

Advanced GCE

GCE HISTORY B

Unit F986: *Historical Controversies - Non -British History*

Specimen Paper

F986 QP

Morning/Afternoon

Time: 3 hours

Additional Materials: Answer Booklet (...pages)



INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer book. Write your answers on the separate answer book provided.

This paper contains questions on the following 4 Study Topics:

- Different interpretations to the Crusades, 1095 - 1272
- Different interpretations of witch-hunting in Early Modern Europe c.1560-c.1660
- Different American Wests 1840-1900
- Debates about the Holocaust

Answer **both sub-questions** from **one** option.

INFORMATION FOR CANDIDATES

- Each sub-question is marked out of **30**.
- The total mark available for the paper is **60**
- The number of marks is given in brackets [] at the end of each question or sub-question.
- You should write in continuous prose and are reminded of the need for clear and accurate writing, including structure and argument, grammar, punctuation and spelling.
- The time permitted allows for reading the Extracts in the one Option you have studied.
- In answering these questions, you are expected to use your knowledge of the topic to help you understand and interpret the Extracts as well as to inform your answers.
- **You may refer to your class notes and textbooks during the examination.**

ADVICE TO CANDIDATES

Read each question carefully and make sure you know what you have to do before starting your answer.

This document consists of **6** printed pages and **2** blank pages.

Different approaches to the crusades 1095-1272

Read the following extracts about the crusades and then answer the questions that follow.

There are still some who believe that early crusading was a colonial enterprise at the conclusion of which crusaders expected to find land for settlement; that its attraction for knights was that it involved them in plunder on a massive scale, which would have been very profitable; and that it was an economic safety valve for Western European society by withdrawing men for whom there were no material prospects at home.

The evidence for the armsbearers, the nobles and knights, being engaged in a colonial venture is weak. In the First Crusade, 880 participants, overwhelmingly from the armsbearing classes, have been identified so far in the narratives and charters. Of these, 100 are known to have settled in the East. Fifteen stayed only for a few years.

The crusaders attracted a lot of attention, but there is very little evidence for them coming home wealthy. A knight called Grimald, passing by Cluny, presented the abbey with an ounce of gold. Hadvide of Chiny, who had crusaded with her husband gave St Hubert-en-Ardenne a complete set of vestments in precious cloth and a chalice made with nine ounces of gold and adorned with jewels. These are the only references I know to riches possibly brought home from the early expeditions. It is not likely that there are many more.

Crusading was very expensive. Its soldiers were volunteers and those who could not attract support had to finance themselves. Any estimate of the sum a recruit would need is a guess, but a reasonable one is that it would be at least four times a knight's annual income. Even if it were somewhat less, the sum which would have had to be raised would have put a strain on reasonably prosperous landowners.

It is not surprising to find in monastic and cathedral records charters that contain examples of the steps crusaders and their families took to provide themselves with funds. Some crusaders sold lands, vineyards, mills, rents and serfs.

A reason commonly given nowadays for the crusading impulse is that it was an economic safety valve. Rising population was forcing landowning families to take measure to prevent the subdivision of their estates. This led to a surplus of young men with no prospects, for whom adventure, spoil and land overseas were attractions. This explanation is intelligent supposition, but no more than that, because the surviving evidence does not support it.

The debate on the reasons for recruitment to the early crusades is not likely ever to be settled. But on the basis of the surviving evidence it is difficult to maintain either that the establishment of western settlements in Palestine was in the minds of the armsbearing crusaders from the start or that they were moved by the prospects of plunder. And a study of the charters which survive in substantial numbers puts finally to rest the myth that landowning families thought crusading would be a profitable adventure on which younger sons could be sent to make their way. Crusading was not profitable. It did not relieve a family of costs but added to them. One is forced to conclude that reasons for the recruitment are more likely to be found if one looks elsewhere than at the economy.

- (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]
- (b) Historians have disagreed over a definition of the crusades and even over which expeditions should be called crusades. Have these debates usefully contributed to our understanding of the crusades? [30]

Different interpretations of witch-hunting in Early Modern Europe c.1560-c.1660.

Read the following extract about witch-hunting in Europe in the sixteenth and seventeenth centuries and then answer the questions that follow.

Witch-hunts were largely a phenomenon of rural and small town life. Villages are largely face-to-face communities, and in such settings a person's cumulative bad reputation could lead to an accusation of witchcraft if circumstances linked her to unfortunate events. In a town of any size the population was much more fluid, which meant that general reputation could not count for as much as it did in a village. A cohesive community that could give a generally accepted opinion about the character of a defendant was much easier to find in rural areas than in towns. On the other hand, town officials were much more used to relying on documents than on tradition and reputation. This approach to records and the fact that in towns not just a few people but hundreds, perhaps thousands, had been near babies when they died, for example, meant that urban courts needed a different kind of evidence to convict that did village tribunals. Town magistrates needed to hear from eyewitnesses who said they had seen the accused commit a crime, as opposed to people who had reported the circumstance than 20 years earlier piglets had died after the defendant was in the farmyard.

For these reasons, judges in towns tended to keep witchcraft defendants in jail longer, to take more care investigating their cases and to acquit more of the accused than did village magistrates. Conviction rates for accused witches were much lower in Geneva, for example, than in nearby rural areas. In the period between the beginning of the Reformation (1517) and the last known witch trial in the city, held in 1681, the conviction rate there was only about 30 per cent.

Known witch trials in Poland follow the same pattern: 3 per cent of them took place in large towns, 16 per cent in small towns, and 81 per cent in villages. To some extent, the town/country difference in witch trials found so often across Europe is a replication of the divide between 'shame' and 'guilt' cultures. People know each other and the history of local families in small venues. In those settings a more rigid social hierarchy is likely to be in place than would be the case in a town. These circumstances tend to produce a culture of shame. That is, people's sense of worth comes from outside, from the community, because position in the community is not easily altered. Individual and family conduct are taken as known quantities. Hans Neuweiller's father was a witch, so perhaps he is one, too.

- (a) What can you learn from this extract about the interpretations, approaches and methods of this historian? Refer to the extract and your knowledge to support your answer. **[30]**
- (b) Some historians have focused on gender in their studies of witch-hunting. Explain how this has contributed to our understanding of witch-hunting. Has this approach any disadvantages or shortcomings? **[30]**

[Turn over

Different American Wests 1840-1900

Read the following extract about the frontier in American history and then answer the questions that follow.

The careful student of history must seek the explanation of the forms and changes of political institutions in the social and economic forces that determine them. It is to changes in the economic and social life of a people that we must look for the forces that ultimately create and modify political institutions.

The most important effect of the frontier has been in the promotion of democracy here and in Europe. As has been indicated, the frontier encourages individualism. It produces hatred of control, and particularly direct control.

If we try to pick out the influences that have gone to the making of Western democracy we shall have to mention at least the following:-

Most important of all has been the fact that an area of free land has continually lain on the western border of the settled area of the United States. Whenever social conditions deteriorated in the East, whenever political restraints tended to impede the freedom of the people, there was this gate of escape to the free conditions of the frontier. These free lands promoted individualism, economic equality, freedom to rise, democracy. Men would not accept inferior wages and a permanent position of social subordination when this promised land of freedom and equality was theirs for the taking.

In the next place, these free lands and this treasury of industrial resources have existed over such vast spaces that they have made Western democracy different from the democracy of all other times in the largeness of the tasks to which it has set its hand. Never before in the history of the world has a democracy existed on so vast an area and handled things with such success, with such largeness of design.

We find ourselves at the present time in an area of such profound economic and social transformation as to raise the question of the effect of these changes upon the democratic institutions of the United States. There is the exhaustion of the supply of free land and the closing of the movement of Western advance. The free lands that made the American pioneer have gone. In the second place there has been such a concentration of capital in the control of fundamental industries. The iron, the coal, and the cattle of the country have all fallen under the domination of a few great corporations.

It is doubtful if any ten years of American history have revealed more significant factors in our growth than the 1880s. The struggle of the pioneer farmers to subdue the arid lands of the Great Plains in the eighties was followed by the official announcement of the extinction of the frontier line in 1890.

- (a) What can you learn from these extracts about the interpretations, approaches, and methods of the historian? Refer to the extract and your knowledge to explain your answer. [30]
- (b) Some historians have recently focused on the Natives Americans in their studies of the American West. Explain how this has contributed to our understanding of the American West. Has this approach any disadvantages or shortcomings? [30]

Debates about the Holocaust

Read the following extract about the Holocaust and then answer the questions that follow.

'If at the beginning of the War and during the War', Hitler wrote in the last chapter of *Mein Kampf*, 'twelve of fifteen thousand of these Hebrew corrupters of the people had been held under poison gas, as happened to hundreds of our very best German workers in the field, the sacrifice of millions at the front would not have been in vain.'

Did the idea of the Final Solution originate in this passage, germinating in Hitler's subconscious for some fifteen years before it was to sprout into practical reality? The mass murder of the Jews was the consummation of his fundamental beliefs and ideological conviction.

Not until Hitler's accession to power in Germany and his dominion over Europe had the abstract idea of Jew-hatred assumed so terrible a concrete and visible reality. Only Hitler's followers took his ideas about the Jews seriously. His voice mesmerized millions. Was it the sheer physical quality of the voice that hypnotised them? Or was the charisma in the dark message of racial mastery and the rule of blood? Serious people, responsible people thought that Hitler's notions about the Jews were, at best merely political bait for disgruntled masses, no more than ideological window-dressing to cloak a naked drive for power. Yet precisely the reverse was true. Racial imperialism and the fanatic plan to destroy the Jews were the dominant passions behind the drive for power.

Hitler's ideas about the Jews were at the centre of his mental world. They shaped his world view and his political ambitions, forming the matrix of his ideology and the core of National Socialist doctrine. They determined the anti-Jewish policies of the German dictatorship from 1933 to 1945, and they furnished the authority for the murder of the Jews in Europe during the Second World War.

Did Hitler really decide then, in November 1918, on the destruction of the Jews as his political goal? Or did the idea remain buried in his mind until it took shape in *Mein Kampf*, which he wrote in 1924? *Mein Kampf* was the basic treatise of Hitler's ideas, where he brought together the essential components that formed the beginnings of the concept of the Final Solution.

- (a) What can you learn from this extract about the interpretations, approaches and methods of this historian? Refer to the extract and your knowledge to support your answer. [30]
- (b) Some historians have focused on the role played by ordinary Germans in the events leading to the Holocaust. Explain how this had contributed to our understanding of the Holocaust. Has this approach any disadvantages or shortcomings? [30]

Paper Total [60]

Copyright Acknowledgements:

Sources

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (OCR) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest opportunity.

OCR is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.

© OCR 2007

BLANK PAGE

BLANK PAGE

The maximum mark for this paper is 60.

Generic Mark scheme for Unit 6

Maximum mark: 60

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

| | AO1 Knowledge and Understanding | AO2b: Historical interpretations |
|---------|---------------------------------|----------------------------------|
| Level 5 | 25-30 | 25-30 |
| Level 4 | 19-24 | 19-24 |
| Level 3 | 13-18 | 13-18 |
| Level 2 | 7-12 | 7-12 |
| Level 1 | 1-6 | 1-6 |
| Level 0 | 0 | 0 |

Generic mark scheme for (a)

| | 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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">7-9</p> |

| | | |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 (b)

| | 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 | <p>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.</p> <p style="text-align: center;">7-9</p> | <p>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.</p> <p style="text-align: center;">7-9</p> |
| Level 2 | <p>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.</p> <p style="text-align: center;">4-6</p> | <p>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.</p> <p style="text-align: center;">4-6</p> |
| Level 1 | <p>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.</p> <p style="text-align: center;">1-3</p> | <p>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</p> <p style="text-align: center;">1-3</p> |
| Level 0 | <p>No additional knowledge is provided. Does not use appropriate historical terminology. Structure is incoherent.</p> <p style="text-align: center;">0</p> | <p>Demonstrates no understanding of the approach/method. Shows no synoptic understanding of how historians use evidence.</p> <p style="text-align: center;">0</p> |

| Question Number | Answer | Max Mark |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| (a) | <p>Different approaches to the Crusades 1095-1272</p> <p>What can you learn from these extracts about the interpretation, approaches and methods of the historian?</p> <p>Knowledge and Understanding Knowledge and understanding of the possible motives of the crusaders should be demonstrated and used to support the answer including: religious, economic and colonial. Knowledge and understanding of how these motives may have differed over time and between different individuals. Knowledge and understanding of the different explanations by contemporaries and historians of the motives of the crusaders, and of the approaches, evidence and arguments they use to support their interpretations. Knowledge and understanding of why these different explanations have been produced.</p> <p>Understanding of interpretations Key points - argues against the following economic motives: colonial, profit, economic safety valve. Few crusaders stayed in the East, there is little evidence of any crusaders returning with great wealth, going on a crusade was very costly (some crusaders had to sell land to afford to go), there is no evidence for the crusades acting an economic safety valve. Crusaders were worse off, not better off, after going on a crusade so the motivation cannot be economic.</p> <p>Understanding of approaches/methods Three possible explanations of motives are set up and are then demolished using an empirical approach. There are several references to the evidence used - monastic and cathedral records, narratives and charters. Several times interpretations are dismissed because of the lack of evidence for them and supposition is rejected as an approach. Better answers should explain empiricism as a historical method and develop the explanation by reference to the extracts.</p> <p>Answers could be developed by comparing the interpretation and approach of this historian with other possible interpretations and approaches. Argument to support economic interpretations might be advanced. Answers might also note that although the historian ejects economic motives, other possible motives are not mentioned. These might be suggested.</p> | [30] |

| Question Number | Answer | Max Mark |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| (b) | <p>Historians have disagreed over a definition of the crusades and even over which expeditions should be called crusades. Have these debates usefully contributed to our understanding of the crusades?</p> <p>Knowledge and understanding Knowledge and understanding of the timing and nature of the different crusades 1095-1272 including their contexts, motivation, membership, aims and results. Knowledge and understanding of attitudes at the time towards the crusades.</p> <p>Understanding of approaches/methods Explanations could include to references to traditionalists, pluralists, generalists and popularists and their different views about, and explanations of, the crusades. Including: should the term be limited to expeditions about Jerusalem or should the term be expanded to include any campaign preached by the Popes? Were the crusades a development of the Christian holy war before 1095 or did they emerge as expressions of popular piety? Better candidates might make the argument that the crusades were not a coherent series of connected events but isolated campaigns. The concept of the crusades is a later invention. Mention might be made of the Muslim perspective on this debate.</p> <p>Evaluation of approaches/methods Explanations could include arguments that this debate has diverted historians from more important issues of the crusades. It might be argued that hindsight and modern values heavily influence the debate and there is a need to return to how contemporaries saw these events - the concept of the crusades could be seen as a construct by historians. It might be explained that a different perspective on the crusades is gained by considering the Muslim viewpoint. It could be argued that the debate has raised important issues about the nature and purpose of the crusades that has enriched our understanding of them and society at the time, and has broadened our view of them.</p> <p>Extracts from Jonathan Riley-Smith 'Crusading as an Act of Love', History 65 (1980) pp. 177-92.</p> | [30] |

| Question Number | Answer | Max Mark |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| (a) | <p>Witch-Hunting in 16th and 17th Century Europe</p> <p>What can you learn from this extract about the interpretations, approaches and methods of this historian? Refer to the extract and your knowledge to support your answer.</p> <p>Knowledge and Understanding Knowledge and understanding of witch-hunting during the period should be demonstrated and used to support the answer including its main features, its geographical spread and its development over time. Knowledge of witch-hunting being part of the normal every-day life of communities and arising from their beliefs and inter-personal relationships. Knowledge and understanding of the relevant approaches to studying witch-hunting should be demonstrated and used to support the answer e.g. the differences between witch-hunting as viewed and explained from above and as viewed and explained from below. More examples of historians who explain witch-hunting as coming from the community could be explained.</p> <p>Understanding of interpretations Key points - witch-hunting found more in rural and small communities because of the closeness of these communities where everybody knew everybody else. Public pronouncements about a person's character depended on tradition and reputation. This was known and fixed. Very different from towns where the evidence had to be researched more carefully because identities were not known and fixed. This explains higher conviction rates in rural areas. The explanation should be supported by clear references to the extract.</p> <p>Understanding of approaches/methods Witch-hunting is viewed from below. The key is seen to be the nature of the local community and inter-personal conflicts. A sociological approach is used by analysing the nature of rural and village communities and comparing them with the nature of urban communities. Models of rural and urban communities are established. There is some use of statistical evidence and also of a comparative approach. These approaches should be further explained. 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 i.e. how far does the approach influence the conclusion that has been reached. The explanation could be developed by comparing this approach to other approaches e.g. explaining witch-hunting top-down. Further knowledge and understanding of the approaches adopted in the extract could be used as additional support.</p> | [30] |

| Question Number | Answer | Max Mark |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| (b) | <p>Some historians have focused on gender in their studies of witch-hunting. Explain how this has contributed to our understanding of witch-hunting. Has this approach any disadvantages or shortcomings?</p> <p>Knowledge and understanding Knowledge and understanding of the evidence relating to gender as an issue in studies of witch-hunting. Knowledge of age, social class, type of community, region and time as factors influencing the relative proportions of men and women persecuted. Attitudes at the time towards women, broader factors influencing these attitudes e.g. the Reformation.</p> <p>Understanding of approaches/methods Explanations could include: why gender has become an issue (references to general trends in history), what the questions and issues about gender are e.g. the relative proportion of men and women persecuted; the methods used, the different conclusions that have been reached by historians.</p> <p>Evaluation of approaches/methods Explanations could include: examples of how studies of gender have contributed to our understanding of witch-hunting e.g. to attitudes at the time towards women, to our understanding of the motives behind witch-hunting; examples of criticisms of this approach and of some of the conclusions; the possible bias of the historians, the limitations of this approach and why other approaches are still important.</p> <p>Extracts from Witch-hunts - Robert Thurston, The Witch Hunts, Longman, 2006, pages 232-236</p> | <p>[30]</p> |

| Question Number | Answer | Max Mark |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| (a) | <p>Different American Wests</p> <p>What can you learn from this extract about the interpretations, approaches and methods of the historian?</p> <p>Knowledge and understanding</p> <p>Knowledge and understanding of the history of the American West in the latter part of the nineteenth century should be demonstrated and used to support the answer including the nature of settlement, the treatment of the Native Americans, the extent of democratic rule and the impact of the closing of the frontier in 1890.</p> <p>Knowledge and understanding of Turner's Frontier Thesis, and different views about it, should be demonstrated and used to support the answer e.g. differences over the uniqueness of the American frontier and over its impact, differences over concepts such as 'free land' and differences over the significance of 1890.</p> <p>Understanding of interpretations</p> <p>Key points - the American frontier has had a profound effect of the American people - it has encouraged individualism and democracy because of the lack of restraints and traditions. This has encouraged men to make their own way and allowed them to succeed without factors such as class getting in the way. The West has acted as a safety valve for the East. The democracy developed in the West was unique and owed nothing to the East or to Europe because it has had to deal with issues larger than those encountered by any democracy before. However the ending of the frontier poses serious questions for democracy with developments such as the end of free land and the concentration of wealth and power in the hands of the few.</p> <p>Understanding of approaches/methods</p> <p>The importance placed on a structuralist approach ie social and economic forces shaping political institutions. This approach should be further explained. The deterministic nature of the piece should be explained - can the characteristics of the American people be explained in this way or is it just describing rather than explaining these characteristics? The notion of 1890 as being a turning point when source of American power and uniqueness should also be questioned. Turner's thesis was at first welcomed because it claimed to explain why Americans were different. It had a great impact on how Americans saw themselves and on presentations in the media.</p> | [30] |

| Question Number | Answer | Max Mark |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| (b) | <p>Some historians have recently focused on the Natives Americans in their studies of the American West.</p> <p>Explain how this has contributed to our understanding of the American West.</p> <p>Has this approach any disadvantages or shortcomings?</p> <p>Knowledge and understanding</p> <p>Knowledge and understanding of the evidence relating to the Native Americans in the West. Knowledge of their social organisation, their way of life, their diversity and the impact on them of the settlers. Knowledge of attitudes at the time towards Native Americans.</p> <p>Understanding of approaches/methods</p> <p>Explanations could include the reasons why historians have paid more attention to the Native Americans in their own right rather than accepting stereotypes e.g. as just people who resisted progress. Knowledge of earlier accounts of the Native Americans and the shortcomings of these approaches. Knowledge and understanding of the new questions being asked about the Native Americans, the different types of evidence being used being used and the new narratives being written about them.</p> <p>Evaluation of approaches/methods</p> <p>Explanations could include; examples of how new approaches to the Native Americans have contributed to our understanding of the American West as whole; critical discussion of the traditional treatment of Native Americans in history books; the possible limitations of the new approach ie other new questions and issues about the West that should not be ignored; the danger of the Native Americans being romanticised.</p> <p>Extracts from Frederick Jackson Turner 'The Frontier in American History', pages 246-7, 259-60.</p> | <p>[30]</p> |

| Question Number | Answer | Max Mark |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| (a) | <p>Debates about the Holocaust</p> <p>What can you learn from this extract about the interpretations, approaches and methods of this historian? Refer to the extract and your knowledge to support your answer.</p> <p>Knowledge and Understanding Knowledge and understanding of Hitler's rise to power, his ideas and beliefs, his policies in Germany particularly towards minorities and the events associated with the Holocaust should be demonstrated and used to support the answer. Knowledge and understanding of the relevant approaches to studying the Holocaust should be demonstrated and used to support the answer e.g. the differences between placing the emphasis on human agency and placing it on a series of reactions to events as they unfold.</p> <p>Understanding of interpretations Key points of this interpretation - Hitler, and Hitler alone, was responsible for the Holocaust. His extreme anti-semitism was the driving force behind his rise to power and behind the way he ruled and shaped Germany in the 1930s. He was determined to destroy the Jews from as early as 1918 or 1924 - once he was in power his ideas inevitably drove policy towards the Holocaust. The explanation should be supported by clear references to the extract.</p> <p>Understanding of approaches/methods This extract is clearly using an intentionalist approach to explain the Holocaust. The extract explains the Holocaust through the ideas and aims of one man and sees it as being deliberately planned. This approach should be further explained. This minimises the role of other factors and does not mention issues of structure or function. 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 i.e. how far does the approach influence the conclusion that has been reached. The explanation could be developed by comparing this approach to other approaches e.g. explaining functionalist approaches. Further knowledge and understanding of the approaches adopted in the extract could be used as additional support.</p> | [30] |

| Question Number | Answer | Max Mark |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| (b) | <p data-bbox="325 282 1246 416">Some historians have focused on the role played by ordinary Germans in the events leading to the Holocaust. Explain how this had contributed to our understanding of the Holocaust. Has this approach any disadvantages or shortcomings?</p> <p data-bbox="325 465 759 499">Knowledge and understanding</p> <p data-bbox="325 506 1257 674">Knowledge and understanding of the evidence relating to the argument that ordinary Germans played a significant part in the Holocaust ie knowledge of Goldhagen's thesis. Knowledge of the evidence used by Goldhagen and his detractors about the role of ordinary Germans. Knowledge of Goldhagen's claims re. German anti-semitism.</p> <p data-bbox="325 719 879 752">Understanding of approaches/methods</p> <p data-bbox="325 759 1267 887">Explanations could include: the importance of the concept of 'eliminationist anti-semitism' and the intentionalist nature of Goldhagen's thesis, its reductionist nature, the types of evidence used by Goldhagen' and the use he makes of it.</p> <p data-bbox="325 936 820 969">Evaluation of approaches/methods</p> <p data-bbox="325 976 1283 1240">Explanations could include: examples of how this approach has led to some claims being questioned e.g. the idea of the Holocaust as a clean machine-like process performed by a small group, how it raises the question of whether the Holocaust was Nazi or German; examples of criticisms e.g. simplistic single causal explanation, criticisms of claims about the special nature of German anti-Semitism, reductionist and leaves little room for personal initiative, Goldhagen's use of evidence, the limitations of this approach and why other approaches are still important</p> <p data-bbox="325 1290 1251 1352">The Holocaust - Lucy Dawidowicz, The War against the Jews 1933-45, Weidenfeld & Nicolson, 1977, pages 27-28 and 192.</p> | [30] |
| Paper Total | | [60] |

Copyright Acknowledgements:

Sources

Different approaches to the crusades 1095-1272

Extracts from Jonathan Riley-Smith 'Crusading as an Act of Love', History 65 (1980) pp. 177-92.

Different interpretations of witch-hunting in Early Modern Europe c.1560-c.1660.

Witch-hunts - Robert Thurston, The Witch Hunts, Longman, 2006, pages 232-236

Different American Wests 1840-1900

Extracts from Frederick Jackson Turner 'The Frontier in American History', pages 246-7, 259-60. Published in 1920.

Debates about the Holocaust

The Holocaust - Lucy Dawidowicz, The War against the Jews 1933-45, Weidenfeld & Nicolson, 1977, pages 27-28 and 192.

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (OCR) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest opportunity.

OCR is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.