

GCSE History

Paper 3 Modern Depth Study
Question 3d



Question 3d interpretations essay



Question 3 is a package

Q3a: How
useful...

Q3b: How
interpretations
differ

Q3c: Why
interpretations
differ

Q3d:
judgement of
interpretations



Question 3(d): judgement of interpretations

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

(d) How far do you agree with Interpretation 2 about healthcare reforms in Mao's China?

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

(16)

s China, 1945-76

Question 3d asks you how far you agree with the view expressed in Interpretation 2. It means you need to reach a judgement by saying how much you agree or disagree.

You need to use your knowledge of what happened at the time, as well as the other view provided (Interpretation 1), to decide how far Interpretation 2 'got it right'. How convincing is Interpretation 2?

Mao's China, 1945-76

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You need to use your knowledge of what happened at the time, as well as the other view provided (Interpretation 1), to decide how far Interpretation 2 '*got it right*'. How convincing is Interpretation 2?

If you reach your judgement before you begin, this may help.

- It is worth 16 marks + 4 SPaGSt.
- You should spend around 30mins (ET: 38mins) on this.

Question 3(d): judgement of interpretations

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

(d) How far do you agree with Interpretation 2 about Nazi methods of controlling the German people in the years 1933–39?

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

(16)

An extra 4 marks are available for SPaG.

The question is asking how far you agree with what the historian has said in Interpretation 2.

The question reminds you that you must use **both** interpretations **and** your own knowledge.

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

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

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

Int1 View: use of propaganda to persuade people to conform

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

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

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

Int2 View: development of the police state to monitor behaviour and force people to obey.

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Int2 View: development of the police state to monitor behaviour and force people to obey.

Identify and analyse some of the information the historian uses to form their view- do you challenge or support them?

Remember to consider how the authors have conveyed their views (use of content, emphasis, language or tone). Do you agree with the details and the way the authors present them?

That will help you form your overall judgement.

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

Agree - Nazis 'People's Courts'

Agree was a technique, but not the main one creating terror - concentration camps eg Dachau

Agree - Nazis had the Gestapo...but scale and impact debated

Q3d: approaching this question

- decide your overall judgement

Interpretation 2 correctly claims that...

Interpretation 2 is right in the view that...

Interpretation 2 accurately argues that...

I agree with the view presented in Interpretation 2 that...


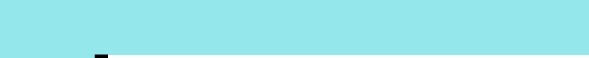
Interpretation 2 is flawed in their view that...

It is wrong of interpretation 2 to claim that...

Interpretation 2 has failed to consider...

I strongly disagree with the argument presented by Interpretation 2 as...

Try to be firm in your judgement



“There is **no expected structure** to be used in an answer, but students often approach this question by giving reasons why they agree with Interpretation 2 and then reasons why they disagree, incorporating Interpretation 1, before offering an overall judgement. In high level answers, students have often planned their answer so that there is a consistent line of reasoning, and evaluation and judgement are generally not left until the conclusion.”

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Q3d: approaching this question

- decide your overall judgement

I mostly agree with interpretation 2 about Nazi methods of controlling their people through the idea that they used laws and fear to control the people. This can be seen when it states, "the police had the legal power to open peoples letters and listen to phone calls." From my own knowledge, I know this to be true through the actions of the Gestapo. They were a secret Nazi police force that were not uniformed and would search for political opposition. They would tap phones, had networks of informants and would regularly spy on people. In 1939 alone, they arrested 160,000 people for political offences, making me agree heavily with interpretation 2 as the fear of the gestapo allowed the Nazis to control the people.

Next, I agree with interpretation 2 when it states that "new laws were passed to extend the use of the death penalty." I know this to be true as they used the death penalty increasing through their law courts and the jury was abolished...

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- decide your overall judgement
- identify the overall view being offered in Interpretation 2

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- decide your overall judgement
- identify the overall view being offered in Interpretation 2
- analyse specific details from Int 2 which supports or challenges this view and use your contextual knowledge to back this up

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Q3d: approaching this question

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

(d) How far do you agree with Interpretation 2 about Nazi methods of controlling the German people in the years 1933–39?

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

(16)

Q3d: approaching this question

However, I disagree with Interpretation 2's point that "it was illegal to tell jokes" Whilst I know this is true, I know it was not always followed. For example, the Edelweiss Pirates, a group of teens, regularly made jokes and sometimes attacked Hitler Youth members. As a result, whilst it was illegal, some still did not follow, making me not fully agree with that claim by interpretation 2.

On the other hand, I only partially agree with Interpretation 1 that propaganda was used to control the German people as it states "mass rallies." I know the Nuremberg rally in 1934, organised by Goebbels was a mass display...whilst it is true that radio broadcasts were a method of propaganda, it was only partially enforced. On regular occasions, workers were forced to listen rather than out of their own will. This leads me to disagree with interpretation 1 as it shows that some of the propaganda was still forced and a part of law, linking with the idea of law controlling the people in Germany in interpretation 2, furthering my agreement with that view.

- challenge the view in Int2
- Do this in the same way: analyse specific details and use your contextual knowledge to back this up
- Must use Int1

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Q3d: approaching this question

- Did the author of Int 2 “get it right?”

(d) How far do you agree with Interpretation 2 about Nazi methods of controlling the German people in the years 1933–39?

Overall, I heavily agree with interpretation 2 as it mentions the Nazis use of law and fear to control its people, linking in with my knowledge of the Gestapo, law courts and death penalty. However, it is limited as not everyone was controlled by the laws such as the Edelweiss Pirates. I only partially agree with interpretation 1 as whilst rallies interested many, radio was sometimes forced, making me disagree that propaganda was the reason for control and again heavily agree it was due to law and fear.

Q3d: approaching this question

(d) How far do you agree with Interpretation 2 about Nazi methods of controlling the German people in the years 1933–39?

Overall, I heavily agree with interpretation 2 as it mentions the Nazis use of law and fear to control its people, linking in with my knowledge of the Gestapo, law courts and death penalty. However, it is limited as not everyone was controlled by the laws such as the Edelweiss Pirates. I only partially agree with interpretation 1 as whilst rallies interested many, radio was sometimes forced, making me disagree that propaganda was the reason for control and again heavily agree it was due to law and fear.

- Did the author of Int 2 “get it right?”
- See the **judgement** here, and how it has been consistent throughout their answer

What makes a good answer?

The examiner is looking for three elements:

- i) The analysis of the provided interpretations **(both)**.
- ii) The deployment of contextual knowledge to support the application of criteria.
- iii) The quality of the judgement based on reasoning and the evidence presented.

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- i) The analysis of the provided interpretations **(both)**.
 - ii) The deployment of contextual knowledge to support the application of criteria.
 - iii) The quality of the judgement based on reasoning and the evidence presented.
- You should remember that this question is about whether you think the author who produced Interpretation 2 'got it right'.
 - Contextual knowledge should not lead your answer. You should be integrating it into your evaluation of the interpretations to assess their accuracy.
 - For the highest marks, you should show awareness of the way the different views in the interpretations have been conveyed.
 - The best answers have a consistent judgement running through them, not just offered in paragraph at end.
 - Don't forget there are 4 marks available for SPaGSt

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