

History B

Advanced Subsidiary GCE

Unit **F984**: Using Historical Evidence – Non British History

Mark Scheme for June 2012

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Subject-specific Marking Instructions**Generic Mark Scheme for Unit 3 Question 1(a), 2(a), 3(a), 4(a)**

Maximum mark: 35

Allocation of marks within the Unit: AO1: 15; AO2: 20 (AO2a: 10; AO2b: 10).

	AO1 Knowledge and Understanding	AO2a Sources	AO2b Interpretations
Level 1	13-15	9-10	9-10
Level 2	10-12	7-8	7-8
Level 3	7-9	5-6	5-6
Level 4	4-6	3-4	3-4
Level 5	1-3	1-2	1-2
Level 6	0	0	0

	AO1: Knowledge and understanding	AO2a: Interpretation of sources	AO2b: Historical interpretations
Level 1	Uses sound knowledge and understanding of changes and developments across the period to evaluate sources. Uses appropriate historical terminology accurately. Structure of argument is coherent. Writing is legible. 13-15	Evaluates sources of evidence in their historical context: makes sophisticated inferences from the sources, makes an informed use of the provenance of the sources and cross-references the sources to reach a reasoned and supported conclusion. 9-10	Shows a sound understanding that interpretations are dependant on the available evidence and how it is interpreted. Suggests and justifies, through a sophisticated use of sources and knowledge, an amended or alternative interpretation. 9-10
Level 2	Uses knowledge and understanding of changes and developments across the period to make inferences from sources. Uses historical terminology accurately. Structure of argument is clear. Writing is legible. 10-12	Evaluates evidence from sources in their historical context: makes inferences from the sources, makes an informed use of the provenance of the sources or cross-references the sources to reach a supported conclusion. 7-8	Shows an understanding that interpretations are dependant on the evidence that is inferred from sources. Uses interpretations of the sources to support and challenge the interpretation and reaches an overall conclusion. 7-8
Level 3	Uses some knowledge and understanding of changes and developments across the period to go beyond face value reading of sources. Uses a limited range of historical terminology accurately. Structure of argument lacks some clarity. 7-9	Makes inferences from the sources and cross-references the sources to reach a conclusion. Some simple evaluation. References to the provenance of the sources are not developed in context. 5-6	Shows some understanding that interpretations are dependant on sources of evidence. Uses evidence inferred from sources to test the interpretation by showing how they support and disagree with it. 5-6
Level 4	Uses knowledge of the period to evaluate sources for bias, suggest missing information. Uses a limited range of historical terminology with some accuracy. Structure of writing contains some weaknesses at paragraph and sentence level. 4-6	Makes simple inferences from the sources. Makes claims of bias, exaggeration and lack of typicality. Cross-references information from sources. 3-4	Uses evidence inferred from the sources to test the interpretation by showing either how they support it or disagree with it. 3-4
Level 5	Knowledge is used to expand on the information contained in the sources. Use of historical terminology is insecure. Structure of writing is weak, with poor paragraphing and inaccuracy at sentence level. 1-3	Uses sources in isolation. Extracts relevant information from sources at face value. 1-2	Matches information in the sources to show how the interpretation is right and/or wrong. 1-2
Level 6	No additional knowledge is provided. Does not use appropriate historical terminology. Structure is incoherent. 0	No use is made of the sources. Misunderstands sources. 0	No successful matching of information or evidence to the interpretation. 0

Generic Mark Scheme for Unit 3, Question 1(b), 2(b), 3(b), 4(b).

Maximum mark: 15

Allocation of marks within the Unit: AO1: 5; AO2: 10 (AO2a: 10; AO2b: 0).

	AO1 Knowledge and Understanding	AO2a Sources	AO2b Interpretations
Level 1	5	9-10	0
Level 2	4	7-8	0
Level 3	3	5-6	0
Level 4	2	3-4	0
Level 5	1	1-2	0
Level 6	0	0	0

	AO1: Knowledge and understanding	AO2a: Analysis of sources
Level 1	Good and detailed knowledge and understanding of the characteristics of the period and changes and developments across the period, used to support analysis of sources. 5	Explains, with examples from most of the sources, that the value of sources depends on the purpose of the historian, the questions being asked, different interpretations of the sources and judgements about the typicality, purpose and reliability of the sources. Candidates will explain both the value and the problems associated with using these sources. Candidates will also show knowledge of the range of sources used for studying this period. 9-10
Level 2	Reasonable knowledge and understanding of the main characteristics of the period and the main changes and developments across the period used to support analysis of the sources. 4	Explains, with examples from some of the sources that the value of sources depends on most of the following issues: the purpose of the historian, the questions being asked, different interpretations of the sources and judgements about the typicality, purpose and reliability of the sources. Candidates will explain both the value and the problems associated with using these sources even if one side of the explanation is stronger than the other. Candidates will show awareness of some of the types of sources used for studying this period. 7-8
Level 3	Some knowledge and understanding of some of the main characteristics of the period and some of the main changes and developments across the period. This is sometimes used to support the analysis of the sources. 3	Explains, with examples from some of the sources that the value of sources depends on judgements about the typicality, purpose and reliability of the sources. Candidates will explain either the value of the sources or the problems associated with using these sources. Candidates will show some awareness of some of the types of sources used for studying this period. 5-6
Level 4	Some knowledge of the period occasionally used to support the analysis of the sources. 2	Identifies ways in which these sources are of use to an historian and identifies some problems associated with them. Relevant parts of the sources are also identified. 3-4
Level 5	Some knowledge of the period but not used to support the analysis of the sources. 1	Fails to use the sources but explains some valid issues associated with historical sources generally. 1-2
Level 6	Little knowledge of the period – not used to support the analysis of the sources 0	Fails to use the sources but identifies some valid issues associated with historical sources generally 0

Question		Answer	Marks	Guidance
1	(a)	<p>Knowledge and Understanding</p> <p>Candidates may use their wider knowledge to discuss the sources with other evidence, especially archaeology and art evidence. The nature of the written evidence might be discussed in general terms, for example non Viking sources tend to define 'success' as military success, whereas Viking sources widen the definition. The central role of the warrior ethic in the cultures of not just the Vikings but their contemporary rivals also tend to place emphasis on martial prowess as a reason for success and, once more, narrows the definition of success to military success.</p> <p>Evidence from the Sources that can support the interpretation</p> <p>Source 1 partially supports the interpretation. The Northmen arrive in ships and, presumably, this gives them a military advantage.</p> <p>Source 2 can be used to support the interpretation if it is recognised that the places in the text are spread all across Western Europe and the Vikings could only take advantage of political disunity if they could move across large distances by sea.</p> <p>Source 3 supports the interpretation; the Danish travel long distances by sea and are able to establish a coastal base. They also use their ships to travel inland along the rivers of Gaul. In this source the Danish range far and wide with their attacks because of their sea power.</p>	<p>AO1 0-15</p> <p>AO2a 0-10</p> <p>AO2b 0-6</p>	<p>Knowledge and understanding should be rewarded in so far as they support interpretation and evaluation of the sources.</p> <p>Where knowledge and understanding take into account change and/or continuity over time, this should be rewarded at Level 2 and above.</p> <p>Where knowledge and understanding is used to identify/recognise differences between groups this should be rewarded at Level 2 and above.</p>

Question	Answer	Marks	Guidance
	<p>Source 4 partially supports the interpretation; the Rus have used ships to travel down the river systems of Russia. Own knowledge will support the interpretation as these Rus use the sea to trade with the Islamic and Byzantine worlds. The definition of 'success' is widened from military success in this source.</p> <p>Source 5 shows 'skills as seafarers' on a grand scale with trans Atlantic exploration. The source also expands the definition of 'success' to trade and a search for markets and land.</p> <p>Source 6 partially supports the interpretation as Harald's army has arrived in Yorkshire by sea in large numbers.</p> <p>Source 7 is an artefact which shows the Vikings used sophisticated navigation techniques, which in turn implies they were skilled seafarers.</p> <p>Evidence from the Sources that challenge the interpretation</p> <p>Source 1 partially challenges the interpretation; the English are defeated on land by the military prowess of the Northmen.</p> <p>Source 2 places emphasis on the political disunity of the Vikings' enemies; it also implies military prowess was the key to Viking success.</p> <p>Source 3 partially challenges the interpretation because some emphasis is placed on military prowess in this source.</p>		

Question	Answer	Marks	Guidance
	<p>Source 4 can challenge the interpretation as it is not specifically about sea power. Own knowledge will also show that Kievan Rus was as much a land-based as a maritime power, thus the source might be used to add balance to the interpretation.</p> <p>Source 6 challenges the interpretation as Hardrada has to fight a land battle, own knowledge will point to the fact that although he won this battle he was later defeated and his ships contributed little to the final outcome of events in the north of England in 1066.</p> <p>Source 7, see above, candidates might argue that the links between this source and the interpretation only imply skilled seafaring led to success.</p> <p>Evaluation of Sources</p> <p>The sources are Viking, Carolingian, Anglo-Saxon and Islamic. Each culture might be expected to have a different interpretation of reasons for Viking success and, indeed, a definition of success. The Viking sources have a far wider definition of success and need to be balanced against the narrower viewpoint of the other sources. Source 7 is archaeological in nature and can be used in a very open ended manner by candidates.</p> <p>Sources 1, 3 and 6 are similar; all record a Viking army being transported by sea to a military objective. The scale of the conflict once the Vikings have arrived on land is different in the sources but all can be used to argue that success came from a combination of factors. Source 2 can be cross referenced with these three sources provided candidates are aware that it was through skill as seafarers that the Vikings were able to range far and wide to take full advantage of the disunity of their enemies.</p>		<p>Reward grouping of sources at Level 4. Reward cross-referencing of the content of sources at Level 3 and above.</p>

Question	Answer	Marks	Guidance
	<p>Sources 1, 3 and 6 place emphasis on military 'success' and can all be balanced by Sources 4 and 5.</p> <p>Sources 1, 3 and 6 show different uses of sea power. In 1 a small raid takes place. Success might be as much due to the fighting prowess of the Vikings as their ability to move rapidly from place to place. Source 6 is a large battle; the ships allow the Vikings to land in large numbers and to make their way inland up a river, which is echoed in Source 3. Despite Harald's skill as a leader and the military prowess of the Vikings, eventually, they are beaten at Stamford Bridge, their skill as seafarers proving useless in the long run. Source 3 shows Viking sea power at its most effective with wide ranging attacks, note the use of rivers to gain access to the interior and the establishment of an island base.</p> <p>Sources 4 and 5 can be combined to discuss exploration and trade. Source 4 is slightly more difficult to use as it refers to Kievan Rus using river systems to travel in their ships; the source is easy to use as proof of trade. Source 5 shows Vikings making trans Atlantic journeys. Own knowledge will be needed here to use the source to point to 'success' through the opening of new lands to both settlement and trade. Together 4 and 5 place great emphasis on the creation of a huge Viking sphere of influence across the northern hemisphere.</p> <p>As has been said above Source 7 is an open ended opportunity for candidates to discuss how the Vikings were such consummate sea farers. It can be linked to all of the other sources to support analysis.</p>		

Question	Answer	Marks	Guidance
	<p>Judgement</p> <p>The evidence is mixed, and the candidates need to weight it up. The most common response will to balance 'skill as seafarers' with other factors. The seven sources can be combined to provide a balanced response. Candidates might also be expected to discuss the nature of 'success'. More extreme arguments might argue that seafaring was at the very root of Viking success, the sources can easily be combined to support this position. No set response is, however, expected.</p>	AO2b 7-10	<p>Judgements that simply add extra factors to the existing interpretation, or make slight changes of degree should be rewarded at Level 2 (AO2b 7-8 marks).</p> <p>Judgements that recognise change or continuity over time, or make other more sophisticated changes to the given interpretation should be rewarded at Level 1 (AO2b 9-10 marks).</p> <p>To be rewarded, judgements must rely on reliable evidence inferred from the sources.</p>
(b)	<p>The only 'neutral' source is Source 7 and even that is open to interpretation using archaeological techniques such as typicality, dating, etc. The great problem with the rest of the sources is provenance and methods of composition. For the former problem the critical divide is between Viking and non-Viking sources with Source 4 sitting somewhere in the middle. Sources 1 and 3 are by nature hostile to the Vikings as a culture and sharply focussed on warfare. It is also possible that they placed undue emphasis on Viking sea power to offset the inability of their armies to stop the Vikings on the battlefield. They both also place emphasis on the inclusion of civilians and holy places in Viking raids. The Viking sources – 5 and 6 – are both sagas with all that implies. Source 4 is arguably more objective, but is written for an Islamic audience, the emphasis is on 'strangeness' and this undermines the source's apparent objectivity. Source 2 is, of course, as potentially flawed as all of the rest and candidates will score low marks if they simply accept the source as credible because it is from a modern work.</p>	AO1 0-5 AO2a 0-10	<p>In AO1 candidates will probably show knowledge and understanding at a level similar to that shown in source evaluation.</p> <p>Reward more highly in AO1 those who show knowledge and understanding of missing source-types or aspects of the topic.</p> <p>Candidates need to develop each example used for it to be rewarded in AO2a.</p> <p>Reward one developed example of typicality/reliability/purpose at the bottom of Level 3 in AO2a (5 marks); reward two developed examples at the top of Level 3 in AO2a (6 marks).</p> <p>Where candidates consider the uses, issues and problems of the sources as a set, reward at the top of the level reached in AO2a</p>

Question		Answer	Marks	Guidance
		<p>The other problem with all of the sources, except 3 and 7, is their methods of composition. All were produced over time and we cannot be certain of the primary sources from which the final compositions were derived.</p> <p>Questions of typicality, purpose and reliability might be raised. None of the medieval sources are the observations of common people, the Viking sources (5 and 6) are not only written by and for members of the elite but they also perform a specific cultural function as sagas in Viking society. The same can be said for 1 and 3 which are the product of ecclesiastical communities with a quite specific view of the Vikings and their activities. Source 4 can be argued to be more neutral than the rest as it is Islamic in origin, however, its typicality is brought into question by its subject.</p>		
2	(a)	<p>Knowledge and Understanding</p> <p>The specification specifically asks students to analyse the causes of the Renaissance and suggests some factors such as trade, patronage and technical progress. This question identifies an alternative to these issues and focuses strongly on the role of urban centres/cities.</p> <p>Evidence from the Sources that can support the interpretation</p> <p>Source 1 – suggests that the size of Florence was a stimulus for change – ‘hard work’ and travel abroad. This can be seen as causing the Renaissance because the city became a cosmopolitan centre for different ideas and customs. The source also suggests that great value was placed on talent, trade and entrepreneurship.</p> <p>Source 2 – shows a number of artists and craftsmen working close to each other. It supports the interpretation</p>	<p>AO1 0-15</p> <p>AO2a 0-10</p> <p>AO2b 0-6</p>	<p>Knowledge and understanding should be rewarded in so far as they support interpretation and evaluation of the sources.</p> <p>Where knowledge and understanding take into account change and/or continuity over time, this should be rewarded at Level 2 and above.</p> <p>Where knowledge and understanding is used to identify/recognise differences between groups this should be rewarded at Level 2 and above.</p>

Question	Answer	Marks	Guidance
	<p>by suggesting a concentration and accessibility of artistic endeavours – a fertile environment for the growth and exchange of ideas.</p> <p>Source 3 – refers to a collection of books housed in Venice so an urban environment for the development of ideas.</p> <p>Source 4 – refers to merchant patronage but could have been stimulated by civic pride: ‘the honour of my city’.</p> <p>Source 5 – again, a simple reading suggests this is also an urban environment (as can a simple reading of Sources 6 and 7).</p> <p>Evidence from the Sources that can challenge the interpretation</p> <p>Source 1 – the growth of the city did not, by itself, cause the Italian Renaissance. It was the actions of citizens to turn their efforts to travel and trade that provided a precondition.</p> <p>Source 3 – can be used to show the role of the papacy in promoting learning and the arts – the pope gives permission for the relocation of a library held by one of his bishops and the church in Venice is ordered to care for it.</p> <p>Source 4 – shows the role of patronage in creating works of art. The motivations are not only to serve the city but for personal glory and salvation.</p> <p>Source 5 – the role of leading people in supporting the arts is further reinforced here. The Duke of Urbino spends large amounts of money acquiring books and scholars. Can also be used to suggest the role of the classical past in causing the Renaissance.</p> <p>Source 6 – European trade routes place Italy at the centre of a network for sharing goods and ideas. Both Florence and Venice are central to trade and have contrasting links.</p>		

Question	Answer	Marks	Guidance
	<p>Source 7 – suggests the importance of a number of factors in establishing the right conditions in Florence: Lorenzo de' Medici's skill, hard work and contacts, the long period of peace before 1494.</p> <p>Evaluation of Sources</p> <p>At a simple level, candidates can group sources which are about Florence and those about Venice or elsewhere. For Level 3 and above, candidates should be able to find themes to cross-reference as well as specific points of agreement – Sources 1 and 6 show the importance of trade to the development of Florence, Sources 3 and 4 mention religious influences, Sources 3 and 5 to the preservation and revival of classical learning, Source 1 and 2 can be used to show the importance of the urban environment and Sources 4 and 5 show the importance of individuals as patrons.</p> <p>Judgement</p> <p>Candidates need to consider how the 'growth of cities' fits with the other factors on offer – trade (Sources 1 and 6), patronage (Sources 3, 4 and 5), humanism/classical revival (Sources 3 and 5) and the political situation in Italy at the time (Source 7). At level 2 candidates will be concerned with adding one or more of these factors to the original interpretation or substituting a different factor for the idea of cities as the driving force behind the Renaissance. Level 1 answers will understand the differences between causes and preconditions for development – necessary and sufficient explanations to conclude, perhaps, that since these other factors depended on an urban environment for their fullest expression the interpretation is basically correct.</p>	<p>AO2b 7-10</p>	<p>Reward grouping of sources at Level 4. Reward cross-referencing of the content of sources at Level 3 and above.</p> <p>Judgements that simply add extra factors to the existing interpretation, or make slight changes of degree should be rewarded at Level 2 (AO2b 7-8 marks).</p> <p>Judgements that recognise change or continuity over time, or make other more sophisticated changes to the given interpretation should be rewarded at Level 1 (AO2b 9-10 marks).</p> <p>To be rewarded, judgements must rely on reliable evidence inferred from the sources.</p>

Question	Answer	Marks	Guidance
(b)	<p>Candidates will need to assess a number of issues to access high marks in this answer. Only one good example of each of the following is needed.</p> <p>Typicality – there is a general issue that most of the sources are about or refer to Florence (only Source 3 makes no mention of it). While this is understandable given the importance of the city, it ignores the contribution of Rome for instance and the rivalry between smaller city-states.</p> <p>Reliability – Source 5 dwells on the achievements of the Duke of Urbino in amassing a fine library. Candidates could pose the question of how far the source exaggerates his impact on the Renaissance especially since the account is from a bookseller and publisher. However knowledge of Urbino should also be used to show that the city-state was a centre of humanism (the <i>Book of the Courtier</i> etc).</p> <p>Purpose – Source 4 clearly states its purpose – to explain why Giovanni Rucellai was a significant patron of the arts. His reasons can be assessed both for reliability and typicality.</p> <p>Questions that the sources could help a historian to answer – candidates need to think of wider themes and issues than the sources address rather than summarise content. For example, the sources could be used to show the role of the Church as a patron of the arts or to understand the role of the classical past or political structures on the promotion of the arts.</p> <p>Missing source types/content – candidates might note that there are some cities missing from the collection. If so, they need to explain why this matters – would sources on Rome for example change the debate about the importance of cities?</p>	<p>AO1 0-5</p> <p>AO2a 0-10</p>	<p>In AO1 candidates will probably show knowledge and understanding at a level similar to that shown in source evaluation.</p> <p>Reward more highly in AO1 those who show knowledge and understanding of missing source-types or aspects of the topic.</p> <p>Candidates need to develop each example used for it to be rewarded in AO2a.</p> <p>Reward one developed example of typicality/reliability/purpose at the bottom of Level 3 in AO2a (5 marks); reward two developed examples at the top of Level 3 in AO2a (6 marks).</p> <p>Where candidates consider the uses, issues and problems of the sources as a set, reward at the top of the level reached in AO2a.</p>

Question		Answer	Marks	Guidance
3	(a)	<p>Knowledge and Understanding</p> <p>Knowledge and understanding of the international situation relating to the sources and the two countries. This could include the impact of the French revolutionary and Napoleonic wars in both Germany and Italy (Source 1 refers specifically to Italy) and the continued foreign rule of areas of Italy. The relative strength of various powers is discussed in Source 3 and candidates could use their knowledge to consider how the situation in Austria and Germany affected developments in both Germany and Italy. The war of 1866 and the debate about greater or lesser Germany underpin Source 5. The Franco-Prussian war and its legacy provide context for Source 6, while the scramble for Africa and colonial rivalry is the context of Source 7. More general points about treaties and relations between the European powers could also be used.</p> <p>Evidence from the Sources that can support the interpretation</p> <p>Source 1: The writer is inspired by the Napoleonic experience and Napoleon's defeat has provided the opportunity to change the map of Italy.</p> <p>Source 2: The writer rejects the idea that foreign powers could have a role in nationalism, referring to earlier events when they were involved.</p> <p>Source 3: The internal state and international role of Austria is considered when analysing German nationality.</p> <p>Source 4: War has provided another opportunity for re-drawing the map of Europe with regard to both Germany and Italy. Nationalism is considered in relation to nationality as defined by language in the Austrian Empire.</p>	<p>AO1 0-15</p> <p>AO2a 0-10</p> <p>AO2b 0-6</p>	<p>Knowledge and understanding should be rewarded in so far as they support interpretation and evaluation of the sources.</p> <p>Where knowledge and understanding take into account change and/or continuity over time, this should be rewarded at Level 2 and above.</p> <p>Where knowledge and understanding is used to identify/recognise differences between groups this should be rewarded at Level 2 and above.</p>

Question	Answer	Marks	Guidance
	<p>Source 5: German nationalism is analysed in relation to the international situation, implying that this situation determines (drives) the concept.</p> <p>Source 6: Brief reference to foreign aggression (French) driving the unification of Germany.</p> <p>Source 7: the source is nationalistic with its sentiments driven by European rivalries.</p> <p>Evidence from the Sources that can challenge the interpretation</p> <p>Source 1: The main thrust is the ideas of liberalism, freedom and unity.</p> <p>Source 2: The main emphasis is on self-determination; the strength of the Italians driving the move to nationhood.</p> <p>Source 3: The writer stresses the internal development of Germany as the main force driving the need for a united Germany.</p> <p>Source 4: At face value this source simply states the terms for peace rather than making nationalistic claims.</p> <p>Source 5: The focus is the nationality of Austrians in relation to Germans in other states, not the international situation.</p> <p>Source 6: Wilhelm II is driven by his duty as a German, not the international situation.</p> <p>Source 7: the source concerns the need for colonial expansion.</p> <p>Evaluation of Sources</p> <p>Purpose of sources: Source 1 anticipates the post-Napoleonic settlement, pleading the case for a federalist Italy. It gives a northern Italian perspective. Source 4 also <i>anticipates</i> a peace treaty. Source 5 is written with some</p>		<p>Reward grouping of sources at Level 4.</p> <p>Reward cross-referencing of the content of sources at Level 3 and above.</p>

Question	Answer	Marks	Guidance
	<p>hindsight, for later publication. The writer may wish to suggest that he had a very good grasp of the situation in 1867.</p> <p>Typicality of views: Source 7 is by a nationalistic commentator: the desire for colonies was not shared by all Germans.</p> <p>Authorship of sources: candidates may give different weight to those written by politicians and those by nationalist leaders such as Mazzini.</p> <p>Candidates may cross reference the sources. For example Sources 3 and 5 are both by German nobles analysing the situation and suggesting that unification without Austria is likely. Sources 1 and 4 both plan for peace but the latter contains more definite moves towards unification.</p> <p>Judgement</p> <p>At Level 2, judgements are likely to add more factors driving nationalism, such as the economic factors mentioned in Source 3, or the desire for expansion in Source 7.</p> <p>At Level 1, candidates may make more sophisticated moves, recognising, for example, that international events and developments, such as the French invasions before 1815, provided the circumstances in which nationalist ideas developed.</p>	<p>AO2b 7-10</p>	<p>Judgements that simply add extra factors to the existing interpretation, or make slight changes of degree should be rewarded at Level 2 (AO2b 7-8 marks).</p> <p>Judgements that recognise change or continuity over time, or make other more sophisticated changes to the given interpretation should be rewarded at Level 1 (AO2b 9-10 marks).</p> <p>To be rewarded, judgements must rely on reliable evidence inferred from the sources.</p>

Question	Answer	Marks	Guidance
(b)	<p>The sources are all written or spoken (Source 6), but nevertheless represent a range of views. There, is, however, no outside observer and this could prove useful if a more objective analysis of a situation is needed against which these sources might be tested. A historian or a contemporary from a different country could provide this.</p> <p>Candidates may question the typicality of the sources. For example, Source 7 is the view of a nationalist group at the time when many German workers were not interested in imperialistic intentions and instead tended towards socialism.</p> <p>Candidates may question the reliability of such sources as 5, written with the benefit of hindsight and perhaps for publication. The idea of the King of Prussia becoming emperor had, however, been raised earlier, but the praise awarded to Bismarck may be to flatter.</p> <p>The sources are written for a range of purposes, and candidates may suggest issues or problems that result from this. Source 1 implies that the Emperor Alexander sympathised with liberal views, which was not the case. The sources could be useful for a historian investigating how those in government viewed developments, but are less useful for investigating the views of nationalist groups other than Young Italy.</p>	<p>AO1 0-5</p> <p>AO2a 0-10</p>	<p>In AO1 candidates will probably show knowledge and understanding at a level similar to that shown in source evaluation.</p> <p>Reward more highly in AO1 those who show knowledge and understanding of missing source-types or aspects of the topic.</p> <p>Candidates need to develop each example used for it to be rewarded in AO2a.</p> <p>Reward one developed example of typicality/reliability/purpose at the bottom of Level 3 in AO2a (5 marks); reward two developed examples at the top of Level 3 in AO2a (6 marks).</p> <p>Where candidates consider the uses, issues and problems of the sources as a set, reward at the top of the level reached in AO2a.</p>

Question		Answer	Marks	Guidance
4	(a)	<p>Knowledge and Understanding</p> <p>Candidates should use their knowledge of developments during the period to contextualise the sources in relation to the views they contain. They may refer to differences between north and south for example in relation to Sources 4 and 7 which both concern the south. They may use their knowledge of the impact of national politics such as the end of Reconstruction which coincides with the actions described in Source 1. They may use their knowledge of the differences between federal government as shown in Source 2, and state government as shown in Source 7. They may use their understanding of how the law was applied, for example in relation to Source 3. They may use their knowledge of voting rights to explain Source 7.</p> <p>Evidence from the Sources that can support the interpretation</p> <p>Source 1: Racist attitudes are acceptable to the southerners. Source 2: The law rejects racism. Source 3: The judgement rejects racial discrimination, emphasising equality before the law. Source 4: The writer is intent on expressing racist attitudes and the paper is willing to publish them. Source 5: The source shows racist attitudes in the emergency services as well as those who had fired the house. Source 6: The manifesto's tone and emphasis on legality suggest that blatant racist statements are less acceptable than was previously the case.</p>	<p>AO1 0-15</p> <p>AO2a 0-10</p> <p>AO2b 0-6</p>	<p>Knowledge and understanding should be rewarded in so far as they support interpretation and evaluation of the sources.</p> <p>Where knowledge and understanding take into account change and/or continuity over time, this should be rewarded at Level 2 and above.</p> <p>Where knowledge and understanding is used to identify/recognise differences between groups this should be rewarded at Level 2 and above.</p>

Question	Answer	Marks	Guidance
	<p>Source 7: The source is aimed at a narrow audience, so does not give a conclusive challenge to the interpretation.</p> <p>Evidence from the Sources that can challenge the interpretation</p> <p>Source 1: The commentator does not seem to find the actions acceptable, even near the beginning of the period. Source 2: The law shows a more robust attitude towards civil rights than was shown in the 14th amendment. Source 3: The dissension of the judge from the judgement of the majority suggests that one man in authority felt able to stand out from the generally racist attitude shown. Source 4: There is little evidence that racist feelings are diminishing by the start of the 20th century. Source 5: In 1929 racist attitudes were still held – as shown in the actions of the emergency services as well as those who perpetrated the arson attack. The lead taken by the emergency services suggests the acceptability of racism 60 years into the period. Source 6: The statement suggests that what is happening is designed to create harmony between the races, and is strictly legal. The tone suggests that the writers do not want to sound racist, so racism can be deduced to be less acceptable. Source 7: The statement is blatantly segregationist and hence can be seen as racist, although this is towards the end of the period.</p> <p>Evaluation of Sources</p> <p>Source 4: The purpose of publishing the letter may be questioned – does it reflect existing views, or is the aim to form views. How literally should the last sentence be taken?</p>		<p>Reward grouping of sources at Level 4. Reward cross-referencing of the content of sources at Level 3 and above.</p>

Question	Answer	Marks	Guidance
	<p>Candidates may consider why Malcolm X has recorded the particular details in Source 5. They may question whether a child at that age would have been aware of the reason his father was called in and questioned and how much the racist attitudes shown were recognised as such by the child Malcolm.</p> <p>Candidates may reflect on the purpose of Source 6, in the context of events such as the Little Rock Arkansas case which followed in 1957.</p> <p>Candidates may use contextual knowledge to question the typicality of Source 3's judgement, or the views of Governor Wallace in Source 7.</p> <p>Candidates will need to cross-reference sources to establish a pattern of views in order to test the interpretation. They may cross-reference Sources 1 and 3 to show federal government actions; 2, 4, 6 and 7 to show southern views.</p> <p>Judgement</p> <p>There is evidence to support and challenge the interpretation, so candidates will need to amend or replace the given interpretation. Candidates may amend the interpretation to suggest differences between different areas of the USA or between federal and state government views. They may suggest that despite a general trend there were exceptions. Amended interpretations that could be rewarded at Level 2 might make a simple distinction between different groups, while at Level 1 they might establish a relationship between, for example, what was acceptable at federal and state level.</p>	<p>AO2b 7-10</p>	<p>Judgements that simply add extra factors to the existing interpretation, or make slight changes of degree should be rewarded at Level 2 (AO2b 7-8 marks).</p> <p>Judgements that recognise change or continuity over time, or make other more sophisticated changes to the given interpretation should be rewarded at Level 1 (AO2b 9-10 marks).</p> <p>To be rewarded, judgements must rely on reliable evidence inferred from the sources.</p>

Question	Answer	Marks	Guidance
(b)	<p>As a set the sources show a range of ideas, but there is a strong emphasis on southern views. This might be seen as providing a distorted view. Candidates should consider the typicality, reliability and purpose of the sources. For example, the views expressed in Source 6 reflect the arguments used by Governor Ross Barnett in Mississippi in 1961. They are typical of extremist politicians who, nevertheless, wanted to appear to be following the law. How far were politicians seeking support from white voters and how far did they hold these views? Candidates might make a similar point about Source 7. Source 3 is not typical of the judges in the Supreme Court. The 1875 Civil Rights Law states what was intended by Congress, but was later declared unconstitutional as it interfered in areas that were under the jurisdiction of individual states.</p> <p>These sources would help historians to establish the values of southerners and of some elements of the federal government, being useful in enquiries about how so-called traditions were embedded through, for example, newspaper editors' decisions about what to publish – the letter in Source 4, for example.</p>	<p>AO1 0-5</p> <p>AO2a 0-10</p>	<p>In AO1 candidates will probably show knowledge and understanding at a level similar to that shown in source evaluation.</p> <p>Reward more highly in AO1 those who show knowledge and understanding of missing source-types or aspects of the topic.</p> <p>Candidates need to develop each example used for it to be rewarded in AO2a.</p> <p>Reward one developed example of typicality/reliability/purpose at the bottom of Level 3 in AO2a (5 marks); reward two developed examples at the top of Level 3 in AO2a (6 marks).</p> <p>Where candidates consider the uses, issues and problems of the sources as a set, reward at the top of the level reached in AO2a.</p>

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