



**General Certificate of Education  
January 2012**

**AS History 1041**

**HIS1N**

**Unit 1N**

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

**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 students' 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 students' 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 students' 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 students. 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 students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students 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. Students 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 students 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 student 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 students 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 students' 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*. Students should never be doubly penalised. If a student 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 student 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 2012

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

**HIS1N: Totalitarian Ideologies in Theory and In Practice, c1848–1939**

**Question 1**

**01** Explain why Stalin supported the policy of 'socialism in one country'.

(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 students 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 Stalin supported 'socialism in one country'

Students might include some of the following factors:

- Russia's backwardness was preventing that country from becoming the great power Stalin wanted
- Stalin saw the strengthening of Russia industrially as the underpinning of the Communist revolution – and his regime

- Stalin believed the strengthening of Russian industry was the only way to protect the country and its revolution from other (capitalist) states
- the economic problems of Russia had never been resolved by Lenin who left an ambiguous legacy
- Stalin chose to use the policy to challenge his rivals in his bid for the leadership struggle. It proved particularly useful in challenging Trotsky, whose theory of permanent revolution was less immediately appealing within Russia.

To reach higher levels, students will need to show the inter-relationship of the reasons given. They might, for example, suggest that Stalin's quest for power acted as a higher priority in his reasoning than Russia's practical needs or they might link the long-term issue of Russia's backwardness and need to catch up with the West against the 'spark' of the Stalin/Trotsky clash.

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**Question 1**

**02** How successful was Stalin in creating a totalitarian state by 1941? (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 students 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.**

Students should be able to make a judgement by balancing Stalin's successes against his failures and the limitations of his totalitarian state.

Factors suggesting that Stalin was successful in creating a totalitarian state might include:

- the strength of the official ideology of Marxist-Leninism that was promoted and the extent to which adherence was expected and alternative ideologies were crushed; opponents were labelled as deviationists, Trotskyites, wreckers etc. because of their lack of faith.
- Religion, which offered an alternative to communism, was crushed; buildings were demolished or converted, priests were arrested and executed, anti-religious museums were opened
- the one-party state established under Lenin was maintained under Stalin and confirmed by the 1936 Constitution
- the state had a monopoly over the means of legitimate force through the NKVD and the Red Army
- Political opposition was put down. Ryutin criticised collectivisation and was expelled along with 1 million Ryutinists in 1932; Kirov defended comrades and called for a reduction in the speed of collectivisation and was assassinated in 1934; the 1934 Congress which supported Kirov was purged; the left and the right who challenged Stalin in the 1920s were purged in the 1930s; Trotsky was hounded from USSR and assassinated in 1940. By 1940 only Stalin remained from Lenin's original government
- the state had a monopoly over the economy through GOSPLAN and the collective farms
- the state had a monopoly over the means of mass communication. Radio, film, newspapers and the arts were all brought under State control. The Union of Russian Writers, the imposition of Socialist Realism, the banning of foreign films and Stalin's personal supervising of film scripts all removed cultural and artistic diversity
- the Cult of Stalin was omnipresent.

Factors suggesting there were some limits to Stalin's totalitarianism might include:

- the official ideology did not necessarily win hearts and minds. Religion retained its grip on the population with 57% of the population describing themselves as having a religion in the census of 1937
- the economy was not as tightly controlled on a local level because of the need to achieve targets through any means. The Stakhanovite movement, differentiated wage rates on collective farms and in industry, with higher wages paid to more skilled workers, and GOSPLAN's focus on targets rather than planning undermined Communist theory. Private peasant plots existed in the countryside, producing the majority of milk by 1937
- the traditional peasant way of life continued with little indication of 'totalitarian' controls - for example, local festivals and religious celebrations; minorities survived
- the 1936 Constitution guaranteed freedom of speech and association.

Good answers are likely to argue that Stalin's state was never fully totalitarian. They will show an awareness that the apparatus of a totalitarian state existed, but that control over all aspects of peoples' lives – particularly in a country the size of the USSR – was an impossibility.



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**Question 2**

**03** Explain why Fascist Italy was intolerant of diversity. (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 students 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 Fascist Italy was intolerant of diversity

Students might include some of the following factors:

- Mussolini personally loathed alternative ideologies and lack of loyalty to the state while other fascists, for example Ras leaders and the Blackshirts were staunchly and violently anti-communist
- Liberal Italy had allowed diversity and had been a failure in the eyes of many, offering weak government, failures in foreign policy and economic problems
- Fascist ideology was monolithic. Fascism stressed the subordination of the individual to the state. The Fascist belief in duty and sacrifice in pursuit of a common goal was crucial and precluded any alternative, individual beliefs
- Fascism believed in wars of expansion. Clearly at a time of war there was no room for argument or opposition

- the nationalism of Fascism led to racism, for instance the ethnic cleansing in Libya and Abyssinia. Also, Mussolini was later influenced by Hitler's anti-Semitism and the 1935 Manifesto of Racial Scientists identified an Italian 'Aryan' race.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example the connection between the personal and the ideological factors, or the context of Liberal Italy that made a monolithic ideology attractive.

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**Question 2****04** How far was fear of communism the reason for Mussolini's rise to power? (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 students 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.**

Students should be able to make a judgement on how far the fear of communism was responsible for Mussolini's rise to power in Italy in October 1922, by addressing the focus of the question and offering some balance of other factors or views.

Factors suggesting fear of communism was responsible for Mussolini's rise might include:

- Communism grew significantly in Italy in the post-war years, alarming landowners and the middle classes in particular; e.g. the PSI won the most seats in the 1919 and 1921 elections, 156 seats in 1919 and 123 in 1921 general elections; by 1921 the PSI had 200000 members and Avanti had a circulation of 300000
- although strongest in the industrialised areas of the north, Communism was widespread throughout Italy and had a peasant following; by Nov 1920 the PSI controlled 25 out of 69 provinces
- the Communists caused disruption and strikes – thriving on economic distress; the climax of the Biennio Rosso came in August 1920 when workers occupied factories and shipyards in northern cities, workers councils were set up in Turin and peasant land seizures occurred throughout the Kingdom
- the government seemed powerless in the face of such activity. There was pressure on the King and elites to take action
- Mussolini's right wing fascist squadre showed they had an alternative way to Communism and were not frightened of tough action. Mussolini used the Squadre to defend capitalism from the red threat, defeating strikes in Genoa, Ancona and Leghorn and drove the socialist government out of Milan.

Factors suggesting fear of communism was not responsible might include:

- Italian coalition governments were weak and were severely undermined by economic problems; post-war there were 2.5 million demobilised soldiers and 2 million unemployed, inflation, national debt grew by a factor of five to 85 billion lire in 1919, between 1918 and 1922 35% of businesses failed
- the weaknesses of Liberal Italy included the lack of any sense of national identity, the alienation of the the Papacy and Catholics through the seizure of Rome and the subsequent failure to achieve reconciliation, *Trasformismo* had created the impression that politicians cared more about their own status and power than about Italy. The extension of the franchise and the use of proportional representation had fragmented the political system into 11 blocks, governments therefore were short-lived – 5 PMs in 4 years 1918 to 1922
- all governments failed to foster a sense of Italian nationalism through their failure in foreign policy; 'Mutilated victory', Paris Peace Treaties
- Mussolini offered a dynamic, young, strong leader. He gained credibility and seats from fighting the 1921 election as part of the government coalition. Fascism's broad ideology appealed to the Italian people. The King was sympathetic to Fascist ideas and chose to appoint him.

Good answers are likely to show awareness that the economic problems created support for the left, which scared the middle-classes and the elite. The weak government failed to defend their class interests, and therefore they turned to Mussolini and the protection that the fascist movement offered from the communist threat. However, they are likely to argue that Mussolini exploited the weaknesses of the governments at least as much as fear of communism.

**Question 3**

- 05** Explain why President Hindenburg appointed Hitler as Chancellor on 30 January 1933.  
(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 students 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 Hindenburg appointed Hitler as Chancellor in January 1933.

Students may refer to some of the following long-term factors:

- the growth in popularity of the Nazi Party after 1928 meant it was the largest party in Germany after the July 1932 Reichstag Election
- appeal of Hitler to the German nation, charismatic speaker, nationalism
- the activities of the SA which seemed uncontrollable and needed to be harnessed
- the failure of other political parties and leaders to solve the economic and political crisis

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

- the influence of the Army, the elites and the business/financial community who were both advising Hitler be appointed

- the influence of von Papen via Oskar Hindenburg who wished to remove von Schleicher and exercise power behind the scenes
- the lack of any alternative apart from the KPD, which was feared by the upper and middle classes – 100 Reichstag seats by November 1932.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might recognise that Hindenburg's age meant he was ready to be influenced by those who told him that Hitler was the only alternative left, or that he was ready to allow Hitler power as leader of the largest party because NSDAP support had declined in the November 1932 election.

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**Question 3**

- 06** How important was the use of terror in Hitler's consolidation of power from February 1933 to August 1934? (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 students 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.**

Students 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.

Factors suggesting the use of terror was important in Hitler's consolidation of power might include:

- the Nazis may have been responsible for the Reichstag Fire. They certainly used the event to attack the KPD
- the intimidation of voters during the March 1933 Reichstag Election campaign by the SA
- Goering gave the SA powers as auxiliary police in Prussia
- the arrest of the leaders of the Trades Unions and the seizure of their printing presses on 2 May 1933
- the arrest and execution of 200 political opponents during the Night of Long Knives, including Röhm and von Schleicher. His actions against the 'socialist' SA confirmed Hitler's support from the Army and the business community. The Army had supplied the SS with weapons and now swore the Oath of Loyalty after Hindenburg's death.

Factors challenging the importance of the use of terror might include:

- the Nazis did not win a majority in the 1933 Reichstag Election despite the 'use of terror' at the polls. The Enabling Act was passed despite 94 SPD deputies voting against it in the face of intimidation from the SA
- the boycott was of limited success and was not repeated
- there was initially some negative reaction to the Night of the Long Knives.

Other factors responsible might include:

- the use of legal power: use of executive powers to ban the KPD, the Law Against the Establishment of New Parties, the retrospective law of 3 July justifying the purge of Röhm and the Enabling Act which was passed with 441 votes to 94
- the co-ordination of organisations, including the replacement of the Trade Unions with the DAF, the appointment of Nazis to lead Länder, the Civil Service Law
- the death of Hindenburg gave Hitler the opportunity to use the powers of the Enabling Act to merge the roles of Chancellor and President
- the use of propaganda – Goebbels took control of the media after the creation of the Ministry for Public Enlightenment and Propaganda and control of the radio helped win votes in the March 1933 elections.

Good answers are likely to show an awareness that Hitler always sought to justify the use of terror rather than use it unreservedly. Hence the 'legal' use of terror (using the Presidential decree) in the 1933 Election campaign – and the fact that he held an election – and the 'legal' justification of acting in defence of the Reich in the Night of the Long Knives.

### **Converting marks into UMS marks**

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

**UMS conversion calculator:** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)