



**General Certificate of Education  
June 2012**

**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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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 students' 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 students. 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 students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students 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. Students 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 students 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 student 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 students 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 students' 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*. Students should never be doubly penalised. If a student 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 student 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

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June 2012

**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 anti-Semitism in Weimar Germany? (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**

**Note: This content is not prescriptive and students 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.**

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

- Source B suggests anti-Semitism was not important and did not help the Nazis gain support in 1928; Source A states that anti-Semitism was a significant issue in Germany before 1928
- while Source B suggests that anti-Semitism was patchy in Germany, Source A suggests it was widespread
- Source B refers to the failure of anti-Semitic propaganda whilst Source A suggests that anti-Semitic propaganda was wide-spread and effective.

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

- the level of anti-Semitism in the Weimar Germany is hard to measure, as is its impact on Nazi support
- there was anti-Semitic violence in Weimar Germany, notably the murder of Walter Rathenau
- there were a number of anti-Semitic organisations which amongst other things linked the Jews to communism.

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

- they both have the view that some anti-Semitic views were held by the young Germans
- both suggest that people believed in a link between Jews and communism.
- both agree that anti-Semitic propaganda was widespread in Weimar Germany.

In making a judgement about the degree of difference, students may conclude that though both sources agree that there was anti-Semitic propaganda and anti-Semitic feelings in Germany during the Weimar Republic, they disagree on how widespread these ideas were and therefore how important they were in the Nazi rise to power.

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

How important was the idea that Jews were communists to anti-Semitism in Nazi Germany?

*(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 students 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.**

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Students 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.

Students should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A:** 'There was plenty of anti-Semitic propaganda which linked Jews with communism.'
- **Source B:** 'young and old alike, declared openly and proudly they were anti-Semitic and accepted the idea of a joint conspiracy by Jewish international capitalists and Jewish Bolsheviks'
- **Source C:** 'Marxism was seen by Hitler as a specifically Jewish attempt to gain power' and 'combined with strong anti-Marxism to produce the image of the 'Jewish Bolshevik', a nightmare figure.' Also, source discusses another basis of Nazi anti-Semitism, race theory.

From students' own knowledge:

Factors suggesting that links between Jews and communism were highly important might include:

- Nazi belief in a link between Jews and communism was a key aspect of their anti-Semitic propaganda
- Nazi anti-Semitism focused on the belief that Jews were trying to take over the world and destroy Germany, as shown in Hitler's Reichstag speech 1939
- Nazis blamed Jews for the Wall Street Crash and Great Depression, seeing it as part of a Jewish/Bolshevik plot
- the murder of Jews in the USSR by the Einsatzgruppen as they were seen as being linked to the Bolshevik party
- Nazi belief that the Jews controlled Bolshevik Russia, and this was significant in Operation Barbarossa 1941
- Nazi legislation to remove Jews from positions of power in Germany, such as the Civil Service Law of 1933.

Factors suggesting the links to communism were not important may include:

- Nazi anti-Semitism was partly based on the belief that Jews were powerful in finance and banking both in Germany and America. For example, they quoted the wealth and power of the Rothschilds and in Germany used the Barmat scandal to fuel anti-Semitism
- Nazi anti-Semitism was mainly based on racial theory and social-Darwinism, as evident in the Nuremberg laws
- the focus of Nazi anti-Semitism stemmed in part from Hitler's own experiences and in blaming the Jews, amongst others, for Germany's defeat in the First World War, as demonstrated by the celebrations of the anniversary of Rathenau assassination.

If students fail to produce material on policy and/or events from Nazi Germany (1933–1945) but do show good understanding of different reasons for Nazi anti-Semitism, including the link made between Jews and Communism, they can be rewarded at Level 3. Level 4 and 5 answers should give examples from own knowledge about Nazi policies and/or actions from the Nazi



Germany period 1933 to 1945 to build on different reasons for Nazi anti-Semitism as discussed in the sources.

Good answers are likely to/may conclude that the link between Jews and communism fits very strongly with the anti-Semitic beliefs of the Nazis and may well have influenced the Nazi party in the years 1933 to 1945. However Nazi anti-Semitism was also very much based on racial theory and other factors.

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**Question 2**

**03** Explain why the Nuremberg Laws were passed in 1935. (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 students 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 Nuremberg Laws were passed in 1935.

Students might include some of the following factors:

- Nazi beliefs that Jews were not German
- Nazi beliefs in racial theory and aim to create a 'master race'
- many Nazi fanatical anti-Semites were restive as they believed the persecution of the Jews had not gone far enough.
- the Nazi leadership aimed to stop random anti-Semitic violence and replace it with controlled legal discrimination.

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

- Nazi policies on citizenship that dated back to the 25 point program of 1920
- they were part of Hitler's long term plan to remove Jewish influence from Germany

- Nazi belief that 'Jewish men were a threat to German Maidens', as illustrated on rules regarding employment of female servants by Jewish men.

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

- they were an improvised measure as Hitler needed something 'big' to announce at the Nuremberg Rally as he had no major foreign policy to announce as had been planned. Printers were still busy producing the laws as Hitler started speaking
- the Nazi leadership were pressured into action by grassroot anti-Semitic violence in 1935.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might link factors by looking at short and long term factors or they may look at how ideological considerations combined with more short term pragmatic considerations.

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**Question 2**

- 04** 'Films were the most important means of spreading hatred of the Jews in Germany in the years 1933 to 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 students 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.**

Students 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 racist message was often effective in films in which it was not explicit e.g. *The Great King*
- Germans saw hundreds of newsreels and the same propaganda messages, and many were convinced by them
- *Jud Süß* received a standing ovation at its premiere in 1940 and there were strong reactions to it, including audiences shouting 'Kick the last Jews out of Germany!'
- films *The Eternal Jew*, *Die Rothschilds* and *Jud Süß* were key to reinforcing anti-Semitism during the war
- printed propaganda such as *Der Stürmer* was often ineffective and seen as being unbelievable by many Germans
- film was a relatively new media and was skilfully employed by the Nazis.

Evidence which disagree(s) might include:

- *The Eternal Jew* was seen as being too crude and was unappealing to many of the German people
- *Die Rothchilds* was seen as being too confusing and was withdrawn and then re-edited; even *Jud Süß* received mixed reactions
- other forms of indoctrination such as education and Youth Groups were more important in forming opinion
- the messages in film could be ignored or pass people by
- evidence of other methods spreading hatred being effective e.g. indoctrination through education and youth groups as well as other media such as radio and press.

Good answers are likely to/may conclude that it is probably the case that film played a role in reinforcing the anti-Semitic beliefs of those who already held them and helped desensitise those who had no strong feelings. Good answers might compare the effectiveness of film as a method of indoctrination to that of other methods such as education, press and radio, whilst also considering the impact of Nazi terror.

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**Question 3**

- 05** Explain why the persecution of Jews in German-controlled lands intensified from 1942.  
(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 students 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 Nazi policy intensified.

Students might include some of the following factors:

- the early success of the war against the USSR being reversed; extermination of the Jews became a key war aim.
- the completion of the Death Camps
- Himmler's key role in driving 'Jewish Policy' through the SS bureaucracy.

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

- Nazi's desire to murder all of Europe's Jews
- Nazi propaganda had by 1942 paved the way for the Holocaust
- the Ghettos were overcrowded and the Nazis' other attempts to solve what they saw as the 'Jewish problem' had failed e.g. the Madagascar Plan.

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

- the assassination of Reinhard Heydrich in May 1942
- orders and directives coming from the Wannsee Conference in January 1942
- the USA entering the War in December 1941, meaning Hitler no longer saw any reason not to press ahead with the extermination of the Jews.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might look at short-term and long-term factors or they may connect long term ideological goals held by Hitler and Himmler to the changing circumstances of the Second World War.

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**Question 3**

**06** 'The German people as a whole were responsible for the fate of Europe's Jews by 1945.'

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 students 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.**

Students should be able to make a judgement by balancing points which agree with the view that the German people were responsible for the fate of the Jews.



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

- there were large number of German people involved in the transportation of the Jews and other work that would have brought some knowledge of what was happening to the Jews
- direct involvement of ordinary Germans in the Holocaust, e.g. Police Battalion 101
- Hitler had made it clear about his intentions towards the Jews in the Reichstag speech in 1939
- there were widespread rumours and even jokes about the fate of the Jews circulating around Germany during the war
- German people had taken over the homes and businesses during the war
- there was no repeat of the mass protest that had halted the 'Euthanasia' programme.

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

- the Rosenstrasse Protest of 1943
- the 'Final Solution' was top secret
- the majority of the murder of Jews took place outside Germany
- Nazi terror meant that German people did not dare oppose Nazi policy or help Jewish people
- there are examples of Germans who did oppose the Nazis and risk all to help the Jews e.g. Sophie Scholl
- the mayor of Celle and his wife went home and hanged themselves after been taken on a tour of the concentration camp at Belsen.

Good answers are likely to/may conclude that there was a great deal of variation amongst the German population in terms of knowledge and acceptance of Nazi policy. Students may discuss the argument that German people must have known about and to a degree have been complicit with the mass killing of the Jews but. They will also evaluate the difficulty in substantiating such an argument. Students may also look at the role played in the Holocaust by people from countries other than Germany.

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