

GCE

History B

Unit **F985**: Historical Controversies

Advanced GCE

Mark Scheme for June 2017

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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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Subject-specific Marking Instructions

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</p> <p>Candidates should demonstrate knowledge and understanding of the main events and results of the Norman conquest. They should demonstrate knowledge of the English pre-Conquest social structure and the methods used by the Normans to gain control. 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>This extract is about change and continuity after the Conquest. Continuity is represented through much of the English population staying in place, especially peasants and townsmen. Change is represented by the English aristocracy losing their land and largely disappearing. However, many landowners between the peasants and the aristocracy did retain their land. These were the people needed to run local government. The interpretation sums up by saying that Normans and English had to work together if stability and peace was to be assured and so a new nationality emerged from this cooperation in which women had a vital role to play.</p> <p>Understanding of approaches / methods</p> <p>There is a focus on land ownership and a focus both on change and continuity. Focus is on all levels of society although mainly the landed. The role of women is also considered. Use is made of the Domesday Book, manorial and local government records. Use is made of local examples.</p>	30	
(b)	<p>Knowledge and understanding</p> <p>Candidates should demonstrate knowledge and understanding of relevant main events, aspects and results of the Norman Conquest.</p>	30	

Question	Answer	Marks	Guidance
	<p>Understanding and evaluation of approaches and methods Candidates should demonstrate knowledge and understanding of the work and interpretations of nineteenth-century historians. They should demonstrate knowledge and understanding of their approaches and methods. They should also demonstrate knowledge and understanding of how these approaches have contributed to our understanding, and of the different interpretations that these approaches have led to. They should also show knowledge and understanding of other approaches and interpretations. Candidates should explain how the approaches of nineteenth-century historians have shortcomings. The approaches should be explained as approaches rather than as interpretations although interpretations may be used to illustrate an approach.</p>		

Question		Answer	Marks	Guidance
2	a	<p>Knowledge and Understanding</p> <p>Candidates should demonstrate knowledge and understanding of the main events of Britain's seventeenth century crises. They should demonstrate knowledge of the allegiances of the lower orders during the Civil War. This knowledge and understanding should inform candidates' reading of the extract and enable them to comment on it in an informed way.</p>	30	
		<p>Understanding of interpretations</p> <p>The focus is on explaining why the lower orders supported one side or the other in the Civil War. The main interpretation is that although the allegiance of the lower orders in the Civil War is partly explained by occupation (e.g. textiles) and the outlook of local landowners, the influence of the latter can be exaggerated. Local cultures are put forward as major factors. These local cultures reinforced political attitudes.</p>		
		<p>Understanding of approaches/methods</p> <p>There is a focus on history from below. There is also evidence of a focus on cultural, social and economic approaches. Local studies is an approach here with the focus on just three counties. Various sources of evidence are used e.g. historians such as Oldmixon and Aubrey and a range of primary sources.</p>		
2	b	<p>Knowledge and understanding</p> <p>Candidates should demonstrate knowledge and understanding of relevant main events of Britain's seventeenth century crises.</p>	30	

Question	Answer	Marks	Guidance
	<p data-bbox="365 217 1133 245">Understanding and Evaluation of approaches/methods</p> <p data-bbox="365 284 1133 683">Candidates should demonstrate knowledge and understanding of the interpretations and approaches of Whig historians. They should also demonstrate knowledge and understanding of how these approaches have contributed to our understanding, and of the different interpretations that these approaches have led to. They should also show knowledge and understanding of other approaches and interpretations. Candidates should explain how this approach has shortcomings. The approach should be explained as an approach rather than as any one particular interpretation although interpretations may be used to illustrate the approach.</p>		

Question		Answer	Marks	Guidance
3	a	<p>Knowledge and Understanding</p> <p>Candidates should demonstrate knowledge and understanding of the main features of British Imperialism 1850-1950, especially the ideas of formal and informal empire. This knowledge and understanding should inform candidates' reading of the extract and enable them to comment on it in an informed way.</p>	30	
		<p>Understanding of interpretations</p> <p>The focus is on explaining why the British Empire made use of informal empire and whether its use was a free choice or a result of limitations of British power. The author argues British power was limited because of domestic and other factors and the informal empire was often used as a recognition of these limits. It was not a deliberate or consistent policy and was often unsatisfactory, but was often the most that Britain could achieve.</p>		
		<p>Understanding of approaches/methods</p> <p>There is use of the concepts and models of informal and formal empire. Local/regional examples are used e.g. China. Models are tested using empirical evidence. Primary sources are used.</p>		
3	b	<p>Knowledge and understanding</p> <p>Candidates should demonstrate knowledge and understanding of relevant main events and aspects of British Imperialism 1850-1950, especially the experiences of subject peoples and struggles for independence.</p>	30	

Question		Answer	Marks	Guidance
		<p>Understanding and Evaluation of approaches/methods</p> <p>Candidates should demonstrate knowledge and understanding of the interpretations of nationalist historians, especially as they relate to the experiences of subject peoples and to struggles for decolonisation. They should also demonstrate knowledge and understanding of how these approaches have contributed to our understanding and of the different interpretations that these approaches have led to. They should also show knowledge and understanding of other approaches and interpretations. Candidates should explain how this approach has some shortcomings. The approach should be explained as an approach rather than as any one particular interpretation although interpretations may be used to illustrate the approach.</p>		

Question		Answer	Marks	Guidance
4	a	<p>Knowledge and Understanding</p> <p>Knowledge and understanding of the main features of the main 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>	30	
		<p>Understanding of interpretations</p> <p>This extract is broadly supportive of appeasement. It focuses on alternatives to appeasement. The author's</p>		

Question		Answer	Marks	Guidance
		argument is that although several alternatives to appeasement at different stages of events in the 1930s have been suggested, in each case it is doubtful whether they were realistic alternatives. The so called 'lost opportunities' that are considered are the Rhineland, Czechoslovakia and negotiations with the USSR. There were problems with all three and two would have led to war making the choice war now or later. While appeasement avoided war there was always a chance that war might be averted in the long run.		
		<p>Understanding of approaches/methods</p> <p>The author makes use of a counter-factual approach by considering what might have happened if alternatives to appeasement had been adopted. Knowledge and understanding of the 1930s is used to argue the likely course of events if alternatives had been attempted.</p>		
4	b	<p>Knowledge and understanding</p> <p>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.</p>	30	
		<p>Understanding and Evaluation of approaches/methods</p> <p>Candidates should demonstrate knowledge and understanding of intentionalist approaches. Allow as valid focus on the importance of the intentions of any of the key players in the events surrounding appeasement. They should also demonstrate knowledge and understanding of how these approaches have contributed to our understanding and of the different interpretations that these approaches have led to. They should also show knowledge and understanding of other approaches and</p>		

Question	Answer	Marks	Guidance
	interpretations. Candidates should explain how this approach has some shortcomings. The approach should be explained as an approach rather than as any one particular interpretation although interpretations may be used to illustrate the approach.		

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