



# Exam Technique Booklet

## Weimar and Nazi Germany 1918-39

**Name:** \_\_\_\_\_

**Class:** \_\_\_\_\_



# Paper 3 Exam Breakdown



CLASSROOM 42

Section A:  
Modern depth study

1

Give two things you can infer from Source A about...

How confident do you feel?

Targets: AO3 Skills: Making inferences from a source **4 marks**

2a/b

Explain why...

How confident do you feel?

Targets: AO1/AO2 Skills: Explaining causation **12 marks**

Section B:  
Modern depth study

3a

How useful are Sources B and C for an enquiry into...

How confident do you feel?

Targets: AO3 Skills: Assessing usefulness of sources **8 marks**

3b

What is the main difference between the views in Interpretations 1 and 2?

How confident do you feel?

Targets: AO4 Skills: Explaining difference (how) **4 marks**

3c

Suggest one reason why Interpretations 1 and 2 give different views about...

How confident do you feel?

Targets: AO4 Skills: Explaining difference (why) **4 marks**

3d

How far do you agree with Interpretation 1/2 about...

How confident do you feel?

Targets: AO4 Skills: Making judgments, evaluating interpretations using historical context **16 marks**

**You have 1 hour 30 mins for this paper**

# How to answer... Paper 3 Question 1

4  
Marks

## Give two things you can infer from Source A about...

To achieve full marks on this question you need to:

- **Make one valid inference (+1 mark)**
- **Give supporting detail from the source (+1 mark)**

Do this twice, so you have two inferences and supporting details for each one

Keep it brief - remember this question is only worth 4 marks

For example:

**The battalion shows discipline. (1) It says 'They are stood organised into orderly rows.'** (1)

**The battalion is very well organised. (1) It says 'All soldiers have the same uniform and equipment.'** (1)

# Grade 9 Answer

## Source Inference Question

4/4  
Marks

### Question:

Give two things you can infer from Source A about the Night of the Long Knives.

(4 marks)

### Answer:

#### (i) What I can infer:

Hitler was very paranoid while he was in power.

#### Details in the source that tell me this:

'He accused Storm Troop leaders of treacherously plotting a coup'

#### (ii) What I can infer:

Göring intensified Hitler's paranoia about the threat of the SA.

#### Details in the source that tell me this:

'brandished General Göring's proofs under their noses.'

### Feedback:

This answer would get 4/4 marks because the pupil has identified two inferences from the source, and backed up these inferences with evidence from the source.

## Source A

**Source A: An article about the Night of the Long Knives published by Times Magazine on 9th July, 1934**

**Taking off in the dead of night, Chancellor Hitler flew from Bonn to Munich where he arrived at 4 a. m. He accused Storm Troop leaders of treacherously plotting a coup against himself, brandished General Göring's proofs under their noses, flew into a passion and tore the Nazi insignia off their brown uniforms. S. S. troops with machine guns meanwhile bottled up the S. A. leaders in Chancellor Hitler's trap.**

# How to answer... Paper 3 Question 2a/b

12  
Marks

## Explain why...

You may use the following in your answer (2 prompts)

This question asks you to explain why a particular event occurred. It calls for 3 PEEL paragraphs, one on each prompt given and another on your own idea

**P - Point**

**E - Evidence**

**E - Explain**

**L - Link**

**Point:** 'One reason for [wording of question] is...

**Evidence:** provide relevant precise historical evidence (stats, places, names, events, dates, etc)

**Explain:** using the evidence, explain why this factor led to the event in question

**Link:** always link back to the question and the other factors you are writing about - you may find it useful to write in order of significance to make this easier

**Tip:** for top marks you should maintain a consistent line of reasoning - keep linking back to the question and have a clear argument about why these factors culminated in the event in question occurring

# Grade 9 Answer

## 12 Mark Essay Question

12/12  
Marks

### Question:

Explain why the Nazi Party introduced new policies towards women in the years 1933-39. You may use the following in your answer:

- Family
- Employment

You must also use information of your own.

(12 marks)

### Answer:

Firstly, the Nazi Party introduced new policies towards women in the years 1933 to 1939 in order to encourage women to have a large family. Hitler wanted a high birth rate amongst the Aryan population in order to expand Germany, so the Nazis encouraged Aryan women to have multiple children. They did this through giving women that had children financial incentives, and also awarded the Mother's Cross to women who had many children. Therefore, the Nazi Party introduced new policies towards women because they wanted women to have more children in order to increase the Aryan population, as their goal was to expand Germany.

Secondly, the Nazi Party introduced new policies towards women in the years 1933 to 1939 in order to reduce the number of women in employment. The Nazi Party wanted all jobs to go to non-Jewish men, so strongly discouraged women from working, and encouraged them to become stay at home mothers. The Nazi Party did this by introducing the Law for the Reduction of Unemployment, which gave women financial incentives to stay at home, and they did not conscript women until 1943. Women were also not included in the Nazi's unemployment figures, so they were able to claim full employment by 1939. Therefore, the Nazi Party introduced new policies towards women because they wanted to discourage women from employment, as this freed up jobs for men, and reinforced their sexist views.

Finally, the Nazi Party introduced new policies towards women in the years 1933 to 1939 in order to reinforce traditional appearances. In the Weimar years, women experimented with their appearances and began wearing shorter dresses and more makeup. However, the Nazi Party encouraged traditional German fashions in order to enforce the Aryan race and traditional role of women. Makeup, dyed hair or wearing trousers was frowned upon. This further enforced the control that the Nazi Party had over women, and kept the traditional German appearances in force. Therefore, the Nazi Party introduced new policies towards women in order to reinforce traditional roles and reduce individuality within Germany.

### Feedback:

This answer would get 12/12 marks because the pupil has identified 3 reasons why the Nazis introduced policies for women (family, employment and traditional appearance). They have explained each point in depth using historical information, and directly linked to the question throughout.



# How to answer...

## Paper 3 Question 3a

8  
Marks

How useful are Sources B & C for an enquiry into...

For this question you should write 2 paragraphs:

- **1st paragraph:** assess the usefulness of Source B
- **2nd paragraph:** assess the usefulness of Source C

You could structure each paragraph as follows:

**Content** - what information does the source give you that is relevant to the enquiry topic?

**Historical knowledge** - is this accurate? Use your own knowledge to convince your reader of your judgement

**Provenance** - how does the source's provenance affect its accuracy and usefulness? Think about:

- The author's **background**, **beliefs** and **experiences**
- The context of **when** and **where** they are writing, and the information available to them
- The **purpose** and intended **audience**

**Usefulness** - make a clear overall judgement on the usefulness of the source **for the enquiry**: 'Therefore, this source is extremely/somewhat/not useful for an enquiry into X because...'



# Grade 9 Answer

## Source Utility Question

8/8  
Marks

### Question:

How useful are Sources B and C for an enquiry into the experiences of young people living in Nazi Germany? Explain your answer, using Sources B and C and your knowledge of the historical context.  
(8 marks)

### Answer:

Firstly, source B is useful for an enquiry into the experiences of young people living in Nazi Germany because it is a propaganda poster. It depicts an 'aryan' boy with blond hair, standing proudly and holding the Nazi flag. And the text reads 'The German Student Fights for the Führer and the People'. This source would suggest that the experiences of young boys in Nazi Germany was extremely positive, and that boys saw it as a privilege and an honour to fight for the Nazi party. However, we know that the artist was an avid supporter of Hitler, and therefore this is a propaganda poster, aimed to indoctrinate young boys and encourage them to join the Hitler Youth. This was a youth group that was only for boys, and by 1936 membership was compulsory. Hitler Youth prepared boys for the military and activities included sports and rifle practice, and the boys were also indoctrinated with Nazi ideology and encouraged to report people who went against the Nazis. This meant that young boys were brainwashed into believing the Nazi ideology was true, and their focus was on fighting for Germany. Therefore, Source B is not an accurate depiction of the experiences of young people in Nazi Germany. However, I would argue that this does not diminish its utility. Many boys living in Nazi Germany would have had an experience similar to the boy shown in the poster, as they were so indoctrinated that they may have enjoyed their time in Hitler Youth, and felt proud to be the future of the Nazi Party. Therefore, although source B is not an entirely accurate depiction of the experiences of young people in Nazi Germany, it is still useful for the enquiry, as not only shows what some boys may have experienced, but also shows us how the Nazi Party indoctrinated the youth using propaganda.

Secondly, Source C is a very useful source for an enquiry into the experiences of the youth in Nazi Germany. The source is an extract from an autobiography of McKee, who was in the German League of Girls when she was a child, so experienced the regime first-hand. The author describes how during the Nazi regime girls were encouraged to be mothers, which often resulted in illegitimate children being born. We know that this did happen, as girls were forced to join the League of German Maidens from 1936, which was a youth group where they were prepared for motherhood and were indoctrinated with Nazi ideology. Additionally, Lebensborn was set up in Germany in 1935, which was a scheme to encourage young, unmarried women to have 'aryan' children with SS soldiers in order to increase the German population. Therefore, source C is extremely useful in the enquiry into the experiences of the youth in Nazi Germany, because many of the author's experiences can be backed up with historical context. Although, the accuracy of the source may be decreased because it was written for an autobiography, so the author may have exaggerated her experiences to make the book more entertaining. However, overall I argue that source C is a very useful source for the enquiry, as the author had experience of Nazi Germany as a young person herself.

### Feedback:

This answer would get 8/8 marks because the pupil has explained and analysed the utility of both source B and C. They have explained each point in depth using historical information, linked back to the question and come to an overall judgement for each source.



## Source B

Source B: A poster by Ludwig Hohlwein who was a strong supporter of Hitler. The text reads 'The German Student Fights for the Führer and the People' (c. 1935)



[<https://spartacus-educational.com/GERyouth.htm>]

## Source C

**Source C: From Isle McKee's autobiography 'Tomorrow the World', published in 1960. McKee was a member of the German League of Girls.**

**We were told from a very early age to prepare for motherhood, as the mother in the eyes of our beloved leader and the National Socialist Government was the most important person in the nation. We were Germany's hope in the future, and it was our duty to breed and rear the new generation of sons and daughter. These lessons soon bore fruit in the shape of quite a few illegitimate small sons and daughters for the Reich, brought forth by teenage members of the League of German Maidens. The girls felt they had done their duty and seemed remarkably unconcerned about the scandal.**

# How to answer...

## Paper 3 Question 3b

4  
Marks

Interpretations 1 and 2 give different views about [topic]. What is the main difference between them?

This question will ask you to identify a difference between each interpretation's views on a particular topic

This question is only worth 4 marks, so you need 1 clear and concise paragraph

You could structure your answer as follows:

**Argument:** 'The main difference between Interpretation 1 and Interpretation 2 is...'

**Explain Interpretation 1:**

- Identify Interpretation 1's view on the topic
- Explain how you know this using details from the source

**Explain Interpretation 2:**

- Identify Interpretation 2's view on the topic and highlight how this differs from Interpretation 1
- Explain how you know this using details from the source

Remember to refer back to difference throughout your response



# Grade 9 Answer

## Interpretation Differences

4/4  
Marks

### Question:

Study Interpretations 1 and 2. They give different views about the experiences of young people living in Nazi Germany. What is the main difference between these two views? Explain your answer, using details from both interpretations. (4 marks)

### Answer:

Interpretation 1 gives the view that young people were enthusiastic towards the Nazi regime, and 'couldn't wait to join the Hitler Youth'. This suggests that young people had a positive experience in Nazi Germany and the Hitler Youth group was a fun and exciting activity for young boys.

In contrast, Interpretation 2 gives the view that young girls were forced to follow traditional roles in Nazi Germany, and girls were told that intellectual pursuits were 'against their nature'. This suggests that young girls did not have a positive experience in Nazi Germany, as they were forced to prepare for childbearing, and had fewer opportunities.

### Feedback:

This answer would get 4/4 marks because the pupil has identified a difference in the interpretations, giving evidence for this difference, and making an inference based on the evidence.

## Interpretation 1

**Interpretation 1: Catrine Clay 'Trautmann's Journey: From Hitler Youth to FA Cup Legend' published in 2010.**

**Bert Trautmann couldn't wait to join the Hitler Youth. His mother, better educated than his father, had her misgivings...But begged by Bert and bombarded with Nazi propaganda, his parents scraped together the money it took to buy the uniform... Bert wore it with intense pride as he stood erect giving the Nazi salute before the swastika banner, hair shorn short back and sides, and spoke the oath: "In the presence of the blood banner, I swear to devote all my powers and my strength to the saviour of our Reich, Adolf Hitler. I am willing and ready to give up my life for him, so help me God.**

## Interpretation 2

### **Interpretation 2: Cate Haste 'Nazi Women', published in 2001**

**It was German girls' duty to be healthy, for their bodies belonged to the nation. They must be fit in every way for their ultimate destiny: childbearing. Sport, along with physical training and exercise, was essential. Massive displays of formation dancing and group gymnastics were a regular feature of BDM life. Sport and domestic skills took precedence over intellectual pursuits, which the male leaders considered were against their 'nature'. All girls were trained in household subjects – the theory of nutrition and baby care and the practice of sewing, handicrafts, cooking, healthy eating, and the importance of fresh air and exercise and cleanliness.**

# How to answer...

## Paper 3 Question 3c

4  
Marks

**Suggest one reason why Interpretations 1 and 2 give different views about [topic].**

**This question will ask you to identify one reason why Interpretations 1 and 2 give different views on a particular topic**

**This question is only worth 4 marks, so you need 1 clear and concise paragraph**

**You should:**

- **Clearly state your chosen reason**
- **Explain using an analysis of both interpretations, considering how the historians came to their respective judgements**

**Why might interpretations differ?**

- **Historians may have used different sources to inform their judgements (you can reference the sources in your exam paper if they are relevant)**
- **Historians may have chosen to place emphasis on different factors**
- **Historians may have different perspectives, approaches and focuses**



# Grade 9 Answer

## Reason for Differences

4/4  
Marks

### Question:

**Suggest one reason why Interpretations 1 and 2 give different views about the experiences of young people living in Nazi Germany. You may use Sources B and C to help explain your answer. (4 marks)**

### Answer:

**The interpretations are different because they put different weight to difference sources. For example, Source B, which depicts the experiences of the youth to be positive and shows a Hitler Youth member looking proud, provides some support for Interpretation 1 which states that some young people enjoyed living in Nazi Germany, and felt proud to be a part of groups such as Hitler Youth. Whereas Source C, which shows evidence that many young girls were pressured into having children at a young age by the Nazis, provides some support for Interpretation 2, which emphasises the fact that young girls had a duty to be good mothers, and intellectual opportunities were taken away from them.**

### Feedback:

**This answer would get 4/4 marks because the pupil has identified a reason for difference in the interpretations, explaining this reason with analysis.**

# How to answer...

## Paper 3 Question 3d

16 Marks  
+4 SPaG

### How far do you agree with Interpretation 1/2 about...?

There is no set way to answer this question. However, you are required to use **both interpretations** and your **knowledge of historical context**

You could structure your response as follows:

**Arguments in support of the Interpretation's view**

- **Point** - state the view of the stated Interpretation about the specific topic in the question
- **Evidence** - identify specific details in the source that convey this view
- **Explain** - explain how these details are supported and/or contradicted by your historical knowledge
- **Link** - link back to the question - based on your analysis, how far would you agree with the Interpretation?

**Arguments against the Interpretation's view**

- **Point** - state the view of the other Interpretation - this Interpretation will disagree with the former
- **Evidence** - identify specific details in the source that convey this view
- **Explain** - explain how these details are supported and/or contradicted by your historical knowledge
- **Link** - link back to the question and other interpretation - do these arguments outweigh those in favour of the source? Why? Therefore, how far do you agree?

Completely disagree

Slightly agree

Strongly agree

Somewhat disagree

Mostly agree



# Grade 9 Answer

## Interpretation Evaluation

20/20  
Marks

### Question:

How far do you agree with Interpretation 2 about the experiences of young people living in Nazi Germany?

Explain your answer, using both interpretations, and your knowledge of the historical context. (16 marks + 4 SPaG)

### Answer:

Interpretation 1 emphasises the appeal and influence of the Hitler Youth on German boys, as seen in the experience of Bert Trautmann, who felt a strong pride in joining the group. His mother's concerns were outweighed by Bert's eagerness, influenced by Nazi propaganda that promoted the Hitler Youth as a path to national loyalty and camaraderie. Boys in the Hitler Youth were encouraged to pledge absolute loyalty to Hitler, as shown in Trautmann's oath, where he vowed to "devote all my powers and my strength to the saviour of our Reich." This aligns with the Nazi focus on militaristic and ideological training, which prepared boys to serve in the military and fostered loyalty to the Führer above all else. Members often engaged in outdoor activities like camping and physical drills, which mirrored army life, instilling discipline and a sense of purpose. Many young boys, lacking other influences, saw the Hitler Youth as a source of pride and belonging, making it a highly effective tool for Nazi indoctrination. However, I do not fully agree with the interpretation as not all young people had this experience.

Interpretation 2 focuses on the contrasting experiences of girls in Nazi Germany, specifically within the Bund Deutscher Mädel (BDM), or League of German Girls. Unlike boys, whose training was more military-focused, girls were encouraged to prioritize physical health and domestic skills to prepare for motherhood, which the Nazis viewed as their primary role. Girls participated in physical exercises, formation dancing, and gymnastics, which were intended to ensure that they were fit for childbearing. The BDM curriculum emphasized subjects such as cooking, sewing, and baby care, reflecting the Nazi belief that women's "nature" was unsuited to intellectual pursuits and more aligned with homemaking and raising children. The intense focus on physical fitness and domestic training shows how the Nazi regime sought to control every aspect of girls' lives, grooming them to fulfill their roles as future mothers of Aryan children and reinforcing the Nazi ideal of women as the "bearers of the nation."

In conclusion, while both interpretations accurately depict the Nazi regime's control over youth, I agree more with Interpretation 2. It better illustrates how the Nazis shaped young people's lives through gender-specific roles, controlling them through rigid expectations for boys and girls. By contrasting militaristic training for boys with domestic preparation for girls, Interpretation 2 highlights how the Nazi state structured every aspect of youth life to serve its goals, ensuring total control over the next generation's values, roles, and beliefs.

### Feedback:

This answer would get 20/20 marks because the pupil has analysed each interpretation in depth using contextual knowledge. The pupil has also given an overall judgement, with sustained reasoning and their answer is logically structured, and the pupil has demonstrated accurate SPaG.

