

GCE

History B

Unit F984: Using Historical Evidence – Non British History

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

Annotation	Meaning of annotation
BP	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)
A1	Amended interpretation (stated)
CONT	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
EVAL	(a) Evaluation of source using knowledge (b) evaluation of source using typicality, purpose or reliability (L3)
GM	Uses two or more sources as a group to generalise. (This must be more than a list of sources.)
I	Inference from source(s)
K	Knowledge is added
PE	Uses provenance to evaluate source
Q	In (b) shows how an historian's question (concerning second order concepts) can be answered using the sources
S	Identifies missing sources and explains the significance of their omission in relation to an enquiry

Question	Answer	Marks	Guidance
1 (a)	<p><u>Knowledge and Understanding</u></p> <ul style="list-style-type: none"> • K & U of the contacts between Vikings and societies in Normandy, Ireland and England • K & U of tensions between conquest and assimilation • K & U of the types of sources in the set, such as chronicles, archaeological evidence, accounts by non-Vikings, and how they are interpreted by historians. • Candidates who simply add own knowledge to the evidence in the sources (e.g. to describe the settlement of Ireland to add to source 1 or to explain the references to longports) 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. For example, source 4 refers to Viking activity in England at the end of the 10th century. Candidates could suggest that this is a strong source because it is typical of other evidence we have of the payment of Danegeld, of Swein's conquest of English regions in the early 11th century and the ongoing problem of Viking raiding. Change over time can be shown by showing the strengthening of trade as a Viking interest from sources 1 and 3. <p><u>Evidence from the Sources that can support the interpretation</u></p> <ul style="list-style-type: none"> • S1 – the site has clear defences, presumably against local attacks. The grave contains grave goods, indicating non-Christian burial and the goods focus on weaponry some of which is identifiably Scandinavian. • S2 – hints at a traditional power structure as Riulf 'gathered together several chieftains' 	35	<p>Knowledge should be rewarded at L1 in AO1 where it is used to evaluate a source, and at L2 where it is used to draw an inference that cannot be drawn from the source alone. At L3 it will provide context for the sources while at L4 and below it will be added to the argument but not used to support source analysis or evaluation.</p> <p>Examples from sources given in the first column are neither required nor exclusive: reward any valid point from the sources.</p> <p>It is important to distinguish between evidence that is taken at face-value from the source and evidence that is inferred in AO2a and AO2b.</p> <p>Judgements should only be credited where:</p> <ul style="list-style-type: none"> • The given interpretation has been tested (i.e. evidence for <u>and</u> against it); • Evidence is <u>inferred</u> from the source rather than simply accepted at face value both for and against. <p>Judgements should be rewarded at Level 2 if they simply alter the interpretation to suggest a different factor as the nature of Viking society.</p> <p>New/amended interpretations that suggest a relationship between different factors or change over time should be rewarded at L1 provided they are adequately supported.</p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • S4 – despite long contact with England, Viking activity still seems to be based on conquest and control. The source refers to raiding and plundering, over-wintering and extortion of Danegeld rather than any efforts at settlement and co-operation • S6 – reinforces other sources by painting a negative view of the Normans, suggesting little had changed over time • S7 - the Norman ships used in 1066 clearly show Viking inspiration – longship design, shields visible <p><u>Evidence from the Sources that can challenge the interpretation</u></p> <ul style="list-style-type: none"> • S1 – despite the nature of the settlement, the source discusses trade with locals and potential settlement and colonisation (although better candidates might be wary of the strength of this evidence from the way the source is phrased) • S2 – William appears to be turning against his Viking supporters and carving out friendships with ‘Franks’ • S3 – refers to commercial links between Vikings and Irish through the former’s participation in markets • S5 – Vikings appear to have accepted Christianity and take action purely for ‘the love of God’. The local prince even encourages other Vikings to settle in his lands. • S6 – some aspects of Norman behaviour in the source may show a move away from the militaristic / barbaric traditions ascribed to Vikings. <p><u>Interpretation of Sources</u></p> <ul style="list-style-type: none"> • Examples of simple inferences: The Vikings were violent so hadn’t changed (S4); The Vikings became Christian so did change (S5). • Examples of generalisations: Christianity only partly replaced older beliefs (S6), S1 and S4 agree that 		

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	<p>violence and barbarism were more important features than religious belief.</p> <ul style="list-style-type: none"> • Examples of cross-referencing: source 1 refers to the potential of Woodstow as a commercial centre (though gives no evidence for this). Source 3 strengthens the impression created by S1 by referring explicitly to the 'market of the Northmen' near Wexford. • Evaluation using knowledge: the events in source 4 appear reliable as there are other records of payments (Danegeld) made by the English to Viking attackers and a similar practice can be seen elsewhere in Europe – e.g. Normandy. • Evaluation using provenance and context: S7 can be interpreted using context knowledge of Viking longboats and seafaring to show that the source is important. However, to what extent the designs on the tapestry are intended to represent reality or to convey impressions of the invasion can be questioned. <p><u>Judgement</u></p> <p>There is evidence to support and challenge the interpretation, so it is not fully satisfactory. Candidates may seek to amend it by different routes.</p> <ul style="list-style-type: none"> • The given interpretation only suggests one facet of Viking behaviour. Candidates might dismiss this and suggest a more powerful characterisation such as conquest (Level 2) • The given interpretation does not suggest change over time. A possible route would be to see Viking contacts with western Europe as rooted in conquest / domination but where opportunities allowed (e.g. in Normandy once land had been granted), assimilation then took place for practical reasons (Level 1) 		

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1 (b)	<ul style="list-style-type: none"> • Examples of use/problem related to typicality: S5 may not be typical. Evidence from source refers to the actions of a small group (40) pilgrims in one place in Italy so difficult to generalise about Viking behaviour in 'western Europe' from this. S4 may be typical. Evidence from context = similar activities noted in England at the time such as payment of Danegeld from the late tenth century onwards. • Example of use/problem related to reliability: S2 refers to 'treachery' by William's followers. Evidence from context = Dudo is the only source dealing with this conflict and he was writing much later on a commission from William's son. The likelihood of the long speech quoted here being authentic is very doubtful and reveals more about Rollo's purpose in writing. • Example of use/problem related to purpose: S2 is written by Dudo who sought to show that the Normans had broken away from their Viking past under the descendants of Rollo. This purpose impacts strongly on the accuracy and reliability of the account. • Methodology: candidates may suggest additional sources that could be used to verify inferences or the content of sources. Archaeological discoveries in Dublin could be used to confirm the evidence in source 1. • Historians' questions – historians would be interested in the change and development in Viking behaviour revealed in these sources and could examine their changing actions such as a move towards assimilation or continuities in violent behaviour. 	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 investigate questions framed around second order concepts such as cause, change, significance. Do not reward highly responses that simply identify topics that historians might investigate. These responses simply claim that content is useful (L4).</p> <p>To be rewarded at L2 and above candidates need to show how the sources provided could be used to support these enquiries. Candidates who use sources to explain elements of historical methodology (e.g. cross-referencing) should be rewarded as showing understanding of how historians work (L2).</p>

Question	Answer	Marks	Guidance
2 (a)	<p><u>Knowledge and Understanding</u></p> <ul style="list-style-type: none"> • K&U of civic pride – what it was, how it influenced cultural developments in the C15th and C16, particular impact on cities like Florence. • K&U of other forces that drove developments – such as personal prestige and glory / the desire for immortality, the Church, the skills and ambitions of artists etc. • K&U of the types of sources included in the set and how they can be interpreted and evaluated by historians <p><u>Evidence from the Sources that can support the interpretation</u></p> <ul style="list-style-type: none"> • S1 - The Medicis are commissioning a 'magnificent' altarpiece. Candidates should consider what the purpose of this might be. • S4 – similarly, da Vinci is emphasising what he can bring to the public buildings and architecture of Milan and make particular note of a bronze statue to be erected in the city. • S5 – the interest of the artist is not just in the religious subject matter but the setting, suggesting that there might be some pride in Venice's architecture and proportions being expressed. The subject matter is also unique to the city. • S6 refers to Lorenzo's attempt to make the arts 'more excellent in Florence than in any other city in Italy'. • S7 – skill in art is linked to the ability to show others features of cities and the countryside. <p><u>Evidence from the Sources that can challenge the interpretation</u></p> <ul style="list-style-type: none"> • S1 – candidates might question whether the motives for building the altarpiece are civic or personal • S2 – There is little mention of civic pride in this extract. 	35	<p>Knowledge should be rewarded at L1 in AO1 where it is used to evaluate a source, and at L2 where it is used to draw an inference that cannot be drawn from the source alone. At L3 it will provide context for the sources while at L4 and below it will be added to the argument but not used to support source analysis or evaluation.</p> <p>Examples from sources given in the first column are neither required nor exclusive: reward any valid point from the sources.</p> <p>It is important to distinguish between evidence that is taken at face-value from the source and evidence that is inferred in AO2a and AO2b.</p> <p>Judgements should only be credited where:</p> <ul style="list-style-type: none"> • The given interpretation has been tested (i.e. evidence for and against it); • Evidence is inferred from the source rather than simply accepted at face value both for and against. <p>Judgements should be rewarded at Level 2 if they simply alter the interpretation to suggest a different factor to describe the nature of the Renaissance.</p> <p>New/amended interpretations that suggest a relationship between different factors or change over time should be rewarded at L1 provided they are adequately supported.</p>

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	<p>The buildings mentioned are all religious, suggesting that it was the support of learning together with pride in the church that drove patronage.</p> <ul style="list-style-type: none"> • S3 – the discovery, collection and availability of classical texts is emphasised as important • S4 – what was driving the development of the Renaissance here was also da Vinci / the artist's skill • S6 – the first part of the description suggests a personal reason for supporting the Renaissance – 'he desired glory and excellence beyond that of anyone else' • S7 – the artistic skills listed are advocated as characteristics of the perfect courtier, rather than being promoted because they are linked to civic pride <p><u>Interpretation of Sources</u></p> <ul style="list-style-type: none"> • Example of simple inferences: S2 says that the Pope invested heavily in the arts which shows that he was proud of Rome. • Example of generalisations: Personal pride was also important in driving the development of the Renaissance (sources 3 and 6) • Examples of cross-referencing – a theme of religious subject matter in art runs through S2 and S5 and could be analysed to show whether art was about faith or commissions. The letter in S1 could be cross-referenced to S5 to show development in the role played by artists. • Evaluation using knowledge: S3 shows someone collecting classical texts. This also helped to drive the renaissance because it provided ideas and inspiration to artists (for example...) • Evaluations using provenance and context – S3 shows someone collecting classical texts. This also helped to drive the renaissance because it provided ideas and inspiration to artists (for example...). We can therefore accept the source as a typical and reliable example of 		

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	<p>the classical past driving developments.</p> <p><u>Judgement</u></p> <p>There is evidence to support and challenge the interpretation, so it is not fully satisfactory. Candidates may seek to amend it by different routes.</p> <ul style="list-style-type: none">Candidates may reject the proposition of the question and suggest an alternative characterisation such as: 'The Renaissance was partly about civil pride' or add other points to the original – 'The Renaissance was driven by personal, civic and religious pride'. (Level 2).The sources show change and continuity over more than a century. While civic pride is evident, it is perhaps strongest in sources 5-6 while other factors seem more important at other times. (Level 1)		

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2 (b)	<ul style="list-style-type: none"> • Example of use/problem related to typicality: S7 refers to an ideal courtier. Using context knowledge, candidates should be able to identify others, such as da Vinci, who embodied such ideals and be able to explain that the popularity of this work across Europe implies that it was widely adopted. • Example of use/problem related to reliability: S3 shows someone building a collection of classical texts to preserve knowledge. Candidates could show that it was the fall of Constantinople that created this need and that Bessarion's claims are reliable. • Example of use/problem related to purpose – S1 and S5 show artists seeking commissions from patrons. Candidates should identify this purpose and make a point of evaluation about whether this makes the source a problem or not • Methodology: Candidates may suggest additional sources that could be used to verify inferences or content of sources. S5 could be compared to other High renaissance artists / examples of work to build an overall picture of the character of art at this time. Comparison to the art of the Northern Renaissance could be used to establish how far civic pride as a uniquely Italian phenomenon. The sources do not focus strongly on literature or music across the period. Candidates must use their context knowledge to decide if this omission would strengthen or weaken the interpretation or provide scope for further enquiry. • Historians' questions: historians would be interested changes and continuities in the status of artists and could compare sources 1 and 5 to investigate this. 	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 investigate questions framed around second order concepts such as cause, change, significance. Do not reward highly responses that simply identify topics that historians might investigate. These responses simply claim that content is useful (L4).</p> <p>To be rewarded at L2 and above candidates need to show how the sources provided could be used to support these enquiries. Candidates who use sources to explain elements of historical methodology (e.g. cross-referencing) should be rewarded as showing understanding of how historians work (L2).</p>

Question	Answer/Indicative content	Mark	Guidance
3 a	<p><u>Knowledge and Understanding</u></p> <ul style="list-style-type: none"> knowledge of the context of each of the sources: the Vienna Settlement and establishment of the German Confederation; the 1848 revolutions; the situation after the partial unification of Italy and views about it; Imperial Germany, especially opposition to the state from workers. knowledge of the views and actions of authors or recipients of the sources: Count Cavour, Mazzini, Emperor William II; knowledge of the views of German workers' groups. knowledge of the federal nature of the states created. <p><u>Examples of evidence from the sources that can support the interpretation</u></p> <ul style="list-style-type: none"> Source 1: The source shows clear evidence that unity was desired and that no single German state should be regarded as dominant. Unity in this period implies nationalistic feelings. Source 2: The song expresses nationalistic ideas. Source 3: The source argues for the importance, indeed for the inevitability, of nationalism. Source 4: The source implies the need for national feeling. Source 6: The Emperor speaks to soldiers in the imperial army, expressing the importance of a national force. Source 7: The desire for a united German people, free of class distinction etc. is the focus. This could be read as nationalistic. <p><u>Examples of evidence from the sources that can challenge the interpretation</u></p> <ul style="list-style-type: none"> Source 1: The source refers to the independence of each of the German states, implying that self-government is more important than nationhood. 		<p>Knowledge should be rewarded at L1 in AO1 where it is used to evaluate a source, and at L2 where it is used to draw an inference that cannot be drawn from the source alone. At L3 it will provide context for the sources while at L4 and below it will be added to the argument but not used to support source analysis or evaluation.</p> <p>Examples from sources given in the first column are neither required nor exclusive: reward any valid point from the sources.</p> <p>It is important to distinguish between evidence that is taken at face-value from the source and evidence that is inferred in both AO2a and AO2b.</p> <p>Judgements should only be credited where:</p> <ul style="list-style-type: none"> The given interpretation has been tested (i.e. evidence for <u>and</u> against it); Evidence is <u>inferred</u> from the sources rather than simply accepted at face value both for and against. <p>Judgements should be rewarded at Level 2 if they simply alter the interpretation, for example to include a vague suggestion that some were united. They should be rewarded at Level 1 if they differentiate between different groups or suggest a more complex temporal pattern, provided that there is support derived from the sources for the new interpretation.</p>

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> • Source 3: Nationalism has increased unity, but only to a point. Cavour refers to the regional differences that remain. • Source 4: The letter gives examples of disunity - different factions in different areas that experienced revolution and counter-revolution in 1848-9, implying that Italians were not nationalistic. • Source 5: The country may have been partially united, but there is evidence here that the people are not nationalistic. The Piedmontese are behaving as an army of occupation in Naples. • Source 6: References to the internal foe suggest that not all Germans were united behind the national government. • Source 7: Class distinctions and capitalist exploitation suggest that class issues divide Germans more than nationalistic ideas unite them. <p>Evaluation of sources Knowledge of the 1848 revolutions may be used to evaluate Cavour's claim in S3 that Italians are sufficiently nationalistic to be united despite their differences. Cross-reference with S4 also calls Cavour's claims into question. Cross-referencing sources 6 and 7 gives differing views on the same situation - both sources recognise the divisions within German society. Source 7 shows some of the ideas to which William II is referring when he speaks of 'the inner foe'. S2 is a song: candidates should consider its purpose - to engender patriotic/nationalistic feelings. S1 the terms of the Confederation imply national unity, but the Confederation lacked strength; it collapsed in 1866.</p> <p>Judgement Candidates should identify a pattern of nationalistic feeling that better reflects the evidence inferred from the sources.</p>		

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	<p>This should form the basis of any new interpretation. The judgement may distinguish between the extent of nationalistic sentiments in Italy and Germany. For example, in Germany, a sense of national unity at government level (Sources 1 and 6) is challenged by source 7 and references in S6. In Italy the evidence is limited, but suggests that there is far less clarity. In both countries there is an apparent desire for unity - i.e. nationalistic aims (S2 and 3) - but unity seems more difficult to achieve in practice (S4-7).</p>		

Question	Answer/Indicative content	Mark	Guidance
3 b	<ul style="list-style-type: none"> • Example of use/problem related to typicality: the extent of support for the SDP (S7) may be gauged from the proportion of seats it gained in the Reichstag. • Example of use/problem related to reliability: The writer of S5 is not present in Naples and likely to be reliant on reports from those in Naples who are sympathetic to his cause. Cavour (S3) is influenced by Risorgimento ideals. His claims were not borne out by the 1848 revolutions. • Example of use/problem related to purpose: S6 aims to give soldiers a sense of their purpose - many of them are likely to be from working class backgrounds, and perhaps more sympathetic to the ideas in source 7. • Methodology: candidates may suggest additional sources that could be used to verify inferences or content of sources. Government/police data on strikes and other unrest could confirm or challenge William II's claims about 'unbelief and discontent'. • Historians' questions might concern the aims of those unifying Germany and Italy politically. They might concern changing levels of unity in Germany as represented by the Confederation and the Empire. Candidates should show how these sources can be used to address these or other issues. 	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>Generic comments about types of sources will not be rewarded above L4 in AO2a unless there is explicit use (rather than reference to) one or more of the sources provided.</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 investigate questions framed around second order concepts such as cause, change, significance. Do not reward highly responses that simply identify topics that historians might investigate. These responses simply claim that content is useful (L4).</p> <p>To be rewarded at L2 and above candidates need to show how the sources provided could be used to support these enquiries.</p> <p>Candidates who use the sources to explain elements of historical methodology (e.g. cross referencing) should be rewarded as showing understanding of how historians work (L2).</p>

Question	Answer/Indicative content	Mark	Guidance
4 a	<p>Knowledge and Understanding</p> <p>Knowledge and understanding of the context of the sources - the Indian Wars, the Indian schools - their aims, the Indian citizenship act and reasons it was introduced. Reconstruction and the way in which it was viewed, especially in the South, the impact of the New Deal on African Americans, LBJ's Voting Rights Act.</p> <p>This knowledge and understanding should be used to interpret and evaluate the sources.</p> <p>Understanding of the ideas driving those who created the sources.</p> <p>Examples of evidence from the sources that can support the interpretation</p> <ul style="list-style-type: none"> • Source 2: African Americans are seen as self-seeking and worse even than poor white people. • Source 3: the illustration shows the superiority of the white way of life compared with that of Native Americans. • Source 4: refers to previous poor treatment of Native Americans, implying they were viewed as inferior. • Source 5: A change to equality - but this suggests previous inequality in terms of status and rights. • Source 6: Jim Crow in action in a CCC camp. Establishes a hierarchy in which (even) Puerto Ricans are higher status than African Americans. • Source 7: refers to deliberate prevention of African Americans voting and denial of citizenship rights. Terms such as 'bigotry' suggest that African Americans are treated thus because they are seen as inferior. <p>Examples of evidence from the sources that can challenge the interpretation</p> <ul style="list-style-type: none"> • Source 1: Making and breaking treaties is not exclusive to Native/white American relations. 	35	<p>Knowledge should be rewarded at L1 in AO1 where it is used to evaluate a source, and at L2 where it is used to draw an inference that cannot be drawn from the source alone. At L3 it will provide context for the sources while at L4 and below it will be added to the argument but not used to support source analysis or evaluation.</p> <p>Examples from sources given in the first column are neither required nor exclusive: reward any valid point from the sources.</p> <p>It is important to distinguish between evidence that is taken at face-value from the source and evidence that is inferred in both AO2a and AO2b.</p> <p>Judgements should only be credited where:</p> <ul style="list-style-type: none"> • The given interpretation has been tested (i.e. evidence for and against it); • Evidence is inferred from the sources rather than simply accepted at face value both for and against. <p>Judgements should be rewarded at Level 2 if they simply alter the interpretation to suggest They should be rewarded at Level 1 if they differentiate between different groups (e.g. African and Native Americans) or suggest a more complex temporal pattern, with changing attitudes over time, provided that there is support derived from the sources for the new interpretation.</p>

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	<ul style="list-style-type: none"> • Source 3: The Native American can be trained to be like a white person, so although the culture is inferior, that is an accident of history. • Source 4: The Native Americans made an important contribution to victory in WW1, so they should have the same rights as other Americans. • Source 5: .Native Americans are being given the rights other citizens enjoy. • Source 6: Implies it was only when Luther Wandall arrived at the camp that 'Jim Crow' was applied. • Source 7: LBJ doesn't agree with discrimination. Refers to a widespread movement/ wider battle - not just an issue of franchise. <p><u>Evaluation of sources</u></p> <p>The publication of source 6 in an NAACP magazine suggests that the author may emphasise the discriminatory treatment he received.</p> <p>The purpose of LBJ's speech to Congress is persuasive and hence is positive about what can be achieved.</p> <p>Cross-referencing of sources 4 and 5 indicates that Congress concurred with the view expressed in Source 4 and hence passed the Indian Citizenship Act.</p> <p>Contextual knowledge about Native Americans could inform the extent of ideas of white superiority shown in Source 3: Native Americans grew crops, but did not farm them in the way adopted by whites.</p> <p>LBJ's comments on the difficulties facing African Americans in registering to vote may be assessed in the context of the 15th Amendment, and/or cross referenced with Source 5 - did a change in the law give Native Americans more rights in practice?</p>		

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	<p><u>Judgement</u></p> <p>There is evidence of some positive views of Native and African Americans as well as of points supporting the interpretation. Candidates may make a distinction between views of the two groups or may identify different rates of change over time.</p>		

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4 b	<ul style="list-style-type: none"> • Example of use/problem related to typicality: candidates could use their knowledge of the Indian Wars to assess the typicality of the white actions described in Source 1 or of the training given at Indian Schools (Source 3). • Example of use/problem related to reliability: the account in Source 6 was published to publicise discrimination. It may be selective in the information it provides. • Example of use/problem related to purpose: Source 3 is designed to promote a positive image of Carlisle Indian School - which was the first of its kind. The schools aimed to eliminate Native American culture (language, dress etc.), so this does not give a full picture of the schools. • Methodology: candidates may suggest additional sources that could be used to verify inferences or content of sources. Official records of work groups in CCC camps could be used to verify the account in S6. Records of numbers voting in elections, especially on reservations, could be used to assess how effective the Indian Citizenship Act was in giving Native Americans a voice. • Historians' questions might concern the impact of federal government on the lives of minorities (sources 1, 5, 6 and 7) 	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>Generic comments about types of sources will not be rewarded above L4 in AO2a unless there is explicit use (rather than reference to) one or more of the sources provided.</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 investigate questions framed around second order concepts such as cause, change, significance. Do not reward highly responses that simply identify topics that historians might investigate. These responses simply claim that content is useful (L4).</p> <p>To be rewarded at L2 and above candidates need to show how the sources provided could be used to support these enquiries.</p> <p>Candidates who use the sources to explain elements of historical methodology (e.g. cross referencing) should be rewarded as showing understanding of how historians work (L2).</p>

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