

**History B**

Advanced Subsidiary GCE

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

**Mark Scheme for June 2013**

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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.

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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:

	<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– 0 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	<p>Complex judgements supported by:</p> <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	<p>Sound judgements supported by:</p> <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	<p>Partly sound judgements supported by:</p> <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>
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>

	<b>Marks</b>	<b>AO1 Knowledge and Understanding</b>
Level 5	1 – 5	Irrelevant or no judgements supported by: <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	No judgements supported by: <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		Answer	Marks	Guidance
1	(a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Explanation 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</li> <li>• Explanation of the role of the Christian faith in providing the justification for repeated military campaigns against pagans and Muslims</li> <li>• Explanation of the reforms themselves, which included the reform of monastic orders, their emergence as centres of learning and literacy, the deployment of missionaries and the enhancement of church music.</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Consideration of the likely intentions of Charlemagne himself: personal faith? glory? the preservation of the dynasty?</li> <li>• Consideration of a possible desire to establish an 'orthodoxy' in response to disputes with Constantinople</li> <li>• Consideration of Explanation of the context of Charlemagne's diplomatic and military rivalry with Byzantium</li> <li>• Consideration of contemporary attitudes to church and state (were they considered as separate entities?), to empire and to faith.</li> </ul>
	(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the role of scholars such as Alcuin of York, men attracted to the court and able to exercise considerable influence over a conscious, extensive expansion of learning, dubbed by some a 'Carolingian Renaissance' with faith at its heart</li> <li>• Explanation of the key role of bishops in the royal administration and court</li> <li>• Explanation of the role of the church, as recorded by Einhard, in pursuing good administration in the provinces; the pragmatic outcomes of theological government and the benefits which Aachen derived from the close relationship between Church and state.</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Consideration of contemporary attitudes to faith, learning and education, at a personal level for the Emperor himself but also throughout the court and his kingdoms</li> <li>• Consideration of the actions of Charlemagne in supporting the transmission of faith and learning within his court and government, which helped to made the administration of a large and fluctuating Empire possible</li> <li>• Consideration of the events and actions which helped establish Charlemagne's beliefs and policies as a focus of lasting influence in Frankish government and culture.</li> </ul>

Question		Answer	Marks	Guidance
2	(a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Explanation of, most famously, the coronation of Charlemagne by Pope Leo III on Christmas Day 800. Einhard reported that Charlemagne claimed often that he would never have allowed Leo to do this had he suspected the pope's intentions, but this is considered by others unlikely</li> <li>• Explanation of the practical benefits to both parties of close ties, in terms of Charlemagne's role as the protector of the temporal arm of the church and as a powerful landholder in Italy with estates bordering the papal states</li> <li>• Explanation of the state of affairs which brought the two parties into a close but uneasy relationship, which might include discussion of the position of the Eastern Empire at the time.</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Consideration of the respective intentions of the papacy and Frankish king/emperor towards each other and towards other important rulers, and how these intentions may have changed across a long reign (and more than one pope)</li> <li>• Consideration of the importance of temporal concerns in eg Lombardy and southern Italian territories and how these may have affected diplomatic relations with the papacy</li> <li>• Consideration of Charlemagne's role as a protector of Christianity within the Frankish kingdoms and as an aggressive opponent of paganism and heresy beyond them.</li> </ul>
	(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Explanation 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>• Explanation of changing pre and post coronation relations with the papacy, notably over Charlemagne's own coronation of his son, Louis, in 813</li> <li>• Explanation of relations with other rulers post AD800 eg Moslem attacks on the Mediterranean; relations with the Danes and others.</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Consideration of Charlemagne's possible motives in his dealings with Constantinople and other important rulers: political, theological, military and imperial</li> <li>• Consideration of the Emperor's actions, for example in taking responsibility himself for the coronation of his son</li> <li>• Consideration of contemporary ideas about, and attitudes to, empire, papacy, faith and rebellion.</li> </ul>

Question		Answer	Marks	Guidance
3	(a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the state of affairs regarding fifteenth and early sixteenth-century humanism and its approach to textual and to Biblical study</li> <li>• Explanation of the 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</li> <li>• Explanation of the relationship between such ideas and the Reformation itself.</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Consideration of papal motives in outlawing Luther and his followers, both short-term and longer-term</li> <li>• Consideration of the actions of key players in the events of 1517–21: Leo X, Luther, Frederick III and others: how did humanism influence secular as well as ecclesiastical authorities?</li> <li>• Consideration of contemporary ideas about and attitudes to scholarship, theology and disputation, faith, belief, and obedience.</li> </ul>
	(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the state of affairs against which the issuing of the Ninety-Five Theses should be set: academic, political and ecclesiastical</li> <li>• 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, among many others</li> <li>• 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?</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Consideration of the possible intentions of Luther in following this traditional form of disputation and protest</li> <li>• Consideration of the actions of prominent contemporaries such as Tetzl, the Archbishop of Mainz, secular rulers and Luther himself</li> <li>• 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.</li> </ul>

Question		Answer	Marks	Guidance
4	(a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the roles of key individuals who were taught or influenced by Luther in person: Johannes Bugenhagen, Philip Melanchthon, as well as those who took a more independent line, notably Zwingli</li> <li>• Explanation of a context of anti-clericalism and anti-papalism and, for some reformers, anti-authoritarianism; a context of German nationalism may also be discussed</li> <li>• Explanation of the moderate Confession of Augsburg of 1530 and the creation of the Schmalkaldic League in 1531 as demonstrations of Protestant unity.</li> <li>• Explanation of differences of opinion and belief with more radical Protestant groups such as the Anabaptists</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Consideration of the respective motivations of key supporters of Luther, and of Luther himself, in ensuring the accurate and sustained explanation of his teachings</li> <li>• 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; likewise, the reasons why some Protestants resisted Lutheranism</li> <li>• Consideration of ideas of empire, service, faith and unity. Was the influence, indeed, only one-way?</li> </ul>
	(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Explanation of Luther's insistence on study of the Bible rather than the teachings of the church</li> <li>• Explanation 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>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Consideration of Luther's possible intentions in taking an uncompromising line over, for example, the Eucharist</li> <li>• Consideration of the actions and intentions of other reformers in challenging Luther's ideas and teachings; why did differences between consubstantiation and transubstantiation matter? Why did differences with Anabaptists matter? Were there, indeed, beneficial effects to the failure to unify?</li> <li>• Consideration of contemporary beliefs and attitudes about academic and theological disputation, status, revolt, obedience and faith.</li> <li>• Might it be argued that a lack of unity had beneficial consequences for the spread of Protestantism?</li> </ul>

Question		Answer	Marks	Guidance
5	(a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the state of affairs in 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</li> <li>• Explanation of the social, economic and political crises which had produced the <i>cahiers de doléances</i> for consideration by the Estates-General</li> <li>• Explanation of the role of the <i>Paris parlement</i>, together with other individuals and institutions, in propounding rights, for example the right not to be imprisoned without fair trial.</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Consideration of the possible intentions of some leading politicians such as Mirabeau and Necker, Enlightenment thinkers and of the King himself</li> <li>• Consideration of the actions of reformers and conservatives, politicians and peasants: what did they want out of any proposed Constituent or National Assembly?</li> <li>• Consideration of contemporary ideas about the role of representation, the Estates-General, constitutional monarchy and institutional reform.</li> </ul>
	(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the state of affairs which saw Louis XVI losing control of his army and losing the ability to enforce his will against Paris and her people; the context of rising bread prices and popular discontent</li> <li>• Explanation of events which might include the Great Fear, the October Days and the March on Versailles; responses to them which may be considered 'important'</li> <li>• Explanation of the symbolic importance of the Bastille's capture within France and for neighbouring countries such as Austria, Prussia and Britain, and in America</li> <li>• Explanation of the impetus which the events of July 1789 gave to the <i>sans-culottes</i> and others determined to turn revolutionary ideas into actions.</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Consideration of the possible motives of the women of Paris, for example, or the <i>sans culottes</i>, revolutionaries and conservatives</li> <li>• Consideration of the actions of the revolutionaries: negative and destructive or positive and creative?</li> <li>• Consideration of contemporary ideas about and attitudes to revolution, constitutional and institutional reform, monarchy and justice.</li> </ul>

Question		Answer	Marks	Guidance
6	(a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the state of affairs which saw Louis XVI reluctant to accept the August Decrees and the Declaration of the Rights of Man and Citizen in 1789 and his rejection of many of the Constituent Assembly's reforms of 1789–91 reforming law, taxation and traditional rights</li> <li>• Explanation of the death of Mirabeau in 1791, which made compromise harder to achieve – was this a 'trigger'?</li> <li>• Explanation of the King's later regret at initially agreeing to the Civil Constitution of the Clergy and his fears at the rise of revolutionary clubs and societies in Paris, and of political leaders such as Brissot</li> <li>• Explanation of the King's actions in vetoing the Legislative Assembly's moves against émigrés and refractory priests.</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Consideration of the rapidly-changing political context of mid-1789 to June 1791 which saw moves to shackle the monarch's power competing with ideas of abolition of the monarchy altogether; what did 'constitutional monarchy' mean to the various protagonists?</li> <li>• Consideration of the revolutionary tumult of ideas and explanation of why those ideas appealed to some; the beliefs of supporters and critics of the monarchy</li> <li>• Consideration of ideas of monarchy and justifications for preserving it, of democracy and explanations of the legitimate use of force and of protest.</li> </ul>

Question	Answer	Marks	Guidance
(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the state of affairs which saw the National Assembly pass the Civil Constitution of the Clergy in July 1790 and Louis's delayed signature of agreement; the attempt by the royal family to leave Paris at Easter 1791 and then the celebrated Flight to Varennes of June 1791</li> <li>• Explanation of a longer-term context of ideas about the abolition of the monarchy or the creation of a constitutional monarchy</li> <li>• Explanation of the context of threats from foreign armies in the light of the Pillnitz Declaration of August 1791 and the Brunswick Manifesto of August 1792; candidates may refer to the actions of Marie Antoinette in passing information to Austrian contacts and of Prussian invasion may be discussed as a relevant contributory factor</li> <li>• Explanation of political violence in Paris and the increasing dominance of political clubs such as the Jacobins and political leaders such as Robespierre, which contributed to a breakdown in the revolutionary consensus.</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Consideration 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>• Consideration of the possible motivations of leading revolutionaries (self-preservation? revolutionary conviction?) and of the King himself: expectation of external rescue? self-interest?</li> <li>• Consideration of contemporary ideas about and attitudes towards revolution, popular sovereignty, institutional reform and war.</li> </ul>

Question		Answer	Marks	Guidance
7	(a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Explanation of a state of affairs which saw the dissolution of the high expectations with which Russia had mobilised for war with successive defeats at Tannenberg and the Masurian Lakes; the nature and scale of the losses on the Eastern Front</li> <li>• Explanation of the actions of the Tsar in appointing himself Commander-in-Chief of the Russian forces and the implications which flowed from this</li> <li>• Explanation of the impact of heavy defeats to Germany during World War I and the loss of faith in the Tsar as a war leader; the logistical issues arising and the implications for Russian economy and society of defeat and stalemate</li> <li>• Explanation of political unrest in Petrograd as a trigger to revolution, including strikes by engineering workers and protests by women, together with mutiny by soldiers.</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Consideration of the possible intentions of the Tsar himself and of his political supporters in trying to shore up the authority of the head of state, and indeed of the country, in the light of initial heavy military losses</li> <li>• Consideration of the actions and reactions of the Tsar, for example in ordering the suppression of demonstrations by force; discussion of the actions of the leaders of the Duma and those of the opposition to the Tsar</li> <li>• Consideration of contemporary ideas about military leadership, parliamentary democracy, constitutional or unlimited monarchy, freedom of speech and the press, and revolution.</li> </ul>

Question	Answer	Marks	Guidance
(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the actions of the Tsar himself in abdicating in favour of his son and then his brother, or attempting to – the question says ‘monarchy’ rather than ‘Nicholas II’;</li> <li>• Explanation of a state of affairs which saw politically dangerous strikes at the famous Putilov engineering works and other key locations in Petrograd which in turn triggered further protests; the actions of women protesters marking International Women’s Day</li> <li>• Explanation of the actions of soldiers in refusing to fire up on those they regarded as fellow-workers; the importance of mutiny for the short and longer-term survival of the Russian monarchy</li> <li>• Explanation of the Tsar’s failed war leadership, his relations with his advisers and Duma, and the unpopularity of his wife, Alexandra</li> <li>• Explanation of the longer-term social, economic and political crisis which led to the abdication.</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Consideration of the likely intentions of the Tsar against the changing backcloth of war and internal protest; his relations with his family and supporters, and his attitudes towards political opponents</li> <li>• Consideration of the actions of the Tsar politically, diplomatically and militarily during the period 1914-early 1917</li> <li>• Consideration of contemporary ideas about and attitudes towards monarchy, war, revolution and domestic institutional reform.</li> </ul>

Question		Answer	Marks	Guidance
8	(a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the changed circumstances since March 1917 which made the chances of revolutionary success greater, in particular the actions of Kerensky's Provisional Government</li> <li>• Explanation of the sheer force of Lenin's personality and the clear messages which came across, with success, at the issuing of the April Theses</li> <li>• Explanation of the success of the Bolsheviks in helping to put down Kornilov's Revolt in September 1917</li> <li>• Explanation of the support from the Moscow and Petrograd Soviets, together with that of the Kronstadt Naval Base, which made a successful coup more likely.</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <p>Approaches adopted by candidates may include:</p> <ul style="list-style-type: none"> <li>• Consideration of the ideological conviction of Lenin in persuading his fellow-Bolsheviks, or overcoming the opposition of eg Bukharin, of the need for immediate revolutionary action</li> <li>• Consideration of the weakness and failings of the Provisional Government in losing popular support and failing to control key military and civilian positions</li> <li>• Consideration of ideas of revolution, democracy, elections and theoretical justifications for political violence.</li> </ul>

Question	Answer	Marks	Guidance
(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the context of previous failures in 1917, most notably the July Days, and the periodic exile or imprisonment or exile of Bolshevik leaders; the particular role of Trotsky in masterminding the seizure of key public buildings and landmarks in Petrograd; the cultivation of the Kronstadt sailors and the Petrograd Soviet, respectively, as Bolshevik sympathisers</li> <li>• Explanation of the changed circumstances of September 1917 and 'triggers' offered by Bolshevik assistance in putting down Kornilov's Revolt – how and why these actions and events rendered a rising more likely and more likely to be successful.</li> <li>• Explanation of the state of affairs which saw the deteriorating fortunes of the Provisional Government faced by failed military campaigns against Germany, fuel and food shortages and the loss of political support from the Petrograd Soviet and elsewhere</li> </ul>	25	<p>No set answer is looked for but candidates will need to address the question.</p> <ul style="list-style-type: none"> <li>• Consideration of the likely intentions of Lenin and other Bolshevik leaders in supporting or opposing a rising in October 1917; was there indeed a lack of 'widespread popular support'?</li> <li>• Consideration of the actions and inactions of Kerensky and the Provisional Government in preparing for a possible coup d'etat</li> <li>• Consideration of the actions of Trotsky in planning and executing the seizure of control in Petrograd with limited popular support</li> <li>• Consideration of contemporary attitudes towards revolution, reform, representation and ideology</li> </ul>

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