Please check the examination details below before entering your candidate information

Candidate surname	Other names

Centre Number | Candidate Number

Pearson Edexcel GCSE (9–1)

Tuesday 11 June 2024

Afternoon (Time: 1 hour 20 minutes)

Paper reference **1HI0/31**

History

PAPER 3: Modern depth study
Option 31: Weimar and Nazi Germany, 1918–39

You must have:
Sources/Interpretations Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Answer the questions in the spaces provided – *there may be more space than you need.*

Information

- The total mark for this paper is 52.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*
- The marks available for spelling, punctuation, grammar and use of specialist terminology are clearly indicated.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

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SECTION A

Answer both questions.

Study Source A below and then answer Question 1.

Source A: A painting by a German artist, 1937. The painting is called *In the Beginning was the Word* and shows Hitler in the early 1920s.



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1 Give **two** things you can infer from Source A about how Hitler increased support for the Nazi Party in the early 1920s.

Complete the table below to explain your answer.

(i) What I can infer:

.....

.....

.....

Details in the source that tell me this:

.....

.....

.....

(ii) What I can infer:

.....

.....

.....

Details in the source that tell me this:

.....

.....

.....

(Total for Question 1 = 4 marks)

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2 Explain why the situation in Germany was unstable in the years 1918–23.

(12)

You **may** use the following in your answer:

- the Spartacist revolt
- hyperinflation

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

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(Total for Question 2 = 12 marks)

TOTAL FOR SECTION A = 16 MARKS

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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 Nazi methods of controlling the German people in the years 1933–39?

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

(8)

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(b) **Study Interpretations 1 and 2.**

They give different views about Nazi methods of controlling the German people in the years 1933–39.

What is the main difference between these views?

Explain your answer, using details from **both** interpretations.

(4)

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(c) Suggest **one** reason why Interpretations 1 and 2 give different views about Nazi methods of controlling the German people in the years 1933–39.

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

(4)

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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)

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(Total for spelling, punctuation, grammar and use of specialist terminology = 4 marks)
(Total for Question 3 = 36 marks)

TOTAL FOR SECTION B = 36 MARKS
TOTAL FOR PAPER = 52 MARKS

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Acknowledgements

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History

PAPER 3: Modern depth study

Option 31: Weimar and Nazi Germany, 1918–39

Sources/Interpretations Booklet for use within Section B.
Do not return this Booklet with the question paper.

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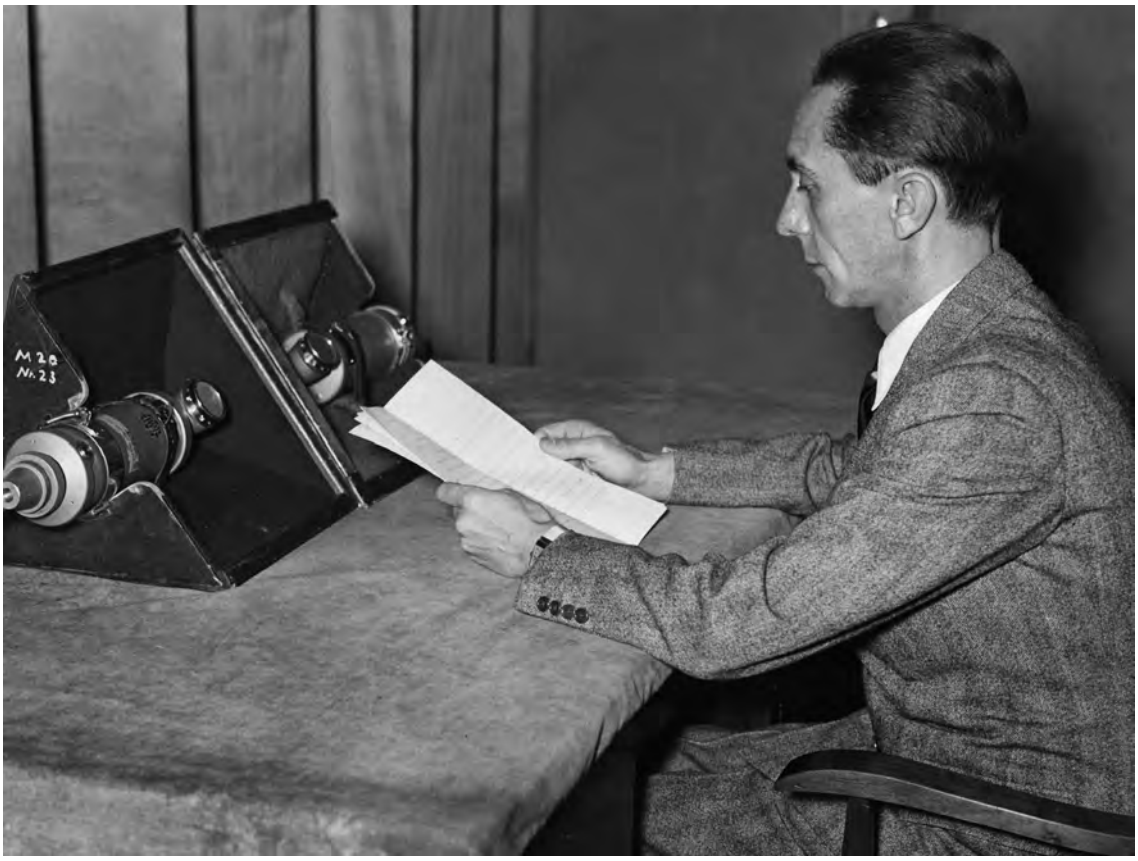
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Sources/interpretations for use with Section B.

Source B: From the *Organisation Book of the Nazi Party*, published during Nazi rule. This book set out the role and duties of officials in the Nazi Party. Here it lists the duties of officials who reported on the behaviour of people living in their local area.

> It is your duty to identify people spreading rumours harmful to the Party. You should report them to your local Party Leader, so that these people can be reported to the government authorities.
>
> You must support and defend National Socialist ideas.
>
> You must continually remind Party members of their duties towards the people and the state.
>
> It should be your aim that the sons and daughters of families within your area of housing become members of the various Nazi organisations, such as the Hitler Youth, SA, SS, and the German Labour Front, and that they attend Nazi meetings, rallies, celebrations.

Source C: A photograph published in a German newspaper in 1935. It was taken by Hitler's official photographer. The photograph shows Josef Goebbels, Hitler's Minister for Propaganda, making a radio broadcast. He is reading out Hitler's New Year message to the German people.



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.

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.

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Acknowledgements

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