

History B

Advanced GCE

Unit **F986**: Historical Controversies – Non-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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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 history and development of the First and later Crusades. Candidates should be aware of the methods by which this has been studied by historians, the use of literature, government documents and, more recently, archaeology. Candidates should be able to distinguish between the different approaches to defining the crusades and apply them to the extract in a comparative analysis. Candidates might also be aware of modern parallels to the extract, both European colonial empires and the establishment of the state of Israel. Candidates may also be aware of modern anti-colonial sentiments and concerns over issues of race and apply them to the extract.</p> <p>Understanding Interpretations Key points – the extract concentrates on the nature of the conquest of the Latin East. It distinguishes between the First Crusade and the later crusades. The former was a mass movement and was more spontaneous. The later were more organised and calculated. The motives of the First Crusade were religious although each crusader also had their own private motivations. The First Crusade was colonial in nature. The extract argues that the crusades – and especially the First Crusade – presaged later colonial empires.</p> <p>Understanding approaches / methods The approach shows the application of a perspective to the definition of the nature of Latin settlement in the east. It uses the concept of colonisation as a model for analysing the Crusades. A comparative approach is used – comparing the crusades as a way of understanding them. The author is also willing to makes links with later periods and developments.</p>	30	

Question	Answer	Marks	Guidance
(b)	<p>Knowledge and understanding Candidates should have a firm grasp of the narrative background to the subject and be able to evaluate the Papacy both as a political and religious force in driving the crusading movement. Candidates may refer to other historical dynamos for causing the development of crusading, popular religion, greed for land and plunder and the like. The question needs to be understood within the cultural context of the medieval period.</p> <p>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 empathetic understanding would be useful. Candidates might, in part, place the concept advanced in the question into a contemporary setting.</p> <p>Evaluation of approaches / methods Responses should see the wider implications of the question, ie the primary dynamics of historical development within a cultural context.</p>	30	

Question	Answer	Marks	Guidance
2 (a)	<p>Knowledge and Understanding</p> <p>Knowledge and understanding of the main events and characteristics of witch-hunting.</p> <p>Knowledge and understanding of different interpretations of witch-hunting, in particular those that understand it in its broader context. Knowledge and understanding of the religious context of the time. 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.</p> <p>Understanding of interpretations</p> <p>Key points – this interpretation argues that witch-hunting can only be understood by looking at it in its broader social and intellectual contexts. If this is done then we can make sense of it. Argues that witch-hunting was brought about by the religious changes at the time. Witch-hunting was carried out by religious reformers against those that disagreed with them and were labelled as heretics and thus as witches. This was done both by Protestant reformers and by Catholic reformers. Argues that these reformers were conservative and were still heavily influenced by medieval ideas about the Devil and witches. Argues there is a great deal of continuity with the middle ages in these ideas. Ideas about the Devil were far more deep-rooted than disagreements between Protestants and Catholics over religious practices. Argues that witch-hunting was spread by fear at a popular level but was also manipulated and kept under control strong central power – it flourished where such central power was weak. Argues that the folk-lore about witches had been impressed on people by the clergy then women in certain circumstances turned it into reality for themselves. The author also argues that the witch-craze develops a momentum of its own.</p> <p>Understanding of approaches/methods</p> <p>There are a number of approaches here – structural in the sense of placing it into a social and intellectual context – the author sees these contexts as vital. Also psychological in terms of women in artificial and isolated communities. Uses of local examples made to exemplify general trends eg the Languedoc, the Jura, Marseilles. Candidates might argue that there is a ‘from above’ approach. There is also some use made of gender in the analysis.</p>	30	

Question	Answer	Marks	Guidance
(b)	<p>Knowledge and Understanding General knowledge and understanding of the events / characteristics and context of witch-hunting demonstrated. Knowledge and understanding of Marxist approaches to the past and how these apply to witch-hunting. Knowledge and understanding of some examples of Marxist interpretations.</p> <p>Evaluation and Understanding of approaches / methods Understanding demonstrated of Marxist interpretations / approaches / methods. 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.</p>	30	
3 (a)	<p>Knowledge and Understanding Knowledge and understanding of the main events and characteristics of the American West 1840 – 1900, especially those related to American Indians and attitudes and actions towards the Indians. Knowledge and understanding of different interpretations of the American West, in particular those that focus on the treatment of the Indians. Knowledge and understanding of arguments that claim the treatment of the Indians amounted to genocide. 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.</p> <p>Understanding of interpretations Key points – this interpretation argues the treatment of the American Indians constitutes genocide. Suggests several reasons for this – eg the size and speed of the demise of the Indians. Argues that attitudes at the time towards Indians encouraged a policy of genocide and made it seem reasonable. Argues that the American Indian was constructed as a being that it was justifiable to get rid of. Also argues that these attitudes were racist. Argues that imperial ambitions of expansion encouraged genocide and that although not overtly stated it was intentional. Argues that it can be compared in some ways with the treatment of the Jews by the Nazis. Argues that the argument that it was genocide is supported by what happened at Sand Creek and the apologies that have been made recently.</p>	25	

Question	Answer	Marks	Guidance
	<p>Understanding of approaches/methods Uses a modern term ('genocide') to describe what happened in the past and draws parallels with other genocides (Nazi Germany). Uses a structural approach to argue that it was genocide. Uses structures/attitudes, aims at the time to show how genocide was possible and even regarded as reasonable. Uses notions of reality being 'constructed'. Uses local examples to exemplify general trends. Uses anecdotal evidence. Willing to use the present to help explain or make sense of the past. There is also some use made of statistics and the work of other historians.</p>		
(b)	<p>Knowledge and Understanding General knowledge and understanding of the events / characteristics and context of the American West demonstrated. Knowledge and understanding demonstrated of the development of industry and urban areas in the West. Knowledge of the role of large corporations.</p> <p>Evaluation and Understanding of approaches / methods Understanding demonstrated of interpretations / approaches / methods that focus on the New History of the American West and its focus on aspects of the West such as industrial and urban development and the role in this of the federal government and large corporations. Explanation of what has been learned from this approach that 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.</p>	30	

Question	Answer	Marks	Guidance
4 (a)	<p>Knowledge and Understanding Knowledge and understanding of the main features of the Holocaust including knowledge and understanding of examples of Jewish resistance / lack of resistance.</p> <p>Knowledge and understanding of the debate, and the different views, about the extent of Jewish resistance and the role played by Jewish Councils. Knowledge and understanding of the Eichmann trial. 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.</p> <p>Understanding of interpretations Key points – overall point being made – the moral collapse caused by the Nazis affected the victims as well as the Nazis. Eichmann claimed no one opposed the Final Solution – including the Jews themselves. In fact the rounding up of Jews could not have taken place without the help of Jewish leaders (distinction made between the role of Jewish leaders and the role of ordinary Jews). Also argues that the issue of the role of Jewish leaders was deliberately excluded from the trial although attempts were made to emphasise examples of Jewish resistance eg the rising in the Warsaw ghetto.</p> <p>Understanding of approaches / methods The historian uses the Eichmann trial as a way of investigating the Holocaust and reactions to it. Testimony from the trial is used and quoted. Local examples are used to exemplify general trends eg Warsaw, the Council of Theresienstadt. Refers to other books. Uses the trial to throw light on the Holocaust and how the trial was being used / manipulated by the Israeli government and others.</p>	30	

Question	Answer	Marks	Guidance
(b)	<p>Knowledge and Understanding General knowledge and understanding of the events / characteristics of the Holocaust demonstrated. Knowledge and understanding demonstrated of the debate about how broadly the Holocaust should be defined – Jews only or other minority groups as well. Knowledge and understanding of the main arguments of both sides.</p> <p>Evaluation and Understanding of approaches / methods Understanding demonstrated of interpretations / approaches / methods that suggest that the Holocaust should be defined and studied in its broadest sense. Understanding of how these approaches have contributed to our understanding of the Holocaust. 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	

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