

**GCSE History Sources and interpretations
Spring 2020 updated pack**

Resources and exemplar answers

Generic mark scheme for the 8 mark utility question

		Target: Analysis and evaluation of source utility. A03: 8 marks.
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 <ul style="list-style-type: none"> 1. Provenance = nature, origin, purpose. 		

June 2018 – Paper 3 Germany, Sources B and C

Sources/Interpretations for use with Section B.

Source B: A photograph published in a German newspaper in March 1920. It shows Freikorps soldiers taking part in the Kapp Putsch. The soldiers are occupying an area in Berlin near to the Reichstag building.



Source C: From an interview with a German woman in 1974. She was a factory worker during the early years of the Weimar Republic. Here she is recalling the hyperinflation of 1923.

You got paid at the end of every day. You had to spend it straight away because the next day your wages would only be worth half as much as the day before. Money was literally not worth the paper it was printed on.

Many people who had their savings in bank accounts lost all the money they had managed to scrape together. We asked ourselves, 'How can that happen? How is it that the government can't control this inflation which wipes out the life savings of most people?' We never got an answer that meant anything.

After the hyperinflation, people didn't trust the government anymore.

June 2018 – Paper 3 Germany, question 3a mark scheme

Question		
3 (a)		How useful are Sources B and C for an enquiry into the challenges facing the Weimar Republic in the years 1919–1923? Target: Analysis and evaluation of source utility. A03: 8 marks.
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.
<p>Notes 1. Provenance = nature, origin, purpose.</p> <p>Marking instructions Markers must apply the descriptors above in line with the general marking guidance. 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.</p> <p>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.</p> <p>Source B The usefulness could be identified in terms of the following points which could be drawn from the source:</p> <ul style="list-style-type: none"> The source shows that those who carried out the Kapp Putsch were clearly in control of the capital city, Berlin, as they appear to be quite relaxed and there is no fighting going on. It provides evidence of the weaponry available to the Freikorps who carried out the Kapp Putsch. The source shows the strength of the threat to the Weimar Republic in March 1920. <p>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:</p> <ul style="list-style-type: none"> The photograph is from a German newspaper so it might have been taken to reassure people how the situation in the capital was calm. The soldiers might be posing to show that they were apparently in control of the capital city. <p>Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:</p>		

- In March 1920, 5,000 Freikorps soldiers seized power in Berlin and put Dr Wolfgang Kapp, a nationalist, in charge of the country.
- Although the Kapp Putsch succeeded in taking control of Berlin, it collapsed after a few days due to a general strike called by the Weimar government.

Source C

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

- The source provides evidence that hyperinflation meant that people no longer trusted the government.
- It suggests that the Weimar government was powerless to do anything about hyperinflation.

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 was a factory worker so her experience might have been different from that of people from other social classes.
- The author lived through these events so her experiences provide a valuable insight into how people felt about the Weimar government at the time.

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

- Hyperinflation became extremely serious in 1923 although inflation had been a problem since the end of the war.
- The Weimar Government was responsible for the hyperinflation of 1923 because it was printing more money in order to pay the striking workers in the Ruhr.

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 challenges facing the Weimar Republic in the years 1919-23?

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

(8)

Source B is useful for an enquiry into the challenges facing the Weimar Republic in the years 1919-23 as in the picture it shows huge weapons being used. This shows the Weimar Republic were facing violent attacks being made on them. From my own knowledge, I know this is true as not only did the Kapp Putsch happen, but also the Spartacist Uprising in 1919. Source B is also useful as it is a photograph for a newspaper. This shows that the government were facing violent attacks as it ~~would~~^{could} have been used to warn people away from Berlin as it was dangerous. From my own knowledge, I know that this was before Hitler came into power so the newspapers were not censored and would have told the truth about the problem facing the Republic.

Source C is useful for an enquiry into the challenges facing the Weimar Republic as it



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7
Turn over ►

show they faced opposition from the people of Germany thinking that they are weak. For example in the interview she said the people asked themselves 'How is it the government can't control this inflation'. This shows people the Weimar Republic experienced challenges from people opposing them thinking they were weak and not in control. ~~From this~~ ^{This} is supported by the fact I know the government couldn't control the prices as a loaf of bread was around 200,000 million marks. It is also useful as the interview was given by a factory ~~owner~~ ^{worker} who was there and experienced hyperinflation in 1923. This makes it useful as she lived in the moment and had hands on experience in the ways the Weimar Republic was opposed.

However this could also make Source C less useful. Due to the fact this interview was in 1974, it could mean she had forgotten parts of what happened and how the Republic were opposed. This means she could have exaggerated the opposition. From my own knowledge this could be true as some people didn't mind the Republic's lack of control on inflation as it meant their debts became worthless, so they actually gained money.



June 2018: Paper 1 Medicine Question 2a

How useful are Sources A and B for an enquiry into the treatment of battle injuries by medical staff on the Western Front?

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

Sources for use with Section A.

Source A: A photograph showing a British casualty clearing station on the Western Front, c1916.



Source B: From *A Nurse at the Front, The First World War Diaries of Sister Edith Appleton* by Edith Appleton. Edith's handwritten diaries were kept by her family until they were published in 2012. She was a trained nurse, working at a military base hospital in northern France. Here Edith is describing the arrival of wounded soldiers at the hospital during the early days of the Battle of the Somme, 1916.

July 4

Wounded! Hundreds upon hundreds, some on stretchers, some being carried, and some walking – and all covered from head to foot in mud. We had to deal with large numbers of horribly bad wounds. Some were crawling with maggots while others were stinking and full of gangrene. One poor lad had been shot in both eyes. Three men had died on the way to the hospital and two died before they could be treated.

July 8

The surgeons are amputating limbs and boring holes into skulls at the rate of 30 a day.

July 13

I fear one boy may not get better. He has pneumonia caused by a lump of metal in his left lung and I suppose they will not be able to operate on him.

June 2018: Paper 1 Medicine Question 2a mark scheme

Question		
2 (a)		How useful are Sources A and B for an enquiry into the treatment of battle injuries by medical staff on the Western Front? Explain your answer, using Sources A and B and your knowledge of the historical context. Target: Analysis and evaluation of source utility. AO3: 8 marks.
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.
<p>Notes 1. Provenance = nature, origin, purpose.</p> <p>Marking instructions Markers must apply the descriptors above in line with the general marking guidance. 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.</p> <p>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.</p> <p>Source A The usefulness could be identified in terms of the following points which could be drawn from the source:</p> <ul style="list-style-type: none"> Source A is useful because it shows there was a wide range of minor injuries such as head wounds, foot wounds, broken limbs, which were treated by medical staff. The photograph shows two nurses and an orderly bandaging patients, which suggests that they treated minor injuries, while major injuries requiring surgery might have been treated in the tent behind them. <p>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:</p> <ul style="list-style-type: none"> The photograph shows a casualty clearing station and it is possible that it was taken to reassure people at home that wounded soldiers were cared for or to demonstrate the work done by nurses, which might mean that its focus on minor injuries makes it unrepresentative. As a photograph, it should be an accurate record of the scene but the lack of precise details about the origins of the photograph make it difficult to check whether it is representative of the treatment of injuries on the Western Front. <p>Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:</p>		

- Casualty clearing stations treated minor wounds; severe cases and ones requiring surgery were usually passed to a base hospital.
- Some injuries were not fatal in themselves but needed blood transfusions or were complicated by an infection which then needed further treatment.

Source B

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

- Source B is useful because it suggests the severity and range of injuries among the men sent to be treated at hospital.
- The description of injuries to limbs, heads and lung illustrates the various injuries needing treatment.
- The reference to patients arriving for treatment at the hospital, shows that soldiers suffered a range of injuries, which needed to be treated in different ways.

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:

- Appleton was a trained nurse and she wrote up her diary regularly during the war, therefore her observations and comments about the injuries should be accurate.
- When she wrote up her diary, her comments might have been affected by her emotions or by tiredness.
- This was the early stages of the Somme and it could be misleading if selected entries are assumed to reflect the usual situation on the Western Front.

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

- The increased use of high explosives made head injuries more common.
- Appleton was working at a base hospital where the worst injuries would be sent; many more injuries would be dealt with at casualty clearing stations, dressing stations and First Aid posts.

June 2018: Paper 1 Medicine Question 2a – exemplar answer 2

Source A is useful ~~known~~ ^{what} for the enquiry as it's a photo so we know it shows us is definitely real, not exaggerated or made up. In source A we can see what the casualty clearing station was like. We can see the soldiers are all sat down, none of them lay down. We can also see it's outside, and it's muddy, which can cause patients to get worse. In this source we don't see what any other stations were like, for example the base hospital.

Source B is useful because it's a diary so ~~we~~ it's probably truthful and not exaggerated to interest a reader, but we can't be certain. Source A tells us about lots of different wounds, it tells us how dirty the soldiers were, so most of these wounds would be expected. But it doesn't tell us about illnesses like trench fever, shell shock or ~~and~~ other illnesses.

Marks and comments on answer:

June 2019: Paper 1 Crime Question 2a

How useful are Sources A and B for an enquiry into the link between poverty and crime in Whitechapel?

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

[check new images, as they look stretched]

Sources for use with Section A.

Source A: From an article published in the *Daily Mail* newspaper, 16 July 1901. The article was about Dorset Street in Whitechapel and was called '*The Worst Street in London*'.

The lodging houses of Dorset Street and of the surrounding district are the headquarters of the criminal population of London. In Dorset Street we find common thieves, pickpockets, men who rob with violence and also murderers. The police seem to feel that it is better to have these criminals together in one area, where the police can easily find them, than to have them scattered all over London.






However, there are also respectable people living there whose main problem is their poverty. They become familiar with crime. They often see the best side of the criminals around them. If poverty makes the respectable people desperate, as it usually does, it is often a thief who shares his loot* with them to give them bread. And there are always those who are ready to teach newcomers the ways of crime.

*loot – profit from stolen goods

Source B: From Charles Booth's survey of London, published 1889. Booth's researchers investigated different levels of poverty. The results were shown on a colour-coded 'poverty map', classifying the type of people living in each area of London. This map shows part of the Whitechapel area.



Key

	Black	Poorest area, people often criminal and violent
	Dark blue	Very poor people, often unemployed
	Light blue	People poor but they are employed
	Pink	People fairly comfortable. Good ordinary earnings
	Red	Middle-class people

June 2019: Paper 1 Crime Question 2a mark scheme

Question		
2 (a)		
How useful are Sources A and B for an enquiry into the link between poverty and crime in Whitechapel?		
Explain your answer, using Sources A and B and your knowledge of the historical context.		
Target: Analysis and evaluation of source utility. A03: 8 marks.		
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.

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 A

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

- Source A is useful because it says that poverty led respectable people to associate with criminals.
- It indicates the ways in which people might be drawn gradually into crime.
- The source suggests that lodging houses were the centre of criminal activity of all kinds.

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 it was an article in a national newspaper suggests that the author and editor felt that the link between poverty and crime was a serious problem, which needed to be addressed.
- The title of the article suggests that it was intended to shock and therefore the overall impression might be exaggerated.

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

- Whitechapel was an area of high poverty, with many immigrants and lodging houses.

- Following the publicity around the crimes of Jack the Ripper, Whitechapel had become notorious and was therefore seen as a good topic for newspaper articles.

Source B

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

- Source B is useful because it suggests that the poorest areas in Whitechapel were linked to crime.
- Booth's classifications distinguish between areas of poverty and criminal areas, suggesting that the two are not always linked.
- The map shows that poor areas were close to comfortable, middle-class areas, making it difficult to generalise about the type of people living in the area.

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 map was based on the specific details recorded by researchers.
- Booth's maps were created in order to show the extent of poverty and therefore the presentation of the material may not be entirely accurate.

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

- Booth conducted a series of surveys, mapping poverty in London from 1889-1899.
- There was an attitude at this time that poverty was the responsibility of the individual and that there was a criminal 'type', therefore the poor were undeserving of help and sometimes turned to crime.
- Whitechapel contained many rookeries – overcrowded areas of poverty, with slum housing and narrow alleys that helped criminals to evade the police.

Source A is useful ~~is~~ for an enquiry into the link between poverty and crime in Whitechapel because it ~~is~~ ~~precise~~ in location (Dorset Street) describes the types of criminals you can find ~~on~~ ~~in~~ Dorset Street, but also how that affects innocent people living in poverty alongside them. Crime ~~is~~ ^{initially} was committed for survival there, and innocent people may have followed in those footsteps. Source A is also useful for this enquiry as it is ~~a~~ from a National Newspaper which is meant to inform and not sensationalise, thus the information ~~is~~ it holds is likely to be true.

A is useful because it Source B is useful for an enquiry ~~A~~ shows the possible effects of poverty mingling with criminals in an already poverty stricken area.

Source B is useful for an enquiry ~~of~~ into the ~~td~~ link between poverty and crime in Whitechapel because you can clearly see how tight close ~~together~~ all of the poorest and most violent people are and mixed in with criminals, but also how close they live to middle-class people, indicating that this close proximity made it easier for criminals to target

Inferences

June 2019: Paper 3 Question 1

Study Source A below and then answer Question 1.

Source A: From *The Memoirs of Ernst Röhm*, published in 1928.

I introduced all my army friends to the German Workers' Party. This was how we built up the movement in the early days.

In February 1920, the Party presented its policies to the public for the first time in the Twenty-Five Point Programme. From that day on, the Party membership began to increase so much that we had to move the meetings to much larger venues.

After overcoming his opponents within the Party in 1921, Adolf Hitler was elected the first leader of the renamed National Socialist German Workers' Party*.

*National Socialist German Workers' Party – the formal name of the Nazi Party

June 2019: Paper 3 Question 1 mark scheme

Question	
1	Give two things you can infer from Source A about the early development of the Nazi Party. Target: Source analysis (making inferences). AO3: 4 marks.
Marking instructions	
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. e.g. <ul style="list-style-type: none">• <i>The Party grew because of personal recommendations (1). It says 'I introduced all my army friends to the Party' (1).</i>• <i>The introduction of the Party programme led to a large growth in popularity (1). 'From that day on the Party membership began to increase' (1).</i>• <i>Adolf Hitler had to work hard to take control of the movement (1). Hitler became leader 'after overcoming his opponents within the Party' (1).</i> Accept other appropriate alternatives.	

June 2019: Paper 3 Question 1 – exemplar answer 4

- 1 Give **two** things you can infer from Source A about the early development of the Nazi Party.

Complete the table below to explain your answer.

(i) What I can infer:

It was hard to find supporters in the early days of the German workers' party.

Details in the source that tell me this:

He 'introduced all my army friends' and that was how 'we built up' in the early days.

(ii) What I can infer:

The 25 point programme attracted lots of support.

Details in the source that tell me this:

He says 'From that day on, the party membership began to increase...'

(Total for Question 1 = 4 marks)

June 2019: Paper 3 Question 1 – exemplar answer 5

- 1 Give **two** things you can infer from Source A about the early development of the Nazi Party.

Complete the table below to explain your answer.

(i) What I can infer:

Party increased loads.

Details in the source that tell me this:

Party membership began to increase so much that we had to move the meetings to larger venues.

(ii) What I can infer:

Adolf was selected as the first leader of the workers party.

Details in the source that tell me this:

Adolf Hitler was elected the first leader of the renamed National Socialist German Workers' Party.

(Total for Question 1 = 4 marks)

June 2018: Paper 1 Medicine Question 2b – follow up enquiry question

Study Source A.

Question 2b: How could you follow up Source A to find out more about the treatment of battle injuries by medical staff on the Western Front?

In your answer, you must give the question you would ask and the type of source you could use.

Complete the table below.

June 2018: Paper 1 Medicine Question 2b mark scheme

Question	
2 (b)	<p>How could you follow up Source A to find out more about the treatment of battle injuries by medical staff on the Western Front?</p> <p>In your answer, you must give the question you would ask and the type of source you could use.</p> <p>Target: Source analysis and use (the ability to frame historical questions). AO3: 4 marks.</p>
Marking instructions	
<p>Award 1 mark for selecting a detail in Source A that could form the basis of a follow-up enquiry and 1 mark for a question which is linked to it.</p> <p>e.g.</p> <ul style="list-style-type: none">• <i>Detail in Source A that I would follow up:</i> The photograph shows nurses and a medical orderly bandaging soldiers' minor injuries (1).• <i>Question I would ask:</i> How were major injuries treated that needed surgery? (1). <p>(No mark for a question that is not linked to following up Source A, e.g. 'because it would be an interesting question to ask'.)</p> <p>Award 1 mark for identification of an appropriate source and 1 mark for an answer that shows how it might help answer the chosen follow-up question.</p> <p>e.g.</p> <ul style="list-style-type: none">• <i>What type of source I would look for:</i> RAMC medical records (1).• <i>How this might help answer my question:</i> The records would show each patient's injury and treatment, giving details of surgery (1). <p>Accept other appropriate alternatives.</p>	

June 2018: Paper 1 Medicine Question 2b exemplar answer 6

(b) Study Source A.

How could you follow up Source A to find out more about the treatment of battle injuries by medical staff on the Western Front?

In your answer, you must give the question you would ask and the type of source you could use.

Complete the table below.

(4)

Detail in Source A that I would follow up:

The nurses patching up the soldiers that are seated.

Question I would ask:

Were nurses only allowed to treat immediate soldiers from the front-line with minor injuries?

What type of source I could use:

~~Now~~ Medical books and records produced by the Royal Army Medical Corp (RAMC)

How this might help answer my question:

This would help my enquiry because it would show if nurses were trained to deal with major and minor injuries in battle.

June 2018: Paper 1 Medicine Question 2b exemplar answer 7

(b) Study Source A.

How could you follow up Source A to find out more about the treatment of battle injuries by medical staff on the Western Front?

In your answer, you must give the question you would ask and the type of source you could use.

Complete the table below.

(4)

Detail in Source A that I would follow up:

If it was common for patients to try and treat their selves and how far away from the front line were they.

Question I would ask:

What was the ratio between nurses and soldiers? In training were soldiers taught how to treat simple wounds?

What type of source I could use:

Internal source is from a soldier themselves either in person or in written form is letter to give our first hand experiences.

How this might help answer my question:

You can find out what it like for the person themselves, 1st person, more information given as to what it like and how they cope and feel with the situation.

Comments on answers to Paper 1, Question 2b:

Interpretations (AO4)

June 2018: Paper 3 Section B – Germany

Sources/Interpretations for use with Section B.

Source B: A photograph published in a German newspaper in March 1920. It shows Freikorps soldiers taking part in the Kapp Putsch. The soldiers are occupying an area in Berlin near to the Reichstag building.



Source C: From an interview with a German woman in 1974. She was a factory worker during the early years of the Weimar Republic. Here she is recalling the hyperinflation of 1923.

You got paid at the end of every day. You had to spend it straight away because the next day your wages would only be worth half as much as the day before. Money was literally not worth the paper it was printed on.

Many people who had their savings in bank accounts lost all the money they had managed to scrape together. We asked ourselves, 'How can that happen? How is it that the government can't control this inflation which wipes out the life savings of most people?' We never got an answer that meant anything.

After the hyperinflation, people didn't trust the government anymore.

Interpretation 1: From *The Weimar Republic, 1918-24* by M. Rathbone, published in 2013.

Some democratic parties did support the Weimar Republic. However, powerful political groups on both the Left and the Right refused to accept the existence of the Weimar Republic. They were prepared to destroy it by force and replace it with their own form of government. They took action against the Republic very soon after it was created. This made it difficult for the new government to maintain order and govern Germany.

Interpretation 2: From *Alpha History*, a history website.

The hyperinflation which happened in 1923 forced the Weimar government to fear for its own existence.

After the French had occupied the Ruhr, the industrial workers had gone on strike. The Weimar government supported the strikers by printing more paper money in order to pay them. As the strike continued, the government could not find a solution and simply printed even more money. This ruined the economy. People talked openly about removing the government by a popular revolution or a military putsch.

June 2018: Paper 3 Section B Question 3b

Study Interpretations 1 and 2. They give different views about the challenges facing the Weimar Republic in the years 1919-23.

What is the main difference between these views?

Explain your answer, using details from both interpretations.

(4)

June 2018: Paper 3 Section B Question 3b mark scheme

Question		
3 (b)		<p>Study Interpretations 1 and 2. They give different views about the challenges facing the Weimar Republic in the years 1919-1923. 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 Markers must apply the descriptors above in line with the general marking guidance.</p> <p>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.</p> <ul style="list-style-type: none"> A main difference is that Interpretation 1 suggests that the challenge to the existence of Weimar came from groups on the Left and Right that wanted to destroy it from the very start. On the other hand, Interpretation 2 suggests that it was the challenge of hyperinflation in 1923 which threatened the existence of the Republic. 		

June 2018: Paper 3 Section B Germany Question 3b exemplar answers 8 and 9

Answer 8

(b) Study Interpretations 1 and 2. They give different views about the challenges facing the Weimar Republic in the years 1919-23.

What is the main difference between these views?

Explain your answer, using details from both interpretations.

(4)

Interpretation 1 states that the ~~political~~ challenges facing the Weimar Republic were caused by ~~the political groups~~ political groups. ~~that~~ "Powerful political groups on both the Left and Right refused to accept the existence of the Weimar Republic". Where as interpretation 2 states that the challenges were caused by the government themselves as they "printed even more money" to try to solve problems.

Answer 9

(b) Study Interpretations 1 and 2. They give different views about the challenges facing the Weimar Republic in the years 1919-23.

What is the main difference between these views?

Explain your answer, using details from both interpretations.

(4)

Interpretation 1 tells us more about the lack in support the Weimar Republic had from the political side of things. 2 tells us about the lack of support from the people of Germany.

June 2018: Paper 3 Question 3c

Suggest one reason why Interpretations 1 and 2 give different views about the challenges facing the Weimar Republic in the years 1919-23.

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

(4)

June 2018: Paper 3 Question 3c mark scheme

Question		
3 (c)		Suggest one reason why Interpretations 1 and 2 give different views about the challenges facing the Weimar Republic in the years 1919–1923. You may use Sources B and C to help explain your answer. Target: Analysis of interpretations (why they differ). AO4: 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.
Marking instructions Markers must apply the descriptors above in line with the general marking guidance.		
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. <ul style="list-style-type: none">The interpretations may differ because they have given weight to different sources. For example, Source B provides some support for Interpretation 1, which shows the dangerous threat from the Right. Source C provides some support for Interpretation 2, which emphasises the serious consequences of hyperinflation in undermining faith in the government.They may differ because the authors have chosen to place an emphasis on different details – Interpretation 1 is dealing with the threat from the Left and the Right from the start of the period 1919–23; Interpretation 2 deals with the consequences of hyperinflation in 1923.The interpretations may differ because they are written from different perspectives. Interpretation 1 looks at the political threats from the Left and Right. Interpretation 2 focuses on the economic dangers facing the Weimar Republic.		

June 2018: Paper 3 Question 3c exemplar answers 10 and 11

Answer 10

In interpretation 1, the historian has focused his points on the political problems of the Weimar Republic. The historian mentions that the Weimar Republic had a lot of political opposition and that they were the main challenges that the Weimar faced. In interpretation 2, the historian has focused his points on the economical problems of Germany. Also, the historian believes that the Weimar Republic were the reason for the economical collapse, and that they made everyone suffer during hyperinflation.

Answer 11

- (c) Suggest **one** reason why Interpretations 1 and 2 give different views about the challenges facing the Weimar Republic in the years 1919-23.

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

(4)

One reason the interpretations give different views may be because one statement is from a history website which would mean it covers all the ~~historical~~ situations and the other is from a book and it may be that the author knows more about the political situation than anything else.

June 2018: Paper 3 Question 3d

How far do you agree with Interpretation 2 about the challenges facing the Weimar Republic in the years 1919-23?

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

(16)

June 2018: Paper 3 Question 3d generic mark scheme

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	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	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	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	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.
Marking instructions Markers must apply the descriptors above in line with the general marking guidance. No credit may be given for contextual knowledge unless it is linked to evaluation of the interpretations. In all levels, answers that match the level descriptor only in relation to analysis (rather than evaluation) cannot achieve more than the bottom mark in that level.		

June 2018: Paper 3 Question 3d indicative mark scheme

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

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 challenge of hyperinflation in 1923 threatened the existence of the Weimar Republic.

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

- Interpretation 2 shows that economic problems in the form of hyperinflation created a crisis that threatened the existence of the Weimar government.
- Interpretation 2 shows that hyperinflation caused a significant challenge to the Weimar Republic because it caused the population to lose faith in it.
- Hyperinflation had an impact on most classes in society – especially the middle classes and the workers – who started to lose faith in the Republic.
- Hyperinflation is generally considered to have been caused by the Weimar government itself because it attempted to solve the crisis caused by the French invasion of the Ruhr by printing money.
- Following the hyperinflation, in November 1923 the Nazis attempted to seize power in the Munich Putsch.

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

- Interpretation 1 suggests that a challenge facing the Weimar Republic was the dangerous threat from the Left and Right.
- Interpretation 1 shows that many of these dangerous forces were determined to destroy the Weimar Republic from the beginning and were prepared to do so by force.
- The Kapp Putsch did force the government to leave Berlin for a few days in March 1920.
- There were uprisings from the Left and Right throughout the period that challenged the government, including the Spartacist Uprising (1919), the Kapp Putsch (1920) and the Munich Putsch (1923).
- All the uprisings in the period 1919–23 were defeated: the Spartacists were defeated by the Freikorps, the Kapp Putsch by a general strike in Berlin and the Munich Putsch by the Bavarian Police.

Answer 12

Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).

(d) How far do you agree with Interpretation 2 about the challenges facing the Weimar Republic in the years 1919-23?

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

(16)

I agree mostly with interpretation 2 but partly with interpretation 1. The weimar government faced many challenges through the years 1919-1923 such as: The munich Putsch, ^{Hyperinflation} ~~Kapp Putsch~~, ~~The spar~~ The French invasion of the Ruhr.

The interpretation states that "The French occupied the Ruhr" which is very true. The weimar government had an economic crisis and couldn't afford to pay the reparations set out by the treaty of Versailles so, the French troops invaded the Ruhr to gain money from ^{the} Germans biggest coal industry. The interpretation clearly shows at least one problem the government had to



P 5 6 2 7 6 A 0 1 1 1 6

11

Turn over ►

deal with during 1919-1923.
making the ^{interpretation} source useful.

The Interpretation also mentions hyperinflation.

"Simply printed more money"

This is additionally correct to solve the non payment of reparations they simply printed of more money which made the actual money lose it's worth an egg went from $\frac{1}{4}$ of a mark to 6million marks, The germans to buy bread had to carry wheel barrows around, They even decorated the walls with the money because it was cheaper than actual wall-paper. The interpretation briefly mentions this giving a summary more than great detail.

The interpretation also mentions revolts the weimar government had to deal with futhermore, making the source more useful It says, "removing the government by a



popular revolution or a military putsch. The source interpretation talks briefly about all the subjects but does demonstrate their all factors the government had to deal with. For example there was the NSDAP revolt in 1923 called the Munich putsch. It involved Hitler marching on Munich and declaring he's the president of Germany and declaring a revolt, which he later is sent to prison for till December 1924.

To conclude, The Interpretation is useful as a summary but not in great detail. However, the interpretation seems very biased into the troubles that Germany faced being all the Weimar's governments fault when, in my opinion was down to the variation of revolts that happened at the time, Munich putsch, Kapp putsch, Spartacist revolt.



P 5 6 2 7 6 A 0 1 3 1 6

13

Turn over ►

June 2018: Paper 3 Question 3d exemplar answers

Answer 13

Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).

(d) How far do you agree with Interpretation 2 about the challenges facing the Weimar Republic in the years 1919-23?

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

(16)

I would agree with Interpretation 2 in that hyperinflation did ruin the economy, thus causing resentment within the population (of the Weimar Republic). This is because hyperinflation ruined many lives, particularly the middle class and ~~the~~ those on fixed incomes. This is because savings became worthless and wages couldn't keep up with the inflating prices. For example, bread was 200,000 billion marks by 1923 - no one could afford to buy simple foods. This was probably ~~the~~ the worst challenge as it ruined people's lives, whereas the military putches didn't. It was also extremely hard to come back from, as the Weimar Republic were already unpopular and they said they could ~~star~~ reduce starvation from WWI (750,000 died after the Allies' blockades).^{*} Therefore, I agree that hyperinflation "ruined the economy" and was probably the worst challenge as it badly affected everyone apart from the rich. ~~and healthy~~

On the other hand, some may argue that the putches, as referenced in Interpretation 1, made it particularly "difficult for the new government". I would agree that it

made it more difficult as the government were always having to be halted. For instance, they had to flee for 10 days during the Kapp Putsch as 250,000 men marched on them. This along with Spartacist Uprising (January 1919) and the Munich Putsch (1923), which caused 16 deaths, was challenging because it added extra fear and pressure on to the government. Ultimately, this made it harder to govern the Germany, as and so I'd ~~ag~~ disagree with Interpretation 2 in this context.

In conclusion, I would mostly agree with Interpretation 2. This is because it did ruin the economy as a new currency had to be introduced and it heavily relied on US loans from the Dawes Plan (1924). I'd also agree with it because the Ruhr Occupation of 1923 (Belgium and France sent 60,000 soldiers there) did help to cause this as the Weimar government printed lots of money to try and repay reparations of £6.6 bn. However, I'd also disagree with Interpretation 2 slightly, as I feel that the military threats caused them to "fear their own existence". Although, they did stop the government on three occasions, they didn't affect everybody in such a harsh way that hyperinflation did. That is why I'd agree mostly with Interpretation 2.

* Consequently, hyperinflation had accentuated the people's unrest at the Weimar Republic, which made it the worst challenge as the military forces were as a result of unrest. Also, this caused the unrest that was underlying until the Great Depression, thus giving people a reason to complain again, making it the worst challenge between 1919-1923, which is why I'd agree with Interpretation 2.

June 2018: Paper 3 Question 3d examiner commentaries on exemplar answers

Answer 12

This candidate was awarded Level 2, 7 marks. It was also awarded 3 marks for SPaG.

This response contains some valid evaluative comment and counters some aspects of the view presented in Interpretation 2. These evaluative comments are quite detailed in places and show some analysis of Interpretation 2 by selecting details from it and questioning them. However, there is no attempt to make explicit use of Interpretation 1 in the analysis so this aspect of the response is restricted to Level 2. Contextual knowledge is used and linked to the evaluation, especially with regard to the rebellions facing the Weimar Republic. The judgement given is clear but does not consider the alternative view presented in Interpretation 1. This candidate is attempting to determine the utility of the interpretation, deploying the AO3 skills required for Q3a, rather than determining the extent to which they agree with Interpretation 2 in relation to the alternative view suggested in Interpretation 1.

Answer 13

This answer was awarded Level 4, 14 marks. It was also awarded 4 marks for SPaG.

The candidate evaluates and makes a judgement on the given interpretation by analysing the specific claims made in Interpretation 2. A tentative but clearly stated judgement is also made in the conclusion about the extent to which the candidate agrees with Interpretation 2 in its views about the challenges to the Weimar Republic. There is clear analysis of the provided material, i.e. the two interpretations and the alternative views are reviewed, if not in the body of the essay, at least in the conclusion where both interpretations are evaluated in relation to each other. The candidate has also indicated some awareness of how the differences of view in the interpretations have been conveyed, by considering the selection of information on the hyperinflation in Interpretation 2 and the putsches in Interpretation 1. However, this could have been more shown more clearly to be secure in Level 4. Some candidates were able to build on their answers to Q3b and Q3c effectively to indicate that this information showed a difference in emphasis between economic and political challenges. It is also clear that precise contextual knowledge has been selected to support the evaluation, with examples provided throughout.