



**General Certificate of Education
June 2011**

AS History 1041 HIS2N

Unit 2N

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

Final

Mark Scheme

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.

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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

June 2011

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.

How far do the views in **Source B** differ from those in **Source A** in relation to the anti-Semitic violence, in 1933?

(12 marks)

Target: AO2(a)

Levels Mark Scheme

- | | |
|---|--------------|
| Nothing written worthy of credit. | 0 |
| L1: Answers will either briefly paraphrase/describe the content of the two sources or identify simple comparison(s) between the sources. Skills of written communication will be weak. | 1-2 |
| L2: 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. | 3-6 |
| L3: Responses will compare the views expressed in the two sources, identifying differences and similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed. | 7-9 |
| L4: 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. | 10-12 |

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the levels scheme.

Candidates will need to identify differences between the views of the two sources. For example:

- Source A suggests the action was ‘spontaneous’, whilst B suggests initiation by Hitler, who played the moderate, and Göring
- Source A suggests that rank and file threatened to get out of hand whilst Source B suggests that he merely pretended to have done so
- Source A suggests that the rank and file were given a concession (the boycott), whilst Source B suggests they would be disciplined.

Candidates will need to apply their own knowledge of context to explain these differences. They might, for example, refer to:

- the difference between the anti-semitic rhetoric of Hitler and his actions in 1933, explained in part by his reliance on moderate nationalist allies and President Hindenberg
- the army and conservative elites concern about the SA and Nazi violence
- the 'Night of the Long Knives'.

To address 'how far', candidates should also indicate some similarity between the sources. For example:

- Source A talks of regional initiatives, in Source B orders come from Goring who was in control of Prussia
- both suggest that Hitler believed the lower ranking Nazis were doing the right thing, but was worried about other people's reaction to it.

In making a judgement about the degree of difference, candidates may conclude that the sources give a different interpretation of the role of the Nazi Leadership in the initiation of the violence but both show their concern in what the implications of the violence could be.

Question 1**02** Use **Sources A, B and C** and your own knowledge.

How far was the escalation in anti-Semitic policy in Nazi Germany in the years 1933 to 1939 driven by rank and file Nazi activists? (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

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Candidates should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Candidates should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A:** reference to the violence being directly connected to Hitler calling for the Boycott of Jewish Business. The source suggests that the violence was not driven by the Nazi leadership and they simply reacted to it
- **Source B:** the source portrays Hitler as the master manipulator who 'played the moderate'. This suggests that Hitler never lost control of anti-Semitic policy and was driving it all along
- **Source C:** this source highlights the connection between action 'from below' and anti-semitic legislation in 1933, 1935 and 1938. The source suggests that violence was 'orchestrated to a large extent by Nazi stormtroopers'. It also suggests a degree of manipulation by the party leadership, 'who were concerned about public opinion both home and abroad, in particular they didn't want their anti-Semitism to make Germany a pariah state'. The source leads the candidates into discussing key changes in policy in 1933, 1935 and 1938.

From candidates' own knowledge:

Candidates should demonstrate knowledge of: the Legislation of 1933, such as The Law for the Restoration of the Professional Civil Service of 1935; such as the Reich Citizenship Law and the Law for the Protection of German Blood and Honour; of 1938 such as Jews being forbidden to visit theatres, concerts and cinemas. Candidates should be able to give some explanation of the circumstances under which these acts were introduced, for example in 1935 the hurried preparation of the Nuremberg Laws during increasing discontent and the acceleration of Aryanisation of 1938 in the context of *Kristalnacht*.

Factors suggesting violence from below was key might include:

- the strong correspondence of violence being followed by legislation in 1933, 1935 and 1938
- the idea of Hitler as an opportunist who simply reacted to situations rather than initiating
- Source A making the link between the loss of control of the rank and file and the boycott of 1933
- the chaotic nature of the Nazi state and the lack of coherent policy in anti-Semitism in the years 1933 to 1939.

Factors suggesting other factors might include:

- violence was not genuinely from 'below' but was coordinated by the Nazi leaders notably Hitler (in Source B) and Goebbels in 1938
- the intentionalist school which argues Hitler was always intent on intensification of anti-Semitism and played the key role in initiating anti-Semitic policy
- the consistent nature of Hitler's anti-Semitic rhetoric
- the power of central control in the Nazi dictatorship and consequences of going against the regime, suggest that the violence must have been at least tolerated by Hitler and only allowed to last as long as suited him.

Good answers are likely to/may conclude that there is a striking correspondence between outburst of anti-Semitic violence and the passing of the anti-Semitic legislation. The reasons behind this correspondence are hotly disputed and candidates could come follow either school of thought on this issue. They may conclude that Hitler prompted acts of violence and used thus for justification for anti-Semitic legislation or that the violence from below forced him to act (all be it into action he was more than happy to take).

Question 2

03 Explain why Nazis blamed the Jews for the Great Depression in Germany. (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

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why the Jews were blamed by the Nazis for causing the great depression in Germany in 1929.

Candidates might include some of the following factors:

- some German banks were Jewish owned
- Jewish money lenders were seen as profiteering from other misfortune
- Jews working in the Professions were seen as feeling less impact than other Germans
- some Jewish bankers repossessed farms due to failure to pay the mortgage by the farmer.

OR Candidates may refer to some of the following long-term factors:

- Nazi anti-Semitism meant that they blamed the Jews for all Germany's misfortunes
- belief in the *Protocols of Elders of Zion*.

And some of the following short-term/immediate factors:

- the rise in popularity of the Communist Party that the Nazis associated with the Jews
- the belief that the initial crash in America was caused by Jewish financiers.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might look at the long term anti-Semitic beliefs of the Nazis such as in the *Protocols of Elders of Zion* and how they were certain to blame further economic problems in Germany on the Jews. Candidates may link this to the Nazis manipulating the situation to gain votes notably of farmers by blaming the Jews for the loss of their farms.

Question 2

- 04** 'Assimilation not discrimination was the experience of the majority of Jews in Germany in the years 1919 to 1929.'
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

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Candidates should be able to make a judgement by balancing points which agree with the view that assimilation not anti-Semitism was the experience of the majority of Jews in Germany, in the years 1919 to 1929.

Points/factors/evidence which agree(s) might include:

- the relative success of Jews in Germany ,e.g. 16% of lawyers and 10% doctors
- significant position held by Jews in politics, e.g. Walter Rathenau
- Jewish influences on German art, music and culture, e.g. Erich Mendelssohn (architecture), Max Libermann (art), Hanns Eisler (composer).
- Germany was seen as a safe haven in Europe for Jews, e.g. Polish Jews moved to Germany to escape persecution
- high degree of assimilation in Germany of Jews, e.g. in 1927, 54% of all marriages of Jews were 'mixed'.

Points/factors/evidence which disagree(s) might include:

- the assassination of Walter Rathenau in 1922
- the existence of anti-Semitic parties such as the Nazis
- widespread reading of works such as Houston Chamberlain's 'Foundations of the Nineteenth Century'
- backlash against Jewish financiers, e.g. the Barmat scandal.

Question 3

- 05** Explain why the Nazis set up Jewish ghettos in the occupied territories in the years 1939 to 1940. (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

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why the Nazis set up Jewish Ghettos in the occupied territories in the years 1939 and 1940.

Candidates might include some of the following factors:

- Nazi belief that Jews spread disease
- desire to remove Jews from any position of power or influence due to their belief that Jews would lead turn local population against them
- make it easy for Nazis to use Jews as forced labour
- Nazi belief that in the war the Jews were the enemy
- Nazi desire for as many Jews as possible to die.

OR Candidates may refer to some of the following long-term factors:

- desire to isolate Jews from non-Jews

- a stepping stone towards transportation to the east/death.

And some of the following short-term/immediate factors:

- make housing/businesses in the occupied areas available for the re-settling of ethnically German people
- enable the Nazis to strip Jews of all their wealth.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might link economic reasons such as taking Jewish homes and businesses, seizure of Jewish wealth and use of Jews as slave labour. They may also link long term anti-Semitic beliefs and long term plans of annihilation with short term needs such as the resettling of the Balkan Germans. Candidates may prioritise reasons judging which are most important.

Question 3

- 06** 'It was only because of the problems of using the Einsatzgruppen that the death camps were set up from 1942.'
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

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Candidates should be able to make a judgement by balancing evidence which supports the view given against that which does not.

Evidence which agree(s) might include:

- the enormous number of Jews who came under Nazi control in 1941 meant mass shootings would not be enough to exterminate all the Jews
- the direct connection that Hitler believed there was between Judaism and communism in the context of the outbreak of war with the USSR increased Nazi desire to kill all the Jews; killing all Russian Jews was seen as key to success in the war
- as the German advance into the USSR slowed, ideas of sending Jews to Siberia faded, so increasing pressure on the Einsatzgruppen
- Hitler's belief that Jewish financiers controlled the USA and that the 'Jewish hostages' the Nazis held were no longer valuable after the declaration of war on the USA
- Himmler's experience of witnessing a mass shooting and his belief in the impact it was having on his men
- the experience of the Einsatzgruppen leading to the search for 'more efficient' methods of mass killing.

Evidence which disagree(s) might include:

- the treatment of the Jews in the General Government from 1939–1941 suggests the decision had already been made to annihilate the Jews
- intentionalist argument that it had always been Hitler's intention to kill the Jews, going back to *Mein Kampf*
- Hitler's famous speech of 1939 which threatened the extermination of the Jews if there was another war, suggests the decision had already been taken
- it could be argued that the decision was not finally made until the Wannsee conference in 1942
- Jews were transported from the West to be killed suggesting there was not always a link with the work of the Einsatzgruppen.

Good answers are likely to/may conclude that the events of 1941, notably the start of war with both the USA and USSR, played a very key role in the decision to start the extermination of Europe's Jews. Candidates may decide that these events were key in the timing of the start of mass killing but may conclude that Hitler had made the decision to exterminate the Jews much earlier. The opening of the death camps was in part due to the experiences of the Einsatzgruppen but also the 'final solution' in Hitler's desire to answer the 'Jewish Problem' in the face of stalling progress and then failure on the Eastern Front.

Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator: www.aqa.org.uk/umsconversion