

# GCSE History

## Paper 3 Modern Depth Study Overview



# Who are we?



**Sam Slater**  
Subject Specialist  
Pearson Edexcel

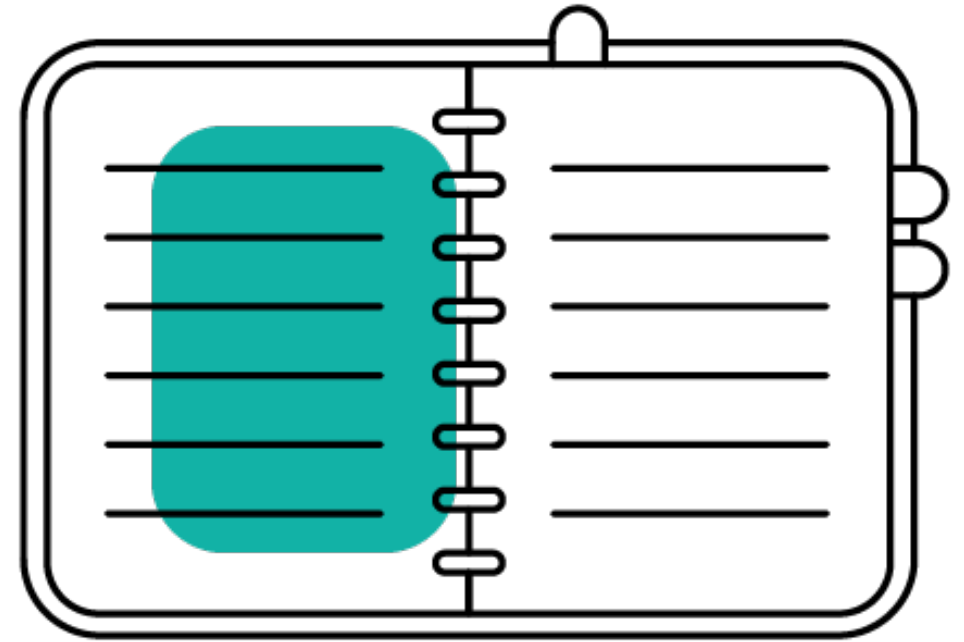


**Katie Matthews**  
Deputy Lead History and Senior  
Consultant, Harris Federation

# What are we going to cover?

In this session we are going to look at:

- What does the Paper 3 Modern Depth Study look like?
- How can you do well on this paper?



# Paper 3 overview:

**1 hr 30 mins (ET: 1 hr 52 mins) 64 marks**

**Section A** 16 marks 33%

Q1. Source inference question

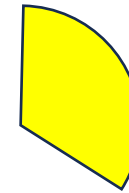
Q2a/ Q2b. Explain why...

**Section B** 32 marks (+ 4 SPaG) 66%

Q3. Enquiry package of sources and interpretations

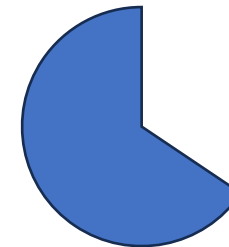
Depth studies focus on a substantial and coherent short time span and require students to understand the complexity of a society or historical situation and the interplay of different aspects within it.

**Section A = 10% of your GCSE**



1/3 of this exam  
About 30 mins  
ET: 37.5 mins

**Section B = 20% of your GCSE**



2/3 of this exam  
About 60 mins  
ET: 75 mins

# Paper 3 Modern Depth Study: Which option are you studying?

30: Russia and the Soviet Union, 1917–41

31: Weimar and Nazi Germany, 1918–39

32: Mao's China, 1945–76

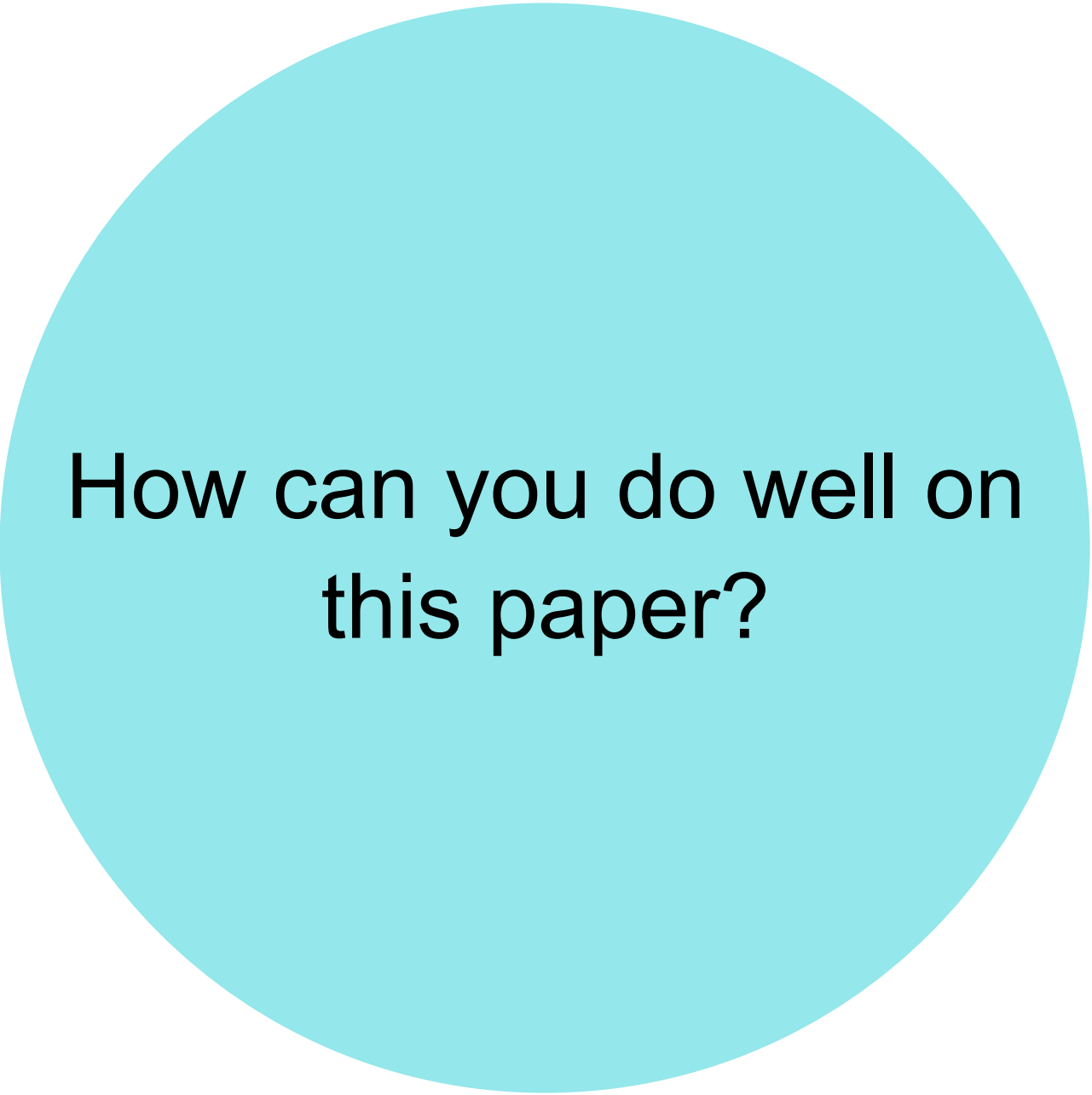
33: The USA, 1954–75: conflict at home and abroad

The modern depth study focuses on a short time span.

It is a chance to understand the complexity of a society or historical situation and the interplay of different aspects within it.

# Paper 3 Modern Depth Study Overview: What are the questions?

Question		Marks
<b>Section A</b>		
Q1	Give <b>two</b> things you can infer from Source A about ...	4
Q2a or Q2b	Explain why ...	12
<b>Section B</b>		
Q3a	How useful are Sources B and C for an enquiry into...?	8
Q3b	What is the main difference between the views?	4
Q3c	Suggest one reason why Interpretations 1 and 2 give different views about...	4
Q3d	How far do you agree with Interpretation 2 about...?	16 + 4 SPAG



How can you do well on  
this paper?

# Know your stuff!

The USA, 1954–75: conflict at home and abroad

Use the specification to know what you need to revise.

Make sure you revise everything, don't skip topics.

## Option 33: The USA, 1954–75: conflict at home and abroad

### Key topic 1: The development of the civil rights movement, 1954–60

<b>1 The position of Black Americans in the early 1950s</b>	<ul style="list-style-type: none"><li>• Segregation, discrimination and voting rights in the Southern states.</li><li>• The work of civil rights organisations, including the NAACP and CORE.</li></ul>
<b>2 Developments in education</b>	<ul style="list-style-type: none"><li>• Reasons for, key features and significance of the Brown v. Topeka case (1954).</li><li>• Reasons for, key features and significance of the events at Little Rock High School (1957).</li></ul>
<b>3 The Montgomery Bus Boycott and its impact, 1955–60</b>	<ul style="list-style-type: none"><li>• Causes and events of the Montgomery Bus Boycott. The significance of Rosa Parks.</li><li>• Reasons for the success and importance of the boycott. The Supreme Court ruling. The Civil Rights Act (1957).</li><li>• The significance of the leadership of Martin Luther King. The setting up of the SCLC.</li></ul>
<b>4 Opposition to the civil rights movement</b>	<ul style="list-style-type: none"><li>• The Ku Klux Klan and violence, including the murder of Emmet Till in 1955.</li><li>• Opposition to desegregation in the South, including the 'Dixiecrats' and the setting up of White Citizens' Councils.</li></ul>



# Know your stuff!

Trotsky

Summary of role:  
Events involved in:

Rosa Parks

Summary of role:  
Events involved in:

The Kapp Putsch (1920)

Cause(s):  
Details:  
Results:

The Hundred Flowers  
Campaign (1956-57)

Cause(s):  
Details:  
Results:

# Know your stuff!

Pearson Edexcel GCSE (9–1) History: Weimar and Nazi Germany, 1918–39  
Key topic 2: Hitler's rise to power, 1919–33 > The growth in support for the Nazis, 1929–32

## Growth in support for the Nazi Party

### Reasons for the growth in support for the Nazi Party

1. Decide which statements about the growing support for the Nazi Party are true and which are false. Circle your answers.

- |   |      |       |
|---|------|-------|
| A. Many Germans were satisfied with the Weimar government.              | True | False |
| B. Germans wanted a solution to Germany's economic problems.            | True | False |
| C. Many Germans wanted a stronger Germany, at home and internationally. | True | False |
| D. The Communist Party was losing support.                              | True | False |

2. Why was Hitler popular? Give **two** examples.

- \_\_\_\_\_
- \_\_\_\_\_

3. Which of the following best describes why the Nazi Party was popular? Tick (✓) the correct answer.

- |   |                          |
|---|--------------------------|
| A. The Nazis appealed to a range of groups in German society.   | <input type="checkbox"/> |
| B. The Nazis focused on persuading the wealthy to support them. | <input type="checkbox"/> |
| C. The Nazis focused on persuading workers to support them.     | <input type="checkbox"/> |
| D. The Nazis focused on persuading women to support them.       | <input type="checkbox"/> |

## Knowledge booster quizzes:

### Weimar and Nazi Germany, 1918–39

# Have secure chronological understanding

**Weimar and Nazi Germany, 1918–39**

**Treaty of  
Versailles**

**‘Kristallnacht’**

**Reichstag  
Fire**

**Dawes  
Plan**

Key topic 1: The Weimar Republic

Key topic 2: Hitler’s rise to power

Key topic 3: Nazi control and dictatorship

Key topic 4: Life in Nazi Germany

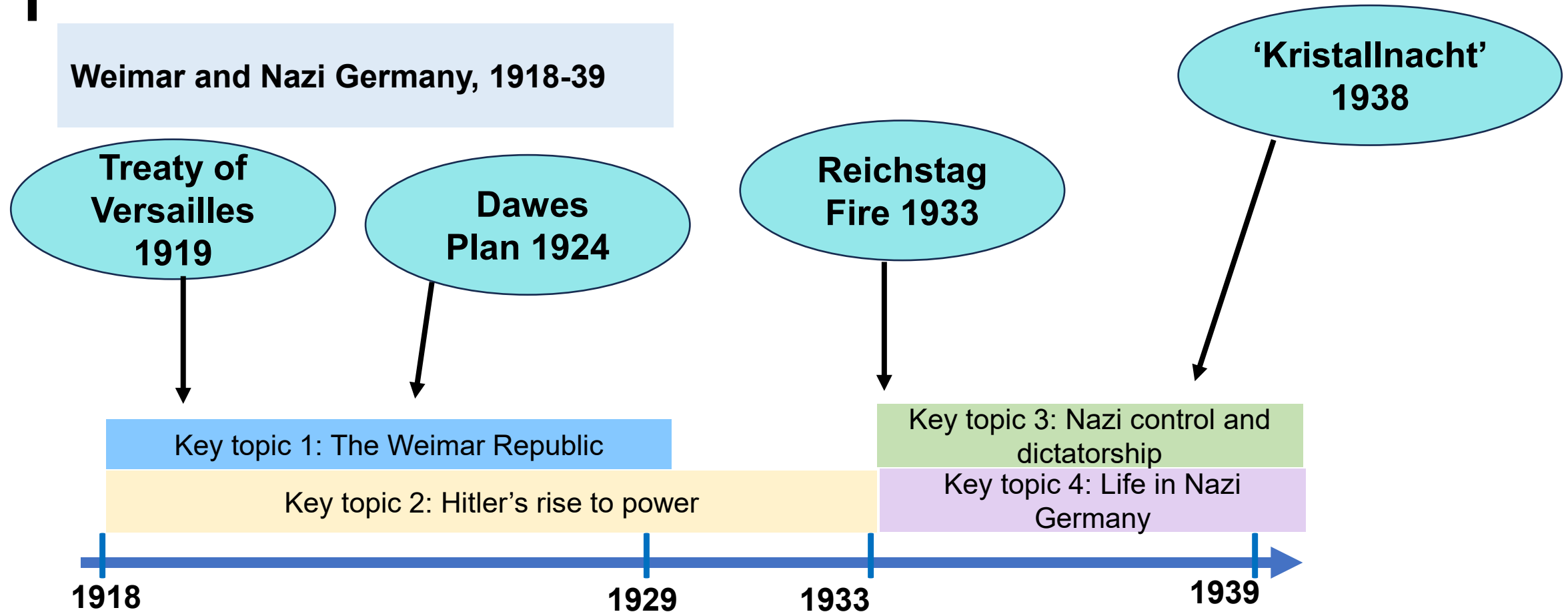
1918

1929

1933

1939

# Have secure chronological understanding



# Use past exam questions

Explain why there was opposition to the civil rights movement in the years 1954–60.

(12)

You may use the following in your answer:

- Ku Klux Klan
- 'Dixiecrats'

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

*Third aspect of knowledge:  
White Citizens Council*

# Practise reading interpretations and sources

Past exam papers

GCSE textbooks

Revision websites

Ask your teacher to give you a short viewpoint statement so that you can practise selecting knowledge to agree or disagree with it. Or you could make up your own.

**Source B:** From *Inside the Third Reich*, the autobiography of Albert Speer, published in 1970. Here Speer is recalling a number of election rallies held on 27 July 1932. At the time of these rallies, he was a junior member of the Nazi Party. Speer later became a senior member of the Nazi government.

Our cars set out for the first stadium. I waited outside the stadium so I could hear Hitler's speech, but I could hear thunderous applause from the crowd as they set off for another meeting. Hitler was making a total of three speeches.

At the Berlin Stadium the stands were packed with people and the atmosphere was electric. Hitler was very late but the crowd had still waited for him. Applause burst out when the crowd heard that Hitler was on his way.

**Interpretation 1:** From *Hitler's Thirty Days to Power* by H A Turner, published in 1996. In January 1933, Hitler did not seize power; it was handed to him by the men who controlled Germany. The Nazi Party had suffered huge losses in the Reichstag elections of November 1932 and it was starting to fall apart by January 1933. Hindenburg began to mistrust Chancellor von Schleicher. Meanwhile, von Papen managed to overcome the elderly President Hindenburg's doubts about Hitler and persuaded him to appoint Hitler as Chancellor. Hitler was supported by less than half the German population when he was appointed Chancellor by President Hindenburg.



**Source A:** A photograph taken in 1938 showing members of the Hitler Youth preparing for a Nazi Party event.



"Hitler was a popular leader.  
The German people loved him."

# Other revision tips





## Top revision tips for students: Summer 2025 onwards

### Introduction

With the summer exam series just around the corner, these are some useful revision tips for Pearson Edexcel GCSE History students, covering aspects of assessment that some students struggle to get to grips with.

We've made some small changes to the assessment model, starting in Summer 2025.

- **Extra time on each paper:** you will be given an extra 5 mins on Paper 1, 5 mins on Paper 2, and 10 mins on Paper 3. Use the extra time in the exam hall to think and plan your answers – you aren't expected to write more!
- **Splitting up opening questions:** on Paper 1 and Paper 2B, you will now be asked to describe **one** key feature each of two separate topics, and on Paper 2P, you will now be asked to explain **one** consequence each of two separate events or developments.
- **Choice of explain why questions on Paper 3:** you will now have a choice of two questions for Paper 3 Q2 Explain why.
- **Renumbering on Paper 2B:** the question numbering will now be Q1a, Q1b, Q2, Q3/4. (This is a tidying-up exercise.)
- **Language amendments:** we've changed a few terms which are considered outdated and problematic. Only a few options are affected: the main changes are from 'Plains Indians' to 'Indigenous peoples', and from 'slaves' to 'enslaved people'. We will gloss the term 'Indigenous peoples' on any questions where it appears, to remind you that we previously used the term 'Plains Indians'. The American West is the option most affected – check with your teacher if you're unsure.

### Make sure you know your stuff!

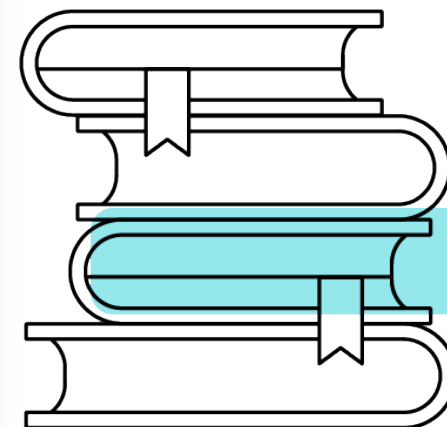
70% of the marks on your GCSE History exams are for knowledge and understanding so it's important that you know your topics well. Evidence shows that increased confidence in using and applying knowledge helps students to tackle questions in exams. Try creating revision flash cards and mind maps to help you to understand and memorise content and make sure familiarise yourself with key words from the specification and textbooks.

If you find part of a topic complicated, try talking it through with someone else, like a friend or member of your family. You could even give them a copy of the textbook or revision guide and get them to ask you some questions in the process. This will help ensure you have a confident grasp of the content. Another idea for challenging content is to read around the topic so don't just rely on your class notes – try reading a history website, watch a YouTube video or listen to a podcast.

When revising content try to think about it in terms of the questions you will be asked on that paper. For example, on the Paper 2 period study a lot of the question types focus on consequence or importance, so you need to be able to think about and explain the content on this paper in that way.

### Dates and chronology are important

Try to understand the correct dates and order in which things happened – you can do this by creating basic timelines. In the Paper 1 thematic studies you need to have a good understanding of the terminology of the different time periods in history such as early modern, renaissance, modern etc. When answering a question in the exam pay close attention to any dates in the question – you need to make sure your response stays within the correct dates because you can't get any credit from examiners for content which is outside of these. Many students lose valuable time in exams by spending too much time scene-setting or describing later events which are outside of the time frame of the question.





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