

GCE

History B

Unit **F986**: Historical Controversies

Advanced GCE

Mark Scheme for June 2014

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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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Subject-specific Marking Instructions

Part (a)

I = Understands the big interpretation (holistic)

Sub = Understands sub-interpretation

A = Understands approach

M = Method

L = Links

Irrel = Irrelevant

Part (b)

Ad = Explains advantages

Dis = Explains disadvantages

L = Links

Irrel = Irrelevant

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 the motivations behind crusading.</p>	30	
		<p>Understanding of interpretations</p> <p>The author argues that the Crusades were about doing penance. It is argued that this was a crucial and defining aspect of the First Crusade. At the time this was a new development added by Urban. His connecting it with pilgrimage to Jerusalem was the crucial move. Before this some had not been sure that fighting could be penitential. This puts the Crusades firmly in a Christian tradition. It also suggests that people were joining crusades to benefit themselves religiously. The argument is clearly about religion as the main motive.</p> <p>The best candidates might recognise in the second to last paragraph the reference to the monasticisation of the Crusades.</p>		
		<p>Understanding of approaches/methods</p> <p>The author uses a range of contemporary accounts, including those of Guibert of Nogent and Humbert of Romans. Primary sources such as the regulations drawn up for the crusaders in 1147 are also used. The author focuses very much on religious motivations. There are clear attempts to understand the crusaders on their own terms and through the beliefs and values of the time.</p> <p>The author uses the First, Second and Third Crusades to illustrate the argument.</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 interpretations of the Crusades especially those from the nineteenth century or in the popular media. Candidates might suggest this is a traditionalist approach.</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 1603 616">Candidates should demonstrate knowledge and understanding of how the Crusades have been interpreted differently across time. They should demonstrate knowledge and understanding of approaches that have focused on the Crusades as romantic and heroic. This may involve a focus on nineteenth century writers such as Sir Walter Scott but could also include historians from other periods. They should be able to explain how such approaches have contributed to our understanding of the Crusades. They should also demonstrate knowledge and understanding of other approaches towards the Crusades and explain that those focusing on the Crusades as chivalric and romantic have shortcomings, e.g. anachronistic or seeing events through Victorian values. Candidates should explain the named approach as an approach rather than as an interpretation.</p>		

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 reasons why witch-hunting existed and how people understood it.</p>	30	
		<p>Understanding of interpretations</p> <p>The author argues that witch-hunting was based on attitudes to fertility and to old women. Old women were treated with contempt in Germany at that time. This provides the broader context for why a disproportionate number of people accused of being witches were older women. This is explained by reference to beliefs about humours and about fertility. Older women had key characteristics that led to them being identified as witches e.g. losing their reproductive capacity which reduced their social status. This shaped the attitudes of people towards older women. Some candidates might include in their answers reference to attitudes towards witches being deeply embedded in their culture.</p>		
		<p>Understanding of approaches/methods</p> <p>This extract uses a cultural approach. The approach is also based on a consideration of gender, and is not a feminist approach. The author has used trial records, statistical surveys of particular places. There is an explanation for why psychoanalytical methods are not being used. There is a stated attempt to use individual stories to produce a general picture. Focus is very much on women. Candidates might suggest this extract is from below. There are also uses made of German literature art, medicine and popular culture.</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 the stresses and strains of the time caused by social, political and religious changes e.g. the Reformation of the rise of capitalism.</p>	30	

Question	Answer	Marks	Guidance
	<p>Understanding and Evaluation of approaches/methods</p> <p>Candidates should demonstrate knowledge and understanding of approaches based on stresses and strains at the time. They should demonstrate knowledge and understanding of how a focus on these stresses and strains has contributed to our understanding. They should also show knowledge and understanding of other approaches and explain how a focus on stresses and strains has some shortcomings. Candidates should focus on stresses and strains 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 the concept of the frontier and its impact.</p>	30	
		<p>Understanding of interpretations</p> <p>The author argues for a revision of Turner's use of frontier. He argues that people moved West to acquire more quickly the ideals that they had in the East - they were conservative and ready to work in communities. They were not individualists and were ready to take government aid. He argues that economic (business) motives were important in moving West e.g. land speculating, making a good living, improving standard of living. Most settlers were looking for a comfortable life. Cultural factors were important as well geographic.</p>		
		<p>Understanding of approaches/methods</p> <p>The author focuses on Turner's frontier thesis. Not to reject it but to amend it. He still finds the frontier a useful concept (e.g. the importance of the environment as a formative influence – see last para) for analysing the West but reaches different conclusions.</p>		
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 issues of gender.</p>	30	
		<p>Understanding and Evaluation of approaches/methods</p> <p>Candidates should demonstrate knowledge and understanding of approaches that have focused on issues of gender. 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 issues of gender has some</p>		

Question	Answer	Marks	Guidance
	shortcomings. Candidates should explain a focus on issues of gender as an approach rather than as an interpretation. Candidates might explain how the West was at first genderised and the disadvantages of this approach. Candidates should demonstrate understanding of the difference between women's history and gender studies.		

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. 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 Hitler made his key decisions about the Jews in two stages - both very early. First, he had decided on acting against the German Jews. His decision to combine this with an attack on Russia and Bolshevism was made a little later, after Rosenberg's influence in 1922. He stuck to this basic idea for the next twenty years. However, he disguised his true ideas and meanings by the language he used in his speeches and writings, which is why it is difficult to pin down when he made these decisions. The decision is described as being made by Hitler alone in the early 1920s. Candidates should link the decision to act against German Jews and the wider decision to attack Bolshevism and Russia.</p>		
		<p>Understanding of approaches/methods</p> <p>The author uses close analysis of Hitler's use of language in his speeches and writings, and explains how they can be read to conclude that Hitler had made his decision early. Other sources such as <i>Mein Kampf</i> and the testimony of Hitler's supporters are also used. This is an intentionalist extract focusing on human agency. Some candidates might possibly see a hint of functionalism with the impact of Rosenberg's ideas on Hitler's thinking and actions.</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 the role of the bureaucracy in its several forms.</p>	30	

Question	Answer	Marks	Guidance
	<p>Understanding and Evaluation of approaches/methods</p> <p>Candidates should demonstrate knowledge and understanding of approaches that have focused on the role of the bureaucracy in the start and implementation of the Holocaust. They should demonstrate knowledge and understanding of how a focus on the arguments of the role of the bureaucracy 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 the bureaucracy has some shortcomings.</p>		

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