

**GCE**

**History B**

Unit **F986**: Historical Controversies

Advanced GCE

**Mark Scheme for June 2015**

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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 part (a) questions

	<b>AO1: Knowledge and understanding</b>	<b>AO2b: Historical interpretations</b>
<b>Level 5</b>	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.  <b>13 – 15</b>	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.  <b>13 – 15</b>
<b>Level 4</b>	Relevant and accurate knowledge demonstrated and used to analyse the interpretation. Uses historical terminology accurately. Structure of argument is clear. Writing is legible.  <b>10 – 12</b>	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.  <b>10 – 12</b>
<b>Level 3</b>	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.  <b>7 – 9</b>	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.  <b>7 – 9</b>

	<b>AO1: Knowledge and understanding</b>	<b>AO2b: Historical interpretations</b>
<b>Level 2</b>	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. <b>4 – 6</b>	Demonstrates a reasonable understanding of the interpretation by explaining several features of it. Thereby demonstrates some synoptic understanding of the methods of the historian. <b>4 – 6</b>
<b>Level 1</b>	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. <b>1 – 3</b>	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. <b>1 – 3</b>
<b>Level 0</b>	No additional knowledge is provided. Does not use appropriate historical terminology. Structure is incoherent. <b>0</b>	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. <b>0</b>

## Generic mark scheme for part (b) questions

	<b>AO1 Knowledge and understanding</b>	<b>AO2b: Historical interpretations</b>
<b>Level 5</b>	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.  <b>13 – 15</b>	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.  <b>13 – 15</b>
<b>Level 4</b>	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.  <b>10 – 12</b>	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.  <b>10 – 12</b>
<b>Level 3</b>	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.  <b>7 – 9</b>	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.  <b>7 – 9</b>
<b>Level 2</b>	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.  <b>4 – 6</b>	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.  <b>4 – 6</b>

	<b>AO1 Knowledge and understanding</b>	<b>AO2b: Historical interpretations</b>
<b>Level 1</b>	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.  <b>1 – 3</b>	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  <b>1 – 3</b>
<b>Level 0</b>	No additional knowledge is provided. Does not use appropriate historical terminology. Structure is incoherent.  <b>0</b>	Demonstrates no understanding of the approach / method. Shows no synoptic understanding of how historians use evidence.  <b>0</b>

## Different approaches to the Crusades 1095 -1272

Question		Answer	Marks	Guidance
1	a	<p><b>Knowledge and Understanding</b></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 different approaches to defining the crusades. Knowledge and understanding of arguments that claim the crusades formed a coherent movement, and knowledge and understanding of alternative arguments.</p>	30	
		<p><b>Understanding of interpretations</b></p> <p>The author argues that the first three crusades were not something new that began the Crusades. According to the author the Crusades, as a coherent movement, did not begin until Innocent III after 1187. The first three crusades were not part of a coherent movement. They were nothing new and had much in common with what had gone before. They did not form a new coherent movement and were merely new ways of gaining reward by loyal service to a master. They were simply a fragmented series of activities with each one being distinct. Eugenius was not creating a new movement when he preached the Second Crusade. Nor was the First Crusade any thing new - justifying wars against pagans had been around for some time. It is significant that contemporaries were unable to find a common term for the 'crusades' which suggests they did not see them as part of a movement. Those that did were propagandists trying to drum up support and recruitment or settlers trying to drum up support. For the author the crusades began only when they were institutionalized by</p>		

Question		Answer	Marks	Guidance
		Innocent III. The earlier ones are only crusades in retrospect - they have been created by historians, not by contemporaries.		
		<p><b>Understanding of approaches/methods</b></p> <p>The author uses a range of contemporary accounts e.g. Guibert of Nogent, St Bernard, Eugenius III, Fulcher of Chartres and Burchard of Worms. The author evaluates these and uses them as evidence about the existence of a crusading movement. The author is discarding both traditional and revisionist approaches to the crusades. He also uses knowledge of the time before the First Crusade and sees this as relevant in defining crusades. However, he does accept some traditional ideas such as the Pope's role. The author tries hard to see the crusades as they were understood at the time and to consider the possibility that they were a later creation.</p>		
1	b	<p><b>Knowledge and understanding</b></p> <p>Candidates should demonstrate knowledge and understanding of relevant main events and aspects of the Crusades. They should demonstrate knowledge and understanding of the motives of the crusaders and of different interpretations of the Crusades especially those that focus on economic issues such as the economic motives of crusaders.</p>	30	
		<p><b>Understanding and Evaluation of approaches/methods</b></p> <p>Candidates should demonstrate knowledge and understanding of how the Crusades were seen and interpreted in the nineteenth century. They should be able to explain how a focus on this economic issues has contributed to our understanding of the Crusades. They should also show knowledge and understanding of other</p>		

Question	Answer	Marks	Guidance
	ways of approaching the Crusades and explain how approaches based on economic issues have some shortcomings. Candidates should explain approaches based on economic issues 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><b>Knowledge and Understanding</b></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 nature of beliefs in witches and the different interpretations about this.</p>	30	
		<p><b>Understanding of interpretations</b></p> <p>The author argues that it is wrong for historians to assume that belief in witches was somehow wrong or false. It is not the historian's job to decide if belief in witches worked. Their task is to understand the belief in witches and the practice of witch-hunting, the beliefs at the time and the circumstances that led to these beliefs and practices. The author argues that beliefs in magic and in witches were close. He emphasises the importance of understanding the cultural values within which belief in witches operated. This is because it is now believed that most of the pressure for witch-hunting came from the communities where witches lived. This pressure came from people who believed that they had suffered in some tangible way from witchcraft especially if e.g. a sickness was not recognised or did not react to treatment. The overall argument is that belief in witches can only be understood by seeing it in the context of the shared assumptions at the time. These shared assumptions created the world that people lived in and in that world belief in witches was a form of knowledge. It was not born out of ignorance, nor was it initiated or controlled by the authorities.</p>		

Question		Answer	Marks	Guidance
		<p><b>Understanding of approaches/methods</b></p> <p>A cultural approach is used. The author has tried to see a belief in witches not from the values of today but as people at the time would have seen and understood it. There is an attempt made to understand their world, their assumptions and their beliefs. This involves leaving modern attitudes and knowledge behind. Primary sources from Lutheran church visitors are used and secondary sources e.g. Robin Briggs.</p>		
2	b	<p><b>Knowledge and understanding</b></p> <p>Candidates should demonstrate knowledge and understanding of relevant main events and aspects of witch-hunting. They should demonstrate knowledge and understanding of the part played by secular authorities, and of approaches and interpretations that focus on this.</p>	30	
		<p><b>Understanding and Evaluation of approaches/methods</b></p> <p>Candidates should demonstrate knowledge and understanding of approaches that focus on the role of secular authorities. They should demonstrate knowledge and understanding of how a focus on the impact of a belief in witches has contributed to our understanding. They might write about the extent to which secular authorities encouraged or discouraged witch-hunting. They should also show knowledge and understanding of other approaches and explain how approaches based on the role of secular authorities have some shortcomings. Candidates should focus on a stress on the role of secular authorities as an approach rather than as an interpretation.</p>		

## Different American Wests 1840-1900

Question		Answer	Marks	Guidance
3	a	<p><b>Knowledge and Understanding</b></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 the concept of the frontier. Knowledge and understanding of the roles of women in the West.</p>	30	
		<p><b>Understanding of interpretations</b></p> <p>The author argues that the experiences of women in the West have been ignored or misread because of Turner's frontier. If we move away from this idea and the linear approach from East to West that it encourages, and focus on people instead, we find a complex picture of relationships and activities. Focusing on people will bring us to women. But not all women were the same. There were many different groups and individuals with different experiences and being affected by events in different ways.</p> <p>The Homestead Act is used to demonstrate the latter point – for single white women it provided opportunity to invest and then finance their dreams such as setting up their own businesses or going to university but for Indian women the notions of private property and family farms inherent in the Act was a threat to, and helped to destroy, their traditional way of life.</p> <p>The author argues that in the complex situation of the time women had agency and were empowered. However, we often have to look at private arenas, and we need to ask what issues engaged women, to find examples. They are there but they come in many different forms.</p>		

Question		Answer	Marks	Guidance
		<p><b>Understanding of approaches/methods</b></p> <p>The author challenges Turner's conceptual framework and suggests alternatives. The approach is to focus on the experiences of women in the West, and in particular the variety of women's experiences. Some case studies are used and some statistical analysis of the impact of the Homestead Act. The author stays away from big political themes and focuses on everyday life.</p>		
3	b	<p><b>Knowledge and understanding</b></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 co-operation, kinship groups and communities rather than on violence and conflict. This might be within white or Indian communities.</p>	30	
		<p><b>Understanding and Evaluation of approaches/methods</b></p> <p>Candidates should demonstrate knowledge and understanding of approaches that have focused on co-operation, kinship groups and communities. 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 co-operation, kinship groups and communities has some shortcomings. Candidates should explain a focus on co-operation, kinship groups and communities as an approach rather than as an interpretation.</p>		

## Debates about the Holocaust

Question		Answer	Marks	Guidance
4	a	<p><b>Knowledge and Understanding</b></p> <p>Knowledge and understanding of the main features of the Holocaust and the main events of the Second World War. 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><b>Understanding of interpretations</b></p> <p>The author argues that Hitler changed his war plans several times - the only consistent factor was the need to defeat the Jews. The author argues that Hitler had not intended to fight the UK, the US and Soviet Union at the same time. This was a miscalculation - however Hitler justified it by blaming a Jewish conspiracy. If Germany was to be defeated, it would be the fault of this conspiracy. This turned Jews into the aggressors and the Nazis as victims and justified the sole aim of destroying Jews. The move to a final solution was an act of failure and desperation - it recognised the fact that Germany would not defeat the USSR and that deportation was no longer possible. The final solution was a substitute for deportation and the term 'resettlement'; became a euphemism for mass murder.</p>		
		<p><b>Understanding of approaches/methods</b></p> <p>The author focuses on Hitler's decision making and in particular on the importance of the progress of the war and its impact on Hitler's decision making. There is a focus on the decision making of Hitler and on the importance of events in Europe rather than on structural factors within Germany. Quotations are used e.g. from Hitler.</p>		

Question		Answer	Marks	Guidance
4	b	<p><b>Knowledge and understanding</b></p> <p>Candidates should demonstrate knowledge and understanding of relevant main events and aspects of the Holocaust. They should demonstrate knowledge and understanding of the role of human agency as exemplified through key individuals.</p>	30	
		<p><b>Understanding and Evaluation of approaches/methods</b></p> <p>Candidates should demonstrate knowledge and understanding of approaches that have focused on the role of human agency in the start and implementation of the Holocaust. They should demonstrate knowledge and understanding of how a focus on the role of human agency has contributed to our understanding of the Holocaust. They should also show knowledge and understanding of other approaches and explain how a focus on the role of human agency has some shortcomings. Candidates should explain a focus on the role of human agency as an approach rather than as an interpretation.</p>		

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