

General Certificate of Education  
June 2007  
Advanced Level Examination



## HISTORY

HS4J

### Unit 4

#### Alternative J: Totalitarian Ideologies, Economic, Social and Foreign Policies, 1848–1956

Monday 18 June 2007 9.00 am to 10.30 am

**For this paper you must have:**

- a 12-page answer book.

Time allowed: 1 hour 30 minutes

#### Instructions

- Use blue or black ink or ball-point pen.
- Write the information required on the front of your answer book. The *Examining Body* for this paper is AQA. The *Paper Reference* is HS4J.
- Answer **two** questions.  
Answer Question 1 and **one** other question.
- In answering the questions you must use your own knowledge and understanding of the period.

#### Information

- The maximum mark for this paper is 50.
- The marks for questions are shown in brackets.
- You will be marked on your ability to use good English, to organise information clearly and to use specialist vocabulary where appropriate.

#### Advice

- You are advised to spend about 45 minutes on each question.
- In answering both Question 1(b) in Section A and your choice of question from Section B, you are advised to draw on an appropriate range of historical knowledge and skills, to demonstrate overall historical understanding for the synoptic assessment requirements for this question paper.

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Answer Question 1 and **one** other question.

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**SECTION A: THE ORIGINS AND DEVELOPMENT OF ‘TOTALITARIAN IDEOLOGIES’, 1848–1956**

You must answer this question.

You are advised to spend about 45 minutes on this question.

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1 Study the following source material and then answer the questions which follow.

**Source A** Adapted from *The Communist Manifesto*, written by Karl Marx and Friedrich Engels in 1848

The distinguishing feature of Communism is not the abolition of property generally, but the abolition of bourgeois property. Modern bourgeois property is the final and most complete expression of the system of producing and appropriating products that is based on class antagonisms  
5 and on the exploitation of the many by the few.

In this sense the theory of the Communists may be summed up in the single sentence: abolition of private property.

**Source B** Adapted from *Concerning the Policy of Eliminating the Kulaks as a Class*, a pamphlet written by Stalin in 1930

The kulak class cannot be destroyed by taxation measures or any other restrictions. It cannot be allowed to retain instruments of production and the right to free use of land. In order to destroy the kulaks as a class, the resistance of this class must be smashed in open battle and it must be  
5 deprived of the productive sources of its existence and development (free use of land, instruments of production, land-renting, right to hire labour, etc.). The Party’s present policy in the countryside is not a continuation of the old policy, but a turn away from the old policy of restricting the capitalist elements in the countryside towards the new policy of eliminating  
10 the kulaks as a class.

**Source C** In November 1937 Hjalmar Schacht was forced out as Minister of Economics, and Goering took over broad responsibility for the economy. Industrialists hesitated to contest the spread of state control for fear that the party, influenced more and more by the radical socialist wing of the  
5 movement, might seek to nationalise more of the private sector. Fritz Thyssen, who had embraced Nazism so enthusiastically in 1933, became deeply disillusioned by what he saw as backstairs ‘bolshevisation’ and fled from Germany in 1939.

Adapted from R OVERY, *Business and the Third Reich*, 1992

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**Source D** Adapted from a speech by Mussolini, July 1926

The Ministry of Corporations is an institution where balance is achieved between the interests and the forces of the economic world. This is only possible within the sphere of the state, because the state alone transcends the contrasting interests of groups and individuals, co-ordinating them to  
5 achieve higher aims. The achievement of these aims is speeded up by the fact that all economic organisations exist within the orbit of Fascism and they accept the ideas of Fascism in theory and practice.

(a) Use **Sources C** and **D** and your own knowledge.

How fully do **Sources C** and **D** explain the reasons for increasing state control of the economy in non-communist totalitarian regimes? *(10 marks)*

(b) Use **Sources A, B** and **C** and your own knowledge.

‘The economic ideas of totalitarian regimes were based on nineteenth century ideas.’  
Assess the validity of this view with regard to the economic ideas of Stalin and Hitler. *(20 marks)*

**Turn over for the next question**

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**SECTION B: POLICY AND PRACTICE IN TOTALITARIAN REGIMES**

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Answer **one** question from this section.

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- 2 'The Five Year Plans achieved their goals.'  
Assess the validity of this verdict with reference to industrial production and control of industry in the Soviet Union in the years 1928 to 1941. (20 marks)
- 3 How far was Soviet involvement in the Spanish Civil War, in the years 1936 to 1939, and the signing of the Nazi-Soviet pact in August 1939 consistent with Soviet ideology? (20 marks)
- 4 'The Nazi economy was focused on preparing Germany for war rather than on improving living standards.'  
Assess the validity of this view of Nazi economic policy in the years 1933 to 1941. (20 marks)
- 5 'Nazi foreign policies in the years 1933 to 1941 were driven by race and living space.'  
How valid is this view? (20 marks)
- 6 'The establishment of the Corporate State, rather than the outcome of economic 'battles', was the greatest success of the Italian economy.'  
Assess the validity of this view of the years 1922 to 1940. (20 marks)
- 7 How far was Italian foreign policy in the years 1933 to 1940 motivated more by anti-communism than by support for fellow fascists abroad? (20 marks)
- 8 'Domestic economic weakness led to a more defensive foreign policy than the dictator would have liked.'  
Assess the validity of this view of any **one** of the totalitarian regimes you have studied. (20 marks)

**END OF QUESTIONS**

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