

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

**Cambridge International Advanced Subsidiary and Advanced Level**

**MARK SCHEME for the May/June 2015 series**

**9389 HISTORY**

**9389/32**

Paper 3 (Interpretations Question), maximum raw mark 40

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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### General Levels of Response

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 relationship between the interpretation and the approach, since the former emerges from the latter. 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.	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

<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.	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

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### 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.

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## Indicative content

### 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 there was a continuity of imperial policy through the 19<sup>th</sup> century, and that this policy consistently showed a preference for informal methods of control, rather than the formal acquisition of territory. Showing understanding of the Big Message will involve coverage of both these aspects. The extract argues that the increase in territorial acquisitions in the later part of the century actually obscures the real successes of imperial exploitation, which lay in places other than Africa.

This interpretation is in direct contrast to the **traditional** view which assumes a discontinuity in imperial policy between mid-Victorian indifference towards empire and the ‘new imperialism’ of the latter part of the 19<sup>th</sup> century, which saw the expansion of the formal empire.

Candidates might discuss the debate of whether imperialism was driven from Britain itself (the metropole) or by the men and women ‘on the spot’ (the periphery) – this extract is focused on the metropole.

### 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 the Holocaust was caused by the eliminationist anti-semitism of the German people, which could be carried out once the Nazis achieved power. Showing understanding of the Big Message will involve coverage of both these aspects. This is Goldhagen’s view. The extract argues that this form of anti-semitism was unique to Germany (sub-debate of the Sonderweg thesis), and that this explains why the Holocaust was planned and carried out by Germans.

**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, whilst both sides in the Cold War share the blame for the mutual suspicion which characterised relations after WW2, the reason why this suspicion escalated so rapidly into the Cold War is explained by the nature of the Soviet state. The interpretation thus has features both of the traditional and post-revisionist views (and might be seen as post-post-revisionist). Demonstrating understanding of the Big Message will involve discussion of both these aspects. The extract argues that Marxist ideology was what made the difference in that, whilst the US remained a democracy, the Soviets would inevitably see it as an enemy.

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. In reality, even *within* each of the interpretations summarised above, there are great differences between the views of different historians.