

History B

Advanced GCE

Unit **F986**: 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.

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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	<p>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.</p> <p style="text-align: center;">4 – 6</p>	<p>Demonstrates a reasonable understanding of the interpretation by explaining several features of it. Thereby demonstrates some synoptic understanding of the methods of the historian.</p> <p style="text-align: center;">4 – 6</p>
Level 1	<p>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.</p> <p style="text-align: center;">1 – 3</p>	<p>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.</p> <p style="text-align: center;">1 – 3</p>
Level 0	<p>No additional knowledge is provided. Does not use appropriate historical terminology. Structure is incoherent.</p> <p style="text-align: center;">0</p>	<p>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.</p> <p style="text-align: center;">0</p>

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

Different approaches to the Crusades 1095 -1272

Question		Answer	Marks	Guidance
1	(a)	<p>Knowledge and Understanding</p> <p>Knowledge and understanding of the main features of the Crusades 1095-1272. This knowledge and understanding should inform candidates' reading of the extract and enable them to comment on it in an informed way.</p> <p>Knowledge and understanding of the role of women in the Crusades, and of how the Crusades have usually been represented as masculine events and of new interpretations about the role of women.</p> <p>Understanding of interpretations</p> <p>The extract is about how contemporary accounts gendered the Crusades and what we can learn from this gendering. The extract's key argument is that accounts of the Crusades have been gendered. Contemporary writers represented the Crusades as masculine events. In doing this they were reflecting the way society was organised at the time. The extract goes on to argue that accounts of women were used, not to show what was actually happening, but in a symbolic way to create a particular version of the Crusades and to make important points eg the use of spinning machines, death at the hands of a woman is shameful, they subverted the normal order to make points. It is important that candidates demonstrate an understanding that the author argues that the chronicles do not represent actual events and are not simply about women.</p> <p>These accounts, the way they represented the Crusades and the world had a powerful impact on ideas about how society should be seen and shaped in the future.</p>	30	

Question	Answer	Marks	Guidance
	<p>Understanding of approaches/methods</p> <p>The author uses some extracts from contemporary accounts and reads them 'against the grain'. The author uses these accounts to demonstrate that they do not describe real events or the actual role of women. In other words, they cannot be read literally. The author uses them instead to show that they are symbolic and they are useful as showing how writers at the time created one particular idea of the Crusades which has been handed down and accepted. The author also reads the chronicles to show how the writers used women symbolically to make a series of points about their soldiers and the enemy.</p> <p>Various chronicles and chroniclers are used: Anglo-Norman accounts, Peter von Dusburg, Guibert of Nogent and William of Tyre.</p>		
(b)	<p>Knowledge and understanding</p> <p>Candidates should demonstrate knowledge and understanding of relevant main events and aspects of the Crusades. They should demonstrate knowledge and understanding of different explanations for the motivation behind the Crusades, including the idea of 'a just war'.</p> <p>Understanding and Evaluation of approaches/methods</p> <p>Candidates should demonstrate knowledge and understanding of the concept of 'a just war' and how this has been used by some historians as an approach/focus to explore the motivation behind the Crusades. They should be able to explain how a focus on this concept has contributed to our understanding of the Crusades. They should also show knowledge and understanding of other approaches and explain how a focus on 'a just' war has some shortcomings. Candidates should explain a focus on 'a just war' as an approach rather than as an interpretation. They should demonstrate an understanding that using a 'just war' approach does not necessarily mean accepting the just war theory.v</p>	30	

Different interpretations of witch-hunting in Early Modern Europe c.1560-c.1660

Question		Answer	Marks	Guidance
2	(a)	<p>Knowledge and Understanding</p> <p>Knowledge and understanding of the main features of witch-hunting 1560-1660. 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 witch-hunting as social revolt.</p> <p>Understanding of interpretations</p> <p>The main interpretation is that witchcraft came from peasant traditions and culture. Peasant consciousness was expressed through uprising but sometimes this consciousness was shown more symbolically through witchcraft. The author argues there were strong links between uprisings and witchcraft – they were different sides of the same coin.</p> <p>The author explains the growth of witchcraft through the growth in population and the resulting neglect of many people in certain areas by the authorities, especially the Church. This was made worse by the civil wars. Peasants were neglected by the Church and left alone, so they turned to the Devil. However, the author argues that it was not caused just by weaknesses in the church. Of crucial importance were the links with social revolt. They had in common the reversing of norms – turning the world upside down.</p> <p>The interpretation is also one from below – witchcraft is seen as something with its roots in peasant society.</p>	30	

Question	Answer	Marks	Guidance
	<p>Understanding of approaches/methods</p> <p>The author focuses on parts of southern France, so this is in a sense a regional study. Particular examples are used from contemporary writers eg the celebration of a Black Mass, the description of the Feast of Fools. The author also focuses on peasants rather than townspeople. He uses a structural explanation about the organisational failures of the church (he calls this a sociological analysis). He also uses a cultural explanation in relation to the cultures and traditions of peasants. He is mostly interested in studying witchcraft from below.</p>		
(b)	<p>Knowledge and understanding</p> <p>Candidates should demonstrate knowledge and understanding of relevant main events and aspects of witch-hunting. They should demonstrate knowledge and understanding of different explanations of witch-hunting, including the role of gender.</p> <p>Understanding and Evaluation of approaches/methods</p> <p>Candidates should demonstrate knowledge and understanding of approaches to witch-hunting that have focused on the role of gender. They should demonstrate knowledge and understanding of how a focus on gender to explore witch-hunting has contributed to our understanding. They should also show knowledge and understanding of other approaches and explain how a focus on gender has some shortcomings. Candidates should focus on explaining a focus on gender as an approach rather than as an interpretation.</p>	30	

Different American Wests 1840-1900

Question		Answer	Marks	Guidance
3	(a)	<p>Knowledge and Understanding</p> <p>Knowledge and understanding of the main features of the American West 1840-1900 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 Turner's Frontier Thesis and criticisms of it.</p> <p>Understanding of interpretations</p> <p>The author focuses on the idea of frontier. She argues that the concept of frontier might have been used at the time but this does not mean that it is a useful analytical tool for the historian today. Turner's concept and use of frontier is criticised because he used it as a process – the civilised conquering the savage. Events were seen purely from an Eastern viewpoint.</p> <p>The author argues that the frontier should be given less prominence and the West should be seen a place in its own right. The idea of conquest is also key. The West was a place undergoing conquest. The author argues that the West should be studied as a place with its own peoples and cultures undergoing conquest. The consequences of this conquest are key. The author argues that a crucial part of this was the struggle by different groups for a share of the West's resources. Conquest has led to struggle between groups for property, profit and cultural dominance.</p> <p>The author also argues that once the focus is on place and conquest, the story of the West can be viewed as a whole that runs right up to today eg issues of cultural dominance still remain. It is also argued that conquest and the idea of progress are at the centre of US history and the West is an excellent case study of both of these. This makes it central to US history.</p>	30	

Question	Answer	Marks	Guidance
	<p>Understanding of approaches/methods</p> <p>The author has an approach that treats the West as a place. The author focuses on conquest and the consequences of the conquest - she is interested in looking at the West from the perspective of the West and its peoples and the consequences for them and others of conquest. There is a focus on issues such as ownership, land and dominance. She is also interested in viewing the West in the context of the whole of US history.</p> <p>Particular examples are used eg the semi-Hispanic Southwest, analogies are used eg with the Colt repeating revolver, to make a point.</p>		
(b)	<p>Knowledge and understanding</p> <p>Candidates should demonstrate knowledge and understanding of relevant main events and aspects of the American West 1840-1900. They should demonstrate knowledge and understanding of approaches that have focused on Native Americans and on approaches that have marginalised them.</p> <p>Understanding and Evaluation of approaches/methods</p> <p>Candidates should demonstrate knowledge and understanding of approaches that have focused on the Native Americans. They should demonstrate knowledge and understanding of how on Native Americans has contributed to our understanding. They should also show knowledge and understanding of other approaches and explain how a focus on Native Americans has some shortcomings. Candidates should explain a focus on Native Americans as an approach rather than as an interpretation.</p>	30	

Debates about the Holocaust

Question	Answer	Marks	Guidance	
4	(a)	<p>Knowledge and Understanding</p> <p>Knowledge and understanding of the main features of the Holocaust. 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</p> <p>The author argues that those who committed the crimes were acting from a sense of their own morality. This morality came from their belief in the inequality of the human races. The superior race had to kill lesser races. The author argues that this was a mission or a duty and that they justified it to themselves by saying they were doing it for their children or they were almost the victims themselves because they had to carry out unpleasant acts for the good of others.</p> <p>The author argues that this presents a more complex explanation than just anti-Semitism. He also argues that these were personal acts, they were not factory like or industrial. These were individual acts that people volunteered to do because they felt like it and because of their perverted sense of morality. He also argues that it was not only Germans who committed these acts.</p> <p>Understanding of approaches/methods</p> <p>The author's approach is not straightforward in terms of intentionalism and functionalism. He focuses on the morality and behaviour of individuals who were free agents. However, he also focuses on the role of the shared beliefs (the morality) of these individuals. The approach is close to Goldhagen's but perhaps more complex. There is no focus on Hitler.</p> <p>Individual examples are used to support his argument eg Jeckeln, Scharfuhrer and Himmler.</p>	30	

Question	Answer	Marks	Guidance
(b)	<p>Knowledge and understanding</p> <p>Candidates should demonstrate knowledge and understanding of relevant main events and aspects of the Holocaust. They should demonstrate knowledge and understanding of German history and of approaches that have focused on 19th century colonial practices.</p> <p>Understanding and Evaluation of approaches/methods</p> <p>Candidates should demonstrate knowledge and understanding of approaches that have focused on 19th century colonial practices. They should demonstrate knowledge and understanding of how a focus on 19th century colonial practices has contributed to our understanding of the Holocaust. Examples of colonial practices might include Germany in Namibia, Britain in South Africa and Belgium in the Congo. They should also show knowledge and understanding of other approaches and explain how a focus on colonial practices has some shortcomings. Candidates should explain a focus on colonial practices as an approach rather than as an interpretation.</p>	30	

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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Head office
Telephone: 01223 552552
Facsimile: 01223 552553

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