

**History B**

Advanced Subsidiary GCE

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

**Mark Scheme for January 2011**

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**Generic Mark Scheme for F984 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).

	<b>AO1 Knowledge and Understanding</b>	<b>AO2a Sources</b>	<b>AO2b Interpretations</b>
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

	<b>AO1 Knowledge and understanding</b>	<b>AO2a: Interpretation of sources</b>	<b>AO2b: Historical interpretations</b>
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;"><b>13-15</b></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;"><b>9-10</b></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;"><b>9-10</b></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;"><b>10-12</b></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;"><b>7-8</b></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;"><b>7-8</b></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;"><b>7-9</b></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;"><b>5-6</b></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;"><b>5-6</b></p>

	<b>AO1 Knowledge and understanding</b>	<b>AO2a: Interpretation of sources</b>	<b>AO2b: Historical interpretations</b>
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;"><b>4-6</b></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;"><b>3-4</b></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;"><b>3-4</b></p>
Level 5	<p>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.</p> <p style="text-align: center;"><b>1-3</b></p>	<p>Uses sources in isolation. Extracts relevant information from sources at face value.</p> <p style="text-align: center;"><b>1-2</b></p>	<p>Matches information in the sources to show how the interpretation is right and/or wrong.</p> <p style="text-align: center;"><b>1-2</b></p>
Level 6	<p>No additional knowledge is provided. Does not use appropriate historical terminology. Structure is incoherent.</p> <p style="text-align: center;"><b>0</b></p>	<p>No use is made of the sources. Misunderstands sources.</p> <p style="text-align: center;"><b>0</b></p>	<p>No successful matching of information or evidence to the interpretation.</p> <p style="text-align: center;"><b>0</b></p>

**Generic Mark Scheme for F984, 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).

	<b>AO1 Knowledge and Understanding</b>	<b>AO2a Sources</b>	<b>AO2b Interpretations</b>
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

	<b>AO1 Knowledge and understanding</b>	<b>AO2a: Analysis of sources</b>
Level 1	<p>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.</p> <p style="text-align: center;"><b>5</b></p>	<p>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.</p> <p style="text-align: center;"><b>9-10</b></p>
Level 2	<p>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.</p> <p style="text-align: center;"><b>4</b></p>	<p>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.</p> <p style="text-align: center;"><b>7-8</b></p>

	<b>AO1 Knowledge and understanding</b>	<b>AO2a: Analysis of sources</b>
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.  <b>3</b>	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.  <b>5-6</b>
Level 4	Some knowledge of the period occasionally used to support the analysis of the sources.  <b>2</b>	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.  <b>3-4</b>
Level 5	Some knowledge of the period but not used to support the analysis of the sources.  <b>1</b>	Fails to use the sources but explains some valid issues associated with historical sources generally.  <b>1-2</b>
Level 6	Little knowledge of the period – not used to support the analysis of the sources  <b>0</b>	Fails to use the sources but identifies some valid issues associated with historical sources generally  <b>0</b>

**Question 1****The Vikings in Europe 790s-1066****The impact of the Vikings on Normandy.**

**Interpretation: The Vikings who settled in Normandy became a serious threat to the French crown.**

Read the interpretation and Sources 1-7, then answer questions (a) and (b). Remember not to simply take the sources at face value. Use your own knowledge of the period to interpret and evaluate them.

- (a) Explain how far Sources 1-7 support this interpretation. You may, if you wish amend the interpretation or suggest a different interpretation. If you wish to do this you must use the sources to support the changes you make. **[35]**

**Knowledge and Understanding**

Candidates may use their wider knowledge to discuss the sources with other evidence, especially archaeological and art evidence. The nature of the written evidence might be discussed in general terms, for example Frankish sources tend to place emphasis on the legitimacy, or not, of the Norman state. Candidates will probably argue that the Vikings were a threat to the French crown, but better responses might argue that the situation changed over time and the Vikings/Normans eventually became part of mainstream French politics. Whether that meant they posed a threat to the French crown would then be a point for discussion. Better responses might point to the complexities of relationships between aristocrats and the crown in the period under study.

**Evidence from the Sources that can support the interpretation**

Source 1 cannot be used to support the interpretation without significant analysis of the provenance of the source. The argument would have to challenge Dudo of St. Quentin and argue that he was attempting to put a positive gloss on this event in order to give later Norman dukes legitimacy. This, of course, would be a very high level use of this source.

Source 2 cannot be used to support the interpretation without significant analysis of the provenance of the source. The argument would have to challenge the source and argue that it was attempting to put a positive gloss on this event in order to give later Norman dukes legitimacy. This, of course, would be a very high level use of this source. Exception: see Source 4 below.

Source 3 cannot be used to support the interpretation without significant analysis of the provenance of the source. The argument would have to challenge the Chronicle and argue that it was attempting to put a positive gloss on this event in order to give later Norman dukes legitimacy. This, of course, would be a very high level use of this source. Another alternative would be to argue that the source records the build up of the duchy and the massing of Vikings and others who would later become a real problem to the French crown or the source could be used to show the conquest of the Bretons with reference again to threats to the French crown. Both are again a high level response.

Source 4 supports the interpretation to a large degree. Indeed, Normandy became a very successful part of the French kingdom. The later expansion of Norman power might be twisted to challenge the interpretation. The reference to Charles the Simple being thrown over the back of his chair could be used to cross reference with Source 2.

Source 5: Limited balance; here Longsword is depicted as a player in the politics of the period. Own knowledge might be used to argue that all Frankish lords but also the powerful Normans took advantage of the weakness of French kings during this period.

Source 7 shows that the Normans are clearly enemies of the French crown and arguably acting as independent of the French kingdom which is a common theme in sources deriving from the Duchy. The ferocity of the Normans and their prowess in battle should be noted, so too their loyalty to their leader, and linked to an argument about military threat.

### **Evidence from the Sources that can challenge the interpretation**

Source 1 records the oath of fealty being sworn by Rollo to the French king, it entirely challenges the interpretation, candidates might cite the promise of military service and how Rollo will support Charles against his enemies. Charles pays a price – his daughter's hand in marriage and the land – but this is entirely normal for the period.

Source 2 records the Vikings accepting the Christian faith and being accepted into French society. Note how Robert becomes godfather to Rollo. Rollo promises to rule as a good leader protecting the inhabitants of his new land. Better candidates might note the Norman origins of the source and the need to legitimise the establishment of the Duchy of Normandy.

Source 3 records that the land has been unused – due to Viking raids? - Rollo rebuilds the duchy, constructing new buildings and encouraging settlement. The settlers are, however, Viking warriors and others. What laws are being imposed, Viking or Frankish, better candidates might recognise it was a balance of both. Rollo is once again a good Christian as he is a protector of the Church, an arguable French trait, but this could be challenged.

Source 5: Candidates might argue that Longsword acts as the loyal servitor in true French fashion even if he effectively imprisons his master, many chances to discuss elite culture here.

Source 6: Supports the interpretation. Here Longsword's successor is distinctly French. He is in many ways a model lord. Note the origin of the source which is very pro-Norman and written later when more developed ideals of chivalry and leadership had developed.

### **Evaluation of Sources**

Any source that has a Norman origin can be challenged. These sources sought to legitimise the Norman duchy; some even argued that the duchy was not part of the French kingdom. All but Source 4 fall into this category.

Source 1 is a good example of an attempt to give legitimacy to the Norman duchy. It could be cross referenced with 2 and 3. A discussion of the obligations of Rollo and his successors to the French crown could be advanced. Own knowledge might show that if these obligations existed they were not often met by the Normans, to support this cross reference with 6.

Source 2 could be cross referenced with 4, in 2 the Vikings pose no threat to the French crown but with 4 and own knowledge candidate could argue Rollo forced the French to hand over the duchy. This source can also be cross referenced with 1.

Source 3, cross reference with 1 and 2. Note the last line, a reference to conquest and perhaps plunder.

Source 4 puts the Normans into much wider context.

Source 5 shows a Norman duke both friendly to the French crown and prepared to take political advantage of the situation. Note the potential for cross reference with 1 where Rollo promises to protect the French king.

Source 6 is written along time after events, better candidates might recognise that Dudo is placing concepts of lordship that exist in a much later period on this 9<sup>th</sup>/10<sup>th</sup> century Norman leader.

Source 7 is the most obvious piece of supporting text for the interpretation. Note line 2 'the Normans had taken their ancestors' lands by force'. This contradicts Sources 1 and 2 and perhaps 3. Note the different provenance. Note also the Norman duke acts to protect his people, a sympathetic reference. Own knowledge might identify Henry I who was noted for enforcing royal rights in northern France.

### **Judgement:**

The evidence is mixed, and the candidates need to weigh it up. The ability of the Vikings to assimilate culturally is a factor. Candidates may consider the apparent speed and extent to which this happened. From there candidates might recognise that the Normans became another noble house competing for lands and influence in a highly unstable later-Carolingian and early-Capetian France. The interpretation can be improved by using this route, arguing that the relationship between all French barons and the crown was a complex one. This would lead to a balanced interpretation. Note, taken at face value the weight of the source challenges the interpretation.

- (b)** Explain how these sources are both useful and raise problems and issues for a historian using them. **[15]**

As a set the sources represent later authors using earlier primary sources to compile histories. All of the medieval sources do this to some degree. This poses a series of problems. Firstly, we do not have access to the original sources except in fragments and in the later secondary and tertiary traditions. Secondly, where were the sources compiled? Source 2 was written in the royal foundation of St. Denis, this may have influenced the content, for example putting a case for the lawful over lordship of the French monarchy over the Normans. Thirdly, the dates of the sources are open to question. Due to the nature of the composition of the sources which were written and re-written by successive generations of monks it is impossible to put firm dates on the composition of much of the medieval texts that we use to reconstruct and interpret the events of the period under study.

Candidates should consider issues of typicality, reliability and purpose raised by these points. They should suggest enquiries for which these sources could be useful and those where they would be of less use, using examples from individual sources.

**Question 2****The Italian Renaissance c1420-c1550**

Read the interpretation and Sources 1-7, then answer questions (a) and (b). Remember not to simply take sources at face value. Use your knowledge of the period to interpret and evaluate them.

**Interpretation: The Renaissance caused a revolution in the sciences.**

- (a) Explain how far Sources 1-7 support this interpretation. You may, if you wish, amend the interpretation or suggest a different interpretation. If you do this you must use the sources to support the changes you make. **[35]**

**Knowledge and understanding**

The specification mentions the scientific renaissance in relation to named scientists – da Vinci, Vesalius and Copernicus. Candidates should have contextual knowledge of their work – and the source set largely focuses on these men or the areas of science they worked in. Specifically, candidates should be able to refer to technological (especially military) developments in the Renaissance, the development of ‘scientific method’, the revolution in the way the Earth and Sun were perceived – Copernicus’ ‘heliocentric’ view – and the major advances in medical research through the work of da Vinci, Vesalius and others. Candidates might question how far the so-called ‘scientific revolution’ affected all areas of science (as Source 3 suggests, developments in chemistry were still in their infancy as alchemy continued to be practised) or how deeply the revolution went – a number of the sources suggest ideas for inventions which were highly impractical at the time or went little further than intellectual curiosity for the elite.

**Evidence from the sources that can be used to support the interpretation**

In Source 1, the implication is that the inventions da Vinci refers to are new, rather than based on existing designs.

Source 2 is one of da Vinci’s most famous designs. It suggests revolutionary thinking.

Source 4 refers to a more scientific method of observation and testing.

Source 5 suggests that Copernicus developed a new way of looking at the solar system.

Source 7 makes a case for revolutionary changes taking place during the Renaissance in a number of sciences.

**Evidence that can be used to challenge the interpretation**

In Source 1 da Vinci refers to chariots and particularly to ‘catapults’ that could suggest a development of existing technology.

The design in Source 2 was not implemented at the time – could be seen as simply a product of the imagination rather than ‘real’ science.

The strong emphasis on alchemy in Source 3 suggests backward looking ideas.

Source 5 shows that the ideas of Copernicus were not universally welcomed (though this need not preclude them being ‘revolutionary’).

In Source 6, Vesalius bemoans the decline of medical practice and the separation of studying medicine from its practical application.

**Evaluation of sources**

Context may show awareness of other designs / significance of da Vinci’s notebooks to develop comments about Source 1 and Source 2. Cross-referencing between Source 4 and either / both of Source 1 and Source 2 could be used to develop the idea that scientific approaches were changing. Candidates could show contextual knowledge of developments in astronomy,

especially Copernicus' 'heliocentric' view to reinforce Source 5. Source 6 provides an opportunity to show knowledge of Vesalius' work to reverse what he says in the source and could also be cross-referenced to Source 4. Source 7 can be seen to summarise developments seen in earlier sources (for example, 'arms and military instruments' with Source 1, 'medicine' with Source 4 and Source 6).

### Judgement (A02b)

Possible ways of improving / amending the interpretation:

Candidates may decide that this is an acceptable interpretation since it does not discount the importance of ancient science, but emphasises the new elements that developed in the Renaissance. It might be better to water down the insistence on 'revolution' and focus instead on a 'fusion' of old and new ideas.

However, the original interpretation is weakened by the generalisation about all sciences when the sources largely focus on medical, astronomical and military developments rather than a broader range (though contextual knowledge could be used to develop Source 7 and fill these gaps).

- (b)** Explain how these sources are both useful and raise problems and issues for a historian using them. **[15]**

The sources show some of the ideas, discoveries and interests of scientists during the Renaissance. They show developments in a range of disciplines and their tone can show the self-confidence and enthusiasm of some of the greatest scientists of the age although what is sometimes being described (flying machines and universal cure-alls) was outside the realms of possibility at the time. The sources present a largely positive view of human development during the Renaissance. The purpose of Source 1 needs considering – da Vinci is effectively writing an advert for his work in the hope of employment by the Sforzas. Source 3 takes this to extremes. Paracelsus openly boasts about his alchemical discovery and makes highly exaggerated claims about the so-called 'Tincture of the Philosophers'. Should the source simply be discounted as ravings or does it have something to say about the debate between different scientific philosophies? Source 6 might also be regarded as self-congratulatory. The purpose behind this description of the dilapidated state of medical care was possibly to promote the new approach and discoveries of Vesalius. In these ways, a number of the sources display a vested interest in promoting the author. Candidates could also note the omissions in these sources – mathematical developments are missing, as is botany / natural science for example – and why this omission is significant to particular enquiries.

**Question 3****European Nationalism 1815-1914: Germany and Italy**

Read the interpretation and Sources 1-7, then answer questions (a) and (b). Remember not to simply take the sources at face value. Use your knowledge of the period to interpret and evaluate them.

**Interpretation: Economic issues drove developments in Germany and Italy in the nineteenth century**

- (a) Explain how far Sources 1-7 support this interpretation. You may, if you wish, amend the interpretation or suggest a different interpretation. If you do this you must use the sources to support the changes you make. **[35]**

**Knowledge and understanding**

Candidates may use their knowledge to develop/explain the evidence in the sources that supports/challenges the interpretation. For example, Source 1 - knowledge of the state of Germany post 1815, Source 2 - knowledge of the role of the Papacy in Italy and with reference to reform, nationalism and unification, Sources 3 and 4 - knowledge of events in Germany and Italy in 1847-8, Source 5 - knowledge of the Zollverein and of the rivalry between Prussia and Austria, Source 7 - knowledge of the Kaiser and of Germany post-unification.

Candidates may use their knowledge to check the claims being made in the sources, for example knowledge could be used to confirm the claims being made in Source 1, knowledge could be used to explain how representative a view of the Pope's role in Italy this is - knowledge of the part played by Pius IX in 1848, Source 6 - knowledge of the role of ordinary Italians in unification, knowledge of German foreign policy in the years leading up to 1914 to check the claims of the cartoon.

Candidates may use their knowledge to make an informed use of the provenance of the sources, for example the purpose of Source 3 and the aims and role of the liberals in 1847-8, the purpose of Source 6 in relation to knowledge of Mazzini's ideas and hopes, Source 7 - knowledge of British-German relations at this time, knowledge of the arms race, purpose of this postcard.

Candidates may question the typicality of the material in the sources as a whole including the lack of sources about Germany in the 1850s, 60 and 70s. Candidates might explore the fact that several other important factors are not considered by these sources, for example the roles of Bismarck and Cavour.

Candidates may use their knowledge of nationalism in Germany and Italy across the period to compare with the pattern suggested by the sources. The patterns considered could be across time and between Germany and Italy - are their patterns different?

**Evidence from sources that can support the interpretation**

Source 1 - claiming that customs boundaries are stopping economic development, reform needed for economic reasons.

Source 3 - claims that economic motives are important ones driving demands for change - free trade, reducing poverty...

Source 4 - suggests that economic factors are important ones in explaining why change is needed.

Source 5 - suggests that Wurttemberg's economic ties with Prussia have been important and are bringing the German states closer together.

### **Evidence from the sources that can be used to challenge the interpretation**

Source 1 - economic difficulties are preventing change/development

Source 2 - argues the Papacy is the crucial factor. The Pope should head a confederation.

Source 4 - suggests that economic need has not brought about any change.

Source 5 - claims that economic factors are the reason why Wurttemberg will not support Austria's new customs union.

Source 6 - suggests that, despite the poverty of the people, they have no desire to support a revolution.

Source 7 - suggests other factors (military) are driving developments in Germany.

### **Evaluation**

Source 2 is clearly biased and is a case of special pleading for the Pope. Source 3 clearly has a purpose. It is from liberals and has been published to make the case for greater unity. It needs to be used in the context of 1847-8. Source 4 is also making a case and needs to be put in the context of 1848, the revolution and the rule of the King of Naples. Source 7 clearly shows a British view of Germany and the Kaiser.

### **Judgement**

There is evidence for both sides of the argument as there is scope to interpret and use some of the sources in different ways. There are some sources that suggest that economic factors were important but also some that suggest that they were not that significant or that there were other factors. A revised interpretation might suggest that the economic factor was one of several. Candidates might argue that economic factors seem to be consistently important for Germany but less so for Italy. There are no clear patterns over time although the last mention of economic factors does come in 1851.

- (b)** Explain how these sources are both useful and raise problems and issues for a historian using them. **[15]**

There are issues to be raised about individual sources eg the purpose of Sources such as 2, 3, 4 and 7.

Sources can be cross-referenced. For example, Sources 4 and 6 could be used together – the problems described might lead the writers to suggest that economic factors would cause much unrest, but there is no such suggestion. Sources 1,3 and 5 are all about economic factors in Germany - but each says something slightly different.

As a set the sources are deficient. There are many important factors, developments and individuals missing - especially individuals such as Bismarck, Cavour and Garibaldi. In fact the sources as a whole seem to say little about the importance of the contribution of key individuals. Candidates should also consider possible lines of enquiry in which these sources might be more or less useful.

**Question 4****Race and American Society 1865 - 1970s**

***Interpretation:* The federal authorities had little influence on the way African Americans were treated.**

- (a) Explain how far Sources 1-7 support this interpretation. You may, if you wish, amend the interpretation or suggest a different interpretation. If you do this you must use the sources to support the changes you make. **[35]**

**Knowledge and Understanding**

Candidates should recognise specific incidents covered by some of the sources and use their contextual knowledge to establish their significance in relation to general developments. Source 1 refers to the abolition of slavery (13<sup>th</sup> Amendment) and the development of the Ku Klux Klan during Reconstruction. The Plessy vs Ferguson Supreme Court judgement (Source 2) established the principle of 'separate but equal', essentially legalising Jim Crow. Source 4 shows, perhaps surprisingly early, the Supreme Court as supporting African American defendants in gaining a fair trial. Sources 3 and 7 show differing attitudes of Presidents, at differing periods, to the rights of African Americans. The commission reporting in Source 5 reflects the changing attitude of the Federal Government to Jim Crow. This could be set in the context of the 15<sup>th</sup> Amendment and Johnson's Voting Rights Act. The 'Little Rock Nine' incident (Source 6) is well known and candidates could refer to the actions of the School Board, Orvil Faubus, Governor of Arkansas, and President Dwight Eisenhower in relation to this incident.

**Evidence from the Sources that can support the interpretation**

Source 1: The implication is that African Americans are worse off after slavery was abolished (by the Federal Government) as white supremacist groups were allowed to terrorise them.

Source 2: While the intention of the ruling seems to be that African Americans should have equality, the reality was anything but equality. The failure to challenge segregation and inferior facilities on the part of the Supreme Court indicates the federal government's lack of will or ability to enforce the constitution.

Source 3: Tuskegee was set up by African Americans, for African Americans. There was no effort from the federal government to support this initiative.

Source 4: Although this is a positive action by the Supreme Court, when evaluated this source could support the interpretation.

Source 5: this is simply a report – there is no attempt to change what was happening.

Source 6: while the Little Rock Nine did attend the school, Faubus and the segregationists controlled the situation in many ways. The African American students required body guards and the following September all the schools in Little Rock were closed.

**Evidence from the Sources that can challenge the interpretation**

Source 1: Candidates might challenge the view in the source. 'Worse' in what way? While acknowledging problems caused by the KKK etc. they may indicate ways in which Federal aid was given.

Source 2: The Supreme Court clearly had a significant role to play.

Source 3: Roosevelt is ostensibly supportive of African American attempts to better themselves through education.

Source 4: this example is of a Supreme Court judgement overturning a state judgement.

Source 5: by setting up the commission, the federal government implied that it intended to enforce the constitutional rights of African Americans. There is no attempt to conceal the evidence.

Source 6: the Supreme Court judgement on Brown vs. Board of Education is being applied in Arkansas. Eisenhower sent in federal troops, enforcing the judgement by allowing the nine African American students to attend Little Rock High.

Source 7: of all the presidents in the period, Johnson did most to promote equality in the law.

### **Evaluation of Sources**

Candidates may cross-reference a number of sources. The role of the southern state authorities in segregation is apparent in Sources 2, 4 (original judgement), 5 and 6.

Access to education is the issue in Sources 3 and 6.

The views of presidents can be seen in Sources 3 and 7: they may be contrasted and used to demonstrate change over time.

Candidates may use their knowledge to comment on the image in Source 1 and the selection of image in Source 6.

The extent to which court judgements influenced future developments may be used to evaluate Sources 2 and 4.

### **Judgement**

There is evidence to support and challenge the interpretation and candidates should use this to provide a balanced argument. The interpretation may be found to be generally true or not, but candidates are likely to discern change over time in the extent to which federal government aimed to take the initiative.

**(b)** Explain how these sources are both useful and raise problems and issues for a historian using them. **[15]**

As a set the sources span the time period, but, where they are specific, the examples are drawn from the southern states. This could be deemed an issue, as many African Americans migrated north, where there was significant discrimination that was, perhaps, harder to counter.

The speeches of politicians may reflect more what the electorate wanted to hear than what the president believed, although analysis of the examples used in this set should lead candidates to the conclusion that while this was the case for Roosevelt, Johnson as a white southerner, was prepared to run with his convictions.

The changing context could be seen as an issue. The immediate post-civil war period saw the government willing to turn a blind eye to growing legalisation of segregation in the south for the sake of the Union, while by the end of the period events on the international front, such as the Second World War and the Cold War, not to mention the activities of the CRM, made it more difficult for the federal authorities to ignore the situation.

Candidates should suggest enquiries for which these sources could prove useful, such as for showing the changing attitudes of federal government, and the intransigence of some white southerners in the face of constitutional change and its enforcement.

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