

History B

Advanced GCE

Unit **F985**: Historical Controversies

Mark Scheme for June 2012

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Generic mark scheme for part (a) questions

	AO1: Knowledge and understanding	AO2b: Historical interpretations
Level 5	Relevant and accurate knowledge demonstrated and consistently used as part of a thorough analysis of the interpretation. Uses appropriate historical terminology accurately. Structure of argument is coherent. Writing is legible. 13 – 15	Demonstrates a sound understanding of the interpretation by explaining how the approach/method of the historian has led to this interpretation being written. This must be supported by detailed reference to the extract. At the top of the level answers will refer to alternative approaches/methods. Thereby demonstrates a clear synoptic understanding of how historians engage with evidence to produce interpretations of the past. 13 – 15
Level 4	Relevant and accurate knowledge demonstrated and used to analyse the interpretation. Uses historical terminology accurately. Structure of argument is clear. Writing is legible. 10 – 12	Demonstrates some understanding of the main characteristics of the interpretation by explaining at least one approach or method used by the historian. Some understanding of the approach/method must be demonstrated and the explanation must be supported by reference to the extract. At the top of the level answers will demonstrate a wider understanding of the approach/method. Thereby demonstrates a synoptic understanding of how an historian has engaged with evidence to produce an interpretation of the past. 10 – 12
Level 3	Relevant and largely accurate knowledge demonstrated and used to explain the interpretation. Uses a limited range of historical terminology accurately. Structure of argument lacks some clarity. 7 – 9	Demonstrates a sound understanding of the interpretation as a whole by explaining it as an interpretation. Approaches or methods may be identified but they will not be explained through reference to the extract. Thereby demonstrates a generalised synoptic understanding of how historians generate an interpretation of the past. 7 – 9

	AO1: Knowledge and understanding	AO2b: Historical interpretations
Level 2	Some relevant knowledge demonstrated. However this knowledge is used to develop the references to historical content rather than being used to explain the interpretation. Uses a limited range of historical terminology with some accuracy. Structure of writing contains some weaknesses at paragraph and sentence level. 4 – 6	Demonstrates a reasonable understanding of the interpretation by explaining several features of it. Thereby demonstrates some synoptic understanding of the methods of the historian. 4 – 6
Level 1	Some knowledge demonstrated but largely irrelevant to the interpretation. Use of historical terminology is insecure. Structure of writing is weak, with poor paragraphing and inaccuracy at sentence level. 1 – 3	Shows understanding that the extract is an interpretation and describes/summarises its main points. Thereby demonstrates a limited synoptic understanding of the methods of the historian. 1 – 3
Level 0	No additional knowledge is provided. Does not use appropriate historical terminology. Structure is incoherent. 0	Shows no understanding of the interpretation in the extract. A characteristic of these answers may be that they consist of little more than paraphrasing of the extract. Thereby demonstrates no synoptic understanding of the methods of the historian. 0

Generic mark scheme for part (b) questions

	AO1 Knowledge and understanding	AO2b: Historical interpretations
Level 5	Relevant and accurate knowledge demonstrated and consistently used to assess both the advantages and disadvantages of the approach/method. Uses appropriate historical terminology accurately. Structure of argument is coherent. Writing is legible. 13 – 15	Demonstrates reasonable understanding both of how the approach/method has contributed to our understanding and of the disadvantages/shortcoming of the approach/method. Answers at this level will involve some assessment of the approach/method. Answers at the top of the level will do this by comparing with other approaches or methods. Thereby demonstrates a synoptic understanding of how historians engage with evidence to produce an interpretation of the past. 13 – 15
Level 4	Relevant and accurate knowledge demonstrated and used to assess either the advantages or the disadvantages of the approach/method. Uses historical terminology accurately. Structure of argument is clear. Writing is legible. 10 – 12	Demonstrates reasonable understanding either of how the approach/method has contributed to our understanding or of the disadvantages/shortcomings of the approach/method. Answers at this level will involve some assessment. Better answers will do this by comparing with other approaches or methods. Thereby demonstrates a synoptic understanding of how an historian has engaged with evidence to produce an interpretation of the past. 10 – 12
Level 3	Relevant and largely accurate knowledge demonstrated and used to explain the method/approach. Uses a limited range of historical terminology accurately. Structure of argument lacks some clarity. 7 – 9	Demonstrates good understanding of an historical approach/method. There will be some attempt to explain its advantages and/or disadvantages. Thereby demonstrates a generalised synoptic understanding of how historians generate an interpretation of the past. 7 – 9
Level 2	Some relevant knowledge demonstrated. However this knowledge is used to develop the references to historical content rather than being used to explain the method/approach. Uses a limited range of historical terminology with some accuracy. Structure of writing contains some weaknesses at paragraph and sentence level. 4 – 6	Demonstrates a reasonable understanding of some of the main features of an historical approach/method. Advantages or disadvantages of the approach/method may be asserted but will not be explained. Thereby demonstrates some synoptic understanding of the approach/methods of the historian. 4 – 6

	AO1 Knowledge and understanding	AO2b: Historical interpretations
Level 1	Some knowledge demonstrated but largely irrelevant to the approach/method. Use of historical terminology is insecure. Structure of writing is weak, with poor paragraphing and inaccuracy at sentence level. 1 – 3	Describes some features of an historical approach/method. Some knowledge of the approach/method demonstrated but little understanding. Thereby demonstrates a limited synoptic understanding of the approach/methods of the historian 1 – 3
Level 0	No additional knowledge is provided. Does not use appropriate historical terminology. Structure is incoherent. 0	Demonstrates no understanding of the approach/method. Shows no synoptic understanding of how historians use evidence. 0

Question	Answer	Marks	Guidance
1 (a)	<p>Knowledge and Understanding Knowledge and understanding of the main developments of the Norman Conquest from the mid eleventh to the early thirteenth centuries should be demonstrated. This knowledge should inform the interpretation offered and enable candidates to comment on it intelligently. In particular, students will need to demonstrate familiarity with arguments surrounding the extent to which the Normans innovated in terms of government and administration in their conquered lands. Although the extract is primarily addressed towards the eleventh century students will be expected to show some outline knowledge of the Anglo-Saxon state, together with a more detailed appreciation of the Norman impact on how England was run, as evidenced by Domesday Book, for example. Understanding of the nature and degree of political and institutional change introduced by successive Norman rulers is central to this extract. It is not expected that students fully grasp all of the technical references to the shrievalty, for example; what matters more is that they understand the implications of the argument advanced.</p> <p>Understanding of interpretations The extract focuses on one key debate about continuity and change as the essential characteristic of the Norman Conquest. The author offers a forceful argument about the extent to which the invaders relied upon existing structures and practices, setting out clearly and with detailed examples the degree of continuity evident across the period. Interpretations are raised in the very first line of the extract with the use of the provocative adjectives ‘hoary old’. Indeed, the first paragraph sets the author’s interpretation into a wider context of historians’ views about continuity and change. Freeman and Stubbs need not be known or discussed by candidates for them to appreciate that the extent to which the Conquest marks an institutional and governmental break with the past is under close consideration here.</p> <p>Understanding of approaches/methods The method used here is to offer a strong and direct argument in response to the issues of continuity and change raised above. The opening question regarding feudalism is pushed aside as of limited interest; rather, the author intends to broaden the discussion by examining a detailed range of evidence with which to address the question. Discussion of the roles of shires and sheriffs in particular play a large part in what follows, and the approach offered here is to assert with some vigour the centrality of their respective contributions to the Anglo-Norman state. Opinion is stated with the conviction of fact, as for example in the sentence beginning ‘It was government in the Old English style...’ This approach has shortcomings and disadvantages which candidates may well wish to explore. The vigour of the prose may well risk some loss of balance and objectivity, which candidates again may wish to consider positively and negatively in the light of the insights we gain from the extract about the Norman Conquest and its impact.</p>	30	

Question	Answer	Marks	Guidance
(b)	<p>Knowledge and Understanding Candidates will be expected to have some knowledge and understanding of the many ways in which the study of localities has informed our understanding of the impact of the Norman Conquest. These might include an area close to a centre, or a castle, or a town, or a county – to take only a few examples. The way in which the Norman Conquest advanced or failed to make progress in East Anglia, for example, or into Wales, Scotland and Ireland, might be considered. Understanding patterns of settlement, conquest and resistance in relation to particular areas is central to this question.</p> <p>Understanding of approaches/methods Archaeology, surname evidence and place-name evidence might be considered alongside the writings of chroniclers and the compilation of official records; Domesday Book is likewise germane to the question in terms of assessing the contribution of local history to the regional and national picture. How and why research which is based on a locality differs from other kinds of approach to the Conquest's impact will be relevant.</p> <p>Evaluation of approaches/methods Candidates may fruitfully explore the pitfalls and limitations of local studies, particularly in assessing their typicality and relationship with the known national picture. Likewise the value of such studies should be considered in a balanced fashion: how have urban studies enriched our grasp of the Conquest's effects on the economy, for example? Assessing the extent of change and continuity across the entire period 1066 – 1216 can be problematic for local studies, and candidates may be aware in general terms of the evidential difficulties which often face historians looking to comment on long-term changes on the basis of a local study.</p>	30	
2 (a)	<p>Knowledge and Understanding</p> <p>Knowledge and understanding of the way in which the civil war armies were organised and the consequent impact of the civil war on ordinary people. Outline knowledge of the local government system with regard to tax collection and the status accorded those who were given office within the system. Knowledge and understanding of the relevant approaches to studying the seventeenth century should be demonstrated and used to support the answer. For example, knowledge of the type of records used to study ordinary people. Knowledge of those documents quoted in the text would support description and analysis of the historian's methodology. A range of sources is cited: local tax records; a letter[?] from William Waller, or perhaps a report to a central government body; court records and estate records.</p>	30	

Question	Answer	Marks	Guidance
	<p>Understanding of interpretations Key points – the historian aims to assess the impact of the war on ordinary people, focusing on those in the western counties. He assesses this as serious for a number of reasons, some of which can be quantified and identified directly from the evidence and some of which can only be recreated with imagination. The war is shown to have had a serious financial impact and led to the plundering of ordinary people’s supplies. The interpretation offered is that this had a detrimental impact on the popularity of each side, but that parliament addressed the issue more successfully.</p> <p>The explanation of the interpretation should be supported by clear references to the extract. The historian uses a range of sources to create a description of the impact of the war.</p> <p>Understanding of approaches/methods The explanation should be supported by clear references to the extract. Better answers should explain how these approaches have led to what is written in the extract, in particular the overall conclusion of the historian ie how far does the approach influence the conclusion that has been reached and the ways in which events and people are described. The extent to which the lives of ordinary people can be recreated from sources produced largely by the literate elite can be demonstrated from the extract. The ways in which sources are used for purposes beyond those for which they were intended can also be seen.</p> <p>The explanation could be developed by comparing this approach to other approaches, for example, historians who take a Whig approach focus on the outcomes of events at central government level, and generally on the ruling elite, while those taking a long-term social and economic approach have concentrated on the changing fortunes of sections of the elite: the aristocracy and the gentry, rather than the short-term impact of events on the lower classes and ‘the middling sort’.</p>		

Question	Answer	Marks	Guidance
(b)	<p>Knowledge and understanding Knowledge and understanding of the evidence relating to the court and country approach to explaining the events of the seventeenth century: an analysis of the extent to which certain groups were excluded from central government and the characteristics that defined those who were 'in' and those who were 'out'. A knowledge of the relationship between central and local government as well as the status attached to certain roles within local government is useful in understanding the main arguments as well as in evaluating the approach.</p> <p>Understanding of approaches/methods Knowledge and understanding of approaches that focus on court and country: This argues that there was an increasing division in the early 17th century between the cultures of court and country, and that this led to the exclusion of certain groups from the government of the country. It was this alienation that was the most important contributory factor in the build-up to civil war, contributing to the development of the two sides. This approach can be seen as a counter to the Marxist approach as it argues for a division <i>within</i> the ruling elite being the main driving force behind developments, rather than a struggle <i>between</i> social classes.</p> <p>Evaluation of approaches/methods Understanding demonstrated of interpretations/approaches/methods that focus on the relationship between Court and Country in 17th century Britain. Understanding of how these approaches have contributed to our understanding of 17th century Britain, and their shortcomings. Explanation of why this could not have been learned from other approaches. Understanding demonstrated that there are other ways of studying 17th century Britain that contrast with the named approach. Explanation of shortcomings of these approaches. Comparison with, and explanation of, other approaches and what has been learned from them.</p>	30	

Question		Answer	Marks	Guidance
3	(a)	<p>Knowledge and Understanding Knowledge and understanding of the main events and characteristics of British Imperialism. Knowledge and understanding of different interpretations of British Imperialism, in particular those that focus on the different ways in which the Empire impacted on Britain. This knowledge and understanding should be used to explain the extract. This should include developing the points made in it, and contrasting it with other views about British Imperialism and its impact.</p> <p>Understanding of interpretations Key points – this extract emphasises the importance of the impact of the Empire on Britain - this turns on its head the usual approach – to consider the impact British Imperialism had on parts of the Empire. Argues that British society and culture was thoroughly influenced by Empire in a range of ways. Even people in Britain who had never been outside the country experienced the Empire in many ways – they could not escape from it because it was impossible for them to imagine a Britain without these imperial influences. Many examples of this influence are provided. The main argument is that British culture (the way that people in Britain saw the world) was affected.</p> <p>Understanding of approaches/methods This historian is using a range of approaches and methods. Firstly, the historian argues that one has to go beyond empirical evidence and methods. The historian attempts to get at unconscious assumptions of the time that helped form the world-view of people – their imaginative lives. As these are not explicitly stated they have to be understood through methods other than empiricism. A range of unusual sources is made use of including what they ate, drank and wore from the Empire. The historian notes that the target is the imagined world of people not the world of physical things.</p>	30	

Question	Answer	Marks	Guidance
(b)	<p>Knowledge and Understanding General knowledge and understanding of the events/characteristics and context of British Imperialism should be demonstrated. Knowledge and understanding should be demonstrated of the importance of economic factors and issues for British imperialism, and of the main interpretations that have been produced by approaches focusing on these issues.</p> <p>Evaluation and Understanding of approaches/methods Understanding demonstrated of interpretations/approaches/methods that focus on economic issues and factors. Understanding of how these approaches have contributed to our understanding of British Imperialism, and of their shortcomings. Explanation of why this would not have been learned from other approaches. Understanding demonstrated that there are other ways of studying British Imperialism that contrast with the named approach. Explanations of shortcomings of these approaches. Comparison with, and explanation of, other approaches, and what has been learned from them.</p>	30	
4 (a)	<p>Knowledge and Understanding Knowledge and understanding of the main events and characteristics of appeasement including knowledge and understanding of the broad context, national and international events at the time and how these impacted on British foreign policy at the time. Knowledge and understanding of Chamberlain's role in appeasement. Knowledge and understanding of the debate, and differing views, about appeasement. This knowledge and understanding should be used to explain the extract. This should include developing the points made in it, and contrasting it with other views about appeasement. Candidates should also have knowledge of other background factors, and of relevant individuals involved in appeasement.</p> <p>Understanding of interpretations Key points – it is argued that appeasement grew out of basic and accepted assumptions about Britain's interests and place in the world that had been in existence since 1918. This represents a structural approach that focuses on the context and the constraints that British politicians were acting within. However, the author also argues that Chamberlain bears some personal responsibility and makes several criticisms of him and his views/policies. It is also argued that popular opinion was not in favour of appeasement. It is argued that Chamberlain took accepted assumptions about Britain's interests and turned them into almost a religious belief which meant that he was inflexible, could not consider alternative ideas and therefore made misjudgements.</p>	30	

Question	Answer	Marks	Guidance
	<p>Understanding of approaches/methods The historian appears to be using a structural approach and an intentionalist one. The structure that Chamberlain was working in (especially in terms of ideas and assumptions) is considered. However, there is also a consideration of the role of human agency as Chamberlain's own actions and ideas are considered. Problems with available sources are noted leading the historian to mention the danger of following the official line as written at the time by officials. The historian names a methodology to avoid this – less emphasis on the official documents and more on broader factors and influences at the time. Sources used include Chamberlain's speeches, opinion polls and the media.</p>		
(b)	<p>Knowledge and Understanding General knowledge and understanding of the events/characteristics and context of appeasement demonstrated. Knowledge and understanding demonstrated of the constraints that British politicians had to act within and which affected decisions about Britain's foreign policy. Knowledge and understanding of interpretations that have used this approach.</p> <p>Evaluation and Understanding of approaches/methods Understanding demonstrated of interpretations/approaches/methods that have focused on the importance of the impact of constraints on policy makers. Understanding shown that this will lead to a structuralist approach. Understanding of how these approaches have contributed to our understanding of appeasement. Explanation of why this would not have been learned from other approaches. Explanations of shortcomings of these approaches. Comparison with, and explanation of, other approaches, and what has been learned from them.</p>	30	

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