

GCE

History B

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

Advanced Subsidiary GCE

Mark Scheme for June 2017

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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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Annotations

Annotation	Meaning of annotation
	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

	Answer	Mark	Guidance
1a	<p><u>Knowledge and Understanding</u> Candidates should use their understanding of how sources were compiled to judge the extent to which the evidence presented can be accepted as factually accurate. Contextual knowledge of Viking activities in Scandinavia and abroad in the period covered by the sources will help candidates in their analysis. A knowledge and understanding of the value and limitations of contemporary historical sources and recently excavated archaeological evidence will be of considerable benefit to candidates.</p> <p><u>Evidence from the Sources that can support the interpretation</u> Source 1: the 865 entry identifies plunder as the main objective. Source 3: a grave hoard of treasure in Norway derived from various distant places suggests the value placed on gold. Source 5: ‘they journeyed for distant gold’. Source 6: Harald Hardrada ‘amassed a vast hoard of wealth’ / ‘gold and treasure of all kinds’ through his exploits abroad.</p> <p><u>Evidence from the Sources that can challenge the interpretation</u> Source 1: the 878 entry identifies settlement as the main objective. Source 4: Vikings raided and invaded because they were obliged to do so; the objective of the king was to gain political control over England.</p>	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 (e.g. farmers and pirates) this should be rewarded at Level 2 and above.</p>

<p>Source 2: implicit in this account is the Vikings' search for farmland abroad due to difficult economic conditions in their homelands.</p> <p>Source 7: land shortage is identified as 'the basic reason' for Viking invasions of England.</p> <p><u>Interpretation and evaluation of Sources</u></p> <p>Source 4 explores the infrastructure of Viking raids and reveals how ordinary Vikings, while willing participants, were not, in this instance, the instigators. The stated objective is political and more obviously linked to the acquisition of territory than gold. Similarly, Source 7 clearly identifies the quest for land as a prime objective. The historian implies that the archaeological evidence shows changes in inheritance practices, although this is clearly an interpretation of the evidence rather than directly stated by the remains. Source 2 does not comment directly on the causes of Viking raids but, given its historical context, like Source 7 and the second half of Source 1, it also strongly supports an alternative interpretation that land was the primary objective – candidates might suggest this account could have been a direct response to questions asked by Alfred concerning the reasons for the Viking invasions.</p> <p>Source 5 is a rare written Viking account from the period of the raids, however, as a tombstone celebrating the achievements of Harald, it may neglect more mundane reasons for why he and his brother journeyed afar. The gold they sought could have been acquired through trading, not raiding – conceivably Harald and his brother were merchants, not pirates.</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> <p>To reach L2 in AO2a candidates must either evaluate a source using its provenance or undertake genuine cross-referencing by using one source to interpret or evaluate another.</p>
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	<p>Source 3, at first sight, seems to confirm the interpretation but this treasure might have been acquired through trade, not raids.</p> <p><u>Judgement</u> Candidates need to reach a conclusion to score at Level 2 and above in AO2. There is evidence to support the interpretation and evidence that challenges it in different ways. Candidates are likely to conclude the interpretation is simplistic and incomplete. Other forms of ‘booty’ might be considered such as the acquisition of slaves. The interpretation does not consider variations across time and place. Candidates may conclude the desire for gold and other portable treasure was the main reason for the start of the Viking raids but, as time passed, the desire for land became more important. Candidates may conclude that ‘need’ was at least as important as ‘greed’.</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>
1b	<p>To reach level 3 and above, candidates need to develop evaluative ideas in relation to the content and context of specific sources. 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: candidates have been provided with several different types of source; one of the most unusual is Source 2 which is seemingly a verbatim statement heard from a ‘Viking’ visitor at the court of Alfred the Great at the time of the Viking invasions of England; by contrast,</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 of reliability/typicality/purpose/used for it to be rewarded in AO2a/L3.</p>

<p>multiple Viking hoards of treasure (Source 3) have been found both in Scandinavia and lands settled by Vikings.</p> <p>Reliability: the propagandist character of contemporary texts written by the enemies of the Vikings must always be taken into consideration (Source 1 and 4); the Nordic sagas are known to be unreliable – candidates might question the accuracy of the detail of Source 6, written 200 years after the events it describes, and the reliability of its sweeping statements concerning Harald’s accumulation of treasure. To be rewarded candidates must go beyond the generic.</p> <p>Purpose: Viking tombstone inscriptions (Source 5) are brief and, typically, record how it was hoped the deceased would be remembered, not, necessarily, how they lived.</p> <p>Historians’ questions: candidates need to step back from the sources and look at the other lines of enquiry that can be followed. The sources could be used by historians to address a number of different questions related to such matters as why Vikings were so eager to amass gold and other treasure, where they went to acquire this treasure, how they achieved their objectives abroad, the infrastructure of Viking society and its economic base and how this changed over time.</p> <p>Missing source types/content and why this might be an issue: inevitably this selection of evidence provides a very limited insight into Viking activities abroad that extended over 250 years and impacted upon at least four continents. Thus there are ample opportunities for candidates to identify episodes in the history of Viking</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. 'Historians' questions' means questions related to second-order concepts e.g. cause and consequence, change and continuity, progression, significance.</p>
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	raids and invasions not referred to in the sources (e.g. concerning Ireland). No sources allude to the conquest of Normandy or the subsequent conquest by the Normans of England. Images of Vikings raiding / invading (e.g. the Bayeux Tapestry) are missing from the selection.		
2a	<p><u>Knowledge and Understanding</u> Candidates should use their understanding of how sources were compiled to judge the extent to which the evidence presented can be accepted as factually accurate. Candidates will benefit from having a breadth of knowledge and understanding of the Renaissance in relation to the interest in antiquity that, in part, defines it. A knowledge and understanding of the role of the Medici family (Source 5 and 3) in the Renaissance will prove useful, not least in developing candidates' discussion of the links between intellectual pursuits and politics in the period. Knowledge of the work of Machiavelli, particularly 'The Prince', is helpful in the analysis of Source 6.</p> <p><u>Evidence from the Sources that can support the interpretation</u></p> <ul style="list-style-type: none"> • Source 2: the pursuit of the past is described here as a pleasant and interesting activity – there is nothing in the account to suggest it serves any greater purpose than that of satisfying intellectual curiosity. • Source 3: the collection of ancient books is depicted here as an intellectual pursuit that provides unspecified intellectual 'rewards' for 'all students of letters'. • Source 5: Piero de' Medici is revealed as collecting antiquities because it 'fills his soul with delight and 	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> <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 either evaluate a source using its provenance or undertake genuine cross-referencing by using one source to interpret or evaluate another.</p>

	<p>pleasure’.</p> <ul style="list-style-type: none"> • Source 7: Renaissance architecture was inspired by the architecture of ancient times. <p><u>Evidence from the Sources that can challenge the interpretation</u></p> <ul style="list-style-type: none"> • Source 1: this source argues that knowledge of the past can make men more virtuous in the present and better able to make the right decisions • Source 6: Machiavelli urges princes to learn political lessons from the past. • Source 3: Lorenzo de’ Medici suggests the collection of antiquities is sometimes done for reasons of self-aggrandisement. <p><u>Interpretation and evaluation of Sources</u></p> <p>The political status of the writer of Source 1 implies he has in mind the decisions taken by counsellors such as himself. This recognition of the value of learning political lessons from the past is also found in Source 6. Lorenzo de’ Medici’s comments in Source 3 point to a more cynical use of the past as a means of self-glorification, emulating, ironically, the impulse of art collectors in classical times. Some candidates may detect the frivolity of tone in Sources 2 and 3 and reflect upon the implications this has upon the way in which the historian should ‘read’ them.</p> <p>The sources that offer no particular reason for the study of the past and the collection of antiquities beyond that of satisfying intellectual curiosity (Sources 2, 3 and 5) might be recognised as being extracts from longer documents in which comments on the value of these activities might</p>		
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	<p>have been developed; Source 3 is especially problematic in its vague comment on ‘rewards’ – these might be more than those of a purely intellectual kind. Source 2, like Source 1, is written by an official with civic/political responsibilities – the two taken together could be used as evidence to suggest that an interest in and knowledge of Italian history was a necessary accomplishment for those engaged in public life. Source 7 comments on both the study of the past for reasons of nostalgia and as a source of creative inspiration.</p> <p><u>Judgement</u> Candidates need to reach a conclusion to score at Level 2 and above in AO2. There is evidence to support the interpretation and evidence that challenges it in different ways. Candidates are likely to conclude the interpretation needs amending to reflect the ways in which the study of the past was encouraged for political and moralistic reasons. Some may also import the ‘social-climbing’ element of Source 3 into a new interpretation. This cynicism, some might argue (by comparing, for example, the Medici interest in antiquities in Sources 5 and 3), developed over time. Few will reject the given statement in its entirety since it is well supported by several of the sources.</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>
2b	<p>To reach level 3 and above, candidates need to develop evaluative ideas in relation to the content and context of specific sources. 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</p>

<p>Typicality: this offers a wide range of source types although most were written with publication in mind; this is less certain with Source 2, the personal nature of the description, like the self-effacing character of Source 3, providing an interesting insight into the Renaissance mind-set.</p> <p>Reliability: Source 3, for the reason identified above, is particularly compelling as 'reliable' evidence; the account in Source 5 reads as though the writer has actually seen everything he has described and that he has spoken with the collector (which indeed he had). Source 7 highlights the problem of accepting secondary histories (such as this) as reliable evidence in its dismissal of the views of nineteenth century historians.</p> <p>Purpose: candidates might presume that the author of Source 5, a famous Renaissance sculptor, would be reluctant to say anything that might offend Piero de' Medici who is likely to have been his patron.</p> <p>Historians' questions: candidates need to step back from the sources and look at the other lines of enquiry that can be followed. The sources could be used by historians to address a number of different questions related to such matters as who collected what; how far, in what ways, and by whom the study of the past was encouraged, and how this changed over time.</p> <p>Missing source types/content and why this might be an issue: the sources lack a focus on the ways in which the art of the past impacted upon the art of the present, and ways in which the past was invoked in Renaissance art;</p>	<p>of the topic.</p> <p>Candidates need to develop each example of reliability/typicality/purpose/used for it to be rewarded in AO2a/L3.</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. 'Historians' questions' means questions related to second-order concepts e.g. cause and consequence, change and continuity, progression, significance.</p>
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	to this end pictorial evidence especially is notable for its absence.		
3a	<p><u>Knowledge and Understanding</u> Knowledge and understanding of nationalist movements (e.g. Young Italy) and associated events (e.g. revolutions and parliamentary crises) will be of great benefit to candidates in their analysis of the sources. Candidates will need to use their own knowledge in any consideration of the methods adopted by nationalists in the period after 1815.</p> <p><u>Evidence from the Sources that can support the interpretation</u></p> <ul style="list-style-type: none"> • Source 1: this source identifies guerrilla warfare as the ‘true method’ for nationalists seeking to emancipate themselves ‘from a foreign yoke’. • Source 5: this describes an armed uprising in support of Italian nationalism. • Source 6: Bismarck makes evident in this source his military plans for the creation of a greater Germany. <p><u>Evidence from the Sources that can challenge the interpretation</u></p> <ul style="list-style-type: none"> • Source 2: mass meetings by unarmed men and women were an important method for promoting nationalist causes. • Source 3: the Zollverein was established with a view to promoting economic unity between German states – a vital step for nationalists towards political unity. • Source 4: political expedients are identified in this 	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 (e.g. Italians and Germans) this should be rewarded at Level 2 and above.</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> <p>To reach L2 in AO2a candidates must either evaluate a source using its provenance or undertake genuine cross-referencing by using one source to interpret or evaluate another.</p>

	<p>source – national representation and election to an assembly.</p> <ul style="list-style-type: none"> • Source 7: the place of nationalist propaganda is highlighted in this interpretation of the development of Italian nationalism. <p><u>Interpretation and evaluation of Sources</u></p> <p>Candidates are likely to demonstrate their knowledge of the popularity of Mazzini's Young Italy movement and its attempts at armed insurrection in 1834 and 1844, thus confirming that his instructions in 1831 proved to be more than mere rhetoric. The source also identifies education as an important method for advancing nationalism – a theme that is also visited by Source 7. Source 7 suggests that, despite Mazzini's conviction that guerrilla warfare was the most important strategy, political education ultimately proved to have more of an impact in Italy. The limited potential of the masses to achieve nationalist objectives by violent means identified at the start of Source 7 is supported by the observations of the weakness of the popular movement in Sicily in Source 5. Candidates should use their knowledge of the history of Italian unification to recognise that the 1848 rising, ultimately, was unsuccessful.</p> <p>A range of methods of nationalists in Germany in the nineteenth century is identified including peaceful public rallies (Source 2), the forming of an economic community of German states (Source 3), political engineering (Source 4), and military action (Source 5). These offer candidates ample opportunity to discuss the development over time of the strategies adopted by German nationalists. Source 6, a statement made, according to</p>		
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	<p>the source details, before Bismarck came to power, proved prophetic.</p> <p>Some candidates may compare and contrast the methods used by nationalists in Germany and Italy.</p> <p><u>Judgement</u> Candidates need to reach a conclusion to score at Level 2 and above in AO2. There is evidence to support the interpretation and evidence that challenges it in different ways. Candidates are likely to conclude the interpretation needs amending in order to reflect the importance of propaganda and other non-violent methods of achieving nationalist objectives. However they are likely to recognise that violence remained an important strategy of nationalists in both countries throughout the period.</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>
3b	<p>To reach level 3 and above, candidates need to develop evaluative ideas in relation to the content and context of specific sources. 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 5, it might be argued, is ‘untypical’ in that it is written by the leader of a revolution that, by his own reckoning, seems to have lacked good leadership; the level of detail it contains is notable – the only eye-witness account of a nationalist protest in the selection.</p> <p>Reliability: the image of the rally at Hambach Castle in 1832 (Source 2) is a ‘snapshot’ that doesn’t set this in context – candidates may consider the importance of</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 of reliability/typicality/purpose/used for it to be rewarded in AO2a/L3.</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>knowing whether or not the rally led to, or was otherwise associated with, acts of violence; the people in the image appear to be unarmed but this is not necessarily an accurate depiction. Some candidates might question the accuracy of Bismarck's comments (Source 6) reportedly made in 1862 and subsequently published in 1887.</p> <p>Purpose: Source 1 needs to be used with care – only with hindsight is the historian able to confirm that this declaration proved to be more than mere rhetoric.</p> <p>Historians' questions: candidates need to step back from the sources and look at the other lines of enquiry that can be followed. The sources could be used by historians to address a number of different questions related to such matters as the extent of popular support for nationalism in different places, the role of different factors in achieving nationalist objectives and how these changed over time; the significance of liberal ideas in the development of nineteenth century nationalism.</p> <p>Missing source types/content and why this might be an issue: sources covering the narrative of events in Italy between 1861-1870 are missing thus the advocacy of armed revolution as a method in this period cannot be assessed. Likewise the history of Germany's unification under Bismarck and the methods he adopted to achieve it are not included – these sources alone therefore do not prove the reliance on armed force outlined in Source 6. Verdicts from abroad (e.g. newspaper editorials) would make for interesting reading.</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. 'Historians' questions' means questions related to second-order concepts e.g. cause and consequence, change and continuity, progression, significance.</p>
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<p>4a</p>	<p><u>Knowledge and Understanding</u> Knowledge and understanding of the history of the struggle for civil rights in America, including key organisations, individuals and events, will be of great benefit to candidates in their analysis of the sources. Candidates will need to use their own knowledge in any consideration of the extent to which women played an important role in this struggle from 1865 to the 1970s.</p> <p><u>Evidence from the Sources that can support the interpretation</u></p> <ul style="list-style-type: none"> • Source 1: this illustration highlights the dominant role of men both as assassins and politicians during the struggle for civil rights. • Source 3: the ‘old lady’ in the source has a peripheral place in Malcolm X’s account of the place of inspirational men in the history of the UNIA – its leader, Garvey, and Malcolm X’s own father, a militant preacher. • Source 7: although ‘six sisters’ met with other protestors on May 2 1967, the majority were male, those carrying arms were all male, all those named in the source were male, and the writer, a founder and leader of the Black Panthers, was male. <p><u>Evidence from the Sources that can challenge the interpretation</u></p> <ul style="list-style-type: none"> • Source 2: a founder, and ‘perhaps, its first member’, of the NAACP, according to this source, was a woman. • Source 4: this source suggests white women were at least as significant as men in preventing 	<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> <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 either evaluate a source using its provenance or undertake genuine cross-referencing by using one source to interpret or evaluate another.</p>
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	<p>'interracial residential and sexual contact' in their neighbourhoods; in Detroit 'when most [male] demonstrations in Detroit were labor-oriented' women took the lead in initiating demonstrations concerned with race.</p> <ul style="list-style-type: none"> • Source 5: the direct action of a woman launched the Montgomery bus boycott in 1955-6. • Source 6: in this account of Native American direct action, a woman and her children are shown to have played a central role in the events described. <p><u>Interpretation and evaluation of Sources</u></p> <p>Source 1 invites comment on the role of male politicians in the history of the civil rights struggle – between 1865 and the 1970s the vast majority of American senators (and others in office, including all presidents) were male; the KKK however is known to have had thousands of female members even though those committing KKK outrages, such as this, were mostly men (the leadership too was dominated by men). The predominance of men in race organisations that advocated, where necessary, physical violence is also evident in Source 7, written about 100 years after the creation of Source 1.</p> <p>By contrast it is women in Source 4 who are shown as dominating race protests in Detroit in 1948. It is a white woman who is revealed in Source 2 as having a key role in establishing the biggest of all the race movements the NAACP. Sources 5 and 6 both imply women initiated the protests described although candidates might consider how far they acted independently of the race organisations to which they belonged (Parks was already an experienced NAACP activist by the time of her arrest -</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</p>
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	<p>something that an arrest record such as this would be unlikely to indicate); Parks, of course, is anything but a 'marginal' figure in the history of U.S. race relations.</p> <p><u>Judgement</u> Candidates need to reach a conclusion to score at Level 2 and above in AO2. There is evidence to support the interpretation and evidence that challenges it in different ways. Candidates are likely to conclude that while men may have played a dominant role in the history of the struggle for civil rights it is quite wrong to claim that the role of women was marginal. Some candidates might argue men and women were both central to the history of the civil rights struggle but they contributed to it in different ways. Sophisticated responses might consider the reasons for why women in this history have been more prone to being 'hidden' than men.</p>		<p>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>
4b	<p>To reach level 3 and above, candidates need to develop evaluative ideas in relation to the content and context of specific sources. 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 1 is not typical in that it is an illustration of KKK members at the very start of their history – the familiar hoods and cloaks are nowhere to be seen; the gentility of their dress (top-hats and frock coats) provides evidence for their socio-economic status that the later disguise would hide.</p> <p>Reliability: expect bland generic statements regarding the</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 of reliability/typicality/purpose/used for it to be rewarded in AO2a/L3.</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</p>

<p>reliability of memoirs; Source 6 poses a particular problem due to its incompleteness: there is no account here relating to the <i>first</i> defence witness; the sources for the historian's claims in Source 4 are not cited.</p> <p>Purpose: the purpose of Source 2 is to tell the history of the origins of the NAACP – it is interesting to note that the woman writing it has not done so entirely of her own volition: she claims to have been chosen to write it by other members – this enhances its reliability.</p> <p>Historians' questions: these sources could be used to address a variety of questions asked by historians concerning such issues as how civil rights movements were organised and how this developed over time; the methods adopted by civil rights activists in different contexts; changing attitudes towards racial minorities over time and the causes of these attitudes.</p> <p>Missing source types/content and why this might be an issue: there are no photographs in the selection – a photograph of a KKK rally might show the involvement of women; many aspects of the subject are not covered (e.g. the important role of women in the Freedom Rides and sit-ins); there is only one source related to the struggle of Native Americans for civil rights and none for some other communities (e.g. Chicanos); the perspective of the women involved in those topics covered (e.g. the 'six sisters' mentioned in Source 7) is not always represented; some very significant female civil rights activists are not referenced (e.g. Ida B. Wells) and the absence of comment on the NACW (National Association of Colored Women) is a notable omission.</p>	<p>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. 'Historians' questions' means questions related to second-order concepts e.g. cause and consequence, change and continuity, progression, significance.</p>
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APPENDIX 1

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

Generic Mark Scheme for Questions 1(a), 2(a), 3(a), 4(a).

Maximum mark: 35

Allocation of marks within question (a): 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 dependent on the available evidence and how it is interpreted. Suggests and justifies, through a sophisticated use of the 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 dependent on the evidence that is inferred from sources. Uses evidence inferred from 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 dependent 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 about bias, exaggeration and lack of typicality. Cross-references information from sources. 3-4	Uses evidence inferred from 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 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 Questions 1(b), 2(b), 3(b), 4(b).

Maximum mark: 15

Allocation of marks within question (b): 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

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

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

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Email: general.qualifications@ocr.org.uk

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Facsimile: 01223 552553

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