



## **General Certificate of Education**

# **AS History 1041**

## **Unit 2: HIS2N**

### **Anti-Semitism, Hitler and the German People, 1919–1945**

# **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](http://www.aqa.org.uk)

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Set and published by the Assessment and Qualifications Alliance.

## **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)**

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##### **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 2: Historical Issues: Periods of Change**

**HIS2N: Anti-Semitism, Hitler and the German People, 1919–1945**

**Question 1**

**01** Use **Sources A** and **B** and your own knowledge.

Explain how far the views in **Source B** differ from those in **Source A** in relation to German people’s knowledge of concentration camps. (12 marks)

*Target: AO2(a)*

**Levels Mark Scheme**

- |  |              |
|--|--------------|
| Nothing written worthy of credit.  | <b>0</b>     |
| <b>L1:</b> Answers will <b>either</b> briefly paraphrase/describe the content of the two sources <b>or</b> identify simple comparison(s) between the sources. Skills of written communication will be weak.  | <b>1-2</b>   |
| <b>L2:</b> Responses will compare the views expressed in the two sources and identify some differences and/or similarities. There may be some limited own knowledge. Answers will be coherent but weakly expressed.  | <b>3-6</b>   |
| <b>L3:</b> Responses will compare the views expressed in the two sources, identifying differences <b>and</b> similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed.                                      | <b>7-9</b>   |
| <b>L4</b> Responses will make a developed comparison between the views expressed in the two sources and will apply own knowledge to evaluate and to demonstrate a good contextual understanding. Answers will, for the most part, show good skills of written communication. | <b>10-12</b> |

**Indicative content**

Source A expresses the views of historians (Raul Hilberg and Daniel Goldhagen) both of whom claim that the German people were actively involved in the running of the concentration camps. The source goes on to claim that this means the German people could not claim ‘total ignorance’. In Source B, in contrast, Hannah Hyde, a young German woman from Hamburg claims that the local population, including her mother and herself, had no knowledge of what was happening at the nearby Bergen-Belsen. She goes on to describe the people’s disbelief and horror when they are told about it.

There is some agreement between the sources, notably Hannah Hyde’s admission ‘I had heard of concentration camps even prior to 1938’. This fits with the view of Source A that the German people were aware of the concentration camps. In Source B it also says this was the ‘first time many people had actually heard of a concentration camp’, suggesting some knew about their existence already. Candidates might acknowledge that Source B is written by an ‘ordinary

German' who would have motivation, therefore, to stress that she had and her fellow inhabitants of Hamburg had no knowledge of the horrors of Bergen-Belsen. Candidates may challenge how representative Source B is of 'ordinary Germans' using their own knowledge. Candidates might acknowledge that Source A presents one side of an historical argument that does have its opponents.

### Question 1

**02** Use **Sources A, B and C** and your own knowledge.

How successful was the Nazi regime in gaining the acceptance of the German people for its anti-Semitic policies in the years 1938 to 1945? (24 marks)

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

### Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may be based on sources or on own knowledge alone, or they may comprise an undeveloped mixture of the two. They may 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 may be based on sources or on own knowledge alone, or they may contain a mixture of the two. They may be almost entirely descriptive with few explicit links to the focus of the question. Alternatively, 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 using evidence from **both** the sources **and** own knowledge. 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 from the sources and own knowledge, 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 from the sources and own knowledge, 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

From the sources:

- from Source A candidates are likely to suggest that 'most Germans supported the policy of mass murder' and that 'between 100 000 and 500 000 Germans were directly implicated'. This shows candidates the successful promotion of anti-Semitism. It could also point to 'The notion that the ordinary Danes or Italians would have acted as the ordinary Germans did is not believable', showing that Germany was particularly anti-Semitic.
- from Source B, candidates are likely to suggest the denial and horror shown by ordinary Germans, 'The people denied it'. They said, 'No, no, Germany didn't do this', shows that the promotion of anti-Semitism was not successful to the point of German people supporting the Holocaust
- from Source C candidates are likely to show the seeming success of Nazi propaganda, 'You have no horns, you have no beards – you are supposed to look like the devil, you know'. They did not know that Jewish people looked normal. Yet that anti-Semitism may not have fully taken hold 'Some of them brought food for us

From own knowledge:

Candidates will assess the level of anti-Semitism the Nazis had managed to instil in the German people by 1945. They will assess this on the basis of the situation in 1945 (the liberation of the Camps and death marches) and may also draw evidence from during the Second World War and just before. This may include discussion of the meaning of 'ordinary German' involved in the Holocaust.

Specific details which might be used to support success might include:

- German people were willing to play an active role in the Holocaust, for example, Reserve Battalion 101 who were 'ordinary Germans', not all convinced Nazis, who carried out mass killing of Jews. Evidence suggests they were not forced to carry out orders and some who would not carry out the executions were not punished
- the actions of the Einsatzgruppen killing of Jewish population behind the German front line in the East
- acceptance of ordinary Germans that communists and Jews were one and the same, and the support for Operation Barbarossa
- actions of T4 personnel, showed that people, largely selected at random, would carry out mass killing without scruple
- few Germans helped the Jews; even when rumours/news of the Final Solution reached the German people, most remained passive
- lack of criticism of anti-Semitic policies by the Protestant or Catholic Clergy can be used to show a lack of moral objection to anti-Semitism in Germany
- hostile reaction of ordinary Germans to the Jews on the forced marches from the Eastern camps, including verbal and physical abuse.

Specific details which might be used to suggest a lack of success might include:

- level of secrecy surrounding the Holocaust suggests the Nazi's feared a lack of public support. The painstaking and time consuming removal of the evidence of the Holocaust at a time of limited resources suggest the Nazis did not believe the German people would support their actions

- some Germans helped Jews escape, e.g. Oskar Schindler. This suggests that not everyone was carried along by Nazi propaganda
- Nazis failed to drag public opinion into complete conformity (Kershaw). This suggests that much of German society was not anti-Semitic and that Nazi propaganda failed to change their view
- opposition to the euthanasia programme suggests there would have been widespread opposition to the Holocaust, if the German people had known about it
- opponents of Nazi anti-Semitic policy from the Confessing Church, e.g. Herman Mass, suggests that there was resistance to Nazi anti-Semitism
- disapproval of the actions on Kristallnacht by many Germans
- the horror and shame felt by Germans on the discovery of the concentration camps, for example members of the local German population being shown around Bergen-Belsen
- Rosenstrasse Protest in 1943.

## Question 2

- 03** With reference to the years 1919 to 1929, explain why Hitler held anti-Semitic views. (12 marks)

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

### Levels 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 blamed a Jewish conspiracy for the loss of the First World War and the Treaty of Versailles
- Hitler believed in Social Darwinism
- Hitler's belief in Jewish plot for world domination as put forward in *The Protocols of the Elders of Zion*



- his reading of anti-Semitic writers such as Houston Chamberlain.
- jealousy due to comparative success/wealth of Jews, e.g. disproportionate representation in legal and medical professions
- Hitler drew a link between Communism and Judaism, e.g. ideas put forward by Rosenberg, large numbers of Jews in socialist politics, e.g. Socialist Republic of Bavaria's President Kurt Eisner
- Weimar, hated by Hitler, had been embraced by German Jews.

## Question 2

- 04** 'The need to blame someone for their economic problems was the key to the spread of anti-Semitism among the German people in the years 1929 to 1933.'  
 Explain why you agree or disagree with this statement. (24 marks)

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

## Levels 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 limited part of the period 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

Candidates may argue that anti-Semitism already existed in Germany and that circumstances intensified it. They could also argue that circumstances made people listen to the Nazi's ideas. They could equally dismiss the view that anti-Semitism spread during this period and that it either was not the reason people voted Nazi or that anti-Semitism simply continued at the same levels as 1918–1928.

Agrees:

- Nazi message did not change from earlier years. In 1928 they had only 12 seats and about 2% of the vote, in 1932 they were the biggest party in Germany
- the economic problems meant that more people did look for someone to blame; the Jews as an unpopular minority made an easy scapegoat
- Jews were seen as being more prosperous, leading to jealousy
- Jews formed just 0.76% of population but 16% of lawyers, 10% of doctors, 5% of newspaper editors
- Nazis blamed Jewish bankers for banks' repossession of farms during the agricultural depression
- Nazis played on anti-Semitism only at times and in areas that would aid them in gaining support
- 'revolution from below' of 1933 suggests growing anti-Semitism.

Disagrees:

- anti-Semitic ideas were already prevalent, e.g. writings of Houston Chamberlain
- blamed by Nazis and others for defeat in the First World War, yet no anti-Semitic laws brought in
- invasion of the Ruhr in 1923 did not lead to anti-Semitic action
- Nazis were anti-Semitic before 1929, the message essentially stayed the same
- people turned to Nazis as they offered economic solutions not because they were anti-Semitic
- many German people and institutions such as the church were already anti-Semitic just not to the militant level of the Nazis
- relative failure of the boycott of Jewish shops 1st April 1933.

## Question 3

**05** Explain why so many Jews chose to remain in Germany in the years 1933 to 1938.

(12 marks)

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

## Levels 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

- There were 503 000 Jews in Germany in 1933
- some Jews believed that the discrimination would not be too bad, citing things like SA members having Jewish girlfriends
- failure of the boycott of Jewish shops in 1933
- 37 000 Jews left Germany in 1933, 23 000 in 1934
- many of the Jews, especially the older ones who had lived their whole lives in Germany, were unwilling to leave
- Jews were barred from taking most of their assets out of the country, therefore, emigration meant destitution
- countries such as France, Britain and USA with high unemployment were unwilling to take German Jews
- there were also thousands of Jews fleeing anti-Semitic countries in Eastern Europe
- Britain was unwilling to allow Jewish migration to Palestine as it was causing problems with the Arab population
- collaboration between Zionist groups and Nazis
- during years of calm, 1934–1936, many believed the problems would blow over
- 75 000 Jews who had fled Germany 1933–1935, returned 1936–1937
- 1938–1939 policy of forced emigration was introduced.

### Question 3

- 06** 'Violence against Jews was the main feature of Nazi anti-Semitic policies in the years 1933 to 1939.'  
Explain why you agree or disagree with this view. (24 marks)

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

### Levels 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 limited part of the period 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 demands 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

#### Violence:

- revolution from below in March 1933, Nazi mobs spread terror amongst the Jewish population. Members of the Jewish population were beaten up, sent to concentration camps and even killed. Jewish property and synagogues were destroyed
- attacks on synagogues and Jewish shops in spring and summer 1935, stirred up by anti-Semitic propaganda
- violence in Austria in March 1938
- Kristallnacht November 1938
- Hitler's Reichstag threat in January 1939.

#### Not Violence:

- boycott of Jewish goods (April 1933) step back from violence partly due to international disapproval of revolution from below
- Law for Restoration of Professional Civil Service (April 1933) excluded Jews from the Civil Service
- Nuremberg Laws (September 1935) prevented marriage between Jews and 'Aryans'
- First Supplementary Decree to Reich Citizenship Law (November 1935)
- Aryanisation
- Decree for Registration of Jewish Properties (April 1938)
- compulsory Aryanisation of Jewish business (January 1939).