Please check the examination details below before entering your candidate information

Candidate surname	Other names

Centre Number | Candidate Number

Pearson Edexcel GCSE (9–1)

Thursday 15 June 2023

Morning (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: From *Growing up in Nazi Germany* by Marianne Gärtner, published in 1987. Gärtner grew up in Berlin during the 1920s and 1930s.

> In line with Nazi educational policies, there had been a lot of changes in schools after the Nazis came to power in 1933. Some changes had hardly been noticed, others had been introduced with a lot of publicity.
>
> My neatly-dressed, well-behaved school friends did not question the new books, the new songs, the new curriculum, or the new rules.
>
> The number of Physical Training lessons was increased while the number of lessons for Religious Education and other subjects was reduced.

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1 Give **two** things you can infer from Source A about education in Nazi Germany.

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 Nazi Party was reorganised in the years 1924–28.

(12)

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

- elections
- the Bamberg Conference (1926)

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 cultural changes in the Weimar Republic in the years 1924–29?

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 cultural changes in the Weimar Republic in the years 1924–29.

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 cultural changes in the Weimar Republic in the years 1924–29.

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 cultural changes in the Weimar Republic in the years 1924–29?

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

Source A taken from: https://spartacus-educational.com/GEReducation.htm

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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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Sources/interpretations for use with Section B.

Source B: From an article published in the magazine *Der Kreis*, 1927. *Der Kreis* was a German magazine about new trends in culture. It was published monthly from 1924–33.

> Everything that we call progress has the single purpose of making people stronger, happier, and more cheerful. It might be the construction of a new sports arena or the introduction of films with sound in the cinema.
>
> The radio belongs to this progress as well. It fills the family's long evening hours with entertainment and education. Besides this, the radio makes it possible for every human being to feel they are a part of what is happening somewhere else in Germany. For example, someone living in Hamburg can be 'present' in the Cathedral Square in Cologne.
>
> As radio broadcasts can be heard by 200 000 listeners, radio has become a significant cultural factor.

Source C: Two sections of *Big City*, a painting by Otto Dix, completed in 1928. Dix was living in Berlin at the time. The left-hand section of the painting shows night time in the city streets; the right-hand section of the painting shows people in a nightclub.

Interpretation 1: From *Germany, 1858–1990* by A Kitson, published in 2001.

Mass culture grew significantly in the 1920s. The number of newspapers increased. Radio, a new method of communication, began. Nationwide radio broadcasting began in 1923 and the number of listeners increased from 10 000 in 1924 to over 4 million by 1932.

Cinema, an existing method of communication, expanded. By the end of the 1920s, Germany had more cinemas than any other European country. Germany also made more films in the 1920s and early 1930s than all the other European countries put together.

Spectator sports, such as boxing and football, became more popular.

Interpretation 2: From *Germany in the Twentieth Century* by P Sauvin, published in 1997.

It was a time when crime, sex and drugs became major problems in Berlin and in most other important German cities. Paintings were full of violent images. Films, plays and stories were written to shock people. Many of the themes were political. The cabaret singers in nightclubs sang about a society where people were free to do and say anything and were critical about Weimar politicians. German film directors produced horror films and films that were intended to challenge people's ideas of right and wrong.

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Acknowledgements

Source B taken from: The Weimar Republic Sourcebook By Otto Palitzsch & Anton Kaes © University of California Press, 1995

Source C taken from: © Hemis/Alamy Stock Photo

Interpretation 1 taken from: Germany, 1858-1990 By Alison Kitson © Oxford Advanced History, 2001

Interpretation 2 taken from: Germany in the Twentieth Century By Philip Sauvin © Stanley Thornes publishers, 1997