

**GCE**

**History B**

Unit **F986**: Historical Controversies

Advanced GCE

**Mark Scheme for June 2017**

---

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2017

## Subject-specific Marking Instructions

	<b>AO1: Knowledge and understanding</b>	<b>AO2b: Historical interpretations</b>
<b>Level 5</b>	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.  <b>13 – 15</b>	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.  <b>13 – 15</b>
<b>Level 4</b>	Relevant and accurate knowledge demonstrated and used to analyse the interpretation. Uses historical terminology accurately. Structure of argument is clear. Writing is legible.  <b>10 – 12</b>	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.  <b>10 – 12</b>
<b>Level 3</b>	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.  <b>7 – 9</b>	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.  <b>7 – 9</b>

	<b>AO1: Knowledge and understanding</b>	<b>AO2b: Historical interpretations</b>
<b>Level 2</b>	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. <b>4 – 6</b>	Demonstrates a reasonable understanding of the interpretation by explaining several features of it. Thereby demonstrates some synoptic understanding of the methods of the historian. <b>4 – 6</b>
<b>Level 1</b>	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. <b>1 – 3</b>	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. <b>1 – 3</b>
<b>Level 0</b>	No additional knowledge is provided. Does not use appropriate historical terminology. Structure is incoherent. <b>0</b>	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. <b>0</b>

## Generic mark scheme for part (b) questions

	<b>AO1 Knowledge and understanding</b>	<b>AO2b: Historical interpretations</b>
<b>Level 5</b>	<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;"><b>13 – 15</b></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;"><b>13 – 15</b></p>
<b>Level 4</b>	<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;"><b>10 – 12</b></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;"><b>10 – 12</b></p>
<b>Level 3</b>	<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;"><b>7 – 9</b></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;"><b>7 – 9</b></p>
<b>Level 2</b>	<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;"><b>4 – 6</b></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;"><b>4 – 6</b></p>

	<b>AO1 Knowledge and understanding</b>	<b>AO2b: Historical interpretations</b>
<b>Level 1</b>	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.  <b>1 – 3</b>	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  <b>1 – 3</b>
<b>Level 0</b>	No additional knowledge is provided. Does not use appropriate historical terminology. Structure is incoherent.  <b>0</b>	Demonstrates no understanding of the approach / method. Shows no synoptic understanding of how historians use evidence.  <b>0</b>

## Different approaches to the Crusades 1095 -1272

Question		Answer	Marks	Guidance
1	a	<p><b>Knowledge and Understanding</b></p> <p>Candidates should demonstrate knowledge and understanding of the main features of the Crusades 1095-1272, and especially of the motivations of the Crusaders. 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><b>Understanding of interpretations</b></p> <p>This extract sees the Crusades as one part of a much larger European expansionist movement which made the Crusades possible and acceptable. The author argues that the main motivation was economic. This is supported in a variety of ways - economic benefits from ending violence, feudal barons could gain land in the East, the importance of trade to cities like Genoa (Urban made special efforts to win over these towns and their merchants), the development of finance and credit as well as employment.</p>		
		<p><b>Understanding of approaches/methods</b></p> <p>The author's approach is empirical. He makes a lot of use of the contents of Urban's speeches, including quotations. The Crusades are seen from an economic perspective and so factors such as religion are largely ignored. There is focus on several layers of society - barons, merchants, bankers and ordinary workers.</p>		
1	b	<p><b>Knowledge and understanding</b></p> <p>Candidates should demonstrate knowledge and understanding of relevant main events and aspects of the Crusades, especially the different nature of various Crusades. They should demonstrate knowledge and understanding of different ways of classifying and defining the Crusades.</p>	30	

Question	Answer	Marks	Guidance
	<p><b>Understanding and Evaluation of approaches/methods</b></p> <p>Candidates should demonstrate knowledge and understanding of approaches based on a generalist approach. They should also demonstrate knowledge and understanding of how this approach has contributed to our understanding, and of the different interpretations that this approach has 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.</p>		



**Different Interpretations of Witch-hunting in Early Modern Europe c.1560-c.1660**

Question		Answer	Marks	Guidance
2	a	<p><b>Knowledge and Understanding</b></p> <p>Candidates should demonstrate knowledge and understanding of the main features of witch-hunting 1560-1660 and especially its possible links with the Reformations, their faiths and the wars of religion. 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 reasons why witch-hunting existed and how people understood it.</p>	30	
		<p><b>Understanding of interpretations</b></p> <p>The author argues that there were links between witch-hunting and the Reformations but not in the ways usually assumed. Witch-hunting was not a direct result of religious wars. In fact, war usually ended witch-hunting. Instead, we need to redefine the period as one of confessionalism and focus on the powerful and organised churches and their determination to enforce discipline and conformity. They regarded witchcraft as religious deviance and thought it was increasing. They reinforce in their members a fear of sin of which witchcraft was a powerful example. So there is a link to the Reformations - not through the religious warfare but through the churches reinforcing the dangers of sin like witchcraft and their determination to wipe it out.</p>		
		<p><b>Understanding of approaches/methods</b></p> <p>The author has tried to understand witch-hunting in the context of the values and beliefs of the time and there are elements of structuralism here although it also has elements of a 'from above' approach'. There is an emphasis on the faiths of Protestants and Catholics, particularly with an emphasis on confessionalism. There is some use made of</p>		

Question		Answer	Marks	Guidance
		case studies to support these arguments e.g. Lambert Daneau.		
2	b	<p><b>Knowledge and understanding</b></p> <p>Candidates should demonstrate knowledge and understanding of relevant main events and aspects of witch-hunting. They should demonstrate knowledge and understanding of the nature of regional studies and of some of their findings.</p>	30	
		<p><b>Understanding and Evaluation of approaches/methods</b></p> <p>Candidates should demonstrate knowledge and understanding of approaches based on regional studies. 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.</p>		

## Different American Wests 1840-1890

Question		Answer	Marks	Guidance
3	a	<p><b>Knowledge and Understanding</b></p> <p>Candidates should demonstrate their knowledge and understanding of the main features of the American West 1840-1900 and especially of the 'Old' and the 'New' American West histories. 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 concept of incorporation.</p>	30	
		<p><b>Understanding of interpretations</b></p> <p>The author argues there is no simple line between nature and culture and the frontier often assumed to have existed did not exist - pure wilderness did not exist. What should be studied is the inter-action between humans and environment and this went on under the Plains Indians as well as after the arrival of the settlers. The assumption that the settlers found wild nature is wrong - the environment had already been shaped by human activity. The West was competed for by different groups, each of whom shaped it. The West is a product of these relationships.</p>		
		<p><b>Understanding of approaches/methods</b></p> <p>The author uses the approach of the 'New Western History'. This involves questioning many of the claims and approaches of the 'Old Western Historians'. Many of their assumptions such as the frontier and notions of nature are questioned. There is a focus on the relationships between different groups and between each group and the environment.</p>		
3	b	<p><b>Knowledge and understanding</b></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 different representations of the West.</p>	30	
		<p><b>Understanding and Evaluation of approaches/methods</b></p> <p>Candidates should demonstrate knowledge and understanding of approaches based on popular representations. 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</p>		

			approach has shortcomings. The approach should be explained as an approach rather than as any one particular interpretation.		
--	--	--	--	--	--

**Debates about the Holocaust**

Question		Answer	Marks	Guidance
4	a	<p><b>Knowledge and Understanding</b></p> <p>Candidates should demonstrate 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>	30	
		<p><b>Understanding of interpretations</b></p> <p>The author argues that the Holocaust developed gradually. Deportation of the Jews was made impossible by the war in the East and so another solution had to be found. Local massacres of Jews began as a response to being unable to carry out deportation plans and not as the result of a general order. Extermination was an improvised answer and local instances gradually provided the experience and institutional apparatus for mass murders to follow. There was no order from Hitler but he still has some responsibility because of his known views about the Jews. He must have approved of what was happening. However, the responsibility for what happened goes beyond him and the Nazi leaders.</p>		
		<p><b>Understanding of approaches/methods</b></p> <p>The author is using a structuralist approach. The focus is on the situation at the time and on attempts by local parts of the Nazi machine to find a solution. However, there is still some focus on Hitler. There are hints on intentionalism and some candidates may claim this is a synthesis approach. Local examples are used as well as primary documents.</p>		
4	b	<p><b>Knowledge and understanding</b></p> <p>Candidates should demonstrate knowledge and understanding of relevant main events and aspects of the Holocaust. They should demonstrate knowledge and understanding of different approaches such as intentionalism and structuralism and in particular the synthesis approach.</p>	30	
		<b>Understanding and Evaluation of approaches/methods</b>		

Question	Answer	Marks	Guidance
	<p>Candidates should demonstrate knowledge and understanding of the synthesist approach, what it is and the interpretations it has led to. They should be familiar with historians who have used it. They should also demonstrate knowledge and understanding of how this approach has contributed to our understanding, and of the different interpretations that this approach has 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.</p>		

**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](mailto:general.qualifications@ocr.org.uk)

**[www.ocr.org.uk](http://www.ocr.org.uk)**

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
**is a Company Limited by Guarantee**  
**Registered in England**  
**Registered Office; 1 Hills Road, Cambridge, CB1 2EU**  
**Registered Company Number: 3484466**  
**OCR is an exempt Charity**

**OCR (Oxford Cambridge and RSA Examinations)**  
**Head office**  
**Telephone: 01223 552552**  
**Facsimile: 01223 552553**

© OCR 2017

