

GCE

History B

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

Advanced Subsidiary 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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Inaccurate reading or use of source; inaccurate knowledge; meaning is unclear
	Supports interpretation (use in conjunction with A1 if this relates to amended interpretation)
	Challenges interpretation (use in conjunction with A1 if this relates to amended interpretation)
	Amended interpretation (stated)
	Uses knowledge to provide context to interpret source. Use this symbol in conjunction with 'eval' if the knowledge is used to evaluate the source
	Cross reference - only use this if sources are used to interpret or evaluate each other
	(a) Evaluation of source using knowledge (b) evaluation of source using typicality, purpose or reliability (L3)
	Uses two or more sources as a group to generalise. (This must be more than a list of sources.)
	Inference from source(s)
	Knowledge is added
	Uses provenance to evaluate source
	In (b) shows how an historian's question (concerning second order concepts) can be answered using the sources
	Identifies missing sources and explains the significance of their omission in relation to an enquiry

Subject-specific Marking Instructions that apply across the whole question paper to be included here.

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	<p>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.</p> <p style="text-align: center;">13-15</p>	<p>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.</p> <p style="text-align: center;">9-10</p>	<p>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.</p> <p style="text-align: center;">9-10</p>
Level 2	<p>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.</p> <p style="text-align: center;">10-12</p>	<p>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.</p> <p style="text-align: center;">7-8</p>	<p>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.</p> <p style="text-align: center;">7-8</p>
Level 3	<p>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.</p> <p style="text-align: center;">7-9</p>	<p>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.</p> <p style="text-align: center;">5-6</p>	<p>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.</p> <p style="text-align: center;">5-6</p>
Level 4	<p>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.</p> <p style="text-align: center;">4-6</p>	<p>Makes simple inferences from the sources. Makes claims of bias, exaggeration and lack of typicality. Cross-references information from sources.</p> <p style="text-align: center;">3-4</p>	<p>Uses evidence inferred from the sources to test the interpretation by showing either how they support it or disagree with it.</p> <p style="text-align: center;">3-4</p>
Level 5	<p>Knowledge is used to expand on the information contained in the sources. Use of historical terminology is insecure. Structure of</p>	<p>Uses sources in isolation. Extracts relevant information from sources at face value.</p>	<p>Matches information in the sources to show how the interpretation is right and/or wrong.</p>

	writing is weak, with poor paragraphing and inaccuracy at sentence level. 1-3	1-2	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	<p>a</p> <p><u>Knowledge and Understanding</u></p> <p>Candidates should use knowledge of the period to interpret the sources and evaluate the evidence they contain. The interpretation refers to a key ‘push’ factor that drove the Vikings to search for and settle other lands. It needs to be evaluated alongside ‘pull’ factors referred to in the sources (i.e. why other lands were attractive). Candidates who simply add own knowledge to the evidence in the sources (e.g. to describe the types of settlements found in Scandinavia or to refer to the reasons for the settlement of England in the ninth century) should be rewarded up to Level 3. Candidates who use their knowledge to evaluate a source – its strength as evidence based on provenance – or who show awareness of change over time should be rewarded at Level 2 or above.</p> <p><u>Evidence from the Sources that can support the interpretation</u></p> <ul style="list-style-type: none"> • Source 1 describes Norway as a mountainous, inhospitable land with limited space for settlement and agriculture. Candidates might infer that the merchant, despite being one of the ‘chief men’ of the region is relatively poor. These could act as push factors encouraging Vikings to look for land abroad. • Similarly Source 2 describes Jutland as ‘sterile’, ‘like a desert’ and ‘hardly fit for human habitation’. • In the story in Source 5 a significant push factor is the attitude of the king towards the family. It refers to the lack of opportunity for some nobles and the danger of royal displeasure. <p><u>Evidence from the Sources that can challenge the interpretation</u></p> <ul style="list-style-type: none"> • In Source 1 despite the relative poverty of Norway, there is no suggestion that the merchant is intending 	35	<p>Knowledge and understanding should be rewarded in so far as they support interpretation and evaluation of the sources. Where knowledge and understanding is used to identify/recognise differences between groups this should be rewarded at Level 2 and above.</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>

Question	Answer	Marks	Guidance
	<p>to leave. He talks about the tribute payments he receives as giving him wealth.</p> <ul style="list-style-type: none"> • In Source 2 although Jutland is described as sterile, other parts of Denmark are clearly much wealthier with 'large cities' and 'very much gold'. • Source 3 shows some of the 'pull' factors at work. Vikings are attracted to Lindisfarne because it is wealthy (they 'seized treasures' and took slaves) and because they meet little resistance from such an isolated religious community. • Source 4 refers to Charlemagne's actions on the borders of Denmark. Recent writers have paid more attention to this issue of pressure on the Vikings from outside and have suggested that expansion at first was for defence or in revenge for raids against them. • In Source 5 in their discussion the family refer to some of the attractive features of Iceland – good land and fishing. • Source 6 shows that Vikings were motivated by opportunism and perceived weaknesses of their enemies rather than any problems at home. • Source 7 is from a second wave of expansion and shows Erik's motives to be exploration / curiosity and settlement. <p><u>Interpretation and evaluation of Sources</u></p> <p>Cross-referencing: a number of these sources suggest that the geography of Scandinavia was a 'push' factor encouraging Vikings to travel abroad (sources 1, 2) although the description given of Hedeby in source 2 may raise issues about the reliability of the accounts. Alternatively, candidates could explain the difference by referring to changes over time. The 'pull' factor of land for settlement can be seen in both sources 5 and 7.</p>		<p>Reward grouping of sources at Level 4 (e.g. Sources 1,2 and 4 all support the interpretation)</p> <p>Reward cross-referencing of the content of sources at Level 3 and above.</p> <p>To reach L2 in AO2a candidates must <u>either</u> evaluate a source using its provenance <u>or</u> undertake genuine cross-referencing by using one source to interpret or evaluate another.</p>

Question		Answer	Marks	Guidance
		<p>Provenance: the description of Denmark in source 2 is from an outsider (Adam of Bremen). It is unclear where he got his information from as he might not have visited the country himself. Source 3 is written by a churchman, but he was not present at the events so has reconstructed the account from other sources. Nonetheless, Lindisfarne was attacked – the issue is the extent to which Simeon has exaggerated the account.</p> <p><u>Judgement</u> Candidates may recognise that the sources show change and continuity over time. While the ‘push’ factor suggested in the interpretation might have been the initial cause of expansion, it is clear from the sources that other ‘pull’ factors became important over time. Sources 3 to 7 show a pattern of development. Where this is recognised and supported, answers should be rewarded at Level 1.</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
1	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 – Source 3 refers to a well-known Viking raid against Lindisfarne. We know that similar raids against religious houses took place across England, Ireland and Normandy and with similar destructive consequences, so by cross-referencing what happened in Source 3 against other raids, a historian can reach the conclusion that this was a typical instance</p> <p>Reliability: Source 5 is from a saga and tells the story of the reasons for the settlement of Iceland. It is not particularly flattering to the King Harald and describes an argument /</p>	15	<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</p>

Question		Answer	Marks	Guidance
		<p>debate about what Ketil's family should do. This apparent realism and lack of flattery could increase the reliability of this account.</p> <p>Purpose: Sources 1 and 2 are intended to be descriptive accounts to inform their respective audiences about life in Scandinavia. This would, at face value, make them useful sources. Candidates might go on to speculate about the motives of the authors in presenting these accounts (in the case of Source 2 for example, the description is part of a religious history so intends to show the impact of Christianity on a previously 'barbarous' region).</p> <p>Historians' questions: this is more than summarising source content. Candidates need to step back from the sources and look at the more general lines of enquiry that can be followed. For example, historians would be interested in the change and development revealed in these sources and could examine the changing motives behind early expansion suggested in Source 3 compared to later expansion in Source 7</p> <p>Missing source types/content and why this might be an issue – the sources omit much about the settlement of Vikings in England, Normandy and Ireland. Candidates should consider what knowledge of these conquests tells us about why the Vikings went abroad and whether they reinforce or contradict the pattern suggested in these sources.</p>		<p>the sources as a set, reward at the top of the level reached in AO2a.</p> <p>Historians' questions: do not reward those who identify content topics e.g. "These sources would not be useful for a historian who wanted to find out about Viking women." "Historians' questions" means questions related to second-order concepts e.g. cause and consequence, change and continuity, progression, significance.</p>

Question		Answer	Marks	Guidance
2	a	<p><u>Knowledge and Understanding</u></p> <p>Candidates should use knowledge of the period to interpret the sources and evaluate the evidence they contain.</p>	35	<p>Knowledge and understanding should be rewarded in so far as they support interpretation and evaluation of the sources. Where knowledge and understanding is used to identify/recognise differences between groups this should be</p>

Question	Answer	Marks	Guidance
	<p>Candidates who simply add to the information in the sources (e.g. by providing data about the expansion of printing to support Source 7 or other examples of classically-inspired architecture to support Source 3) should be rewarded at level 3. Where candidates use their knowledge to infer evidence from the sources or to place them in context, they should be rewarded at Level 2 and above.</p> <p><u>Evidence from the Sources that can support the interpretation</u></p> <ul style="list-style-type: none"> • Source 2 does not refer directly to the revival of the classical past but this can be inferred from Alberti's desire to discover anything rare or special in the works of others. • Source 3 shows that architectural styles could reflect classical influences as these were still available for study. The Tempietto shows a clear influence from classical Rome – candidates can discuss particular features. • In Source 4 da Vinci believes the desire to 'learn from the objects of nature' was similar to the inspiration that drove the ancients. • Source 5 uses a classical theme rather than a Christian image. • Source 6 directly refers to a 'return to the imitation of antiquity' and suggests that although architecture from the classical world survived, it had not been a source of inspiration until now. <p>Source 7 suggests that classical texts were among those collected for libraries.</p> <p><u>Evidence from the Sources that can challenge the interpretation</u></p> <ul style="list-style-type: none"> • Source 1 takes a religious theme as a starting point and 		<p>rewarded at Level 2 and above.</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>

Question	Answer	Marks	Guidance
	<p>then begins to make use of artistic styles that developed from classical architecture – perspective, vanishing points etc.</p> <ul style="list-style-type: none"> • In Source 2 Alberti seems interested in knowledge for its own sake rather than where it came from or what form it took. • Source 5 shows a style that has moved on from Source 1 and is different from expectations of classical sources. • Source 7 refers to a range of texts that were collected, including medieval sources. The suggestion is that the interest of libraries extended beyond a simple rediscovery of the classical past. <p><u>Interpretation and evaluation of Sources</u></p> <ul style="list-style-type: none"> • An example of cross-referencing is that a good reflection of change and continuity can be seen by comparing the paintings in Sources 1 and 5 (early Renaissance v. Mannerism). • Da Vinci's claim in Source 4 that nature should be the inspiration of artists can be tested via these sources also. • The slow recovery of the arts referred to in Source 6 might be seen to support the way in which Alberti learns about the world in Source 2. • An example of use of provenance to evaluate a source is that Source 6 is an account of the greatest artists of the time and typically presents them as powerful innovators and geniuses. This might lead Vasari to underplay developments before the Renaissance to make the impact of these great men even stronger. • Other examples may be given to test whether or not the painting in Source 5, from a later period of Renaissance art, is typical of the form or subject of other paintings. 		<p>Reward grouping of sources at Level 4 (e.g. Sources 1,2 and 4 all support the interpretation)</p> <p>Reward cross-referencing of the content of sources at Level 3 and above.</p> <p>To reach L2 in AO2a candidates must <u>either</u> evaluate a source using its provenance <u>or</u> undertake genuine cross-referencing by using one source to interpret or evaluate another.</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>

Question	Answer	Marks	Guidance
	<p><u>Judgement</u></p> <p>Answers which suggest other or additional factors drove the Renaissance are likely to be rewarded at Level 2. If they show a relationship between factors they may be rewarded at Level 1.</p> <p>Answers may recognise that the sources show change and continuity over more than a century. While the early Renaissance did seem to be inspired by classical images and models, this may be less true of Source 5. Where candidates show awareness of this or other change and continuity, reward answers at Level 1.</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
2	<p>b</p> <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: Source 2 refers to the actions of a 'Renaissance man'. Candidates should be aware of others who were given that description and be able to judge how far such men were driven by an impulse for knowledge rather than classical knowledge</p> <p>Reliability: Source 7 has the benefit of hindsight when describing what drove some of the developments in the Renaissance.</p> <p>Purpose: candidates could consider why Vasari emphasises the novelty of what artists were doing now compared to how things had been after the fall of Rome.</p> <p>Historians' questions: this is more than summarising source content. Candidates need to step back from the sources and look at the more general lines of enquiry that can be followed.</p>	15	<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> <p>Historians' questions: do not reward those who identify content topics e.g. "An historian could use Sources 1 and 5 to find out what subjects artists painted". "Historians' questions" means</p>

Question		Answer	Marks	Guidance
		<p>For example, historians would be interested in the changes and continuities in the styles of Renaissance art and could compare sources 1, 4 and 5 for evidence of developments.</p> <p>Missing source types/content and why this might be an issue – the sources omit sculptures and do not focus strongly on architecture across the period. Changes in these forms were less pronounced than in painting so could present a different view of the interpretation</p>		<p>questions related to second-order concepts e.g. cause and consequence, change and continuity, progression, significance.</p>
Question		Answer	Marks	Guidance
3	a	<p><u>Knowledge and Understanding</u></p> <p>The revolutions of 1821, 1830-1 and 1848. Their contribution to the development of nationalist sentiment, movements and organisations. Their effect on individual leaders. Other factors that influenced the development of nationalism – writings, leaders including monarchs and revolutionaries, politicians.</p> <p>The evidence from the sources should be placed in the context of developing ideas about nationalism and the nation states of Germany and Italy.</p> <p><u>Evidence from the sources that can support the interpretation</u></p> <ul style="list-style-type: none"> • In Source 1 the writer states that the French revolution has awakened ideas of a nation in Germany. At the beginning of the period questions about nationalism are being posed. • Source 2 contains some contradictions, but does indicate that there are nationalist ideas that could have been developed in the revolutions of 1820-1 and 1831. • Source 3 states that the 1848 revolution in Palermo has removed the king and moved events on in Naples. • Source 4 states that the revolution of 1848-9 has moved on the debate about what Germany amounts to and how it should be ruled. 	35	<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
	<ul style="list-style-type: none"> • In Source 6 Garibaldi's invasion (revolution?) has brought Italy to the point of unification. <p><u>Evidence from the sources that can challenge the interpretation</u></p> <ul style="list-style-type: none"> • Source 1's writer thinks Germany is not yet ready for unification and should proceed slowly – the suggestion that Germans look to Prussia could be taken to indicate that revolutionary ideas are not predominant. • In Source 2 Mazzini is frustrated by the failure of leaders to develop nationalist sentiment among Italians when the opportunity arose in the climate of the revolutions of 1820-1 and 1830. • Source 3 states that the revolution in Naples amounted to little beyond 'shouting'. • The offer of the German imperial crown to an existing ruler of a conservative state (Source 4) is not very revolutionary. • In Source 5 the new political party seems to be driving a view of Germany. • In Source 6 Garibaldi has handed over his conquests to the king – hardly a revolutionary action. • In Source 7 the driving force seems to be the personalities of Prussian politicians. There is still uncertainty about the nature of a united Germany, years after the event. <p><u>Interpretation and evaluation of sources</u></p> <ul style="list-style-type: none"> • Sources 1 and 2 are both from the post-Napoleonic period, and candidates may generalise from them about the impact of the French revolution on nationalism. • Sources 3 and 4 both concern events during the 1848 revolutions and candidates may compare the different tone of the sources – 3 contains an excited response to events in Naples and Sicily, while 4 is a measured and 		<p>Reward grouping of sources at Level 4.</p> <p>Reward cross-referencing of the content of sources at Level 3 and above.</p> <p>To reach L2 in AO2a candidates must <u>either</u> evaluate a source using its provenance <u>or</u> undertake genuine cross-referencing by using one source to interpret or evaluate another.</p>

Question	Answer	Marks	Guidance
	<p>reasoned speech about Grossdeutschland vs Kleindeutschland.</p> <ul style="list-style-type: none"> The purpose and typicality of Source 4 may be considered in light of the debate in the Frankfurt parliament about the issue. <p><u>Judgement</u> Revolutions certainly provoked debate about unification in both countries. In Italy the sense is one of excitement and enthusiasm, while in Germany there is more practical debate about the scope and constitution of a united Germany. Candidates may consider that other factors should be included in the interpretation, or that a contrast should be made between Germany and Italy.</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>
3	<p>b</p> <p>These sources could be used to trace developments in both Italy and Germany in relation to levels of enthusiasm for unification, the roles of individuals, the popularity of monarchs etc. Evaluation will work most successfully when it is related to a specific investigative question.</p> <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>The purpose of the civil service report (Source 7) could be assessed – the writer is clearly concerned by the dominance of Prussianism in Germany. This makes it useful in an investigation about why the role of William II could be so different from that of his predecessors.</p> <p>The writer of Source 6 is clearly more enthusiastic about Garibaldi's exploits than about Victor Emanuel becoming king. This has affected the way he has reported the incident in</p>	15	<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> <p>Historians' questions: do not reward those who identify content</p>

Question	Answer	Marks	Guidance
	<p>which Garibaldi handed over his conquests to the king.</p> <p>The typicality of the sentiments described in Source 1 may be questioned – there is a sense of nationhood here, but early nationalist meetings in Germany were poorly attended.</p>		<p>topics e.g. "An historian could use Source 7 to find out how Germany was governed in 1892 ". "Historians' questions" means questions related to second-order concepts e.g. cause and consequence, change and continuity, progression, significance.</p>

Question	Answer	Marks	Guidance
<p>4</p> <p>a</p>	<p><u>Knowledge and Understanding</u></p> <p>Candidates will need to deploy knowledge of the powers of the president and the amount of influence they could exert on law-making, on individual states, on the judiciary and on the public. They will also need to show understanding of their multiple concerns – the welfare of all, law and order and the international image of the USA, for example. They will also need some understanding of the context – post-civil war, the Jim Crow era, the Depression/New Deal, post WW2/beginning of Cold War, the close election campaign of 1960 and the Civil Rights era of the 1960s/post Kennedy assassination. They will also need to consider the range of ideas about how best to support African Americans at different times.</p> <p><u>Evidence from the sources that can support the interpretation</u></p> <ul style="list-style-type: none"> • The freedmen's bureau (Source 1) was set up by Congress – with the assent of the president. • Source 3 shows that Wilson has clearly made pre-election promises to African American voters. • According to Source 4 FDR clearly has a view of the African-American question, and is aware of the limitations imposed by the Constitution on his power. • In Source 5 Truman is challenging the previously held view that the federal government had limited power to intervene in individual states on civil rights issues. 	<p>35</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
	<ul style="list-style-type: none"> • Source 6 reports how JFK intervened for MLK to obtain his release from prison during the 1960 election campaign. • In Source 7 LBJ is taking a firm stand in this speech. <p><u>Evidence from the sources that can challenge the interpretation</u></p> <ul style="list-style-type: none"> • Source 1 suggests that it is a federal govt. institution that is responsible for progress in education. • Source 2 suggests self-help and that African Americans should not expect to be given rights immediately. • In Source 3 Wilson is not keen to do anything to help. • In Source 4 FDR (via his wife Eleanor) is not keen to act. • In Source 5 Truman is taking a first step, but it could be argued that he is leaving it up to the Committee rather than taking the lead. • In Source 6 JFK has become involved, but were his motives simply to gain votes? • In Source 7 LBJ points out that everyone must be involved if discrimination is to end. <p><u>Interpretation and evaluation of sources</u></p> <ul style="list-style-type: none"> • Sources could be cross-referenced to establish patterns of change and continuity. Comparing Wilson and LBJ shows the difference in the level of determination voiced by presidents. Wilson is complacent, claiming that it will take one hundred years to eradicate prejudice and suggesting that segregation is beneficial, while 70 years later LBJ is openly critical of the methods used by the states to deprive African Americans of the vote, acknowledging that they are illegal. • Candidates could consider the purpose of the sources – Booker T is inclined to wait until it is clear that African Americans have earned the vote rather than pushing white America so fast that greater hostility results. JFK 		<p>Reward grouping of sources at Level 4.</p> <p>Reward cross-referencing of the content of sources at Level 3 and above.</p> <p>To reach L2 in AO2a candidates must <u>either</u> evaluate a source using its provenance <u>or</u> undertake genuine cross-referencing by using one source to interpret or evaluate another.</p>

Question	Answer	Marks	Guidance
	<p>may have been more concerned (as Eleanor Roosevelt implies) to gain the black vote than to help and contextual knowledge of the slow pace of Kennedy's actions regarding civil rights could confirm this.</p> <ul style="list-style-type: none"> Candidates may consider the Cold War context of Truman's order, presenting USA as the champion of democracy, or the atmosphere after JFK's assassination in relation to LBJ's speech (and the legislation he introduced later). <p><u>Judgement</u> Candidates are likely to argue that presidents took an increasingly active role in pushing for civil rights, although they may use source 2 and 7 to argue that it wasn't just presidents who affected these rights. They may cite other factors such as Congress as pushing for civil rights. If they add factors without establishing a relationship between them this should be rewarded at Level 2. Judgements making links between factors, for example Civil Rights leaders pressurising presidents to act, or establishing the role of different elements of the federal government (the presidency being one), are likely to reach Level 1 in AO2b.</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
4	<p>b</p> <p>The sources could be used to investigate the changing priorities and motives of presidents, or the differences between private and public statements and gestures. They could also show change over time in the methods of African Americans (comparing sources 2, 3 and 4, and possibly 6).</p> <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>	15	<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>

Question	Answer	Marks	Guidance
	<p>The purpose of Source 2, to persuade white Americans that African Americans do not pose a threat by advocating gradual progress, and thus condoning Jim Crow, could be considered.</p> <p>The reliability of Source 6 might be questioned, being the interpretation given by Eleanor Roosevelt, who seemed (from the fact she had been approached, as first lady, by the NAACP – Source 4) to be sympathetic to the African-American cause.</p> <p>The typicality of Booker T.'s approach in Source 2 could be questioned in the light of knowledge of WEB Du Bois's efforts at a similar time to gain rights through the courts.</p> <p>The sources focus on the presidents to the exclusion of other factors in the 20thC, so the motives for their actions would be shown better by sources illustrating the actions of leaders such as MLK and groups such as the SCNC.</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> <p>Historians' questions: do not reward those who identify content topics e.g. "An historian could use Sources 4 and 6 to find out what Eleanor Roosevelt's views were". "Historians' questions" means questions related to second-order concepts e.g. cause and consequence, change and continuity, progression, significance.</p>

APPENDIX 1

Use this space for a generic mark scheme grid that applies across the question paper.

APPENDIX 2

Use this space if you have extensive subject specific information that is inappropriate to include in 12 above.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

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