



**General Certificate of Education
June 2013**

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 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

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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)**

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 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.

Explain how far the views in **Source B** differ from those in **Source A** in relation to the decision to kill Europe's Jews. (12 marks)

Target: AO2(a)

Levels Mark Scheme

	Nothing written worthy of credit.	0
L1:	Answers will either briefly paraphrase/describe the content of the two sources or identify simple comparison(s) between the sources. Skills of written communication will be weak.	1-2
L2:	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.	3-6
L3:	Responses will compare the views expressed in the two sources, identifying differences and similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed.	7-9
L4:	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.	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 levels scheme.

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

- Source B has the view that the decision to destroy the Jews was taken in 1939, whilst Source A talks of two decisions in 1941
- Source A differentiates between Soviet and other Jews whilst B talks about a decision affecting all Jews
- Source A defines successive phases of genocide, whilst B talks of a single ideological decision
- Source A is focused on Himmler and Heydrich; Source B places the emphasis on Hitler.

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

- the ‘prophecy’ Hitler made in 1939 about the destruction of the Jews coming about if there was a World War. The entry of the USA into the war in 1941 would then be key in the Nazis decision to kill all Europe’s Jews
- the lack of evidence on the timing of the decision
- the debate about development of Jewish policy in the years 1939–1942.

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

- both talk about a link between war and the decision to kill Europe’s Jews
- Source B talks about the Nazis abandoning of ‘common codes of morality’, Source A mentions ‘horrific phase of genocide’.

In making a judgement about the degree of difference, students may conclude whilst the sources agree that there was a strong connection between the War and the decision to kill Europe’s Jews the sources give distinctly different views about the dates for the decision.

Question 1**02** Use **Sources A, B and C** and your own knowledge.

How important was Hitler himself in the formulation of Nazi policy towards the Jews 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:** The source starts by looking at the actions of the Einsatzgruppen and then moves on to the decisions made to kill all of the Soviet Jews and then all of Europe's Jews. Significantly there is no mention of Hitler explicitly in the source, but does mention the role of Himmler and Heydrich in giving orders
- **Source B:** Portrays Hitler as being key to the decision making process, stating that he had made the decision to destroy the Jews in or prior to 1939. It explains the actions against the Jews during the War as being a consequence of this decision
- **Source C:** Talks of Hitler's 'prophecy' of 1939 that World War would lead to the destruction of the Jews. This makes him key to the decision making process. The source emphasises the significance of the 'prophecy' as Hitler keeps repeating his message and the timing of the USA entry means this was now a World War. The entry of the USA into the war as shown in the source preceded the Wannsee Conference which laid out the 'Final Solution' in January 1942.

From own knowledge:

Factors suggesting Hitler was important might include:

- evidence from Mein Kampf
- key decisions would always need his approval; "working towards the Fuhrer"
- Himmler is said to never have done anything without Hitler's approval, his diary shows that escalation of anti-Semitic policy tended to follow meetings he had with Hitler
- Hitler's 'prophecy' of January 1939.

Factors suggesting Hitler was less important might include:

- the role of Himmler, Heydrich and other members of the SS. Hitler was not at the Wannsee conference and never visited the Einsatzgruppen or death camps
- the ever changing circumstances of the war had a major impact in changes in Nazi policy e.g. the problems in the General Government, the failure of the Madagascar Plan
- Germany's failure to defeat the USSR in 1941
- no written order from Hitler has been found
- the role of 'ordinary Germans' as well as numerous perpetrators from other countries.

Higher-level answers will show depth of comment and integrated understanding of issues in context. For example, some may argue that Hitler was central to Nazi decisions regarding the Jews in the year 1939 to 1942, however, he did not act alone and others played a major part. The way that the circumstances of the war changed in 1941 also had a major impact on policy.

Question 2

03 Explain why many Jews were well assimilated in Weimar Germany. (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.

Students might include some of the following factors:

- there were many settled and assimilated Jewish communities in Germany since emancipation in the 19th Century. Many Jews considered themselves to be German
- partly because of earlier discrimination, Jews were prominent in the professions, especially medicine and the law, and in banking and retail
- the development of cultural life in Weimar Germany opened up opportunities for Jewish artists
- the new Weimar constitution of 1919 (mostly written by a Jew, Hugo Preuss), strengthened civil rights. Jews such as Theodor Wolff were influential in liberal politics and the press
- many Jews had fought and died in the Great War

NB

This is a question likely to elicit answers tending to **describe** the position of Jews in Weimar Society. Explanations of **why** this was so may be somewhat indirect and implicit.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might link the group of talented and educated German Jews who around at this point with the opportunities opened up by the new Liberal constitution written by Hugo Preuss who was himself Jewish.

Question 2

- 04** 'The association of Jews with finance was the most important reason for Nazi anti-Semitism.'

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:

- Walter Rathenau and other Jewish businessmen were accused of war profiteering
- there was an increase in support for the Nazi message during the Great Depression, suggesting their linking of 'Jewish financiers' with Germany's problems had been successful
- the Nazis strongly emphasised the connections between Jews and money lending, corruption and greed. This is evident in speeches and propaganda such as the use of the Barmat scandal and other financial scandals involving Jews to promote anti-Semitism by Nazis and other right wing groups
- in 1933, the Nazis organised a boycott of Jewish businesses
- a large number of private banks (50%) were Jewish owned
- the Nazis played up the role of Jewish control of finance, blaming Jews for farmers losing their farms and small shopkeepers struggling against Jewish-owned department stores.

Evidence which disagree(s) might include:

- the Barmat Scandal did not lead to increased anti-Semitism but instead caused anger only against those involved
- the continued use of Jewish banks and financiers suggest that the German people were willing to use Jewish financiers and were not concerned by their role
- Nazi anti-Semitism was largely based on racial theory, not on financial grievances
- the Nazis put more emphasis on the Jews' connection with Communism than with finance.

Good answers are likely to/may conclude that the Nazis had many different beliefs about the Jews that made them anti-Semitic, the link with Capitalism was one of them and was particularly important during the economic problems Germany faced during this period. Arguably however links with Communism and racial theory were more significant to the Nazis.

Although the majority of students are likely to focus their answers on the period up to 1933, if students include post-1933 material in their answers, it should be credited appropriately. For example, references may be made to issues such as the 1933 boycott, the 1935 Nuremberg Laws and Aryanisation from 1938. Such material is **not** a requirement!

Question 3

05 Explain why Nazi anti-Semitism intensified in the years 1938 to 1939. (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 Nazi anti-Semitism intensified in the years 1938 to 1939.

Students might include some of the following factors:

- Nazis stressed the need for resources for the preparation for war
- the removal of Schacht in 1937 paved the way for anti-Semitic policy within the economy
- the events of Kristallnacht led to Hitler's order to Göring to 'sort it out'
- the Nazi occupation of the Sudetenland in 1938 stimulated radical action against Jews
- many in the lower reaches of the Nazi movement seized the opportunity to take over Jewish property and businesses

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might connect the short term triggers such as Kristallnacht with the long term desire of the Nazis to remove all Jewish influence from the German economy.

Question 3

- 06** 'Discrimination against the Jews was never fully supported by the German people in the years 1933 to 1939.'

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.

Points/factors/evidence which supports the view that people in Germany were not fully behind the discrimination might include:

- many Germans expressed horror about the events of Kristallnacht

- the reason why people did not challenge Nazi discrimination was due to fear of Nazi terror, not support for the discrimination
- many Germans remained friendly with Jews they knew; even Goebbels stated 'everyone has a pet Jew'
- less than a quarter of Nazi voters in 1933 voted for them because they supported anti-Semitism
- internal police reports showed public disquiet about treatment of the Jews
- the shop boycott in 1933 was largely a failure in winning public support.

Points/factors/evidence which disagree might include:

- there was little protest against anti-Semitic legislation
- large numbers attended 'Eternal Jew' exhibition in 1937
- many 'ordinary Germans' joined in anti-Semitic violence in 1938
- many German people benefitted from Aryanisation of Jewish businesses in 1938–1939.

Good answers are likely to/may conclude that it is very difficult to judge public opinion during this period, although there were few obvious signs of opposition to Jewish policy there is also little concrete evidence to show widespread support.

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