



**General Certificate of Education  
January 2011**

**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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January 2011

**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 of in **Source B** differ from those in **Source A** in relation to Hitler's role in the persecution of the 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 levels scheme.**

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

- Source A identifies the importance of Goebbels and others, whilst B identifies Hitler as being all important
- Source A suggests Hitler's role was indirect, whilst B suggests Hitler gave verbal orders
- Source A suggests that radicalisation of policy was due to several people whilst B concentrates on Hitler's role in focusing Nazi policy on Anti-semitism.

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

- Goebbels' radical anti-Semitism and role in pushing along anti-Semitic policy, e.g. his key role in Kristalnacht
- Himmler's importance in the Final Solution such as his decision to find a different method of killing after witnessing a mass shooting in 1941
- Heydrich's importance in the 'Final Solution', e.g. in chairing the Wannsee Conference.

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

- they both describe Hitler's role as key
- they both suggest that Hitler's views were not the only factor in determining policy.

In making a judgement about the degree of difference, candidates may conclude that the sources disagree on the importance of different Nazi officials but essentially agree that Hitler was the driving force behind the Final Solution.

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

How far was the SS responsible for the extermination of Europe's Jews in the years 1941 to 1945? (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 generic levels scheme.**

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Candidates 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.

Candidates should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A:** Goebbels pushing 'radical policy' in suggests that Nazis outside this SS played a key role. Heydrich 'gradually converting an ideological position to an extermination plan' may suggest that he and therefore the SS were key in the decision to exterminate the Jews. The source talks however of numerous parts of the party included Hitler playing a key role.
- **Source B:** Highlights Hitler as the central figure directing all that happened in anti-semitic policy. There is also discussion of the methods Hitler used to pass on orders.
- **Source C:** Role of Himmler and the SS in the Final Solution is stressed – 'he seems to have taken the initiative in approving and encouraging the particular initiatives and action taken by his subordinates on the ground'. This source suggests that the SS leadership was key in both the decision to kill the Jews and the carrying out of the process with Himmler working with Hitler.

From candidates' own knowledge:

Factors suggesting the SS was important might include:

- the role of the Heydrich at the Wannsee Conference
- the SS's control of police.
- the SS's role in the death camps.
- the SS's command of the Einsatzgruppen
- Himmler and Heydrich's contribution in formulating and carrying out the 'final solution'.

Factors suggesting the SS was not important might include:

- Hitler drove anti-semitic policy not the SS
- the mass shooting of Jews was not only carried out by members of the SS
- the camps were not only guarded by SS members
- other figures such as Himmler, Heydrich and Goebbels played a key role.

Good answers are likely to/may conclude that Himmler, Heydrich and the SS as a whole played a crucial role in the 'final solution' but that they were not solely responsible for what happened. They are likely to also discuss the role of Hitler, Goebbels and the ordinary German people.



**Question 2**

**03** Explain why the Nazis introduced sterilisation laws. (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.**

Answers should include a range of reasons as to why sterilisation was introduced.

Candidates might include some of the following factors:

- belief in Social Darwinism including the belief that mental illness, physical handicap and asocial behaviour could be removed through stopping certain members of society procreating.
- belief in eugenics and research carried out on this in both Germany and elsewhere
- work of Professor Karl Binding and Professor Alfred Hoche in the 1920s on 'living burdens'
- cost of care for the handicapped which the Nazis wanted to remove.

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

- Hitler's plan ultimately to create a racially pure 'Master race'
- long-term cutting in funding of care for mental and physically ill

- Hitler's aim of achieving *Volksgemeinschaft*.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might look at ideological motivation combining with the desire for cost cutting and need for hospitals and doctors for the war effort.

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**Question 2**

**04** 'The Nazi commitment to racial purity was the main cause of the persecution of the Jews in the years 1933 to 1939'.

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 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 be able to make a judgement by balancing evidence which supports the view given against that which does not.

Evidence which agree might include:

- Nuremberg laws – Law for the Protection of German Blood and German Honour
- First Supplementary Degree of the Reich Citizenship Law (Nov 1935), defined Jews as a race
- message of Propaganda about danger/consequences of ‘inter-breeding’
- Ghettoisation aimed to keep Jews separate from ‘Aryans’
- encouragement of Emigration.

Evidence which disagree(s) might include:

- Nazi measures aimed at Jewish jobs and finances, e.g. Civil Service Act 1933, Aryanisation 1938–1939. These measures were not about ‘pure race’ but simply ending Jewish economic activity
- barriers especially financial to Emigration
- Jews in mixed marriages who had converted and were raising children as Christians were largely left alone during this period
- issues such as military service in First World War were taken into consideration in legislation towards the Jews (e.g. Civil Service Law).

Good answers are likely to/may conclude that overall the Nazi aim was to achieve ‘racial purity’ but there were major issues in defining Jews as a race and pragmatic issues often impacted on policy.

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**Question 3**

**05** Explain why Hitler linked Jews with Communism. (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**

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Candidates might include some of the following factors:

- Rosenberg and others promoted the idea that Jews/Communists were one and the same
- Rosa Luxemburg key role in the Spartacus uprising
- Kurt Eisner separatist regime in Bavaria
- Hugo Preuß who wrote the Weimar Constitution had Jewish ancestry.

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

- Marx was a Jew
- Trotsky was Jewish.

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

- the Spartacus uprising (1919)
- Treaty of Rapallo signed by Walter Rathenau (1922).

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might link right-wing perceptions with Jews connected to socialism.

**Question 3**

- 06** 'There was a high level of anti-semitism in Germany in the years 1919 to 1929.'  
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 should be able to make a judgement by balancing points which agree and disagree with the view that 'There was a high level of anti-Semitism in Germany in the years 1919 to 1929'.

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

- detail on the assassination of Walter Rathenau and why it happened
- detail on existence anti-Semitic right wing groups such as the Nazis etc
- wide-spread reading of works such as Houston Chamberlain's 'Foundations of the Nineteenth Century'
- backlash against Jewish financiers, e.g. the Barmat scandal.

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

- high degree of assimilation in Germany of Jews, e.g. in 1927, 54% of all marriages of Jews were 'mixed'.
- Jews were 0.76% of population but 16% of Lawyers, 11% doctors and 5% of Newspaper editors
- political career of Walter Rathenau
- contribution of Jews to Weimar culture, e.g. Erich Mendelssohn (architecture), Max Libermann (art), Hanns Eisler (composer).

Good answers are likely to/may conclude that anti-Semitism did undoubtedly exist in Germany during this period but overall Jews were safe and able to thrive in Weimar Germany.