valid inference** from the source. It is connected to the topic question and is based on the content of the source. This would get one mark.

Details in the source that tell me this:

The man in the poster is tall and muscular and the wall is made up of large, heavy bricks.

This is **supporting detail** from the source. The supporting detail can quote or paraphrase words in the source, or be a valid comment about it. This would get one mark.

## How is Question 1 marked?

Marks are available for making the inferences and for providing supporting detail:

- ✓ There is **one mark available for each valid inference** you make – so one mark for making one inference, and two marks for making two inferences. Adding more inferences does not improve your mark.
- ✓ There is **one mark available** for adding supporting detail from the source to one of your inferences, and **two marks** if you add supporting detail to both inferences.

## Using the table format

The answer space for this question is in a table format and you should write your answer into this table.

- The words 'What I can infer' in the table tell you where to write each inference.
- The words 'Details in the source that tell me this' in the table tell you where to add the supporting detail for each inference.
- Use the space in the table as a guide to how much to write – you should keep your answers short.

## Top tips for success

- ✓ Make **two different inferences** – take care not to make the same one twice.
- ✓ Make **valid** inferences – make sure that both inferences are **connected to the topic** in the question.
- ✓ Base your inferences on the **content of the source**, not the information about the provenance.
- ✓ For each inference, **add supporting detail** from the source.
- ✓ Keep your answers **concise** – don't write more than you need to.
- ✓ **Use the table** on the exam paper – there will be spaces marked for each inference and for each supporting detail.

Top tip

Had a look



Nearly there



Nailed it!



# Answering Question 1

You need to understand how you can write a successful answer to Question 1.

## Reading the question

- 1 Give **two** things you can infer from Source A about the Nazis' vision for Germany's future.

Complete the table below to explain your answer.

(4 marks)

Always read the question carefully before you start writing your answer. Make sure you are clear about what the enquiry in the question is.

Short, 4-mark questions do not need a plan.

## Steps to success

1

Make **one valid inference** from the source.

- (i) What I can infer

The Nazis will be a central part of Germany's future.

Write each part of your answer in the correct space in the table.

Make one valid inference which is connected to the enquiry.

2

Add **detail** from the source to support your first inference.

Details in the source that tell me this:

The Nazi flag with the swastika is pictured in the background.

Add supporting detail from the source for your first inference.

The supporting detail could be a quotation, paraphrase or valid comment on a feature of the source. This example comments on a feature.

3

Make a **second valid inference** from the source.

- (ii) What I can infer:

They want to rebuild Germany to make it strong.

Make a second inference which is connected to the enquiry.

Focus on the content of the source, rather than on its provenance.

4

Add **detail** from the source to support your second inference.

Details in the source that tell me this:

The man in the poster is building a strong wall using large, sturdy bricks.

Add supporting detail.

Make sure the detail you choose supports your second inference.

Had a look



Nearly there



Nailed it!





# Answering Question 1

## Getting it right

Question 1 should be a good chance to get some straightforward marks at the beginning of your exam paper. Stay focused on the question and don't write more than you need to.

### (i) What I can infer:

The Nazi flag is an important symbol.

Details in the source that tell me this:

The Nazi flag is positioned in the background between the field and the image of the man building the wall.

### (ii) What I can infer:

They think farming is important to support Germany's rebuilding. (1)

Details in the source that tell me this:

The man building the strong wall is in the foreground of the poster.

✗ The first inference is not valid as it is not based on the enquiry in the question.

✗ The supporting detail is correct but, as it does not support a valid inference, it would get no marks.

✓ This is a valid inference.

✗ The supporting detail given is not linked to the inference.

### (i) What I can infer:

Rebuilding is the most important task to make Germany strong. (1)

Details in the source that tell me this:

The muscular man who is rebuilding the wall is shown in the foreground of the poster. This supports the inference because it makes the man and the rebuilding the main focus of the poster, showing it is the most important thing. (1)

### (ii) What I can infer:

People are being told to buy German goods.

Details in the source that tell me this:

The poster text tells people to 'Buy German goods'.

✓ This is a valid inference.

✗ This answer is correct and would get a mark, but it goes into too much detail about why the evidence supports the inference. You just need to focus on relevant supporting detail.

✗ This is not an inference – it paraphrases a detail of the source.

✗ The supporting detail is correct. However, as it does not support a valid inference, it would get no marks.

### (i) What I can infer:

Germany will be able to provide most of its own food. (1)

Details in the source that tell me this:

The wagon in the field is piled high with crops. (1)

### (ii) What I can infer:

They want all Germans to be involved in rebuilding the country. (1)

Details in the source that tell me this:

The poster text asks people to 'Help out'. (1)

✓ The first inference is a valid point about the source. It also has relevant supporting evidence from the source. So this would get 2 marks.

✓ This inference is valid and supported by correct evidence. This would also get 2 marks.

Had a look



Nearly there



Nailed it!

