

Option 31: Weimar and Nazi Germany, 1918–39

Key topic 1: The Weimar Republic 1918–29

1 The origins of the Republic, 1918–19	<ul style="list-style-type: none"> The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19. The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution.
2 The early challenges to the Weimar Republic, 1919–23	<ul style="list-style-type: none"> Reasons for the early unpopularity of the Republic, including the 'stab in the back' theory and the key terms of the Treaty of Versailles. Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch. The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr.
3 The recovery of the Republic, 1924–29	<ul style="list-style-type: none"> Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment. The impact on domestic policies of Stresemann's achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.
4 Changes in society, 1924–29	<ul style="list-style-type: none"> Changes in the standard of living, including wages, housing, unemployment insurance. Changes in the position of women in work, politics and leisure. Cultural changes: developments in architecture, art and the cinema.

Key topic 2: Hitler's rise to power, 1919–33

1 Early development of the Nazi Party, 1920–22	<ul style="list-style-type: none"> Hitler's early career: joining the German Workers' Party and setting up the Nazi Party, 1919–20. The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA.
2 The Munich Putsch and the lean years, 1923–29	<ul style="list-style-type: none"> The reasons for, events and consequences of the Munich Putsch. Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and <i>Mein Kampf</i>. The Bamberg Conference of 1926.
3 The growth in support for the Nazis, 1929–32	<ul style="list-style-type: none"> The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party. Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA.
4 How Hitler became Chancellor, 1932–33	<ul style="list-style-type: none"> Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher. The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.

Key topic 3: Nazi control and dictatorship, 1933–39

1 The creation of a dictatorship, 1933–34	<ul style="list-style-type: none">• The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions.• The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance.
2 The police state	<ul style="list-style-type: none">• The role of the Gestapo, the SS, the SD and concentration camps.• Nazi control of the legal system, judges and law courts.• Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat.
3 Controlling and influencing attitudes	<ul style="list-style-type: none">• Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics (1936).• Nazi control of culture and the arts, including art, architecture, literature and film.
4 Opposition, resistance and conformity	<ul style="list-style-type: none">• The extent of support for the Nazi regime.• Opposition from the Churches, including the role of Pastor Niemöller.• Opposition from the young, including the Swing Youth and the Edelweiss Pirates.

Key topic 4: Life in Nazi Germany, 1933–39

1 Nazi policies towards women	<ul style="list-style-type: none">• Nazi views on women and the family.• Nazi policies towards women, including marriage and family, employment and appearance.
2 Nazi policies towards the young	<ul style="list-style-type: none">• Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens.• Nazi control of the young through education, including the curriculum and teachers.
3 Employment and living standards	<ul style="list-style-type: none">• Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment.• Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour.
4 The persecution of minorities	<ul style="list-style-type: none">• Nazi racial beliefs and policies and the treatment of minority groups: Slavs, Roma and Sinti, homosexuals, and people with disabilities• The persecution of Jewish people, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and 'Kristallnacht'.

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

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Pearson Edexcel GCSE (9–1)

Sample assessment materials for first teaching September 2016

Time 1 hour 30 minutes

Paper
reference

1HI0/31

History

PAPER 3: Modern depth study

Option 31: Weimar and Nazi Germany, 1918–39

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.
- In Section A, answer Question 1 and **EITHER** Question 2a **OR** Question 2b. Then answer **all** questions in Section 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.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A

Answer Question 1 and then EITHER Question 2(a) OR Question 2(b).

Study Source A below and then answer Question 1.

Source A: From *Hitler and I*, by Otto Strasser, published in 1940. Strasser was a leading member of the Nazi Party in its early years. Here he remembers a conversation with Hitler in 1925.

I remember one of my first conversations with him. It was nearly a quarrel. 'Power!' screamed Adolf. 'We must have power!'

'Before we gain it', I replied firmly, 'let us decide what we propose to do with it. Our programme is too vague; we must construct something which will last.'

Hitler, who even then could hardly bear contradiction, thumped the table, saying sharply, 'Power first! Afterwards we can act as events occur.'

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

Complete the table below to explain your answer.

(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)



S 4 9 2 4 6 A 0 3 1 2

Answer EITHER Question 2(a) OR Question 2(b).

EITHER

- 2** (a) Explain why there was opposition in Germany to the Treaty of Versailles (1919).

(12)

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

- military terms
- territorial terms

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

OR

- (b) Explain why Hitler was able to create a dictatorship in the period February 1933 to August 1934.

(12)

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.

(Total for Question 2 = 12 marks)

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TOTAL FOR SECTION A = 16 MARKS



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(4)



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

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

(4)

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Up to 4 marks of the total for part (d) will be awarded for spelling, punctuation, grammar and use of specialist terminology.

- (d) How far do you agree with Interpretation 2 about the attitudes of young people towards the Hitler Youth movement?

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

(20)

[illegible]

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

(Total for spelling, punctuation, grammar and use of specialist terminology = 4 marks)

(Total for Question 3 = 36 marks)

TOTAL FOR SECTION B = 36 MARKS

TOTAL FOR PAPER = 52 MARKS



Pearson Edexcel GCSE (9–1)

Sample assessment materials for first teaching September 2016

Time 1 hour 30 minutes

**Paper
reference**

1HI0/31

History

PAPER 3: Modern depth study

Option 31: Weimar and Nazi Germany, 1918–39

Sources/Interpretations Booklet

Do not return this Booklet with the question paper.

Turn over ►

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Sources/interpretations for use with Section B.

Source B: From a private letter, written by a Hitler Youth member to a friend in Germany in 1936.

What is life like in this camp, which is supposed to be the best example of all the Hitler Youth camps? There is little enthusiasm. We don't have a minute of the day to ourselves. This isn't camp life, no sir! It's army life. Drill starts right after a very small breakfast. We would like to have athletics but there isn't any. Instead we have military exercises, down in the mud, till our tongues hang out of our mouths. We have only one wish: sleep, sleep and more sleep.

Source C: From a book about the Hitler Youth, published in 1954. A Hitler Youth leader is remembering what the Hitler Youth was like in the mid-1930s.

What I liked about the Hitler Youth was the comradeship. I was full of enthusiasm when I joined the *Jungvolk** at the age of ten. I can still remember how deeply moved I was when I heard the club mottoes: '*Jungvolk* are hard. They can keep a secret. They are loyal. They are comrades.' And then there were the trips, especially camping! Is anything nicer than enjoying the beauty of the homeland in the company of one's comrades?

**Jungvolk* – this was a section of the Hitler Youth for boys between the ages of 10 and 14.

Interpretation 1: From *Germany 1918–45* by J Cloake, published in 1997.

Many young people were attracted by the exciting and interesting activities of the youth movements. There were many outdoor events such as camping and hiking as well as sports. Some enjoyed the military aspects of the youth movements, the uniforms, the marching and the discipline. Other young people liked the music that was a frequent part of cultural activities or the military parades. There was great comradeship among the Hitler Youth.

Interpretation 2: From *Germany 1858–1990: Hope, Terror and Revival* by A Kitson, published in 2001.

The movement became less popular towards the late 1930s as the activities became increasingly focused on preparations for war and the discipline became more strict when membership became compulsory. There was a growing resentment at the way Hitler Youth leaders acted as if they were better than members who were barely younger than they were. Some youngsters began to kick against the restrictions of the Hitler Youth.

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Acknowledgements

Sources B and C taken from S Waugh and J Wright, *Germany 1918–39* (series: GCSE Modern World History for Edexcel), Hodder Education 2009; Interpretation 1 adapted from J A Cloake, *Germany 1918–45*, OUP 1997 © Oxford University Press, 1997, reprinted by permission of Oxford University Press; Interpretation 2 adapted from A Kitson, *Germany 1858–1990: Hope, Terror and Revival*, OUP 2001 © Alison Kitson 2001, reprinted by permission of Oxford University Press.

Sample 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	<p>Give two things you can infer from Source A about Hitler's leadership of the Nazi Party in the 1920s.</p> <p>Target: Source analysis (making inferences). AO3: 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>Hitler was not interested in details, most important to him was control (1). Hitler said, 'Power first! Afterwards we can act as events occur.'</i> (1)• <i>Hitler was impatient with people in the Party who opposed him (1). Strasser said: '...who even then could hardly bear contradiction.'</i> (1)• <i>Hitler was a short-tempered and dictatorial leader (1). Hitler thumped the table saying: 'Power first!'</i> (1) <p>Accept other appropriate alternatives.</p>	

Question		
2 (a)		<p>Explain why there was opposition in Germany to the Treaty of Versailles (1919).</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"> • military terms • territorial terms <p>You must also use information of your own.</p> </div> <p>Target: Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks. AO1: 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	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]
2	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]
3	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>
4	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>

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:

- Many Germans were upset with the military terms, which reduced the size of the army to only 100,000.
- People in Germany believed that the military terms left Germany almost defenceless in future wars as they were not permitted submarines or military aircraft.
- Many Germans opposed the Treaty because of the extent of territorial losses which included Alsace-Lorraine to France as well as all of its colonies. There was strong opposition to the loss of Posen and West Prussia to Poland because this meant that East Prussia was separated from the rest of Germany.
- There was strong opposition to the Treaty because of the War Guilt clauses which stated that Germany had to accept total blame for starting the war. Many Germans felt this was unfair because they alone had not been responsible for causing the outbreak of the First World War.
- There was opposition because of the *diktat* –the idea that the Germans were not represented at the peace negotiations and the Treaty was forced on them.

Question		
2 (b)		<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"> the Reichstag fire the Night of the Long Knives <p>You must also use information of your own.</p> </div> <p>Target: Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks. AO1: 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	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]
2	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]
3	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>
4	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>

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 1934).
- Hitler took advantage of the death of Hindenburg (August 1934) 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 attitudes of young people towards the Hitler Youth movement? Explain your answer, using Sources B and C and your knowledge of the historical context.</p> <p>Target: Analysis and evaluation of source utility. A03: 8 marks.</p>
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 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 directly 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.

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:

- The source is useful because it suggests that some young people disliked the youth movement because it was only preparing them for military service.
- The source is also useful because it provides evidence of resentment towards the hard physical activities that were carried out at the Hitler Youth camp.
- The source is useful because it suggests there was little variety in the activities carried out by the Hitler Youth.

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 author is a member of the Hitler Youth and is writing about his own experiences of a Hitler Youth camp in 1936.
- It seems likely to represent his genuine views because he is prepared to criticise the Hitler Youth in a letter, despite the possibility of censorship and even intimidation in a police state.

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

- The Hitler Youth was eventually made compulsory in 1939 but even then some of the young defied this and refused to join.
- There was increasing evidence by the mid-1930s of falling membership of the Hitler Youth.

Source C

The usefulness could be identified in terms of the following points of information and/or inferences which could be drawn from the source:

- The source is useful because it suggests some of the young were very enthusiastic about joining the Hitler Youth.
- The source is also useful because it provides evidence of some of the attractions of the Hitler Youth, especially the camping trips.
- The source is useful because it suggests that the Hitler Youth encouraged friendship and teamwork through its activities and the use of slogans.

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 the memories of someone given in 1954 when he did not have to worry about toeing the 'party line' and had nothing to fear from being honest.
- He was a Hitler Youth leader and may have a different outlook and or experience to the 'ordinary' members.

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

- The Hitler Youth remained popular and kept going right through until the end of the Second World War.
- Some were very keen because it offered an escape from the often narrow opportunities that were offered at home.

Question		
3 (b)		<p>Study Interpretations 1 and 2. They give different views about the attitudes of young people towards the Hitler Youth movement. What is the main difference between the views? Explain your answer, using details from both interpretations.</p> <p>Target: Analysis of interpretations (how they differ). A04: 4 marks.</p>
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.
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Indicative content guidance</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"> A main difference is that Interpretation 1 emphasises the enthusiasm for and attractions of the Hitler Youth by mentioning the hiking, sports and camping trips. Interpretation 2 emphasises the unpopularity of the Hitler Youth and its less attractive activities such as those designed to prepare the youngsters for war. 		

Question		
3 (c)		<p>Suggest one reason why Interpretations 1 and 2 give different views about attitudes of young people towards the Hitler Youth. You may use Sources B and C to help explain your answer.</p> <p>Target: Analysis of interpretations (why they differ). AO4: 4 marks.</p>
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.
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Indicative content guidance</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"> The interpretations may differ because they have given weight to different sources. For example Source C provides some support for Interpretation 1 which stresses the attractions of the Hitler Youth while Source B provides some support for Interpretation 2 which emphasises the less popular activities of the Hitler Youth. The interpretations may differ because they are partial extracts, with Interpretation 1 mentioning only what attracted those who joined the Hitler Youth Movement and Interpretation 2 focusing only on the later 1930s and the reasons why it became less popular. They may differ because the authors have a different emphasis – Interpretation 1 is dealing with a range of features of the Hitler Youth and mainly leisure activities; Interpretation 2 focuses on discipline and how it prepared youngsters for the war. 		

Question		
3 (d)		<p>How far do you agree with Interpretation 2 about the attitudes of young people towards the Hitler Youth movement? Explain your answer, using both interpretations and your knowledge of the historical context.</p> <p>Target: Analysis and evaluation of interpretations. AO4: 16 marks. Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks.</p>
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 judgment is justified and the line of reasoning is coherent, sustained and logically structured.
Marks for SPaG		
Performance	Mark	Descriptor
	0	<ul style="list-style-type: none"> The learner writes nothing. The learner's response does not relate to the question. The learner's achievement in SPaG does not reach the threshold performance level, e.g. errors in spelling, punctuation and grammar severely hinder meaning.
Threshold	1	<ul style="list-style-type: none"> Learners spell and punctuate with reasonable accuracy. Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. Learners use a limited range of specialist terms as appropriate.
Intermediate	2–3	<ul style="list-style-type: none"> Learners spell and punctuate with considerable accuracy. Learners use rules of grammar with general control of meaning overall. Learners use a good range of specialist terms as appropriate.
High	4	<ul style="list-style-type: none"> Learners spell and punctuate with consistent accuracy. Learners use rules of grammar with effective control of meaning overall. Learners use a wide range of specialist terms as appropriate.

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 the Hitler Youth was not popular with the young.

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

- Interpretation 2 suggests that the Hitler Youth was not popular with the young because the activities were increasingly devoted to preparing them for war.
- Interpretation 2 suggests that there was little enthusiasm for the Hitler Youth because of the attitude of some of the Hitler Youth leaders.
- There was evidence of falling membership in the later 1930s as well as fewer members of the Hitler Youth attending meetings.
- Some of the young preferred to join other youth organisations – so much so that, in 1936, these were banned by Hitler.
- Alternative youth groups such as the Edelweiss Pirates were set up by those who did not like the Hitler Youth.

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

- Interpretation 1 suggests that the Hitler Youth movement was popular with the young because it provided a range of exciting activities.
- Interpretation 1 also suggests that the Hitler Youth was popular because it encouraged a feeling of comradeship.
- Many girls enjoyed the Hitler Youth, more especially the League of German Maidens because it enabled them to take part in activities that had previously been only for boys.
- Members of the Hitler Youth were often made to feel important. For example many were able to watch the Berlin Olympics of 1936.
- By 1936, even before it was compulsory, two-thirds of girls and boys were members of the Hitler Youth.