

GCE

History B

Unit **F985**: 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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The debate over the impact of the Norman Conquest 1066-1216

Question		Answer	Marks	Guidance
1	a	<p>Knowledge and Understanding</p> <p>Knowledge and understanding of the main events of the Norman Conquest and of the period immediately preceding it should be demonstrated. This knowledge should inform the interpretation offered and enable candidates to comment on it intelligently. In particular, candidates will need to demonstrate a sound overview of the entire period, given the willingness of the author to refer, for example, to Magna Carta at the end of the specification period as well as to the Angevin and Plantagenet kings. Candidates will need to understand the changes in English society and culture introduced by the Normans. This knowledge and understanding should be used to explain the extract.</p>	30	
		<p>Understanding of interpretations</p> <p>This extract offers a strong main argument about the impact of the Norman Conquest as a colonization of Anglo-Saxon institutions and people. The author advances a case for change and discontinuity in the appointment of key personnel such as Lanfranc as Archbishop of Canterbury and in the forced introduction of new aristocratic families as lords, serving their Norman rulers. Feudalism was introduced as a coherent and unifying force.</p>		
		<p>Understanding of approaches/methods</p> <p>The approach adopted here is forceful and summative. The extract takes an uncompromising line on the introduction of feudalism and on the wider impact of the Norman Conquest on English society at its highest levels – interestingly, there is little here on what the Conquest meant for those lower down the social scale. The focus is on accretions to royal power, changes in the church, in law and to the sinews of power, so this represents very much a ‘top down’ view of the period. Chronologically there is an attempt to offer an overview of the whole period, but this is done rather fleetingly with a reference to Magna Carta and to Angevin and Plantagenet rulers.</p> <p>Old Testament Biblical metaphor is used with a reference to the ‘New Leviathan’.</p>		

Question		Answer	Marks	Guidance
1	b	<p>Knowledge and understanding</p> <p>Candidates will need to know and understand the main consequences of the Norman Conquest in terms of social, economic, political and cultural changes over the longer-term to include the later part of the period and the reigns of, for example, Henry II and John. Reasonable coverage may be expected of monarchical, constitutional and political issues such as the challenges raised by Angevin kingship and the context for the issuing of Magna Carta: were such developments inevitable? How might they be best explained?</p>	30	
		<p>Understanding and Evaluation of approaches/methods</p> <p>Some understanding of arguments advocating and those which criticise the named approach will reasonably be expected. Why are such views held by some historians, and how persuasive and convincing are they? Some understanding of the evidential difficulties which historians interested in broader periods have to face should be apparent in students' responses. very wide range of material to illustrate arguments about the insights which a focus on long-term change may bring.</p> <p>The shortcomings and limitations of an approach which focuses on a century and a half of change should be explored, alongside what can be gained: what can be learnt from such an angle which cannot be otherwise discerned?</p>		

The debate over Britain's 17th Century Crises, 1629-89

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, particularly the 1688 Revolution and the reigns of Charles II and James II. 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 the 1688 Revolution was essentially conservative and defensive in nature. It came about out of fear for English 'liberties' and the threat from Catholicism and absolutism. This united all the parties. There had been a danger of this throughout Charles' reign and it came to a head under James. The Revolution turned out differently from that in 1642 because James and his support collapsed and the rebels had clear aims .</p>		
		<p>Understanding of approaches/methods</p> <p>The approach is very much top-down Only the ruling/landed classes are considered. There is a useful comparison with 1642 to develop understanding of 1688. The Revolution is also set in a European context.</p>		
2	b	<p>Knowledge and understanding</p> <p>Candidates should demonstrate knowledge and understanding of relevant main events and aspects of England's crises. They should demonstrate knowledge and understanding of different approaches, including those that focus on the role of religion.</p>	30	

Question	Answer	Marks	Guidance
	<p>Understanding and Evaluation of approaches/methods</p> <p>Candidates should demonstrate knowledge and understanding of approaches that focus on religion and of the interpretations that have emerged from these approaches. They should demonstrate understanding of religion as an approach. They should demonstrate knowledge and understanding of how these approaches has contributed to our understanding. They should also show knowledge and understanding of other approaches and explain how the named approach has some shortcomings. Candidates should explain the approaches that focus on the role of religion as approaches rather than as interpretations.</p>		

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

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>It is argued that the main advantages were not necessarily for Britain's domestic benefit. Economically, the Empire did not slow down the British economy but the benefits were not great.</p> <p>The main benefits are to be found in the colonies although not necessarily for the indigenous peoples. Whole new areas were opened up with their enormous raw resources. The settlers benefited most, especially in the Dominions, that became mini-Britains. They were rich and enjoyed the benefits of English institutions. The Dominions were also of benefit to Britain because of the English-speaking network established.</p>		
		<p>Understanding of approaches/methods</p> <p>One of the approaches used in the counter-factual approach. This is used to judge benefits of Empire by comparing with the likely situation if there had been no Empire. There is some economic analysis. There is also a focus on the periphery rather than on Britain. there is also some focus on the importance of cultural factors when judging benefits.</p>		
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 approaches that have focused on political and physical domination by Britain.</p>	30	

Question	Answer	Marks	Guidance
	<p data-bbox="365 215 1128 247">Understanding and Evaluation of approaches/methods</p> <p data-bbox="365 284 1402 550">Candidates should demonstrate knowledge and understanding of approaches that have focused on British political and physical domination. They should demonstrate knowledge and understanding of this approach, how it has added to our understanding of British Imperialism and how a focus on it has influenced historians. They should also show knowledge and understanding of other approaches and explain how a focus on British political and physical domination has some shortcomings. Candidates should explain a focus on British political and physical domination as an approach rather than as an interpretation.</p>		

The debate over British Appeasement in the 1930s

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 central argument is that Chamberlain and Halifax adopted the policy of appeasement to win time for rearmament. The author argues that at no time did Chamberlain follow the policy because he thought that he could win permanent peace through concessions. Nor did Chamberlain think that German demands were reasonable. He thought that war unavoidable but Britain was not yet ready to fight from a position of strength. Chamberlain believed that going to war before Britain was ready would have been disastrous.</p>		
		<p>Understanding of approaches/methods</p> <p>The author's approach is to use a structural factor - Britain's military weakness - to explain and even justify Chamberlain's policy. Quotations are used from Chamberlain to analyse Chamberlain's motives. The author sets up some criteria for judging Chamberlain's motives and uses them to support that view that he was looking for time. It is a very top-down approach with no mention of public opinion.</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, Hitler's intentions and plans and of differing opinions at the time over appeasement and Hitler. They should demonstrate knowledge and understanding of intentionalist approaches</p>	30	
		<p>Understanding and Evaluation of approaches/methods</p> <p>Candidates should demonstrate knowledge and understanding of approaches that have focused on intentionalism. They should demonstrate knowledge and understanding of how a focus on this approach has contributed to our understanding of the Appeasement. They should also show knowledge and understanding of other approaches and explain how a focus on intentionalism has some shortcomings. Candidates should explain a focus on intentionalism as an approach rather than as an interpretation.</p>		

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