



General Certificate of Education

AS History 1041

Unit 1: HIS1N

Totalitarian Ideology in Theory and Practice, c1848–c1941

Mark Scheme

2009 examination - June series

This mark scheme uses the [new numbering system](#) which is being introduced for examinations from June 2010

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level candidates. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Candidates who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which candidates meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a candidate performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:

AS EXAMINATION PAPERS

General Guidance for Examiners (to accompany Level Descriptors)

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that candidates might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other candidates' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Candidates should never be doubly penalised. If a candidate with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a candidate with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

Specimen Mark Scheme for examinations in June 2010 onwards

GCE AS History Unit 1: Change and Consolidation

HIS1N: Totalitarian Ideology in Theory and Practice, c1848–c1941

Question 1

01 Explain why the cult of Stalin developed after 1929. (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

L2: Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

L3: Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

L4: Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

- The psychological need of the Soviet people for a leader meant a transfer of devotion from Lenin to Stalin
- the history of Russia helped create this need, as did the position of the Soviet Union as the only communist state
- Stalin himself stood to gain from the cult, as it legitimised his power and prevented opposition
- Soviet propaganda clearly played a role in elevating Stalin
- the achievements of Stalin and the Soviet regime gave further impetus to the cult, for example victory in the Great Patriotic War.

Judgement may include arguing that Stalin created the Cult of Lenin and then attached himself to Lenin so he was seen as the 'Lenin of Today', or may recognise that the deep need of the

Soviet people for a leader and guide meant the cult could develop despite being contrary to Marxist-Leninism.

Question 1

- 02** How important was Stalin's desire for personal political power in explaining why the Soviet Union became intolerant of diversity in the 1930s? (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Evidence it was Stalin's desire for personal political power:

- the intolerance of political diversity ensured Stalin's position became unassailable; the arrest, trial and execution of Old Bolsheviks who challenged the party line removed any potential replacement for Stalin

- the ideological attack on Trotskyism ensured that any alternatives to Stalinism were discredited and it was politically dangerous for their advocates to continue to openly support these different views.

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Evidence there was other factors:

- the threat of war with the west, particularly with Nazi Germany after 1933, meant that national unity was essential
- Marxist-Leninism was a monolithic faith and therefore no diversity could be allowed.
- Lenin had spawned a Soviet Union that was intolerant, abolishing the Constituent Assembly and introducing the Ban on Factionalism
- economic intolerance was a consequence of the Bolshevik desire to create a socialist state; capitalist opponents like NEP Men and Kulaks were therefore enemies of the state.

Judgement may include understanding that the basis of Bolshevism was intolerance and that totalitarian ideology is by definition intolerant of diversity, but that Stalin was also personally incapable of accepting criticism and therefore his personality dovetailed with Bolshevik ideology.

Question 2

- 03** Explain why Fascist ideology was anti-communist in the years between 1919 and 1940. (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

- Mussolini framed Fascist ideology and he was vehemently anti-communist, having left the Italian Socialist Party during the First World War
- the Biennio Rosso demonstrated the danger of the radical left in Italy
- the Italian Communist Party was considered to be loyal to Moscow, not Rome
- Fascism was nationalistic, believing in the greatness of the Italian nation, whereas communism promoted internationalism
- Fascism believed in heroism and the worship of Il Duce, whereas communism believed in equality.

Judgement may involve linking the personal hatred of communism of many leading Fascists, particularly Mussolini, with the popularity of the ideas amongst many Italians.

Question 2

- 04** How important was the appeal of Fascist ideology to so many Italians in explaining why Mussolini was made Prime Minister in October 1922? (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

The importance of the appeal of Fascist ideology:

- nationalism and the belief in the greatness of Italy were linked to the belief in the 'Mutilated Victory'. Fascism was also militaristic and expansionist, offering to right these wrongs
- the belief in the heroic leader and strong government was in contrast to the weaknesses of Liberal Italy, characterised by the failure to provide strong and stable government
- anti-communism was popular with the land-owning and business classes who felt threatened by union militancy, strikes and the threat of an Italian red revolution.

Other factors responsible:

- the role of Mussolini as the creator of the Fascist Party, the orator who impressed the conservatives sufficiently to be offered the opportunity to fight the 1921 election as part of the government coalition, his role as a propagandist, his ability to recognise that October 1922 was the decisive moment to act
- the role of the Squadre and the Ras, who won regional support by attacking socialists and communists
- the weaknesses and mistakes of others, including the King who refused to implement Facta's plan to defend Rome and Facta's indecision in the face of Fascist violence before October 1922.

Judgement may include arguing that Mussolini was the creator of Fascist ideology, but that it was in itself a pragmatic programme which aimed to win support. It might also be argued that Fascist ideology had a limited appeal to small numbers of Italians, given the limited support for the Fascist Party in the 1921 elections when they only won 35 seats. Alternatively, the significance of anti-communism may be seen as the significant aspect of ideology, linked to the role of the Blackshirts in defending property from the left.

Question 3**05** Explain why Nazi ideology was anti-Semitic. (12 marks)*Target: AO1(a), AO1(b)***Generic Mark Scheme**Nothing written worthy of credit. **0****L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2****L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6****L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9****L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12****Indicative content**

- Hitler clearly was the main influence on Nazi ideology; his anti-Semitism dated from his experience in Vienna pre-war, intensified by his belief that Jews had undermined the war effort and Jewish politicians had signed the armistice and created the Weimar Republic
- the German Workers Party saw Jewish business as a threat to the small traders who the party originally represented
- Jewish immigrants fleeing the Bolshevik Revolution settled in Germany post-war; although small in number, they were less assimilated than the indigenous German Jews
- Alfred Rosenberg made Hitler aware of the Jewish nature of Bolshevism.

Judgement may involve discussing the inherent anti-Semitism of the Christian and western tradition which meant that the Kaiserreich had been anti-Semitic and therefore Nazi ideology was part of mainstream nationalist ideology.

Question 3

- 06** How far was the Nazi regime successful in marginalising German Jews in the years 1933 to 1939? (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
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- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Evidence that the Nazi regime was successful in excluding Jews from mainstream society:

- boycott of Jewish shops
- Civil Service Law removed Jews from state employment, including teaching.
- removed from radio and newspapers
- Jews were denied citizenship by the Nuremburg Law of 1935
- legal protection removed effectively by Krystallnacht
- forced to sell businesses
- subject to curfew once the war began.

Evidence the regime was not wholly successful:

- failure of the boycott meant it was not repeated
- protection until 1934 from Hindenburg; veterans and their spouses were exempt from the Civil Service Law
- protection until 1936 from Schacht; Jewish businesses were given state investment to prevent bankruptcy to prevent increasing unemployment, e.g. Tietz, and the need for international trade prevented more extreme measures
- many Jews felt able to remain in Germany because they were untouched by discrimination
- Berlin Olympics meant that the Nazis had to remove evidence of discrimination.

Judgement may include arguing that the Nazis were successful by 1939, but that until November 1938 the position of Jews fluctuated and the state was not able to follow policies that progressively excluded German Jews.