

History B

Advanced GCE

Unit **F986**: 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 perspectives on the motives for and development of Latin settlement in Outremer. Candidates should be aware of the methods by which this has been studied by historians, the use of literature, government documents and, more recently, archaeology. Candidates should be able to distinguish between this perspective – the traditionalist approach – and others.</p> <p>Understanding Interpretations The extract concentrates on a narrow religious motive and definition of crusading. It argues that crusading grew out of pilgrimage when Urban added the objective of recovering Jerusalem by force. By adding the sword he made it more effective and more appealing to the knightly classes. There was still the problem of justifying violence and this was achieved through St Augustine's doctrine of a Just War. Crusading grew out of pilgrimage but was more effective in terms of Urban's aims.</p> <p>Understanding approaches/methods The approach shows a traditionalist approach to the definition of crusading – a religious one. The approach is restricted to what happened in the Holy Land. Candidates might compare and contrast this approach to others. The extract is a Western perspective on the Crusades – Western motives and what the West did to 'them'. There is some examination of terminology and an emphasis on the key role of one individual.</p>	30	
(b)	<p>Knowledge and understanding Candidates should have a firm grasp of the narrative background to the subject and be able to evaluate the historiography of the crusades. The nature of the composition of medieval sources might form part of the response. In this context non-literary sources are a perfectly acceptable area for discussion. The question needs to be understood within the cultural context of the medieval period.</p> <p>Understanding of approaches/methods The question prompts a discussion of the development of crusading as a concept through medieval and modern works. Candidates may point to links between crusading literature and modern movements such as colonialism. Candidates may discuss non-Christian/Western sources in their discussion of the issues prompted by the question.</p> <p>Evaluation of approaches/methods Candidates should discuss the nature of the development of images of crusading and perspectives on crusading as a movement. They should link medieval sources and modern perspectives in their analysis.</p>	30	

Question	Answer	Marks	Guidance
2 (a)	<p>Knowledge and Understanding Knowledge and understanding of the main events and characteristics of witch-hunting and its decline. Knowledge and understanding of different interpretations of the decline of witch-hunting. Knowledge and understanding of the religious context of the time. 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 the decline of witch-hunting.</p> <p>Understanding of interpretations Key points – this interpretation argues that the decline of witch-hunting has to be understood by looking at the attitudes of those in charge of the judicial process – so top-down. It wasn't that people in authority no longer believed in witches but they were concerned about whether all those being convicted were guilty. They were concerned about the use of torture, about the fact that proper procedures were not being followed and about some types of evidence that were being used such as confessions. Many lawyers also became more sceptical about aspects such as the sabbath. Overall – they demanded a higher level of proof that the accused were guilty. This led to a decline in witch-hunting.</p> <p>Understanding of approaches/methods The topic is considered from above – the attitudes and actions of those in authority are examined although the pressure for witch-hunting is seen as coming from below. A number of local examples are considered to exemplify general trends eg northern France court records have clearly been used, as have the writings of various theologians.</p>	30	

Question	Answer	Marks	Guidance
(b)	<p>Knowledge and Understanding General knowledge and understanding of the events/characteristics and context of witch-hunting demonstrated. Knowledge and understanding of psychoanalytical approaches to the past and how these apply to witch-hunting. Knowledge and understanding of some examples on psychoanalytical approaches and interpretations.</p> <p>Evaluation and Understanding of approaches/methods Understanding demonstrated of psychoanalytical interpretations/approaches/methods. Understanding of how these approaches have contributed to our understanding of witch-hunting, 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 witch-hunting. Explanations of shortcomings of these approaches. Comparison with, and explanation of, other approaches, and what has been learned from them.</p>	30	
3 (a)	<p>Knowledge and Understanding Knowledge and understanding of the main events and characteristics of the American West 1840 – 1900, especially examples of violence or cooperation. Knowledge and understanding of different interpretations of the American West, in particular those that focus on the issue of how important violence was in the West. Knowledge and understanding of arguments that claim the West was violent and of arguments that claim that other characteristics such as cooperation were more important. 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 the American West.</p> <p>Understanding of interpretations Key points – this interpretation argues that violence was not a main characteristic of the West. Evidence is presented to support this claim – examples are given of the use of guns being controlled. The author goes on to explain why violence has coloured our image of the West. It is argued that this was down to a range of factors such as advertising, dime novels and nostalgia for the lost frontier. These created an imagined and mythical West which was expected by Americans generally.</p>	30	

Question	Answer	Marks	Guidance
	<p>Understanding of approaches/methods The approach is a revisionist one that questions the traditional portrayal of the West as violent and dominated by the gun. The author examines how an imagined and mythical West has been created that became more powerful than the real West. The author is interested in 'imagined pasts' and how they are created. There is some deconstruction of dime novels and a wide range of other types of evidence used eg local examples and advertisements.</p>		
(b)	<p>Knowledge and understanding General knowledge and understanding of the events/characteristics and context of the American West demonstrated. Knowledge and understanding of the concept of 'the frontier' and its role in some approaches and interpretations eg Turner's frontier thesis.</p> <p>Evaluation and Understanding of approaches/methods Understanding demonstrated of interpretations/approaches/methods that focus on the concept of the frontier. Understanding of how these approaches have contributed to our understanding of the American West, 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 the American West. Explanations 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
4 (a)	<p>Knowledge and Understanding Knowledge and understanding of the main features of the Holocaust including knowledge and understanding of the main events leading up to it and the general context of the time.</p> <p>Knowledge and understanding of the debate about when the Final Solution was decided on and how it evolved. Knowledge and understanding of German history in the 1930s and 40s. 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.</p> <p>Understanding of interpretations The historian argues that the development of Nazi policies towards the Jews was very complex and cannot be reduced down to one decision at one moment in time. There was no 'trigger'. He also argues against the idea of radicalisation. Genocidal projects were being considered in the period 1939 to 1941 but the period 1933 to 1939 is also crucial for understanding the Holocaust. It is also argued that policies against the Jews and ultimately the Holocaust cannot be detached from other aspects of Nazi policies, domestic and foreign – they are central to the National Socialist movement. The Holocaust can only be understood by an understanding of the complexity of events at the time.</p> <p>Understanding of approaches/methods The historian makes much use of the concept of 'Judenpolitik'. A range of primary sources are used from German and eastern Europe. Because there are no sources that pin down when the final decision was made and by whom, another approach has to be used – a careful and detailed reconstruction of the individual events and individual actions from which conclusions about decisions can be made. Emphasis very much on empiricism. Problems of the sources discussed.</p>	30	

Question	Answer	Marks	Guidance
(b)	<p>Knowledge and Understanding General knowledge and understanding of the events/characteristics of the Holocaust demonstrated. Knowledge and understanding demonstrated of theories of mass psychology. Knowledge and understanding demonstrated of the debate about the role of theories of mass psychology. Knowledge and understanding of both the advantages and disadvantages of theories of mass psychology.</p> <p>Evaluation and Understanding of approaches/methods Knowledge and understanding of alternative approaches and interpretations. Understanding of how these approaches have contributed to our understanding of the Holocaust. 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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