

GCE

History B

Unit **F986**: Historical Controversies

Advanced GCE

Mark Scheme for June 2016

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Different approaches to the Crusades 1095 -1272

Question		Answer	Marks	Guidance
1	a	<p>Knowledge and Understanding</p> <p>Knowledge and understanding of the main features of the Crusades 1095-1272. This knowledge and understanding should inform candidates' reading of the extract and enable them to comment on it in an informed way. Knowledge and understanding of Pope Urban and the causes and aims of the First Crusade.</p>	30	
		<p>Understanding of interpretations</p> <p>The author argues when looking for one of the main causes of the First Crusade one has to look east at the Eastern Church and Empire. Too much attention has been given to Urban because of the way history has been written and sources have been used. However, the real catalyst was the Eastern Empire and its problems and its request for help from the west. Although it was important that Urban used much of this to his own advantage.</p>		
		<p>Understanding of approaches/methods</p> <p>The author uses a range of sources from Urban's speech to Alexios' message. A key document is the account by Alexios' daughter's which he reinterprets alongside using other eastern sources.</p>		
1	b	<p>Knowledge and understanding</p> <p>Candidates should demonstrate knowledge and understanding of relevant main events and aspects of the Crusades. They should demonstrate knowledge and understanding of different definitions of the Crusades including those that have tried to understand the Crusaders on their own terms.</p>	30	
		<p>Understanding and Evaluation of approaches/methods</p> <p>Candidates should demonstrate knowledge and understanding of the work of historians who have tried to understand the crusaders on their own terms (probably will raise issue of role of religion). They should be able to explain how a focus on this approach has contributed to our understanding of the Crusades.</p>		

Question	Answer	Marks	Guidance
	They should also show knowledge and understanding of other ways of studying the Crusades and explain how focusing on the Crusaders and their values and beliefs at the time has some shortcomings. Candidates should explain a focus on the Crusaders on their own terms as an approach rather than as an interpretation.		

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

Question		Answer	Marks	Guidance
2	a	<p>Knowledge and Understanding</p> <p>Knowledge and understanding of the main features of witch-hunting 1560-1660. This knowledge and understanding should inform candidates' reading of the extract and enable them to comment on it in an informed way. Knowledge and understanding of the Malleus Maleficarum.</p>	30	
		<p>Understanding of interpretations</p> <p>The author explains why the Malleus Maleficarum became the key guide to witchhunting for people at the time. The argument is that the authors, although learned men, were able to present it in a way that ordinary people could understand and which related to their world view and customs and way of life. Their use of rumours and other traditional approaches struck a chord with peasants. They were also effective because they identified evil with actual women rather than in a more abstract way. Just as important was the fact that it was also written in a way that could be accepted by learned clerics. This is why it had such a wide audience.</p>		
		<p>Understanding of approaches/methods</p> <p>The author has analysed the Malleus Maleficarum in detail. Extracts have been used and actual cases have been referred to. There is also reference to traditional beliefs and customs of the time. The approach tries to understand witchhunting through the practices and values of the time.</p>		
2	b	<p>Knowledge and understanding</p> <p>Candidates should demonstrate knowledge and understanding of relevant main events and aspects of witch-hunting. They should demonstrate knowledge and understanding of different explanations of witch-hunts including those that are based on an anthropological approach.</p>	30	

Question	Answer	Marks	Guidance
	<p>Understanding and Evaluation of approaches/methods</p> <p>Candidates should demonstrate knowledge and understanding of approaches to witch-hunting that are based on anthropology. They should demonstrate knowledge and understanding of how a focus on an anthropological approach to witch-hunting has contributed to our understanding. They should also show knowledge and understanding of other approaches and explain how a focus on anthropology has some shortcomings. Candidates should focus on explaining a focus on an anthropological approach as an approach rather than as an interpretation.</p>		

Different American Wests 1840-1900

Question		Answer	Marks	Guidance
3	a	<p>Knowledge and Understanding</p> <p>Knowledge and understanding of the main features of the American West 1840-1900. This knowledge and understanding should inform candidates' reading of the extract and enable them to comment on it in an informed way. Knowledge and understanding of Turner's frontier thesis.</p>	30	
		<p>Understanding of interpretations</p> <p>The author's main argument is that Turner's frontier thesis needs revising, but with these revisions is sound. The frontier did act as a safety valve but it operated as such in a different way from that argued by Turner. Democratic ideas and institutions were imported from Europe not created on the Plains as Turner argued, but they were shaped by the Plains. Individualism was also created by a different process than that described by Turner. The author argues that many pioneers were conservative thus disagreeing with Turner. However, inventiveness was encouraged by the Frontier - but back in the East rather than in the West. The author does the same with materialism and anti-intellectualism. In each case Turner's arguments are modified and revised. However, overall the author argues the Frontier had a profound impact on Americans and their character.</p>		
		<p>Understanding of approaches/methods</p> <p>The author's method is to start with a previous theory - that of Turner and to examine each aspect of his theory in the light of recent research. Recent research about e.g. pioneers looking for investment and profits, and their inert conservatism, are used. Comparative methodology is used with comparisons with Australia being used.</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 the American West 1840-1900. They should demonstrate knowledge and understanding of approaches that have focused on the role and impact of the Federal government in the West.</p>	30	
		<p>Understanding and Evaluation of approaches/methods</p> <p>Candidates should demonstrate knowledge and understanding of approaches that have focused on the role and impact of the Federal government in the West. They should demonstrate knowledge and understanding of how such a focus has contributed to our understanding. They should also show knowledge and understanding of other approaches and explain how a focus on the role and impact of the Federal government has some shortcomings. Candidates should explain a focus on the role and impact of the Federal government as an approach rather than as an interpretation.</p>		

Debates about the Holocaust

Question		Answer	Marks	Guidance
4	a	<p>Knowledge and Understanding</p> <p>Knowledge and understanding of the main features of the Holocaust and its perpetrators. 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 the Nazis realised that these were dreadful acts and that it was important the men who carried them out were professional. There were 'German' standards of professionalism that had to be adhered to. They had to have a moral disengagement. However, the Germans involved were damaged by their involvement. This led to other methods being used for the worst work so the Germans could be clean of it and keep their professionalism.</p>		
		<p>Understanding of approaches/methods</p> <p>The approach is to focus on the perpetrators and their motivations and how they coped with carrying out dreadful acts. Evidence from Reserve Police Battalion 101 is used although the author explains in some ways it was abnormal and cannot be used as typical of German attitudes. However, it is all we have in terms of evidence about the motivation of men involved in the killings. Particular examples are used to support general points e.g. events at Jozefow</p>		
4	b	<p>Knowledge and understanding</p> <p>Candidates should demonstrate knowledge and understanding of relevant main events and aspects of the Holocaust. They should demonstrate knowledge and understanding of European antisemitism. This should be taken as a focus on the existence and significance of anti-Semitism in parts of Europe other than in Germany. It can include a focus on the history of antisemitism in Europe before the period.</p>	30	

Question	Answer	Marks	Guidance
	<p data-bbox="365 217 1133 245">Understanding and Evaluation of approaches/methods</p> <p data-bbox="365 284 1402 549">Candidates should demonstrate knowledge and understanding of approaches that have focused on European anti-semitism. Why they have done this and what their arguments are. They should demonstrate knowledge and understanding of how a focus on European anti-semitism has contributed to our understanding of the Holocaust. They should also show knowledge and understanding of other approaches and explain how a focus on European anti-semitism has some shortcomings. Candidates should explain a focus on European anti-semitism as an approach rather than as an interpretation.</p>		

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