



## **General Certificate of Education**

# **AS History 1041**

## **Unit 1: HIS1N**

### **Totalitarian Ideology in Theory and Practice, c1848–c1941**

# **Mark Scheme**

*2010 examination – January series*

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.

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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## 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

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January 2010

**GCE AS History Unit 1: Change and Consolidation**

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

**Question 1**

- (a) Explain why Trotsky lost the power struggle with Stalin. (12 marks)

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

**Generic Mark Scheme**

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

**Indicative content**

**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 might include some of the following factors:

- the weaknesses of Trotsky: Jewish, ex-Menshevik, lacked partisans and a power base
- the mistakes of Trotsky: did not attack Stalin over his actions in Georgia at the 1923 Congress, did not push for the publication of Lenin's Testament, missed the funeral of Lenin, attacked party bureaucracy and therefore appeared to be guilty of factionalism, attacked Zinoviev and Kamenev in 'Lessons of October' and then sided with them in the United Opposition, programme of World Revolution appeared to be unrealistic and unpatriotic, whilst arguing in favour of NEP appeared to be contradictory to Leninism

- the strengths of Stalin: As General Secretary he hired and fired the top 5 500 officials and he was able to manipulate the timing of the 1925 Congress and ensure that the delegates were pro-Stalin and anti-Trotsky; his policy of Socialism in One Country was realistic and popular, whilst continuing NEP was presented as being consistent with the wishes of Lenin
- luck: Lenin had a stroke before he could remove Stalin; Trotsky was suffering from malaria at the time of Lenin's funeral.

To reach the higher levels, candidates will need to show the inter-relationship of the reasons given, for example, showing the links between Stalin's strengths which allowed him to capitalise on Trotsky's weaknesses and mistakes, or recognising the difference between the weakness of Trotsky's position and the mistakes which he could have avoided.

(b) How successful was Stalin in crushing opposition to his rule in the 1930s? (24 marks)

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

### Generic Mark Scheme

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

### Indicative content

**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.**

Evidence Stalin had successfully crushed all opposition:

- the defeat of political opposition, both real and imaginary. Ryutin and his supporters were expelled from the party in 1932 and a purge of membership followed. The murder of Kirov removed a potential successor and the court-martial of Tuchachevsky ensured the army had no realistic opposition leader. The 1934 Congress which had preferred Kirov to Stalin was decimated – 98/139 of the Central Committee and 1,108/1,996 of the Congress were purged. In the 1990s the KGB admitted to 681 692 political executions though Conquest would argue that more than 20 million were killed. By the end of the decade only Stalin was still alive in the USSR from Lenin's 1917 government

- tight state control of the economy through Gosplan, quotas, draconian labour laws and the ruthless suppression of wreckers and saboteurs destroyed industrial opposition; in the countryside 90%+ land was collectivised, millions of Kulaks were exiled and Machine Tractor Stations became proletarian bases in the countryside
- religious opposition was devastated, with churches turned into grain stores, swimming pools and museums.

Evidence Stalin had not successfully crushed all opposition:

- political opposition had existed in the early 30s. Ryutin's platform had won support in the Central Committee and Stalin was unable to win support for the death penalty to be passed on his critic. Smirnov did leak information to Trotsky in the early 1930s. The 1934 Congress had cast 292 votes against Stalin's election, and it has been suggested he was placed as low as tenth on the list. A Zinoviev-Trotskyite Bloc did exist in 1936
- economic opposition still existed in the sense that many peasants focused on their private plots rather than on the working on the collective. Industrial workers continued to change jobs in defiance of labour directives
- Churches remained opened across major cities. Answers may reasonable point to the enthusiasm for religion when churches were reopened during the war as evidence that religion had not been destroyed in the 1930s.

Good answers may include recognition of historical debate over the reality and extent of political opposition in the 1930s, or may consider Stalin's success in destroying opposition to his personal rule compared with his success in crushing ideological diversity.



**Question 2**

- (a) Explain why the cult of *Il Duce* developed in Italy after 1925. (12 marks)

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

**Generic Mark Scheme**

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

**Indicative content**

**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 might include some of the following factors:

- the desire of Mussolini to create a cult to legitimise his personal dictatorship
- the role of propaganda in developing the cult, including control of newspapers from 1925 and strict regulations from the Ministry of Popular Culture
- the removal of any alternative charismatic figures within the party, for example Farinacci and Balbo
- the King's acceptance of Mussolini's status, including allowing him to become effective CinC of the Army, at least until 1943
- Fascist ideology and the belief in the superman, as well as the rejection of democracy and plurality and socialism and its focus on the proletariat
- the success of Mussolini in creating an overseas Empire and evoking Caesar.

Higher level answers may include showing the links between the actions of Mussolini which were exploited by Fascist propaganda, or by considering the relative importance of ideology and context.

- (b) How far was Mussolini personally responsible for his appointment as Prime Minister in October 1922? (24 marks)

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

### Generic Mark Scheme

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

### Indicative content

**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.**

The importance of Mussolini himself:

- the role of Mussolini as the creator of the Fascist Party
- the orator who impressed the conservatives sufficiently to be offered the opportunity to fight the 1921 election as part of the government coalition
- Fascist ideology stressed the importance of the heroic leader and strong government. This was in contrast to the weaknesses of Liberal Italy, characterised by the failure to

provide strong and stable government. It offered an understandable alternative to the impersonal materialism of socialism/communism

- the importance of the appeal of Fascist ideology: nationalism and the belief in the greatness of Italy were linked to the belief in the 'Mutilated Victory'. Fascism was also militaristic and expansionist, offering to right these wrongs
- he offered the King a strong man who would stand up to the left and protect the establishment
- Mussolini showed great insight in recognising that October 1922 was the decisive moment to act

Other factors responsible:

- anti-communism was popular with the land-owning and business classes who felt threatened by union militancy, strikes and the threat of an Italian red revolution.
- The role of the Squadre and the Ras, who won regional support by attacking socialist and communists
- the weaknesses and mistakes of others, including the King who refused to implement Facta's plan to defend Rome and Facta's indecision in the face of Fascist violence before October 1922.

Judgement may include arguing that Mussolini provided an individual who offered protection from the threat of communism and the left, as well as being an antidote to the weakness and ineffectiveness of the Liberal prime ministers.

**Question 3**

- (a) Explain why Hitler became *Führer* in August 1934. (12 marks)

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

**Generic Mark Scheme**

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**Indicative content**

- The death of Hindenburg created the opportunity for Hitler to combine his post of chancellor with the vacant post of president in a new post.
- The creation of a new post stressed the break between the Weimar Republic and the Third Reich.
- It also made Hitler more comparable to the absolute and great leaders of Germany's past.
- The new post stressed Hitler's uniqueness and special status.
- Hitler was already Führer of the Nazi Party.
- Nazi ideology believed that the leader could not be questioned and should be blindly obeyed and this new Führerprinzip was now applied to Germany as a whole.

Higher level answers may include consideration of the relative importance of the practical and ideological reasons.

(b) How far was Goebbels responsible for the creation of the Hitler myth? (24 marks)

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

### Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
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### 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.**

Evidence that Goebbels responsible for the creation of the Hitler myth:

- Goebbels was Minister for Propaganda and Popular Enlightenment and he deliberately set out to tie the German people to Hitler and therefore the Nazi regime
- Goebbels allowed glimpses of Hitler in film newsreels, but deliberately did not over expose his 'star'. Hitler was referred to in film (the most popular form of mass communication) through analogies with Bismarck and Frederick the Great

- The Nuremberg Rallies were quasi-religious ceremonies where the faithful worshipped the Führer.

Evidence that Goebbels was not responsible for the creation of the Hitler myth:

- Goebbels disapproved of Hitler commissioning Leni von Riefenstahl's 'Triumph of the Will' which presented Hitler as the 'star'
- Kershaw has argued that Hitler's early successes (ending unemployment and overturning the disarmament clauses of the Treaty of Versailles) seemed even more remarkable given his unprepossessing physical appearance
- the Hitler Myth was consistent with Nazi ideology and the ideas of Nietzsche in relation to the superman
- organisations like the SS and the Hitler Youth were personally bound to Hitler and the Army Oath of Loyalty also suggested Hitler was more than an ordinary politician
- German history and the psychology of the German people required a 'saviour', rather than a politician elected to lead.

Good answers may show awareness of the German need for a leader that Goebbels fed through his propaganda ministry.