



General Certificate of Education

History 5041

*Alternative J Totalitarian and Authoritarian Regimes,
c1848–1956*

Mark Scheme

2006 examination – January series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

CRITERIA FOR MARKING GCE HISTORY:

AS EXAMINATION PAPERS

General Guidance for Examiners

A: INTRODUCTION

The AQA's AS History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specification. These cover the normal range of skills, knowledge and understanding which have been addressed by AS level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at AS level, high-level historical skills, including knowledge and understanding, are usually deployed together.

The specification has addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that GCE History is concerned with the analysis of historical problems and issues, the study of which encourages candidates to make judgements grounded in evidence and information.

The schemes of marking for the specification reflect these underlying principles. The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History.

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for AS.

It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other alternatives.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B) and in deciding on a mark within a particular level of response (Section C).

B: EXEMPLIFICATION OF AS LEVEL DESCRIPTORS

Level 1:

The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/Guidance

Answers at this level will

- be excessively generalised and indiscriminating with little reference to the focus of the question
- lack specific factual information relevant to the issues
- lack awareness of the specific context
- be limited in the ability to communicate clearly in an organised manner, and demonstrate limited grammatical accuracy.

Level 2:

Either

Demonstrates by relevant selection of material some understanding of a range of issues.

Or

Demonstrates by relevant selection of material, implicit understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

Exemplification/Guidance

Either responses will have the following characteristics: they will

- offer a relevant but outline only description in response to the question
- contain some irrelevance and inaccuracy
- demonstrate coverage of some parts of the question but be lacking in balance
- have some direction and focus demonstrated through introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

Or responses will have the following characteristics: they will

- show understanding of some but not all of the issues in varying depth
- provide accurate factual information relevant to the issues
- demonstrate some understanding of linkages between issues
- have some direction and focus through appropriate introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance.

Exemplification/guidance

These responses will have the following characteristics: they will

- present arguments which have some focus and relevance, but which are limited in scope
- demonstrate an awareness of the specific context
- contain some accurate but limited factual support
- attempt all parts of the question, but coverage will lack balance and/or depth
- demonstrate some effective use of language, be coherent in structure but limited grammatically.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation.

Exemplification/guidance

These responses will have the following characteristics: they will

- be largely analytical but will include some narrative
- deploy relevant factual material effectively, although this may not be comprehensive
- develop an argument which is focused and relevant
- cover all parts of the question but will treat some aspects in greater depth than others
- use language effectively in a coherent and generally grammatically correct style.

Level 5:

As L4, but contains judgement as demanded by the question, which may be implicit or partial.

Exemplification/guidance

These responses will have the following characteristics: they will

- offer sustained analysis, with relevant supporting detail
- maintain a consistent argument which may, however, be incompletely developed and in places, unconvincing,
- cover all parts of the question with a reasonable balance between the parts
- attempt to offer judgement, but this may be partial and in the form of a conclusion or a summary
- communicate effectively through accurate, fluent and well directed prose.

C: DECIDING ON MARKS WITHIN A LEVEL

Good examining is, ultimately, about the **consistent application of judgement**. Mark schemes provide the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in subjects like History, which in part rely upon different interpretations and different emphases given to the same content. One of the main difficulties confronting examiners is: “What precise mark should I give to a response *within* a level?”. Levels may cover four, five or even six marks. From a maximum of 20, this is a large proportion. In making a decision about a specific mark to award, it is vitally important to think *first* of the mid-range within the level, where the level covers more than two marks. Comparison with other candidates’ responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making a decision away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment, **including the quality of written communication skills**. The more positive the answer, the higher should be the mark awarded. We want to avoid “bunching” of marks. Levels mark schemes can produce regression to the mean, which should be avoided.

So, is the response:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced, or markedly better in some areas than in others?
- and, **with regard to the quality of written communication skills:**
generally coherent in expression and cogent in development (as appropriate to the level awarded by organising relevant information clearly and coherently, using specialist vocabulary and terminology)?
- well-presented as to general quality of language, i.e. use of syntax (including accuracy in spelling, punctuation and grammar)? (In operating this criterion, however, it is important to avoid “double jeopardy”. Going to the bottom of the mark range for a level in each part of a structured question might well result in too harsh a judgement. The overall aim is to mark positively, giving credit for what candidates know, understand and can do, rather than looking for reasons to reduce marks.)

It is very important that Assistant Examiners **do not** always start at the lowest mark within the level and look for reasons to increase the level of reward from the lowest point. This will depress marks for the alternative in question and will cause problems of comparability with other question papers within the same specification.

Alternative J: Totalitarian and Authoritarian Regimes, c1848–c1956
AS Unit 1: The Origins and Consolidation of Totalitarian Regimes, 1918–1939
Question 1

- (a) Use **Source A** and your own knowledge.

Explain briefly the importance of ‘cult’ (line 1) in the context of Stalin’s personal power in the USSR in the years 1929 to 1939. (3 marks)

Target: AO1.1, AO2

- L1: Demonstrates basic understanding of the issue using the source, e.g. the presentation of the dictator as leader of the nation. **1**

- L2: Demonstrates developed understanding of the issue in relation to both the source and context, e.g. some understanding that the cult was artificial, but worked as an effective method to consolidate Stalin’s hold on power. **2-3**

- (b) Use **Source A** and **either Source B or Source C** and your own knowledge.

Explain how **Source A** differs from **either Source B or Source C** in relation to the reasons for controlling the news media and **either art or film** in the regimes you have studied. (7 marks)

Target: AO1.2, AO2

Whilst candidates are expected to deploy own knowledge in assessing the degree to which the sources differ/the utility of the source, such deployment may well be implicit and it would be inappropriate to penalise full and effective answers which do not explicitly contain ‘own knowledge’. The effectiveness of the comparison/assessment of utility will be greater where it is clear that the candidates are aware of the context; indeed, in assessing utility, this will be very significant. It would be inappropriate, however, to expect direct and specific reference to ‘pieces’ of factual content.

- L1: Extracts relevant information about the issue from both sources, with limited reference to the context, e.g. Source A refers to “keep control”, Source B to “Germany’s reconstruction”, Source C to “A nation that is able to grow”. **1-2**

- L2: Extracts and compares information about the issue from both sources, with reference to own knowledge, e.g. all sources refer to national unity: Source A: “our life, our beautiful present and future”, Source B: “we who shape German policy”, Source C: “our place in history”. There are differences, e.g. Source A stresses Stalin’s personal power while Sources B and C have a strongly nationalist, anti-democratic line. **3-5**

- L3: Extracts and compares information from both sources with reference to own knowledge and draws conclusions, e.g. Source A sees advantages of controlling the media in creating a workers’ state (“Comrade Stalin”), while Sources B and C see
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advantages to a nationalist government (“whole nation” in Source C), with racial overtones in Source B; “non-Aryan ideals”. **6-7**

- (c) Use **Source A** and **either Source B or Source C**, and your own knowledge.

Explain the importance of propaganda, in relation to other factors, in consolidating dictatorship in the regimes you have studied.

You should refer in your answer to the USSR 1929–1939 and to **either** Germany 1933–1939 **or** Italy 1922–1939. **(15 marks)**

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations, which could apply to almost any time and/or place, based *either* on own knowledge *or* the sources. **1-4**

- L2: ***Either***

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues.

Or

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

Or

Demonstrates, by limited selection of material, *both* from the sources *and* from own knowledge, implicit understanding of the relevant issues. These answers, while relevant, will lack both range and depth and contain some assertion. **5-8**

- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, some understanding of the demands of the question. **9-11**

- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the question and provides a balanced explanation. **12-13**

- L5: As L4, but contains judgement, as demanded by the question, which may be implicit and partial. **14-15**

Indicative content

From the sources: all the sources stress the importance of the propaganda in consolidating the dictatorship. Source A uses phrases, e.g. “personally supervised the cult” and “keep control of the presentation” suggesting propaganda was thought to be crucially important. As in Source B, Goebbels writes “connected to the people for it must be popular and aggressive”, again suggesting a central role. Source C is direct, “most powerful force” and “benefit of the whole nation rather than out of self-interest”. Good answers may well

consider different aspects of propaganda across the sources and may well interpret “art” in its widest form.

From own knowledge: e.g. constructs a balanced answer considering other factors that also explain the consolidation of the dictatorships. This might include reference to the role of terror: in the USSR, the NKVD and OGPU; in Germany, the SS and the Gestapo; in Italy, the OVRA. Positive reasons for backing a regime may also explain the support for the dictatorships: in the USSR, the modernisation of the economy; in Germany, the promise to provide “Bread and Work”; in Italy, the battles for grain and the Lira. Answers may well focus on the personal popularity of the leader, his leadership style, and all he stood for to complement the propaganda. There should be at least one good paragraph on propaganda and how it contributed to the consolidation.

Answers at Level 1 are likely to focus on a limited range of unconnected points about propaganda; there will be greater range and selection of factors at Level 2. Candidates who make no reference to the sources cannot score higher than Level 2.

Level 3 answers will have greater accuracy, range and depth and will make some links to the “importance” of the factors identified, although this will not necessarily be sustained or may lack depth of understanding. By Level 4 the case will be argued more strongly, possibly arguing that propaganda was vitally important but its success was dependent on a range of other factors and it could not have been effective in isolation. Level 5 answers will engage in debate, cross-referencing sources and own knowledge, drawing conclusions about the relationship between propaganda and other factors in the consolidation of dictatorship.

Question 2

- (a) Explain briefly what is meant by ‘collective leadership’ (line 1) in relation to the Communist Party after the death of Lenin in 1924. (3 marks)

Target: AO1.1

- L1: Basic or partial definition of the term, largely based on the extract, e.g. Lenin had left instructions for shared rule after his death. **1**
- L2: Developed explanation of the term, linked to the context, e.g. Lenin did not think he should name a successor, but it was for the Party to decide. **2-3**

- (b) Explain why Stalin developed the policy of ‘Socialism in One Country’ in the years 1924 to 1926. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. he wanted to secure the Communist Revolution. **1-2**
- L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. covers several reasons. Answers may give more specific detail to develop Level 1, e.g. USSR had suffered several years of unstable government with War, revolution and civil war and now

needed internal stability; he wanted to upstage Trotsky, an internationalist committed to World Revolution. **3-5**

L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue and prioritises, makes links or draws conclusions about their relative importance, e.g. focuses on the nature of Stalin's power as part of collective leadership and explains how he could use "Socialism in One Country" as part of his strategy. **6-7**

(c) 'Stalin established personal power mainly by exploiting his positions in the Party.'
Explain why you agree or disagree with this statement with reference to the years 1924 to 1929 *(15 marks)*

Target: AO1.1, AO1.2, AO2

L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**

L2: ***Either***

Demonstrates, by relevant selection of material, some understanding of a range of issues.

Or

Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**

L3: Demonstrates, by relevant selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**

L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**

L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

There is a lot of evidence that Stalin did exploit his positions. He had built up his power base through various posts, e.g. General Secretary, and coordinator for the Lenin Enrolment. Lenin recognised how powerful Stalin had become in the 1922 Political Testament. He was able to use this power to appoint his loyal followers and to remove his rivals at Party Congress e.g. Trotsky, Zinoviev and Kamenev. He developed a surveillance system within the Party that enabled him to keep a close eye on his rivals.

This needs to be balanced with understanding that other factors also explain Stalin's establishment of personal power. These might include:

- his own political skill, ambition and opportunism, e.g. manipulation of events after the death of Lenin, manipulation of the ban on factionalism. He adapted his political beliefs to his own advantage
- Stalin's central position in Moscow when his rivals tended to be away from the centre of power
- mistakes made by his rivals, e.g. the decision not to publish the Testament
- the fortunes of the various coalitions, 1924–1929.

Answers at Level 1 will be brief and may only generalise on the reasons for Stalin gaining personal power. At Level 2, answers will be largely descriptive of relevant examples. By Level 3, answers will identify particular ways that he gained power, and may begin to develop a counter-argument. By Level 4 the analysis will be balanced and broad paying attention to the whole time period in the question (1924–1929) and will make close links to the ultimate acquisition of power. Level 5 answers will draw conclusions soundly based on the precise and wide-ranging evidence presented, and on an understanding of how Stalin established his personal power by exploiting these positions. Some responses, often good ones, may consider “exploited” by examining Stalin's intentions.

Question 3

- (a) Explain briefly what is meant by ‘democratic weakness’ (line 3) in relation to **either** Germany from 1928 to January 1933 **or** Italy from 1918 to October 1922. (3 marks)

Target: AO1.1

- L1: Basic or partial definition of the term, largely based on the extract, e.g. the system of government was not stable. **1**
- L2: Developed explanation of the term, linked to the context, e.g. succession of Chancellors undermined the Weimar Republic, or the willingness of Giolitti's liberal coalition to work with the Fascists (transformismo) stirred opposition to the liberal coalition. **2-3**

- (b) Explain why the communist threat helped **either** the Nazis come to power in Germany by March 1933 **or** the Fascists come to power in Italy by October 1922. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. the threat of communism/opposition to Trade Unions drove many Germans to back the Nazis, or reference to the perceived threat from Socialists in Biennio Rosso. **1-2**
- L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. the use of the Decree

for Protection of People and the State to stop the Nazis' main political rivals, or the Italian Socialist Party (PSI) electoral success led to many middle class Italians supporting Fascism. **3-5**

L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue and prioritises, makes links or draws conclusions about their relative importance, e.g. explains that certain groups in Italy and Germany felt their financial and nationalist interests would be well served by backing a right wing party, the Nazis and Fascists capitalised on these fears. **6-7**

(c) 'The regimes came to power simply because of the failings of democratic government.'
Explain why you agree or disagree with this statement with reference **either** to Hitler's Germany **or** to Mussolini's Italy. **(15 marks)**

Target: AO1.1, AO1.2, AO2

L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**

L2: **Either**
Demonstrates, by relevant selection of material, some understanding of a range of issues.

Or

Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**

L3: Demonstrates, by relevant selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**

L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**

L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

Answers should identify some of the failings of the democratic governments:

- Apparently unstable government based on democratic principles
- Association with defeat and humiliation at Versailles or association with the unsatisfactory "mutilated peace" after victory

- the weakness of the key political figures von Papen or Giolitti, and connivance of other figures e.g. Hindenburg or the king
- the inability to deal with severe economic difficulty, creating a large number of dissatisfied Germans or Italians.

The answer should have some balance with reference to other reasons why the Fascist regimes were able to come to power.

- The power of the key personalities – Hitler or Mussolini
- The positive appeal of their political message
- Their use of propaganda
- The willingness to use terror.

Answers at Level 1 will be brief and may only generalise on evidence about why the Nazis/Fascists came to power. At Level 2, answers will be largely descriptive and links to the coming to power will be under-developed. By Level 3, answers will identify particular reasons the Nazis/Fascists came to power, and may begin to develop a counter-argument to the failings of the democratic government. By Level 4 the analysis will be balanced and broad paying attention to several reasons, possibly focusing on “simply” from the question, and will provide a balanced explanation. Level 5 answers will draw a judgement soundly based on the precise and wide-ranging evidence presented, and on an understanding of the coming to power.