

GCE
AS and A Level

History

AS exams 2009 onwards
A2 exams 2010 onwards

Unit 1N

Specimen mark scheme

Version 1.1





General Certificate of Education

AS History

Unit 1: HIS1N

Totalitarian Ideology in Theory and Practice, c1848–1939

Specimen Mark Scheme

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: 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)**

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

Specimen Mark Scheme**GCE AS History Unit 1: Change and Consolidation****HIS1N: Totalitarian Ideology in Theory and Practice, c1848–1939****Generic Mark Scheme****Question 1(a), Question 2(a) and Question 3(a)**

- 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. **0-2**
- 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**

Question 1(b), Question 2(b) and Question 3(b)

- 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. **0-6**
- 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**

Question 1

(a) Explain why Lenin adapted Marxism in the years 1917 to 1924.

(12 marks)

Target: AO1(a), AO1(b)

Indicative content

- Marx believed that the economic system should determine the political system; therefore countries with a developed working class who were aware they were being exploited would see spontaneous workers revolutions
- In the USSR, the political system determined the economic system, in that the peasantry were 80% of the population and the country was not ready for a workers' revolution.
- The USSR had skipped a stage in Marx's stage theory, moving from Feudalism to the stage of Socialism
- The internal and external context also required adaptations to Marxism; the civil war required the discipline of War Communism with requisitioning and terror; the famine, Scissor Crisis and Kronstadt Rebellion required the retreat from communism to the capitalist NEP

(b) How important was Stalin's use of the 'Lenin Legacy' in explaining his victory in the power struggle in the years 1924 to 1929? (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Indicative content

Lenin Legacy:

- Benefited from Lenin's 1921 Ban on Factionalism – no criticism once Party Congress had voted for something or the leadership decreed it; this allowed Stalin to attack the United Opposition and the Right Opposition as acting contrary to the will of Lenin
- Lenin Enrolment, funeral speech, 'Foundations of Leninism' all tied Stalin to Lenin

Other Factors:

- Powers as General Secretary: Link man between politburo and government, access to party-files, recorded and conveyed information, most crucially by ensuring Trotsky failed to attend Lenin's funeral, right to appoint, remove and transfer top 5500 officials in USSR, including the regional secretaries, meaning Stalin could make sure delegates to the Party Congress backed him. Stalin ensured the appointment of six Stalinists to the 1926 Politburo
- Rivals' errors and mistakes: Trotsky was an ex-Menshevik, Jew, feared as the 'Red Napoleon'; World Revolution made him appear to be a traitor, too intellectual and arrogant,

failed to publish the Political Testament; Zinoviev and Kamenev were Jews and ‘October’, whilst their attack on Trotsky made them appear indecisive – a former ally; Bukharin fought in the party though his strength lay with the peasants and the Trades Unions, commitment to NEP meant he lacked credibility as a Marxist

Question 2

- (a) Explain why the Italian Fascist state was intolerant of diversity. (12 marks)

Target: AO1(a), AO1(b)

Indicative content

- Fascism stressed the subordination of the individual to the state, in pursuit of a common goal. This was best summed up in Mussolini’s slogan, ‘Everything within the state, nothing outside the state, nothing against the state’
- The corollary of the Fascist dream was that all other routes led to disaster. Socialism/communism and liberal democracy had created all of Italy’s problems 1870–1922
- It was essential the country be united in pursuit of a common goal because that goal was war and no lack of unity could be tolerated if Italy were to be successful
- Racism was present in Fascism, with actions against Arabs, Africans and Jews being justified by a belief in racial hierarchy

- (b) How successful was the Italian Fascist state in creating a totalitarian state in the years 1933 to 1940? (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Indicative content

- The One Party State was achieved effectively through the Acerbo Laws and other legislation of the 1920s
- The Corporate State gave the state a monopoly of control of the economy; strikes ended
- Propaganda created the all-encompassing cult of Il Duce and spread Fascist ideas and values through the country
- The control of the armed forces and use of the OVRA and concentration camps made clear the state expected obedience and would act against all opposition; the murder of Matteotti did not have to be repeated with any frequency and there were only approx.80 political executions in 20 years

However,

- Mussolini’s power was dependent on the King, who removed him in 1943
- Fascism had to compete with Catholicism for people’s affections; it was not the sole ideology of the state
- Corporatism in practice meant business bribed Fascist officials to continue a liberal capitalist economic system

Question 3

- (a) Explain why the *Führerprinzip* was a key part of Nazi ideology. (12 marks)

Target: AO1(a), AO1(b)

Indicative content

- Hitler was influenced by Nietzsche and his belief in the superman, therefore other ideas were important
- The divisions in the Nazi Party between north and south, Protestant and Catholic, how to achieve power, were resolved by all the party committing to follow Hitler; the concept developed from this decision
- The Nazis believed that democracy was weak because it lacked any form of strong leadership

- (b) How important was the role of Hitler in explaining why he was made Chancellor in January 1933? (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Indicative content**Hitler:**

- Modern, dynamic, charismatic leadership offering a rebirth of a great Germany. Enhanced by propaganda (Hugenberg's media empire used to give exposure, 'Führer over Germany' campaign) and Hitler's personality (young, charismatic, brilliant orator)
- End to democracy and weak government; 15 Chancellors in 14 years would be replaced by the Führer and dictatorship
- Refused to accept the position of Vice-Chancellor in 1932 when he held on for the top job

Other factors:

- Nazi strengths: Jobs for the unemployed and school-leavers, protection from large Jewish business for small shopkeepers, protection from communism and socialism, image of unity, discipline and order
- Agricultural depression – foot and mouth 1927, collapse in grain prices following removal of protective tariffs, poor harvest 1927. Nazis promised to restore tariffs, tackle the (Jewish-owned) banks and restore lost land
- Wall Street Crash, October 1929. 2 million unemployed in 1930 rose to 5.9 million in 1932. Mittelstad feared loss of status and slipping into the lower classes
- Successive governments failed to solve the economic and political problems – Müller's coalition collapsed over disagreements about cutting expenditure, Brüning waited for unemployed to blow itself out, von Papen and von Schleicher failed to form workable coalitions and control street violence
- The role of Hindenburg, and how he was influenced by the army, von Papen and Schacht