

Mark Scheme for June 2010

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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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Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

Generic mark scheme for unit F986

Maximum mark: 60

Mark allocation within Unit: AO1: 30; AO2b: 30.

Generic Mark scheme for part (a) questions:

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

	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 1

Study Topic 1: Different approaches to the crusades 1095-1272

- (a) **What can you learn from this extract about the interpretation, approaches and methods of the historian? Refer to the extract and your own knowledge to explain your answer.**

Knowledge and Understanding

Knowledge and understanding of the motives of the crusades should be demonstrated and used to support the answer including religious, cultural and economic. An understanding of changes in motives over time is required and between both different individuals and social groups. An understanding of differences between different contemporary and modern writers is useful. Knowledge and understanding of why these different explanations have been produced.

Understanding Interpretations

Key points – advances considerable evidence for the development of holy war in Spain, attempts by the papacy to control and direct these wars, the development of the concept of crusading over time, the cultural context of crusading, has a fairly balanced opinion of the motive for crusading – religion and land hunger. The development and use of absolution and indulgence.

Understanding approaches/methods

The approach is very euro-centric and there is little to show that non-western sources have been used. The role of land and the drive for conquest is given equal merit and this is taken at face value. Other writers have placed more emphasis on religious due to a more developed role for empathetic understanding of medieval society.

[30]

- (b) **Some historians have focused on the idea of the crusades bringing benefits to a heathen world. Explain how this has contributed to our understanding of the crusades. Has this approach any disadvantages or shortcomings?**

Knowledge and understanding

Knowledge and understanding of the impact of the crusades on the Islamic world from a number of perspectives is required, cultural, military, economic and social. Also candidates should be able to evaluate the relative merits of Western as opposed to Islamic culture.

Understanding of approaches/methods

Explanations could include references to writers from the 19th century who glorify the crusades, view the crusades as colonisation, as a barbarian attack on a civilised east.

Evaluation of approaches/methods

Explanations could include arguments that arguments over the relative impact of the crusades on the Middle East and candidates should be able to come to a judgement about the merits of Frankish conquest and settlement. The impact of the crusades should be discussed in a broad context, both geographic and chronological.

[30]

Question 2**Different interpretations of witch-hunting in early modern Europe c.1560-c.1660**

(a) What can you learn from these extracts about the interpretation, approaches and methods of the historian? Refer to the extract and your knowledge to explain your answer.

[30]**Knowledge and understanding**

Knowledge and understanding of the main features of witch-hunting in the period, particularly the role of the weather and local studies.

Knowledge and understanding of different explanations of witch-hunting particularly those that focus on connections with natural events such as weather and those that make use of local communities and history from below. Knowledge and understanding of why these different explanations/interpretations have been produced.

Understanding of interpretations

Key points - argues that weather had a major impact of witch-hunting especially in areas that were backward in farming techniques and where the crop was vulnerable to changes in climate e.g. Central Europe (a major area of witch-hunting). This is to be expected in communities where farming was of vital importance. Extreme weather was regarded as unnatural - this the connection to witches. Argues a close correlation between bad weather and witch-hunting. Witch-hunts were initiated by popular pressure from below not from the authorities. In fact, the authorities tried to use more natural approaches e.g. provide new seed. Better candidates may compare this interpretation to others.

Understanding of approaches/methods

Much use is made of detailed study of local communities - use of history from below. Use is made of primary sources - local documentary court records. Use is also made of statistical evidence and of the interdisciplinary work of others - so not all original research. One feature of this extract is its interdisciplinary work using statistics about weather patterns.

(b) Some historians have focused on witch-hunting as an exercise of power from above. Explain how this has contributed to our understanding of witch-hunting. Has this approach any disadvantages or shortcomings?

[30]**Knowledge and understanding**

General knowledge and understanding shown of witch-hunting as the exercise of power from above. Knowledge and understanding of some of the main conclusions that had been drawn from this focus.

Understanding of approaches/methods

Understanding demonstrated of what is meant by 'from above' and how this differs from other approaches. Knowledge of some of the methods used for this focus e.g. the groups studied, the range of sources used.

Evaluation of approaches/methods

Explanation of some of the advantages of studying witch-hunting from this angle- what kinds of things have been learned that have enriched our understanding of witch-hunting, e.g. the vital role of the authorities, a means of exercising power, of wiping out dissent. Explanation of some of the main shortcomings of studying witch-hunting from above e.g. ignores the extent to which witch-hunting was encouraged from below, too sweeping - does not allow for local variations, does not consider the experiences of individual people, communities.

Question 3**Different American Wests 1840-1900**

- (a) What can you learn from these extracts about the interpretation, approaches and methods of the historian? Refer to the extract and your knowledge to explain your answer.**

[30]**Knowledge and understanding**

Knowledge and understanding of the main features and developments of the American West in this period, including the role of women.

Knowledge and understanding of different accounts/narratives of the American West, especially those that have focused on the role of gender, and those that have neglected it. Knowledge and understanding of why these different explanations/interpretations have been produced.

Understanding of interpretations

Key points - this extract had a focus on the issue of gender and on the role of women. It argues that the popular images that have been created of the West are all masculine ones and this has had the effect of underplaying and distorting the roles that women played in the West. Women were not just prostitutes in bars or homemakers in homesteads but were often making their own way and doing the same jobs as men. They supported political causes like votes for women. They also faced many different difficulties from men in making their own way. However, they overcame these without fuss. To write a history of the American West that leaves out the experiences of women is to miss the diversity of the West. Better candidates may compare this interpretation to others, particularly those that focus on other neglected groups.

Understanding of approaches/methods

The approach here is revisionist - to question traditional accounts of the West. The author uses the word of the women themselves rather than what other people have to say about them. Diaries, letters and memoirs are used, or they use is recommended. The author also uses a case study approach by focusing on the story of one woman and generalising from that. Better candidates may contrast this to other approaches/methods.

- (b) Turner's 'frontier thesis' has been important in the study of the American West. Explain how this has contributed to our understanding of the American West. Has his approach any disadvantages or shortcomings?**

[30]**Knowledge and understanding**

General knowledge and understanding shown of some of the main features of the American West and its development, especially Turner's 'frontier thesis'. Knowledge and understanding of some of the main conclusions of Turner.

Understanding of approaches/methods

Understanding demonstrated of what is meant the 'frontier thesis'. An understanding of why this thesis was produced when it was. An understanding of how it differs from other approaches.

Evaluation of approaches/methods

Explanation of some of the challenging ideas that arose from the thesis and why it was readily accepted at the time. Explanation of its shortcomings. Explanations of ways in which it has been revised or criticised. Understanding of why it looks less appropriate now than it did when it was produced.

Question 4**Debates about the Holocaust**

- (a) What can you learn from this extract about the interpretation, approaches and methods of the historian? Refer to the extract and your knowledge to explain your answer.**

[30]**Knowledge and understanding**

Knowledge and understanding of the main features of the Holocaust.
Knowledge and understanding of different explanations/accounts of the Holocaust especially those that focus on the role of Hitler and those that question it. Knowledge and understanding of why these different explanations/interpretations have been produced.

Understanding of interpretations

Key points - this account clearly puts a large part of the responsibility on to the shoulders of Hitler. It argues that the seeds of the Holocaust can be found in Nazis ideas from the beginning. Hitler played a key role. He was obsessed with the Jewish question and drove policies towards the Holocaust. Leading Nazis knew this and understood that for the sake of their own careers they had to help drive the policy on to its inevitable conclusion. They did not need direct orders and competed with each other in terms of who could do more. Hitler also had a more hands on role especially from 1939 onwards. He made his intentions clear and they were quickly carried out. There is a close correlation between statements by Hitler and actions carried out especially in the invasion of Russia. We do not need direct orders signed by Hitler to be convinced of his role.

Understanding of approaches/methods

This extract follows an intentionalist approach and places the emphasis on human agency. Hitler knew what he wanted and made sure it happened. The focus is on his beliefs and intentions. Methods used include looking at what Hitler wrote and said and comparing this with what happened. This is also correlated over time. Use is made of an extract from Goebbels diary.

- (b) Some historians have focused on the Holocaust as a product of German history. Explain how this approach has contributed to our understanding of the Holocaust. Has this approach any disadvantages or shortcomings?**

[30]**Knowledge and understanding**

General knowledge and understanding shown of the Holocaust. Knowledge and understanding of some of the main conclusions that have been drawn from approaches that consider the impact of German history, including pre-Nazi history.

Understanding of approaches/methods

Understanding demonstrated of what is meant by the Holocaust being a product of German history. Understanding demonstrated of opposing interpretations. Knowledge of some of the methods used in by those who go back in German history.

Evaluation of approaches/methods

Explanation of some of the advantages of approaches that go back in German history - what kinds of things have been learned that have enriched our understanding of the Holocaust. Explanation of why these could not have been learned from other approaches. Explanation of some of the main shortcomings of approaches that go back in German history and what can be learned from other approaches.

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

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Facsimile: 01223 552627

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