



**General Certificate of Education
June 2013**

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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process 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 standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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

Copyright © 2013 AQA and its licensors. All rights reserved.

Copyright

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

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)

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

June 2013

GCE AS History Unit 1: Change and Consolidation

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

Question 1

01 Explain why Lenin adapted Marxist theory in the years 1917 to 1924. (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 Lenin adapted Marxist theory.

Students might include some of the following factors:

- Russia was an unlikely setting for a Marxist revolution as 80% of the population were peasants and not aware of exploitation; therefore Lenin had to use the 'vanguard of the proletariat' for the revolution

- having forced the revolution and formed a revolutionary elite Lenin had to abandon the dictatorship of the proletariat in favour of the dictatorship of the party who represented the proletariat
- Lenin was not prepared to wait for the natural progression of Marx stage theory and spontaneous revolution, skipping from feudalism to socialism
- War Communism had caused a famine in which 5 million people died, therefore Lenin ended War Communism and introduced the NEP, allowing the political system to determine the economic system – the complete opposite of Marxism
- Lenin feared he was losing support after the Kronstadt rebellion (1921) and famine, so loosened the Bolshevik control of the economy.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might suggest that Lenin was forced to adapt Marxism in order to achieve a Bolshevik revolution in his lifetime.

Question 1

- 02** How far was the intolerance of diversity in the Soviet Union in the 1930s due to communist ideology? (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 communist ideology was responsible for the intolerance of diversity in the Soviet Union might include:

- Marxism stated that during the 'dictatorship of the proletariat' it was necessary to subordinate the individual to the state to ensure that the state would triumph against the enemies of Socialism
- as Marxism had not been closely followed in the Soviet Union it was vital to destroy alternative ideas such as Trotskyism which were potentially destructive forces. It was also essential to destroy the peasants' alternative visions of Utopia, namely that provided by religion which Marx saw as an error, a false understanding of the world
- as communism was a monolithic ideology, it was necessary to ensure that no other ways of thinking were communicated to the people, hence state control of the press (Pravda and Izvestiya) and the official artistic style of 'Socialist Realism'
- communist ideology was opposed to the exploitation and individualism of capitalism, hence state control of industry through the Five Year Plans, collectivisation and dekulakisation.

Factors suggesting other factors responsible for the intolerance of diversity in the Soviet Union were might include:

- Stalin's desire to take total control of the Soviet state led to the purges of the party, the armed forces and the general population. Individuals who posed a potential challenge to his rule, such as Trotsky, faced assassination
- the purges were also driven by other forces; the NKVD sought to justify the powers they received in 1934 by finding conspiracies, Gulags were responsible for 10–15% of the Soviet GNP by 1939 therefore the economy relied on purging, and 'enemies' like Bukharin had been destroyed to win Stalin's patronage
- Stalin felt that ethnic differences were the greatest threat to socialist unity and he promoted Russian nationalism. There was excessive grain collection from the Ukraine and violent attacks on Jews in the purges. Ethnic intolerance had also existed under the Tsars
- it was essential the country was united because of the threat of war presented by international capitalism in the 1920s and the aggressive Nazi regime from 1933 which was distinctively anti-communist.

Good answers are likely to/may show an awareness that whilst the intolerance was based on ideology it was eventually driven by Stalin's personal desires and those who were had something to gain from the intolerance.

Question 2

03 Explain why the cult of Il Duce developed in Fascist Italy. (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 the cult of Il Duce existed in Fascist Italy.

Students might include some of the following factors:

- propaganda highlighted Mussolini as the 'chief'; newspapers were controlled from 1925 and strict regulations came from the Ministry of Popular Culture. Mussolini's name had to be shown in capital letters and it became a crime to criticise Mussolini
- Mussolini's own actions such as: wrestling lion cubs, working in the fields shirtless and taking part in popular activities demonstrated his strength and intelligence, adding to the idea that he was a superior individual
- alternative figures within the party who challenged Mussolini's position, such as Farinacci and Balbo, were removed allowing Mussolini to cement his role as the 'chief' of Italy
- the King accepted Mussolini's status and did not challenge the cult. He helped develop the cult by allowing Mussolini to become effective Commander in Chief of the Army

- Fascist ideology and the belief in the 'superman' and heroism, as well as the rejection of democracy and socialism, encouraged the cult of Mussolini.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might suggest that Mussolini's actions were merely part of the propaganda machine and his desire to have total control of Italy.

Question 2

- 04** How far was the appointment of Mussolini as Prime Minister of Italy in October 1922 due to Mussolini himself? (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 that the appointment of Mussolini as Prime Minister was due to his own actions might include:

- the role of Mussolini as the creator of the Fascist Party united the various fascist groups into the PNF in 1921 and impressed the conservatives sufficiently to be offered the opportunity to fight the 1921 election as part of the government coalition
- Fascist ideology, designed by Mussolini, stressed the importance of the heroic leader and strong government. This was in contrast to the weaknesses of Liberal Italy, characterised by the failure to provide strong and stable government
- Nationalism and the belief in the greatness of Italy were linked to the belief in the 'Mutilated Victory'. Fascism was also militaristic and expansionist, offering to right these wrongs
- Mussolini won support for himself and the PNF at fascist rallies where he was seen to have an impressive physique and his theatrical and dramatic oration demonstrated his commitment to the Italian nation
- Mussolini offered the King a strong man who would stand up to the left thanks to his anti-communist ideology and squadre violence and protect the establishment in the face of political instability
- Mussolini threatened to March on Rome in order to seize power having refused a place in Facta's coalition government. This threat put pressure on the King to appoint Mussolini.

Factors suggesting other factors were responsible for the appointment of Mussolini as Prime Minister might include:

- the weaknesses of Liberal Italy, such as unemployment, the failure to gain land in the Versailles treaty (Mutilated Victory) and political instability had left Italians desiring change, polarising politics to both the left and the right
- the fear of socialism meant that Fascist anti-communism was popular with the land-owning and business classes who felt threatened by union militancy, strikes and the threat of an Italian red revolution, particularly during the Biennio Rosso (1919–1920)
- the weaknesses and mistakes of others, including Facta's indecision in the face of Fascist violence before October 1922. The King was not only worried about the rise of socialism, but also feared being usurped by his fascist cousin the Duke of Aosta and believed appointing Mussolini would appease those at court and the armed forces
- the role of the Squadre and the Ras, who won regional support by attacking socialist and communists, including action against strikers in Milan in August 1922.

Good answers are likely to/may show an awareness that Mussolini was able to play on the circumstances within Italy at the time, seemingly leaving the King little other choice than appointing Mussolini as Prime Minister in October 1922.

Question 3**05** Explain why Nazi ideology was anti-Semitic. (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 Nazi ideology was anti-Semitic

Students might include some of the following factors:

- Hitler clearly was the main influence on Nazi ideology; his anti-Semitism dated from his experience in Vienna pre-war, intensified by his belief that Jews had undermined the war effort and Jewish politicians had signed the armistice and created the Weimar Republic
- the German Workers Party saw Jewish businesses as a threat to the small traders who the party originally represented, this became even more relevant during the economic crisis from 1929
- struggling farmers were forced to borrow against the value of their land and were subject to high levels of interest. The Nazi view of Germany was that the banks were Jewish and were victimising German farmers who came to support the Nazis
- Jewish immigrants fleeing the Bolshevik Revolution had settled in Germany post-war; although small in number, they were less assimilated than the indigenous German Jews

- Alfred Rosenberg made Hitler aware of the Jewish nature of Bolshevism and this link was developed further by Hitler and other members of the Nazi Party
- anti-Semitism was already heavily present in Europe and the Nazis played on existing anti-Semitic feeling, making the Jews scapegoats for the problems in Germany as part of their quest for power
- Nazi ideology was based on the concept of superior and inferior races (social Darwinism) and viewed the Jews as *Untermenschen* who threatened the greatness of Aryan Germans.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might suggest that although Hitler was the driving force behind the anti-Semitism, circumstances in Germany helped these beliefs develop in Nazi Ideology.

Question 3**06** How far was the strength of the cult of the Führer due to Hitler himself? (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 that the strength of the cult of the Führer was due to Hitler might include:

- Hitler was a charismatic speaker who wowed audiences. He had a youthful energy in contrast to previous chancellors and claimed to represent the will of the German people. He travelled the country to spread his ideas during his rise to power – visiting 20 cities in 7 days as part of the 1932 presidential campaign
- Hitler was hugely popular with the German people, the popularity of Nazism soared because Nazism was actually Hitlerism – other members of the Nazi party were widely disliked, however Germans admired Hitler's background as a simple soldier and war hero, his distant relations with women and his refusal to wear elaborate uniforms (such as those Goering wore)
- he provided rapid success for Germany, ending unemployment and overturning the disarmament clauses of the Treaty of Versailles – this seemed even more remarkable given his plain physical appearance
- by combining the posts of chancellor and president, Hitler had no constitutional constraints on his power and his powers were never defined in law, making him truly all-powerful and beyond the law.

Factors suggesting other factors were responsible for the strength of the cult of the Führer might include:

- the Hitler myth was developed by Goebbels as Minister for Propaganda and Popular Enlightenment who allowed glimpses of Hitler in film newsreels, but was careful not to over expose his 'star'. He also orchestrated the Nuremburg Rallies where up to 500,000 people faithfully worshipped the Führer
- the Cult was consistent with Nazi ideology as part of the Führerprinzip and the concept that Hitler was a man apart sent to save Germany, an idea that originated from Nietzsche's 'superman'
- German history and the psychology of the German people required a 'saviour', rather than a politician elected to lead – this generation's only experience of democracy had come with the failings of Weimar whereas previous 'dictators' such as Kaiser Wilhelm II had made Germany a world power
- the worship of Hitler developed through everyday social rituals like the adoption of the Heil Hitler salute. Organisations like the SS and the Hitler Youth were personally bound to Hitler and the Army's Oath of Loyalty also suggested Hitler was more than an ordinary politician.

Good answers are likely to/may show an awareness that the cult of the Führer stemmed from Nazi ideology and Hitler's own actions, but was propagated by Goebbels and his massive propaganda machine.

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