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HISTORY **9389/32**

Paper 3 Interpretations Question **October/November 2016**

MARK SCHEME

Maximum Mark: 40

Published

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General Levels of Response

For the purposes of marking, the interpretation is taken to be what the historian says in the given extract, the nature of the claims made and the conclusions drawn. The approach is seen as what the historian brings to their study of the topic, what they are interested in, the questions they ask, the methods they use. There is a close interrelationship between the interpretation and the approach, since the former emerges from the latter, and marking will not insist on any rigid distinctions between the two.

Marks will be awarded according to the following criteria. Markers will be instructed first to determine the level an answer reaches in relation to AO2(b), and to award a mark accordingly. In general, the mark subsequently awarded in relation to AO1(a) will be in the same level, since the ability to recall, select and deploy relevant historical material will be central to any effective analysis and evaluation of the interpretation. However, in exceptional cases, generally where answers lack effective contextual support, markers will have the discretion to award marks in different levels for the two assessment objectives.

AO2(b)	Analyse and evaluate, in relation to historical context, how aspects of the past have been interpreted and represented in different ways	Marks
Level 5	Demonstrates a complete understanding of the interpretation and of the approach(es) used by the historian in reaching this interpretation. Explains the interpretation/approach(es) using detailed and accurate references both to the extract and to historical context.	17–20
Level 4	Demonstrates a sound understanding of the interpretation and of the approach(es) used by the historian in reaching this interpretation. Explains the interpretation/approach(es) using the extract and historical context.	13–16
Level 3	Demonstrates understanding of aspects of the interpretation. Explains points made using the extract and historical context.	9–12
Level 2	Summarises the main points in the extract. Demonstrates some understanding of the historical context.	5–8
Level 1	Writes about some aspects of the extract. Includes some accurate factual references to the context.	1–4
Level 0	Response contains no relevant discussion.	0

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AO1(a)	Recall, select and use historical knowledge appropriately, and communicate knowledge and understanding of History in a clear and effective manner	Marks
Level 5	Demonstrates detailed and accurate historical knowledge that is entirely relevant, and is able to communicate this knowledge clearly and effectively.	17–20
Level 4	Demonstrates detailed and generally accurate historical knowledge that is mainly relevant, and is able to communicate this knowledge clearly.	13–16
Level 3	Demonstrates mainly accurate and relevant knowledge, and is able to communicate this knowledge adequately.	9–12
Level 2	Demonstrates some accurate and relevant knowledge, and can communicate this knowledge.	5–8
Level 1	Demonstrates some knowledge, but ability to communicate is deficient.	1–4
Level 0	Demonstrates no relevant historical knowledge.	0

Interpretation of the General Levels of Response

The critical decision in marking is on the correct level in AO2 in which to place an answer. All depends on the meaning of certain key words:

L5 – *complete* understanding of the interpretation: these answers show a consistent focus on the Big Message, with appropriate support from the extract and knowledge (which can be knowledge of interpretations as well as contextual knowledge).

L4 – *sound* understanding of the interpretation: these answers engage with elements of the Big Message, but without explaining the BM as a whole. They may only cover part of the BM. In effect, they are consistent and accurate, but not complete. They will probably cover sub-messages too, but these will be seen as less important. They will also be properly supported.

L3 – understanding of *aspects* of the interpretation: these answers see the extract as an interpretation (i.e. the creation of an historian), but only engage with sub-messages which are supported, or identify aspects of the BM without properly supporting them, or use a part of the extract to argue for an interpretation which would not be sustainable on the whole of the extract. Typically, they think there are multiple interpretations, often a different one in each paragraph.

L2 – summarises the main points in the extract: at this stage there is work on the extract but this is simply on what it says. There is no valid explanation of the extract as an interpretation.

L1 – writes about some aspects of the extract: these answers barely engage with the extract. There are merely fragments of relevant material.

In L4 and L5, you may allow minor slips in accuracy, relevance, consistency, etc. as long as you judge that they do not undermine the argument as a whole.

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Section A: Topic 1

The Causes and Impact of British Imperialism, c.1850–1939

1 What can you learn from this extract about the interpretation and approach of the historian who wrote it? Use the extract and your knowledge of the British Empire to explain your answer. [40]

Interpretation/Approach

The main interpretation is that in India Muslims suffered more than other groups from British rule, and that this became worse as time went by. Showing understanding of the Big Message will require explanation of both these aspects. The extract shows how British rule undermined the traditional cultural world of Indian Muslims, and how others in Indian society were better able to accommodate British rule.

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Section B: Topic 2

The Holocaust

2 What can you learn from this extract about the interpretation and approach of the historian who wrote it? Use the extract and your knowledge of the Holocaust to explain your answer. [40]

Interpretation/Approach

The main interpretation is that it was Nazi racialism that drove the Final Solution rather than anti-Semitism, and that structural elements in German society (pre-existing racism and/or willingness of professionals to cooperate) facilitated its implementation. Showing understanding of the Big Message will require explanation of both these elements. Merely noting that there were victims other than Jews is not enough for the BM. The extract places Hitler's views on race at the centre of the interpretation, and shows how in Germany an aggressive chauvinism emphasised the inferiority of other races. The historian shows direct parallels between the treatment of the Sinti/Roma and the Jews. This is a definition of the Holocaust that broadens its scope to include all victims of Nazi racial murder. Candidates might plausibly argue that the interpretation is broadly structuralist or a synthesis.

Glossary: Candidates may use some/all of the following terms: *Intentionalism* – interpretations which assume that Hitler/the Nazis planned to exterminate the Jews from the start. *Structuralism* – interpretations which argue that it was the nature of the Nazi state that produced genocide. There was no coherent plan but the chaotic competition for Hitler's approval between different elements of the leadership produced a situation in which genocide could occur. *Functionalism* is closely related to structuralism. It sees the Holocaust as an unplanned, ad hoc response to wartime developments in Eastern Europe, when Germany conquered areas with large Jewish populations. Candidates may also refer to *synthesis* interpretations, i.e. interpretations which show characteristics of more than one of the above. What counts is how appropriate the use of this kind of terminology is in relation to the extract, and how effectively the extract can be used to support it.

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Section C: Topic 3

The Origins and Development of the Cold War, 1941–1950

3 What can you learn from this extract about the interpretation and approach of the historian who wrote it? Use the extract and your knowledge of the Cold War to explain your answer. [40]

Interpretation/Approach

The main interpretation is that both the USA and the USSR were to blame for the Cold War. This is a post-revisionist interpretation. Showing understanding of the Big Message at L5 will require demonstration using the extract of the culpability BOTH of the USA and the USSR (i.e. individually and separately).

The historian argues that, given the nature of the two main victor powers, the Cold War was inevitable, and that it was a product of neither side being willing or able to modify its policies to accommodate the new realities of the post-war world. The extract blames the USA for abusing its position of strength at the end of the war, but also blames Stalin for his mistrust and hostility. In short, both sides are blamed, which supports a post-revisionist conclusion.

Glossary: *Traditional/orthodox* interpretations of the Cold War were generally produced early after WW2. They blame the Soviet Union and Stalin's expansionism for the Cold War. *Revisionist* historians challenged this view and shifted more of the focus onto the United States, generally through an economic approach which stressed the alleged aim of the US to establish its economic dominance over Europe. *Post-revisionists* moved towards a more balanced view in which elements of blame were attached to both sides. Since the opening of the Soviet archives post-1990, there has been a shift to attributing prime responsibility to Stalin – a *post-post-revisionist* stance which often seems very close to the traditional view. What counts is how appropriate the use of this kind of terminology is in relation to the extract, and how effectively the extract can be used to support it.

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