



**GCSE (9-1)**

**History-**

**Paper 3 - Weimar and**

**Nazi Germany**

**(1HI0/31) exemplar pack**

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## Introduction

This exemplar booklet has been created using student responses from the exam paper in GCSE History Paper 3: Modern depth study (Option 31: Weimar and Nazi Germany, 1918–39). The answers and examiner commentaries in this guide can be used to show the application of the mark schemes in the GCSE History assessment.

The exam duration is 1 hour and 20 minutes. The paper is marked out of 52 marks and is worth 30% of the qualification. The examination paper covers AO1, AO2, AO3 and AO4.

The examination paper is divided into Section A (Q1-2) and Section B (Q3a-d).

The structure of the question paper is as follows:

	<b>Total marks</b>	<b>Assessment objective</b>	<b>Question description</b>	<b>Example question stem</b>
1	4	AO3	Making inferences from sources	Give <b>two</b> things you can infer from Source A about...
2	12	AO1 AO2	Explanation of causation	Explain why... You may use the following in your answer. <b>+ two stimulus points</b>
3a	8	AO3	Evaluation of source utility	How useful are Sources B and C for an enquiry into...?
3 (b)	4	AO4	Analysis of interpretations for difference of view	What is the main difference between the views?
3 (c)	4	AO4	Explanation of a reason for a difference of view	Suggest one reason why Interpretations 1 and 2 give different views about...
3(d)	16 + 4 SPaG	AO4	Evaluation of a historical interpretation	How far do you agree with Interpretation [1/2] about...?

The question papers provide answer spaces to give guidance as to the maximum length of response that might be expected (although candidates may use more space). Tables and structured spaces are provided for some question types (Q1) and stimulus points are provided as prompts on higher-tariff questions (Q2).

The questions used are 3(b), 3(c), and 3(d). The questions selected are those that assess AO4 skills relating to the analysis of interpretations which is only assessed on Paper 3.

## Question 3(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:** 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.

### Mark scheme

Question		
<b>3 (b)</b>		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. <b>Target:</b> Analysis of interpretations (how they differ). <b>AO4:</b> 4 marks.
Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1-2</b>	<ul style="list-style-type: none"> <li>Limited analysis of the interpretations is shown by the extraction or paraphrase of some content, but differences of surface detail only are given, or a difference of view is asserted without direct support.</li> </ul>
<b>2</b>	<b>3-4</b>	<ul style="list-style-type: none"> <li>The interpretations are analysed and a key difference of view is identified and supported from them.</li> </ul>
<b>Marking instructions</b>		
Markers must apply the descriptors above in line with the general marking guidance.		
<b>Indicative content guidance</b>		
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.		
<ul style="list-style-type: none"> <li>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.</li> </ul>		

In this question candidates need to identify the difference between the views given in Interpretations 1 and 2 about the specified enquiry, in this case the challenges facing the Weimar Republic in the years 1919-23. Candidates are expected to identify a difference and evidence this by selecting relevant points from the interpretations. Candidates are expected to offer a difference in the overall view presented in each interpretation and support this with details from the interpretations.

## Candidate answers to question 3 (b)

### Response 1

(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 ~~problems~~ challenges facing the Weimar Republic were caused by ~~the political groups~~ political groups. ~~at~~ "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.

### Examiner Comments

**This answer was awarded Level 2, 4 marks.**

The candidate shows a clear understanding of the main difference in view between the two interpretations. They have identified that Interpretation 1 focuses on external political challenges while Interpretation suggests that it was the actions of the Weimar Government itself which created the challenges faced.

## Response 2

(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.

### Examiner Comments

**This candidate was awarded Level 1, 2 marks.**

The candidate has asserted that there is a difference of view between the two interpretations with Interpretation 1 being described as taking a political view and Interpretation 2 looking at the lack of support from the people of Germany. However, the response does not contain any direct support from the interpretations so cannot be awarded marks in Level 2.

## Question 3(c)

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

You may use Sources B and C to help explain your answer. (4)

### Mark Scheme

Question		
<b>3 (c)</b>		Suggest <b>one</b> 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. <b>Target:</b> Analysis of interpretations (why they differ). <b>AO4:</b> 4 marks.
Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>A simple valid explanation is offered but displaying only limited analysis. Support for the explanation is based on simple undeveloped comment or on the selection of details from the provided material or own knowledge, with only implied linkage to the explanation.</li> </ul>
<b>2</b>	<b>3–4</b>	<ul style="list-style-type: none"> <li>An explanation of a reason for difference is given, analysing the interpretations. The explanation is substantiated effectively.</li> </ul>
<b>Marking instructions</b>		
Markers must apply the descriptors above in line with the general marking guidance.		
<b>Indicative content guidance</b>		
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"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>		

Moving on from identifying the differences in view in question 3(b), in question 3(c) candidates need to explain a reason for those differences. Only one reason, effectively substantiated, is required to get into Level 2.

Candidates may consider a variety of different possibilities. For example, they may choose to focus on the weight the authors have given to different sources and they can use Sources A and B to support their explanation. Candidates might also look to explain how the authors have emphasised different details from the past or have considered the past from different perspectives. Answers must be substantiated by using details from the interpretation, and sources if relevant, to support the explanation in order to reach Level 2.

## Candidate answers to question 3 (c)

### Response 1

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.

#### Examiner Comments

**This candidate was awarded Level 2, 4 marks.**

This answer has looked at the different perspectives employed by the historians writing the interpretations and explains the difference between the economic and political perspectives given. The use of the word focus and the valid reference to political and economic indicate there is an awareness of historians working from different perspective. The answer is substantiated by references to the specific claims made in the interpretations and is, therefore, placed at the top of Level 2.



## Response 2

- (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 ~~the~~ situations and the other is from a book and it may be that the author knows more about the political situation than anything else.

### Examiner Comments

**This candidate was awarded Level 1, 1 mark.**

The candidate has tried to explain the differences by incorrectly asserting that they can be explained because one interpretation is from a website and one is from a book. Speculative reasons based on provenance cannot be rewarded as the question is rooted in the interpretations themselves. In the final sentence the candidate does show some understanding of the political perspective given in Interpretation 1 so can be awarded one mark.

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

**Question 3(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)

### Mark scheme

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

### **Marking instructions**

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

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.

This question requires students to show how different elements of the enquiry addressed in Question 3 (a), (b) and (c) can be effectively used to explain why the candidate agrees and/or disagrees with Interpretation 2. Interpretations 1 and 2 provide alternative views about the challenges to the Weimar Republic. These are different views and not intended to reflect a specific historical controversy.

Three elements need to be addressed for candidates to be successful: evaluation and judgement of the given interpretation, the analysis of the provided material, i.e. the 2 interpretations, and the deployment of contextual knowledge to support the evaluation. Candidates need to correctly identify what Interpretation 2 is saying - in this case that the challenge facing the Weimar Republic was an economic one in the form of hyperinflation – and to analyse this in relation to the view given in Interpretation 1 and their own contextual knowledge.

## Candidate answers to question 3(d)

### Response 1

**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, <sup>Hyperinflation</sup> 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 versaille so, the French troops invaded the Ruhr to gain money from <sup>the</sup> Germans biggest coal industry. The interpretation clearly shows at least one problem the government had to



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Turn over ►

deal with during 1919-1923.  
making the <sup>interpretation</sup> 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 6 million 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 furthermore, 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 governments fault when, in my opinion was down to the variation of revolts that happened at the time, Munich putsch, Kapp putsch, Spartacist revolt.



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Turn over ►

### **Examiner Comments**

**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 shows 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 Q3(a), rather than determining the extent to which they agree with Interpretation 2 in relation to the alternative view suggested in Interpretation 1.



## Response 2

**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 putsches 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).<sup>\*</sup> Therefore, I agree that hyperinflation "ruined the economy" and was probably the worst challenge as it badly affected everyone apart from the rich. ~~and healthily~~

On the other hand, some may argue that the putsches, 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.

#### Examiner Comments

**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 2 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 3(b) and 3(c) 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.

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