

History B

Advanced GCE F985

Historical Controversies

Mark Scheme for June 2010

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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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Generic mark scheme for unit F985

Maximum mark: 60

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

Generic Mark scheme for part (a) questions:

	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>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>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>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>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>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>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 interpretation. 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 the interpretation by explaining several features of it. Thereby demonstrates some synoptic understanding of the methods of the historian.</p> <p>4–6</p>
Level 1	<p>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.</p> <p>1–3</p>	<p>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.</p> <p>1–3</p>

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
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Generic mark scheme for part (b) questions

	AO1 Knowledge and understanding	AO2b: Historical interpretations
Level 5	Relevant and accurate knowledge demonstrated and consistently used to assess both the advantages and disadvantages of the approach/method. Uses appropriate historical terminology accurately. Structure of argument is coherent. Writing is legible. 13–15	Demonstrates reasonable understanding both of how the approach/method has contributed to our understanding and of the disadvantages/shortcoming of the approach/method. Answers at this level will involve some assessment of the approach/method. Answers at the top of the level will do this by comparing with other approaches or methods. Thereby demonstrates a synoptic understanding of how historians engage with evidence to produce an interpretation of the past. 13–15
Level 4	Relevant and accurate knowledge demonstrated and used to assess either the advantages or the disadvantages of the approach/method. Uses historical terminology accurately. Structure of argument is clear. Writing is legible. 10–12	Demonstrates reasonable understanding either of how the approach/method has contributed to our understanding or of the disadvantages/shortcomings of the approach/method. Answers at this level will involve some assessment. Better answers will do this by comparing with other approaches or methods. Thereby demonstrates a synoptic understanding of how an historian has engaged with evidence to produce an interpretation of the past. 10–12
Level 3	Relevant and largely accurate knowledge demonstrated and used to explain the method/approach. Uses a limited range of historical terminology accurately. Structure of argument lacks some clarity. 7–9	Demonstrates good understanding of an historical approach/method. There will be some attempt to explain its advantages and/or disadvantages. Thereby demonstrates a generalised synoptic understanding of how historians generate an interpretation of the past. 7–9
Level 2	Some relevant knowledge demonstrated. However this knowledge is used to develop the references to historical content rather than being used to explain the method/approach. Uses a limited range of historical terminology with some accuracy. Structure of writing contains some weaknesses at paragraph and sentence level. 4–6	Demonstrates a reasonable understanding of some of the main features of an historical approach/method. Advantages or disadvantages of the approach/method may be asserted but will not be explained. Thereby demonstrates some synoptic understanding of the approach/methods of the historian. 4–6

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

Question 1**The debate over the Impact of the Norman Conquest 1066–1216**

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

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. For example, candidates should know and understand the role of William 1 in directing the conquest and shaping its outcome. They should understand his legacy across the period to 1216.

Understanding of interpretations

The extract focuses on the role of William 1 as a ‘great man’ in shaping the Norman Conquest. Part of his greatness lay in the continuity of practice which he brought to the crown and institutions of the defeated nation, factors which the author sees as instrumental in his success. ‘One people’ was forged by the king’s conservative instincts. Such actions and qualities merit high praise by this analysis, which argues for William’s position alongside some of the great rulers of history.

Understanding of approaches/methods

The method used here is to build a case piece by piece, moving from the particular to the general. Without ever spelling out policies and practices in detail, the author argues for a ‘disguised’ conquest in which all the strong institutions of Anglo-Saxon governance, including its crown, were built upon by the new regime; they were revitalised, most successfully. The author states as ‘facts’ what students may consider to be opinions, and there is overall a forcefulness to the extract which allows for no counterargument. Students may pick up on the extract’s self-confidence, not to say arrogance in placing William alongside, for example, Alexander the Great. The assessment of William’s position in the hierarchy of English statesmen should elicit comment and consideration.

- (b) When studying the Norman Conquest, some historians have focussed on the importance of gender issues. Explain how this has contributed to our understanding of the impact of the Norman Conquest. What are the advantages and disadvantages of such an approach?**

Knowledge and understanding

Candidates will need to know and understand the main aspects and developments of the Norman Conquest.

Understanding of methods/approaches

Candidates will need to know and understand the nature of approaches which advocate and those which criticise the relevance and application of gender issues to the Norman Conquest.

Evaluation of methods/approaches

Candidates might reasonably be expected to express an informed opinion about gender-based approaches to the Middle Ages, and to know something of the evidential difficulties which historians who advance such approaches have to address. This extract uses 'men' explicitly but makes no explicit reference to the role of women; something may be inferred from passing references to, for example, 'the fusion between Normans and English'. The 'great man view of History' which permeates the second paragraph should provide a useful point of reference for discussion of gender-related matters within the context of the Norman Conquest.

From John Gillingham, *The Early Middle Ages (1066–1290)*, *The Oxford Illustrated History of Britain* (1984).

Question 2**The debate over Britain's 17th–Century Crises, 1629–89**

- (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]**

Knowledge and Understanding

Knowledge and understanding of the main events of the mid and late seventeenth century should be demonstrated and used to support the answer. Knowledge and understanding should be used to show an understanding of the interpretation and to comment on it. Knowledge and understanding of the following features might be used: the main events leading up to the Civil War, the main features of the Civil War including the composition of the two sides.

Understanding of interpretations

Key points – this extract focuses on social and economic features with the supporters of Parliament being progressive economically while supported of Charles were economically backward. There are also important social and class differences between the two sides. The struggle is also seen as one of the lower classes threatening the power of the upper classes. Religion is seen in purely political terms.

Understanding of approaches/methods

The extract focuses on social and economic issues and supports the argument with selected local examples and with quotations from contemporaries. How representative these are is not discussed. The approach is a Marxist one – seeing the struggle in class terms. Candidates might explain this approach further.

- (b) Some historians have focused on short-term factors such as the role of individuals and events in their study of Britain's seventeenth-century crises. Explain how this has contributed to our understanding of the seventeenth-century crises. Has this approach any disadvantages or shortcomings? [30]**

Knowledge and understanding

Knowledge and understanding of examples of individuals and accidental events contributing to developments in the mid-seventeenth century eg, the role of Charles, events such as those in Ireland.

Understanding of approaches/methods

Understanding should be shown of what is meant by short-term factors. The whole approach of concentrating on the actions and events of the time rather than on longer term developments should be explained and illustrated by reference to the seventeenth century. Candidates might contrast this approach with other approaches eg Whig history.

Evaluation of approaches/methods

Explanation of some of the insights into the events of the seventeenth century that have been provided by this approach eg how it has provided a corrective to earlier approaches. Criticisms of this approach.

Question 3**Different interpretations of British imperialism c.1850–c.1950**

- (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]

Knowledge and understanding

Knowledge and understanding of the main developments in British Imperialism in the second half of the nineteenth century should be demonstrated and used to support the answer. Knowledge and understanding should be used to show an understanding of the interpretation and to comment on it. Knowledge and understanding of the role of the periphery.

Understanding of interpretations

Key points – this extract explains that British imperial expansion in the second half of the nineteenth century was in the one area where Britain had few economic interests – Africa. This means that the impetus for British expansion into Africa did not come from Britain as it had no economic reason to do so. This means that events in Africa must have been important. It also means that reasons for going into different parts of Africa will be different for each region. The overall motive was security – a motive that had been around for a long time. Security in the Mediterranean and the East. Local crises/events threatened this security in certain places eg Egypt. There were no territorial ambitions involved and little was done with the land acquired. It was wanted for defensive reasons – security. Commercial exploitation followed later.

Understanding of approaches/methods

This approach concentrates on events in the periphery and makes use of case studies. It also emphasises diversity. It also asks questions about motivation of ministers and views Britain's interests as long term and not changing. It also does not see economic motives as important. It puts political motives in first place.

- (b) **Some historians have focused on the importance of events and people in the periphery in their work on British Imperialism. 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 shown of some of the main aspects and developments of British Imperialism. Knowledge and understanding of some of the main conclusions that had been drawn from studies of gender.

Understanding of approaches/methods

Understanding demonstrated of what is meant by gender issues and of some of the main interpretations that have come from such an approach. Knowledge and understanding of how such approaches differ from other approaches. Knowledge of some of the methods used in studies with a focus on gender.

Evaluation of approaches/methods

Explanation of some of the advantages of gender – what kinds of things have been learned that have enriched our understanding of British Imperialism? Explanation of why this could not have gained from other types of studies. Explanation of some of the main shortcomings of studies of gender.

Question 4**The debate over British Appeasement in the 1930s**

- (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]**

Knowledge and understanding

Knowledge and understanding of the main features of appeasement.

Knowledge and understanding of different explanations of appeasement, particularly those that attempt to defend appeasement that explains the constraints on Chamberlain. Knowledge and understanding of why different explanations/interpretations have been produced.

Understanding of interpretations

Key points – Chamberlain has been unfairly criticised. He wanted to avoid another war and the Second World War ended up a disaster for Britain, so he was right to want to avoid it. Britain did not have the necessary arms or money and was facing too many enemies. Chamberlain was justified in trying to reduce them. Chamberlain had economic, military and political realities/constraints to face – he did not have freedom of action. It was by no means clear at the time that there was no chance of peace. Chamberlain followed the only policy that might have preserved peace. Better candidates may compare this interpretation to others.

Understanding of approaches/methods

The approach taken here is a structuralist one – Chamberlain's actions are seen in the context of the structures/situations/constraints at the time. His decisions and actions were bound to be influenced by these. He did not have freedom of action. The approach is also against the use of hindsight.

- (b) In their work on appeasement some historians have focused on Hitler and his aims. Explain how this has contributed to our understanding of British appeasement. Has this approach any disadvantages or shortcomings? [30]**

Knowledge and understanding

General knowledge and understanding shown of some of the main aspects of appeasement. Knowledge and understanding of some of the main conclusions that have been drawn from studies that focus on Hitler.

Understanding of approaches/methods

Understanding demonstrated of what is assumed by such studies. Knowledge of some of the arguments that have emerged from this approach.

Evaluation of approaches/methods

Explanation of some of the advantages of placing the focus on Hitler. What particular insights has it provided for our understanding of appeasement. Explanation of some of its shortcomings. Explanations of alternative approaches and interpretations.

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