



**General Certificate of Education
June 2011**

History 1041

Unit HIS1N

Report on the Examination

Further copies of this Report on the Examination are available from: aqa.org.uk

Copyright © 2011 AQA and its licensors. All rights reserved.

Copyright

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales (company number 3644723) and a registered charity (registered charity number 1073334).
Registered address: AQA, Devas Street, Manchester M15 6EX.

Unit HIS1N

Unit 1N: Totalitarian Ideology in Theory and Practice, c1848–c1941

General Comments

Candidates answered two out of three questions in all available combinations. The most popular question was that on the USSR, followed by Nazi Germany, with a much smaller number of candidates attempting the question on Fascist Italy. Previous trends continued with the most popular combination being USSR-Nazi Germany. Question 1 was the most effectively answered question, and statistically Question 2 performed better than Question 3, although the much smaller percentage of students answering Question 2 makes it difficult to compare the responses. 01 was the most effectively answered 'explain' question, although statistically there was much parity across all three 12 mark responses. Question 02 was by far the most effectively answered essay, with responses for questions 04 and 06 having much lower average percentages than 02, for reasons which are listed below.

Questions 01, 03 and 05 ask candidates to explain an event or issue, and their responses need to cover a range of reasons 'why'. Three reasons, supported by evidence, will secure Level 3 (7-9 marks). To achieve Level 4 (10-12 marks), candidates must offer links between the factors, for example, identification of short and long-term factors, prioritising with an explanation, or appreciation of the inter-relationship of the factors. Candidates need to provide reasons for explaining a specific event or issue, rather than commenting generally on the context, for example the wider power struggle in Question 01.

Questions 02, 04 and 06 require an extended response. Answers with some understanding of the question but a lack of evidence, or narrative which demonstrates an implicit understanding of the question will only gain marks within the lower two levels (Level 1, 1-6 and Level 2, 7-11 marks). Answers with focus and evidence will reach Level 3 (12-16 marks), though they may not consider alternative factors and therefore lack balance. At Level 4 (17-21 marks) answers will have balance and depth of evidence, though this balance is not expected to be 50-50. Level 5 (22-24) answers will also demonstrate judgement.

Question 1

01 Nearly all candidates were aware that the NEP was unmarxist and that Stalin chose to end it in an attempt to turn back to communism, and most identified the rise of the capitalist Kulaks and NEP men as a further explanation of this. Many candidates were also aware of Stalin's shift in opinion on the NEP, and how he turned against it in order to remove Bukharin and the Right Deviation, although some candidates confused left and right, and others spent a large amount of time commenting on Stalin's support of the NEP with the left-wing of the party, which was not wholly relevant to the question. Other reasons included Stalin's belief that the USSR was up to a 100 years behind the west industrially, so a new policy was needed – rapid industrialisation – and that there was a war scare in the late 1920s which they needed to prepare for, although some candidates incorrectly stated that the threat came from Nazi Germany. Level 3 came for a range of accurate reasons with examples, and Level 4 was awarded for those who suggested which they felt was the most important reason for the end of the NEP, or could link the reasons provided.

- 02** On the whole, this was a well addressed question, with many having a wide knowledge of the political purges and economic changes which tried to remove diversity in the USSR. Examples of success included: the assassination of Kirov, use of the NKVD, harsh punishments for absenteeism, dekulakisation and collectivisation. Many candidates were also able to provide examples of a failure to remove diversity, the most popular example being religion and the 1937 census, and that Stalin had to provide private plots to the peasants which went against his policy of collectivisation. Level 4 answers were able to provide a range of detailed successes and failures, and those that achieved the highest marks were able to provide the judgement that in politics Stalin was incredibly successful, but at a lower level it was difficult to remove long held beliefs and traditions.

Unfortunately a number of candidates only provided successes; this meant that their answer could not achieve any higher than the top of Level 3, despite the quality of their response. Some who did provide failures offered Stalin's inability to have Ryutin killed and the votes Kirov won as proof that diversity still existed, despite having already stated that 1 million Ryutinians (including Ryutin) were expelled and Kirov lost his life – this diversity had been 'crushed' as asked by the question, as such this was not counted as balance.

Weaker answers either provided very descriptive responses that lacked examples, for instance 'Stalin killed a lot of people' or overly focused on the cult of personality, bringing in the psychology of adulation and other factors not wholly relevant. These responses achieved Level 2 for lack of developed understanding of the question.

Question 2

- 03** Most candidates were aware of what was meant by the one party state, but a large number were unable to provide the short term causes, focusing heavily on the wider circumstances that led to the rise of Fascism such as the Mutilated Settlement and fear of socialism in the early 1920s. These responses were unable to get out of Level 2 unless they were able to also include short term factors. The reasons that were expected in this response were legal changes, such as the Acerbo Law, the use of terror, such as the MSVN and murder of Matteotti and the failures of others, such as the King who did not act against Mussolini during this time. Candidates who were able to provide a range of short term reasons achieved Level 3, and those who could suggest the most important reason, or suggest links (such as the murder of Matteotti leading to the Aventine Secession) achieved Level 4.
- 04** High level responses to this question were aware of the reasons for the intolerance of diversity, suggesting that Mussolini's desire for power led to political intolerance, such as the removal of Balbo and creation of the Fascist Grand Council, but also offering other factors such as the desire for war in fascist ideology and the influence of Hitler in racial policy. Level 4/5 answers were able to balance these factors, providing specific examples and suggesting that initial actions were an attempt to gain Mussolini power and that later change came to strengthen the position of Fascism and Italy in Europe.

However, only just over 10% of candidates achieved 17 marks or higher (Level 4+). A number of candidates could not provide examples of Mussolini's desire for personal power and instead focused heavily on the anti-thesis of the question, going into detail of fascist ideology and outside influences. These answers could achieve no higher than top of Level 3 due to a lack of balance.

Furthermore many candidates strayed from the question of why there was intolerance and instead provided an analysis of success, the most widely used example being the tolerance of the church. Candidates tried to suggest that it cannot have been Mussolini's

desire for personal power that led to intolerance as he allowed the Pope to be a rival for his affections – however as this is a failure to be intolerant it cannot be used as an example in a question that is looking for reasons for intolerance. If candidates used this (and other ‘failures’) as a large part of their argument then they achieved Level 2 for a lack of developed understanding of the question.

Question 3

- 05** This was the least effectively answered 12 mark question as many candidates were unable to provide reasons *why* Nazi ideology was nationalist. Some were aware of the role of leaders such as Hitler and Drexler who were personally nationalist; others could relate the failures of World War One to a nationalist feeling in Germany and the Nazi desire to ‘undo’ the Treaty of Versailles. Those who provided a range of reasons like this were awarded Level 3 and those who could prioritise and/or link the reasons, for instance the impact of World War One on the individuals in the Nazi Party and then the wider population, achieved Level 4. However the vast majority of candidates described the nationalist aspects of Nazi ideology such as Lebensraum, Master Race, and Volksgemeinschaft. As such a large number of candidates did this the mark scheme was altered to provide credit for these as reasons for Nationalism if they were well explained. These responses could achieve Level 4 if accompanied by links/prioritisation. Another issue came in answers which tried to explain why Nazi ideology was contradictory in that it was also socialist in nature – this was not relevant to the question and these points were not credited.
- 06** Statistics show that this was the least effectively answered essay, but high level responses were able to explain the role of the elites in the ‘backstairs intrigue’ and how this helped Hitler into power alongside a whole host of other factors such as the economic crisis and wider appeal of the Nazis. Level 4/5 was awarded to those who gave detailed examples in their balance and provided judgement such as that the elites were the last stepping stone into power after wider events had made the Nazis the most popular party in Germany.

However, weaker responses came from those who were not really aware of who the ‘elites’ were. Many quoted Nazi party members such as Goebbels as elites, and were unable to use von Schleicher, von Papen and Hindenburg as specific examples. This led to a number of unbalanced answers that were able to list off other reasons for the rise of the Nazis without specific reference to the role of the elites. These answers could not achieve higher than top of Level 3.

Another key issue was a failure to stick to the dates in the question. A number of candidates made reference to wider events before 1928, such as the writing of *Mein Kampf*, or gave general examples like Hitler’s qualities as an orator, without linking it to the time period. These answers often achieved low Level 3 for not providing enough specific detail. Also, a few candidates failed to stop at January 1933, making reference to the consolidation of power (Reichstag Fire, Enabling Act and Death of Hindenburg). Those who focused heavily on this could not get out of Level 2 for a lack of understanding of the dates in the question.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.

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