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Paper 3 Interpretations Question 31

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MARK SCHEME

Maximum Mark: 40

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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. 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.

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

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. 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.

Section A: Topic 1 The Causes and Impact of British Imperialism, c.1850–1939

Question	Answer	Marks
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 Interpretation/Approach The extract is about the cultural impact of Empire. The main interpretation is that <u>awareness of Empire was at the heart of British popular culture, and acted as a powerful unifying force in British society.</u> Showing understanding of the Big Message will involve discussion of both these aspects. The extract argues that whilst the public were not particularly interested in the details of imperial policy, they were fascinated by the existence of the Empire, which did much to define a national self-image based on notions of racial superiority. In the nineteenth century the awareness of Empire was further enhanced by the development of a variety of media. The extract gives opportunities for discussing approaches as well as interpretation; this is a cultural approach, evidently based on the use of a wide variety of sources across aspects of British social, as well as political, life.	40

Section B: Topic 2 The Holocaust

Question	Answer	Marks
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. Interpretation/Approach The extract is about victims and their responses to the Holocaust. The main interpretation is that <u>Jewish women were better able to deal with the privations of the Holocaust than men, because of how they had been socialised which gave them coping mechanisms.</u> Showing understanding of the Big Message will involve discussion of both these aspects. At L5 an answer would have to show not merely why women could cope more effectively, but also why men coped less effectively. The extract is not concerned with causation of the Holocaust. The extract offers opportunities to discuss approaches as well as interpretation, seeming to be based mainly on memoirs and memories. <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 is used to support it.	40

Section C: Topic 3 The Origins and Development of the Cold War, 1941–1950

Question	Answer	Marks
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. Interpretation/Approach This extract is about US diplomacy at the end of the war. The main interpretation is that <u>the Americans failed to make the most of the real opportunities that were open to them, but this does not mean they were to blame for the Cold War.</u> Showing understanding of the Big Message will involve discussion of both these aspects. Candidates might find it hard to pin down who the extract is blaming, and are most likely to conclude that it is revisionist in blaming the USA: properly developed, this type of answer will be L4. However, whilst the primary focus of the extract is on the USA, and the failure of its diplomacy, this is not the same as blaming the USA for the Cold War. The failure was in making <i>existing</i> tensions worse. As there is a distancing from the revisionists in paragraph 1, and there is no move to exonerate the USSR, it is safer to conclude that, while it might appear revisionist, <i>it can't be</i>. Candidates that demonstrate this logic will conclude that the interpretation can only be post-revisionist, and would be awarded L5. However, straightforward arguments that the extract blames both/neither, so must be post-revisionist, will be awarded L3. Glossary: <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 US 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.	40