



**General Certificate of Education  
June 2010**

**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.

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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June 2010

**GCE AS History Unit 2: Historical Issues: Periods of Change**

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

**Question 1**

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

Explain how far the views in **Source B** differ from those in **Source A** in relation to the killing of Jews. (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 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.**

Relevant material from the sources would include:

**Source A** is a record of an interview with a Lithuanian man who served under the Einsatzgruppen in Eastern Europe. The man interviewed (Petras Zelionka), shows little remorse for the shootings he took part in. The author points out that the people such as Petras were not compelled to shoot Jews.

**Source B** is a record of the recollections of another Lithuanian man who served under the Einsatzgruppen in Belorussia. Juozas Aleksynas claims to have had no option but to kill the Jews that he shot. He also shows how he disliked the Nazis actions of the Germans involved in the mass killings. There is implied regret about the killings.

The sources disagree over the level of pressure that were applied to those taking part in the mass shooting of Jews on the Eastern front. Source A states, 'You could not shoot, but you pressed the trigger and shot'. Source B states, 'We could not refuse to shoot'. The sources also show different views on the relationship between the Germans and Lithuanians. It appears to be friendly in A (Sometimes, after the murders, the Germans would thank the Lithuanians for their help.) but not so in B (We felt bad and cursed them). The sources do have a great deal in common, they are both accounts of Lithuanian involvement in the mass shootings of Jews. They both contain testimony from those involved.

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**Question 1**

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

How successful were Nazi policies in dealing with ‘the Jewish problem’ between September 1939 and the end of 1941? (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 levels scheme.**

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

Candidates will need to decide what constitutes 'success' in this context. Obviously what the Nazis would have considered a 'success' would have included things such as the ghettoisation and elimination of the Jewish population. The goals of the Nazis did change over time as the 'problem' and the context of it changed.

**From the Sources:**

- Source A and B: the fact that the Nazis resorted to mass killings of Jews in the East to remove the 'Jewish problem' from the newly conquered parts of the Nazi empire
- Sources A and B illustrate the use of local Battalions to support the Einsatzgruppen in their work
- Source A suggests that there were willing 'volunteers' amongst the local population
- Source B suggests that those working under the Einsatzgruppen resented their Nazi commanders 'We felt bad and cursed them'
- Source C mentions forced deportation and creation of a Jewish Zone
- Source C mentions the fact that the Nazi's previous solution of forced emigration was no longer an option, 'most were poor, and in the midst of a war where could they be forcibly encouraged to emigrate to?'
- Source C illustrates the scale of the 'problem' with the number of Jews under Nazi rule massively increasing.

**From own knowledge:**

- students may discuss the complaints of the Nazi officials such as Hans Frank who was in charge of the 'Jewish reservation' and the impossibility of their task of dealing with the massive influx of Jews.
- in March 1940 the deportation of Jews to the General Government area was stopped. This move was supported by Goering who was unhappy about the economic disruption of deporting Jews.
- students may point that the 'Final Solution' that followed this period occurred in part because these pre-1942 solutions to the 'Jewish problem' were not working as the Nazis would like.
- students may discuss the impact mass shootings had on some of those who carried them out and Himmler's reaction to watching one that spurred him to thinking of a different method for mass murder.
- Hitler's false belief that Jews were all powerful in the USSR, made him fearful that genocide of Polish-Jews may have brought the USSR into the war early.
- the work of the Einsatzgruppen from June 1941 in murdering Jews during Operation Barbarossa
- in August 1941 Himmler visited the eastern front and from this point on the mass murder of Jews including women and children intensified.

**Evidence of Success:**

- judgement will largely depend on the criteria by which candidates make their judgement. The Madagascar Plan was still seen as the 'solution' by the Nazis according to some historians, whilst others argue that the decision to exterminate the Jews had already been taken. To depending on which view the candidate takes, they will draw on different arguments
- local support in anti-semitic action as shown in Source A
- the large number of Jews killed



- the forcing of the Jews into ghettos in Poland etc.
- Hitler's belief that the Jews were proving to be weak opponents in the East due to lack of resistance.

**Evidence of Failure:**

- the massive increase in Jews under their control was the exact opposite to what the Nazis wanted
- Hans Frank and the General Government were unable to cope with the massive influx of Jews into their area of control in Poland
- Goering was worried by the economic burden of deportation and supporting of the growing Jewish population
- the methods of mass murder at this time were time consuming and damaging to troops moral and mental well being
- actions of Partisan groups in the East.

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**Question 2**

**03** Explain why anti-semitism increased in Germany in the years 1929 to 1932. (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.**

- the Wall Street crash led to the Great Depression, groups such as the Nazis blamed this on Jewish financiers
- the growing number of German people looking for someone to blame for their financial distress
- Nazi propaganda, especially in rural areas which connected Jewish financiers with farm repossessions
- the relative success of Jews in Germany: 11% of Doctors, 16% of Lawyers etc.
- the false connection being made between communism and Judaism by Rosenberg etc.

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**Question 2**

- 04** 'Hitler's anti-semitic views were entirely based on the racial theories of the Social Darwinists.'  
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**
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- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

**Indicative content**

**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 will discuss the level of influence nineteenth century writers had on Hitler compared to the impact of later events and writing. The key will be when they believe Hitler gained his anti-Semitic beliefs, was this in Vienna before World War One or as a result of German defeat. Candidates will discuss the impact of various events and influences on Hitler.

**Result of reading literature promoting Social Darwinism and racial theory:**

- meeting H. S. Chamberlain in 1923 was one of Hitler's proudest moments
- Chamberlain's 'Foundations of the Nineteenth Century' was celebrated as 'the gospel of the Nazi movement'. It spoke of the racial superiority of the 'Aryan race' over races such as Jews. He wrote about the need for the 'Aryan race' to crush the 'inferior' races such as the Jews
- Hitler was also influenced by the writings of Nietzsche (candidates may discuss how the Nazis misrepresented Nietzsche) and Julius Langbehn (who called for the elimination of Jews and Slavs)
- striking resemblance between Hitler's policies and views with those of the Nineteenth Century writers
- Hitler followed the ideas of Social Darwinism (Herbert Spencer) as demonstrated by his focus on struggle
- Hitler read anti-semitic pamphlets and papers whilst living in Vienna

**Not a Result of reading literature promoting Social Darwinism and racial theory:**

- Hitler's anti-Semitism developed whilst he was in Vienna based on the prominence of Jews in the artistic, cultural and economic life.
- 'November criminals' and 'stab in the back' myths surrounding German defeat in World War One
- Hitler blamed Jews for his failure to get into Art College in Vienna
- Weimar hated by Hitler had been embraced by German Jews
- jealousy due to comparative success/wealth of Jews, e.g. disproportionate representation in legal and medical professions
- Hitler drew a link between Communism and Judaism, e.g. ideas put forward by Rosenberg, large number of Jews in socialist politics, e.g. Socialist Republic of Bavaria's President Kurt Eisner
- Hitler's belief in Jewish plot for world domination as put forward in *The Protocols of the Elders of Zion* (published 1903).

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**Question 3**

**05** Explain why Kristallnacht took place in November 1938. (12 marks)

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

**Levels Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
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- 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 will explain the murder of von Rath and its connection to the events of Kristallnacht as well as underlying reasons such as the aims of the Nazi government and anti-semitism amongst the German people.

- The shooting of the German official Ernst von Rath by Jewish teenager Herschel Grynszpan on 7<sup>th</sup> November
- the violence of Kristallnacht was a response to the above by Nazi stormtroopers
- It was part of co-ordinated Nazi action against the Jews in Germany which had been planned for some time (some suggest since 1937), the murder of von Rath was simply an excuse
- it was a 'popular uprising' against the Jews of Germany because of the murder of von Rath and growing Nazi propaganda
- it took place because as Goebbels said 'the German people are anti-semitic'.

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**Question 3**

- 06** 'In the years 1933 to 1938, the most important method by which Jews were persecuted in Germany was anti-semitic legislation.'  
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**
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- 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 argue the case of Legislation being the most significant factor against other factors, most notably violence. They may decide that one factor was the most significant or discuss the accumulative effect of all the factors. Some candidates may challenge the assumption of the question by discussing the seemingly low level of Jewish emigration and at several points Jewish emigrants returning to Germany.

**Legislation/government action:**

- boycott of Jewish goods (April 1933) step back from violence partly due to international disapproval of revolution from below
- Law for Restoration of Professional Civil Service (April 1933), excluded Jews from the Civil Service
- Nuremberg Laws (September 1935) prevented marriage between Jews and 'Aryans'
- First Supplementary Decree to Reich Citizenship Law (November 1935)
- Decree for Registration of Jewish Properties (April 1938)
- expulsion of all Jewish children from schools and other restrictions on where Jews could go and what they could do (1938)
- compulsory Aryanisation of Jewish business (January 1939).

**Violence:**

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

**Propaganda:**

- the constant stream of anti-semitic propaganda such as 'The Stormer' being displayed in cabinets outside synagogues made life for Jews in Nazi Germany very uncomfortable.

**Social Exclusion:**

- the Jewish population was isolated from the rest of society
- it became almost impossible for Jews to maintain friendships or even contact with non-Jews.