

History B

Advanced GCE

Unit **F985**: Historical Controversies

Mark Scheme for January 2011

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

Generic Mark scheme for part (a) questions:

	AO1 Knowledge and understanding	AO2b: Historical interpretations
Level 5	Relevant and accurate knowledge demonstrated and consistently used as part of a thorough analysis of the interpretation. Uses appropriate historical terminology accurately. Structure of argument is coherent. Writing is legible. 13-15	Demonstrates a sound understanding of the interpretation by explaining how the approach/method of the historian has led to this interpretation being written. This must be supported by detailed reference to the extract. At the top of the level answers will refer to alternative approaches/methods. Thereby demonstrates a clear synoptic understanding of how historians engage with evidence to produce interpretations of the past. 13-15
Level 4	Relevant and accurate knowledge demonstrated and used to analyse the interpretation. Uses historical terminology accurately. Structure of argument is clear. Writing is legible. 10-12	Demonstrates some understanding of the main characteristics of the interpretation by explaining at least one approach or method used by the historian. Some understanding of the approach/method must be demonstrated and the explanation must be supported by reference to the extract. At the top of the level answers will demonstrate a wider understanding of the approach/method. Thereby demonstrates a synoptic understanding of how an historian has engaged with evidence to produce an interpretation of the past. 10-12
Level 3	Relevant and largely accurate knowledge demonstrated and used to explain the interpretation. Uses a limited range of historical terminology accurately. Structure of argument lacks some clarity. 7-9	Demonstrates a sound understanding of the interpretation as a whole by explaining it as an interpretation. Approaches or methods may be identified but they will not be explained through reference to the extract. Thereby demonstrates a generalised synoptic understanding of how historians generate an interpretation of the past. 7-9
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	<p>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.</p> <p>13-15</p>	<p>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.</p> <p>13-15</p>
Level 4	<p>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.</p> <p>10-12</p>	<p>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.</p> <p>10-12</p>
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>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>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>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>4-6</p>

	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

1 The debate over the impact of the Norman Conquest 1066-1216

- (a) What can you learn from this extract about the interpretation, approaches and methods of the historian? Refer to the extract and your own knowledge to support your answer.

Knowledge and Understanding

Knowledge and understanding of the main developments of the Norman Conquest from the mid eleventh to the early thirteenth centuries should be demonstrated. This knowledge should inform the interpretation offered and enable candidates to comment on it intelligently. In particular, students will need to demonstrate familiarity with the position of women in Anglo-Saxon and Norman society in general terms: status, legal position; freedoms and restrictions. They may focus on women's roles as Queens eg Edith, the Confessor's widow, or Gytha, Godwine's widow and mother of King Harold, or on women as landholders, such as the Empress Mathilda in the twelfth century. Knowledge and understanding of relevant approaches to the study of women's history in this period should be shown, together with some sense of the evidential difficulties faced by historians.

Understanding of interpretations

The extract focuses on the key debate about continuity and change as the essential characteristic of the Norman Conquest. The author argues for a reconsideration of the commonly-cited evidence for a Golden Age of Anglo-Saxon female freedom and equality, which in turn gave way to some kind of 'Norman yoke' where such freedoms were commonly denied. Evidence from Domesday and other sources points if anything to a limited role for women as charter witnesses and as landholders in their own right. By contrast, there are a number of successful examples of women thriving post 1066. What emerges is a pattern of diversity of experience; the extract calls for a wider chronological and interpretative framework within which women's lives and experiences can be studied without resort to simplistic models. The explanation should be supported by clear references to the extract.

Understanding of approaches/methods

The method used here is to start with an example from a well-known historian of the period which sets out a case for female equality under the Anglo-Saxons, a position which was brutally ended by the invasion of 1066. The author of the extract then goes on to explain the shortcomings of this view and offers a robust counter-argument for an alternative framework for the study of women in the eleventh, twelfth and thirteenth centuries. The approach adopted here may be labelled revisionist; it is certainly provocative and may be considered challenging. In exploring its benefits and shortcomings, candidates may be expected to discuss the notion of a 'golden age' raised in the second paragraph: are we presented with sufficient evidence in the first paragraph to establish that such a 'simplification' has indeed been present? Is the extract author in danger of similar simplification by such a basic characterisation of a complex period? Candidates should be able to fit the approach adopted here into their own knowledge and awareness of arguments for change and continuity across the period as a whole. Likewise, the idea of a 'turning point', mentioned in the final paragraph, should be familiar to candidates and should act as a stimulus to discussion about the nature and value of such moments. The approach of the extract is to test generalisations and assertions about Anglo-Saxon and Norman women against particular examples, and to reassert the complexity of female roles during this period. Such generalisations will always be found wanting, the extract argues, until more research has been done. Candidates may be familiar with arguments which extol the virtue of looking at 1066-1216 through the eyes of those who lived through it, rather than reading back into it our own preoccupations and views.

- (b) Some historians have suggested that the character and actions of individual kings had the greatest influence on the periods which they ruled. Explain how this added to our understanding of the impact of the Norman Conquest. Has this approach any disadvantages or shortcomings?

Knowledge and understanding

Candidates will need to know and understand the main aspects of the Norman Conquest in terms of longer-term monarchical and political developments, at least in broad terms. This knowledge will need to cover the whole period, although a concentration on better-known and better-documented rulers such as Henry I or William I at the expense of others is acceptable.

Understanding of approaches/methods

Some understanding of the key terms mentioned, especially 'character', 'actions' and 'influence on a period' will be needed, for example whether the latter is considered beneficial or harmful. The benefits and drawbacks of the approach suggested in the question will need to be explored with detailed support, as suggested. Is it possible to discern 'medieval personality'? The Anglo-Saxon Chronicle was not above trying to assess the character of William I, but what are the dangers of taking its famously harsh assessment at face value? The whole issue of medieval royal biography may be one which candidates explore fruitfully, and responses may well be aware of discussions about the nature and influence of medieval queens such as Mathilda, a subject of some interest and scholarship in recent years.

Evaluation of approaches/methods

Candidates may well be aware of the virtues and limitations of the 'great men' arguments in this period. For example, some commentators justify detailed study of monarchy by reference to the hierarchical nature of medieval society. There are also questions to consider here about the nature and quantity of the surviving evidence, which are arguably skewed towards rulers, nobles and the Church. 'Influence on a period' has implications of a wide and long-lasting social and cultural impact, which the surviving evidence may not immediately reveal. Responses should therefore set out some of the limitations of both 'halves' of the question in terms both of the nature and quality of Anglo-Saxon and Norman evidence about individual kings and the impact their actions may have had on law, politics, culture and the Church, to name but a few possible areas. Credit should be given for intelligent critical comment which is relevant to the period and which is supported accurately.

2 The debate over Britain's 17th century crises, 1629-89

- (a) What can you learn from this extract about the interpretation, approaches and methods of this historian? Refer to the extract and your own knowledge to explain your answer. [30]

Knowledge and Understanding

Knowledge and understanding of the Personal Rule and the relationship between central and local government. The organisation of local government, especially the role of sheriffs in assessing and collecting taxes and of JPs in delivering justice and being responsible for a range of administrative issues. The impact of the Personal Rule on the work of local officials. The methods of raising revenue employed during the Personal Rule, especially ship money. Knowledge and understanding of the relevant approaches to studying the seventeenth century should be demonstrated and used to support the answer.

Understanding of interpretations

Key points – the historian argues that relations between the government of Charles I and the localities were determined more by local circumstances than by constitutional considerations. For example, he argues that, far from the 'received interpretation' of ship money – that Hampden's case marked a turning-point in the financing of the Personal Rule because after this judgement, with its 'moral victory' for Hampden, there was such widespread non-payment that the government ran into dire financial difficulties – the local evidence suggests a different scenario. Ship money was impossible to collect not because of refusal to pay, but because the administration of it was unsustainable. Hence it was the inadequacies of tax assessment and collection methods, ie local government problems, that led to the collapse of Personal Rule.

The explanation of the interpretation should be supported by clear references to the extract. The historian uses a range of examples to support his case, all illustrating the point that at local level the pattern of support for national policies does not follow the pattern that might be expected if religion or class determined reaction to these policies.

Understanding of approaches/methods

This extract employs an approach of using local circumstances to explain actions. While the evidence is not focused on a single locality, the sources used to support the argument are of a local nature: tax assessments, the problems of collection and the impact of the Hampden case.

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 and the ways in which events and people are described.

The explanation could be developed by comparing this approach to other approaches, for example, the Whig approach which stresses issues of principle and a more self-conscious attack by radical MPs on a king who was trying to maintain his power; for example socio-economic approaches which identify long-term trends as causing the actions of the protagonists. The benefits of using local sources to check assumptions about behaviour and what caused it; the benefits of seeing the minutiae of local administration – how central government orders and policies impacted on the localities. The revelation that it was not the gentry (traditionally seen as the class who challenged the government's fiscal policy), but their social inferiors within the tax-paying classes, who were most likely to challenge the authorities. Thus theories suggesting that a rising gentry objected to high levels of taxation of dubious legality are challenged by looking at local examples and sources.

- (b) Whig historians have focused on issues of political and religious liberty in their study of the seventeenth century. Explain how this has added to our understanding of the seventeenth-century crises. Has this approach any disadvantages or shortcomings? [30]

Knowledge and understanding

Knowledge and understanding of the evidence relating to the Whig approach to explaining the events of the seventeenth century: the constitutional problems of establishing the powers of the monarch and the rights and privileges of parliament and specific issues on which there were clashes, such as the methods employed in the Personal Rule, the events of the Long Parliament, the 'second Stuart despotism' of Charles II and James II, the Glorious Revolution, the Bill of Rights and the Toleration Act.

Understanding of approaches/methods

Knowledge and understanding of approaches that focus on the development of constitutional and religious liberties. Approaches that identify the king as the one holding up progress and his opponents in parliament as the heroes, defending their constitutional rights and limiting monarchical power.

Explanations could include: the purpose of the Whig approach – to explain the nineteenth century British constitution, its merits in comparison with, for example, French constitutional developments. The lack of a bloody revolution that turned on itself. The emphasis on constitutional developments and the use of sources related to central government.

Evaluation of approaches/methods

The value of the Whig approach can be seen as one which tells a good story well. There is a clear and purposeful narrative that engages the reader, for example, because it has heroes and villains. The literary approach makes numerous references to other periods in history. This comparative approach provides broad sweep statements that set events in Britain in a wider context of political revolutions through time.

Evaluation could also challenge the Whig approach on a number of counts.

Is it the historian's task to explain the present, and use the past so to do?

Is it appropriate for historians to pass judgement and take sides?

Can a constitutional approach fully explain the political events of the seventeenth century?

Candidates will probably refer to critiques of the Whig approach by later historians who had different approaches and emphases.

3 Different Interpretations of British Imperialism c.1850-c.1950.

- (a) What can you learn from this extract about the interpretation, approaches and methods of the historian? Refer to the extract and your own knowledge to explain your answer. [30]

Knowledge and Understanding

Knowledge and understanding of the main events and characteristics of British Imperialism. Knowledge and understanding of different interpretations of British Imperialism, in particular those that consider the part played by gender in British Imperialism. 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 British Imperialism.

Understanding of interpretations

Key points – this interpretation argues that important aspects of Imperialism were based on gender. They were 'genderised'. Imperialism was also presented and understood in a way that degraded the areas being colonized and praised Britain as a centre of civilisation that was civilizing areas that were colonised. The example of Hindu women is used to illustrate both these points. By rescuing them from abjection the British could reinforce their own masculinity.

The extract emphasises the extent to which the British in India kept themselves separate especially after the 1857 rebellion. They tried to create a 'part of England'. The British women had masculine roles.

Understanding of approaches/methods

The approach raises issues about gender in the Empire. It also makes some use of the concept of 'periphery'. It also uses 'discourses'. There are case studies of Hindu women and India used.

- (b) In their work on British imperialism some historians have focused on the idea of 'gentlemanly capitalism'. Explain how this has contributed to our understanding of British imperialism. Has this approach any disadvantages or shortcomings? [30]

Knowledge and Understanding

General knowledge and understanding of the events/characteristics and context of British Imperialism demonstrated. Knowledge and understanding demonstrated of the concept of 'gentlemanly capitalism' and of the main characteristics of interpretations based on it.

Evaluation and Understanding of approaches/methods

Understanding demonstrated of interpretations/approaches/methods that focus on the role of 'gentlemanly capitalism' in British Imperialism. Understanding of how these approaches have contributed to our understanding of British Imperialism, 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 British Imperialism. Explanations of shortcomings of these approaches. Comparison with, and explanation of, other approaches, and what has been learned from them.

4 The debate over British Appeasement in the 1930s

- (a) What can you learn from this extract about the interpretation, approaches and methods of the historian? Refer to the extract and your own knowledge to explain your answer. [30]

Knowledge and Understanding

Knowledge and understanding of the main events and characteristics of appeasement including knowledge and understanding of the broad context, international events at the time, and possible British motives.

Knowledge and understanding of the debate, and differing views, about appeasement and how far it can be understood and even justified. 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 appeasement. Candidates should also have knowledge of other background factors, and of relevant individuals involved in appeasement.

Understanding of interpretations

Key points - A structuralist explanation of appeasement. Explains a number of background factors that made appeasement the 'natural' policy for Britain at that time. No individuals mentioned, all structural factors. The overall argument is that there was little alternative to appeasement at the time. The individuals at the time had little freedom of action.

Understanding of approaches/methods

The historian uses an analytical approach rather than a chronological one. The approach is also multi-causal and structuralist. The author concentrates on background factors. The factors are all impersonal ones. There are also shades of determinism here. The Czech crisis is used as a case study to explain the background factors that made a policy of appeasement understandable.

- (b) In their work on British appeasement some historians have focused on the actions of a few individuals who misjudged Hitler's intentions. Explain how this has contributed to our understanding of appeasement. Has this approach any disadvantages or shortcomings? [30]

Knowledge and Understanding

General knowledge and understanding of the events/characteristics and context of appeasement demonstrated. Knowledge and understanding demonstrated of the arguments that appeasement was the result of misjudgements of a few individuals.

Evaluation and Understanding of approaches/methods

Understanding demonstrated of interpretations/approaches/methods that suggest appeasement was the result of the misjudgements of a few individuals. Understanding that these approaches will be intentionalist in nature. Understanding of how these approaches have contributed to our understanding of appeasement.. 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.

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