

History B

Advanced GCE

Unit **F985**: Historical Controversies – British History

Mark Scheme for January 2012

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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 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 Knowledge and understanding of the main developments of the Norman Conquest from the mid eleventh to the early thirteenth centuries should be demonstrated. This knowledge should inform the interpretation offered and enable candidates to comment on it intelligently. In particular, students will need to demonstrate familiarity with the social and economic changes brought about by the Norman Conquest, their nature and extent. The ways in which the Normans may have become richer at the expense of the Anglo-Saxon population will need to be grasped in the context of the broader economic picture of gain and loss for individuals such as merchants and for communities, especially in this extract, towns. Candidates will also need to have some sense of the different types of evidence which historians use to try to understand the extent and nature of economic continuity and change across several centuries.</p> <p>Understanding of interpretations The extract focuses on one key debate about continuity and change as the essential characteristic of the Norman Conquest. The author offers a balanced appraisal of gain and loss, profit and appropriation across several centuries and in a number of related but contrasting areas of the economy. In order fully to understand the interpretation candidates will need to see the 'bigger picture' of changing economic fortunes on the national and international scale in terms of trade and transfers of landed wealth, for example, but will also need to look carefully at the 'micro' picture, namely local urban evidence for Norman settlement and integration. The extract also raises evidential issues in relation, for example, to Orderic Vitalis and the value of chronicle evidence when considering social and economic developments.. The explanation should be supported by clear references to the extract.</p>	30	

Question	Answer	Marks	Guidance
	<p>Understanding of approaches / methods The method used here is to start with the well-known issue of the extent to which empires benefit from their colonies and to test several generalisations using particular social and economic evidence. The initial sections of the extract concentrate on what might be termed a traditional picture of the loss of goods and wealth: the Normans benefitted from their new acquisitions in no uncertain terms. However, even here candidates may distinguish plunder and the short-term consequences thereof from longer-term gains in the form of the revenues from land; the suggestion here is that the new Anglo-Norman kingdoms emerged on the back of landed wealth that saw a much greater contribution from England rather than Normandy. The author's approach remains balanced in consideration of each piece and type of evidence, with acknowledgement of the role of Anglo-Norman trade, for example but an assertion that it did not replace a long-standing economic relationship with the Flemish. Likewise the method of looking in detail at the urban records of particular towns stresses continuity and assimilation rather than radically new or divisive settlements. The extract points to or implies a reliance upon a range of evidence from chronicles, coins and records of land and town settlement, and candidates may be expected to comment on how persuasively, for example, the author handles Orderic Vitalis.</p>		
(b)	<p>Knowledge and understanding Candidates may show knowledge and understanding of the issues surrounding studies of history 'from below' in several forms. They may explore the role of peasants in terms of continuity and change across several centuries, for example, or they may discuss how lives were affected in eleventh and twelfth century towns as conquest and assimilation advanced. How did 'ordinary' people's lives change with the arrival of new lords, new ecclesiastical rulers and new buildings, for example castles and cathedrals? Changes in terms of land tenure, military roles, or trade may be mentioned, and the roles of women might be considered.</p>	30	

Question	Answer	Marks	Guidance
	<p>Understanding of approaches / methods The changes to our understanding of how the Norman Conquest affected various social groups across time should be addressed: what have we learned from studies of the peasant classes, for example? What has a Marxist approach to feudalism contributed to our knowledge of the Anglo-Norman world?</p> <p>Evaluation of approaches / methods The pitfalls and benefits of 'history from below' may consider what we have learned from such studies which other approaches and methods may not have revealed. Have historians of the Norman period been too fixated upon kings and nobles, methods of government and administrative records, to the detriment of our understanding of the impact of invasion upon women, agricultural labourers, tradesmen and soldiers? Candidates may wish to explore the ideological objections commonly voiced against Marxist approaches to the past, or the practical limitations of this type of research in the form of limited, discontinuous or incomplete evidence.</p>		

Question	Answer	Marks	Guidance
2 (a)	<p>Knowledge and Understanding</p> <p>Knowledge and understanding of the relationship between the three Stuart kingdoms. Knowledge and understanding of the ways in which each country became involved in the civil wars of the 1640s, including the Solemn League and Covenant and Charles's negotiations with the Irish. Knowledge and understanding of the importance of institutions such as the county committees and the New Model Army in contributing to parliamentary victory in the first civil war.</p> <p>Knowledge and understanding of the relevant approaches to studying the seventeenth century should be demonstrated and used to support the answer: in explaining the course of events in England some historians have argued that it is necessary to take into account developments and activities in the three Stuart kingdoms of England, Scotland and Ireland. Without the Scots and Irish, events in England would have taken a very different course.</p> <p>Understanding of interpretations</p> <p>Key points – the historian argues that the Solemn League and Covenant between the Covenanting Scots and the English parliament, negotiated in the autumn of 1643 and ratified at the end of the year, altered the course of events in the first English civil war in wide-ranging ways that go far beyond the military contribution made by the Scottish covenanting army. The historian argues the Solemn League and Covenant had direct military, religious and administrative influence and also affected the king's negotiations and pacts with the Irish.</p> <p>The explanation of the interpretation should be supported by clear references to the extract. The historian provides several examples that could be further explained to demonstrate understanding of the interpretation. For example, the impact of parliament's victory at Marston Moor and the importance of the New Model Army.</p>	30	

Question	Answer	Marks	Guidance
	<p>Understanding of approaches / methods This extract employs an approach that recognises the significance of events in all three Stuart kingdoms in influencing the course of events in England.</p> <p>The explanation should be supported by clear references to the extract. Better answers should explain how these approaches have led to what is written in the extract, in particular the overall conclusion of the historian ie how far does the approach influence the conclusion that has been reached and the ways in which events and people are described.</p> <p>The explanation could be developed by comparing this approach to other approaches, for example, those that focus on other factors determining the outcome of events such as the role of individuals and short-term and / or accidental factors. These might include the battle tactics employed by generals such as Oliver Cromwell, or the fortuitous delay in starting the battle of Marston Moor as Prince Rupert waited for Newcastle to arrive.</p>		
(b)	<p>Knowledge and understanding</p> <p>Knowledge and understanding of the evidence relating to the social and economic approach to explaining the events of the seventeenth century: the ideas of the declining aristocracy as well as the rising gentry may be explained with reference to developments in the economy dating back to the dissolution of the monasteries and the subsequent redistribution of land. Candidates may also refer to evidence concerning the political rise of the gentry, the changing balance between Lords and Commons, and arguments about its contribution to the clash between the royalists and parliamentarians.</p> <p>Understanding of approaches / methods Knowledge and understanding of approaches that focus on long-term social and economic causes. The rejection of a purely political explanation of developments in the seventeenth century, widening the scope of enquiry and altering its focus, yet still concerned with the ruling elite and the struggle for power.</p>	30	

Question	Answer	Marks	Guidance
	<p>Candidates should be aware of the sources employed, the extent of the available evidence from which the generalisations made by social and economic historians are derived.</p> <p>Evaluation of approaches / methods Understanding demonstrated of interpretations / approaches / methods that focus on long-term social and economic developments in Seventeenth-century Britain. Understanding of how these approaches have contributed to our understanding of Seventeenth-century Britain, and their shortcomings. Explanation of why this could not have been learned from other approaches. Understanding demonstrated that there are other ways of studying Seventeenth-century Britain that contrast with the named approach. Explanation of shortcomings of these approaches. Comparison with, and explanation of, other approaches and what has been learned from them.</p>		

Question	Answer	Marks	Guidance
3 (a)	<p>Knowledge and Understanding Knowledge and understanding of the main events and characteristics of British Imperialism. Knowledge and understanding of different interpretations of British Imperialism, in particular those that focus on the issue of sex and its role in British Imperialism. This knowledge and understanding should be used to explain the extract. This should include developing the points made in it, and contrasting it with other views about British Imperialism.</p> <p>Understanding of interpretations Key points – this extract emphasises the importance of sex in the British Empire. It sees it as an important part of the politics of the Empire. It argues that it was central to the functioning of Imperialism and could produce tensions and threatened notions of British moderation. One important issue was that of the production of mixed-race children and the perceived resulting weakening of the pure British racial stock. This threatened the very existence of British imperial power. British attitudes towards sex also influenced they way colonial officials viewed the local population as inferior. Inherent in this appear to be racist attitudes. The British saw controlling sexuality as crucial because sex was seen as a powerful force that could lead to the end of the Empire.</p> <p>Understanding of approaches / methods This historian is interested in issues of power and politics in the Empire. These issues are accessed by focusing on the subject of sex, British attitudes to it, and on the subject of attitudes towards sexual relationships between the British and the local population. Use is made of case studies of Southern Rhodesia and Fort William in India. Use is also made of primary sources; however, the methodology is not straightforward empiricism as the sources are read in such a way as to throw light on power and politics in the Empire and its very existence.</p>	25	

Question	Answer	Marks	Guidance
(b)	<p>Knowledge and Understanding General knowledge and understanding of the events / characteristics and context of British Imperialism should be demonstrated. Knowledge and understanding should be demonstrated of the main examples historians have provided of the Empire having an impact on Britain, and of the main interpretations that have led from this work.</p> <p>Evaluation and Understanding of approaches/methods Understanding demonstrated of interpretations / approaches / methods that focus on the impact of the Empire on Britain. Understanding of how these approaches have contributed to our understanding of British Imperialism, and of their shortcomings. Explanation of why this would not have been learned from other approaches. Understanding demonstrated that there are other ways of studying British Imperialism that contrast with the named approach. Explanations of shortcomings of these approaches. Comparison with, and explanation of, other approaches, and what has been learned from them.</p>	30	

Question	Answer	Marks	Guidance
4 (a)	<p>Knowledge and Understanding Knowledge and understanding of the main events and characteristics of appeasement including knowledge and understanding of the broad context, national and international events at the time, possible British motives, and the roles of key figures such as Churchill and Chamberlain.</p> <p>Knowledge and understanding of the debate, and differing views, about appeasement and how far it can be understood and even justified. This knowledge and understanding should be used to explain the extract. This should include developing the points made in it, and contrasting it with other views about appeasement. Candidates should also have knowledge of other background factors, and of relevant individuals involved in appeasement.</p> <p>Understanding of interpretations Key points – focus on Chamberlain and Churchill – they had the same aims but different methods. The extract argues that it was possible at the time to see the danger that Hitler posed and to know that appeasement would fail. It uses Churchill and his ideas as the evidence for this, and argues that if Churchill's ideas had been followed (eg the Grand Alliance), Hitler might have been stopped – Churchill's policies would have encouraged plotters in Germany. It argues that Chamberlain did make mistakes – he did not rearm in a major way because of economic worries, he used appeasement out of fear of the German airforce when it was not that strong, his visit to Munich discouraged plotters in Germany. The author dismisses suggestions that Britain should have come to some kind of deal with Hitler leaving him Russia. Overall – Chamberlain got it wrong, Churchill got it right.</p> <p>Understanding of approaches / methods The historian focuses on Churchill and his ideas and states that his mind is made up before writing the book. The focus on individuals (Chamberlain and Churchill) makes this an intentionalist approach. And makes a clear distinction between studying what actually happened and speculating what might have happened, and claims he will focus on the former. The focus is on why Chamberlain did what he did and why he rejected Churchill and his ideas. However, the author also speculates in terms of counter-factual history – what would have happened if? There is some use of primary sources, eg Halder.</p>	30	

Question	Answer	Marks	Guidance
(b)	<p>Knowledge and Understanding General knowledge and understanding of the events / characteristics and context of appeasement demonstrated. Knowledge and understanding demonstrated of the economic context and of the economic issues that affected decisions about Britain's foreign policy.</p> <p>Evaluation and Understanding of approaches / methods Understanding demonstrated of interpretations / approaches / methods that focus on economic issues in relation to appeasement. Understanding shown that this will lead to a structuralist approaches. Understanding of how these approaches have contributed to our understanding of appeasement. Explanation of why this would not have been learned from other approaches. Explanations of shortcomings of these approaches. Comparison with, and explanation of, other approaches, and what has been learned from them.</p>	30	

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

OCR Customer Contact Centre

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Telephone: 01223 553998

Facsimile: 01223 552627

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