



**General Certificate of Education  
January 2012**

**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 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 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 in **Source B** differ from those in **Source A** in relation to the experiences of Jews wearing the Star of David? (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 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 levels scheme.**

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

- in Source A Victor is spoken to kindly by an acquaintance who shows him compassion, whilst in Source B the Jewess says she ‘had some bitter disappointments with acquaintances and colleagues’
- Source A gives the impression that people did not agree with treating Jews in accordance with the Nazi policies – ‘bloody Nazis’, whilst B suggests they did ‘I was treated very badly by a doctor’

- different emotional responses from the Jews Source A – ‘it does warm my heart’, B – ‘I had some bitter disappointments’.

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

- different reactions from different sections of society, e.g. the young
- the fear of the Gestapo
- different reactions in different parts of Germany.

To address ‘how far’, students should also indicate some similarity between the sources. For example:

- the sentiments of the schoolchildren (B) and man in the car (A) to seeing the ‘star’
- the Jew’s fear when out wearing the ‘star’: B – ‘Wearing the yellow star, with which we were branded from 1941 onwards as if we were criminals, was a form of torture. Every day when I went out in the street I had to struggle to maintain my composure’. And A – but if the right person hears it, then my consoler would pay for it with imprisonment, and me, via Auschwitz, with my life
- some of the school children in B did not join in the abuse of the Jewess.

In making a judgement about the degree of difference, students may conclude the experience of the Jew in source A appears to be slightly better but they are both fearful and are verbally abused by ordinary members of society.

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**Question 1****02** Use **Source A, B and C** and your own knowledge.How far did attitudes of ordinary Germans towards the Jews change in the years 1939 to 1942?  
(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 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.

Students should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A** suggests some Germans did not share Nazi anti-semitism "Now, Professor, don't let it get you down! Before long they'll be finished, the bloody Nazis!" even if expressing this few carried risk. Others however did – "A stranger shouted from a car: 'Are you still alive, you damn pig? They should run you over, across your belly!'"
- **Source B** suggests many followed Nazi ideas. "I had some bitter disappointments with acquaintances and colleagues. I was treated very badly by a doctor." and "They shouted: 'Throw the Jewess off'. They recognised that I was Jewish because of the yellow star. Throughout the journey the pupils behind shouted abuse at me." Though it does also suggest some were embarrassed by these actions.
- **Source C** suggests the occupation of Poland and Western Russia and the policies of ghettoisation and forced labour meant that the Nazis were able to reinforce their portrayal of Jews as 'profoundly alien' and 'carriers of disease and corruption'. The last sentence suggests this line of propaganda was particularly effective. The idea of linking the Jews with Bolshevism is also stated.

From students' own knowledge:

Factors suggesting they did might include:

- The example of Police Battalion 101 showing 'ordinary' Germans being willing to take part in mass murder of Jews
- The lack of sympathy for Jews when they were being deported
- Germans willingly taking advantage of Aryanisation in 1938–1939
- The lack of protest against the legal and economic measures taken against the Jews
- Large number of Germans going to watch Anti-semitic films and reacting positively to them, e.g. the huge ovation *Jud Süß* received at its premiere in Berlin in 1940.

Factors suggesting they did not might include:

- there are examples of Germans helping Jews
- some groups including the Confessing Church protested against the treatment of the Jews
- German people did not know the full extent of what was happening to the Jews
- The negative reaction to some Nazi propaganda films such as *The Eternal Jew* (which many saw as being crude and unconvincing) and *Jud Süß* (which some saw as very harmful).

Good answers are likely to/may conclude that the German people were divided regarding Nazi anti-semitism, some risked their lives in opposition, some whole heartedly supported it but the majority remain passive.



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**Question 2**

**03** Explain why a boycott of Jewish shops took place in April 1933. (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 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 the boycott took place.

Students might include some of the following factors:

- reaction to boycott of German goods in America
- pressure from the SA and other grass root groups for action against the Jews
- the climate 'euphoria' amongst the Nazis having come to power
- Hitler wanting to test the German people's reaction to anti-semitic action.

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

- Nazi anti-semitism
- belief that Jews were too powerful in the economy
- jealousy of Jewish success

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might divide the answer into long and short term factors or grass roots verses Nazi leadership.

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**Question 2**

- 04** 'The Nazis' policy of Jewish emigration in the years 1933 to 1939 failed because few Jews wanted to leave Germany.'  
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 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 evidence which supports the view given against that which does not.

Evidence which agree(s) might include:

- there were still Jews in Germany at the end of 1939
- during 1936–1937, 75 000 Jews returned to Germany
- the confusion in Nazi policy in both encouraging Jewish emigration and also taking their money/possessions when they did
- many Jews saw themselves as being German first and did not want to leave their homeland
- by the late 1930s many of the remaining Jews were old or did not have skills other countries wanted
- other countries were unwilling to take Germany's Jews, e.g. America, Britain, Palestine.

Evidence which disagree(s) might include:

- 37 000 Jews left Germany in 1933
- overall 150 000 left between March 1933 and November 1938
- 9 000 Jewish children sent to Britain on Kindertransports in 1938–1939
- expulsion of 17 000 Polish Jews in October 1938
- the work of the Central Office For Jewish Emigration
- Nazis worked with Zionist groups
- Nazis used money taken from rich Jews to fund emigration of poorer Jews.

Answers that contrast the desire of the Jews to leave Germany against other factors such as Nazi policy making emigration difficult and other countries being unwilling to take Jewish émigrés are also seen as a valid way of tackling the question.

Good answers are likely to/may conclude that although there were some Jews remaining in Germany the Nazis had encouraged/ forced the majority of the Jewish population to leave Germany.

**Question 3**

**05** Explain why the Death Marches took place in 1944 to 1945. (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 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 the Death Marches took place in 1944. .

Students might include some of the following factors:

- the Russian advance towards the Death Camps in the East
- the need for slave labour in Germany to keep the war effort going
- fear that the allies would discover the truth of the Holocaust
- desire to make sure that the Jews did not survive the war
- Nazi theory of 'Survival of the Fittest' meant that they believed any Jews that survived the camps were doubly dangerous and could be the 'germ of a Jewish revival'.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might discuss the comparative importance of ideological factors against pragmatic considerations.

**Question 3**

**06** 'Nazi Policy towards the Jews ignored economic consideration in the years 1939 to 1945.'

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 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 points which agree with the view that economic considerations were ignored by the Nazis in their Jewish Policy 1939–1945.

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

- the fact that slave labourers in the Ghettos were not given sufficient food to be able to work effectively
- the mass murder of potential workers
- the Holocaust was an ideological goal and economic considerations were secondary
- the money spent on transportation, guards etc could have been used on other things during the war
- Jews had been a key and successful part of the German economy but were excluded from it.

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

- Nazis decided to 'waste' scarce resources on the Jews during the war
- Einsatzgruppen spared Jews who were useful traders to the army
- cost of ammunition was one reason for the switch from mass shooting to gassing.
- the setting up of labour camps such as the I.G. Farben plant at Auschwitz
- the use of death camps to steal from the inmates, e.g. 'Canada' at Auschwitz.

Good answers are likely to/may conclude that although economic considerations were not foremost in the minds of the Nazis, there is evidence that they were not completely ignored.

### **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)