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**HISTORY****9389/31**

Paper 3 Interpretation Question

**October/November 2018****MARK SCHEME**Maximum Mark: 40

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**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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This document consists of **7** printed pages.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

**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. It is not what the extract says: it is what you can infer from the extract. The approach is seen as what the historian brings to their study of the topic, what they are interested in, the questions s/he asks, the methods they use. There is a close inter-relationship 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.

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

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

### 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. They may only cover part of the BM. They may think the extract has *other* BMs, which actually are only sub-messages. 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.
- 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.

Question	Answer	Marks
1	<p><b>The Causes and Impact of British Imperialism, c.1850–1939</b></p> <p><b>Interpretation/Approach</b>            The main interpretation is that <u>while white women did help bring about the end of empire, this was not in the manner that has traditionally been assumed.</u> Showing understanding of the Big Message will involve discussion of both these aspects. The extract focuses on gender and the impact it had on imperial society. It argues that white women challenged the imperial status quo through their educational work. In this they served as role models for women from subject races. Using the example of Malaya the extract shows how white women educators challenged assumptions of imperialism by providing a form of education which served the needs of subject women, rather than those of the empire. This agrees with the traditional interpretation that women served to undermine imperial rule, but differs with it on how this came about.</p> <p><u>Glossary:</u> the two main areas of interpretation have been (i) on whether imperial policy was determined at the centre (the metropole) or at the periphery (in the territories of the empire). This can involve debates on who was making the decisions at the centre (the ‘official mind’, ‘gentlemanly capitalists’, etc.) or at the periphery (the ‘man on the spot’); and (ii) on whether the British Empire was characterised by a preference for formal (i.e. direct rule over annexed territory) or informal (i.e. indirect control mainly through and for commercial interests). 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.</p>	40

Question	Answer	Marks
2	<p><b>The Holocaust</b></p> <p><b>Interpretation/Approach</b></p> <p>The main interpretation is <u>that by late 1941 Hitler had taken the decision to radicalise policy against the Jews, but functionaries like Himmler were the ones who were left to determine how this would be carried out.</u> Showing understanding of the Big Message will involve discussion of both these aspects. The extract argues that Hitler was the initiator of policy, but that his wishes were intuited and brought to fruition by functionaries. Thus, it was no accident that these people launched mass murder more or less simultaneously. The signal of deportations to the East was enough. This is an intentionalist interpretation – Hitler is the central element in providing a direction of policy – others were merely responsible for determining the ‘how’, ‘where’ and ‘when’. To achieve L5 answers MUST prioritise Hitler over the subordinates, i.e. recognise that the interpretation is fundamentally intentionalist. By focusing on the subordinates candidates may conclude that the interpretation is functionalist – but the extract contains no argument for contingent factors (there is no mention of war), so these arguments will not score higher than L3. However, including mention of structuralism in relation to the subordinates makes some sense, and could be used to back up a synthesis with intentionalism.</p> <p><u>Glossary:</u> Candidates may use some/all of the following terms:  <i>Intentionalism</i> – interpretations which assume that Hitler/the Nazis planned to exterminate the Jews from the start. <i>Structuralism</i> – 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. <i>Functionalism</i> 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 <i>synthesis</i> 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.</p>	40

Question	Answer	Marks
3	<p data-bbox="316 248 1126 282"><b>The Origins and Development of the Cold War, 1941–1950</b></p> <p data-bbox="316 315 655 349"><b>Interpretation/Approach</b></p> <p data-bbox="316 349 1310 752">The main interpretation is that <u>the Truman Doctrine was misconceived/an error, and that Truman/the US can be blamed for worsening Cold War tensions</u>. Showing understanding of the Big Message will involve discussion of both these aspects. The extract argues that the Doctrine served to signal the defeat of American diplomacy and launched a new struggle. The writer does not suggest that the United States should simply have ignored Soviet expansion, but still believes that the Doctrine was a self-defeating over-reaction. In its sharply critical approach to the Doctrine and Truman's policies in general, the extract signals a clearly revisionist stance. Some candidates may, less persuasively, see it as post-revisionist as it also contains elements of criticism of the Soviet Union, but this cannot be credited as more than L3. Any other label will be no more than L3.</p> <p data-bbox="316 786 1318 1223"><u>Glossary:</u> <i>Traditional/Orthodox</i> interpretations of the Cold War were generally produced early after WW2. They blame the Soviet Union and Stalin's expansionism for the Cold War. <i>Revisionist</i> 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 United States to establish its economic dominance over Europe. <i>Post-revisionists</i> 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 <i>post-post-revisionist</i> 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.</p>	40