

GCE

History B

Unit **F985**: Historical Controversies

Advanced GCE

Mark Scheme for June 2014

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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.

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Subject-specific Marking Instructions

Part (a)

I = Understands the big interpretation (holistic)

Sub = Understands sub-interpretation

A = Understands approach

M = Method

L = Links

Irrel = Irrelevant

Part (b)

Ad = Explains advantages

Dis = Explains disadvantages

L = Links

Irrel = Irrelevant

Question	Answer	Marks	Guidance
1 (a)	<p>Knowledge and Understanding Knowledge and understanding of the main events of the Norman Conquest should be demonstrated. This knowledge should inform the interpretation offered and enable candidates to comment on it intelligently. In particular, the extract addresses issues of continuity and change, particularly in relation to the vital areas of the influence of the church on the one hand, and the succession to the throne on the other. Candidates will therefore need a good understanding of the issues surrounding the succession and in particular of the Treaty of Wallingford of 1153 which settled the succession on Henry of Anjou, the son of Matilda, bringing the civil war to an end. Candidates will also need to be aware of the activities of Henry of Blois, Stephen's younger brother in the context of papal relations in the mid twelfth century.</p> <p>Understanding of interpretations This extract focuses squarely on a comparison between two men, which is distinctly flattering to the one and unflattering to the other. By implication there is a strong undercurrent of responsibility for the prolonged civil war to which England was subject during Stephen's reign. The extract locates Henry and Stephen within a line of succession and raises questions about the relative suitability of each man for the English crown, making explicit references to the deeds and personality of William the Conqueror as a point of comparison. It also has much to say about growing ecclesiastical and papal power which should enable candidates to comment on the changing nature of relations between Church and State across a long period.</p>	30	

Question	Answer	Marks	Guidance
	<p>Understanding of approaches / methods The approach adopted here is a confident assessment of the personalities of two powerful men, with clear judgements offered about their merits and demerits. The extract offers a ‘broad brush’ picture, essentially a summary of policies and events which have already been examined, hence the lack of detailed factual support. A reference is made to a chronicle source, the <i>Gesta Stephani</i>, and specific references are made to the events of the succession in 1154, but otherwise the extract lacks particular details. There is a consistent focus on change, and the scale of change, with a sense of the importance of long-term change in terms of the succession question now being established on a hereditary basis.</p>		
(b)	<p>Knowledge and understanding Candidates will need to know and understand the main aspects of the later Anglo-Saxon period and the Norman Conquest in the form of, for example, longer-term monarchical and political developments. What is meant by continuity – of administration, the shire and hundred system, the network of sheriffs and fortified settlements which could be adapted easily for the maintenance of law and order? Or the Church, with its own long-standing administration and practices, admired throughout Europe for its vitality and the lead it showed in missionary work? Constitutional, institutional and ecclesiastical changes and continuities may therefore be addressed, along with the well-known physical changes to the landscape in the form of castles and cathedrals – were they as great as we have thought?</p> <p>Understanding of approaches / methods Some understanding of arguments for continuity and change across the period 1066-1216 will be needed. Stability of personnel (e.g. abbots and major landholders) was initially possible for the survivors of 1066 but was increasingly dependent on oaths of loyalty and a willingness to be subject to the new regime in all its aspects. Was the Norman Conquest therefore really a full-scale revolution which makes notions of continuity with an Anglo-Saxon past seem romantic and overblown?</p>	30	

Question	Answer	Marks	Guidance
	<p>Evaluation of approaches / methods The shortcomings and limitations of an approach which focuses on continuity at the expense of change need to be examined. Does an insistence on continuity really tell us about a lack of documentary and archaeological source materials which record change in, for example, trade or agriculture, or was it the case that such daily activities were little affected by political revolution? Some sense of the short-term changes made apparent by the Conquest needs to be offered: do these changes fatally undermine the validity of an argument which offers an overall picture of stability and continuity or can they be subsumed within it?</p>		

Question		Answer	Marks	Guidance
2	a	<p>Knowledge and Understanding</p> <p>Knowledge and understanding of the main features of the crises in the 17th century. This knowledge and understanding should inform candidates' reading of the extract and enable them to comment on it in an informed way.</p>	30	
		<p>Understanding of interpretations</p> <p>The main interpretation is that beliefs were important - they drove both sides. However, mistrust was the key. Both sides believed the other was plotting - the difference between what men intended and what others believed were their intentions is important. This led to a war no one wanted. That war was neither inevitable nor was it simply a result of chance factors or an accident.</p>		
		<p>Understanding of approaches/methods</p> <p>A detailed narrative approach. Dismissal of grand theories and ideas that it was inevitable. Use of letters, petitions, ideas and beliefs. Distinguishes between real intentions and assumed intentions.</p>		
2	b	<p>Knowledge and understanding</p> <p>Candidates should demonstrate knowledge and understanding of the relevant main events and aspects of England's crises. They should demonstrate knowledge and understanding of different explanations including that of the rise of the gentry.</p>	30	
		<p>Understanding and Evaluation of approaches/methods</p> <p>Candidates should demonstrate knowledge and</p>		

Question	Answer	Marks	Guidance
	understanding of Marxist approaches to the seventeenth century crises. They should demonstrate knowledge and understanding of several different interpretations that these have led to. They should also show knowledge and understanding of other approaches. Candidates should explain what we have learned from this approach - how it has added to our understanding, as well as its shortcomings. The Marxist approach should be explained as an approach rather than as any one particular interpretation.		

Question		Answer	Marks	Guidance
3	a	<p>Knowledge and Understanding</p> <p>Knowledge and understanding of the main features of British Imperialism 1850-1950. This knowledge and understanding should inform candidates' reading of the extract and enable them to comment on it in an informed way.</p>	30	
		<p>Understanding of interpretations</p> <p>The author argues that Britain's imperial expansion needs to be understood in economic terms. Economic factors were key. Protecting trade routes, especially those to India, and Britain's dominant trading position was the driving factor in imperialism. He argues that rival capitalistic societies were competing, thus making an economic analysis vital. He argues that much British trade was with the informal empire and that the new imperialism was driven by a desire to protect what Britain already had. He goes on to look at the impact of imperialism on those in Britain and argues that the working classes did not benefit - in fact it was used to keep them quiet. However, British capitalists did benefit enormously.</p>		
		<p>Understanding of approaches/methods</p> <p>The approach of the author is economic, even Marxist. Marxist terminology and concepts are used. Political and strategic factors are seen as secondary to economic ones. The author uses concepts such as informal empire. Some use of trade figures. Examples drawn from all round the world.</p>		

Question		Answer	Marks	Guidance
3	b	<p>Knowledge and understanding</p> <p>Candidates should demonstrate knowledge and understanding of relevant main events and aspects of British Imperialism 1850-1950. They should demonstrate knowledge and understanding of what is meant by the cultural approach and what interpretations it has led to.</p>	30	
		<p>Understanding and Evaluation of approaches/methods</p> <p>Candidates should demonstrate knowledge and understanding of cultural approaches. They should demonstrate knowledge and understanding of how these approaches have contributed to our understanding. They should also show knowledge and understanding of other approaches and explain how a focus on cultural approaches has some shortcomings. Candidates should explain a focus on culture as an approach rather than as an interpretation.</p>		

Question		Answer	Marks	Guidance
4	a	<p>Knowledge and Understanding</p> <p>Knowledge and understanding of the main features of the events in the 1930s and of Appeasement. This knowledge and understanding should inform candidates' reading of the extract and enable them to comment on it in an informed way.</p>	30	
		<p>Understanding of interpretations</p> <p>The author's argument is that by 1936 Britain had a realistic and effective policy - one of deterrence. Chamberlain is blamed for changing this policy when he became PM - one of appeasing Germany. This led to Munich, and Chamberlain must take the blame. Chamberlain is criticised for not changing his policy after Munich. His arrogance is criticised, as is his refusal to see that others did not share his hatred of war. Some excuses can be made for Chamberlain's policies up to Munich because of Britain's position. After Munich there is no defence and Chamberlain almost single-handedly is to blame.</p>		
		<p>Understanding of approaches/methods</p> <p>The author's approach is to focus on human agency in particular. Chamberlain, almost single-handedly takes the major part of the blame. However, a range of structural factors are also brought in - the limits of British power, overseas commitments, the USA. British policy had to be conducted within these constraints. The author has used government documents released in 1969.</p>		

Question		Answer	Marks	Guidance
4	b	<p>Knowledge and understanding</p> <p>Candidates should demonstrate knowledge and understanding of relevant main events and aspects of Appeasement. They should demonstrate knowledge and understanding of events in the 1930s and possible alternatives to appeasement.</p>	30	
		<p>Understanding and Evaluation of approaches/methods</p> <p>Candidates should demonstrate knowledge and understanding of approaches that have focused on possible alternatives. They should demonstrate knowledge and understanding of how a focus on possible alternatives has contributed to our understanding of Appeasement. They should also show knowledge and understanding of other approaches and explain how a focus on possible alternatives has some shortcomings. Candidates should explain a focus on possible alternatives as an approach rather than as an interpretation.</p>		

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