

GCE

History B

Unit **F982**: Historical Explanation – Non-British History

Advanced Subsidiary GCE

Mark Scheme for June 2016

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2016

Annotation	Meaning of annotation
A	Assertion
AE	Attempts explanation
E	Continuity/Change noted
DET	Description
EXP	Explanation offered
X	Error/wrong
?	Unclear
IRRL	Irrelevant or not answering the Question
J	Judgement made
K	Knowledge used appropriately
LNK	Linked
MO	Mode accessed
SC	Simple comment, basic

1. Here is the mark scheme for this question paper.

MARK SCHEME FORMAT 1

Question	Answer/Indicative content	Mark	Guidance
1a	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> • Explanation of the circumstances whereby Charlemagne had the means to fight, in the form of a general summons of the host which supplied him with mounted knights • Explanation of Frankish self-perceptions as Christian kings with duties to protect their subjects against pagan forces to the east, in particular • Explanation of the relationship with Rome which saw Charlemagne work in concert with the papacy to establish Frankish lands in Italy and, crucially, to protect and expand western Christendom • Explanation of a possible desire to gain lands and riches for his kingdom to help finance its great buildings and expensive court, whether at the expense of Spain or Lombardy, the Byzantine provinces of Italy or the Moslem lands in Spain 	25	<p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> • Consideration of the state of affairs which saw the Franks charged with the temporal protection of the papacy, its lands and influence throughout Christendom • Consideration of Charlemagne’s diverse and changing intentions, towards the papacy and the Byzantine Empire, for example • Consideration of contemporary ideas of just war, military action and service to God

Question	Answer/Indicative content	Mark	Guidance
	<p>1 (b)</p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> • Explanation of outstanding leadership, as recorded by contemporaries, although (as at Ronscevalles) there were setbacks which might cause candidates to query 'military successes' as an idea • Explanation of the launching of campaigns of subjugation rather than merely piecemeal raids for plunder, for example campaigns against the Saxons which struck at the heart of their pagan beliefs • Explanation of a flexibility of approach and attitude which saw, for example, a measure of self-control being granted to the Lombards, or a ruthless campaign being directed against the Avars • Explanation of the economic resources of the expanding Frankish dominions which made protracted campaigning possible 	25	<p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> • Consideration of the state of affairs diplomatically, politically and economically which made military successes likely or probable • Consideration of the varying intentions of the Frankish noble leaders, and of Charlemagne himself, in organising and leading campaigns • Consideration of the religious motives which underlay some, at least, of the military successes, whether directed to remove paganism or to spread Christianity, or indeed both

Question	Answer/Indicative content	Mark	Guidance
	<p>2 (a) Key content for this question may include:</p> <ul style="list-style-type: none"> • Explanation of the role of Islamic Spain as a border to the Frankish dominions of Aquitaine and its importance as a buffer state; the use of diplomacy to establish client states in the Basque area and attempts to subdue rivals in Cordoba, for example • Explanation of the military importance of the Pyrenees and the importance of successive campaigns there, for example against Toulouse in 790 • relations with the independent Arab rulers of Zaragoza and their agreed homage to Charlemagne in return for military support against the Ummayyad Amirs of Cordoba; the disastrous Ebro valley campaign of 778 and the military defeat at Ronscevalles immortalised in the <i>Song of Roland</i> • explanation of the importance of Charlemagne's relations with the Caliph of Baghdad and the exchange of gifts, including an elephant; the expansion of Frankish military rule into the Arab Mediterranean in eg Sardinia and Corsica 		<p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> • Consideration of Charlemagne's possible motives in his expeditions into Spain: political, theological, military and imperial • Consideration of the Emperor's actions, for example in undertaking underprepared military campaigns in 778 and the near-disastrous Ronscevalles defeat at the hands of the Basques • Consideration of contemporary ideas about and attitudes to governance, international relations and imperial expansion

Question	Answer/Indicative content	Mark	Guidance
	<p>2 (b) Key content for this question may include:</p> <ul style="list-style-type: none"> • Explanation of the position of the Bavarians under duke Odilo (737-48) and their reluctance to accept the authority of the Mayors of the Carolingian Kingdoms; the circumstances of the accession of the infant Tessilo (or Tassilo as he is also known; responses may use either) • Explanation of the imposition by the Franks of Tessilo as Bavarian ruler and his (mostly) loyal tenure of his position under the Franks for the following 40 years until his final deposition in 794 • Explanation of the actions of Tessilo in allegedly conspiring with Widukind of Bavaria and with the Avars and Slavs, according to Frankish sources; his failure to attend the Worms assembly in 787 and subsequent submission following a show of Frankish force, but later imprisonment and deposition • Explanation of the actions of some of Tessilo's alleged co-conspirators themselves invading Bavaria, for example in 788 	25	<p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> • Consideration of the likely intentions of Charlemagne himself: using 'client kings' to avoid repeated campaigning and protect difficult frontiers? 'divide and rule'? • Consideration of Frankish actions in producing allegations against Tessilo and undermining his control of his estates in southern Germany; some responses may demonstrate familiarity with the source issues around allegations of Tessilo's treason • Consideration of contemporary attitudes to loyalty, service, diplomacy, treason, succession and war

Question	Answer/Indicative content	Mark	Guidance
	<p>3 (a) Key content for this question may include:</p> <ul style="list-style-type: none"> • Explanation of the ideas and work of Erasmus in particular, for example the scholarly study of the New Testament, but also his teachings about the Church and how Christians should act; the conservatism at the heart of <i>On the Freedom of the Will</i> and by contrast, Luther's more radical ideas as set out, for example, <i>On the Bondage of the Will</i> (1524) • Explanation of the state of affairs regarding fifteenth and early sixteenth-century humanism and its approaches to textual and to Biblical study; the context for the publication of works such as <i>In Praise of Folly</i> (1509) • Explanation of the relationship between such ideas and the Reformation itself: were the differences between the two men's ideas driven largely by changing circumstances, by Luther's actions in publishing and publicising his views, or by theological differences? • Explanation of the extent to which Luther's ideas did indeed differ from those of Erasmus, especially before 1524 	25	<p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> • Consideration of the likely intentions of Erasmus and Luther, and consideration of how and why their views may have changed over time; the likely impact of Erasmus's views on Luther's developing beliefs, and vice versa • Consideration of the humanists' criticism of church and state, and the relationship between their writings and teachings and subsequent events; responses may consider the similarities of approach between the two men's work with Erasmus, for example, returning to Hebrew and Greek sources of the Old and New Testaments respectively and in sharing some anticlerical opinions • Consideration of contemporary attitudes towards and beliefs about dissent, obedience, rebellion and faith

Question	Answer/Indicative content	Mark	Guidance
	<p>3 (b)</p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> • Explanation of the state of affairs against which the issuing of the Theses should be set: academic, political and ecclesiastical. How and why would this contribute to ‘strong reactions’? • Explanation of Luther’s actions in the context of his life and intellectual development, which might include a detailed look at the Theses themselves: the championing of preaching, criticisms of the papacy, criticism of letters of pardon, and so on • Explanation of Luther’s intentions: to contribute to continuing theological and academic debates, or to convince the Archbishop of Mainz to end the sale of indulgences, for example? Were the Theses issued in order to ‘provoke strong reactions’ more than as a manifesto for change in themselves? 	25	<p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> • Consideration of the possible intentions of Luther in following this traditional form of disputation and protest: why then, specifically, and there? Consideration may be included of ideas of <i>sola fide</i>, for example and the impact these ideas had • Consideration of the actions of prominent contemporaries in response to Luther’s teachings such as Tetzl, the Archbishop of Mainz (Albert of Brandenburg), secular rulers such as Charles V and Pope Leo X • Consideration of contemporary ideas about and attitudes to empire, loyalty, faith and academic and theological argument against a context of rapidly-changing religious and political situations

Question	Answer/Indicative content	Mark	Guidance
	<p>4 (a)</p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> • Explanation of key individuals who were taught or influenced by Luther in person: for example, candidates may write about Johannes Bugenhagen or Philip Melanchthon, as well as those who took a more independent line, notably Zwingli • Explanation of a context of anti-clericalism and anti-papalism and, for some reformers, anti-authoritarianism; responses may explore the rapidly-changing states of affairs which meant that a diversity of responses to Luther's teachings can be explored. Were Luther's teachings indeed 'important' equally to other reformers? • Explanation of the moderate Confession of Augsburg of 1530 and the creation of the Schmalkaldic League in 1531 as demonstrations of Protestant unity 	25	<p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> • Consideration of the respective motivations of key supporters of Luther, and of Luther himself, in ensuring the accurate and sustained explanation of his teachings • Consideration of the actions of Melanchthon, of major princes and nobles, for example, in spreading Lutheran beliefs in an active fashion or allowing them to be spread • Consideration of ideas of empire, service, faith and unity. Was the 'impact', indeed, only one-way?

Question	Answer/Indicative content	Mark	Guidance
	<p>4 (b)</p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> • Explanation of the context of theological debates, evident at the Colloquy of Marburg in 1529, for example. What was said at the Last Supper? What was the nature of the Eucharist? Disputes between Zwingli and Luther about the transformation of the Host had far-reaching implications for the separation of their respective churches • Explanation of Luther's insistence on study of the Bible rather than the teachings of the church • Explanation of the different academic and theological contexts in which Protestant reformers worked, and the varying degrees to which compromise was advisable or necessary 	25	<p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> • Consideration of Luther's possible intentions in taking an uncompromising line over, for example, the Eucharist • Consideration of the actions and intentions of other reformers in challenging Luther's ideas and teachings: political, theological, personal gain and ambition for advancement? • Consideration of contemporary beliefs and attitudes about academic and theological disputation, status, revolt, obedience and faith

Question	Answer/Indicative content	Mark	Guidance
	<p>5 (a)</p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> • Explanation of the state of affairs in the period 1785-1789 which saw the refusal of the Paris Parlement and of the Assembly of Notables to support new taxation, for example; the consequences for Louis XVI of the financial and economic crisis facing France in this period. Were Louis XIV's failings important because of their context? • Explanation of royal actions in replacing Calonne with Brienne and Brienne with Necker, for example; the social, economic and political crises which produced the <i>cahiers de doléances</i> for consideration by the Estates-General • Explanation of the role of the Paris Parlement, together with other individuals and institutions, in propounding rights, for example the right not to be imprisoned without fair trial; the role of ideas and beliefs in influencing political and popular opinion to be critical of Louis and his ministers 	25	<p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> • Consideration of the possible intentions of some leading politicians such as Mirabeau and Necker, Enlightenment thinkers and the King himself in facing the crisis of the Ancien Regime in 1785-9: conservatism and reaction, or radical change and institutional reform? • Consideration of the actions of reformers and conservatives, politicians and peasants • Consideration of contemporary ideas about the role of representation, the Estates-General, constitutional monarchy and institutional reform.

Question	Answer/Indicative content	Mark	Guidance
	<p>5 (b)</p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> • Explanation of the states of affairs in 1789 which saw elections held, <i>cahiers</i> drawn up and economic hardship; after the summoning of the Estates-General, candidates may discuss consequences such as the formation of a National Assembly, the Tennis Court Oath and the fall of the Bastille, among others • Explanations of the actions of the sans-culottes and the delegates; the role of prominent figures such as the Abbe Sieyes may feature; the important consequences for the First Estate and the Church, for example, of the summoning of the Estates-General • Explanation of popular demands for the first summoning of the Estates-General since 1614 and discussions about how the body should meet and vote; the importance of the summoning in terms of ideology and popular attitudes 	25	<p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> • Consideration of the intentions of those supporting calls for a representative body and for political and economic reform; Louis's intentions in agreeing to demands for the recall of the Estates-General and his reactions to unfolding events • Consideration of relevant actions and events such as the Reveillon riots and the drawing up of <i>cahiers des doléances</i>; fear that Louis planned to use force at several key points • Consideration of contemporary ideas about and attitudes to reform, democracy, kingship and justice

Question	Answer/Indicative content	Mark	Guidance
	<p>6 (a)</p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> • Explanation of the state of affairs in July-August 1789 which saw the establishment of a National Assembly, the abolition of feudalism (seigneurial dues and tithes) and the issuing of the Declaration itself in August • Explanation of the ideas and beliefs enshrined within the Declaration and their possible origins in Enlightenment thinking and in the American Declaration of Independence: 'natural, inalienable and sacred' rights of man; the principle of sovereignty resting in the nation, for example • Explanation of the influence which the principles contained within the Declaration had within France and elsewhere, for example shaping the issuing of the Civil Constitution of the Clergy in 1790; ideas of 'active' and 'passive' citizens and the issuing of a Declaration of the Rights of Woman in 1790 	25	<p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> • Consideration of the ideas of equality, popular sovereignty, equality of taxation enshrined within the Declaration and their possible origins • The shortcomings of the Declaration in respect to slavery or women, for example, and its failure to provide a blueprint for converting ideas into practical forms of government – as contemporary critics noted: why did the National Assembly not address these issues? • Consideration of likely intentions behind the actions of Lafayette and those behind the Declaration in respect to monarchy and the future path of the French Revolution, for example

Question	Answer/Indicative content	Mark	Guidance
	<p>6 (b)</p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> • Explanation of the state of affairs which saw long-term, institutional criticism of the failings of the Catholic Church in France: the tithe system, abuses such as pluralism and absenteeism, the failings of some monastic orders to fulfil their obligations, and so on • Explanation of events such as the approval of the Civil Constitution of the Clergy in July 1790, providing for elected bishops and priests and, in November 1790, a formal oath to the Constitution; the reluctance of some bishops and priests to obey the oath; the issue during 1790 and 1791 of refractory clergy and the popular support which some of them enjoyed • Explanation of ideas about and attitudes towards the clergy and, by extension, the relationship of many to the Crown and the Papacy; the Enlightenment criticisms of Voltaire and others, including Jansenists and the implications of their criticisms for the monarchy, the Paris Parlement and the Church itself 	25	<p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> • Consideration of the intentions and motivations of the Church's many critics and how this hostility may have changed between, for example, the nationalisation of Church property in November 1789 and 1791 • Consideration of the actions of leading Church critics such as Brissot and their attitudes towards the refractory clergy; was the forcing of a clerical oath one of the French Revolution's turning points? • Consideration of ideas and beliefs such as anti-clericalism, constitutional monarchy, institutional conservatism and reform

Question	Answer/Indicative content	Mark	Guidance
	<p>7 (a)</p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> • Explanation of the nature of and reasons for some working and middle class opposition to key elements of Tsarism; responses may consider, for example, demands for greater democracy and for a Duma – but such demands only came from Liberals and some Russian people • Explanation of the state of affairs surrounding the emergence of radical and revolutionary groups, notably the Socialist Revolutionaries and the Social Democratic Party and the reasons for their popularity with some Russians • Explanation of key events leading up to the Bloody Sunday protest of January 1905, for example the Potemkin Mutiny and the short-term triggers of strikes and a demonstration; responses should clearly distinguish peasant unrest (a general background feature) from the specific urban, workers' protest which led to 'Bloody Sunday' • Explanation of the long-standing ethnic tensions within the Russian Empire and of peasant grievances, together with the poor living and working conditions experienced by many urban industrial workers 	<p>25</p>	<p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> • Consideration of the radical and revolutionary ideas held by some groups and individuals; the aims of these groups and the reasons for the differences between them. How widely-held and popular were such views in different areas of Russia? • Consideration of the earlier actions and policies of key individuals such as Witte and Stolypin in helping ensure the survival of Tsarism; divisions within Social Democratic ranks ie Mensheviks and Bolsheviks; the 'Great Spurt' and Russia's industrialisation may well be addressed, for example • Consideration of the short-term events and triggers which brought unrest to a head in 1905 eg the actions of petitioners and the Russo-Japanese War • Consideration of ideas such as patriotism, loyalty, conservatism and revolution; patriarchal notions of Tsarism and the idea of the 'Little Father' in particular

Question	Answer/Indicative content	Mark	Guidance
	<p>7 (b) Key content for this question may include:</p> <ul style="list-style-type: none"> • Explanation of the use of military force and the continuing loyalty of the army in particular to the Tsar; does the Tsar's absence from the Winter Palace on the day bear relevance? • Explanation of divisions among protest and revolutionary leaders about their aims and methods; how 'widespread' in fact was the opposition to the Tsar in terms of social groups and its geographical extent? What was the role of the Union of Liberation ie the Liberals? • Explanation of the actions of the Tsar's cabinet in stationing troops near the Winter Palace: prudent defence or provocative gesture? Was a 'revolution' intended in 1905 and, if so, by whom? • Explanation of the earlier actions of Stolypin in suppressing revolts and introducing land reforms and attempting with some success to boost industrial output 	25	<p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> • Consideration of clashing ideas: a conservative, deep-rooted respect for monarchy facing challenge from liberal reformers and Socialist Revolutionaries and from radicals of various persuasions; the diverse aims of petitioners, peasants and professional revolutionaries. Did this division in aims and intentions contribute to eventual failure? • Consideration of the actions of the key players in the drama such as the Tsar himself, and Father Gapon; responses may consider the interplay between events and responses on the one hand and the chain of specific events which led from worker's demonstration to an event which led to, however inadvertently, gunfire and the killing of protesters • Consideration of contemporary attitudes to and ideas about revolution, loyalty, protest and democracy

Question	Answer/Indicative content	Mark	Guidance
	<p>8 (a)</p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> • Explanation of the state of affairs which saw the round-up during the summer of 1918 of political opponents of the Bolsheviks including Socialist Revolutionaries and the launch of War Communism in the Spring of 1918 and the Red Terror; the immediate context of the revolt of the Czech Legion in May 1918 and their role as a focus for opponents of Bolshevism. Responses may therefore consider ‘important’ in a short-term, military framework • Explanation of the political and propaganda importance of the execution. Why were the Bolshevik leaders keen to distance themselves from the process, geographically and politically, by blaming the local soviet, for example? • Explanation of the importance of the Tsar’s execution in terms of the Civil War and the survival of the Bolshevik Revolution and the removal of a rallying point for any future ‘White’ rebellion. Responses may also consider the international importance of the Tsar and German Tsarina in the context of WW1 and of a future peace settlement and diplomacy 	25	<p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> • Consideration of the intentions and motivations of Lenin and the Bolshevik leadership in authorising the killing of the Tsar and his family and the hiding of their bodies; the political and propaganda contexts for these actions • Consideration of the short-term actions and triggers which made it seem necessary to execute the royal family and the importance of these events • Consideration of contemporary attitudes to and ideas about monarchy, democracy, revolution and pragmatism

Question	Answer/Indicative content	Mark	Guidance
	<p>8(b)</p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> • Explanation of the actions of Trotsky and other Bolshevik leaders in galvanising the Red Army and enforcing military discipline while spreading effective propaganda: ‘agitprop’, effective use of trains, harsh treatment of opponents and deserters and so on • Explanation of the successes of War Communism in contributing to Bolshevik victory in 1918. Responses may discuss, for example, the barring of trade unions and the state control of industry, the rationing of food, the requisitioning of grain and agricultural produce, and the role of the Cheka and of government propaganda in contributing to the victory • Explanation of the nature and causes of White divisions and the failure of foreign powers to mobilise effectively; responses may consider geographical factors, better communication and clearer lines of command as giving the Reds an advantage, for example • Explanation of the longer-term social, economic and political context which allowed the Bolsheviks to justify terror and War Communism, and the ideological arguments for its continuation in order to advance the revolution and destroy its enemies; the crucial support of peasants because of Bolshevik promises on land, for example 		<p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> • Consideration of the intentions of Lenin, Trotsky and other Bolsheviks such as Bukharin in following War Communism: to win the war? as a harsh but necessary transition to socialism? • Consideration of the actions of the Bolsheviks and of their ruthless attitude towards both Whites and former supporters, such as at Kronstadt • Consideration of contemporary ideas about and attitudes towards political revolution, military necessity and industrial and agricultural reform

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2016

