

HAT MARKING SCHEME 2013

QUESTION ONE

1(a): In the first paragraph, how does the author account for the feelings that greeted the changes described above? Answer in one sentence using your own words.

Criteria Assessed

This is a specific question intended to test a relatively precise range of skills:

- careful and critical reading
- precision in the handling of concepts
- precision, clarity and facility of writing

In particular, this exercise demands that the candidates pay attention to and think about the text. They should show understanding of the author's words without simply translating or transcribing them.

Awarding of Marks

This question asks candidates to consider the author's argument about the nature of change as it was experienced by individuals in Germany at the time, and what change 'felt' like in this period.

The author emphasises two points:

1. the tangible, or concrete, nature of these changes;
2. the emotional experience associated with these changes, notably that change was 'unnerving', unfamiliar, or unprecedented.

For **9-10 marks**, candidates will correctly and concisely cover both points, accurately interpreting the point about the tangible nature of change (which does not, of course, contradict the argument by the author that such changes 'did not occur overnight') as well as capturing the author's emphasis on the new, unfamiliar, or unprecedented aspect of these changes. They will do so in a single grammatical sentence which makes sense.

For **5-8 marks**, candidates will, in a single sentence, cover both points, but with less precision; either by failing to understand the point about the tangible character of change, or by not specifying the nature of the emotional experience of change. Answers in this band may be less concise and/or more reliant either on language in the text or on extraneous knowledge, provided that they contain a single sentence and convincingly show understanding. An otherwise excellent answer which uses two sentences, or is seriously ungrammatical or very badly expressed, belongs in this band.

For **0-4 marks**, candidates will only cover one or neither of the points with any clarity. It may rely too much on the wording used by the author, or comment on the passage as a whole, or advance extraneous information. Answers in this band may also be very poorly expressed or contain two or more sentences without being especially accurate on the main point covered.

1(b): How does the author argue that German citizens re-created a sense of their identity?
Answer in not more than fifteen lines using your own words.

Criteria Assessed

The criteria for this question are:

- careful and critical reading
- analytical approach
- precision in the handling of concepts
- precision, clarity and facility of writing

In particular, this question is intended to test the ability of candidates to read the passage as a whole and to construct (in their own words) an accurate account of the relationship between the author's argument and his evidence. Much of the evidence for this is contained in the second paragraph.

Awarding of Marks

There are four essential areas for candidates to cover here:

- i) The author is arguing that people recreated their identities by re-thinking their environment and by actively developing new social patterns and practices.
- ii) The author indicates that these identities were created at both individual and group levels.
- iii) The process of recreating identities involved the interaction of several spheres of life (e.g. consumers, citizens, members of religious groups, economic associations, and individuals).
- iv) The author argues against previous approaches, which have given too much emphasis to resistance to the new and to regrets for the loss of traditional values.

In all cases, answers must be concise. Deduct one mark for every line over fifteen, assuming that the candidate's handwriting is normal size (about ten words per line).

For **14-20 marks**, candidates will, within fifteen lines, capture the sense of at least three of the four points accurately and clearly. The best and better answers will be clearly and fluently written, in the candidate's own words, with appropriate reference to the text; they will present an organised case. The strongest answers will cover point (iv). Weaker answers in this band will be less well-written and/or less clear and well-organised, but will still be in the candidate's own words; they may make less reference to the text, but remained focused on the author's core arguments.

For **8-13 marks**, candidates will include two of the four points, one of which must be **either** (i) **or** (ii), to show some awareness of the author's emphasis on the *active* creation of new identities rather than the *passive* lamentation of what was lost. They will be less accurate and cogent than candidates scoring in the top band, but they will show understanding of the relationship between the argument advanced by the author and the evidence which he advances. Answers in this band may be less economically, deftly or clearly written than those in the top band; they may include

minor misunderstandings; they may contain more of the original language of the passage, yet they should still amount to more than a series of quotations.

For **0-7 marks**, candidates will provide an answer that has little relation to the four criteria above. They will make little sense of the nuances of the author's overall position (and they may perhaps think that the author argues that individuals' held on to traditional identities). The weakest candidates may even fail to understand any of the points, or the question. They may write at excessive length – twenty lines or more – or present nothing more than a series of quotations or near-quotations. Answers which are very unclear should belong in this category, even if there are grounds for seeing some engagement of the question in them.

1(c): Write an essay of 1.5 to 3 sides analysing the ways in which a community or group that you have studied reacted to social, religious, or political changes.

Criteria Assessed

This question relates to the following criteria:

- analytical approach and coherence of argument
- precision in the handling of concepts and selection of relevant evidence
- originality and historical imagination
- precision, clarity and facility of writing

It may be helpful to have in mind typical degree class boundaries in assessing this exercise, with the essential proviso that depth and accuracy of knowledge (as distinct from precision in its deployment) are not being tested. Essays placed in the top band will display clarity, cogency, relevance, conceptual power and – perhaps – originality. Essays falling in the middle band will answer the question soundly, but lack the analytical flexibility, the perceptiveness, or the argumentative coherence of a top-band answer. Essays in the bottom band will have qualities characteristic of a Lower Second or worse: a hazy or partial idea of the question; material of varying relevance; variable or poor coherence; variable or poor expression.

Awarding of Marks

There are four basic requirements in the question which candidates should be expected to meet:

- i) They should *define* the community or group under review.
- ii) They should clearly *identify* the social / political / religious *change* to which that community or group was responding.
- iii) They should focus on that community or group's *reaction* to change, rather than on the responses of specific individuals, or of other communities or groups.
- iv) They should give some thought as to *why* the community or group under review responded in the ways that it did.

Markers must be prepared to show flexibility in the ways in which candidates may approach this question, which will be influenced heavily by the great variety of case-studies that could be used to answer the question. Some students may define community very broadly – as synonymous with a particular nation, state, or people. Some may think loosely in terms of the general public, while others might refer to particular religious or political groups and communities. As long as the student has given some thought as to how their chosen object of study might be conceived of as a community or group, any of these approaches is acceptable.

For **21-30 marks**, candidates will write a relevant, well-organised and clearly-written answer, which engages with the four points above. Answers in this band will focus in detail on a single relevant case. The community under review is clearly defined, and the candidate provides a clear sense of the ways in which that community responded to change. The answer will also be alert to continuities amid change and might give some thought as to whether the reaction to change was active or passive, and why this was the case. The best candidates will have thought carefully about what the question is asking and will demonstrate this with precision in their response. Answers in this band are not merely descriptive, but rather they are consistently analytical, keeping the question in mind at all times.

For **12-20 marks**, candidates will present relevant evidence, and apply it somewhat to the question, but less directly, consistently and forensically. Answers in this band may be a little episodic and disparate in places, and/or lack a clear integrative thesis. They may not define a community adequately enough, and their analysis of the responses to change (and motivations driving such responses) will lack the sophistication of answers in the higher band. They will often be differentiated from stronger answers by an inattentiveness to counter-evidence, i.e. to alternative ways that one might construe the evidence under review. Especially towards the bottom of the range, they may possess only a perfunctory conclusion, or one that is inconsistent with the evidence presented in the main body of the essay, or it may lack a discrete conclusion altogether. Even if candidates have chosen a poor or vague example, they may be placed in this band if they have endeavoured to explore the response of a collectivity to social/religious/political change.

For **0-11 marks**, the candidate's choice of case will generally be poor here: this may be because it is intrinsically inappropriate (due to a failure to identify a discrete community or group, or to define the character of the changes being reacted to); or it may be because the candidate simply does not know enough about the case to provide a persuasive analysis. Answers in this category may ignore the question by ranging widely and diffusely over a whole series of societies. They will generally lack much sense of coherence or momentum of argument, and will often be poorly written, containing many errors of syntax, spelling and punctuation. They will contain many of the flaws listed in the mid-band category, but they will be present to a greater extent.

QUESTION TWO

2. What does this extract reveal about the lives of missionaries in Iraq in this period?

Criteria Assessed

The Question relates to the following criteria:

- Careful and critical reading
- Historical imagination
- Originality
- Precision, clarity and facility of writing

N.B. Candidates are NOT expected to write a cogent or structured piece of writing about the source, though they are expected to express themselves clearly and accurately. They have been directed not to introduce extraneous material in their answers.

Key themes arising from the source:

A number of themes in answer to the question can be derived from this document, though we would not necessarily expect even the strongest candidates to cover all of these themes, and they may be able to find others.

1. *A key theme concerns the multiple functions of the household in everyday life in the region.*

The household appears to act as a way-station for merchants and diplomats from Europe, many of whom ‘have nowhere else to stay’. This sense of people always passing through suggests the central location of Baghdad as a stopping point between the desert and locations further east such as India and Persia. The household also contains a church, which betrays its use as a place of worship. Given the presence of a diverse range of provisions, fabrics, and objects, the house also appears to act as a site for storing goods.

Spectrum of performance:

A poor treatment of this theme is one that fails to capture a sense of the multiple functions of the household. Instead, weaker answers might not pick up on the use of the household by travellers, or they may draw on external information not suggested in the inventory. Stronger answers will appreciate both the diverse functions of the household as well as its geographic importance, even if they cannot pinpoint the exact location of the household. The strongest answers will acknowledge the ambiguity of some these functions as described by the inventory—e.g., is the church used only by the missionaries, do locals know of the storage of these goods (hence, the seizure)—and they might even use these details as a basis for making wider points about the limits of the inventory as a historical source.

2. *Another key theme is the nature of the interests, functions, and pastimes of the missionaries.*

The inventory emphasises the range of activities engaged in by the missionaries, specifically their roles as doctors and merchants. The ubiquity of ‘surgical and medical

instruments' in the inventory, along with instruments used for the making of 'remedies', points to their interests in practicing medicine—although it is not indicated for whom they are acting as doctors. That they spend their time in study is also suggested from the books held in the household. Given the large amount of provisions and the relatively small size of the household, some candidates might suggest that the missionaries might be involved in trade or commerce. The reference to watches 'deposited by merchants' suggests that they are even making small loans to other merchants. Generally, the material culture on display suggests a rather wealthy household in possession of several objects of value such as a clock, watches, rich fabric, and an array of precious stones and materials.

Spectrum of performance:

A poor treatment of this theme might simply indicate the involvement of missionaries in conversion, without making any reference to evidence in the text. Stronger candidates might express surprise at the absence of religious books or at the fact that these missionaries act as doctors and merchants, and they will use these details to make wider, analytical points about the nature of missionary work in this period. The strongest answers will acknowledge the ambiguity of some of this evidence, e.g., is the 'Turkish sword' a weapon or a gift, to whom do the missionaries act as doctors, what sorts of books might be contained in the library?

3. *A third theme centres on the perseverance of connections between the Catholic missionaries and European society, in particular the French state.*

The inventory suggests close ties linking the missionaries to the French state. This is expressed, for example, through the painting of Louis XIV as well as the references to links to the French trading companies and 'Mr Caré sent by the King', presumably a diplomat. There is also a suggestion of the household's connections to a wider network of Catholic missionaries, glimpsed briefly in the reference to another missionary household in Mosul. These details suggest the importance of the household in relation to wider aspects of French foreign policy, trade, and international relations.

Spectrum of performance:

A poor treatment of this theme will fail to recognise the connections that link the missionary household to society back in France. Similarly, some weaker answers may refer to these links, but they might introduce external information, e.g., by speculating about who sent the missionaries to Baghdad. Stronger answers will acknowledge the connections to King and Company, but they will lack sophistication or stop short of making wider analysis based on these details. The strongest answers might reflect real historical imagination, commenting, for example, on the mutual interests and shared goals of missionaries, the state, and merchants.

4. *One further theme is the missionaries' integration into local Ottoman culture.*

The inventory expresses this theme in a subtle way, primarily with reference to material culture such as objects that are marked as 'Turkish', 'Persian', or 'Indian' (e.g., carpets, swords, and fabric). Local, Ottoman units of measurement are used throughout the inventory, as well as the usage of 'Frank' to refer to Europeans—which suggests a certain rootedness of the missionaries in the Ottoman world. Some of these details might seem surprising to some candidates, such as the use of Turkish and Persian carpets to decorate the church. In addition, there is at least a vague sense of some relationship

between the missionaries and the ‘people of this country’, perhaps referring back to the missionaries’ roles as doctors.

Spectrum of performance:

This is one of the more subtle themes to emerge from the document, and it is useful for assessing candidates who show an especially critical reading of the text and attention to detail and nuance. Some candidates might show imagination in accounting for these details: for example, some might suggest that these ties to Ottoman subjects are simply a function of the geographic position of the household, while others might read them as meaningful signs of the missionaries’ integration into local, Ottoman culture. The strongest answers might even engage with wider questions of identity and culture of the missionaries as intermediaries between Europe and the Ottoman Empire.

Discussion of these items raises at least two interrelated points:

- The first concerns the nature of relations between the Catholic missionaries and the ruling authorities in the Ottoman Empire. Although the inventory does not provide any context or background to the seizure of the missionary’s goods, there is some suggestion that this event is part of a wider history of interactions as suggested by the reference to the household in Mosul having previously been ‘razed to the ground’. There is no indication, however, that this dispute is motivated by any intrinsic confessional disputes, i.e., a ‘clash of civilisations’ between Christians and Muslims.
- The second point concerns the status of the document itself. For what purpose was the inventory composed? Some candidates will note the use of the first-person (e.g. ‘a silver chalice that we no longer use’ in item 17) as well as a general sense that whoever compiled this list knew the objects well. The inventory also opens up other questions about typicality and the limits of this type of source as a window into the ‘life of missionaries’, and some candidates might contest the reliability or usefulness of the document. Stronger answers might even reflect on the possibility of multiple interpretations of particular objects.

Marking Scheme

The marking scheme below is intended to provide markers with the flexibility to reward answers that stand out, particularly in terms of originality and historical imagination. Given the emphasis on material culture, some candidates may interpret specific objects in unpredictable or surprising ways, which are, nonetheless, reasonable within the wider context of the passage. Candidates should not be penalised for singular interpretations, so long as they are backed up by evidence from the inventory.

27-40 marks:

For 27-40 marks, candidates will show that they have read the text closely, accurately and thoughtfully and they are correspondingly able to say something about a number of the themes raised above.

1. They will link their analysis consistently to specific evidence from the text, and they will engage with some of the general themes above. The higher marks in this band will do so with real sophistication and clarity.
2. They will express historical imagination and/or originality in their analysis of the inventory and particular objects, especially at the higher marks within this band.

3. Some of the strongest answers in this band might even engage with issues of source criticism, that is, by raising issues of authorship, the purpose of the inventory, the limits of using such a document, or the multiple interpretations possible when working with material culture (although they will not necessarily use such terms to do so).

In particular, candidates in this band will use the source *consistently* as the basis for a wider analysis of the themes above, for example, what the inventory reveals about the nature of missionary work; the relationship between trade, diplomacy, and evangelization; or issues related to confessional identity in Baghdad in this period .

14-26 marks:

For 14-26 marks, candidates will focus mainly on describing everyday life in Baghdad, without the sophistication or thematic analysis of candidates in the higher band. They will have made some sense of the text and touched on some of the issues raised by it, but their judgements and speculations, though relevant, may be less penetrating, less clearly expressed, or less sustainable (but still somewhat sustainable) from the text. They may have engaged with one or more of the main themes, but they will be less effective at developing their analysis around specific objects and evidence from the inventory. Their treatment of specific themes may be less analytical or precise, as described in the spectrums of performance.

0-13 marks:

For 0-13 marks, candidates will more or less have failed to offer any analysis of the text, writing comments that simply reproduce what is in it, or are substantially inaccurate. Answers in this category may simply hone in on a few particular objects (or group them together)—i.e., ‘what the missionaries owned’—presenting them as mere objects without using them for any wider analysis linked to the themes above. Answers in this band may also suffer from the introduction of external knowledge or unreasonable speculation not backed up by evidence from the text. Similarly, some answers in this band may be too short, or poorly expressed. They may simply reproduce a list of observations, without a more comprehensive sense of the wider significance of the inventory as an historical source.