

History B

Advanced GCE

Unit **F986**: Historical Controversies

Mark Scheme for June 2011

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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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	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
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

	AO1: Knowledge and understanding	AO2b: Historical interpretations
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

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 differing schools of thought, pluralist, traditionalist, generalist and popularist. Candidates should also be able to link these to the evidence supporting the extract and evaluate the approach and the motives behind the crusades. Candidates need to understand the central role played by the popes in the pluralist argument and the strengths and weaknesses of this position. The extract invites candidates to support or attack the pluralist position using other schools of thought.

Understanding Interpretations

Key points – the extract advances a view that the crusades were defined as a centrally directed military expedition with strong religious underpinning. The key role of the pope in authorizing and legitimising crusades is at the core of the pluralist argument. There are elements of the extract that concentrate on the role of the papacy, others that broaden the analysis. Throughout, however, the theological concepts underlying the crusade movement drive the interpretation. If the pluralist position is accepted then there are no geographic restrictions to crusading. The extract seems to end by arguing for the broadest possible definition of the Crusades.

Understanding approaches/methods

Candidates should evaluate a single approach to defining both the nature of crusading and its operation. Candidates might evaluate the interpretation in the light of other schools of thought. Better responses might criticise the use of narrow 'schools' of interpretation and point to the value of a more multi-faceted approach, the generalist approach. A traditionalist critique is present which firmly placed the crusade movement in an eastern context; crusades in geographic locations other than the Holy Land are not proper crusades. Some authors, such as Tyerman, straddle more than one of these definitions. Candidates might argue that approaches such as that of the pluralists are a useful methodological tool to organise ideas and concepts prior to historical analysis. Candidates should note that the interpretation is modified by the historian in the last paragraph; this could be subject to analysis.

[30]

- (b) In their study of the crusades, some historians have focused on studying them as a defence against Muslim aggression. Explain how this has contributed to our understanding of the crusades. Has this approach any disadvantages or shortcomings?

Knowledge and understanding

Candidates should have a firm grasp of the narrative background to the subject and be able to evaluate the reasons for conflict. It is perfectly acceptable for a broader approach to be used engaging with the idea of the causes of conflict as the main driver of the response. The question needs to be understood within the cultural context of the medieval period.

Understanding of approaches/methods

Explanations could include references to different historians or schools based on methodological approaches. Other approaches might use different motives, economic or political motives for example. An understanding of empathetic understanding would be useful. Candidates might, in part, place the concept advanced in the question into a contemporary setting.

Evaluation of approaches/methods

Responses should see the wider implications of the question, ie the primary dynamics of human conflict within a cultural context.

[30]

Q2 Different Interpretations of Witch-hunting in Early Modern Europe c.1560-c.1660

- (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 events and characteristics of witch-hunting.

Knowledge and understanding of different interpretations of witch-hunting, in particular those that investigate it from above and attempt to understand it in context. 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 witch-hunting.

Understanding of interpretations

Key points – this interpretation argues that witch-hunting was not the result of strong government and was not imposed from above. If anything, higher authorities tried to discourage accusations of witchcraft. The pressure for witch-hunting and for prosecutions and executions came from below but whether or not this pressure turned into actions depended on the authorities, their organisation, type and strength. Witch-hunting was often the result of weak authority. It was common in areas where the authorities were too weak to suppress it eg in states governed by archbishop-electors. The extent to which power was centralised was often a crucial factor. Pressures for witch-hunting came from below eg poor harvests, and were accommodated by local courts in touch with the views and needs of the people. The religion of those involved (Catholicism/Protestantism) was not a factor. Candidates should demonstrate understanding of this interpretation, and use their knowledge to develop/explain it and compare with other interpretations.

Understanding of approaches/methods

Much of the extract is based on comparisons between France and states in the Holy Roman Empire. The overall approach is also Structuralist in nature. Uses case studies of certain types of small states in the Empire – those governed by archbishops. Focuses on three archbishop-electors. Uses documentary sources eg registers of suspects and trial records. Candidates may claim that this is a bottom-up study but the author places just as much, if not more importance, on the nature of the authorities.

- (b) **In their work on witch-hunting some historians have focused on the relationship between witch-hunting and the reformation. 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 of the events/characteristics and context of witch-hunting demonstrated. Knowledge and understanding of the broad context – the Protestant Reformation and its connections with incidence of witch-hunting.

Evaluation and Understanding of approaches/methods

Understanding demonstrated of interpretations/approaches/methods that suggest witch-hunting was connected to the Reformation. Understanding of how these approaches have contributed to our understanding of witch-hunting, 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 witch-hunting. Explanations of shortcomings of these approaches. Comparison with, and explanation of, other approaches, and what has been learned from them.

Q3 Different American Wests 1840-1900

- (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 events and characteristics of the American West 1840-1900, especially those related to violence and conflict. Knowledge and understanding of different interpretations of the American West, in particular those that focus on the role played by violence and conflict. 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 the American West.

Understanding of interpretations

Key points – this interpretation argues that violence and conflict were very important in the development of the American West. A structuralist explanation of this is provided with people being 'programmed' to use violence. Other structures are provided by capitalism and the government, often working together. A number of factors leading to this programming are explained. Capitalism is also seen as an important factor. It incorporates the West. Property, and its defence, is also seen as key. The attempt to incorporate the West, and the attempts to resist it, are made through the use of violence. However, the author argues that there were also benefits to this incorporation – an open, mobile and expanding society resulted. It is also argued that the use of violence was legitimised in a number of ways. Finally the author argues that the violence was brought about by weak federal government, but that it was not totally responsible for the US adopting violent approaches in its foreign policies. There is a hint that the West and its values, are not the only factors that have moulded the development of the USA. Other factors such as the Revolution and the Civil War were just as important – possibly raising questions about Turner's thesis.

Understanding of approaches/methods

Uses a structuralist approach to explain why there was so much use of violence and how the violence was legitimised. There is also an emphasis on the importance of economic factors such as capitalism. There is some use made of case studies of local regional examples. The author also considers connections with characteristics of the West with recent US foreign policies. Some use is made of comparative studies (Canada),

- (b) In their work on the American West some historians have focused on the industrial and urban West and on the role of large corporations. Explain how this has contributed to our understanding of the American West. Has this approach any disadvantages or shortcomings? [30]

Knowledge and Understanding

General knowledge and understanding of the events/characteristics and context of the American West demonstrated. Knowledge and understanding demonstrated of the industrial and urban aspects of the West and of the role of large corporations.

Evaluation and Understanding of approaches/methods

Understanding demonstrated of interpretations/approaches/methods that focus on the industrial and urban West and on the role of large corporations. Understanding of how these approaches have contributed to our understanding of the American West, 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 the American West. Explanations of shortcomings of these approaches. Comparison with, and explanation of, other approaches, and what has been learned from them.

Q4 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 events and characteristics of the Holocaust including knowledge and understanding of the debate over when decisions were made about the 'final solution'. Knowledge and understanding of the main relevant developments in the Second World War and their possible relationship with decisions about the 'final solution'. 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.

Understanding of interpretations

The interpretation contains elements of intentionalism and functionalism. Key points – the decision to murder all Jews not made until December 1941 (the war becomes a world war in Hitler's view with the Soviet counter-offensive and Pearl Harbor). The mass killing of Jews was already taking place in the Soviet Union, but turned into a universal 'final solution' in December (a clear distinction is made between the killing squads in the Soviet Union and the final solution). This puts beyond doubt that 'a final solution' was intended, was decided, and was ordered – by Hitler and leading Nazis. The reasons for this extension were: responsibility of the Jews for the war, entry of the US into the war, the Battle of Moscow. Hitler and Germany were under more pressure and this made Hitler see the Jews as more of a threat. The historian argues that, although Hitler was important in the decision making, he does not bear the responsibility alone. The 'final solution' also grew out of many local initiatives and proposals. Hitler's decision made the whole process more systematic. The argument is that Hitler was central to the decision making, and developments in the war provide Hitler with a motivation that explains the timing of the decision. However, the functionalist argument is not dismissed.

Understanding of approaches/methods

The historian uses an intentionalist approach by putting Hitler at the centre of the decision making. Events in the war provide Hitler with a motive. However, there are also functionalist approaches used as well as these help explain events in the months leading to Hitler's decision. There is much detailed and close examination of documents and events to pin the timings down. There is careful reasoning and interpretation of key documents, but the historian also uses the broader context. Some candidates may explain the methods used by the historian to use the various documents to justify the date of 18 December. Candidates will be expected to demonstrate knowledge and understanding of intentionalism and functionalism.

- (b) **Some historians of the Holocaust have focused on the nature of Jewish resistance.**

Explain how this has contributed to our understanding of the Holocaust. Has this approach any disadvantages or shortcomings? [30]

Knowledge and Understanding

General knowledge and understanding of the events/characteristics of the Holocaust demonstrated, with particular reference to Jewish resistance. Knowledge and understanding demonstrated of the debate about the extent and nature of Jewish resistance.

Evaluation and Understanding of approaches/methods

Understanding demonstrated of interpretations/approaches/methods that suggest the traditional view that many Jews were passive and that there was little resistance. Shortcomings of this interpretation. Knowledge and understanding demonstrated of more recent interpretations that emphasise Jewish resistance. Comparisons and evaluations of the two views. Explanation of how focus on the issue of Jewish resistance has contributed to our understanding of the Holocaust. Explanation of how these new understandings would not have been gained by other approaches. Explanation of any shortcomings of this approach. Comparison with other approaches.

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