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Surname

Other names

**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**

Specimen 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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## SECTION A

Answer both questions.

Study Source A below and then answer Question 1.

**Source A:** A Nazi poster published in 1937. The poster was published with the caption 'The Nazi Party protects the national community'.



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1 Give **two** things you can infer from Source A about family life in Nazi Germany.

Complete the table below to explain your answer.

(i) What I can infer:

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Details in the source that tell me this:

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(ii) What I can infer:

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Details in the source that tell me this:

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**(Total for Question 1 = 4 marks)**



2 Explain why Hitler was able to create a dictatorship in the period February 1933 to August 1934.

You may use the following in your answer:

- the Reichstag Fire
- the Night of the Long Knives

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

Dotted lines for writing the answer.

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

**(Total for Question 2 = 12 marks)**

**TOTAL FOR SECTION A = 16 MARKS**

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**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 reasons for the growth in support for the Nazi Party in the years 1929–32?

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

(8)

Area with horizontal dotted lines for writing an answer.

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



(b) **Study Interpretations 1 and 2. They give different views on the reasons for the growth in support for the Nazi Party in the years 1929–32.**

What is the main difference between the 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 reasons for the growth in support for the Nazi Party in the years 1929–32.

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

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## Pearson Edexcel GCSE (9–1)

# History

**Paper 3: Modern depth study**

**Option 31: Weimar and Nazi Germany, 1918–39**

Specimen assessment materials for first teaching  
September 2016

**Sources/Interpretations Booklet**

Paper Reference

**1HI0/31**

**Do not return this booklet with the question paper.**

*Turn over* ►

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**Sources/interpretations for use with Section B.**

**Source B:** A photograph published in 1932 in a German newspaper. It shows people from Hanover queuing for their unemployment benefits. The writing on the wall of the building says 'Vote Hitler'.



**Source C:** From *Inside the Third Reich* by Albert Speer, published in 1970. Here Speer is remembering hearing a speech made by Hitler in 1931. Speer later became the official Nazi architect and a Nazi minister.

I was carried away on a wave of enthusiasm by the speech. Here, it seemed to me, was new hope. Here were new ideals, a new understanding and new tasks for Germany. The dangers of Communism, which seemed to be growing, could be stopped. Hitler persuaded us that Germany could recover from all of its problems. It must have been during this time that my mother saw an SA parade. The sight of discipline in a time of chaos, the impression of energy in an atmosphere of hopelessness, seems to have won her over to the Nazis as well.

**Interpretation 1:** From *Weimar and Nazi Germany* by J Hite and C Hinton, published in 2000.

Hitler himself was central to the success of the Nazis in the years 1929–32. He provided charismatic leadership with his powerful message to build a new Germany. He was a powerful speaker with his timing, expression and the content of his speeches impressing listeners. He was able to identify with their emotions and gave people hope. Along with Goebbels, he realised the importance of propaganda. He used propaganda to target the specific grievances of many Germans.

**Interpretation 2:** From *Hitler 1889–1936* by I Kershaw, published in 1998.

There was nothing inevitable about Hitler becoming Chancellor of Germany in January 1933. Five years earlier the Nazis had been a small party in German politics with little support. Events such as the Wall Street Crash, which led to depression in Germany, brought increased support for the Nazis in the years 1929–32. Chance events, such as the depression and unemployment, played a much larger role than any actions of the Nazi leader himself in bringing Hitler to power.

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Specimen assessment materials for  
first teaching September 2016

Paper 3: Modern depth study (1HI0/31)

**Option 31: Weimar and Nazi  
Germany, 1918–39**

### Modern depth study: Weimar and Nazi Germany, 1918–39

Question	
1	Give <b>two</b> things you can infer from Source A about family life in Nazi Germany. <b>Target:</b> Source analysis (making inferences). <b>AO3:</b> 4 marks
Marking instructions	
<p>Award 1 mark for each valid inference up to a maximum of two inferences. The second mark for each example should be awarded for supporting detail selected from the source.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• <i>The mother was of great importance to the family in Nazi Germany (1). The mother is shown in the very centre of the poster, feeding the baby (1).</i></li> <li>• <i>The Nazis encouraged married couples to have large families (1). There are four children in this family (1).</i></li> <li>• <i>Members of the family had specific roles (1). The girl is holding a baby doll (1).</i></li> </ul> <p>Accept other appropriate alternatives.</p>	

Question		
2		<p>Explain why Hitler was able to create a dictatorship in the period February 1933 to August 1934.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Reichstag Fire</li> <li>• the Night of the Long Knives</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analysis of second order concepts: causation [AO2];            Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 6 marks  <b>AO1:</b> 6 marks</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> </ul>
2	4–6	<ul style="list-style-type: none"> <li>• An explanation is given, showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]</li> <li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li> </ul> <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	7–9	<ul style="list-style-type: none"> <li>• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul> <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	10–12	<ul style="list-style-type: none"> <li>• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]</li> <li>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul> <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

**Marking instructions**

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

**Indicative content guidance**

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- Hitler was able to use the Reichstag Fire (February 1933) as a first step to dictatorship by persuading Hindenburg to pass an emergency decree, which gave the police wide-ranging powers.
- Hitler was able to eliminate political opposition to the Nazi Party e.g. blaming the Communists for the Reichstag Fire (February 1933) effectively brought an end to communist opposition.
- The Enabling Act (March 1933) provided the legal foundation of Hitler's dictatorship because it gave his government the power to pass laws without the Reichstag for the next four years.
- Hitler used the powers of the Enabling Act to begin to establish a dictatorship e.g. it enabled him to pass laws banning all political parties as well as trade unions.
- Hitler removed internal threats from within the Nazi Party to his dictatorship e.g. the threat from Röhm and the SA was eliminated on the Night of the Long Knives (June 1938).
- Hitler took advantage of the death of Hindenburg (August 1938) to take political and military control of Germany; as Führer Hitler combined the roles of Chancellor and President and the army swore an oath of allegiance to him.



Question		
3 (a)		<p>How useful are Sources B and C for an enquiry into the reasons for the growth in support for the Nazi Party in the years 1929-32? Explain your answer, using Sources B and C and your own knowledge of the historical context.</p> <p><b>Target:</b> Analysis and evaluation of source utility. <b>AO3:</b> 8 marks</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance<sup>1</sup>. Simple comprehension of the source material is shown by the extraction or paraphrase of some content. Limited contextual knowledge is deployed with links to the sources.</li> </ul>
2	3–5	<ul style="list-style-type: none"> <li>Judgements on source utility for the specified enquiry are given, using valid criteria. Judgements are supported by developed comment related to the content of the sources and/or their provenance<sup>1</sup>. Comprehension and some analysis of the sources is shown by the selection and use of material to support comments on their utility. Contextual knowledge is used directly to support comments on the usefulness of the content of the sources and/or their provenance.</li> </ul>
3	6–8	<ul style="list-style-type: none"> <li>Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance<sup>1</sup> affects the usefulness of the source content. The sources are analysed to support reasoning about their utility. Contextual knowledge is used in the process of interpreting the sources and applying criteria for judgements on their utility.</li> </ul>

#### Notes

1. Provenance = nature, origin, purpose.

#### Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

No credit may be given for contextual knowledge unless it is linked to evaluation of the sources.

No credit may be given for generic comments on provenance which are not used to evaluate source content.

#### Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

#### Source B

The usefulness could be identified in terms of the following points which could be drawn from the source:

- It suggests that the Nazis were targeting the unemployed for support because the slogan on the wall says 'Vote Hitler'.
- The length of the queue may suggest the scale of both the unemployment problem in Germany and the desperate situation many people found themselves in.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- Although not a direct source of evidence for the enquiry, as it was probably used by the newspaper to highlight specifically the worsening plight of the unemployed, the photograph is an indirect source of evidence for the desperate situation in which many people found themselves.
- The photograph was taken in Hanover in 1932 at a time when the worst effects of the Depression were being felt in Germany; Hanover may not have been a typical town.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- A massive rise in electoral support for the Nazis in the period 1929–32 coincided with the rise in unemployment in Germany during the depression years; by January 1932 over 6 million Germans were unemployed.
- Most of the unemployed were in a desperate situation; Nazi election propaganda promised to abolish unemployment in Germany and provided practical help by organising soup kitchens.

### **Source C**

The usefulness could be identified in terms of the following points which could be drawn from the source:

- The source states that Hitler won support because he convinced his audiences that he would be able to solve Germany's problems.
- The source suggests that Hitler was seen as a potential saviour against the rise of the Communists.
- The source provides evidence of the role of the SA in increasing support for Hitler and the Nazis.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- It is from an autobiography written many years later by a leading Nazi who, even with the benefit of hindsight, was still impressed by the impact of one of Hitler's speeches.
- The author is writing about his own experiences of hearing one of Hitler's speeches.

Knowledge of the historical context should be deployed to support inferences and/ or to assess the usefulness of information. Relevant points may include:

- Hitler had developed the art of public speaking in the early days of the Nazi Party and was a powerful speaker. His timing, expression and the content of his speeches impressed listeners.
- In his speeches Hitler could be all things to all people. He portrayed himself as a war hero, a saviour and an ordinary man in the street. He was able to tailor his message to the audience.

Question		
<b>3 (b)</b>		<p>Study Interpretations 1 and 2. They give different views on the reasons for the growth in support for the Nazi Party in the years 1929-32. What is the main difference between the views? Explain your answer, using details from both interpretations.</p> <p><b>Target:</b> Analysis of interpretations (how they differ).  <b>AO4:</b> 4 marks</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>Limited analysis of the interpretations is shown by the extraction or paraphrase of some content, but differences of surface detail only are given, or a difference of view is asserted without direct support.</li> </ul>
2	3–4	<ul style="list-style-type: none"> <li>The interpretations are analysed and a key difference of view is identified and supported from them.</li> </ul>
<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p><b>Indicative content guidance</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive and other relevant material not suggested below must also be credited.</p> <ul style="list-style-type: none"> <li>A main difference is that Interpretation 1 emphasises the central role Hitler played in increasing support for the Nazis in the years 1929–32 such as his speeches and propaganda. Interpretation 2, on the other hand, emphasises the importance of chance events such as the depression and unemployment in increasing support for the Nazis.</li> </ul>		

Question		
3 (c)		<p>Suggest <b>one</b> reason why Interpretations 1 and 2 give different views about the reasons for the growth in support for the Nazi Party in the years 1929–32. You may use Sources B and C to help explain your answer.</p> <p><b>Target:</b> Analysis of interpretations (why they differ). <b>AO4:</b> 4 marks</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>A simple valid explanation is offered but displaying only limited analysis. Support for the explanation is based on simple undeveloped comment or on the selection of details from the provided material or own knowledge, with only implied linkage to the explanation.</li> </ul>
2	3–4	<ul style="list-style-type: none"> <li>An explanation of a reason for difference is given, analysing the interpretations. The explanation is substantiated effectively.</li> </ul>
<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p><b>Indicative content guidance</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive. The examples below show different approaches to explaining difference, any one of which may be valid. Other valid material must be credited.</p> <ul style="list-style-type: none"> <li>The interpretations may differ because they give different weight to different sources. For example, Source C provides some support for Interpretation 1, which stresses the importance of the part played by Hitler in bringing the Nazis to power, while Source B provides some support for Interpretation 2 which emphasises the part played by unemployment in increasing support for the Nazis.</li> <li>The interpretations may differ because they are partial extracts: Interpretation 1 focuses only the role of Hitler especially his speeches in increasing support for the Nazis; Interpretation 2 focuses only on the part played by external events such as the depression in encouraging people to vote for the Nazis.</li> <li>The interpretations may differ because the authors have a different emphasis, with Interpretation 1 dealing with the importance of one individual in increasing support for the Nazis and Interpretation 2 focusing on the importance of wider, external events.</li> </ul>		

Question		
3 (d)		<p>How far do you agree with Interpretation 2 about reasons for the growth in support for the Nazi Party in the years 1929–32? Explain your answer, using both interpretations, and your knowledge of the historical context.</p> <p><b>Target:</b> Analysis and evaluation of interpretations.  <b>AO4:</b> 16 marks  <b>Spelling, punctuation, grammar and the use of specialist terminology (SPaG):</b> up to 4 additional marks</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> <li>Answer offers simple valid comment to agree with or counter the interpretation. Limited analysis of one interpretation is shown by selection and inclusion of some detail in the form of simple paraphrase or direct quotation. Generalised contextual knowledge is included and linked to the evaluation.</li> </ul>
2	5–8	<ul style="list-style-type: none"> <li>Answer offers valid evaluative comment to agree with or counter the interpretation. Some analysis is shown in selecting and including details from both interpretations to support this comment. Some relevant contextual knowledge is included and linked to the evaluation. An overall judgement is given but its justification is insecure or undeveloped and a line of reasoning is not sustained.</li> </ul>
3	9–12	<ul style="list-style-type: none"> <li>Answer provides an explained evaluation, agreeing or disagreeing with the interpretation. Good analysis of the interpretations is shown indicating difference of view and deploying this to support the evaluation. Relevant contextual knowledge is used directly to support the evaluation. An overall judgement is given with some justification and a line of reasoning is generally sustained.</li> </ul>
4	13–16	<ul style="list-style-type: none"> <li>Answer provides an explained evaluation reviewing the alternative views in coming to a substantiated judgement. Precise analysis of the interpretations is shown, indicating how the differences of view are conveyed and deploying this material to support the evaluation. Relevant contextual knowledge is precisely selected to support the evaluation. An overall judgement is justified and the line of reasoning is coherent, sustained and logically structured.</li> </ul>
Marks for SPaG		
Performance	Mark	Descriptor
	0	<ul style="list-style-type: none"> <li>The learner writes nothing.</li> <li>The learner's response does not relate to the question.</li> <li>The learner's achievement in SPaG does not reach the threshold performance level, e.g. errors in spelling, punctuation and grammar severely hinder meaning.</li> </ul>
Threshold	1	<ul style="list-style-type: none"> <li>Learners spell and punctuate with reasonable accuracy.</li> <li>Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.</li> <li>Learners use a limited range of specialist terms as appropriate.</li> </ul>
Intermediate	2–3	<ul style="list-style-type: none"> <li>Learners spell and punctuate with considerable accuracy.</li> <li>Learners use rules of grammar with general control of meaning overall.</li> <li>Learners use a good range of specialist terms as appropriate.</li> </ul>
High	4	<ul style="list-style-type: none"> <li>Learners spell and punctuate with consistent accuracy.</li> <li>Learners use rules of grammar with effective control of meaning overall.</li> <li>Learners use a wide range of specialist terms as appropriate.</li> </ul>

### Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

No credit may be given for contextual knowledge unless it is linked to evaluation of the interpretations.

In all levels, the second sentence relates to analysis and while the rest relate to evaluation. The following rules will apply:

- In Level 1, answers that meet the requirements only in relation to analysis without evidence of evaluation should be awarded 1 mark.
- In other levels, answers that meet the requirements only in relation to analysis (but that also fully meet the descriptors for evaluation of the level below) should be awarded no more than the bottom mark in the level.

### Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

The interpretation to be evaluated suggests that it was the impact of events that brought about increased support for the Nazis in the years 1929–32.

Relevant points from the provided material and own knowledge which support the claim made in the interpretation may include:

- Interpretation 2 supports the claim by providing examples of events such as the Wall Street Crash, the depression and unemployment.
- Interpretation 2 supports the claim by suggesting that without the Wall Street Crash, and the depression and unemployment that followed, the Nazi Party would have remained a minor party.
- In the years 1924–28 Germany had experienced a period of relative prosperity and it was not until 1929 that the economy experienced a general downturn.
- Many people blamed the Weimar Government for the depression and began to support parties such as the Nazis who were opposed to the Republic; the Nazi share of the vote increased from less than 10% to over 30% from 1929–32.
- The depression brought increased support for the communists and some Germans, especially businessmen and industrialist, supported the Nazis to prevent a possible communist government.

Relevant points from the provided material and own knowledge that counter the view may include:

- Interpretation 1 states that it was Hitler who played the key role in increasing support for the Nazi Party in the years 1929–32.
- Interpretation 1 claims it was Hitler who brought increased support by providing examples of his abilities as a speaker that enabled him to identify with the audience and give them hope.
- That it was due to the leadership of Hitler is supported by his activities in 1932 when he toured all over Germany and spoke to huge meetings of people in halls and sports stadia.
- Hitler's decision to put Goebbels in charge of Nazi propaganda ensured that the Nazi message was heard everywhere, particularly on the radio.
- The organisation and discipline of the Nazi party attracted many Germans, and the Hitler Youth provided opportunities for young people.