

Mark Scheme for January 2011

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of pupils of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, 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 2011

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

	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 these 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 history and development of Latin settlement in Outremer. 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 urban and rural settlement and how there are regional differences. The extract also refers to the economic structure of the Latin east, manufacturing, commerce and agriculture. The methods by which economic history is visited by scholars should be a key component of the response.

Understanding Interpretations

Key points – the extract concentrates on the impact of immigration on the Latin east. It points to variation in the extent of immigration and the impact this had on the social make up and cohesiveness of the region. The extract argues for a greater impact in the cities, but candidates might take a more balanced stand on rural developments. The extract also discusses the development of the economy of the Latin east, the possibility of European settlers being influenced by the agricultural methods of the indigenous population. It also point to continuity in this area between Mediterranean agricultural methods in Italy and Outremer, as opposed to the very different economic activity on the land in northern Europe and the east. Candidates might discuss the use of different crops and different production strategies. Candidates might question whether settlers saw the east as an opportunity for enrichment. Broader discussions of the development of the region in a colonial manner might be examples of better responses.

Understanding approaches/methods**[30]**

The approach shows the application of scholarship to socio-economic history and demographics. It attempts to reconstruct the lives of ordinary people and the relative impact of the movement and settlement of peoples in far distant places from their point of origin. The perspective taken by the historian is open to discussion, economic and social history vs history from the top down for example. The problems of studying 'ordinary' people, given the nature of the medieval sources, might be discussed.

- (b) **Some historians of the Crusades have focused on gender issues. Explain how this has contributed to our understanding of the Crusades. Has this approach any disadvantages or shortcomings?**

Knowledge and understanding

Candidates should understand the presence – or invisibility – of women in the medieval sources. The nature of these sources and their type – for example a chronicle as opposed to a government document – and the impact of this on modern scholarship should be appreciated. The socio-economic position of women, their role in the hierarchy of the Latin states, and the Church are valuable areas for discussion. Candidates might discuss the role of women in several dimensions, for example women from different social classes and the impact this has had on modern scholarship.

Understanding of approaches/methods

The invisibility of women from modern works and the sources is a valuable area for discussion, why this has come about and methods that can be used to avoid it. The value of gender based history as a separate discipline. The socio-economic history of women in the Crusades.

Evaluation of approaches/methods

The study of women to determine a rounded perspective of the society of the Crusader states and medieval Europe might be discussed. Should gender studies be integrated into wider historical work and/or stand alone as a separate – perhaps specialist – area of the discipline? What is the impact, if any, of the absence of women from certain histories or historical approaches? Is the role of women in history more or less valuable in other areas – or specialist areas – of the discipline.

[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 below 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 it is possible to understand why witch-hunting took place. It must be understood through a consideration of a number of contexts: social, cultural and psychological. It also argues that there was much more sense (or common sense) to it than might appear at first sight. Witchcraft was only used as an explanation of strange or unnatural events and that known illnesses were always explained and treated in other ways. It also argues that suggestibility was key - that people could imagine that someone else had ill will towards them. However, there is also the argument that people were not very keen on making accusations and often did so obliquely and that many may not have been totally convinced by ideas about witchcraft. They had a sophisticated understanding of the world around them and did not easily resort to explanations based on witchcraft. The interpretation also sees witch-hunting as coming from below – from people based on their everyday experiences and concerns.

Understanding of approaches/methods

Some use of social, cultural and psychological approaches. Use of a case study. Use of documentary materials eg allegations. Uses a bottom-up approach, looking at the everyday concerns of ordinary villagers. Knowledge used to further explain these approaches and methods. Some contrast with other approaches and methods.

- (b) In their work on witch-hunting some historians have focused on the roles of those in power. 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 examples of witch-hunting being initiated from above – and the motives for this.

Evaluation and Understanding of approaches/methods

Understanding demonstrated of interpretations/approaches/methods that suggest witch-hunting was initiated from above. 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, and how they compare with popular representations of the West. Knowledge and understanding of different interpretations of the American West, in particular those that focus on popular representations. 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 a study of popular representations of the West is useful. Aspects of popular representations are provided relating to eg gender and race. It is argued that these popular representations have created images of the West that stress masculine qualities, focus on the achievements of whites, stress its democratic qualities, the character and integrity of the people. The author stresses how readily consumers have accepted the images given to them. These popular representations have led to a popular culture in the US with troubling images of race, class and gender – this is why an understanding of popular representations matters.

Understanding of approaches/methods

This historian has explored the nature of, and the reasons for, the popular view of the West. This has been done through some study of film, and mass marketing. It has also has a focus on issues of gender and race.

- (b) **In their work on the American West some historians have focused on violence and conflict. 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 role played by violence and conflict in the West, and of the consequences. Knowledge of other methods used in the West.

Evaluation and Understanding of approaches/methods

Understanding demonstrated of interpretations/approaches/methods that focus on the part played by violence and conflict in the West. 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 main features of the Holocaust including knowledge and understanding about the range of minority groups persecuted by the Nazi regime.

Knowledge and understanding of the debate, and the different views, about the definition of 'the Holocaust' ie should it be used to refer to just the Jews or to all minority groups that suffered? Knowledge and understanding of the debate about the nature of the Holocaust – was the murder of other groups separate from the Holocaust. What were the motives behind the Holocaust – knowledge of alternative views to those presented here. 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

Key points – Holocaust was biologically determined. Although the regime killed political opponents it only set out to exterminate three groups – all biologically defined. This was based on years of research – so not just anti-semitism – this was integrated into an ideology that saw mankind divided into two groups. The Nazi world-view was based on the need to destroy degenerates and alien races.

The argument is that it is incorrect to speak of the Holocaust as separate from the murder of handicapped people and Gypsies. They were all derived from the same world-view. The latter two groups were murdered first, but all part of the same process – clear connections are suggested. The methods used on these groups were later adapted and used for the murder of the Jews. Better candidates will compare this interpretation with others. eg Burleigh (a clearing of the decks in preparation for war).

Understanding of approaches/methods

The historian goes back to the 1930s and even earlier to establish his argument about a biological basis to Nazi policies. He finds and explains similarities between the treatment of Jews and other groups. Much of this is general and there are few specific examples, Chelmno being one of the few. He directly addresses opposing views eg Bauer. There is some explicit use of primary documents. Better candidates will compare approaches and methods with those of other historians.

- (b) **Some historians have focused on studying the Holocaust as a series of local reactions to short-term events and circumstances. Explain how this has contributed to our understanding of the Holocaust. Has this approach any disadvantages shortcomings?** [30]

Knowledge and Understanding

General knowledge and understanding of the events/characteristics of the Holocaust demonstrated. Knowledge and understanding demonstrated of the arguments that the Holocaust was a reaction to events and circumstances.

Evaluation and Understanding of approaches/methods

Understanding demonstrated of interpretations/approaches/methods that suggest the Holocaust was a reaction to events and circumstances eg the development of the war. 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.

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

OCR Customer Contact Centre

14 – 19 Qualifications (General)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

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 2011