

Q1. How does Interpretation A differ from Interpretation B about...? (4 marks)

Guidance

- ❖ Find two differences on the topic between A and B.
- ❖ Support your points of difference with specific detail from the interpretations e.g. direct quotations.
- ❖ Two sentences.

2%

5 mins

4 marks

Thinking (the hard bit)

**READ** - Start by reading interpretation A.

- What overall viewpoint does it give?
- What does it tell us about the topic of the question? (TOQ)

**READ** - Then read interpretation B.

- What overall viewpoint does it give?
- What does it tell us about the topic of the question? (TOQ)

**THINK** - Now identify two differences in terms of the views that the interpretations have about a topic – where do they differ?



Structure: 2x PE

P

Point

PE1: "Interpretation A has a different view to interpretation B about..."

PE2: "A and B also differ about..."

Ev

Evidence

PE1: "A states/suggests that... whereas B states/suggests..."

PE2: "Interpretation A states/suggests that... whereas B states/suggests..."

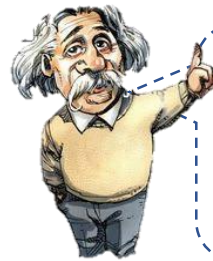
You should either use a quote to reinforce your point

**OR**  
Paraphrase or describe the part of the interpretation you want to discuss

**IDEALLY A MIXTURE OF BOTH**

Mark Scheme

Band / Marks	Description
<b>Band 1</b> Basic 1-2 marks	The response <b>identifies simple differences</b> between the viewpoints given in the two interpretations. Answer <b>does not support this with detail</b> from the Interpretations.
<b>Band 2</b> Simple 3-4 marks	The response <b>identifies and describes the differences</b> between the viewpoints given in the interpretation and <b>supports this by describing the main argument each author gives</b> to support their viewpoint.



Why not read these 2 sets of interpretations about opinions of the Kaiser, identify 2 key differences between them and then select a quote from A and B to support each of your chosen differences. If it isn't your copy then use a piece of paper!

Study Interpretations A and B. How do they differ in their views on Kaiser Wilhelm II? (4 marks)

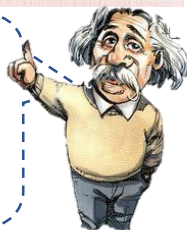
**INTERPRETATION A** *First impressions of Wilhelm II as Kaiser. From G. Craig, Germany 1866–1945 (1981).*

Most people were impressed by the new ruler's vitality, his openness to new ideas, the diversity of his interests, and his personal charm. A Court official later wrote that William was 'a dazzling personality who fascinated everyone who appeared before him. He was well aware of his ability to do this and developed this talent with much effort and refinement to an extra-ordinary perfection'.

**INTERPRETATION B** *Concerns about Wilhelm II. From Michael Balfour, The Kaiser and His Times (1964).*

The main cause of alarm was William's (Wilhelm's) lack of tact. ... The chief danger is that he is absolutely unconscious of the effect which his speeches and actions have upon princes, public men and the masses. For example, he astonished the British Ambassador by the way he talked about the diminutive [small] King of Italy whom he referred to as 'the Dwarf' while calling the Queen 'a peasant girl' and 'the daughter of a cattle thief'.

Why not read these 2 sets of interpretations about the Reichstag Fire, identify 2 key differences between them and then select a quote from A and B to support each of your chosen differences. If it isn't your copy then use a piece of paper!



How does Interpretation E differ from Interpretation F about the Reichstag Fire? (4 marks)

**INTERPRETATION E** *From an account written in 1950 by Rudolf Diels, a Nazi and head of police in Berlin in 1933.*

I think van der Lubbe started the Reichstag Fire on his own. When I arrived at the burning building, some police officers were already questioning him. His voluntary confession made me think that he was such an expert arsonist that he did not need any helpers. Why could not one person set fire to the old furnishings, the heavy curtains and the bone-dry wood panelling? He had lit several dozen fires using firefighters and his burning shirt, which he was holding in his right hand like a torch when he was overpowered by Reichstag officials.

**INTERPRETATION F** *From Hitler – A Study in Tyranny by the British historian Alan Bullock (1952).*

Goering had been looking for an excuse to smash the Communist Party. He at once declared that van der Lubbe was only part of a larger Communist plot to start a campaign of terror. The burning of the Reichstag was to be the signal for Communist revolt.

In fact, I believe that the burning of the Reichstag was planned and carried out by the Nazis themselves. Van der Lubbe was picked up by the SA and allowed to climb into the Reichstag and start a fire on his own in one part of the building while Nazis started the main fires.

**Q2. Why might the authors of Interpretations A and B have a different interpretation about...? (4 marks)**

**Guidance**

- At least two reasons why the interpretations differ using Nature/Origin/Purpose of the interpretation.
- Specific supporting factual detail.
- 2-4 sentences explaining two reasons why they differ.

2%  5 mins  4 marks

**Thinking (the hard bit)**

**NATURE** - Think about what type of interpretation it is e.g. an official report, newspaper, photograph etc. What impact might this have upon the content?

**ORIGIN** - Think about who produced the interpretation as well as where and when. What impact might this have upon the content?

**PURPOSE** - Think about why the interpretation was produced. What impact might this have upon the content?

**Structure: 2x PEE (little PEEs)**

**P**  
Point  
PEE1: "The first reason why the interpretations differ is..."  
PEE2: "The second reason is..."

**Ev**  
Evidence  
PEE1: Use the aspect of NOP/W questions that is relevant to the difference and briefly describe  
PEE2: Use the aspect of NOP/W questions that is relevant to the difference and briefly describe

**Ex**  
Explain  
PEE1: "This explains the difference because..."  
PEE2: "This explains the other difference because..."

**Mark Scheme**

Band / Marks	Description
<b>Band 1</b> Simple 1-2 marks	The response <u>identifies two reasons</u> , based on the Nature, Origin and Purpose of the Interpretations, to <u>suggest why</u> the interpretations might be different.
<b>Band 2</b> Developed 3-4 marks	The response <u>identifies two reasons</u> based on the Nature, Origin and Purpose of the Interpretations, to <u>suggest why</u> the interpretations might be different and <u>can explain HOW</u> this explains why the two interpretations are different.

**Interpretation A** Albert Speer, writing in his book, 'Inside the Third Reich' written in 1960.

He remembers hearing Adolf Hitler speak in January 1931 at Berlin University. Albert Speer went on to become the Nazi Minister for weapons. He was sentenced to 20 years in prison after the war and released in 1966.

Everything about him was reasonable and ordinary looking; he was no shrieking fanatic in a uniform. He spoke passionately; it was hypnotic and persuasive. We were carried on a wave of enthusiasm. It swept away our doubts. Here, it seemed was hope, new ideals, a new understanding. The peril of communism could be stopped.

**Interpretation B** Victor Schiff, in an article written in 1950 where he explains Hitler's rise to power.

Schiff was a German journalist and socialist who worked as the Paris correspondent for the American 'Daily Herald' newspaper in the 1930s.

If there is one point on which we all agree, it must be surely that Hitler owes his rise and ultimate victory to the World Economic Crisis. Hitler appealed to the despair of the unemployed workers; the young people who had no future; to the middle class businessman and craftsman heading for bankruptcy and to the farmers threatened with a fall in agricultural prices.

Interpretation A and B have different interpretations because they are written by different authors who had different experiences and beliefs which have affected their views. For instance Speer worked for Hitler as Nazi Minister for weapons and therefore speaks more positively of Hitler's rise to power and how it stopped the 'peril of communism'. Whereas Interpretation B is written by Schiff, who was a socialist and therefore takes a more negative view of Hitler's rise as he would want to justify how the masses ended up supporting him instead of socialism. Also Interpretation A was written in 1960, while Speer was in prison for war crimes, which may lead him to justify his actions attempting to reduce his accountability. Although Schiff also wrote after the war, he was not directly involved and so his motive is more to do with his opposing view point and the popular opinion after the war.

**Student response 1 gets full marks because he/she identifies 2 valid reasons and supports them using reasons about provenance**

Albert Speer (the author of interpretation A) was one of Hitler's chief architects and one of his greatest allies. At the time this was written, Albert Speer was in prison after the war. He talks of Hitler being "hypnotic and persuasive" leading us to think that his interpretation of Hitler's appeal is that he takes control of people's actions through the use of his persuasive speeches. The reason his interpretation may be this way, is to suggest how Hitler was the cause of his actions, in order to take some of the blame off of himself being put in prison.

However, Victor Schiff (author of interpretation B) was a German journalist and socialist who worked as the Paris correspondent for an American paper. Therefore his opinion of Hitler's appeal would be more widespread as, being a journalist, he gets the German public's opinion as well as Hitler's supporters. As he was left wing, Schiff would be more interested in the workers' opinion of Hitler and therefore highly dislike the Nazis, meaning his interpretation of Hitler's appeal to the public is much more negative due to being left wing.

**Student response 2 gets full marks because he/she identifies 2 valid reasons and supports them using reasons about provenance, just in a more structured way**



Q3. Which interpretation do you find more convincing about...? (8 marks)

Guidance

- Reference both interpretations.
- Explain WHY the interpretations are more or are less convincing.
- The use of precise historical evidence / contextual knowledge to support explanation.
- Two paragraphs AND a judgement about which is more convincing in a conclusion.

5% 10 mins 8 marks

Structure: 2x PEvExEvExEvEx + a judgement

P Point

PEE1: "Firstly, interpretation A is partially/fairly/very convincing about TOQ."

PEE2: "Contrastingly, interpretation B is more/less convincing than A."

TOP TIP: YOU NEED TO DO Ev+Ex STEPS 2-3 TIMES IN EACH PEE

Ev Evidence

"The author of A/B states "QUOTE""  
 "Interpretation A/B says "QUOTE""  
 "The interpretation implies..."  
 "A/B suggests that..."  
 "The part of the interpretation that I find convincing/unconvincing is..."  
 "The aspect of A/B that is/isn't convincing is..."



Ex Explain

"This seems accurate/inaccurate because..."

"This agrees/disagrees with what I know because..."

"This is/isn't convincing because..."

"This is factually accurate/inaccurate because..."

(use CK to explain why the parts you selected of the interpretation are either convincing or unconvincing)

JUDGEMENT: "Overall, I think that interpretation A is more convincing / equally as convincing / less convincing than interpretation B. The main reason(s) for this is/are..."

Mark Scheme

Marks	Description
Band 2 Simple 3-4 marks	The response <u>supports one interpretation</u> by using <u>some contextual knowledge</u> . This is well <u>linked to the arguments</u> put forward in the interpretation. Second interpretation may be described, but without focus on the question
Band 3 Developed 5-6 marks	The response supports <u>BOTH interpretations</u> by using <u>good contextual knowledge</u> . This is accurate and well linked to the arguments put forward in the interpretations. The response <u>begins to make a judgement</u> as to which interpretation is more convincing, however this will not be well explained or developed. <u>1-2 bits of evidence for A and B</u>
Band 4 Complex 7-8 marks	<u>As at band 3</u> , but also <u>reaches a strong and justified conclusion</u> as to which interpretation is the most convincing and uses <u>2-3 bits of evidence for A and B</u>  Answer <u>may be written comparatively</u> when evaluating which one is more convincing.



TOQ – TOPIC OF QUESTION



Thinking

**NOPE N.O.P** – You do NOT analyse the N.O.P in this answer, you need to compare the content of the interpretation with your contextual knowledge of the time period and question focus.

**JUDGEMENT DAY!**

**CK vs CONTENT** – How does what is in each interpretation compare to what you know? Does one show a more specific, broader or accurate picture than the other? Are there any inaccuracies in the information given? Maybe one more than the other?

**CONTENT vs Q FOCUS** – How well does each interpretation focus on / contribute towards the enquiry in the question.



Guidance

- ❖ Reference two distinct problems/issues/causes.
- ❖ The use of precise historical evidence.
- ❖ 2-4 sentences.



Thinking (usually the hard bit, but not on this Q)

**RECALL** – Think about a bullet point list of problems relating to this issue. If you have a long list in your head then choose the 2 you know the most about.

**RECALL... MORE** – Dig deep inside your teenage brain to discover key details about the 2 things you have chosen. For example, if a problem for the Weimar Government is the Treaty of Versailles, you might want to recall some of the specific terms of it



**WRITE** – Quickly hammer out a few sentences telling your reader about the 2 problems, being as specific as you can with the knowledge. Ideally you should complete this question in 3 minutes to bank the time for harder questions earlier or later in the paper

Structure: 2x PE

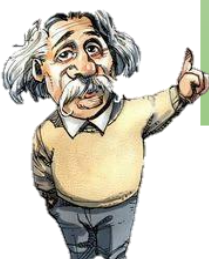
**P**  
Point

PE1: "One problem \_\_TOQ\_\_ was..."  
PE2: "A further problem was..."

**Ev**  
Evidence

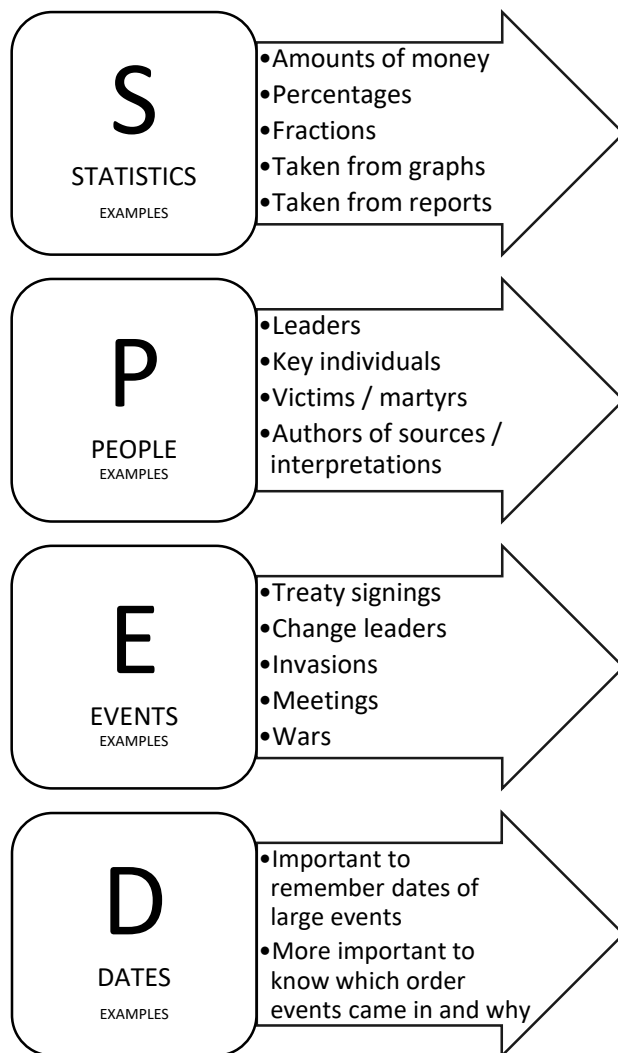
"This was..."  
"This included..."  
"As part of this..."  
Or any other phrase to start describing something further

**DO NOT EXPLAIN HOW OR WHY IT WAS A PROBLEM – YOU WON'T GET ANY MARKS FOR THIS!**



Mark Scheme

Band / Marks	Description
Band 1 Basic 1-2 marks	The response identifies <b>two points</b> that are relevant to the question and begins to give <b>some knowledge</b> to support these, although this may <b>lack detail</b> .
Band 2 Simple 3-4 marks	The response identifies <b>two points</b> that are relevant to the question and supports these with <b>specific and detailed evidence</b> . The points are <b>well focussed on what the question is asking</b> .





Q5. In what ways were ... affected by...? (8 marks)

Guidance

- Explain two changes
- Identify briefly what the situation was before and what changed.
- Explain the impact of change in a multi-layered way.
- The use of precise historical evidence.

5%      10 mins      8 marks

Change (breaking it down)

Type	Pace	Extent	Significance
Social	Instantaneous	Drastic	Comprehensive
Political	Sudden	Radical	Extensive
Economic	Rapid	Pivotal	Enduring
Religious	Fast	Considerable	Significant
Military	Steady	Major	Insignificant
	Moderate	Great	Far-reaching
	Gradual	Large	Long-lasting
	Paced	Minimal	Short-lived
	Slow	Negligible	Temporary
	Sluggish	Slight	
		Small	

Mark Scheme

Marks	Description
Band 2 Simple 3-4 marks	The response <u>identifies and describes</u> one or more changes relevant to the question and provides <u>supporting detail/examples</u> .
Band 3 Developed 5-6 marks	The response <u>identifies and describes two or more</u> changes and <u>explains the effects</u> of these changes on the group given in the question in a well developed way. The answer contains <u>specific details/examples</u> to support the arguments that are made.
Band 4 Complex 7-8 marks	The response <u>analyses changes</u> and their effects e.g. by developing <u>detailed explanations</u> of the <u>type, extent, pace and/or significance</u> of change. This might be different effects on different groups, positive and negative effects, different changes and effects over time.

Structure: Optional intro and 2 x PEEs

**FANCY PANTS OPTIONAL INTRODUCTION USING TABLE ABOVE:**  
 “\_\_TOQ\_\_ caused \_\_SIGNIFICANCE\_\_ changes to the lives of \_\_GIQ\_\_ in a way which was \_\_PACE\_\_. They led to \_\_TYPE(S)\_\_ changes to a \_\_EXTENT\_\_ extent.”  
**EXAMPLE:**  
 “Nazi economic policies caused far reaching changes to the lives of the German people in a way which was rapid. They led to economic and social change for different sub groups to a considerable extent.”

**TOQ – TOPIC OF QUESTION**  
**SIGNIFICANCE – SELECT WORD FROM COLUMN TO INDICATE SIGNIFICANCE**  
**GIQ – GROUP IN QUESTION**  
**PACE – SELECT WORD TO INDICATE PACE OF CHANGE**  
**TYPE(S) – SPECIFY TYPE(S) OF CHANGE**  
**EXTENT – SELECT WORD TO SHOW EXTENT**

Thinking (the hard bit)

**P**  
Point

**PEE1:** “The first \_\_EXTENT\_\_ change experienced by \_\_GIQ\_\_ due to \_\_TOQ\_\_ is...”  
**PEE2:** “Another \_\_EXTENT\_\_ change the \_\_GIQ\_\_ experienced is...”  
 (Another / A further / An additional / A more significant / A less significant / equally important / A further reaching / more extensive / more drastic)

**Ev**  
Evidence

“I know that this change ...”  
 “This change occurred due to...”  
 “This happened as a result of...”  
 Describe what aspect of the TOQ caused the change, using precise contextual knowledge/SPED (Statistics, People, Events and Dates). Do not explain at this stage.

**Ex**  
Explain

“The \_\_GIQ\_\_ were affected by this because...”  
 “This meant that the \_\_GIQ\_\_ saw \_\_EXTENT\_\_, \_\_TYPE\_\_ change because...”  
 “This change can be viewed as \_\_SIGNIFICANCE\_\_ because...”  
 (You can either use the top sentence starter for a simple or developed explanation, however, if you want to be complex you can use the last 2. Or you can improvise using the Thinking box to help guide your written work!)

**SOCIAL GROUPS** - Think about what changes might have happened to that particular group of people (you might get a general group ie) German people OR you might get a specific group ie) German women – did different people within that group experience more or less change that others? Why?

**CHANGE** - what type of change occurred? How quickly did it occur? How much change did this group experience? If the group of people given is broad (ie) German people) then did different sub groups experience the change differently

**IMPACT** - what impact did the changes have? How significant was the change? Can the change be broken down into different types when explaining?

**SEEMS COMPLEX I KNOW, BUT YOU WILL SOON GET USED TO VIEWING CHANGE IN A DEEPER WAY.**

**Q6. 'Which of the following was the more important reason why ...? (12 marks + 4 SPAG)**

**Guidance**

- Consider the whole of the key event.
- Reference both factors given in the question.
- Explain the importance of factors in detail.
- The use of precise historical evidence and examples.
- Top marks – consider the extent of the importance of each factor.
- Sustained judgement.



**Structure: 2xPEEs + judgement**

**P**  
Point

PEE1: "Of the two I think that POINT 1 is the more/less important reason why TOQ. One of the main reasons POINT 1 caused TOQ is because..."

PEE2: "However, POINT 2 was more/less important in causing TOQ because..."

**Ev**  
Evidence

"This was..."  
 "This policy/agreement/meeting included..."  
 "For example..."  
 "POINT 1/2 was..."

Describe the factor/events using precise contextual knowledge. Use precise SPED (Statistics, People, Events and Dates) and be sure that all description is linked to the Q focus

**Ex**  
Explain

"This contributed towards causing TOQ because..."  
 "This played a \* part in causing TOQ because..."  
 "This was \* responsible for TOQ because..."

(use CK to explain significance further and demonstrate your knowledge that events may be connected to each other and have different strands to them)

**JUDGEMENT:**

"Overall, there are a few reasons I believe that POINT1/2 was a more important cause."  
 "Firstly..."  
 "This means it played more of a role than POINT 1/2 because..."  
 "Additionally..."  
 "This contributed more to TOQ than POINT 1/2 because..."

The more thoroughly you argue your chosen judgement the better. If you have been arguing this from the start then your conclusion must agree to provide a consistent argument.


**Mark Scheme**

Marks	Description
Band 2 Simple 3-6 marks	The response <u>begins to explain the importance</u> of the given factor or other factor(s) in relation to the question. This is <u>supported with some factual detail</u> . <u>Explanations will not be fully developed</u> .
Band 3 Developed 7-9 marks	The response includes a <u>developed explanation of both of the given factors</u> . This is focussed on the question and well <u>supported with specific factual detail and examples</u> . The answer may <u>begin to develop an overall judgement</u> , however this is not fully developed.
Band 4 Complex 10-12 marks	The response <u>explains both of the given factors in detail</u> . These are precisely focussed on the question and <u>well supported with specific factual detail</u> . Students will be <u>able to make links between factors</u> to help them reach a <u>sustained judgement</u> as to the relative importance of factors in response to the question.

\* - indicates where you might want to consider including a quantifying word to show how important this factor is (ie) minimal, fair, huge)

**POINT 1 or 2 – THE POINTS GIVEN IN THE QUESTION**

**TOQ – TOPIC OF QUESTION**



**Thinking (the hard bit)**



**FACTORS** - Think about the events in Germany within in the date range of the question – jot down a few facts you know about the factors given in the question, with a focus on precise knowledge / SPED.

**IMPORTANCE** – Now consider how important each one is and why. Give a number ranking and perhaps jot down a key reason if you have time, otherwise, just store the reasons in your head!

**JUDGEMENT** - Which factor do you think is most important and why? Think about the amount of influence or impact it had the topic of the question and how you could justify one being more important than the other.