



**General Certificate of Education  
January 2011**

**AS History 1041**

**HIS1N**

**Unit 1N**

**Totalitarian Ideology in**

**Theory and in 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 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 1: Change and Consolidation**

**HIS1N: Totalitarian Ideology in Theory and in Practice, c1848–c1941**

**Question 1**

- 01** Explain why Stalin's position as General Secretary gave him great power in the years 1924 to 1929. (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 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 might include some of the following factors:

- as link man between the Politburo and the government and as head of the party Orgburo Stalin controlled the flow of information. He reputedly used this power to tell Trotsky the wrong date for Lenin's funeral
- Stalin had the power of patronage over the top 5 500 officials, including the ability to hire and fire, promote and demote the Regional Secretaries. He used these powers to

promote his supporters, for example Kirov was made Leningrad party secretary and Molotov was made Moscow Party secretary

- Stalin was able to dictate the timing of the Party Congress, delaying the 1925 Congress until December when he had a majority amongst the delegates.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might recognise that the ability to hire and fire enabled Stalin to create a group of loyal supporters, and that he delayed the 1925 Congress until this group outnumbered the support of the United Opposition.

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**Question 1**

**02** How far was Stalin personally responsible for the development of the cult of personality after 1929?

(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 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 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 Stalin was personally responsible for the development of the cult of personality might include:

- the linking of ideas to individuals, followed by the ruthless attacks on Trotskyism and Bukharinism and the creation of Stalinism
- the way he presented himself as the 'Lenin of today'. Through the funeral speech, and the Lenin Enrolment, Stalin was able to present himself as the natural heir to the respect and reverence shown to Lenin
- Stalin did nothing to stop the cult even though he had the power to do so.

Factors suggesting Stalin was not responsible might include:

- it was the product of the media wanting to 'please' Stalin
- the cult was inconsistent with Marxist-Leninist ideology and therefore not Stalin's work
- Stalin's daughter reported that Stalin detested the cult and found it oppressive.

Other factors responsible for the development of the cult might include:

- the use of propaganda, typified by the deification of Stalin in the edition of Pravda dedicated to him on his 50th birthday, but also including the renaming of Tsarytsyn as Stalingrad, posters, statues etc
- the Russian people's psychological need for a leader to replace the tsars, emphasised by the way Lenin had already been deified despite his objection to any form of worship
- the need of the Russian people to have an obvious and understandable focus for their connection with the regime. It was easier to follow an individual than a complex set of ideas, and there was a need to thank someone for the material benefits enjoyed by some in the mid to late 1930s, for example, the ending of bread rationing in 1935, or protection from internal and external enemies
- the complex psychology of adulation meant that individuals were swept along by the mass veneration of Stalin, and that once such an emotional investment had been made in the cult people were deeply reluctant to accept that they had been deceived. Stalin was not therefore damaged by the extreme state terror of the 1930s.

Good answers may show an awareness that the Soviet people's need for a leader to worship enabled Stalin to act in way that was incompatible with ideology but which strengthened his position.



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**Question 2**

**03** Explain why the Corporate State was established in Italy from 1926. (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 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 might include some of the following factors:

- the belief that capitalism failed to serve the economic interests of the state because it led to the pursuit of profit rather than the production of what the state required, e.g. arms
- the belief that socialism failed to serve the economic interests of the state because it led to laziness and a fall in production
- the belief that Italy required a 'Third Way' given the weaknesses of Liberal and capitalist Italy and the destruction of communism, which had been threatened during the Biennio Rosso
- the desire to bring harmony to the Italian economy, which was critical given the post-war problems
- pressure from different client groups of Fascism, for example landowners and big business.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might consider Mussolini's desire to find an alternative 'Third Way' as part of his desire to project Fascism and himself as the saviour of modern Italy (and modern Europe) with the need to solve the practical problem of the conflict between the working-classes backed by their Trades Unions with landowners and middle-class business.

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**Question 2****04** How far was the appeal of Fascist ideology due to corporatism? (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 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 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 appeal of Fascist ideology was due to corporatism might include:

- it offered harmony following a period of great strain and tension post-war
- it offered representation to workers and employers, supervised by Fascist officials, in a genuine attempt to eradicate exploitation and inefficiency
- it allowed the development of a strong, totalitarian state where everybody would be working in the best interests of the state
- it won admiration from foreign observers, including the British.

Factors suggesting the appeal of Fascist ideology was not due to corporatism might include:

- the growing realisation that corporatism was little more than a sham, with corporations dominated by large employers who bribed Fascist officials to rule in their favour
- economic development was driven by the need for propaganda victories which carried an economic cost, for example 'Quota 90' or the 'Battle for Grain'
- nationalism was a far more potent part of Fascism, drawing on feelings of disgust at the 'mutilated victory' and intensified by foreign policy success, for example, Fiume, Locarno and Abyssinia
- anti-communism won support from the middle-classes and landowners
- incorporating the Catholic Church and the monarchy into Fascist Italy won support from the peasants and the older middle class and aristocracy.

Good answers are likely to show an awareness that Fascism appealed to different groups of people at different times, for example, businesses who feared the unions in the early 1920s or Catholics who were grateful that the schism was healed by the Concordat in 1929.

**Question 3**

- 05** Explain why Hitler was able to overcome political opposition between his appointment as chancellor and July 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 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 Hitler was able to overcome political opposition so easily. Political opposition might include the Reichstag generally as well as the KPD, SPD, Centre and the right wing protestant parties specifically.

Candidates might include some of the following factors:

- the establishment of the dictatorship was legal: the Enabling Act gave Hitler the power to rule by decree for four years and other measures that helped the Nazis overcome political opposition were also the result of legislation, for example banning the KPD following the Reichstag Fire, the Civil Service Law which led to a non-violent purge of democrats and socialists and the Law Against the Establishment of New Parties of July 1933
- measures were accompanied by extensive propaganda orchestrated by Goebbels as Minister for Propaganda and Popular Enlightenment. Newspapers and radio were

brought under Nazi control through a variety of methods and the worship of the Führer was instigated. Those who were politically unreliable were dismissed from the media

- the use of targeted terror destroyed potential opponents: use of the SA as auxiliary police during the March 1933 election campaign, the socialist trades union offices were raided on 2 May and TUs outlawed
- most parties voluntarily disbanded, either because they supported strong government, or through fear of arrest.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might link the German desire for strong rule and the middle-class dislike of the left which meant there was widespread support for removing political opposition. Alternatively, they might recognise that the measures the Nazis took won support and destroyed the independence of potential opponents.

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**Question 3**

**06** How successful was the Nazi regime in creating a totalitarian state by 1939? (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**
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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 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 that the Nazi regime was successful in creating a totalitarian state by 1939 might include:

- Nazi ideology was popular and ubiquitous. Alternative ideologies were crushed or were acquiescent, for example the Pope signed the Concordat
- the creation of a one-party state through the banning of the KPD, the arrest of members of the SPD, the voluntary dissolution of the DNVP, DVP and DDP and the Law Against the Establishment of Political Parties
- the monopoly over the means of mass communication, including the purchase of regional newspapers, the establishment of the DNB to control news and the Reich Radio Company to control radio
- the monopoly over the means of coercion following the army oath of loyalty, the night of the long knives and the growth of the SS and Gestapo
- state control of the economy, for example, the creation of the Four Year Plan office and the nationalisation of companies that refused to co-operate with the regime
- the development of the Führer myth and the concept of Hitler as the man apart and saviour of Germany
- the intolerance of diversity, treatment of Jews and other Asocials.

Factors suggesting that the Nazi regime was not successful in creating a totalitarian state by 1939 might include:

- the continued existence of the Catholic Church offered an alternative set of ideas
- the SPD continued to operate against the Nazi regime, smuggling in literature from printing presses in Prague and then Paris
- the circulation of newspapers fell by 10%, suggesting that many Germans ignored the message, regardless of the extent of control of the media
- state control of the economy was inconsistent. Private enterprise continued where companies were prepared to shift the focus of their production to materials required for war, for example IG Farben
- the continuing independence of the army
- alternative youth groups.

Good answers are likely to/may show an awareness that the state did take control of all aspects of peoples lives, including education, employment and leisure, but that this was often undermined by human relations on a local level. Alternatively it might be suggested that control of actions was possible but control of hearts and minds was more difficult and almost impossible to measure.