



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCE

History

Alternative J

Units 1, 4 and 6

Copyright © 2003 AQA and its licensors. All rights reserved.

CRITERIA FOR MARKING GCE HISTORY:**AS and A2 EXAMINATION PAPERS****General Guidance for Examiners**

A: INTRODUCTION

The AQA's revised AS/A2 History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specifications. These cover the normal range of skills, knowledge and understanding which have been addressed by AS and A2 level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at AS/A2 level, high-level historical skills, including knowledge and understanding, are usually deployed together.

The revised specification has addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that GCE History is concerned with the analysis of historical problems and issues, the study of which encourages candidates to make judgements grounded in evidence and information.

The schemes of marking for the new specification reflect these underlying principles. The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History.

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for AS and A2.

It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other alternatives and across all the specifications offered by the Board.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B for AS and Section C for A2) and in deciding on a mark within a particular level of response (Section D).

B: EXEMPLIFICATION OF AS LEVEL DESCRIPTORS**Level 1:**

The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/Guidance

Answers at this level will

- be excessively generalised and indiscriminating with little reference to the focus of the question
- lack specific factual information relevant to the issues
- lack awareness of the specific context
- be limited in the ability to communicate clearly in an organised manner, and demonstrate limited grammatical accuracy.

Level 2:***Either***

Demonstrates by relevant selection of material some understanding of a range of issues.

Or

Demonstrates by relevant selection of material, implicit understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

Exemplification/Guidance

Either responses will have the following characteristics: they will

- offer a relevant but outline only description in response to the question
- contain some irrelevance and inaccuracy
- demonstrate coverage of some parts of the question but be lacking in balance
- have some direction and focus demonstrated through introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically

Or responses will have the following characteristics: they will

- show understanding of some but not all of the issues in varying depth
- provide accurate factual information relevant to the issues
- demonstrate some understanding of linkages between issues
- have some direction and focus through appropriate introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance.

Exemplification/guidance

These responses will have the following characteristics: they will

- present arguments which have some focus and relevance, but which are limited in scope
- demonstrate an awareness of the specific context
- contain some accurate but limited factual support
- attempt all parts of the question, but coverage will lack balance and/or depth
- demonstrate some effective use of language, be coherent in structure but limited grammatically.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation.

Exemplification/guidance

These responses will have the following characteristics: they will

- be largely analytical but will include some narrative
- deploy relevant factual material effectively, although this may not be comprehensive
- develop an argument which is focused and relevant
- cover all parts of the question but will treat some aspects in greater depth than others
- use language effectively in a coherent and generally grammatically correct style.

Level 5:

As L4, but contains judgement as demanded by the question, which may be implicit or partial.

Exemplification/guidance

These responses will have the following characteristics: they will

- offer sustained analysis, with relevant supporting detail
- maintain a consistent argument which may, however, be incompletely developed and in places, unconvincing,
- cover all parts of the question with a reasonable balance between the parts
- attempt to offer judgement, but this may be partial and in the form of a conclusion or a summary
- communicate effectively through accurate, fluent and well directed prose.

C: EXEMPLIFICATION OF A LEVEL (A2) DESCRIPTORS

The relationship between the Assessment Objectives (AOs) 1.1, 1.2 and 2 and the Levels of Response.

A study of the generic levels of response mark scheme will show that candidates who operate solely or predominantly in AO1.1, by writing a narrative or descriptive response, will restrict themselves to a maximum of 6 out of 20 marks by performing at Level 1. Those candidates going on to provide more explanation (AO1.2), supported by the relevant selection of material (AO1.1), will have access to approximately 6 more marks, performing at Level 2 and low Level 3, depending on how implicit or partial their judgements prove to be. Candidates providing explanation with evaluation and judgement, supported by the selection of appropriate information and exemplification, will clearly be operating in all 3 AOs (AO2, AO1.2 and AO1.1) and will therefore have access to the highest levels and the full range of 20 marks by performing in Levels 3, 4 and 5.

Level 1:*Either*

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly, or wholly narrative.

Or

Answer implies analysis but is excessively generalised, being largely or wholly devoid of specific information. Such answers will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/guidance

Narrative responses will have the following characteristics: they

- will lack direction and any clear links to the analytical demands of the question
- will, therefore, offer a relevant but outline-only description in response to the question
- will be limited in terms of communication skills, organisation and grammatical accuracy.

Assertive responses: at this level, such responses will:

- lack any significant corroboration
- be generalised and poorly focused
- demonstrate limited appreciation of specific content
- be limited in terms of communication skills, organisation and grammatical accuracy.

IT IS MOST IMPORTANT TO DISCRIMINATE BETWEEN THIS TYPE OF RESPONSE AND THOSE WHICH ARE SUCCINCT AND UNDEVELOPED BUT FOCUSED AND VALID (appropriate for Level 2 or above).

Level 2:*Either*

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but lack weight and balance.

Or

Demonstrates, by relevant selection of material, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

Exemplification/guidance

Narrative responses will have the following characteristics:

- understanding of some but not all of the issues
- some direction and focus demonstrated largely through introductions or conclusions
- some irrelevance and inaccuracy
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

Analytical responses will have the following characteristics:

- arguments which have some focus and relevance
- an awareness of the specific context
- some accurate but limited factual support
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial.

Exemplification/guidance

Level 3 responses will be characterised by the following:

- the approach will be generally analytical but may include some narrative passages which will be limited and controlled
- analysis will be focused and substantiated, although a complete balance of treatment of issues is not to be expected at this level nor is full supporting material
- there will be a consistent argument which may, however, be incompletely developed, not fully convincing or which may occasionally digress into narrative
- there will be relevant supporting material, although not necessarily comprehensive, which might include reference to interpretations
- effective use of language, appropriate historical terminology and coherence of style.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope.

Exemplification/guidance

Answers at this level have the following characteristics:

- sustained analysis, explicitly supported by relevant and accurate evidence
- little or no narrative, usually in the form of exemplification
- coverage of all the major issues, although there may not be balance of treatment
- an attempt to offer judgement, but this may be partial and in the form of a conclusion or summary
- effective skills of communication through the use of accurate, fluent and well directed prose.

Level 5:

As Level 4 but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question.

Exemplification/guidance

Level 5 will be differentiated from Level 4 in that there will be:

- a consistently analytical approach
- consistent corroboration by reference to selected evidence
- a clear and consistent attempt to reach judgements
- some evidence of independence of thought, but not necessarily of originality
- a good conceptual understanding
- strong and effective communication skills, grammatically accurate and demonstrating coherence and clarity of thought.

D: DECIDING ON MARKS WITHIN A LEVEL

These principles are applicable to both the Advanced Subsidiary examination and to the A level (A2) examination.

Good examining is, ultimately, about the **consistent application of judgement**. Mark schemes provide the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in subjects like History, which in part rely upon different interpretations and different emphases given to the same content. One of the main difficulties confronting examiners is: “What precise mark should I give to a response *within* a level?”. Levels may cover four, five or even six marks. From a maximum of 20, this is a large proportion. In making a decision about a specific mark to award, it is vitally important to think *first* of the mid-range within the level, where the level covers more than two marks. Comparison with other candidates’ responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making a decision away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment, **including the quality of written communication skills**. The more positive the answer, the higher should be the mark awarded. We want to avoid “bunching” of marks. Levels mark schemes can produce regression to the mean, which should be avoided.

So, is the response:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced, or markedly better in some areas than in others?
- and, **with regard to the quality of written communication skills:**
generally coherent in expression and cogent in development (as appropriate to the level awarded by organising relevant information clearly and coherently, using specialist vocabulary and terminology)?
- well-presented as to general quality of language, i.e. use of syntax (including accuracy in spelling, punctuation and grammar)? (In operating this criterion, however, it is important to avoid “double jeopardy”. Going to the bottom of the mark range for a level in each part of a structured question might well result in too harsh a judgement. The overall aim is to mark positively, giving credit for what candidates know, understand and can do, rather than looking for reasons to reduce marks.)

It is very important that Assistant Examiners **do not** always start at the lowest mark within the level and look for reasons to increase the level of reward from the lowest point. This will depress marks for the alternative in question and will cause problems of comparability with other question papers within the same specification

June 2003

Alternative J: Totalitarian Regimes, c1948-c1956

AS Unit 1: The Origins and Consolidation of Totalitarian Regimes, 1918-1939

Question 1

- (a) Use **Source A** and your own knowledge.

Explain briefly the importance of “world revolution” in the context of the USSR in the mid-1920s. (3 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates basic understanding of the issue using the source, e.g. helping to spread Communism to other countries. **1**
- L2: Demonstrates developed understanding of the issue in relation to both the source and context, e.g. Trotsky’s argument that Marxism required support for international Communism. **2-3**

- (b) Use **Source A** and either **Source B** or **Source C** and your own knowledge.

Compare the reasons for support for new political ideas suggested by Source A with those suggested by either Source B or Source C. (7 marks)

Whilst candidates are expected to deploy own knowledge in assessing the degree to which the sources differ/the utility of the source, such deployment may well be implicit and it would be inappropriate to penalise full effective answers which do not explicitly contain ‘own knowledge’. The effectiveness of the comparison/assessment of utility, will be greater where it is clear that the candidates are aware of the context; indeed, in assessing utility, this will be very significant. It would be inappropriate, however, to expect direct and specific reference to ‘pieces’ of factual content.

Target: AO1.2, AO2

- L1: Extracts relevant information about the issue from both sources, with limited reference to the context, e.g. A refers to the appeal of action rather than waiting, B to the opposition to ‘everything that now exists’, C to the goal of a ‘new civilisation’. **1-2**
- L2: Extracts and compares information about the issue from both sources, with limited reference to own knowledge, e.g. A indicates that Stalin could ‘appeal’ to ‘a generation’ and make Trotsky’s view seem ‘defeatist’; B links despair with Weimar to Nazi propaganda; C uses the fascist language of ‘battle’ as an appeal to nationalism. **3-5**

L3: Extracts and compares information from both sources with reference to own knowledge of the issue and draws conclusions, e.g. A is in the context of Stalin's power struggle with Trotsky, focused on the permanent revolution/Socialism in one Country debate; B suggests that Nazism was a last resort when Weimar went into decline; C concentrates on the need for fundamental change from the instability of liberal Italy. **6-7**

(c) Use **Source A** and either **Source B** or **Source C** and your own knowledge.

Explain the ways in which, in relation to other factors, Communist and either Nazi or fascist ideas contributed to the coming to power of Stalin and either Hitler or Mussolini. *(15 marks)*

Target: AO1.1, AO1.2, AO3

L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations, which could apply to almost any time/and or place, based on either own knowledge or the sources. **1-4**

L2: ***Either***

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues.

Or

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on description, but will have valid links.

Or

Demonstrates, by limited selection of material, *both* from the sources *and* own knowledge, implicit understanding of the relevant issues. These answers, while relevant will lack both range and depth and contain some assertion. **5-8**

L3: Is able to demonstrate, by relevant selection of material, *both* from source *and* own knowledge, some understanding of the demands of the question. **9-11**

L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* own knowledge, explicit understanding of the demands of the question and provides a balanced explanation. **12-13**

L5: As L4 but contains judgement as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

From the sources – e.g. all the sources indicate that something new/different must be done. A centres on the distinction between the views of Trotsky and Stalin, suggesting that Stalin's are more popular; B refers to desperate voters responding to Nazi propaganda; C denies any 'tie' to ideas but argues that the aim is 'discipline'. From own knowledge – e.g. contrasts

between the ‘new’ ideas and those of the relevant period in the 1920s will form part of a balanced response, however much importance is attached to this factor.

Answers at L1 are likely to focus on a limited range of undeveloped points about political ideas; there will be a greater range and selectivity of points and some supportive description at L2. L3 responses will have greater accuracy, range and depth and will make some links to the ‘importance’ of the factors identified, although these will not necessarily be sustained. By L4 the case will be argued more strongly, probably in favour of the importance of the ‘new’ ideas, but with some explanation of the impact of other factors such as the leadership of Stalin and either Hitler or Mussolini. L5 response will engage more significantly in debate, cross-referencing sources and own knowledge, drawing conclusions about the relationship between other factors in the accession to power of the prescribed leaders.

Question 2

- (a) What is meant by “Party purges” in the context of the USSR in the years 1929 to 1934? (3 marks)

Target: AO1.1

- L1: Basic or partial definition of the term or concept, largely based on the extract, e.g. relatively mild punishment of Stalin’s opponents. 1
- L2: Developed explanation of the term or concept, linked to the context, e.g. means to consolidate Stalin’s position against real or supposed opponents such as Ryutinists. 2-3

- (b) Explain why Stalin took action against possible opponents in the years 1929 to 1934. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates implicit understanding of the issue or event through general and unsupported statements, e.g. to promote loyalty to Stalin. 1-2
- L2: Demonstrates understanding of specific factors explaining the development of the issue or event through relevant and appropriately selected material, e.g. Stalin’s growing need to emphasise his power due to either paranoia or genuine opposition, such as the Kirov incident. 3-5
- L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue or event and prioritises, making links or draws conclusions about their relative significance, e.g. examines the political, social and economic motives for the purges but may conclude that their main cause was Stalin’s paranoia/megalomania. 6-7

- (c) “Stalin had fully consolidated his dictatorship by 1935.” With reference to the years 1929 to 1939, explain why you agree or disagree with this statement. (15 marks)

Target: AO1, AO2

- L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisation which could apply to almost any time and/or place. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, some understanding of a range of issues.
- Or***
Demonstrates, by relevant selection of material, implicit understanding of a wider range of issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4 but contains judgement as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

Answers should identify actions taken towards dictatorship by 1935 and, in properly balanced responses, those which were to follow by 1939, to support disagreement with the statement. Apart from the purges, reference is also likely to be made to the role of propaganda, especially in balanced (i.e. higher level) answers.

Answers at L1 will be brief and tend to generalise on the purge aspect. At L2, answers will be largely descriptive of examples of the purges. By L3, answers will identify particular ways in which the purges developed and by L4 the analysis will be balanced and broad, e.g. even coverage of the prescribed period. L5 responses will draw conclusions soundly based on the evidence presented.

Question 3

- (a) What is meant by “political thuggery” in relation to the coming to power of either the Nazis in Germany or the Fascists in Italy? (3 marks)

Target: AO1.1

- L1: Basic or partial definition of the term or concept, largely based on the extract, e.g. violence against Communists. **1**

- L2: Developed explanation of the term or concept, linked to the context, e.g. the use of either the SA or the blackshirts to terrorise potential opponents/voters. **2-3**

- (b) Explain the development of either the SA in Germany in the years 1928 to 1934 or the blackshirts in Italy in the years 1918 to 1929. (7 marks)

- L1: Demonstrates implicit understanding of the issue or event through general and unsupported statements, e.g. to ensure adequate support for the relevant party. **1-2**

- L2: Demonstrates understanding of specific factors explaining the development of the issue or event through relevant and appropriately selected material, e.g. references to either the role of the SA in elections and of Rohm as its leader or to blackshirt anti-strike activity and the function of the ras. **3-5**

- L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue or event and prioritises, making links or draws conclusions about their relative significance, e.g. examines the political, economic and social motives for the use of political violence, but may conclude that the key factor was the need to ensure tenure of power by the leader. **6-7**

- (c) “A dictatorship was quickly and fully consolidated.” With reference to either Nazi Germany by 1935 or Fascist Italy by 1929, explain why you agree or disagree with this statement. (15 marks)

Target: AO1, AO2

- L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisation which could apply to almost any time and/or place. **1-4**

- L2: **Either**
Demonstrates, by relevant selection of material, some understanding of a range of issues.

Or

- Demonstrates, by relevant selection of material, implicit understanding of a wider range of issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**

- L3: Demonstrates, by selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4 but contains judgement as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

Answers should identify ways in which the regime was consolidated, e.g. either the Enabling Law or the 1925 decrees. Assessment of the speed and extent of ‘consolidation’ is likely to conclude that dictatorship had been achieved, but properly balanced (i.e. higher level) responses should consider the ways in which the process continued, e.g. propaganda.

Answers at L1 will be brief and may only generalise on evidence of consolidation of dictatorship. At L2, answers will be largely descriptive of relevant examples. By L3, answers will identify particular ways in which dictatorship was consolidated, e.g. in banning other parties, and by L4 the analysis will be balanced and broad, e.g. even coverage of the prescribed period. L5 responses will draw conclusions soundly based on the evidence presented.

June 2003

Alternative J: Totalitarian Regimes, c1948-c1956

A2 Unit 4: Totalitarian Ideologies, Economic, Social and Foreign Policies, 1848-1956

Question 1

(a) Use **Source A** and your own knowledge.

Explain what was meant by “the bourgeoisie” in the context of Marxist ideology.
(5 marks)

Target: AO1.1, AO1.2

- L1: Basic definition with limited exemplification, e.g. ‘conservative’ middle class. **1**
- L2: Demonstrates understanding of the concept with supporting detail drawn either from the source and/or from own knowledge, e.g. reactionary class identified as remaining opposition to proletariat. **2-3**
- L3: As Level 2, with developed references to both the source and own knowledge, e.g. broad definition of bourgeoisie as clear adversary of proletariat (source) placed in the context of belief in revolution leading to classless society (knowledge). **4-5**

(b) Use **Sources A and B** and your own knowledge.

How fully do Sources A and B explain Stalin’s attitude towards the peasants?
(10 marks)

Target: AO1.1, AO1.2, AO2

- L1: Identifies/extracts simple statements from the sources which demonstrate agreement/disagreement on the issue. **1-2**
- L2: Demonstrates explicit understanding of utility/sufficiency etc with reference to the sources and knowledge of the issue. **3-5**
- L3: Draws conclusions about utility/sufficiency in relation to the issue, with reference to both source and to own knowledge. **6-8**
- L4: Uses material selected appropriately from both source and own knowledge to reach a sustained judgement on utility/sufficiency etc in relation to the issue. **9-10**

Indicative content

Answers at L1 are likely to note that both extracts are critical of the peasants, A as ‘conservative’ and B as ‘speculators’. Answers at L2 will provide more detailed assessment, e.g. to show that A brackets peasants with the lower middle class, while B links the ‘rich

peasantry' to 'economic power'. By L3 candidates will draw conclusions about the sufficiency of the extracts, e.g. by noting that Stalin could claim a Marxist basis for 'dekulakisation', although A does not prescribe violence and B does not make ideological claims. At L4 the differing nature of the extracts will be used to help in reaching a conclusion, e.g. A is broad-brush and abstract to B's complementary detail about policy.

(c) Use **Sources C and D** and your own knowledge.

Assess the extent to which the ideologies of Hitler and Mussolini were based on nineteenth century ideas. (15 marks)

Target: AO1.1, AO1.2, AO2

L1: Is able to demonstrate, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. 1-4

L2: ***Either***

Demonstrates by relevant selection of material *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but will lack weight and balance.

Or

Demonstrates, by relevant selection of material *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. 5-8

L3: Is able to demonstrate, by relevant selection of material *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. 9-11

L4: Demonstrates, by selection of a wide range of precisely selected material *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. 12-13

L5: As L4, but also shows appropriate conceptual awareness which, together with a selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. 14-15

Indicative content

This is a synoptic question and candidates' responses should be rewarded for referring to aspects of change and continuity over the period of at least 100 years, as detailed in the specification, and to an appropriate range of factors as exemplified by the indicative content.

Answers should consider the range of factors which determined the development of fascist ideology, and the extent to which these factors varied over time. C refers to the notion of superiority, the leadership principle and the certainty of struggle in the pursuit of power. Links may be used to compare and/or contrast these strands with Nazism and Fascism in

practice, and with the mentions of nationalism and racism in D. D's assertion that 'ideology' is too strong a word for Hitler's thinking may be compared to the Mack Smith view of Mussolini as 'unideological'.

At L1 the focus is likely to be on one particular aspect and a limited time scale. At L2, the response should make use of both sources although not necessarily in depth and will present a brief survey recognising change and identifying issues connected with the specified factors. By L3 the grasp of the issues will be more comprehensive and the use of sources and own knowledge will be more balanced; appreciation of the time scale will be good. At L4 understanding of change and continuity will be thorough with conclusions supported by information drawn from both sources and own knowledge. At L5 judgement will be securely based upon a sound understanding of the impact of contextual factors on ideology over time.

Section B

Question 2 onward

These questions are synoptic in nature and the rewarding of candidates should be clearly linked to the range of factors or issues covered in the question as indicated by the generic A2 level of response mark scheme and by the indicative content in each specific mark scheme for each question.

Standard Mark Scheme for Essays at A2 (*without* reference to sources)

L1: ***Either***

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly or wholly narrative.

Or

Answers implies analysis, but is excessively generalised, being largely or wholly devoid of specific information. Such responses will amount to little more than assertion, involving generalisations which could apply almost to any time and/or place. **1-6**

L2: ***Either***

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.

Or

Demonstrates, by selection of appropriate material, implicit understanding of a range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **7-11**

L3: Demonstrates, by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**

L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical

response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**

L5: As L4, but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Question 2

With reference to both ideology and practice, assess the consistency of Stalin's foreign policy. *(20 marks)*

Target: AO1, AO2

Use standard mark scheme for essays at A2 (without reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Answers should identify factors which fall into each of the two categories, and be aware of overlap and of the changes in relative importance at different points (in the Litvinov and Molotov periods) in the prescribed policy. Ideological factors include the Communist imperative of world revolution, at least partly represented by the activities of the Comintern, and may encompass "Socialism in One Country". Security issues, from a more pragmatic perspective, relate to the perceived need to catch up with the west and, especially after 1936, to prepare for the anti-Communist onslaught. However, synoptic understanding will suggest that the two areas were inter-linked, e.g. international Communist development might help the USSR to withstand then overcome the capitalist threat. Supported evaluation of degree of 'consistency' will appear at higher levels. At L1, answers will deal superficially with one or both aspects. By L2, information on both ideology and practice will be given. At L3 there should be the beginnings of assessment/linkage with a more balanced assessment emerging at L4. At this level, areas of overlap should also be identified. To reach L5, answers should show awareness of differing priorities at different times and reach an evaluation reflecting the complexity of the situation.

Question 3

How effective was the collectivisation of farms in supporting Soviet industrialisation in the years 1928 to 1941? (20 marks)

Target: AO1 and AO2

Use standard mark scheme for essays at A2 (without reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Answers should identify issues which fall into both of the aspects, and be aware of overlap and of changes in priorities at different points in the prescribed period. The role of collectivisation may be developed from the backwardness of the pre-1928 private plots and linked to the need, under the five year plans, for rural-urban transmigration and grain redistribution. Synoptic understanding will suggest, therefore, that the two specified aspects were inter-linked, e.g. collectivisation was necessary as a basis for industrial development, perhaps including armaments if the context is widened to the growing threat to security. At L1, answers will deal superficially with one or both aspects. By L2, more developed information will be given on the two aspects. At L3 there should be the beginnings of linkage with a more balanced assessment emerging at L4 – analysis at these levels will develop the assessment of ‘effectiveness’. To reach L5, answers should show awareness of differing perspectives and reach an evaluation reflecting the inter-linked debate about the nature of Soviet economic policy in the period.

Question 4

With reference to either Germany in the years 1933 to 1941 or Italy in the years 1922 to 1940, how successfully was the conduct of foreign policy supported by economic planning? (20 marks)

Target: AO1 and AO2

Use standard mark scheme for essays at A2 (without reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Answers should identify issues which fall into each of the categories (foreign policy and economic planning), and be aware of overlap and of the changes in their relationship at different points in the prescribed period. There may be a tendency to describe the conduct of foreign policy, focusing on the increasing (Germany) or sporadic (Italy) aggression of the prescribed period. Similarly, economic planning may be described, more or less labelled as four year plans (Germany) or corporatism (Italy). Synoptic understanding will suggest that

the two areas were inter-linked, e.g. Hitler replaced Schacht with Goering, who introduced an armaments-based plan (1936) following the re-introduction of conscription (1935); or Quota 90 was set in 1927, when Mussolini perceived a need to boost Italy's image abroad. At L1, answers will deal superficially with one or both aspects. By L2, information on both aspects will be given. At L3 there should be the beginnings of linkage with a more balanced assessment emerging at L4. At this level, definite areas of inter-relationship should also be identified. To reach L5, answers should show awareness of differing perspectives and reach an evaluation of the relative success of economic planning in supporting the conduct of foreign policy at different times.

Question 5

How successful were economic policies in either Germany in the years 1933 to 1941 or Italy in the years 1922 to 1940 in controlling and developing industry and agriculture? (20 marks)

Target: AO1, AO2

Use standard mark scheme for essays at A2 (without reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Answers should identify issues which address aspects of control and development of both industry and agriculture, and be aware of overlap and of the change in degrees of control/development in the two areas at different points in the prescribed period. For Germany, debate should centre on factors such as the productivity levels in the various economic sectors, probably pivoting around 1936 to show the shift to 'guns' from 'butter'. For Italy, references will most likely be made to the 'umbrella' of corporativism, as a context for specifics relating to the economic 'battles' (lira, grain, births). Links may be made to fascist ideology, in the case of either Germany or Italy, to suggest that the regime had, at least, to appear successful in economic policy. Synoptic understanding will suggest that economic sectors, practical needs and ideological imperatives were inter-linked, e.g. the four year plan's rearmament created new jobs as well as potential for aggression in foreign policy (Germany); the corporate state superseded democratic processes, including unionised labour (Italy). At L1, answers will deal superficially with any of the prescribed aspects. By L2, more developed information will be given. At L3 there should be the beginnings of evaluation linkage with more evenly balanced assessment emerging at L4. To reach L5, answers should show awareness of differing interpretations and reach conclusions reflecting the inter-linking of control/development of industry/agriculture in the chosen regime.

Question 6

How far were the political and economic aims of foreign policy achieved in any one of the totalitarian regimes you have studied? *(20 marks)*

Target: AO1, AO2

Use standard mark scheme for essays at A2 (without reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Answers should identify issues in both political and economic aims of foreign policy, and be aware of overlap and of change in their inter-relationship at different points in the chosen regime. Political aims might, for example, focus on the relative importance of security and international communism for the USSR, and of expansionism and prestige for the Germany or Italy. Economic factors identified might include 'catching up' with the West for the USSR, autarky for Germany or trade development for Italy. Synoptic understanding will suggest that political and economic aims are inseparable in foreign policy as, for example, Soviet security depended on modernisation, Nazi lebensraum brought with it raw materials or Italian imperialism enhanced control in the Mediterranean. At L1, answers will deal superficially with one or both aspects. By L2, more developed information will be given. At L3 there should be the beginnings of linkage/assessment of achievement, with a more even balance emerging at L4. To reach L5, answers should show awareness of differing interpretations and reach an evaluation of the extent of relevant achievements in the chosen regime.

June 2003

Alternative J: Totalitarian Regimes, c1948-c1956

A2 Unit 6: The Holocaust, 1938-1945

Question 1

(a) Use **Source A** and your own knowledge.

How valid is the interpretation of the Wannsee Conference suggested by Cesarani?
(10 marks)

Target: AO1.1, AO2

- L1: Summarises the content of the extract and the interpretation it contains. **1-2**
- L2: Demonstrates understanding of the interpretation and relates to own knowledge. **3-5**
- L3: As L2, and evaluation of the interpretation is partial. **6-8**
- L4: Understands and evaluates the interpretation with reference to own knowledge to reach a sustained and well supported judgement on its validity. **9-10**

Indicative content

At Level 1 the candidates identifies the view in the source that the significance of the conference has been over-rated/down-graded. To reach Level 2 the explanation will be more detailed using the material in the extract and from own knowledge, e.g. the difference between the relative insignificance of the conference (source) but the view that it was a turning-point in the planning of the Final Solution (knowledge). At Level 3, answers will assess the situation more critically, showing awareness that there is a debate about the extent/nature of planning in this aspect of policy, especially in the absence of systematic records. At Level 4, answers will show awareness of the extent of evidence of anti-Semitic planning other than the Wannsee Conference.

(b) Study **Source C** and use your own knowledge.

How reliable is the statement of Eichmann as evidence of the discussion which took place at the Wannsee Conference?
(10 marks)

Target: AO1.1, AO2

- L1: Summarises the content of the extract in relation to the issue presented in the question. **1-2**
- L2: Demonstrates some appreciation either of the strengths and/or of the limitations of the content of the source in relation to its utility/reliability within the context of the issue. **3-5**

- L3: Demonstrates reasoned understanding of the strengths and limitations of the source in the context of the issue and draws conclusions about its utility/reliability. **6-8**
- L4: Evaluates the utility/reliability of the source in relation to the issue in the question to reach a sustained and well supported judgement. **9-10**

Indicative content

Level 1 answers will make simple statements related to the content of the extract, e.g. violent nature of talk. Level 2 responses will note the general nature of the statement and the deficiencies of the extract, e.g. lack of reference to specific details about methods/co-ordination. To reach Level 3, answers will consider not just content but also the presentation of the information which might suggest bias on the part of the author, e.g. Eichmann on trial eighteen years later, so may be repentant/denying own role. Responses at Level 4 will be distinguished by their ability to form judgements on the bases of content/argument/style, e.g. extract is reliable as evidence of an SS leader at the time, but gives no evidence of decision-making role of the conference in the wider context of Nazi anti-Semitism and is therefore reliable to a limited extent. The context requirements of Level 2 - Level 4 demand 'own knowledge' which will most likely be used to support the reliability of the extract's statements of extremism in the Wannsee discussions.

- (c) Use **Sources A, B, C and D** and your own knowledge.

Consider the validity of the view that the "Final Solution" was already under way well before January 1942. (20 marks)

Target: AO1.1, AO1.2, AO2

- L1: Is able to demonstrate, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-6**
- L2: ***Either***
 Demonstrates by relevant selection of material *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but will lack weight and balance.
- Or***
 Demonstrates, by relevant selection of material *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**
- L3: Is able to demonstrate, by relevant selection of material *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material *both* from the sources *and* from own knowledge, explicit understanding of the demands of the

question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**

L5: As L4, but also shows appropriate conceptual awareness which, together with a selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Indicative content

Source A refers to Heydrich's existing role and his intention to 'arrange co-operation between the agencies.' Source B claims that the conference was the 'final phase...'; that 'gassing of Jews pre-dated the conference'; and that 'a decision...had been reached by October 1941.' Source C suggests that the delegates (already?) realised what 'resettlement' meant. Source D says 'the technical machinery for murder had already been tested...'. Other knowledge should include references to the acceleration of Nazi anti-Semitism since 1938 and to the progress of eastwards expansion since 1939. Answers at Level 1 are likely to do little more than repeat the contents of the sources. At Level 2 the argument will be for or against the proposition but with limited information/arguments drawn largely either from the sources or own knowledge. By Level 3, there will be an attempt to present evidence both for and against making some reference to specific interpretations. Level 4 answers need a clear attempt to synthesise and evaluate the evidence of the sources and own knowledge, which indicate preparation for but do not 'prove' the operation of the 'Final Solution' pre-January 1942; although judgement may be confined to the conclusion. For Level 5 the argument will be well sustained on the basis of a wide range of evidence, effectively analysed and evaluated and arriving at a logical conclusion.