

History B

Advanced Subsidiary GCE

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

Mark Scheme for January 2012

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

	Marks	AO1 Knowledge and Understanding
Level 5	1 – 5	Irrelevant or no judgements supported by: <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	No judgements supported by: <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		Answer	Marks	Guidance
1	(a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> • The peripatetic nature of the court, which meant that the key personnel of government were never far from Charlemagne's reach, even when on military campaign • Consideration 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' • The role of the court, as recorded by Einhard, in pursuing good administration in the provinces and reform of the coinage and economy 	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"> • Explanation of the actions of Charlemagne within his court and government which made the administration of a large Empire possible • Consideration of contemporary attitudes to learning and education, at a personal level for the Emperor himself but also throughout his court and kingdoms • Explanation of the events and actions which helped establish Charlemagne's court as a focus of lasting influence in Frankish government and culture
	(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> • The 806 Division, providing for a posthumous tripartite division of Charlemagne's inheritance • Explanation of an absence: why was there no mention of the passing of the imperial title to a son? This might legitimately include discussion of Frankish traditions among noblemen of partible inheritance • The deaths of Pippin in 810 and Charles in 811 and the impact these events had; the coronation of Louis, the sole surviving son in 813, as co-emperor and the possible impact of this action 	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"> • Questioning the assumption that Charlemagne did indeed fail to make satisfactory arrangements, which fell within a Frankish tradition and which arguably would have made perfect sense to contemporaries; Charlemagne had made a will, after all • Explaining intentions in relation to the complexity of the task facing the Emperor, given the scale and variety of the relatively new territorial acquisitions he had made • Explaining imperial actions against a changing context of the increased security which made the long-term retention of substantial territorial gains to the south and east more likely

Question		Answer	Marks	Guidance
2	(a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> • 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 unlikely • 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 • 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. 	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"> • 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) • Explanation of the importance of temporal concerns in eg Lombardy and southern Italian territories and how these may have affected diplomacy • Exploration of Charlemagne's role as a protector of Christianity within the Frankish kingdoms and an aggressive opponent of paganism and heresy beyond them

Question	Answer	Marks	Guidance
(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> • Consideration of the geographical and economic advantages which the Frankish kingdoms enjoyed, making a conscious revival on this scale possible and desirable; the pre-conditions for the Carolingian Renaissance • The availability of scholars prepared to move to Aachen permanently, including most famously Alcuin of York but also including for example Peter of Pisa, and the diverse skills (philological, artistic, linguistic etc) which they brought with them and promoted • The links between the revival of learning and the need to preserve and promote learning in order to support and expand Christianity within and beyond the Frankish kingdoms 	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"> • Consideration of whether the intellectual and artistic developments at Aachen and across the Frankish kingdoms (in monasteries, particularly) deserve to be called a 'Renaissance' in terms of their scale, quality and significance • Explanation of which possible motive or motives may have been more important than others in producing great works of architecture, an advanced script (Carolingian miniscule), copies of manuscripts and much else: practical political and administrative concerns, or learning for its own sake and benefits • Explanation of causal factors in relation to each other eg the long-standing need for improved communication and administration within Frankish lands, or the long-standing interest in reviving Roman ideals of Empire, weighed against the short-term 'triggers' of pagan and Muslim threats to Christendom

Question		Answer	Marks	Guidance
3	(a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> The state of affairs against which Luther's teachings may be set: allegations of papal laxity, wealth and corruption, manifested for example in the sanctioning of the sale of indulgences; some contemporary anti-clericalism and the challenges posed by Erasmus and humanist thinkers to papal teaching and thought The ideas within Luther's writings and teachings which offered profound challenges to the papacy, including the questioning of the doctrine of transubstantiation, the advocacy of the priesthood of all believers, and support for the idea of salvation by faith alone Explanation may be offered of the challenge to the papacy of academic debate (Cajetan and Eck) and their respective failures to silence Luther and stifle his ideas 	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"> Consideration of important theological ideas associated with Luther: <i>sola fide</i>, the rejection of papal authority, a desire to remove 'errors' in the Church's teaching, among many examples Explanation of Leo X's role, as pope, as interpreter of the Bible and key teachings, and as guardian of the spiritual and temporal wealth of the Church Consideration of the political, Saxony context for Luther's teachings and the protection offered to Luther by Frederick the Wise, for example, and the reasons for it

Question	Answer	Marks	Guidance
(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> • Consideration of the papacy's own failings to silence Luther by 'taking him on at his own game' and publishing effective, cogent rebuttals of his religious writings; an under-appreciation of the gravity and longevity of the threat Luther's teachings posed • Explanation of the failure to co-ordinate with Charles V in offering a sustained and effective challenge to Luther, and the failure to retain or win back the support of lay princes in Germany; events such as the Diet of Speyer in 1529 and the Confession of Augsburg 1530 may also be considered • Practical considerations such as the translation of the New Testament, the dissemination of Luther's copious writings by the printing press may be discussed 	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"> • An explanation of the actions and inactions of successive popes, and of those of other leaders instrumental in allowing Lutheranism to flourish or resisting papal attempts to curb the movement • Consideration of ideas of papal authority and infallibility, which continued to appeal to some but which alienated others and which may have contributed to a failure to respond quickly and decisively against Luther • Explanation of Luther's appeal to a wide variety of classes and groups within Germany and beyond which in turn made the Catholic Church's role harder to uphold and sustain

Question	Answer	Marks	Guidance
4 (a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> • 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 • 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 • The specific circumstances of the German Peasants' War of 1525 may be discussed along with the appeal of particular writings, or interpretations of those writings, to peasants and priests 	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"> • Explanation 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 • Consideration of Luther's actions in debates, at the Diet of Worms, in accepting the protection of Frederick the Wise, and so on • 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
(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> • 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 • 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 • 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 as part of the 'threat' posed 	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"> • Exploration 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 • Consideration of Anabaptist actions in Munster and elsewhere may help explain the nature of the threat: communal property-holding, enforced polygamy and so on • Associations with Lutheranism 'the radical Reformation' made an association for some between the movement which Luther had triggered and its more violent manifestations

Question		Answer	Marks	Guidance
5	(a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> • The August Decrees, abolishing the feudal system and the trappings of the Ancien Regime; the abolition of torture and the reduction in the number of crimes punishable by death • The Declaration of the Rights of Man and Citizen of August 1789 • The division of France into departments and the establishment of voting rights • The abolition of the Parlements and introduction of sweeping legal reforms; the reform of taxation • Church lands were sold via the issue of assignats; tithes were abolished and some church privileges likewise • The Civil Constitution of the Clergy, which was introduced in July 1790 	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"> • Consideration of the Assembly's intentions and attitudes in advancing a wide-ranging and fundamental reform of many long-standing practices and customs: positive and revolutionary or negative and reactionary? • Explanation of the actions of the Assembly in relation to the context of critical national finances and widespread popular protest; how much support was there for these reforms? • Explanation of the role and importance of revolutionary ideas and principles: how much 'success' was achieved, locally and nationally, in putting theory into practice?
	(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> • The Church's role as a major landholder and recipient of tithes and other incomes and taxes • The Church's role at the heart of the Ancien Regime as the supporter of the monarchy • Hostility surrounding clerical abuses: the wealth of senior members of the First Estate and the poverty of many curés; absenteeism and pluralism • 'increasing' hostility might be addressed most relevantly by looking at the Civil Constitution of the Clergy (June 1790), the reasons for its introduction and the reaction of the King, the papacy and the Constituent Assembly 	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"> • The rapidly changing social and political state of affairs in which the Catholic Church found itself during these years, an approach which must include post-July 1789 events and actions • Explanation of why the Church divided contemporary opinions so strongly and managed to unite its enemies over a number of key issues • Consideration of the Catholic Church's actions in response to the rapidly changing situation of 1789-91; did these responses in turn contribute to 'increasing hostility'

Question		Answer	Marks	Guidance
6	(a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> • Louis's reluctance to accept the August Decrees and the Declaration of the Rights of Man and Citizen in 1789 • The King's rejection of many of the Constituent Assembly's reforms of 1789-91 reforming law, taxation and traditional rights • The death of Mirabeau in 1791, which made possible compromise harder to achieve • The King's 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 • The King's actions in vetoing the Legislative Assembly's moves against émigrés and refractory priests 	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"> • Explanation of the rapidly changing political context of 1789-late 1792 which saw moves to shackle the monarch's power overtaken by demands to abolish the monarchy altogether • Consideration of the revolutionary ferment of ideas and explanation of why those ideas were held both by supporters and opponents of the monarch • Explanation of the relevance of key events within France and outside which may have affected Louis's thinking and actions
	(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> • Divisions of Girondins and Jacobins within the National Convention and Marat's decisive action in demanding a public ballot on the royal fate • Military defeats and the arrival of Prussian troops on French soil • Extreme political violence and massacres in the summer and autumn of 1792 including the September Massacres • The King's reluctance to accept demands for a constitutional style of rule and his actions in vetoing some proposals from the National Assembly • Long-standing grievances concerning the royal lifestyle and the role of the monarchy at the heart of the Ancien Regime 	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"> • Explanations which focus upon the aims of those who wished to abolish the monarchy and those who wished for some form of limited, constitutional rule • Consideration of the actions and intentions of the King himself during this period • Explanation of the revolutionary context of events within Paris, the provinces and Europe which saw attitudes towards Louis XVI polarising

Question		Answer	Marks	Guidance
7	(a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> • Middle class opposition, often rooted in demands for greater democracy, contrasted with the loyalty of others to Tsarism • The emergence of radical and revolutionary groups, notably the Socialist Revolutionaries and the Social Democratic Party and the reasons for this • Examination of the events leading up to the Bloody Sunday protest of January 1905, for example the <i>Potemkin</i> mutiny • Long-standing ethnic and nationality tensions within the Russian Empire • Long-standing peasant grievances, together with the poor living and working conditions experienced by many urban industrial workers 	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"> • 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 • Explanation of the short-term events and 'triggers' which brought unrest to a head in 1905 eg the actions of petitioners, and the Russo-Japanese War • Consideration of 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

Question	Answer	Marks	Guidance
(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> • The use of military force and the continuing loyalty of the army in particular • Divisions among protest and revolutionary leaders about their aims and methods • The issuing of the October Manifesto (1905) offering a Duma and some limited political reforms • The actions of Stolypin in suppressing revolts and introducing land reforms and attempting, with some success, to boost industrial output 	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"> • Consideration of clashing ideas: a conservative, deep-rooted respect for monarchy facing challenge from liberal reformers and socialist revolutionaries of various persuasions • Explanation of the actions of key individuals such as Witte and Stolypin in helping ensure the survival of Tsarism; divisions within Social Democratic ranks; the actions of the 'Black Hundreds' in rallying pro-Tsarism support and attacking its opponents • Consideration of the diverse aims and intentions of protesting groups in 1905: petitioners, peasants, professional revolutionaries and many others

Question		Answer	Marks	Guidance
8	(a)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> • The context for the issuing of the April Theses: the success of the Petrograd Soviet and Kerensky's Provisional Government in working together in the early months following the Tsar's abdication • The belief of some in the need for democratic elections which again helped quell demands for more radical or revolutionary change • The appeal of the April Theses: to whom were they addressed and to whom did they appeal? • Bolshevik unpreparedness thereafter manifest for example in the Kronstadt revolt, the July Days and the exile or jailing of Lenin and other senior Bolsheviks 	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"> • Consideration of key Bolshevik ideas (and their relationship to the ideas of Marx) and the extent of their appeal to different groups within Russia in the spring and summer of 1917 • The actions and judgements of Lenin at the Petrograd Station; the actions of other Bolshevik leaders and of their opponents, particularly Kerensky • Events which were contributing to the destabilising of the dual government, especially military defeats on the Eastern Front, which did not benefit the Bolsheviks until the autumn
	(b)	<p>Key content for this question may include:</p> <ul style="list-style-type: none"> • Changed circumstances since March 1917 which made the chances of success greater, in particular the actions of Kerensky's Provisional Government • The sheer force of Lenin's personality and the clear messages which had come across, with success, since the issuing of the April Theses • The success of the Bolsheviks in helping to put down Kornilov's Revolt in September 1917 • Support from the Moscow and Petrograd Soviets, together with that of the Kronstadt naval base, which made a successful coup more likely 	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"> • Explanation 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 • Consideration of the weaknesses and failings of the Provisional Government in losing popular support and failing to control key military and civilian positions • Explanation of the actions of the Bolsheviks in seizing key public buildings and positions and maintaining the support of the Petrograd Soviet and Kronstadt sailors

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