

**GCE**

**History B**

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

Advanced Subsidiary GCE

**Mark Scheme for June 2014**

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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.

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

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning
	Blank Page – this annotation <b>must</b> be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Assertion
	Attempts explanation
	Continuity/Change noted
	Description
	Explanation offered
	Error/wrong
	Unclear
	Irrelevant or not answering the Question
	Judgement made
	Knowledge used appropriately
	Linked
	Mode accessed
	Simple comment, basic

**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 – 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	<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 Frankish self-perceptions as Christian kings with duties to protect their subjects against pagan forces to the east</li> <li>• Explanation of a 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</li> <li>• Explanation of the state of affairs which gave Charlemagne the means to fight, in the form of a general summons of the host which supplied him with mounted knights</li> <li>• A 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</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 a state of affairs which saw the Franks charged with the temporal protection of the papacy, its lands and influence throughout Christendom</li> <li>• Consideration of Charlemagne's diverse and changing intentions, towards the Byzantine Empire, for example</li> <li>• Consideration of contemporary attitudes towards and beliefs about Christendom, paganism and learning</li> </ul>
	(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the Byzantine move away from iconoclasm under Irene, which in turn made possible the betrothal of Charlemagne's daughter to the future Emperor</li> <li>• Explanation of the rivalries brought about by Frankish military success in Italy with Byzantine interests there</li> <li>• Explanation of the continuation of theological disputes with Constantinople</li> <li>• Explanation of the importance of Charlemagne's coronation in AD800 and assumption of the title of 'emperor of the Romans', with its attendant challenges to the Byzantines</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: political, theological, military and imperial</li> <li>• Consideration of the Emperor's actions, for example in proposing the unity of Aachen and Constantinople by marriage</li> <li>• Consideration of contemporary ideas about and attitudes to empire, papacy, faith and rebellion</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 the likely intentions underpinning, most famously, the recruiting of Alcuin of York but also of other intellectuals from across Europe to Charlemagne's court: to extend influence and fame? To promote learning?</li> <li>• Explanation of the practical benefits deriving from 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 saw, for example, Einhard self-consciously keeping a record of his master's life and actions, modelled on classical lines</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 Charlemagne on the one hand and his courtiers on the other in promoting a civilised court life and an Aachen-based government with international affiliations</li> <li>• Consideration of the importance of temporal concerns in e.g. Lombardy and southern Italian territories and how these may have affected diplomacy; Alcuin's role in disseminating reading, learning and literature</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 challenges 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 relations with the papacy, notably over Charlemagne's own coronation of his son, Louis, in 813</li> <li>• Explanation of the state of affairs surrounding relations with other rulers post AD800 e.g. 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 approaches to textual and to Biblical study; its influence on Luther's changing beliefs</li> <li>• 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</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 the likely intentions of Erasmus and other humanists, and consideration of how and why their views may have changed over time; the likely impact of such ideas on Luther's developing beliefs</li> <li>• Consideration of the humanists' criticism of church and state, and the relationship between their writings and teachings and subsequent events</li> <li>• Consideration of contemporary attitudes towards and beliefs about dissent, obedience, rebellion and faith</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 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, and so on</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 Tetzels, 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 possibly revolutionary nature of Luther's own actions, for example burning a papal bull; a flood of critical writings in 1520, especially; his appearance and defiance at the Diet of Worms in 1521</li> <li>• Explanation of the context against which Luther's teachings and writings may be set: preconditions of anti-clericalism, unease at the sale of indulgences, protests against Church wealth and corruption</li> <li>• Explanation of the specific circumstances of the German Peasants' War of 1525 may be discussed and the appeal of particular writings, or interpretations of those writings, to peasants and 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 Luther's possible intentions in, for example, offering some sympathetic support for peasants before a more conservative reaction (<i>Against the Robbing and Murdering Hordes of Peasants</i>) was published</li> <li>• Consideration of Luther's actions in debates, at the Diet of Worms, in accepting the protection of Frederick the Wise, and so on</li> <li>• Consideration of the pre-conditions which offered a ready market for radical ideas within the Empire and beyond, which included a fragmented political structure, a lack of control over presses and preachers and a public appetite for tracts and publications critical of authority</li> </ul>
(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Explanation of the long-standing late-medieval context of millenarianism, a focus on the mystical and spiritual and a belief in academic dispute may be considered as the positive context for Anabaptism; a rejection of common values, a desire for exclusivity and a rejection of many forms of authority were more negative traditions</li> <li>• Explanation of the life and work of Thomas Munzer may be a focus; his actions within Saxony and support for the Peasants' War may be discussed; likewise events in Munster in 1534-5 may well be assessed</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 Anabaptist attitudes and intentions towards the rich, the Church and lay authority may be explored fruitfully; the reluctance of many of their number to recognise any authority but God posed an extreme challenge to contemporaries</li> <li>• Consideration of Anabaptist actions in Munster and elsewhere may help explain the nature of the threat: communal property-holding, enforce polygamy and so on</li> </ul>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>Explanation of the context of a weak Empire, with Charles V unwilling or unable to take decisive military action in Saxony, Bohemia or the Netherlands may be addressed</li> </ul>		<ul style="list-style-type: none"> <li>Consideration of contemporary attitudes towards and beliefs about loyalty, service, faith and justifications for the use of violence</li> </ul>
5 (a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>Explanation of whether 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; the extent that such ideas influenced some French people at the time</li> <li>Explanation of 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; the extent to which such ideas were understood and disseminated</li> <li>Explanation of the direct or indirect causal effect of such ideas and attitudes on the actions and events of 1789</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 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>Consideration of the actions of leading politicians and figures in the build-up to the revolution</li> <li>Consideration of contemporary ideas about and attitudes towards social and institutional reform, sovereignty, democracy, rights and freedoms</li> </ul>
(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>Explanation of the states of affairs which saw financial and economic difficulties for the French crown, for example bad harvests in 1786 and 1788; the 'Revolt of the Nobles</li> <li>Explanations of the actions of e.g. Calonne in summoning the Assembly of Notables in 1787 and of the Paris <i>parlement</i> in asserting that only an Estates-General could approve new taxation</li> <li>Explanation of popular demands for the first summoning of the Estates-General since 1614 and</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 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</li> <li>Consideration of relevant actions and events such as the Reveillon riots and the drawing up of <i>cahiers des doléances</i></li> </ul>

Question		Answer	Marks	Guidance
		discussions about how the body should meet and vote		<ul style="list-style-type: none"> <li>Consideration of contemporary ideas about and attitudes to reform, democracy, kingship and justice</li> </ul>
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 increasing concern on the part of Austria and others for the safety of Louis XVI and Marie Antoinette (Emperor Leopold II was Louis' brother-in-law); the events of 1791 including the Flight to Varennes and the existence of émigré nobles and army officers with intentions to preserve monarchical rule</li> <li>Explanation of the actions by the Emperor and Prussia in issuing the Declaration of Pillnitz in 1791, outlining a willingness to use force if necessary to protect the French crown; reactions in Paris to the document and to the Brunswick Manifesto of July 1792</li> <li>Explanation of the intentions of the Convention in declaring war on Austria in April 1792, its nearest opponent by virtue of possession of the Austrian Netherlands</li> <li>Explanation of the actions of Dumouriez and the Girondists in stirring up patriotic defiance of Prussia and Austria in particular</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 importance of an émigré population and of hostile counter-revolutionary forces on France's eastern borders</li> <li>Consideration of the actions of key players such as Dumouriez, Leopold II and Louis XVI</li> <li>Consideration of ideas of monarchy and justifications for preserving it, of democracy and explanations of the legitimate use of force</li> </ul>
	(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>Explanation 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; the impact of such actions and ideas in the Vendee</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>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</li> </ul>

Question		Answer	Marks	Guidance
		<ul style="list-style-type: none"> <li>Explanation 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</li> <li>Explanation of the circumstances surrounding the revolt in the Vendee in the context of local hatred of political control from Paris</li> </ul>		<ul style="list-style-type: none"> <li>Explanation of the actions of the Convention, the CPS, Robespierre and the leading provincial opponents of the Terror</li> <li>Explanation of contemporary ideas about and attitudes towards revolution, the centralisation of power, local autonomy and war</li> </ul>
7	(a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>Explanation of the nature of and reasons for middle class opposition, often rooted in demands for greater democracy</li> <li>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 this</li> <li>Explanation of key events leading up to the Bloody Sunday protest of January 1905, for example the Potemkin Mutiny</li> <li>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</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 radical and revolutionary ideas held by groups and individuals; the aims of these groups and the reasons for the differences between them</li> <li>Consideration of the short-term events and triggers which brought unrest to a head in 1905, e.g. the actions of petitioners and the Russo-Japanese War</li> <li>Consideration of the actions of the key players in the drama such as the Tsar himself, or of Bolsheviks and Mensheviks, and why those actions contributed to widespread popular 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 use of military force and the continuing loyalty of the army in particular to the Tsar; the opposition which this in turn caused</li> <li>• Explanation of divisions among protest and revolutionary leaders about their aims and methods; how 'widespread' in fact was the opposition in terms of social groups and its geographical extent?</li> <li>• Explanation of actions such as the issuing of the October Manifesto (1905) offering a Duma and some limited political reforms</li> <li>• Explanation of the actions of Stolypin in suppressing revolts and introducing land reforms and attempting with some success to boost industrial output</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 clashing ideas: a conservative, deep-rooted respect for monarchy facing challenge from liberal reformers and socialist revolutionaries of various persuasions; the diverse aims of petitioners, peasants and professional revolutionaries</li> <li>• Consideration of the actions of key individuals such as Witte and Stolypin in helping ensure the survival of Tsarism; divisions within Social Democratic ranks</li> <li>• Consideration of contemporary attitudes to and ideas about revolution, loyalty, protest and democracy</li> </ul>
8 (a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> <li>• Explanation 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</li> <li>• Explanation of the impact of earlier Stolypin reforms and rapid industrial growth, leading to the creation of a mass urban workforce suffering difficult condition</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</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's political opponents</li> <li>• Consideration 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</li> <li>• Consideration of contemporary ideas about 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 terms of his war leadership, his relations with his advisers and Duma, and the unpopularity of his wife, Alexandra; how much 'agreement' was there to the abdication?</li> <li>• Explanation of the impact of events such as army mutinies and the loss of confidence among some of the armed forces in the Tsar's leadership</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 in terms of his relations with his family and supporters, and of those of his opponents</li> <li>• Consideration of the actions of the Tsar politically, diplomatically and militarily</li> <li>• Consideration of contemporary ideas about and attitudes towards monarchy, war, revolution and domestic institutional reform</li> </ul>

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