



GCSE History: Paper 3 Marking Training

1HI0-24O10

Modern Depth Study

Q1 Making inferences from sources (4 marks)

Exemplar response 1

Russia and the Soviet Union Q1, 2024

Source A: A painting by a Russian artist, 1922. The painting shows Red Army soldiers requisitioning grain from peasants.



Question	
1	<p>Give two things you can infer from Source A about War Communism.</p> <p>Target: Source analysis (making inferences). A03: 4 marks.</p>
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">• <i>War Communism disrupted the lives of peasants (1). On the right of the picture, peasants seem to be arguing with the soldiers (1).</i>• <i>The Red Army were prepared to use force to ensure grain was requisitioned (1). The Red Army soldiers are carrying weapons (1).</i>• <i>Peasants were reluctant to give up grain (1). It seems the peasants are being held back while Red Army soldiers are taking grain out of the house (1).</i> <p>Accept other appropriate alternatives.</p>	



(i) What I can infer:

I can infer that the peasants were not happy with the red army

Details in the source that tell me this:

The peasants shouting at the army soldiers

(ii) What I can infer:

I can infer that the sacks of grain are heavy

Details in the source that tell me this:

where it shows two men struggling to lift it



Activity 1: use the mark scheme on p.1 above to decide on the mark for Exemplar response 2 below.

Exemplar response 2

(i) What I can infer:

The parents disliked war communism.

Details in the source that tell me this:

The parents look incredibly displeased by the requisitioning, implying how unfair and shocking it was.

(ii) What I can infer:

War communism was very brutal.

Details in the source that tell me this:

The Red Army soldiers carry rifles, implying that they need to be threatening.



Q2 Analysis of causation (12 marks)

[Getting Started Guide](#), pp.36–37.

Mark	12-mark questions	Level
0	No rewardable material.	
1–3	<ul style="list-style-type: none">• A simple or generalised answer is given, lacking development and organisation. [AO2]• Limited knowledge and understanding of the topic is shown. [AO1]	1
4–6	<ul style="list-style-type: none">• 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]• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]	2

Mark	12-mark questions	Level
7–9	<ul style="list-style-type: none">• 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]• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] <p><i>Maximum 8 marks for answers that do not address three or more aspects of content.</i></p>	3
10–12	<ul style="list-style-type: none">• 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]• 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] <p><i>No access to Level 4 for answers that do not address three or more aspects of content.</i></p>	4

The USA Q2 (2024)

- 2 Explain why the USA was **not** able to win the war against the Vietcong in the years 1964–73.

(12)

You **may** use the following in your answer:

- the Vietcong use of booby traps
- the US use of Agent Orange

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



Exemplar response 3

The USA Q2 (2024)

One reason the USA was not able to win the war against the Vietcong was the Vietcong use of booby traps. This meant that caused 11% of US deaths in the Vietnam war and therefore public opinion in the US decreased dramatically. This was absolutely pivotal to the US loss in Vietnam as it reduced ^{the} number of soldiers, decreased public opinion but more importantly it exacerbated the degrading mental state of US troops, ~~making it~~ messing with their heads and making it absolutely impossible for the US to win the war against the Vietcong in the years 1964-1973.

Another reason the USA was not



able to win the war against the Viet Cong was the USA's use of chemical weaponry such as napalm and agent orange. This is shown ~~during the my lai massacre~~ as when a search and destroy mission of Pinkville turned into the my lai massacre. This caused thousands of deaths but not of the Viet Cong like troops hoped, innocent peasants. Furthermore this increased Viet Cong support in South Vietnam as the Viet Cong remained respectful to civilians unless provoked. This blunder was so bad the US tried to sweep it under the rug, but when the news of the attack was released in 1968 it was absolutely pivotal for the US loss of the war against the Viet Cong as it spread a wholesale feeling of mistrust towards US troops and caused a turning point when it came to US opinions on the war.



Furthermore another reason why the US could not win in the war against ^{the} Vietcong was their tactics and strategy. To win the Vietnam war the US needed the Vietnamese civilians to respect Capitalism so much so that when the US left the country would stay Capitalist. However, due to their foreign policy of the domino theory, the US strategy focused solely on militaristic action. This exacerbated tensions in Vietnam as this meant the US would use traditional war tactics such as air raids. This is absolutely pivotal to the US not being able to win in the war against the Vietcong as the lack of US geographical knowledge of Vietnam meant that these air raids were mostly killing innocents, decreasing public opinion of the capitalist ideology in Vietnam and decreasing public opinion of the war in the US.

(Total for Question 2 = 12 marks)



The USA Q2 (2024) – indicative content in mark scheme

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:

- It was difficult for the US troops to combat and defeat Vietcong guerrilla tactics such as the use of booby traps, tunnels and ambushes.
- American tactics, for example, the use of chemical weapons such as Agent Orange, antagonised the Vietnamese population, making them likely to support the Vietcong against the Americans.
- The nature of guerrilla warfare meant that combat was small-scale, preventing American troops from using their superior technology.
- The morale of American troops, and therefore their commitment, was affected by the unpredictable nature of guerrilla warfare and the difficulties in identifying members of the Vietcong.
- The Americans failed to win the 'hearts and minds' of peasants in South Vietnam; policies such as 'Strategic Hamlets' and 'Search and Destroy' antagonised them.
- Opposition to involvement in the war increased within the USA, making it difficult for politicians to justify funding the war.



Activity 2: use the mark scheme on p.4 above to form a 'best-fit' judgement as to the Level and mark for Exemplar response 4 below.

Exemplar response 4

The USA Q2 (2024)

~~The~~ Although the USA ~~is~~ was significantly bigger than the Vietcong and had more troops, the US were not able to ~~be~~ defeat them. This is because the Vietcong had a number of underground trenches that the ~~US~~ ^{US} didn't even know about. This gave the Vietcong a huge advantage as they could ~~att~~ attack easier.

Another reason why the US ~~weren't~~ ^{didn't} ~~defeated~~ win was because of the attack in My Lai. The ~~us~~ US sent troops to attack those in the My Lai village with a dangerous chemical. The chemical burnt ~~everything~~ ^{ruined} in the village ~~and~~ and ~~burn~~.



people's skin. Then a famous photo was getting surfaced in the US of a ^{naked} ~~child~~ little girl screaming as the chemical ~~was~~ had eaten away at her clothes and ~~was eventually~~ eating her skin. As it was getting surface, many in the US saw and disagreed with the sending of the troops. As the US is a democratic country, President Nixon had to listen to his country and withdraw.



Q3a Evaluation of source utility (8 marks)

[Getting Started Guide](#), pp.30.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none">A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance¹. Simple comprehension of the source material is shown by the extraction or paraphrase of some content. Limited contextual knowledge is deployed with implicit links to the sources.
2	3–5	<ul style="list-style-type: none">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 provenance¹. 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 to support comments on the usefulness of the content of the sources and/or their provenance.
3	6–8	<ul style="list-style-type: none">Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance¹ 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.
Notes: 1. Provenance = nature, origin, purpose.		

Activity 3: using the mark scheme above, what do you notice is the difference between a Level 2 and a Level 3 answer?



Germany Q3a (2024) – Sources B and C

Source B: From the *Organisation Book of the Nazi Party*, published during Nazi rule. This book set out the role and duties of officials in the Nazi Party. Here it lists the duties of officials who reported on the behaviour of people living in their local area.

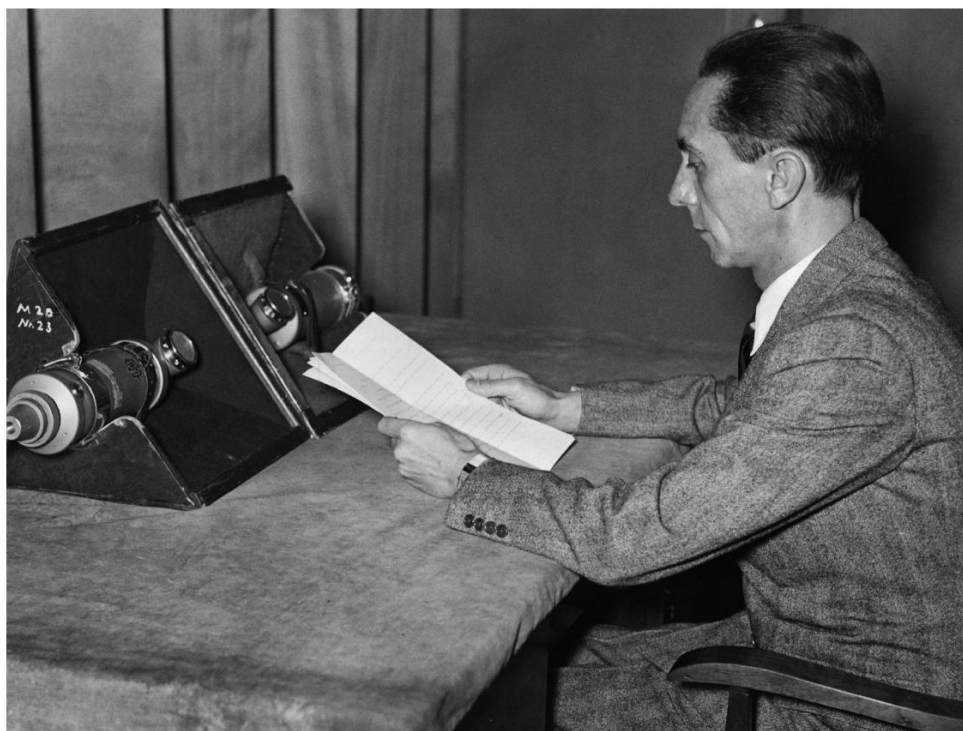
It is your duty to identify people spreading rumours harmful to the Party. You should report them to your local Party Leader, so that these people can be reported to the government authorities.

You must support and defend National Socialist ideas.

You must continually remind Party members of their duties towards the people and the state.

It should be your aim that the sons and daughters of families within your area of housing become members of the various Nazi organisations, such as the Hitler Youth, SA, SS, and the German Labour Front, and that they attend Nazi meetings, rallies, celebrations.

Source C: A photograph published in a German newspaper in 1935. It was taken by Hitler's official photographer. The photograph shows Josef Goebbels, Hitler's Minister for Propaganda, making a radio broadcast. He is reading out Hitler's New Year message to the German people.





Exemplar response 5

Germany Q3a (2024)

Source D is useful into an enquiry into Nazi methods of controlling the people because it was written, published and promoted by the Nazis during Nazi rule. This allows us to get first hand opinions directly from the party. Its purpose was for it to inform and entail directly to the party officials their duties and roles to support the party. ~~It also states that~~ Its contents include how any rumors of harm to the party must be reported on and I know this is accurate of the time because the state was a police state which relied on the peoples honesty as well as the gestapo and police to find any unlawful citizens. The source also states that the officers must aim for all their children to attend Hitler groups, which I know was typical because during this time period other youth groups were banned and attendance to the Hitler youth became compulsory. Therefore, this source is very useful because it provides a direct message from the Nazis of their methods of people control.



Source C is useful for an enquiry into Nazi methods of controlling the people because it demonstrates the importance of propaganda for the Nazis. It is a photograph which can be staged however I know that radiobroadcasts and other methods of new technology were widely used by Nazi propaganda in order to spread Hitler's messages to a much wider range of people. The content of this picture is crucial as it shows Joseph Goebbels who I know Hitler appointed as his leader of Nazi propaganda reading out one of Hitler's speeches which was commonly done because I know Hitler was an extremely charismatic speaker. Therefore this source is very useful to the enquiry because it was written in 1935 ~~and it is a photograph~~ so it directly demonstrates a large method of propaganda and influence used by the Nazis.



Germany Q3a (2024) – indicative content in the mark scheme

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:

- Source B shows the key role of the local official, who was expected to monitor the activities of people in his area and report any lack of support for the Nazi Party.
- The instructions show that even gossip and rumours were seen as a problem that must be suppressed and reported upwards.
- The source indicates how wide-ranging the Nazi organisations were and how thorough the monitoring system was.

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:

- Source B is taken from the Nazi Party's official instructions and therefore reflects the Nazi Party's policies and priorities.
- The purpose of Source B is to show how Nazi officials across Germany were expected to control people's behaviour.

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

- People accused of disloyalty could be dealt with by the police and courts, or the SS and Gestapo.
- People's lives were controlled in different ways: a range of organisations targeted various groups, such as farmers, teachers, women, children, while policies aimed to control people's lives at work and in their leisure.

Source C

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

- Source C implies that Goebbels and Hitler were aware of the importance of the radio for communicating messages to the German people and that it could be used as a medium of propaganda.
- Source C suggests the importance of Goebbels' role as Minister for Propaganda, since Hitler has chosen Goebbels to read out his message.
- The photograph shows Hitler's New Year message being recorded, which suggests that the Nazis wanted to use key moments to reinforce Nazi ideas.

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:

- The fact that the photograph was published in a newspaper shows that the Nazis made use of print, as well as radio, to convey messages to as many German people as possible.
- Hitler may have intended to use the photograph as propaganda, since the photograph was taken by his official photographer.

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

- The People's Receiver radio was produced and the cost heavily subsidised to encourage people to buy a radio.
- Speeches were broadcast over loudspeakers in the street and in the workplace.



Activity 4: use the mark scheme on p.11 above to form a 'best-fit' judgement as to the Level and mark for Exemplar response 6 below.

Exemplar response 6

Germany Q3a (2024)

Source B is ^{very} useful for an enquiry into Nazi methods of controlling the German people as it shows the 'duties' of officials in the Nazi party. Using the source we can infer the type of duties placed on the officials and how they were used to control the Germans. In the list it says 'it is your duty to identify people spreading rumours harmful to ~~the~~ party ... so that they can be reported to the government authorities'. This shows how the Nazis tried to gain control over the people and it shows their methods of manipulation. In the list of duties it also talks about sons and daughters and how they have to become members of various Nazi organisations and that they ^{must} attend the Nazi meetings, rallies and celebrations. This shows how the Nazi lifestyle was pressurised onto the youth and that they had to conform to the ideal society. In my opinion, I think Source C is ~~not~~ useful for an enquiry into Nazi methods of controlling German people as it is ~~just~~ an image of Hitler's minister for Propaganda reading a message from Hitler on a radio broadcast.

This shows that Hitler's messages came straight from him and he had propaganda people to spread the message like for example, on the radio. In Germany many people listened to the radio which supports Hitler as he could influence ~~people~~ people through it. It also shows he had a propaganda team to spread the false images of the Nazi party to fool the Germans. This is why Source C is useful for an enquiry on how the Nazi party controlled the Germans.



Exemplar response 7

Q3b Analysis of interpretations for difference of view (4 marks)

Germany Q3b (2024)

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none">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.
2	3–4	<ul style="list-style-type: none">The interpretations are analysed and a key difference of view is identified and supported from them.

Germany Q3b (2024) – Interpretations 1 and 2

Interpretation 1: From *The Third Reich, A New History* by M Burleigh, published in 2000.

Goebbels, as Minister of Propaganda, aimed to spread Nazi ideas in a variety of subtle ways in daily life. For example, photographs in magazines showed the Führer laughing on the telephone or admiring cars on display at the Automobile Show. Radio broadcasts created an emotional tone, using fanfares and warlike music.

Mass rallies, such as those at Nuremberg, were a combination of popular celebration, military parade, political meeting and sacred ceremony. These rallies were spectacular, themed events, reflecting how the Nazi regime wished to see itself.

Interpretation 2: From *Coercion and Consent in Nazi Germany*, an article by R Evans, published in 2007.

The main technique used to create terror was the use of the law. It was against the law to belong to any political group apart from the Nazi Party. It was also illegal to tell jokes about Hitler and illegal to spread rumours about the Nazi government.

The police had the legal power to open people's letters and listen to phone calls. The police could also imprison people without trial. For example, in 1933, 100 000 people were imprisoned without a trial. New laws were passed to extend the use of the death penalty.



Interpretation 1 was mainly focusing on how Hitler spread his words and ideas in a ^{subtly} ~~strong~~ way. However, for example, the highlighted quotation "Radio broadcasts created an emotional tone." this is using propaganda to get people to agree with Hitler and the Nazis. However, Interpretation 2 focused on mainly violence and the consequences if anybody talked bad upon Hitler and the Nazis. "109,000 people imprisoned without trial" this is using interrogation and violence through law to get people to ~~q~~ like Hitler and the Nazis.

Germany Q3b (2024) – indicative content in mark scheme

Indicative content guidance

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.

- A main difference is that Interpretation 1 suggests the Nazis were able to control Germany through propaganda, which ensured that Nazi ideas were spread to the people. Interpretation 2, on the other hand, emphasises the Nazi creation of a police state, using the law to control people's behaviour.



Activity 5: use the mark scheme on p.17 above to form a judgement as to the Level and marks for Exemplar responses 8 below.

Exemplar response 8

Germany Q3b (2024)

In Interpretation 1 they showed the "good" side of the Nazis and how they wanted to be seen. Although in Interpretation 2, their view was the reality of how the Nazis acted and how people saw them.



Q3c Explanation of a reason for a difference of view (4 marks)

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none">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.
2	3–4	<ul style="list-style-type: none">An explanation of a reason for difference is given, analysing the interpretations. The explanation is substantiated effectively.

Germany Q3c (2024) – indicative content in mark scheme

Indicative content guidance

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.

- The interpretations may differ because the authors may have given weight to different sources. For example, Source C illustrates the use of the radio to convey messages, which provides some support for Interpretation 1 about various propaganda techniques used by Goebbels, while Source B gives some details about the systematic use of surveillance by the Nazi Party to control all aspects of people's behaviour and provides some support for Interpretation 2, which emphasises the use of the legal system to investigate and control people's behaviour.
- The interpretations may differ because the authors emphasise different techniques used to control the German people – Interpretation 1 focuses on the use of propaganda to persuade people to conform while Interpretation 2 emphasises the development of the police state to monitor behaviour and force people to obey.
- They may differ because the authors have a different approach to explaining Nazi policies– Interpretation 1 is suggesting Nazi control was done in a positive way, implying people were willing to conform to Nazi ideas, whereas Interpretation 2 is suggesting people were controlled in a negative way, through the state's legal powers and coercion.



Exemplar response 9

Germany Q3c (2024)

This is because people have different opinions on certain things that happen causing there to be two writings about the same objective but different views. This is also because interpretation 1 matches with Source C, while interpretation 2 matches with Source B, therefore the writers have different reference materials.

Activity 6: use the mark scheme on p.20 above to form a judgement as to the Level and mark for Exemplar response 10 below.

Exemplar response 10

Germany Q3c (2024)

One reason interpretations 1 and 2 differ is because the historians have given weight to different sources. Interpretation 1 focusses on Nazi use of propaganda: 'photographs in magazines... radio broadcasts... mass rallies'. This means that the historian may have used a source like source ^C which also focusses on the use of propaganda: it shows Goebbels making a speech on a radio broadcast. Whereas interpretation 2 focusses on the use of the police: 'the police had the legal power to open people's letters and listen to phone calls'. This means that the historian would have used a source similar to source ^B which also focusses on the role of the law and the duty people had to report others: 'report them to your local Party Leader so that these people can be reported to the authorities'.



Q3d Evaluation of a historical interpretation (16 + 4 marks)

[Getting Started Guide](#), pp.59.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none">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.
2	5–8	<ul style="list-style-type: none">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.
3	9–12	<ul style="list-style-type: none">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.
4	13–16	<ul style="list-style-type: none">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.



Germany Q3d (2024) – indicative content in mark scheme

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 the Nazis controlled the German people through legal coercion and the creation of a police state.

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

- Interpretation 2 explains that the police had legal powers to investigate and intimidate people.
- Interpretation 2 suggests that the state had wide-ranging powers to investigate people's attitudes and punish any signs of dissent.
- The Nazis systematically eliminated sources of potential opposition from other political parties, trade unions, the Churches and the army.
- The first concentration camp was opened at Dachau in March 1933.
- 'People's Courts' were set up in 1934 to try people accused of crimes against the state, showing that legal intimidation was a key element in Nazi control from the start.

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

- Interpretation 1 shows that Goebbels controlled information reaching the public through a range of media.
- Interpretation 1 illustrates the positive aspects of the Nazi regime that were presented to the people in propaganda.
- Goebbels' Ministry of Propaganda controlled aspects of culture, such as the theatre, films, literature, music etc.
- Nazi propaganda targeted various groups in society in order to portray Nazi rule as beneficial, and celebrated achievements, such as in the economy and the Berlin Olympics, in order to maintain popular support.
- Ownership of radio sets dramatically increased during the 1930s.



Exemplar response 11

Germany Q3d (2024)

To some extent I agree with this interpretation and that the Nazis main way of control was through the use of ~~the law~~ ^{the law}. During many rallies/Reichstag voting elections members of the SA were known for targetting and physically attacking members of the communist party in hopes of scaring them into stepping down from elections. As a result of this the Nazis won 203 ~~votes~~ ^{seats} in the 1932 election and as a result very quickly changed the laws and created some new ones in order to support their ideologies. The most famous being the Nuremberg laws these were a set of laws implemented by the Nazis that helped to go against Judaism these laws involved things such as Jews could not hold any high level occupation e.g doctor/teacher/judge and that Jews could not attend school. The laws were quickly followed by boycotts and attacks on both Jewish shops and places of worship.

However to some extent I disagree with this interpretation. I believe that the Nazis also mainly



Used violence and fear as their main way of control. They used to make public examples of those who did not follow Nazi orders. People would be beaten or even in some cases killed in the street for disregarding the usual Nazi regime. The most infamous use of violence to threaten and control was aimed at the Jewish population in Germany and came in place of the night of broken glass or Kristallnacht as it is better known. Kristallnacht was a night that involved many people mostly Nazis breaking windows and doors of Jewish shops or synagogues. They also burnt books written by Jewish authors in the streets. This included any holy books.

In conclusion, I believe that the Nazis mainly used violence and fear to control the German population and that they knew nobody would oppose them if they did so.



Activity 7: use the mark scheme on p.23 above to form a judgement as to the Level for Exemplar response 12 below.

Exemplar response 12

Germany Q3d (2024)

historical context.

mostly

(16)

I agree with interpretation 2 about Nazi methods of controlling their people to a certain extent through the idea that they used laws and fear to control the people. This can be seen when it states, "The police had the legal power to open people's letters and listen to phone calls". From my own contextual knowledge I know this to be true through the actions of the Gestapo. The Gestapo were a secret Nazi police force that were ^{not} uniformed and ~~there~~ would search for political opposition. They would tap ~~phones~~ into phones, had networks of informants and would regularly spy on people, closely linking with the government. They would also sometimes use torture in order to gain confessions. They were also very successful, as in 1939 alone the Gestapo had arrested 160,000 people for political offences, making me agree heavily with interpretation 2 as ^{the} fear of the Gestapo spying on ~~every~~ the people would allow the Nazis to control the people. Next, I agree with the interpretation when it states that, "New laws were passed to extend the use of the death penalty". From my own knowledge I know this to be true as



Nazis used the death penalty increasingly through their law courts. The Jury was abolished, Judges now decided innocence, guilt and punishment, Hitler sometimes imposing these sentences himself. As a result, punishments became harsher, and between 1934-39, 81 people had been given the death penalty. This heavily contrasts to the death penalty between 1930-32 which was only used 8 ~~times~~ times, further showing how the Nazis used new laws to control their people as these death penalties acted as deterrents, making me agree even further with the interpretation. However I do not agree fully with interpretation 2's idea that law was the ~~the~~ whole reason why the Nazis controlled people. This can be seen when it states, "It was also illegal to tell jokes about Hitler". Whilst I know that this is true from my own knowledge, I also know that this law was not always ~~followed~~ followed. This was through the Gidelweiss pirates, ^(founded early 1930s) a group of teens that opposed the Nazis and Hitler youth. They regularly made jokes about and at Hitler and the Nazis and sometimes attacked Hitler youth members. Furthermore by 1939 their numbers had reached 2000 members, showing their popularity. As a result, whilst it was illegal to make jokes about Hitler, some ~~the~~ still did so, making me not fully agree with interpretation 2 as ^{set} laws



did not always control the German people effectively.

On the other hand, I only partially agree with Interpretation 21 to a certain extent ~~which it states that~~ but that propaganda was used to control the German people seen when it states that, "Mass rallies, such as those at Nuremberg, were a combination of popular celebration". I know this to be true as the Nuremberg rally in 1934, organised by ~~the~~ Goebbels, was a mass display of the Nazi party. There were over 200,000 party supporters there, in a large stadium with massive symbols of eagles and hundreds of Swastika symbols. ~~All~~ All of this would make the party seem very organised, strong and give the German people the idea of unity, allowing the Nazi party to control people this way. Moreover these rallies were held frequently and especially interested young people as it gave them great excitement. As a result this propaganda allowed the Nazis to control the German people making me heavily agree with this part of the interpretation. However I do not ^{fully} agree with the part of ~~some~~ interpretation to a certain extent when it states, "Radio broadcasts created an emotional tone". Whilst it is ~~not~~ true that radio broadcasts were a way of propaganda for the Nazis, ~~this broadcasting~~ ^{this broadcasting} was still partially enforced. ~~On~~ On regular occasions workers



We forced to stop work and listen to Hitler speak on the radio rather than out of their own will, ~~should have~~ and ~~could~~ would sometimes have no care for his message. This leads me to disagree with interpretation 1 as it shows that some of the propaganda the Nazis produced was still forced and a part of law, linking in with the idea of law controlling the people in Germany in interpretation 2, furthering my agreement with it to a certain extent.

Overall I heavily agree with interpretation 2 to a certain extent as it mentions the Nazis use of law and fear to control its people, linking in with my knowledge ~~that~~ of the Gestapo, law courts and death penalty. However it is limited as not everyone was controlled by these laws, such as the Edelweiss pirates which regularly made jokes about Hitler when it was law not to. I only partially agree with interpretation 1 to an extent as whilst rallies interested ~~many people, this was not enough~~ many people through propaganda, radio was ~~at~~ sometimes forced, ~~the~~ making one ~~disagree~~ disagree that propaganda was the reason for this control and again ~~I~~ heavily agree that it was due to law and fear to a certain extent.



Levels/marks awarded on exemplar answers

Exemplar answer 1	Russia Q1 (2024)		2 marks
Exemplar answer 2	Russia Q1 (2024)	Activity 1	4 marks
Exemplar answer 3	USA Q2 (2024)		Level 4, 12 marks
Exemplar answer 4	USA Q2 (2024)	Activity 2	Level 2, 6 marks
Exemplar answer 5	Germany Q3a (2024)	Activity 3	Level 3, 8 marks
Exemplar answer 6	Germany Q3a (2024)	Activity 4	Level 2, 5 marks
Exemplar answer 7	Germany Q3b (2024)		Level 2, 4 marks
Exemplar answer 8	Germany Q3b (2024)	Activity 5	Level 1, 2 marks
Exemplar answer 9	Germany Q3c (2024)		Level 1, 2 marks
Exemplar answer 10	Germany Q3c (2024)	Activity 6	Level 2, 4 marks
Exemplar answer 11	Germany Q3d (2024)		Level 2, 6 marks (+3)
Exemplar answer 12	Germany Q3d (2024)	Activity 7	Level 4, 15 marks (+4)

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