

History B

Advanced GCE

Unit **F985**: Historical Controversies

Mark Scheme for June 2013

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations

Annotation	Meaning

Subject-specific Marking Instructions

General Points

1. This marking scheme has been designed to assess candidates' understanding of the key concepts of the course, and their ability to use source material to illustrate their understanding. These concepts, and the ability to interpret and evaluate source material, are central to GCSE History, and it is, therefore, upon these that the marking scheme focuses. The candidates' factual knowledge is important, but it is only rewarded if it is used to back up the demonstration of understanding of these concepts.
2. Targets, which are directly related to the Assessment Objectives for the course, are given for all questions. The marking scheme is constructed to assess the level of understanding or skill needed to approach these targets.
3. This type of marking scheme, in rewarding the level of understanding/skill reached by the candidate, demands that if a candidate reaches a particular level, s/he **MUST** be rewarded within the mark band for that level, whether or not s/he included lower level responses within that answer. A response which corresponds with a level description but which is a weak example of the level **MUST NOT** be placed in a lower level than the one to which the answer corresponds. Reward candidates for what they understand, know, and can do.
4. Marks are not cumulative. Please do not try to count up marks for 'points' made.
5. Exhaustive suggestions for factual support are not given. There will usually be a choice of factual support which a candidate may choose to deploy and so examiners should use their knowledge and discretion as to whether this is valid. Examiners who are in any doubt should contact their Team Leader immediately.

MARKING

1. All marking should be in red.
2. Half marks should not be used.
3. Do not transfer marks from one part of a question to another.
4. Examples of responses which are given within levels are intended to act as examples only. They are not prescriptive or fully developed at the higher levels, and there may be other answers which correspond to each level. The important aspect of each level is the level descriptor. Do not try to match the words of the example with the words of the candidate. Instead, compare the type of answer which a candidate makes with the level descriptor.
5. If you come across an answer which is valid but does not appear to fit any of the level descriptions, you should try and find the level which demonstrates an equivalent level of understanding. If in any doubt, contact your Team Leader.
6. Where they are merited do not worry about awarding top marks in levels or for complete questions. You should also, where appropriate, not hesitate to award bottom marks or even no marks at all. Avoidance of awarding top marks in particular will lead to a bunching or an unnatural depression of marks.
7. Please note on the script the level as well as the mark awarded for each part of each question. This MUST be shown clearly in the margin of the script towards the end of an answer, eg L3/8.
8. It is important once you have mastered the marking scheme that you maintain the same standard of marking throughout all batches of your scripts.
9. The mark scheme allows for the assessment of written communication in those parts of a question where written communication is applicable. Written communication will be assessed in the (c) part of questions 2, 3, 5 and 6. Written communication will be assessed as follows.
Candidates are expected to:
 - Present relevant information in a form that suits its purpose;
 - Ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

The quality of written communication, covering clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling is one of the criteria used to determine the placing of a response within a level in mark schemes.

Candidates' answers should first be placed in the appropriate level in the mark scheme. Where there is a range of marks in the level, the quality of the candidates' written communication should be one of a number of factors used in determining which mark to award a response. In general, an answer displaying good quality written communication skills should score more marks than an answer displaying poor communication skills.

10. The standardisation meeting will include discussion of the range of acceptable responses. Where you are uncertain of how the mark scheme should be applied to a particular response a telephone call to your team leader should resolve the situation.

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	<p>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.</p> <p style="text-align: center;">13 – 15</p>	<p>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.</p> <p style="text-align: center;">13 – 15</p>
Level 4	<p>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.</p> <p style="text-align: center;">10 – 12</p>	<p>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.</p> <p style="text-align: center;">10 – 12</p>
Level 3	<p>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.</p> <p style="text-align: center;">7 – 9</p>	<p>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.</p> <p style="text-align: center;">7 – 9</p>
Level 2	<p>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.</p> <p style="text-align: center;">4 – 6</p>	<p>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.</p> <p style="text-align: center;">4 – 6</p>

	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

The debate over the impact of the Norman Conquest 1066–1216

Question		Answer	Marks	Guidance
1	(a)	<p>Knowledge and Understanding Knowledge and understanding of the main features of the Norman Conquest and its impact. This knowledge and understanding should inform candidates' reading of the extract and enable them to comment on it in an informed way. Knowledge and understanding of the social structures before and after 1066.</p> <p>Understanding of interpretations The author argues that social structure and organisation did fundamentally change after 1066 but there were also many continuities. He argues that a new feudal aristocracy was introduced into England but that this was established within an Anglo-Saxon framework. The feudal structures that William introduced were fundamentally different from anything that existed pre-1066 – all land was not held from the king before 1066 and there were many who held land from no one at all, although there were similarities eg tenants holding land from bishops, raising of armies, the heriot. The author argues that the changes were greater than the similarities. The power of the king (and lords) increased – so much that this led to friction over the power of the king. It is argued that there were also other changes such as family structure but that changes in the role of women were less significant.</p> <p>Understanding of approaches/methods The author's approach focuses on the king and the landed – the upper sections of society. There is no history from below. The focus is also on feudalism and systems of land-holding. The author compares pre and post 1066 systems for change and continuities. He uses the Domesday Book (about pre 1066), wills and charters, Coronation Oaths and the Magna Carta. There is an interesting reading the Herefordshire case where he explains that it might not mean what it appears to mean.</p>	30	

Question	Answer	Marks	Guidance
(b)	<p>Knowledge and understanding Candidates should demonstrate knowledge and understanding of relevant main events and aspects of the Conquest and its impact. They should demonstrate knowledge and understanding of local studies and of other approaches.</p> <p>Understanding and Evaluation of approaches/methods Candidates should demonstrate knowledge and understanding of the concept of local studies of the Conquest and its impact and how this has been used by some historians as an approach/focus to explore the extent and nature of the impact. They should be able to explain how a focus on local studies has contributed to our understanding of the Conquest and its impact. They should also show knowledge and understanding of other approaches and explain how a focus on local studies has some shortcomings. Candidates should explain a focus on local studies as an approach rather than as an interpretation.</p>	30	

The debate over Britain’s 17th Century Crises, 1629–89

Question		Answer	Marks	Guidance
2	(a)	<p>Knowledge and Understanding Knowledge and understanding of the main features of the crises in the 17th century. This knowledge and understanding should inform candidates’ reading of the extract and enable them to comment on it in an informed way.</p> <p>Understanding of interpretations The main interpretation is that there were two crucial factors explaining why England had a civil war when it was very stable: (i) Charles I (his actions and the fact that it was a personal monarchy); (ii) the fact that he also ruled over Ireland and Scotland and the problems this caused. These are both functional and personal factors. He also argues that there were ideological factors, the most important of which were over religion which was much more important than eg local issues as these help explain the nature of the war but not its causes. For this author, the civil war was a war about religion.</p> <p>Understanding of approaches/methods The author uses a functional approach to explain why there were problems eg the problem of the three kingdoms, the problems caused by having a personal monarchy. However, the functional approach is not the main one as he considers ideological issues as well, particularly religion. There is little history from below. The approach here is to focus on the ruling classes, MPs, the king and systems. The author uses petitions to the Long parliament and debates.</p>	30	

Question		Answer	Marks	Guidance
2	(b)	<p>Knowledge and understanding Candidates should demonstrate knowledge and understanding of relevant main events and aspects of England's crises. They should demonstrate knowledge and understanding of different explanations including that of the rise of the gentry.</p> <p>Understanding and Evaluation of approaches/methods Candidates should demonstrate knowledge and understanding of approaches to the crises that focus on long-term changes and the changing fortunes of the gentry in particular. They should demonstrate knowledge and understanding of how a focus on the gentry has contributed to our understanding. They should also show knowledge and understanding of other approaches and explain how a focus on the gentry has some shortcomings. Candidates should explain a focus on the gentry as an approach rather than as an interpretation.</p>	30	

Different Interpretations of British Imperialism c.1850–c.1950

Question	Answer	Marks	Guidance
3 (a)	<p>Knowledge and Understanding Knowledge and understanding of the main features of British Imperialism 1850–1950. This knowledge and understanding should inform candidates' reading of the extract and enable them to comment on it in an informed way.</p> <p>Understanding of interpretations The author argues that the Empire was completely different from anything existing today and it was not a forerunner of anything today. It has to be understood on its own terms. The people who ran it were dominated by ideas of class, intellectual superiority and paternalism. It was run by 'the best people' who were given enormous power. He argues that ideas of class and status also dominated relations with local chiefs.</p> <p>However, he also argues that policy from London was inconsistent, and that because the men on the spot had such power this explains even more inconsistencies that destroyed any strategic direction from London.</p> <p>Understanding of approaches/methods The approach of the author is to view Imperialism from the view-point of the people who ran the Empire. This includes trying to understand the Empire as it was understood by those people at the time and to avoid anachronisms such as claims that it was a champion of free-market liberalism. It has to be studied on its own merits.</p> <p>The approach is to focus on those governing on the spot rather than those in London or the native peoples. There is a hint of structuralism in the approach – the Empire is understood by looking at the social class that ran it. But there is also a focus on the individual decisions made by the men on the spot. There are also many individual references used to support the argument eg Kashmir, Iraq, Burma, the Sudan and Nigeria.</p>	30	

Question	Answer	Marks	Guidance
(b)	<p>Knowledge and understanding Candidates should demonstrate knowledge and understanding of relevant main events and aspects of British Imperialism 1850–1950. They should demonstrate knowledge and understanding of approaches that have focused on the metropole and its decision making, its policies and power.</p> <p>Understanding and Evaluation of approaches/methods Candidates should demonstrate knowledge and understanding of approaches that have focused on the role of the metropole. They should demonstrate knowledge and understanding of how on the metropole has contributed to our understanding. They should also show knowledge and understanding of other approaches and explain how a focus on the metropole has some shortcomings. Candidates should explain a focus on the metropole as an approach rather than as an interpretation.</p>	30	

The debate over British Appeasement in the 1930s

Question	Answer	Marks	Guidance
<p>4 (a)</p>	<p>Knowledge and Understanding Knowledge and understanding of the main features of the events in the 1930s and of Appeasement. This knowledge and understanding should inform candidates' reading of the extract and enable them to comment on it in an informed way.</p> <p>Understanding of interpretations The author's argument is that Appeasement was very popular at the time, was supported by all types of people and supported ruthlessly. For a time it held the high moral ground. The author thinks this was unmerited because he is not convinced by possible explanations of Appeasement such as abhorrence of war. He considers the argument that Halifax's Christianity meant he was unable to understand Hitler's wickedness or the threat he posed but dismisses this and argues that Halifax's religious views played no part in his politics.</p> <p>In fact the author argues that Appeasement was a ruthless policy, ruthlessly promoted by its supporters. It was very popular. This was because it united so many different groups. He argues that the blame has often been attached to a small clique but it was the policy of both main parties for a long time. People like Churchill were in a very small minority and were disregarded. The myth that it was just a small clique responsible grew after the war when scapegoats had to be found – often by people who had supported it themselves.</p> <p>Understanding of approaches/methods The author's approach is to consider the views of the public as well as politicians. He does not really see the views of the public as a constraint on government and parties. Instead he sees the political class ruthlessly pushing the policy.</p> <p>The author uses extracts from the writing of contemporaries eg Henderson and the vicar to support his views. He also uses an Anthony Powell novel to make a point about anti-French attitudes.</p>	<p>30</p>	

Question	Answer	Marks	Guidance
(b)	<p>Knowledge and understanding Candidates should demonstrate knowledge and understanding of relevant main events and aspects of Appeasement. They should demonstrate knowledge and understanding of events in the 1930s and of Chamberlain's views, formative influences and his role.</p> <p>Understanding and Evaluation of approaches/methods Candidates should demonstrate knowledge and understanding of approaches that have focused on decisions of one man – Chamberlain. They should demonstrate knowledge and understanding of how a focus on Chamberlain has contributed to our understanding of the Appeasement. They should also show knowledge and understanding of other approaches and explain how a focus on Chamberlain has some shortcomings. Candidates should explain a focus on Chamberlain as an approach rather than as an interpretation.</p>	30	

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