

**History B**

Advanced Subsidiary GCE

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

**Mark Scheme for January 2011**

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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.

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Maximum mark: 50

Each question is marked out of 25.

Allocation of marks within the Unit:

	<b>AO1 Knowledge and Understanding</b>
Level 1	41-50 marks
Level 2	31-40 marks
Level 3	21-30 marks
Level 4	11-20 marks
Level 5	1-10 marks
Level 6	0 marks

The same generic mark scheme is used for both questions:

	<b>Marks</b>	<b>AO1 Knowledge and Understanding</b>
Level 1	21-25	Complex judgements supported by: <ul style="list-style-type: none"> <li>• Excellent understanding of key concepts such as causation, consequence and significance</li> <li>• Explicit and effective use of two or more modes of explanation</li> <li>• Developed analysis of interactions between, or prioritisation of, key features and characteristics such as ideas, beliefs, actions and events</li> <li>• A wide range of relevant and accurate knowledge</li> <li>• Accurate and confident use of appropriate historical terminology</li> <li>• Accurate and effective communication. Effective and coherent structure</li> </ul>
Level 2	16-20	Sound judgements supported by: <ul style="list-style-type: none"> <li>• Good understanding of key concepts such as causation, consequence and significance</li> <li>• Some explicit use of at least one mode of explanation</li> <li>• Some analysis of interactions between, or prioritisation of, key features and characteristics such as ideas, beliefs, actions and events; or sound explanation of more than one key feature</li> <li>• A range of mostly relevant and accurate knowledge</li> <li>• Mostly accurate use of appropriate historical terminology</li> <li>• Mostly accurate and clear communication. Generally coherent structure</li> </ul>
Level 3	11-15	Partly sound judgements supported by: <ul style="list-style-type: none"> <li>• Satisfactory understanding of key concepts such as causation, consequence and significance</li> <li>• Some reasonable explanation of at least one key feature and characteristic such as ideas, beliefs, actions and events but also some assertion, description or narrative</li> <li>• Mostly relevant knowledge, some accurate knowledge</li> <li>• A limited range of historical terminology</li> <li>• Mostly satisfactory communication. Some coherent structure</li> </ul>

	<b>Marks</b>	<b>AO1 Knowledge and Understanding</b>
Level 4	6-10	<p>Weak judgements supported by:</p> <ul style="list-style-type: none"> <li>• Some general, but mostly weak, understanding of key concepts such as causation, consequence and significance</li> <li>• Some limited explanation of at least one key feature and characteristic; mostly assertion, description or narrative</li> <li>• Limited relevant knowledge, some inaccurate and irrelevant knowledge</li> <li>• Little use of historical terminology</li> <li>• Some satisfactory communication, some weak communication. Limited and unclear structure</li> </ul>
Level 5	1-5	<p>Irrelevant or no judgements supported by:</p> <ul style="list-style-type: none"> <li>• Weak understanding of key concepts such as causation, consequence, and significance</li> <li>• Assertion, description or narrative of at least one key feature and characteristic</li> <li>• Mostly inaccurate and irrelevant knowledge</li> <li>• No, or inaccurate, use of historical terminology</li> <li>• Poor communication, poor or non-existent structure</li> </ul>
Level 6	0	<p>No judgements supported by:</p> <ul style="list-style-type: none"> <li>• No understanding of key concepts such as causation, consequence, and significance</li> <li>• Inaccurate or assertion, description or narrative</li> <li>• Inaccurate and irrelevant knowledge</li> <li>• No use of historical terminology</li> <li>• Very poor communication/ Incoherent structure.</li> </ul>

Question Number	Indicative Content	Max Mark
1 (a)	<p><b>Wars and Warfare</b></p> <p><b>How would you best explain Charlemagne's motives for going to war?</b></p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Consideration of Charlemagne's Christian faith as a justification and motive for campaigns against the pagan Saxons and Avars, for example</li> <li>• The role of the Franks in protecting successive popes and their estates from eg the Lombards</li> <li>• The importance of other factors in helping to bring about participation in war, for example issues of vassalage and loyalty involving Tassilo of Bavaria, the importance of establishing an empire to rival that of Byzantium; issues of Carolingian inheritance and dynasty may also be explored</li> </ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• An explanation of the actions of Charlemagne himself: examples may be drawn from a number of campaigns against pagans, Muslims or in defence of the papacy</li> <li>• Explanation of the context post 771 of Charlemagne as sole Frankish ruler: possible motives for military campaigns may be explored, ranked and linked</li> <li>• Explanation of contemporary ideas of inheritance, empire, loyalty and vassalage</li> </ul>	<b>[25]</b>

Question Number	Indicative Content	Max Mark
1 (b)	<p><b>Why did the Franks have many military successes?</b></p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"><li>• Examples of success might include the campaign against the Lombards, conquered in 774, or the destruction of the Avars or repeated successes against the Saxons</li><li>• Consideration may be given to enemy weakness and division and conversely the difficulties of imposing a long-term settlement on the Italian states in particular</li><li>• The role of the placitum generale or general assembly, in helping to create the domestic preconditions for military campaigning may be considered</li></ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"><li>• Explanation of the actions and impressive military leadership of Charlemagne himself</li><li>• Explanation of the political, diplomatic and economic context which allowed prolonged and repeated military campaigning to occur</li><li>• Exploration of contemporary ideas of honour, empire, dynasty and loyalty</li></ul>	<p>[25]</p>

Question Number	Indicative Content	Max Mark
2 (a)	<p><b>The Imperial Coronation</b></p> <p><b>Why was Charlemagne crowned as Emperor in 800?</b></p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Consideration of the differing contemporary accounts (especially the <i>Liber Pontificalis</i> and the Royal Annals) of how the coronation happened, and why it took place</li> <li>• Consideration of the political and religious context of a long period of close relations between successive Frankish rulers and the Papacy</li> <li>• Consideration of the roles of Charlemagne and Leo III themselves</li> </ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the possible intentions of the two protagonists: Leo and Charlemagne</li> <li>• Explanation of Charlemagne's actions</li> <li>• Explanation of contemporary ideas of diplomacy and sovereignty, rebellion and loyalty, and attitudes to faith</li> </ul>	<b>[25]</b>

Question Number	Indicative Content	Max Mark
2 (b)	<p><b>Why was Charlemagne's coronation important for his relations with other rulers?</b></p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Consideration of the challenge which the coronation presented in historical, legal and constitutional terms to the empire of Byzantium, including Carolingian territorial claims to Venetia and Dalmatia</li> <li>• Consideration of relations with the papacy, for example Charlemagne's own coronation of his son, Louis, in 813</li> <li>• Consideration of relations with other rulers post-800 eg Moslem attacks on the Mediterranean, the Danes and others</li> </ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of Charlemagne's likely intentions in his dealings with Constantinople and other key rulers: political, theological, military and imperial</li> <li>• Explanation of the Emperor's actions for example in taking responsibility himself for the coronation of his son</li> <li>• Explanation of contemporary ideas about and attitudes to empire, papacy, faith and rebellion</li> </ul>	<b>[25]</b>

Question Number	Indicative Content	Max Mark
3 (a)	<p><b>Luther and the German Reformation 1517-47</b></p> <p><b>The Response of Lay Authorities to Luther</b>  <b>How would you best explain Charles V's response to Luther's ideas in the years 1517-21?</b></p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• A context of anti-clericalism and of incipient nationalism which created circumstances in which it was harder for Charles to pursue a tough line</li> <li>• The context of the Emperor's relative inexperience and need for princely support from eg Frederick the Wise, a skilful politician; the sheer size and disparate nature of Charles's empire may be considered</li> <li>• Charles's actions in summoning an Imperial Diet at Worms in 1521 and issuing an Edict effectively outlawing Luther, while allowing him safe conduct to and from the Diet</li> </ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the respective motivations of Charles and Luther and consideration of how and why these beliefs may have changed even within a relatively short period</li> <li>• Explanations of the Emperor's actions in initially hesitating before adopting a tougher line towards Luther; consideration may be given to the constraints under which Charles was operating</li> <li>• Explanation of ideas of empire, obedience, rebellion and faith</li> </ul>	<b>[25]</b>

Question Number	Indicative Content	Max Mark
3 (b)	<p>Why did some people in Germany support Luther's ideas?</p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Frederick of Saxony may be considered as an example of a prominent supporter, protecting Luther on the grounds of defending the academic reputation of Wittenberg University; the protection of Frederick's state from Imperial interference may be considered among other possible reasons</li> <li>• The context of an Empire with a large number of cities and towns with a substantially literate proportion of the population in many of them and the means (universities, presses etc) to disseminate his teachings</li> <li>• Some were attracted by Lutheran beliefs, such as Albrecht of Hohenzollern, others by the prospect of taking over church lands or self-interest</li> </ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the respective motivations of, for example, nobles and princes in committing to the new cause: emerging nationalism or urban self-confidence; self-interest; faith and others</li> <li>• Explanation of the actions of leaders such as Frederick the Wise or Philip of Hesse</li> <li>• Explanations of ideas of empire, loyalty, faith and nationalism in the context of a rapidly-changing religious and political situation</li> </ul>	<b>[25]</b>

Question Number	Indicative Content	Max Mark
4 (a)	<p><b>Luther and Other Reformers</b></p> <p><b>Why were other Protestant performers influenced by Luther?</b></p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Consideration of a context of anti-clericalism, anti-papal feelings and for some reformers, anti-authoritarianism</li> <li>• Consideration of key individuals who were taught or influenced by Luther in person: Johannes Bugenhagen, Philip Melancthon, as well as those who took a more independent line, notably Zwingli</li> <li>• Consideration of the moderate Confession of Augsburg of 1530 and the creation of the Schmalkaldic League in 1531 as demonstrations of Protestant unity</li> </ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the possible intentions of some key supporters of Luther as well as Luther himself in ensuring the accurate and sustained explanation of his teachings</li> <li>• Explanation of the actions of Melancthon, major princes and nobles, for example, in spreading Lutheran beliefs</li> <li>• Explanation of contemporary ideas about faith, empire, unity and service</li> </ul>	<b>[25]</b>

Question Number	Indicative Content	Max Mark
4 (b)	<p><b>Why did the teachings of Protestant reformers differ?</b></p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Consideration of Luther's insistence on study of the Bible rather than the teachings of the church; his insistence on a particular interpretation of the Eucharist and the development of a doctrine of consubstantiation</li> <li>• Consideration of the similarities and differences shared between, for example, Zwingli and Luther, demonstrated at Marburg in 1529</li> <li>• Consideration of the different academic and theological contexts in which Protestant reformers worked and the varying degrees to which compromise was advisable or necessary</li> </ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of Luther's possible intentions in taking an often uncompromising line over, for example, the Eucharist</li> <li>• Explanation of the intentions and actions of other reformers in challenging Luther's ideas and teachings</li> <li>• Explanation of contemporary beliefs and attitudes about academic and theological disputation, status, revolt, obedience and faith</li> </ul>	<b>[25]</b>

Question Number	Indicative Content	Max Mark
5 (a)	<p><b>Robespierre and the French Revolution 1774-95</b></p> <p><b>The Collapse of the Ancient Regime, 1785-89</b></p> <p><b>How would you best explain the economic problems facing France in the years before 1789?</b></p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Consideration may be given to, for example, the financial crisis of the 1780s and the failure of reforms by eg Necker, or the failure of the King to support reforming ministers</li> <li>• Reference may be made to an economic crisis characterised by poor harvests, increasing food prices affecting towns in particular, unemployment and wage cuts</li> <li>• Likewise reference may be made to a political and constitutional crisis occasioned by the need to respond to the cahiers de doléances and, for some, a demand to introduce a constitutional monarchy</li> <li>• Responses may consider a tumult of ideas, from the American War of Independence through to the philosophes and Rousseau</li> </ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the possible motivations of some leading politicians, Enlightenment thinkers, revolutionaries and the King himself</li> <li>• Explanation of the actions of reformers and conservatives, politicians and peasants</li> <li>• Explanation of contemporary ideas about the role of representation, the Estates General, constitutional monarchy and institutional reform.</li> </ul>	<b>[25]</b>

Question Number	Indicative Content	Max Mark
5 (b)	<p><b>Why were the ideas of writers and intellectuals important in the years before 1789?</b></p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Rousseau's ideas, such as popular sovereignty and the General Will, may be considered contributions to the pre-revolutionary and revolutionary debate about, for example, representation and rights</li> <li>• Ideas such as religious toleration, freedom of speech, a free press and uniform taxation systems, together with arguments for a constitutional monarchy, may be considered very relevant</li> <li>• Responses may discuss and argue for a direct or indirect causal effect of such ideas and attitudes on the actions and events of 1789</li> </ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the possible motivations of Enlightenment thinkers such as Montesquieu or Rousseau and those who eagerly took up these ideas: political change? revolution? self-advancement and publicity?</li> <li>• Explanation of the actions of leading politicians and figures in the build up to the revolution</li> <li>• Explanation of contemporary ideas about and attitudes towards social and institutional reform, sovereignty, democracy, rights and freedoms</li> </ul>	<b>[25]</b>

Question Number	Indicative Content	Max Mark
6 (a)	<p><b>The Decline and Fall of Constitutional Monarchy, 1791-93</b></p> <p><b>Why was Louis XVI unwilling to accept demands for a constitutional monarchy?</b></p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Consideration of the Civil Constitution of the Clergy and its divisive effects may be made by candidates, for example its role in helping trigger the Flight to Varennes</li> <li>• The consequences of the Flight itself and the King's obvious reluctance to support constitutional monarchy are relevant – for example vetoing proposals from the Legislative Assembly in 1791</li> <li>• The existence of rival radical clubs and political societies such as the Jacobins and the Cordeliers with very different ideas about restricting or indeed keeping a monarchy</li> </ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the possible motivations of some leading revolutionaries such as Danton or Marat and some moderates such as Mirabeau or the Feuillants in promoting or challenging the idea of constitutional monarchy</li> <li>• Explanation of the actions of the King, for example in the Flight to Varennes, those of his wife and brothers and advisers, critics and opponents</li> <li>• Explanation of contemporary ideas about monarchy, democracy, representation and protest</li> </ul>	<b>[25]</b>

Question Number	Indicative Content	Max Mark
6 (b)	<p><b>Why was Louis XVI executed in January 1793?</b></p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Consideration may be given to the events in the Convention which secured only a narrow majority for execution</li> <li>• The context of threats from foreign armies and of Prussian invasion may be discussed as a relevant contributory factor</li> <li>• Political violence in Paris and the increasing dominance of political clubs such as the Jacobins and political leaders such as Robespierre, contributed to a breakdown in the revolutionary consensus</li> </ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the possible motivations of leading revolutionaries (self-preservation? revolutionary conviction?) and of the King himself (expectation of external rescue? self-interest?).</li> <li>• Explanation of the actions of the King himself in failing to agree to constitutional monarchy and vetoing decrees against émigrés and refractory priests, for example, and of the policies and actions of his opponents</li> <li>• Explanation of contemporary ideas about and attitudes towards revolution, popular sovereignty, institutional reform and war</li> </ul>	<b>[25]</b>

Question Number	Indicative Content	Max Mark
7 (a)	<p><b>Russia in Turmoil 1900-1921</b></p> <p><b>Russia 1905-14: An Enlightened Despotism?</b>  <b>Why was Nicholas II reluctant to keep to the terms of the October Manifesto of 1905?</b></p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• The Manifesto promised among other features a Duma, free speech and civil rights and the freedom to form political parties; responses may consider if and how these pledges were fulfilled and maintained in following years</li> <li>• The role of the Dumas, their successes and shortcomings, may be considered, alongside Stolypin's political and economic reforms in relation to the question</li> <li>• Actions such as the Lena Goldfield Massacre and its consequent workers' protests may be considered germane to the issues of 'enlightened' and 'despotism'</li> </ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the possible motivations of the Tsar and of Stolypin in issuing the Manifesto and carrying out or blocking subsequent reforms</li> <li>• Explanation of the actions and reactions of the Tsar, Stolypin, moderate and revolutionary opponents of the regime (SRs, Social Democrats, Liberals)</li> <li>• Explanation of contemporary ideas about parliamentary democracy, monarchy, freedom of speech and the press, and so on.</li> </ul>	<b>[25]</b>

Question Number	Indicative Content	Max Mark
7 (b)	<p><b>Why did Russia enter World War I in 1914?</b></p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Consideration of the alliance system and the choices facing Russia politically and diplomatically may be relevant, given its long-standing support for Serbia and mistrust of German territorial ambitions</li> <li>• Consideration of the overwhelming unity of support for the Tsar and the war, in the early months at least, may be relevant</li> <li>• Consideration of the possibility of distraction from pressing domestic problems, economic, financial and political, and the possible securing of military victories (land, resources etc) and the recovery of national pride following the Russo-Japanese War of 1905</li> </ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the motivations of the Tsar and his advisers and generals in sanctioning the mobilisation of troops and armed forces</li> <li>• Explanation of the actions of the Tsar politically, diplomatically and militarily</li> <li>• Explanation of contemporary ideas about and attitudes towards nationalism, war, diplomacy and domestic institutional reform</li> </ul>	<b>[25]</b>

Question Number	Indicative Content	Max Mark
8 (a)	<p><b>The Consolidation of Bolshevik Power 1917-21</b></p> <p><b>Why did the Bolshevik government sign the Treaty of Brest-Litovsk?</b></p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"><li>• Consideration of the immediate revolutionary context of the closing down of the Constituent Assembly and Lenin's fight to preserve the revolution</li><li>• Consideration of the military situation in which the Russian armies found themselves in March 1918</li><li>• Consideration of the failure of a socialist revolution in Germany which would have ended German involvement</li></ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"><li>• Explanation of the possible motivations of Lenin and Trotsky, the latter in charge of the negotiations</li><li>• Explanation of the actions of Lenin and leading ministers and advisers in signing the Treaty</li><li>• Explanation of contemporary ideas about war, Bolshevism and national survival</li></ul>	<p>[25]</p>

Question Number	Indicative Content	Max Mark
8 (b)	<p><b>Why did the Bolsheviks win the Civil War?</b></p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Consideration of the involvement of foreign powers eg Britain, France the USA and Japan may be made and the effectiveness or otherwise of such contributions to the White cause</li> <li>• The leadership of Trotsky (eg with the Red Army) and of Lenin (eg War Communism) and the unity of the Bolshevik forces may be compared to the weaknesses and divisions of their opponents</li> <li>• Responses may consider the propaganda war as a relevant factor and the 'battle of ideas'</li> </ul> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the motivations of Trotsky, Lenin and leading Bolsheviks compared to those of Denikin and prominent Whites</li> <li>• Explanation of the actions of Lenin in instituting War Communism or Trotsky in building up the Red Army'</li> <li>• Explanation of contemporary ideas about the civil war, land, foreign intervention, revolution and monarchy</li> </ul>	<b>[25]</b>

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