

Mark Scheme (Results) Summer 2008

GCE

AEA History (9846) Paper 01

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

GENERAL INSTRUCTIONS (applicable to both Sections A and B)

In questions where each level contains a range of marks, bullet points one and two should be used to decide the level which the answer has reached. When awarding marks within a level, move up or down from the mid-point according to the extent to which the remaining criteria are met.

GENERIC LEVEL DESCRIPTORS

Level	Mark	Descriptor
Level 1	1-2	The answer shows the ability to: <ul style="list-style-type: none"> • comprehend and begin to analyse the key points of argument. • select appropriately from the source material in support of the analysis offered.
Level 2	3-4	<ul style="list-style-type: none"> • The answer shows the ability to understand the basis of the arguments offered by the author.
Level 3	5-6	<ul style="list-style-type: none"> • The answer shows the ability to explore the arguments offered with confidence and discrimination. • Treatment of argument and discussion of evidence selected will show that the work has been fully assimilated.

Question Number	Indicative content	
1(a)	Howard's central argument is that (i) all societies have a view of the past which shape the collective consciousness (ii) the professional historian's key responsibility is to try to ensure that society's view of the past is not inaccurate, distorted, unduly 'present-minded' or partisan - in other words to ensure that society's view of the past is not based on bad history. The implication is that the professional historian has a responsibility to find out what really happened in the past and what the past was like. Howard also suggests that the professional historian has a responsibility to ensure that undergraduates and others don't succumb to simplistic notions that history teaches lessons.	
Level	Mark	Descriptor
Level 1	1-2	Simple statements. Responses which focus on Howard's core point as described above and which effectively confine themselves to lines 28-38. At this level quotation / citation / paraphrase will predominate but it should be evident that there is some underlying understanding of what it is the author is arguing.
Level 2	3-4	Developed statements in which the candidate demonstrates a secure understanding of Howard's core argument and expresses that understanding to some degree in his or her own words. At the lower end of the level (3 marks) elements of paraphrase may not be absent. Answers which deal with the core point but which also range beyond it without being really assured on either can be considered for Level 2.
Level 3	5-6	Developed and secure explanation. Essentially at this level we should be looking for notably assured treatments of the core point but also some well-founded treatment of additional arguments identified above. A really exceptional treatment of the core point only could be considered for 5 marks.

GENERIC LEVEL DESCRIPTORS

Level	Mark	Descriptor
Level 1	1-5	<ul style="list-style-type: none">• The answer shows adequate understanding of the proposition and demonstrates some conceptual awareness.• Historical knowledge deployed in relation to the question is adequate and appropriately selected.• The answer offers some development of the analytical points made.• The candidate will be able to analyse complex historical ideas which will be communicated in logical and generally well-structured ways.
Level 2	6-10	<ul style="list-style-type: none">• The answer shows a clear understanding of the analytical demands of the question, demonstrating secure conceptual awareness.• The historical knowledge deployed in relation to the question will be secure, and well selected, demonstrating an understanding of period, as appropriate.• Points are adequately developed and some may be convincingly thought through.• The candidate's ability to analyse complex historical ideas will be communicated in writing which is controlled, coherent and well-directed.
Level 3	11-14	<ul style="list-style-type: none">• The answer shows a clear and complete understanding of the analytical demands of the question.• Historical knowledge will be related precisely and effectively to the question set, demonstrating confidence in moving between generalisation and detailed discussion.• The author's argument is fully analysed and the candidate's argument in response is convincingly developed.• The answer displays independence of thought in its ability to assess the validity of the author's view.• The candidate's ability to analyse complex historical ideas and concepts will be communicated in writing which is controlled, coherent and well-directed throughout.

Question Number		Indicative content
1(b)		Not quite the demand for a piece of straightforward if tightly-focused empirical history which has been made in previous papers, but on-side in terms of the subject criteria and likely to be popular with the candidature. The candidature will be familiar with historiographical disputes, but those who can only describe these disputes without being able to explain with some precision the nature of the challenge will not impress. In the best work, three elements will be present: (i) a clear understanding of the 'fresh perspectives', (ii) a clear understanding of the earlier interpretation, and (iii) a secure and well-founded explanation of the nature of the challenge offered by (i) to (ii). As ever with the 1 (b) question, depth of contextual knowledge and understanding (in this case of interpretations) is central to the determination of level.
Level	Mark	Descriptor
Level 1	1-5	Simple statements. Lightweight, generalised, set-piece descriptions of an historiographical dispute which demonstrate some awareness of differing views but offer no developed explanation of the way in which the earlier interpretation was challenged by the later. NB Rehearsed answers on (e.g.) 'structuralist' and 'intentionalist' interpretations of NS Germany would fall into this category.
Level 2	6-10	Developed statements. The candidate is able to identify / name an individual historian or school of historians and is able to show in a reasonably full and well-informed way how the views put forward by the individual / school differed from what had previously been the conventional wisdom. At this level, though, the two views may be juxtaposed or contrasted as opposed to the nature of the challenge offered by one to the other being <i>explained</i> .
Level 3	11-14	Developed explanation. The candidate demonstrates impressively full and detailed knowledge and understanding of both the 'fresh perspective' and the 'earlier interpretation' (identifying / naming the historians / schools of historical writing involved in a very secure and well-founded way) and <i>explains</i> in a precise and controlled way how one challenged the other.

GENERIC LEVEL DESCRIPTORS

Level	Mark	Descriptor
Level 1	1-6	<ul style="list-style-type: none">• The answer shows adequate understanding of at least one proposition and, in considering it, demonstrates some conceptual awareness.• The historical knowledge deployed in relation to the question is adequate and appropriately selected.• The answer offers some development of the analytical points made.• The candidate will be able to analyse complex historical ideas which will be communicated in logical and generally well-structured ways.
Level 2	7-14	<ul style="list-style-type: none">• The answer demonstrates secure conceptual awareness, showing a clear understanding of the arguments of at least one source and offering integrated responses calling on other reading and appropriately selected historical knowledge.• The historical knowledge deployed in relation to the question will be secure and well selected, demonstrating an understanding of period, as appropriate.• Points are adequately developed and some may be convincingly thought through.• The candidate's ability to analyse complex historical ideas will be communicated in writing which is controlled, coherent and well-directed.
Level 3	15-20	<ul style="list-style-type: none">• The answer shows a clear and complete understanding of the analytical demands of the question and its full conceptual demands are met.• Historical knowledge will be related precisely and effectively to the question set, demonstrating confidence in moving between generalisation and detailed discussion.• The authors' arguments are assimilated and the candidate's argument in response is convincingly developed.• The answer displays independence of thought in its ability to assess the validity of the presented views (Sources 1 and 2) in the light of own knowledge and reading• The candidates ability to analyse complex historical ideas and concepts will be communicated throughout in writing which is well-controlled, coherent and well directed throughout

Question Number		Indicative content
1(c)		The sources offer a good deal in the way of ideas and arguments to get candidates under way. Source 1 (i) suggests that imagination is required to understand and reconstruct the mentalities and thought processes of people in the past, and (ii) suggests that imagination can be used to suggest alternatives and counter-factuals, even though this is an activity of which Howard disapproves. Source 2 (i) points to imagination being needed fill the gaps in the sources as well as (ii) reinforcing what Source 1 has to say about the role of imagination re empathising with people in the past. Source 2 also makes specific reference to the role of imagination in giving plausible accounts of motives. Source 2 also points to some of the other qualities which the historian needs, notably (i) mastery of the relevant sources (ii) critical skill in evaluating them (iii) the ability to write well. There's much that could be said relating to imagination and other qualities which isn't mentioned in the sources (e.g. the need to be detached, unbiased) or foregrounded in the sources (motives and counter-factuals only receive brief mention) so there's plenty of scope to develop answers on the basis of 'own knowledge'.
Level	Mark	Descriptor
Level 1	1-6	Simple statements. Endorsement of the quotation exclusively or very largely on the basis of the sources alone - that is (i) answers are all about the role of imagination and there is either no recognition, or only limited recognition, of the need to examine the importance of imagination relative to other qualities needed by the historian, (ii) ideas and exemplification derived from 'own knowledge' are very largely absent.
Level 2	7-14	Developed statements. Acknowledges the comparative thrust of the question and offers comment on the part played by imagination and other qualities, but tends to list points in relation to the two separately rather structuring the essay around a clear judgement made in relation to the question - that is, non-committal answers which don't argue explicitly and in a sustained way either for or against the centrality of imagination. Answers at this level are likely to be predominantly source-based but there will be clear and reasonably extensive use of 'own knowledge' in the form either of exemplification or of the introduction points /arguments which are not there in the sources.
Level 3	15-20	Developed and penetrating explanation. Answers structured around a clear judgement made in relation to the centrality of imagination. Answers very well shaped and controlled. Extensive and impressive use of 'own knowledge' as well as of the sources such that the answer can be described as a highly effective and coherent synthesis of the two. At the very top of this level (19-20 marks), 'own knowledge' is likely to be used effectively to introduce new ideas/arguments - ones not in the sources - and not just to exemplify and develop points which are there in the sources.

Section B

GENERIC LEVEL DESCRIPTORS

Level	Mark	Descriptor
Level 1	1-6	<ul style="list-style-type: none">• The answer shows adequate understanding of the focus of the question, demonstrating some conceptual awareness• Historical knowledge related to the question is adequate and appropriately selected.• The answer offers some development of the analytical points made.• The candidate will be able to analyse complex historical ideas which will be communicated in logical and generally well-structured ways.
Level 2	7-14	<ul style="list-style-type: none">• The candidate offers an answer which shows a clear understanding of the analytical demands of the question and demonstrates secure conceptual awareness.• Historical knowledge deployed in relation to the question will be well selected, secure and accurate.• Points are adequately developed some may be convincingly thought through.• The candidate's ability to analyse complex historical ideas will be communicated in writing which is controlled, coherent and well-directed.
Level 3	15-20	<ul style="list-style-type: none">• The answer shows a complete and clear understanding of the analytical demands of the question and its full conceptual demands are met.• Historical knowledge will be related precisely and effectively to the questions set, demonstrating confidence in moving between generalisation and detailed discussion• All arguments are convincingly developed and the answer displays genuine independence of thought• The candidate's ability to analyse complex historical ideas and concepts will be communicated in writing which is controlled, coherent and well-directed throughout.

Question Number	Indicative content	Mark
2.	<p>Some candidates will take the quotation at face value and will produce example-led answers of the 'yes, it does' kind. This kind of work will be Level 1 or lower Level 2 depending on the depth and weight of what is offered. Those who try to develop a balanced case while continuing to take the quotation at face value (eg power corrupts in some cases, but not all) are going to get solidly in to Level 2 provided that secure exemplification is offered. Note that 'secure' here refers to range as well as depth of exemplification. If answers are built around a very limited number of cases and are superficial, this will point in the direction of Level 1. The strongest candidates are going to consider the possible meanings of the quotation and to produce answers built around these possible meanings. For instance, is the suggestion simply that power has a corrosive effect on personal morality and that those who wield power inevitably succumb to (eg) venality? Or does 'power corrupts' mean that principle and idealism inevitably get left behind in the struggle for political survival? There are other plausible interpretations of the meaning of the phrase which might figure in answers. NB answers which get mired in the issue of definition and don't really get on to the business of testing definitions against the historical record are likely to be Level 1 or lower Level 2. NB The 'before the twenty-first century' qualifier is there to close off unhistorical Blair/Bush answers: do not be indulgent to work which is fundamentally unhistorical</p>	20

Question Number	Indicative content	Mark
3.	<p>The intention here is to give an opportunity to consider whether religious institutions/organised religion by and large upholds the political and economic status quo rather than challenging it. Approaches which argue the issue out in relation to a particular historical period will be as acceptable as those which range more widely across periods. Much will depend here on the level of contextual knowledge and understanding, but in the strongest answers (Level 3) there should be explicit consideration of both 'social' and 'political' influence (that is, consideration should be given not only to whether churches tend to support established political regimes but also to whether they tend to legitimate particular social orders). Answers which don't differentiate between the two but which are otherwise solidly argued and exemplified are likely to be solid Level 2. It might be said that the question might be more appealing to medievalists or early modernists than to late modernists, but a well-informed student of nineteenth-century Britain or of the inter-war dictatorships will not be at all short of things to say.</p>	20

Question Number	Indicative content	Mark
4.	<p>The focus here is intended to be on the consequences of imperial rule for those colonised. Answers with a different 'imperial' focus, such as the reasons why empires were acquired, will simply miss the point and cannot get beyond lower Level 1. The intention is to encourage commentary of the evaluative, 'balance sheet', kind and those who offer solidly well-informed and reasonably wide-ranging commentary of this sort are likely to get comfortably into Level 2. However, answers which straightforwardly endorse the quotation could get to Level 2 or 3 if argued in a penetrating and knowledgeable way. For Level 3, look not only for depth of knowledge but also for impressive range of arguments on the effects of imperial rule. NB There's no explicit bar on confining answers to one empire, so the full range of marks is open to such work. Note, however, the significance of 'always': if an answer is confined to one empire, expect quite a wide chronological range, some sweep and command over the whole history of the empire in question, before going to higher Level 3. Answers which are clearly restricted and partial (e.g. dealing with the British Empire only, say, in the era of the slave trade) are likely to be Level 1 or lower Level 2.</p>	20

Question Number	Indicative content	Mark
5.	<p>Challenge to the quotation is the likeliest approach here, and work which is wide-ranging and well-supported could get to Level 3 even if nothing is said to the detriment of local history. The arguments which might be expected to feature include (i) local studies can act as the building blocks on which national histories, or parts of them, can be constructed, (ii) local studies can be used explicitly to test hypotheses floated in larger scale histories, (iii) some localities are important in their own right because of the significance of the developments which took place in them, e.g. industrial revolution Lancashire, (iv) the 'total history' advocated by some, such as the <i>Annales</i> school, can be argued to work best if the geographical area of study is tightly restricted (eg <i>Montaillou</i>) (v) contemporary interest in local history linked to beliefs in 'history from below'. Answers which are clearly restricted in both range of points and exemplification are likely to be Level 1 or lower Level 2. Look for work which is pretty wide-ranging and confident before going to higher Level 2 or Level 3. Candidates who make some of these pro-local history points well and can in addition make out some sort of a case against it (e.g. the danger of antiquarianism and of producing studies which don't really connect at any point with the broader concerns of historians) are likely to get to Level 3.</p>	20