

# **Pearson Edexcel GCSE History**

## **Spring term 2021 Online network events**

### **Paper 3, Question 3 AO3 and AO4 questions**

#### **Delegate Booklet**

This pack is for delegates attending the GCSE History network event for Paper 3, Question 3 questions. This pack contains the exemplar material that you will need during the meeting, as well as a space to type any notes or comments.

This GCSE History network will allow delegates to:

- Revisit the Paper 3 question 3 sources and interpretations question and how it is assessed
- Talk through some marked exemplar student answers
- Network and share teaching ideas and strategies

Are there any updates or new resources that Pearson are offering which you would like to check out after this meeting?

## **Paper 3, Question 3: a package**

Notes on the format and structure of Paper 3, Question 3:

## **Question 3a: working with sources – the source utility question**

Notes on the 8 mark source utility question:

## Generic mark scheme for 8-mark source utility questions

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance<sup>1</sup>. 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.</li> </ul>
2	3–5	<ul style="list-style-type: none"> <li>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 provenance<sup>1</sup>. 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.</li> </ul>
3	6–8	<ul style="list-style-type: none"> <li>Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance<sup>1</sup> 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.</li> </ul>
<b>Notes</b> <ul style="list-style-type: none"> <li>1. Provenance = nature, origin, purpose.</li> </ul>		

## Paper 3, Question 3a – Question and Sources

### 3 (a) Study Sources B and C.

How useful are Sources B and C for an enquiry into Nazi policies towards women?

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

(8)

**Sources/Interpretations for use with Section B.**

**Source B:** From a speech made by Joseph Goebbels in March 1933.

German women! German men!

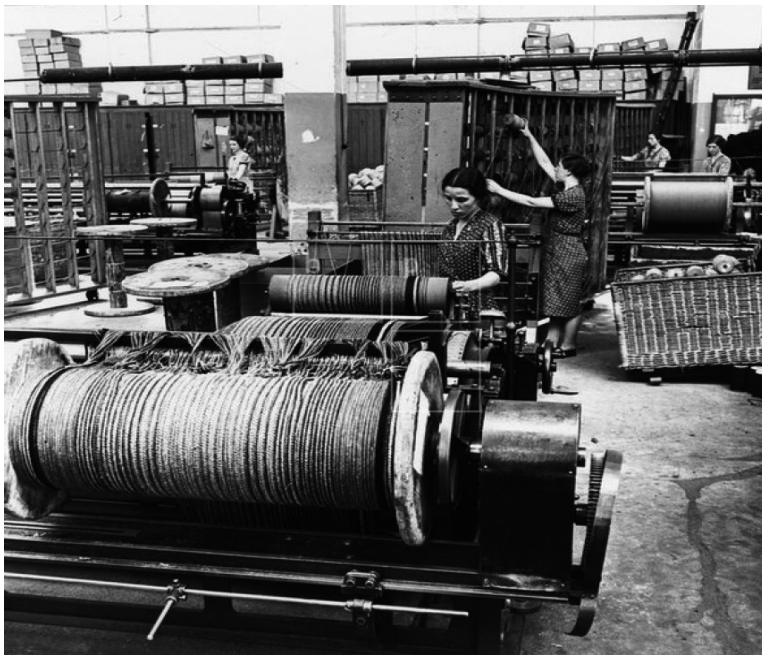
The birth rate in Germany is rapidly declining so a major change is needed.

We believe that German women must use their strength and abilities in different areas from men. Let me say this clearly: the first, best, and most suitable place for the woman is in the family. It is her most glorious duty to give children to her people and nation.

The woman is the teacher of the youth, and therefore the builder of the foundation of the future. If the family is the nation's source of strength, the woman is at its centre.

The best place for the woman to serve her people is in her marriage, in the family, in motherhood.

**Source C:** A photograph from 1938. The photograph shows women working in a textile factory in a large industrial city.



## Indicative Content – mark scheme

### Source B

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

- The source shows that the Nazi leadership wanted women and men to have different roles in life.
- It shows that the primary role assigned to women was motherhood because the Nazis were concerned about falling birth rates.
- It states that the Nazis believed mothers were responsible for the future of the nation.

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 speech was made by one of Hitler's closest associates so it is likely to represent an accurate view of Nazi policy.
- This source reflects Nazi policy at the start of their regime in 1933, so it indicates the importance of this policy.
- Goebbels was in charge of Nazi propaganda so he is trying to convince women to follow Nazi policy.

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

- The focus of Nazi policy was on encouraging women to focus their lives on 'Kinder, Küche and Kirche.'

- The Nazis created a range of organisations that helped women to learn about domestic skills such as cooking.
- The League of German Maidens prepared German girls for their role as mothers.

### Source C

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

- It provides evidence that in 1938 there were women in the workplace.
- It shows that women worked in industry.
- The source shows that women were involved in manual work.

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:

- This photograph is not obviously staged and appears to capture a real situation.
- This is a photograph taken in one industrial city so it might not reflect the situation in other areas or sectors of employment.

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

- The growing economy meant that by the end of the period women were needed to work where there were labour shortages, especially when Germany was preparing for war.
- The Nazis had removed most women from professional roles but many still worked in unskilled jobs.

## Response 1

### 3 (a) Study Sources B and C.

How useful are Sources B and C for an enquiry into Nazi policies towards women?

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 Nazi policies & towards women as ~~its~~ its provenance is from the head of propaganda, Joseph Goebbels and during 1933, it was when propaganda posters towards women and how they should live were being introduced. It is also useful as Goebbels claims that "the best place for a women to serve her people is in . . . motherhood. I know this to be true as women were often given medals depending on how ~~much~~ ~~many~~ many children ~~of~~ they gave birth to and they were given loans to encourage birth from Hitler.

Source C is useful for an enquiry into the Nazi policies towards women as it is a photograph from 1938, just before the war began. From my knowledge, I know that hundreds of thousands of men were enlisting into the ~~war~~ army before and after the war began. So there were not enough men in the factories to create clothes for the soldiers, meaning women would have to take their place. It is also useful as the provenance of the source

is ~~to~~ from a <sup>large</sup> industrial city. This is important because it suggests that life was busier for females in bigger cities since they had to keep up with the demand of the city.

## Response 2

Source B is very useful for an enquiry into Nazi policies towards women. This is because it clearly tells us ~~why~~ the reason for their policies towards women: the rapidly declining birth rate. I know that the Nazis were concerned with this decrease in population size, as in 1936, there were only 1 million live births. It also clearly states the purpose of women in the Nazi belief, as it talks about her duty to have children for 'her people and nation'. I know this is true as on Hitler's mother's birthday, medals were awarded to women with large families. However, this source doesn't tell us about what exactly the Nazi policies were towards women, for example 'Lebensborn', where women could 'donate a baby to the Führer by getting pregnant by racially pure SS men. This is a speech by Josef Goebbels, making it reliable as Goebbels was the head of propaganda for the Nazi Party, and so his speech would have presented true Nazi beliefs and demonstrated the policies towards women, due to the fact his sole job was to get the Nazi message (Volksgemeinschaft) across. Overall, I think this source is very useful for the enquiry.

Source C is useful to a small extent for an enquiry into

Nazi policies ~~for~~ towards women. For example, it shows women working in a textile factory which many women did later on from 1937. This was partly to support Hitler's rearmament in preparation for war, but also because there were lots of job vacancies in industry, mainly after the Jews were driven out of Germany (~~1,400,000 left~~ ~~to~~ 1,400,000 left by the summer of 1938) or forced into ghettos. However this source doesn't show us the main policies Nazis held towards women - that they should have lots of children and do household chores, such as cooking. For example the three K's 'Kinder, Küche etc'. It is a photograph making it reliable as it cannot be biased, however it has limitations as cannot show us the other aspects women were involved in due to the Nazi policies towards them. Overall I think this source is useful to a small extent ~~to~~ for the enquiry.

Notes on marking and examiner commentary:



## Interpretations (AO4) as part of Paper 3, Question 3

Notes on Interpretations in the GCSE specification:

### Paper 3, Question 3b – identifying difference

**Interpretation 1:** From *Weimar and Nazi Germany* by J Hite and C Hinton, published in 2000.

The Nazis' attempts to drive women back into the home were not particularly successful. In fact, the number of women in all types of jobs increased, mainly due to the work opportunities created by the economic recovery. By 1936, more workers were needed in agriculture and industry in Germany and by 1939 this shortage of workers was a serious problem. This led to more women returning to work.

Overall, the Nazis took a cautious approach to the employment of women and only a few women were actually forced out of jobs.

**Interpretation 2:** From *The History Learning Site*, a history website.

Hitler was very clear that women should bring up children at home while their husbands worked. Schools taught girls from a young age that all good German women should get married and have children. 800,000 couples accepted loans offered as part of the Law for the Encouragement of Marriage.

Women were not expected to work in Nazi Germany. Within months of Hitler coming to power, many female doctors and civil servants were sacked, followed by female teachers and lawyers.

By 1939, very few women were in full-time work.

Question		
<b>3 (b)</b>		Study Interpretations 1 and 2. They give different views about Nazi policies towards women. 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 (page 3).  <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 Nazi policy towards women was not successful because more women were employed. Interpretation 2 suggests that Nazi policy towards women was successful because they were forced out of employment to focus on having families.</li> </ul>		

## Response 3

### (b) Study Interpretations 1 and 2. They give different views about Nazi policies towards women.

What is the main difference between these views?

Explain your answer, using details from both interpretations.

(4)

Interpretation 1 suggests that the Nazi policies towards women working were unsuccessful and that 'the number of women in all types of jobs increased.' However, on the other hand, interpretation 2 states that the Nazi policies towards women's employment were very successful and that 'many female doctors and civil servants were sacked'.

## Response 4

~~In source B, the main view is that women shouldn't work and that they stay at home. Interpretation 1 suggests that women are returning to work. However in interpretation 2, the main view is that women should bring up children at home whilst their husbands worked. The main difference is between the views of work.~~

## Paper 3, Question 3c – explaining difference

Question		
<b>3 (c)</b>		Suggest <b>one</b> reason why Interpretations 1 and 2 give different views about Nazi policies towards women. 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>

### Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

### 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.

- The interpretations may differ because they have given weight to different sources. For example, Source C provides some support for Interpretation 1, which suggests that the Nazis had to accept that women worked in order to fill labour shortages. On the other hand, Source B provides some support for Interpretation 2 by stating that the clear aim of Nazi policy was for women to bring up children.
- The interpretations may differ because the authors have chosen to place an emphasis on different details. Interpretation 1 is dealing with the practical realities of a growing economy; Interpretation 2 emphasises Hitler's ideological aim in setting policy for women to have children instead of working.
- They may differ because they are written from different perspectives – Interpretation 1 is dealing with the regime's economic policy; Interpretation 2 is dealing with the regime's original policy aims towards women.

## Response 5

- (c) Suggest **one** reason why Interpretations 1 and 2 give different views about Nazi policies towards women.

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

(4)

One reason the views are different could be because of the background and the context they are looking at. Interpretation 1 looks at the landscape of ~~the~~ financial situations. Whereas Interpretation 2 looks at Hitler direct teachings and commands.

## Response 6

One reason why Interpretation 1 and 2 give different views about policies to women is because they give weight to different sources. Interpretation 1 gives weight to source C, ~~as they both~~ This is because they both show that women were in work during Nazi Germany, this is shown in interpretation 1 where it says "the number of women working in all types of jobs increased". Which ~~is then~~ gives weight to the photograph of women working in textile factories in source C. On the other hand interpretation 2 gives weight to source B. This is because they both show that the Nazis didn't want women in work, this is shown in interpretation 2 where it states "women should bring up children at home" which gives weight to source B where it says "the most suitable place for women is in the family."

Notes on marking of Questions 3b and 3c:

## Paper 3, Question 3d – evaluating an interpretation

### Generic mark scheme

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<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>
2	5–8	<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>
3	9–12	<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>
4	13–16	<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 judgement is justified and the line of reasoning is coherent, sustained and logically structured.</li></ul>

Notes on Question 3d mark scheme:

**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 policies towards women?

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

(16)

**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 Nazi policy towards women was successful in taking women away from the workplace and keeping them at home.

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

- Interpretation 2 states that Nazi policy was to encourage women to focus on domestic life and that there was no reason why women should go to work.
- Interpretation 2 shows that Nazi policy led to professional women losing their jobs.
- The full amount of the loans provided under the Law for the Encouragement of Marriage would be paid off if a married woman left work and had at least four children.
- The Nazi regime was concerned about the low birth rate and so encouraged women to become mothers. Many women had large families.
- Women's organisations such as the National Socialist Womanhood were established to promote Nazi policies of motherhood and marriage – it had 2.8 million members.

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

- Interpretation 1 shows that the economic recovery meant that there were shortages of workers and that women were required to fill these vacancies.
- Interpretation 1 suggests that Nazi policies aimed at keeping women at home failed.
- In 1937 the Nazis withdrew the loan scheme aimed at encouraging women to stay at home.
- Once the economy had started to recover, the Nazi regime was preparing for war and they had to make sure that all vacancies were filled so women were encouraged to take up low-skilled jobs.
- In 1937 a law was passed that meant women had to do a 'duty year' in agriculture or industry.



## Response 7

(d) How far do you agree with Interpretation 2 about Nazi policies towards women?

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

(16)

I partially agree with interpretation 2 about Nazi policies towards women due to Hitler's encouragement to increase the birth rate. He relied on the development of families to the development and movement of Germany. A good German family consisted of a couple and two or more children. Hitler tried to encourage the growth of families with medals depending on the number of children. 4-5 children was a bronze medal, 6-7 children was a silver medal and 8+ children was a gold medal. The Nazi policies were regularly men working for the family as it was continued through from previous years. However, women weren't discriminated and were then shown important for the family. Women were kept at home or worked rather than prostitutes. The image of women also changed due to their well looked after appearance.

However, you could also disagree with interpretation 2 because of the high employment of women and the decline in birth rates, which differs from the interpretation and supports interpretation 1. Because of 6 million people being unemployed, this meant that women went back to work enforcement. Women were allowed to work rather than kept discriminated due to weakness and weren't forced to stay at home.

Overall, however Interpretation 2 highly emphasises the Nazi policies towards women and highlights their importance in the family role where Hitler was focused on the birth rate increase as the development of Germany to the Nazi Regim.

## Response 8

I mostly disagree with Interpretation 2, as, contrary to the writer's beliefs, I do not think the Nazis were successful in ~~being~~ ~~that~~ preventing women from working.

On the other hand, ~~one could~~ I agree with the writer that ~~the~~ the Nazis attempted to reduce the number of women in employment.

~~One~~ One could agree with Interpretation 2's perspective on the ~~the~~ success of the Nazis' policies towards women. The writer states that "800,000 couples accepted loans offered as part of the Law for the Encouragement of marriage", ~~also~~ referring to the loans offered to ~~new~~ newly married couples if the wife left her job. It demonstrates that many women in ~~the~~ Germany did follow the Nazis' policies towards women by becoming the housewives they were expected to be. Therefore, ~~the~~ one could agree with ~~the~~ Interpretation 2 as



the Nazis did succeed in ~~the~~ persuading some women to leave their jobs.

~~Moreover~~ However, I agree ~~more~~ with ~~Hite~~ and ~~Hinton~~ Hinton's opinion of the Nazis' policies towards women. The writers state that the "shortage of workers" led to "more women returning to work". I agree with this because, after Hitler increased the army from 100,000 to 1.4 million in preparation for war, a labour shortage was created, meaning that 2.4 million women, who had previously been housewives, went back to work, often in ~~fact~~ factories and other industrial areas. Therefore, the Nazis'

I disagree ~~that~~ with Interpretation 2 as rearmament ~~and~~ actually led to an increase in working women, so by 1939, many women were in full-time work, contrary to the statement ~~by~~ from The History Learning Site.

Moreover, I disagree with Interpretation 2's implication that the Nazis' policies towards women were successful. This is because,

although the Nazis attempted to make women conform to their expectations; ~~forcing~~ forcing women to become submissive to men, by 1939, 2 million women were imprisoned in concentration camps for rebelling against the Nazis' ~~ideology~~ policies towards women. This demonstrated that many women in Nazi Germany were unwilling to be ~~the~~ modest, passive housewives and mothers ~~that~~ ~~for the Nazis expected~~ (the Nazis' ideal women). Therefore, although Interpretation 2 suggests that the Nazis succeeded in oppressing women by ~~making them~~ teaching that "all good German women should get married and have children", many women rebelled against this, demonstrating that the Nazis' policies towards women were not completely successful.

In conclusion, although I agree with The History Learning Site that the Nazis attempted to make women submit to their policies, they were not as successful as the writer suggests; I agree more with Hite and Hinton that the ~~the~~ ~~number~~ Nazis' did not succeed in their oppression of

women as the number of working women increased and many rebelled against the social norms which the Nazis endeavoured to enforce.

Notes on marking and examiner commentary of Question 3d:

## Sharing good practice / Reflections and questions

Use this space to record any ideas, teaching strategies or other notes from the discussion: