## ✏ Making an inference from a visual source

An inference is a message that you can get from a source. Below are an exam-style inference question, the source and a series of statements. Decide which of the statements:

- make(s) inferences from the source (I)
- describes what can be seen in the source (D)
- cannot be justified from the source (X).

Give two things you can infer from Source A about the treatment of the Jews in Nazi Germany in the years 1936–39.

SOURCE A

A photograph taken in March 1933. It shows members of the SA forcing a Jewish lawyer to walk barefoot through the streets of Munich wearing a sign that says 'I will never again complain to the police'.
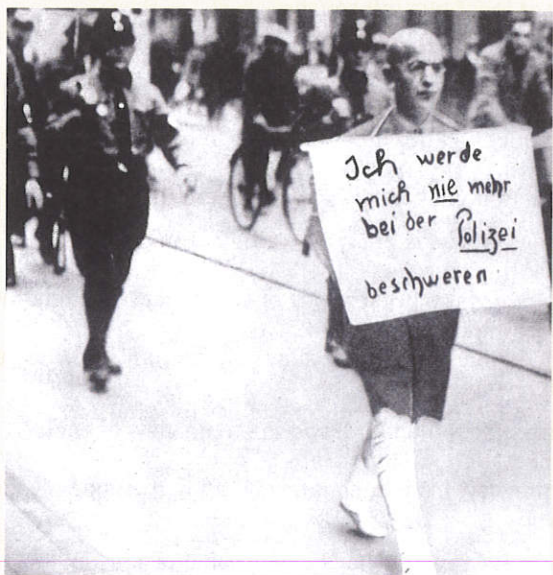
Statements	I	D	X
The photograph shows a Jewish man walking barefoot down a street			
Jewish shops were boycotted by the SA			
The Jews were treated unfairly			
The Jews were denied German citizenship			
The Jews were publicly humiliated			
Jewish shops and synagogues were destroyed by the Nazis			
The SA played a leading role in persecuting the Jews			
Members of the SA are forcing the Jewish man to walk down the street			

✏ You're the examiner

Below is an exam-style question.

Give two things you can infer about the treatment of the Jews in Nazi Germany.

1 Below are a mark scheme and a paragraph which is part of an answer to the question. Read the paragraph and the mark scheme. First decide which mark you would award the paragraph (there are a maximum of four marks available).

Mark scheme

Award 1 mark for each valid inference up to a maximum of two inferences. The second mark for each example should be awarded for supporting detail selected from the source.

> The source suggests that the Jews in Nazi Germany were publicly humiliated. This is because the photograph shows a Jewish man being forced to walk down a main street barefooted. The source also suggests that the Jews had no protection from the police.

2 Next try and improve this answer to get four marks.

Exam focus

Your History GCSE is made up of three exams:

- Paper 1 on a thematic study and historic environment.
- Paper 2 on a British depth study and a period study.
- Paper 3 on a modern depth study, in your case Weimar and Nazi Germany, 1918–39.

For Paper 3 you have to answer the following types of questions. Each requires you to demonstrate different historical skills:

- **Question 1** is a source inference question in which you have to make two supported inferences.
- **Question 2** is a causation question which asks you to explain why something happened. You should develop at least three clear points.
- **Question 3** includes four sub-questions on an enquiry. For this enquiry you are given two sources and two interpretations.

The table below gives a summary of the question types for Paper 3 and what you need to do.

Question number	Marks	Key words	You need to...
1	4	Give **two** things you can infer from Source A about ...	• Make at least two inferences • Use quotes from the source to back up your inference, or describe a specific part of it if it is a picture
2	12	Explain why ... You may use the following in your answer: [two given points]. You **must** also use information of your own	• Explain at least three causes. You can use the points in the question but must also use at least one point of your own • Ensure that you focus these on the question
3(a)	8	How useful are sources ... for an enquiry into ... ?	• Ensure that you explain the value of the contents of each of the sources • Explain how the provenance of each source affects the value of the contents • You need to support your answer with your knowledge of the given topic
3(b)	4	Study Interpretations 1 and 2. What is the main difference between these views?	• Ensure that you understand the main view of each interpretation • Give the view from each interpretation to support your answer
3(c)	4	Suggest **one** reason why Interpretations 1 and 2 give different views	• Remember you only have to explain one reason • Make use of the two sources
3(d)	20	How far do you agree with Interpretation 2 about ... ?	• Ensure that you agree and disagree with the view • Use evidence from the interpretations and your own knowledge • Ensure that you write a conclusion giving your final judgement on the question • There are up to 4 marks for spelling, punctuation, grammar and the use of specialist terminology

Question 1: Inference

Below is an example of an exam-style inference question which is worth 4 marks.

Give two things you can infer from Source A about Hitler's meetings.

SOURCE A

Adapted from the diary of Luise Solmitz, 23 March 1932. Solmitz was a schoolteacher writing about attending a meeting in Hamburg at which Hitler spoke.

There stood Hitler in a simple black coat, looking over the crowd of 120,000 people of all classes and ages ... a forest of swastika flags unfurled, the joy of this moment showed itself in a roaring salute ... The crowd looked up to Hitler with touching faith, as their helper, their saviour, their deliverer from unbearable distress ... He is the rescuer of the scholar, the farmer, the worker and the unemployed.

How to answer

You have to make two inferences and support each with details from the source. For each of the two inferences you are given the prompts 'What I can infer?' and 'Details in the source that tell me this'.

● **'What I can infer?'** Begin your answer with 'This source suggests …'. This should help you to get the message from the source.

● **'Details in the source that tell me this'** Then quote the detail from the source which supports this message. Begin this part of the answer with 'I know this because the source says/shows …'.

Below is a sample answer to this inference question with comments around it.

What I can infer:

The source suggests that Hitler appealed to many different sections in German society.

> The first inference is made. Using the phrase 'the source suggests' encourages this inference.

Details in the source that tell me this:

I know this because the source says 'He is the rescuer of the scholar, the farmer, the worker and the unemployed'.

> The first inference is supported with evidence from the source. This is reinforced by using the phrase 'I know this because'.

What I can infer:

The source also suggests the crowd were very enthusiastic about Hitler.

> The second inference is made. Using the phrase 'the source suggests' encourages this inference.

Details in the source that tell me this:

I know this because the source says 'the joy of this moment showed itself in a roaring salute … The crowd looked up to Hitler with touching faith'.

> The second inference is supported with evidence from the source. This is reinforced by using the phrase 'I know this because'.

Visual sources

You could also be asked to make inferences from a visual source.

Give two things you can infer from Source B about the police state.

Here is the first part of an answer to this question.

This source suggests that the police had a strong presence in Nazi Germany.

I know this because the source shows several police with rifles who are thoroughly searching people in the street.

1 Highlight the following:
   ● Where the student has made the inference.
   ● How this inference has been supported.
2 Now add a second supported inference.

SOURCE B

German citizens being searched in the street by Gestapo officers and armed uniformed police, 1933.

Question 2: Causation

Below is an example of an exam-style causation question which is worth 12 marks.

Explain why the Weimar Republic experienced a period of recovery, 1923–29.

> You may use the following in your answer:
> - The Dawes Plan   ■ The Locarno Pact
>
> You **must** also use information of your own.

How to answer

- You need to explain at least three causes. This could be the two mentioned in the question and one of your own. You don't have to use the points given in the question, you could decide to make more points of your own instead.

- You need to fully explain each cause and support your explanation with precise knowledge, ensuring that each cause is fully focused on the question.

Below is a sample answer to this question with comments around it.

The Dawes Plan was negotiated with the USA and was introduced in 1924. It changed Germany's reparation payments. Germany could now afford to pay reparations. The Americans also gave loans to Germany. These loans left Germany dependent on the USA. This was disastrous when the Wall Street Crash happened in 1929.

> The Dawes Plan is described. However, there is no explicit focus on the question.

> The supporting evidence is not precise enough.

> The answer is losing focus on the question.

The Locarno Pact was signed by Germany and other countries, including France, which agreed Germany's borders with other states. It improved relations with other countries. Many Germans were still furious about the Treaty of Versailles and the fact that they could not join the League of Nations.

> The Locarno Pact is described. However, there is no explicit focus on the question – causes of German recovery.

> The supporting evidence is not precise enough.

> A third cause is not explained.

> The answer is losing focus on the question.

✎ Make an improvement

Try improving the answer. An example of a better answer to this question is on page 41 for you to check your own answer against.

Exam tip

Writing a good paragraph to explain an answer to something is as easy as **PEE**ing – Point, Example, Explain.

Your point is a short answer to the question. You then back this up with lots of examples to demonstrate all the knowledge you have learned during your studies: this is the section that proves you have studied and revised, rather than just guessing. Finally, you will link that knowledge to the question by explaining in a final sentence:

- **P**oint: passing my GCSE History exam will be very helpful in the future.
- **E**xample: for example, it will help me to continue my studies next year.
- **E**xplain: this will help me to get the job I want in the future.

Below is a sample answer to the causation question on page 40 with comments around it.

A first cause of German recovery was the Dawes Plan of 1924. This was because this plan reorganised Germany's reparation payments and encouraged further financial support from the USA. German reparations were not reduced but more sensibly staged to match Germany's capacity to pay. Reparations would begin at 1 billion marks for the first year, and would increase over a period of four to five years to 2.5 billion marks. Thereafter, the payments would be linked to Germany's capacity to pay. In return, the French withdrew their troops from the Ruhr. Furthermore, the Dawes Plan included a US loan of 800 million gold marks to Germany. Over the next six years Germany borrowed about $3 billion from US companies and banks, which greatly assisted the growth of German industry as well as the payment of reparations.

> The first cause is introduced and immediately focuses on the question.

> The supporting evidence is precise and relevant to the question.

However, the success of the Dawes Plan was closely linked to a second reason for German recovery, the Rentenmark, which provided the financial stability necessary for economic recovery. The German currency had lost all value due to the hyperinflation of 1923. In November 1923, Stresemann, in order to stabilise the currency, introduced this new currency. This was a temporary measure with its value based on property values. In the following year, the Rentenmark was converted into the Reichsmark, a new currency now backed with gold.

> The second cause is introduced and linked to the first cause and immediately focuses on the question. Notice that this is a cause not mentioned in the question.

> The supporting evidence is precise and relevant to the question.

Economic and financial recovery was supported by improved relations abroad, which was a third reason for recovery. Stresemann greatly improved relations with Britain and France by ending passive resistance in the Ruhr and signing the Locarno Pact of 1925. The Pact also included Italy and Belgium and guaranteed Germany's frontiers with France, Belgium and Italy. In the following year, Stresemann took Germany into the League of Nations. Germany was recognised as a Great Power and given a permanent seat on the League's council alongside France and Britain. This, in turn, encouraged further trade between these countries and greater economic investment in Germany.

> The third cause is introduced and linked to the second cause and immediately focuses on the question.

> The supporting evidence is precise and relevant to the question.

✎ Have a go

Now have a go at the following causation question:

Explain why there was increased support for the Nazis in the years 1919–32.

You may use the following in your answer:
- Hitler
- Fear of Communism

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

Question 3(a): Utility

Below is an example of an exam-style utility question. It is worth 8 marks.

How useful are Sources B and C for an enquiry into Nazi policies towards women in Germany in the years 1933–39?

SOURCE B

From Judith Grunfeld, an American journalist, 1937.

How many women workers did the Führer send home? According to the statistics of the German Department of Labour, there were in June 1936, 5,470,000 employed women, or 1,200,000 more than in January 1933. The Nazi campaign has not been successful in reducing the numbers of women employed. It has simply squeezed them out of better paid positions into the sweated trades. This type of labour with its miserable wages and long hours is extremely dangerous to the health of women and degrades the family.

SOURCE C

A Nazi poster of 1934 which says 'the NSDAP [Nazi Party] protects the national community'.

How to answer

- Explain the value and limitations of the contents of each source and try to add some contextual knowledge when you make a point.
- Explain the value and limitations of the NOP (Nature, Origin and Purpose) of each source and try to add some contextual knowledge when you make a point.
- In your conclusion, give a final judgement on the relative value of each source. For example, one source might provide one view of an event, the other source a different view.

Quick quizzes at **www.hoddereducation.co.uk/myrevisionnotes**

✎ You're the examiner

1 Below are a mark scheme and a paragraph which is part of an answer to the question on page 42. Read the paragraph and the mark scheme. Decide which level you would award the paragraph. Give a justification for your choice.

Mark scheme		
Level	**Mark**	
1	1–2	A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance
2	3–5	Judgements on source utility for the specified enquiry are given ... related to the content of the sources and/or their provenance
3	6–8	Judgements on source utility for the specified enquiry are given ... with developed reasoning which takes into account how the provenance affects the usefulness of the source content

Source B is useful because it suggests that the Nazi policies towards women were not successful as there were 1,200,000 more women in employment in Germany in 1936 than there had been in 1933. This was the case because there were labour shortages in certain parts of German industry. It is also useful because it says that the Nazi policies had not been successful because they had forced women out of reasonably paid jobs into those that had poor conditions such as the sweated trades. Source B is also useful because it was written in 1937.

Source C is useful because it suggests that women in Nazi Germany played an important role in the family. The poster shows the woman in the very centre holding and looking after the baby. The Nazis were keen on ensuring that women did all the household duties. It is also useful because it is a Nazi poster which was produced in 1934.

Level ☐   Reason _____

Below is part of a high-level answer to the question on page 42 which explains the utility of Source B. Read it and the comments around it.

Source B is useful because it suggests that the Nazi policies towards women were not successful as there were 1,200,000 more women in employment in Germany in 1936 than there had been in 1933. This was the case because there were labour shortages in certain parts of German industry. It is also useful because it says that the Nazi policies had not been successful because they had forced women out of reasonably paid jobs into those that had poor conditions such as the sweated trades. 'Invisible employment' enabled the Nazis to hide the real extent of unemployment. The usefulness of Source B is further enhanced by its provenance. It was written by an American journalist who will not have been influenced by Nazi propaganda and censorship and would be able to give an objective, independent assessment of the effects of Nazi policies on women. She is able to be critical about these policies.

> A judgement is made on the value of the contents of the source.

> Own knowledge is used to support this judgement.

> The provenance of the source is taken into account when making a judgement on its utility.

2 Now write your own high-level answer on Source C. Remember to take into account how the provenance affects the usefulness of the source content.

Question 3(b): How interpretations differ

Below is an example of an exam-style question 3(b) on the difference between two interpretations. It is worth 4 marks.

Study Interpretations 1 and 2. They give different views of Nazi policies towards women in the years 1933–39. What is the main difference between these views? Explain your answer, using details from both interpretations.

INTERPRETATION 1

From Germany 1918–45 *by J. Brooman, published in 1996.*

Women were soon brought in line. Shortly after the Nazi seizure of power, thousands of married women doctors and civil servants were sacked from their jobs. Over the next few years, the number of women teachers was gradually reduced. From 1936 onwards women could no longer be judges or prosecutors, nor could they serve on juries.

INTERPRETATION 2

From Weimar and Nazi Germany *by E. Wilmot, published in 1993.*

In 1933 there were 4.85 million women in paid employment. This increased to 7.14 million in 1939. Economic reality forced Nazi ideology to do a U-turn. A labour shortage began to develop from 1936 and the government looked to women to plug the gap. In 1937, the Nazis overturned a clause in the marriage loans scheme to permit married women who had a loan to take up employment.

How to answer

You need to identify the main view that each interpretation has about the Nazi policies towards women in the years 1933–39 and explain each view. Below is an answer to this question which explains how the interpretations differ.

Question 3(c): Why interpretations differ

A main difference is that Interpretation 1 emphasises the success of Nazi policies towards women in Germany in the years 1933–39, especially in removing married women from employment. Interpretation 2 emphasises the failure of Nazis policies towards women in Germany in the years 1933–39, especially in employment – with more women in employment by 1939.

> The main view of Interpretation 1 is identified and explained.

> The main view of Interpretation 2 is identified and explained.

Below is an example of question 3(c) on the reasons why the two interpretations differ. It is worth 4 marks.

Suggest one reason why Interpretations 1 and 2 give different views about the achievements of Nazi policies towards women in the years 1933–39. You may use Sources B and C (see page 42) to help explain your answer.

How to answer

There are three reasons as to why the two interpretations differ. You only need to give one of these.

- The interpretations may differ because they have given weight to the two different sources. You need to identify the views given in the two sources and match these to the different interpretations.

- The interpretations may differ because they are partial extracts and in this case they do not actually contradict one another.
- They may differ because the authors have a different emphasis.

Below is part of an answer to this question in which the student uses the first option – they give different weight to different sources.

The interpretations may differ because they give different weight to different sources. For example, Source B provides some support for Interpretation 1, which stresses the failure of Nazi policies in removing women from employment.

> Interpretation 1 is matched to Source B.

> The view given in Source C is explained.

Have a go

Now, on a separate piece of paper, complete this answer by matching Interpretation 2 to one of the sources.

Question 3(d): How far do you agree with one of the interpretations?

Below is an example of an exam-style question 3(d) which asks you to make a judgement about how far you agree with one of the interpretations. It is worth 20 marks.

How far do you agree with Interpretation 2 about Nazi policies towards women in the years 1933–39? Explain your answer, using both interpretations and your knowledge of the historical context.

How to answer

You need to give a balanced answer which agrees and disagrees with the interpretation using evidence from the two interpretations as well as your own knowledge. Here is one way you could approach this:

- agree with the view with evidence from Interpretation 2
- agree with the view with evidence from your own knowledge
- disagree with the view with evidence from Interpretation 1
- disagree with the view with evidence from your own knowledge
- make a final judgement on the view.

Below is part of an answer to this question in which the student agrees with the view given in Interpretation 2.

I agree with the view given in Interpretation 2 about the achievements of Nazi policies towards women in the years 1933–39. The interpretation suggests that these policies, especially in the area of employment, were not successful. The Nazis' original aim was to remove as many women as possible from the work force to help with their other policy of reducing unemployment and also to ensure that married women could focus on their domestic role as wives and mothers.

> The answer immediately focuses on the question.

> Support is provided from Interpretation 2 for this view.

However, as Wilmot suggests, the Nazis had to do a U-turn in the mid-1930s as there were labour shortages so that the number of women employed actually increased from 4.85 million in 1933 to 7.14 million in 1939. In addition, the numbers increased because many employers preferred women workers as they were cheaper. Women's wages remained only two-thirds of men's. The Nazis did force women out of the better paid and more professional jobs. However, more and more employed women were employed in lower paid jobs with poor working conditions such as the sweated trades. Some women resented the loss of these more professional jobs such as doctors, lawyers and schoolteachers.

> Own knowledge is used to provide support for the view.

Have a go

Now, on a separate piece of paper, have a go at writing the rest of the answer by disagreeing with the view given in Interpretation 2.

Remember to write a conclusion giving your final judgement on the question. Here is an example of a good conclusion.

Overall, I only partly agree with Interpretation 2 about Nazi policies towards women. As suggested by Wilmot, the Nazis did eventually have to change their employment policies and allow more women to work in industry. However, as Brooman suggests in Interpretation 1, the Nazis did achieve one of their aims in female employment which was to reduce the number of women in professional jobs.

Revision techniques

HOW CAN I REMEMBER IT ALL?
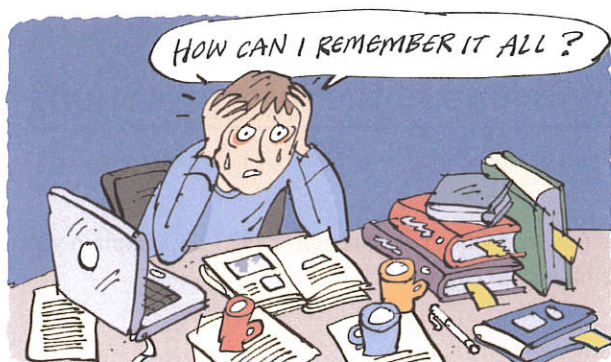
We all learn in different ways and if you're going to be successful in your revision you need to work out the ways that work best for you. Remember that revision doesn't have to be dull and last for hours at a time – but it is really important you do it! The highest grades are awarded to students who have consistently excellent subject knowledge and this only comes with solid revision.

Method 1: 'Brain dumps'

These are particularly useful when done every so often – it's never too early to start! Take a big piece of paper or even a whiteboard and write down everything you can remember about the topic you are revising, one of the units or even the whole History course. You could write down:

- dates
- names of key individuals
- key events
- important place names
- anything else you can remember.

Once you're satisfied you can't remember any more, use different colours to highlight or underline the words in groups. For example, you might choose to underline all the mentions that relate to causes of the Depression in Germany in 1929 in red and effects in blue.

You could extend this task by comparing your brain dump with that of a friend. The next time you do it, try setting yourself a shorter time limit and see if you can write down more.

Method 2: Learning walks

Make use of your space! Write down key facts and place them around your home, where you will see them every day. Make an effort to read the facts whenever you walk past them. You might decide to put information on Hitler's rise to power on the stairs, with the idea of steadily achieving his dictatorship.

Studies have shown that identifying certain facts with a certain place can help them stick in your mind. So, when you get into the exam room and you find you have a question on the recovery of the Weimar Republic, 1924–29, you can close your eyes and picture that factsheet on your living-room wall … what does it say?

Method 3: 'Distilling'

Memory studies show that we retain information better if we revisit it regularly. This means that revising the information once is not necessarily going to help it stay in your brain. Going back over the facts at intervals of less than a week leads to the highest retention of facts.

To make this process streamlined, try 'distilling' your notes. Start by reading over the notes you've completed in class or in this revision guide; two days later, read over them again, and this time write down everything you didn't remember. If you repeat this process enough you will end up with hardly any facts left to write down, because they will all be stored in your brain, ready for the exam!

Method 4: Using your downtime

There are always little pockets of time through the day which aren't much good for anything: bus journeys, queues, ad breaks in TV programmes, waiting for the bath to run and so on. If you added all these minutes up it would probably amount to quite a lot of time, and it can be put to good use for revision.

Instead of having to carry around your notes, though, make use of something you carry around with you already. Most of us have a phone that can take pictures and record voice memos, or an iPod or something similar:

- Photograph key sections of this book and read over them.
- Record yourself reading information so that you can listen back over it – while you're playing football, before you go to sleep, or at any other time.
- Access the quizzes that go with this book: www.hoddereducation.co.uk/myrevisionnotes