

History B

Advanced Subsidiary GCE

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

Mark Scheme for June 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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Generic Mark Scheme for Unit F982

Maximum mark: 50

Each question is marked out of 25.

Allocation of marks within the Unit:

	AO1 Knowledge and Understanding
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:

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

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

Question Number	Indicative Content	Max Mark
1 (a)	<p>The Frankish Church and Culture</p> <p>Why did Charlemagne reform the Frankish church?</p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> • Consideration of the enhanced powers given to bishops at a local level, extending to temporal as well as spiritual matters, thereby aiding good government and stability • The role of the Christian faith in providing the justification for repeated military campaigns against pagans and Muslims • The reforms themselves (which included the reform of monastic orders, their emergence as centres of learning and literacy, the deployment of missionaries, the enhancement of church music) and their purposes <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> • An explanation of the likely intentions of Charlemagne himself: Personal faith? glory? The preservation of the dynasty? To establish and 'orthodoxy' in response to disputes with Constantinople? • Explanation of the context of Charlemagne's diplomatic and military rivalry with Byzantium • Explanation of contemporary attitudes to church and state (were they considered as separate entities?), empire and faith 	[25]

Question Number	Indicative Content	Max Mark
1 (b)	<p>Why did Charlemagne promote learning and culture?</p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> • Consideration of the role of successive popes in fostering a sense of the Franks' role as leaders of the Christian people • Consideration of the 'Carolingian renaissance' itself: the value placed on the study of history, especially classical history; music, especially church music; architecture; book production; literacy and scholarship • Consideration of the role of learning and culture in promoting Charlemagne's vision of Christian kingship <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> • Explanation of the possible intentions of Charlemagne in attracting scholars of international reputation and fostering their activities at court • Explanation of the political, diplomatic and economic context which allowed an emphasis on learning and culture • Exploration of contemporary ideas of history, faith, learning and beauty 	[25]

Question Number	Indicative Content	Max Mark
2 (a)	<p>External Relations</p> <p>How would you best explain Charlemagne's influence outside the Frankish lands?</p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> • Consideration of Charlemagne's Christian faith as an influence on neighbours and rivals as demonstrated for example by his campaigns against the pagan Saxons and Avars, or Muslim Spain • The role of the Franks as papal protectors and the close spiritual and temporal bonds between Carolingians and the papacy across this period eg preserving papal lands from the Lombards • The importance of other factors in helping to bring about external influence with eg Offa of Mercia – trade? recognition of status? ; the importance to Charlemagne of diplomacy and of gift exchange, including an elephant; the importance of establishing an empire to rival that of Byzantium; <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> • Explanation of possible motives for Charlemagne's diplomacy and contacts, peaceful or otherwise: religion itself, the establishment of an empire, the establishment of a dynasty, the creation and prolongation of internal harmony within the Frankish kingdoms • Explanation of Charlemagne's actions in pursuing marriages, gift-exchange, military campaigns, diplomatic contacts and so on • Explanation of contemporary ideas of diplomacy and sovereignty, rebellion and loyalty, and attitudes to faith 	[25]

Question Number	Indicative Content	Max Mark
2 (b)	<p>Why did Charlemagne's relationship with the Byzantine Empire worsen?</p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> • Consideration of the Byzantine move away from iconoclasm under Irene which made possible the betrothal of Charlemagne's daughter and the future Emperor • Rivalries brought about by Frankish military success in Italy with Byzantine interests there • The continuation of theological disputes with Constantinople • Charlemagne's coronation in AD800 and assumption of the title of 'emperor of the Romans', with all its attendant challenges to Byzantium <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> • Explanation of Charlemagne's possible motives in his dealings with Constantinople: political, theological, military and imperial • Explanation of the Emperor's actions for example in proposing the unity of Aachen and Constantinople by marriage • Explanation of contemporary ideas about and attitudes to empire, papacy, faith and rebellion 	[25]

Question Number	Indicative Content	Max Mark
3 (a)	<p>Luther and the German Reformation 1517-47</p> <p>The Beginnings of the German Reformation</p> <p>Why were the views of Erasmus and other humanists important to the German Reformation?</p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> • Consideration of the context of fifteenth and early sixteenth century humanism and its approach to textual and Biblical study • Consideration of the work of Erasmus in particular in for example the scholarly study of the New Testament but also his teachings about the Church and how Christians should act • Consideration of the relationship between such ideas and the Reformation itself <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> • Explanation of the likely intentions of Erasmus and other humanists and consideration of how and why their views may have changed over time • Explanation of the humanists' criticisms of church and state and the relationship between their writings and teachings and subsequent events • Explanation of ideas of dissent, obedience, rebellion and faith 	[25]

Question Number	Indicative Content	Max Mark
3 (b)	<p>Why did Luther issue his Ninety-Five Theses in 1517?</p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> • Consideration of the academic, political and ecclesiastical contexts of such actions • Consideration 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 • Consideration of Luther's intentions: to contribute to continuing debates? to convince the Archbishop of Mainz to end the sale of indulgences? <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> • Explanation of the possible intentions of Luther in following this traditional form of disputation and protest • Explanation of the actions of contemporaries such as Tetzl, the Archbishop of Mainz, secular rulers and Luther himself • Explanations of ideas of empire, loyalty, faith and academic and theological argument against a context of a rapidly-changing religious and political situation 	[25]

Question Number	Indicative Content	Max Mark
4 (a)	<p>The Spread of Lutheranism</p> <p>How would you best explain the spread of Luther's ideas outside Germany?</p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> • The quantity and sheer diversity of Luther's written works, including pamphlets aimed at a wide range of readers; their transmission by printing press and by preaching to neighbouring countries • The publicity generated by major events such as the Diet of Worms • The role of individuals such as Zwingli and movements such as the Reformation in Zurich <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> • Explanation of the possible motivations of some key supporters of Luther as well as Luther himself in ensuring a wide geographical transmission of key teachings and texts • Explanation of the actions of major princes and nobles, for example, in spreading Lutheran beliefs • Explanation of contemporary ideas about the faith, empire, loyalty and service 	[25]

Question Number	Indicative Content	Max Mark
4 (b)	<p>Why did Luther's ideas appeal to different social classes in Germany?</p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> • The deliberate production of writings in popular form for distribution: pamphlets, sermons, a German New Testament in order to appeal beyond a typical university audience • A receptive context of incipient nationalism and anti-clericalism in some parts of the Empire which made Luther's ideas attractive to some princes and nobles • The mistaken belief that his anti-papalism could be construed as a rejection of all secular authority; the misinterpretation of Luther's teachings to apply for example to landlord/peasant relationships <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> • Explanation of Luther's possible motives in deliberately seeking to make his works accessible and appealing to a range of ranks, favourable and unfavourable: is he a social conservative? A political radical? A theological revolutionary? • Explanation of Luther's actions for example in translating the New Testament into the vernacular • Explanation of contemporary beliefs and attitudes about status, revolt, obedience and faith 	[25]

Question Number	Indicative Content	Max Mark
5 (a)	<p>Robespierre and the French Revolution 1774-95</p> <p>The Revolution of 1789</p> <p>Why was a National Assembly formed?</p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> • Consideration of the key events of the first half of 1789 which saw the summoning of the Estates-General, the declaration of a National Assembly by members of the Third Estate and the subsequent swearing of the Tennis Court Oath • Consideration of the social, economic and political crises which had produced the cahiers de doléances for consideration by the Estates- General • Consideration of the role of the Paris parlement, together with other institutions and individuals in propounding rights, for example the right not to be imprisoned without trial <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> • Explanation of the possible intentions of some leading politicians such as Mirabeau and Necker, Enlightenment thinkers, revolutionaries and the King himself • Explanation of the actions of reformers and conservatives, politicians and peasants • Explanation of contemporary ideas about the role of representation, the Estates General, constitutional monarchy and institutional reform 	[25]

Question Number	Indicative Content	Max Mark
5 (b)	<p>Why did the March on Versailles take place in October 1789?</p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> • Consideration of the immediate political and revolutionary context of August 1789 with the issue of the August Decrees abolishing feudalism and the National Assembly's issue of the Declaration of Rights, and the king's reluctance to accept their terms • Consideration of the longer-term economic context which saw, despite a good harvest in 1789 itself, bread shortages, unemployment and high prices • Consideration of the 'trigger' of the arrival of the Flanders regiment at Versailles and their mistreatment of the tricolour <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> • Explanation of the possible intentions of the women who marched to Versailles and stormed the Assembly: political change? revolution? A constitutional monarchy? • Explanation of the actions of the key players: Lafayette and the National Guard, the women protesters, the royal family in responding to the August Decrees and the Declaration of Rights • Explanation of contemporary ideas about and attitudes towards social and institutional reform, sovereignty, democracy, rights and freedoms 	[25]

Question Number	Indicative Content	Max Mark
6 (a)	<p>Foreign and Domestic Conflict</p> <p>Why was France able to turn initial defeats in the war into victories?</p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> • The actions of individuals such as Danton, whose speeches and leadership are often credited with inspiring success at Valmy in 1792 • Popular responses, both positive and negative – the latter including the September Massacres of 1792, the former the mass mobilisations in Paris, the levee en masse and the military and economic planning which supported the war effort • The overthrow of the monarchy as a point of focus for the Allied attackers; disunity between the Allies which marred their effectiveness <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> • Explanation of the possible intentions of some leading revolutionaries such as Danton and the justifications offered for the political and economic steps considered necessary to defend Paris • Explanation of the actions of the King, for example in the Flight to Varennes, and the leading players in the war effort • Explanation of contemporary ideas about war, democracy, citizenship and monarchy 	[25]

Question Number	Indicative Content	Max Mark
6 (b)	<p>Why was the revolutionary government opposed in some French provinces?</p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> • Consideration of the tough economic actions of the Convention and the justifications offered for suspending the Constitution and enforcing for example the Law of the General Maximum and the Law of Suspects • Consideration of the political actions which may have helped trigger regional and local protest: the growing influence of the Jacobins, the execution of Marie Antoinette and leading Girondins, the actions of the Convention, the Committee of Public Safety in Paris and of Robespierre himself • Consideration of the revolt in Lyons, in the Vendee and elsewhere in the context of local hatred of political control from Paris <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> • Explanation of the possible intentions of the leading Jacobins including Robespierre, who sanctioned harsh economic and political steps: self-preservation? revolutionary conviction?; likewise consideration of their 'federalist' opponents in the provinces • Explanation of the actions of the Convention, the CPS, Robespierre and leading provincial opponents of the Terror • Explanation of contemporary ideas about and attitudes towards revolution, centralisation of power, local autonomy and war 	[25]

Question Number	Indicative Content	Max Mark
7 (a)	<p>Russia in Turmoil 1900-1921</p> <p>Why did revolution break out in February 1917?</p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> • Consideration of the impact of earlier Stolypin reforms and rapid industrial growth, leading to the creation of a mass urban work force suffering difficult conditions • Consideration of the impact of heavy defeats to Germany during World War I and the loss of faith in the Tsar as a war leader • Consideration of political unrest in Petrograd as a trigger to the revolution including strikes by engineering workers and protests by women, together with mutiny by soldiers <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> • Explanation of the possible intentions of the Tsar himself and of his political opponents • Explanation of the actions and reactions of the Tsar, for example in ordering the suppression of demonstrations by force, those of the leaders of the Duma and those of the opposition to the Tsar • Explanation of contemporary ideas about parliamentary democracy, monarchy, freedom of speech and the press, and so on 	[25]

Question Number	Indicative Content	Max Mark
7 (b)	<p>Why did Nicholas II have no choice but to abdicate?</p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> • Consideration of the actions of the Tsar himself in terms of his war leadership, his relations with his advisers and Duma, and the unpopularity of his wife Alexandra • Consideration of the impact of army mutinies and the loss of confidence among some of the armed forces in the Tsar's leadership • Consideration of the longer-term social, economic and political crisis which led to the abdication <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> • Explanation of the likely intentions of the Tsar in terms of his relations with his family and supporters, and of those of his opponents • Explanation of the actions of the Tsar politically, diplomatically and militarily • Explanation of contemporary ideas about and attitudes towards monarchy, war, revolution and domestic institutional reform 	[25]

Question Number	Indicative Content	Max Mark
8 (a)	<p>1917: The Provisional Government and the October Revolution</p> <p>How would you best explain the appeal of Bolshevik ideas in 1917?</p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> • Consideration of the role of Lenin himself in propounding complex ideas in a simple fashion, for example in the April Theses concerning the war, land reform and food supplies • Consideration of the social, economic and political contexts which allowed such ideas to circulate and to appeal in some cities, chiefly Petrograd, among some groups of workers • Consideration of the failure of Kerensky to mount an effective challenge to the Bolsheviks either in terms of the battle of ideas or in terms of the revolutionary actions which the Bolsheviks were planning <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> • Explanation of the likely intentions of Trotsky, Lenin and leading Bolsheviks compared to those of Kerensky and prominent supporters of the Provisional Government • Explanation of the actions of Lenin in advocating the immediate seizure of power and his justifications for doing so • Explanation of contemporary ideas about the revolution, civil war, land ownership and democracy 	[25]

Question Number	Indicative Content	Max Mark
8 (b)	<p>Why did the Provisional Government fail?</p> <p>Key content for this question may include:</p> <ul style="list-style-type: none"> • Consideration of the strengths and failings of Kerensky's leadership, in particular the failings associated with the Kornilov revolt • Consideration of the difficulties inherent in the exercise of Dual Power and the challenges and rivalries associated with joint rule with the Petrograd Soviet; the coalition nature of each of the Provisional Governments • Consideration of the failure to organise elections quickly, and of the military failure of the Kerensky Offensive against the German and Austrian forces <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> • Explanation of the possible intentions of Lvov and Kerensky, among other key players, in their attempts to rule, and the intentions of their political opponents • Explanation of the actions of Kerensky and leading ministers and advisers and those of their opponents • Explanation of contemporary ideas about dual power, democracy and elections, and war 	[25]

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