



Edexcel – GCSE History – Paper 3

Walking Talking Mock

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This resource has been created using the Sample assessment materials produced by the exam board.



This paper will contain six questions, all on the unit you have been taught:

- 30. Russia and the Soviet Union, 1917 – 41
- 31. Weimar and Nazi Germany, 1918 – 39
- 32. Mao's China, 1945 – 76
- 33. The USA, 1954 – 75: Conflict at Home and Abroad

Question 1 – Give two things you can infer from Source A about ... (4)

For Example:

Give two things you can infer from Source A about the Nazi view of women.

Important prompt words

Two – Give two different inferences

Infer – Say what the source suggests (don't just repeat what it shows)

Source A – Only use the source, not your own knowledge

Nazi view of women – Make sure that your inference is about this, not just a general inference

Key Requirements of the Question:

- Two different inferences
- One piece of supporting evidence for each
- Max of 2 mins per inference

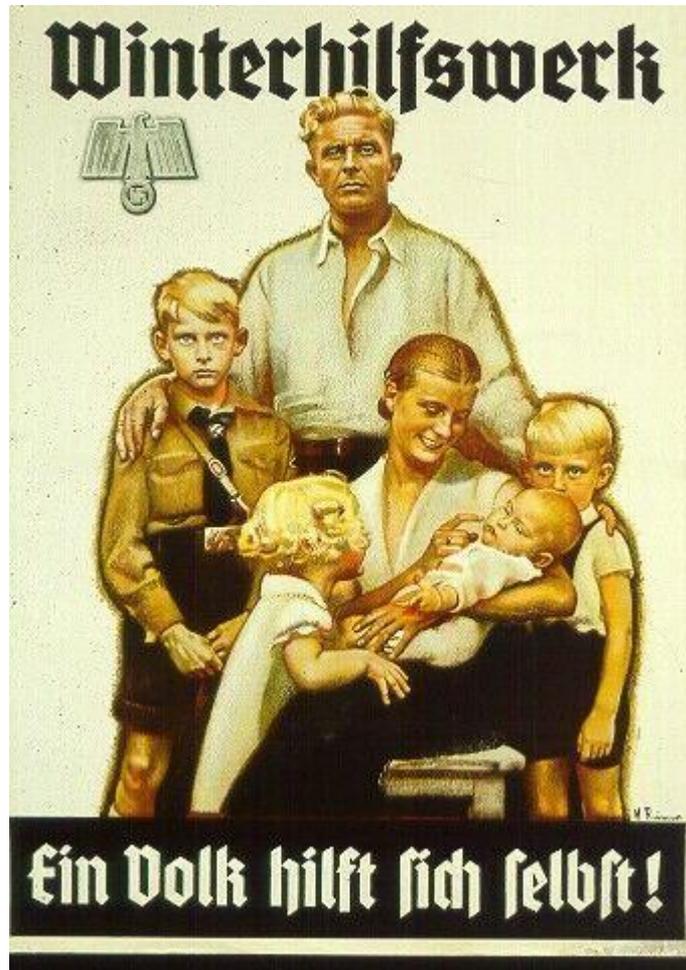


Question 1 – Give two things you can infer from Source A about ...(4)

Type of Answer:	Marks	Description:
Basic	1	You say something the source suggests or shows.
Good	2	You say something the source suggests and then give a quote or observation to show how it suggests this.

*Total of 4 marks, this is for each inference.

Question 1 – Give two things you can infer from Source A about ... (4)



For Example:
Give two things you can infer from Source A about the Nazi view of women.

Source A: a Nazi poster from 1934 saying that a strong family unit “helps the nation help itself”.

Your task – (In pairs)

- One person circle/underline something in the source.
- Then give it to the second person.
- That person must then explain what the observation/quote suggests about the Nazi view of women and why.

Question 4b – Explain why... (12)

For Example:

Explain why there was increased support for the NSDAP between 1929 and 1933.

You may use the following points in your answer to help you:

- 'Hitler Over Germany' Propaganda Campaign
- The role of the SA

You must also use information of your own.

Important prompt words

Explain why – Give the causes and be clear why it led to the event in the question

Increased support for the NSDAP – This is the topic of the question and you need to show the causes of **1929 and 1933** – Stick strictly between these dates

May – What you can use (and probably should)

Must – What you have to use

Key Requirements of the Question:

- Three key causes
- The use of precise historical evidence
- A clear explanation showing how each one led to the event in the question
- Show links between the different causes
- Write in order of significance
- Max of 6 mins per cause (paragraph)



Question 4b – Explain why... (12)

Type of Answer:	Marks	Description:
Basic	1-3	Up to three causes are given with no explanation.
Okay	4-6	One or two different reasons are given with some explanation of how each led to the outcome in the question. Little or no historical evidence is used.
Good	7-9	Two or three different reasons are given with an explanation of how each one led to the outcome in the question. Historical evidence is used in each. There are some links between the different reasons.
Perfect	10-12	Three different reasons are given with a very clear explanation of how each one led to the outcome in the question. More than one piece of historical evidence is used in each paragraph. There are clear links between all the different reasons.



Question 4b – Explain why... (12)

For Example:

Explain why there was increased support for the NSDAP between 1929 and 1933.

You may use the following points in your answer to help you:

- ‘Hitler Over Germany’ Propaganda Campaign
- The role of the SA

You must also use information of your own.

Your task – (In threes)

- Each agree on one cause.
- One person give at least two pieces of evidence about that cause (e.g. dates, names, statistics, etc.)
- The second person must then explain exactly why that cause led to the outcome in the question.
- The final person must then say why this cause was more and/or less significant than another cause.

Question 3a – How useful are Sources B and C for an enquiry into...?(8)

For Example:

How useful are Sources B and C for an enquiry into the threats to the Weimar Republic 1919-23? Explain your answer using Sources B and C and your own knowledge of historical context.

Important prompt words

How – Not just a yes/no answer. Give a description of how much they can be used

Useful – How are the sources helpful? What information do they offer/suggest and why?

Enquiry – How would this help someone who knows nothing about the topic?

Threats to the Weimar Republic– This is what we're trying to find out about

Sources B and C – You must use them both and for one you must use the N/O/P

Own Knowledge – You must also use facts to explain why the inferences are useful or not

Key Requirements of the Question:

- Three paragraphs
- One on the utility of Source B
- Another for Source C
- A third giving a limitation of either source
- You must use the provenance and content of each source once
- Must also use own knowledge
- Max of 4 mins per paragraph



Question 3a – How useful are Sources B and C for an enquiry into...? (8)

Type of Answer:	Marks	Description:
Basic	1-2	You say one thing about each source which is useful for the enquiry.
Okay	3-5	There are two paragraphs, each on a different source. They both show how each source is useful, making inferences and using quotations for support. There is some own knowledge used. The sources are only used in one way (content or provenance).
Good	6-8	There are three paragraphs, each on a different source. Two show exactly how each source is useful, making inferences and using quotations for support. There is precise own knowledge used in each paragraph. The sources are used in more than one way (content AND provenance). There is a paragraph showing the limitation of at least one source.



Question 3a – How useful are Sources B and C for an enquiry into...? (8)

For Example:

How useful are Sources B and C for an enquiry into the threats to the Weimar Republic 1919-23? Explain your answer using Sources B and C and your own knowledge of historical context.

Your task – (In pairs)

- Person 1 needs to circle/underline something in the source/provenance (NOP) and provide a supporting fact from their own knowledge.
- Person 2 then needs to make an inference about early threats to the Weimar Republic using the piece of information picked out by person 1.
- Then using the other source person 2 needs to pick something out from the source/provenance (opposite to the last task).
- Person 1 then needs to explain a possible limitation (problem) of the source using at least one fact from their own knowledge to explain.



Question 3a – How useful are Sources B and C for an enquiry into...? (8)

Source B - Extract of a speech by Ernst Toller a member of the German Communist Party and a leader during the Spartacist Uprising. He made this speech during his trial for high treason on 14th July 1919.

“We revolutionaries acknowledge the right to revolution when we see that the situation is no longer tolerable, that it has become frozen. Then we have the right to overthrow it. The working class will not halt until [communism] has been realized. The revolution is like a vessel filled with the pulsating heartbeat of millions of working people. And the spirit of revolution will not die while the hearts of these workers continue to beat.”

Your task – (In pairs)

- Person 1 needs to circle/underline something in the source/provenance (NOP) and provide a supporting fact from their own knowledge.
- Person 2 then needs to make an inference about early threats to the Weimar Republic using the piece of information picked out by person 1.



Question 3a – How useful are Sources B and C for an enquiry into...? (8)

Source C – Part of a speech given by Dr. Wolfgang Kapp on 15th March, two days after the start of the Kapp Putsch in Berlin. He told the newspaper offices in Berlin to send the message across the whole of Germany.

“Militant Bolshevism [communism] threatens us with devastation and violation from the east [Russia]. Is [the Weimar] government capable of fending it off? How will we avoid external and internal collapse? Only by re-establishing the authority of a strong state. What concept should lead us in this endeavour... the restoration of order, and the sanctity of law. Duty and conscience are to reign again in German lands. German honour and honesty are to be restored.”

Your task – (In pairs)

- Using the other source person 2 needs to pick something out from the source/provenance (opposite to the last task).
- Person 1 then needs to explain a possible limitation (problem) of the source using at least one fact from their own knowledge to explain.

3. (b) Study interpretations 1 and 2. They give different views about... What is the main difference between these views?

For Example:

Study interpretations 1 and 2. They give different views about the threats posed by the extremes towards the Weimar Republic 1919-1923 . What is the main difference between these views? Explain your answer using details from both interpretations.

Important prompt words

About – Make sure you are picking a point of challenge (difference) on this topic and not something else

Main difference – Only discuss one thing they do not fully agree on (the most important)

Explain – say what the difference is and why.

Details from both interpretations – You must give a quotation from each interpretation

Key Requirements of the Question:

- One paragraph
- State the difference
- Give a quotation from interpretation 1
- Give a quotation from interpretation 2
- Add one sentence explaining the difference
- Max of 5 mins on the answer



3. (b) Study interpretations 1 and 2. They give different views about... What is the main difference between these views?

Type of Answer:	Marks	Description:
Basic	1-2	You say one thing that is different. You quote only one interpretation. OR You explain without using any quotations at all.
Good	3-4	You say one thing that is different. You quote both interpretations. You clearly explain why the quotations show a difference on the topic in the question.

3. (b) Study interpretations 1 and 2. They give different views about... What is the main difference between these views?

For Example:

Study interpretations 1 and 2. They give different views about the threats posed by the extremes towards the Weimar Republic 1919-1923. What is the main difference between these views? Explain your answer using details from both interpretations.

Your task – (In pairs)

- Person 1 pick a quotation from Interpretation 1 about the threats posed by the extremes towards the Weimar Republic 1919-1923.
- Person 2 then needs to pick out a quotation from Interpretation 2 that suggests something different/opposite to Interpretation 1.
- Person 1 must then try and explain the difference.
- Then do the same but the other way round.

3. (b) Study interpretations 1 and 2. They give different views about... What is the main difference between these views?

Interpretation 1 – *From Kaiser to Fuhrer; Germany 1900 – 1945* by Martin Collier

On 15th March 1919 [communists] seized power and set up a government in Essen with the aim of setting up a soviet state. The government sent in the Freikorps... to crush the revolution...The [communist] Revolution of 1920 was over. The fear in Germany [1919-1923] of the communist revolution spreading across Europe was considerable. Not only had the [communist uprisings occurred] at Kiel in November 1918 and in Bavaria in April 1919 but street violence and industrial unrest seemed to suggest more serious unrest... The first threat to the new German Republic came from the extreme left and the dissatisfied workers of Germany.

Your task – (In pairs)

- Person 1 pick a quotation from Interpretation 1 about the threats posed by the extremes towards the Weimar Republic 1919-1923.
- Person 2 then needs to pick out a quotation from Interpretation 2 that suggests something different/opposite to Interpretation 1.
- Person 1 must then try and explain the difference.
- Then do the same but the other way round.



3. (b) Study interpretations 1 and 2. They give different views about... What is the main difference between these views?

Interpretation 2 - *From Germany 1890-1945; Democracy and Dictatorship* by Aaron Wilkes.

The extreme groups on both the left and right used terror tactics against the government to eliminate those who accepted the Treaty of Versailles. Between 1919 and 1922, there were over 350 political murders in Germany. Most of these were carried out by right-wing extremists who posed a serious and organised threat to the Weimar Republic. In August 1921 Matthias Erzberger, the man who signed the armistice in 1918, was shot dead by a right-wing group. They also killed the Foreign Minister, Walter Rathenau, and threw acid on Philip Scheidemann of the SPD. Many of these right-wing murderers were given short sentences which showed the sympathy of the judiciary and the influence the right-wing had in Germany 1919-1923.

Your task – (In pairs)

- Person 1 pick a quotation from Interpretation 1 about the threats posed by the extremes towards the Weimar Republic 1919-1923.
- Person 2 then needs to pick out a quotation from Interpretation 2 that suggests something different/opposite to Interpretation 1.
- Person 1 must then try and explain the difference.
- Then do the same but the other way round.

3. (c) Suggest one reason why interpretations 1 and 2 give different views about... (4)

For Example:

Suggest one reason why interpretations 1 and 2 give different views about the threat posed to the Weimar Republic 1919-1923 from the extreme left and right.

You may use Sources B and C to help explain your answer. (4)

Important prompt words

One reason – Give a single reason (cause) why these two different extracts give different reasons

Different views – The question is telling you the views are different, you do not need to say what the difference is but rather suggest why (give a reason).

May – If you're stuck, say which source each interpretation gave more weight to, but do not feel like you **HAVE** to use the sources

Key Requirements of the Question:

- One paragraph
- State the reason
- Explain why this reason gives a difference
- Make at least one reference to Interpretation 1 and 2
- Max of 4 mins on the answer

3. (c) Suggest one reason why interpretations 1 and 2 give different views about... (4)

Type of Answer:	Marks	Description:
Basic	1-2	<p>You say what the reason is for the different views.</p> <p>You give a simple explanation of why that means the two extracts give a different view, yet discuss the same topic.</p>
Good	3-4	<p>You say what the reason is for the different views.</p> <p>You give a clear explanation of why that means the two extracts give a different view, yet discuss the same topic.</p> <p>You make a specific reference to interpretations 1 and 2.</p>

3. (c) Suggest one reason why Interpretations 1 and 2 give different views about... (4)

The answer to this question will always be one of three difference reasons. They are:

Reason 1:

They are written by two different historians who each have their own view.

They are different because the historians are different people with their own opinions of the evidence they've used.

Reason 2:

The historians have used different sources to form their own view.

Historians do not use the same sources e.g. no. 1 might have used source B whilst no. 2 might have used Source C.

Reason 3:

The interpretations are extracts of two books on different topics.

E.g. A book on *"The History of Left Wing Politics in Germany"* would focus more on one side than one on *"Political Extremes of the Weimar Republic"*.

3. (c) Suggest one reason why interpretations 1 and 2 give different views about... (4)

Your task – (On your own) decide which of these reasons best applies to interpretations 1 and 2 and give a reason why.

Reason 1:

They are written by two different historians who each have their own view.

They are different because the historians are different people with their own opinions of the evidence they've used.

Reason 2:

The Historians have used different sources to form their own view.

Historians do not use the same sources e.g. no. 1 might have used source B whilst no. 2 might have used Source C.

Reason 3:

The interpretation are extracts of two books on different topics.

For example a book on "The History of Left Wing Politics in Germany" would focus more on one side than a book on the "Weimar Republic".

3. (d) How far do you agree with Interpretation... about...? (20)

For Example:

How far do you agree with Interpretation 2 about the threat posed to the Weimar Republic 1919-1923 from the extreme left and right?

Explain your answer, using both interpretations and your knowledge of the historical context. (20)

Important prompt words

How far – Do not just give a yes or no answer. Use adjectives to explain the extent of your agreement

Agree – You must show what points you think are valid but also something which you disagree with

Both interpretations – You must quote each interpretation at least once, using the other to help explain points of disagreement

Your knowledge – You must also use facts from your own knowledge to elaborate on points of agreement

Key Requirements of the Question:

- Three main paragraphs
- At least one must discuss a point of agreement
- At least one must discuss a point of disagreement
- A conclusion giving an overall judgement
- Quotations must be used
- Own knowledge must be used
- Max of 6 mins per paragraph



3. (d) How far do you agree with Interpretation... about...? (20)

Type:	Marks	Description:
Basic	1-4	Up to four points showing how you agree or disagree with the interpretation in the question.
Okay	5-8	Up to three paragraphs showing points of agreements or disagreement. Quotations are used from at least one interpretation. Some own knowledge is used. Little if any explanation of why you agree/disagree with the points.
Good	9-12	Three paragraphs showing at least one point of agreement AND disagreement. Quotations are used in all paragraphs and from both interpretations. Own knowledge is used in every paragraph. There is a clear explanation of why you agree/disagree with the points. There is a conclusion showing overall if you agree/disagree more.
Perfect	13-16	At least three paragraphs showing points of agreements AND disagreement. Quotations are used consistently and precisely from both interpretations. Precise and accurate own knowledge is used in every paragraph. There is a very clear explanation of why you agree/disagree with the points. There is a conclusion showing overall if you agree/disagree more and why.

3. (d) How far do you agree with Interpretation... about...? (20)

There are also bonus marks here for your use of:

Spelling: are English words spelt correctly? (*e.g. government rather goverment*)

Punctuation: have you used full stops, capital letters, commas and apostrophes correctly (*e.g. A capital letter to begin, a comma to extend, an apostrophe if it's needed and a full stop to end.*)

Grammar: have you written in the correct tense (*e.g. Hitler was, the Germans were, the Weimar Republic wasn't, etc.*)

Key terminology: have you used key vocabulary correctly (*e.g. the Reichstag rather than saying the German Parliament.*)

Type:	Marks	Description:
Basic	1	Consistent use of one.
Okay	2	Consistent use of two.
Good	3	Consistent use of three.
Perfect	4	Consistent use of all four.



3. (d) How far do you agree with Interpretation... about...? (20)

For Example:

How far do you agree with Interpretation 2 about the threat posed to the Weimar Republic 1919-1923 from the extreme left and right?
Explain your answer, using both interpretations and your knowledge of the historical context. (20)

Your task – (In pairs)

- Person 1 to pick a quotation from Interpretation 2 about the threats posed by the extremes towards the Weimar Republic 1919-1923, which suggests something they agree with.
- Person 2 then needs to come up with a fact from their own knowledge relevant to the point that has been picked by person 1.
- The pair of you must then explain why the quotation and the fact together to suggest something you both agree with and why.



3. (d) How far do you agree with Interpretation... about...? (20)

Your task – (In pairs)

- Person 1 to pick a quotation from Interpretation 2 about the threats posed by the extremes towards the Weimar Republic 1919-1923, which suggests something they agree with.
- Person 2 then needs to come up with a fact from their own knowledge relevant to the point that has been picked by person 1.
- The pair of you must then explain why the quotation and the fact together suggest something you both agree with and why.

Interpretation 2 - From Germany 1890-1945; Democracy and Dictatorship by Aaron Wilkes.

The extreme groups on both the left and right used terror tactics against the government to eliminate those who accepted the Treaty of Versailles. Between 1919 and 1922, there were over 350 political murders in Germany. Most of these were carried out by right-wing extremists who posed a serious and organised threat to the Weimar Republic. In August 1921, Matthias Erzberger, the man who signed the armistice in 1918, was shot dead by a right-wing group. They also killed the Foreign Minister, Walter Rathenau, and threw acid on Philip Scheidemann of the SPD. Many of these right-wing murderers were given short sentences which showed the sympathy of the judiciary and the influence the right-wing had in Germany 1919-1923.

3. (d) How far do you agree with Interpretation... about...? (20)

Your task – (In pairs)

- Person 2 to pick a quotation from Interpretation 1 about the threats posed by the extremes towards the Weimar Republic 1919-1923, which suggests something different to the interpretation in the question.
- Person 1 then needs to pick out the part of Interpretation 2 which directly challenges (disagrees with the interpretation in the question).
- The pair of you must then explain why you disagree with the point in Interpretation 1, using the evidence from Interpretation 2 in your explanation.

Interpretation 1 – *From Kaiser to Fuhrer; Germany 1900 – 1945* by Martin Collier

On 15th March 1919 [communists] seized power and set up a government in Essen with the aim of setting up a soviet state. The government sent in the Freikorps... to crush the revolution...The [communist] Revolution of 1920 was over. The fear in Germany [1919-1923] of the communist revolution spreading across Europe was considerable. Not only had the [communist uprisings occurred] at Kiel in November 1918 and in Bavaria in April 1919 but street violence and industrial unrest seemed to suggest more serious unrest... The first threat to the new German Republic came from the extreme left and the dissatisfied workers of Germany.