

# OCR

Oxford Cambridge and RSA

## Wednesday 18 May 2016 – Afternoon

### AS GCE HISTORY B

#### F984/01 Using Historical Evidence – Non-British History

Candidates answer on the Answer Booklet.

**OCR supplied materials:**

- 12 page Answer Booklet  
(sent with general stationery)

**Other materials required:**

None

**Duration:** 1 hour 30 minutes



### INSTRUCTIONS TO CANDIDATES

- Write your name, centre number and candidate number in the spaces provided on the Answer Booklet. Please write clearly and in capital letters.
- Use black ink.
- Answer **both** subquestions from **one** Study Topic.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Do **not** write in the bar codes.

### INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **50**.
- This question paper contains questions on the following four Study Topics:
  - The Vikings in Europe, 790s–1066 (pages 2–4)
  - The Italian Renaissance, c.1420–c.1550 (pages 5–7)
  - European Nationalism, 1815–1914: Germany and Italy (pages 8–10)
  - Race and American Society, 1865–1970s (pages 11–13)
- You should write in continuous prose and are reminded of the need for clear and accurate writing, including structure of argument, grammar, punctuation and spelling.
- The time permitted allows for reading the Sources in the one Study Topic you have studied.
- In answering these questions, you are expected to use your knowledge of the topic to help you understand and interpret the Sources, as well as to inform your answers.
- This document consists of **16** pages. Any blank pages are indicated.

## The Vikings in Europe, 790s–1066

### The Impact of the Vikings

Read the interpretation and Sources 1–7, then answer questions (a) and (b). You will need to turn over for Sources 6 and 7. Remember not to take the sources simply at face value. Use your knowledge of the period to interpret and evaluate them.

*Interpretation:* The Vikings kept their own identity when they had contact with other countries.

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

**Source 1:** A report on a Viking site in Ireland.

The area enclosed by an earth bank (500 × 120m) was a Viking site of the type known as a longphort – a defensive enclosure which was built to protect the ships and army of Viking raiders, as well as plunder, local captives (whom they would sell as slaves) and cattle. As only 5% of the site has been dug, little can be said as yet about dwellings but one identifiable structure (located outside the enclosure and measuring 10 × 7m) appears to have been used for metal-working. Ongoing analysis of the finds suggests the site was occupied during the period from 830–920. So far Woodstown has only produced one grave. Described as one of the best equipped graves from Britain or Ireland, the grave goods included a 9th century sword, Scandinavian spearhead, shield boss, axe and whetstone. The significant social status of the man ceremonially buried was also indicated by the monument at the enclosure entrance. Woodstown Vikings seem to have been trading with locals which also suggests Viking colonisation and settlement in south-east Ireland.

*A modern description of finds at a Viking site at Woodstown, near Waterford.*

**Source 2:** A view of Duke William I of Normandy (927–42).

When Riulf saw that Duke William, his lord, was growing mightily strong and powerful with the assistance of his friends, he gathered together several of the chieftains of the Northmen and spoke these treacherous words: 'Our lord William has acquired Frankish friends and is deprived of our counsel and has failed to respond to the strength of our complaints. He is trying to shut us out from the kingdom altogether and presses down hard with the yoke of slavery on the necks of those who remain. And more than this: he wants to give the land which we own to his own kinsmen. Let us try to find a shrewd plan that will save us against that intended measure.' When William heard their demands, he replied: 'I cannot grant you the land you ask of me. However, I will freely give you all the gear I own, namely belts, helmets, horses, axes and swords wonderfully decorated with gold.'

*From 'The History of the Dukes of the Normans', written at the beginning of the 11<sup>th</sup> century by Dudo of St Quentin.*

**Source 3:** A poem.

The Irish often held to great acclamation  
 A fair, without law, without sin,  
 Without deed of violence, without impurity.  
 Three busy markets in the land,  
 The market of food, the market of livestock,  
 The market of the Northmen,  
 Where were gold and fine garments.

*From a poem describing a fair near Wexford in Ireland.*

**Source 4:** A chronicle.

In this year Anlaf came to London with ninety-four ships on the Feast of the Nativity of St Mary and set about attacking the city vigorously and tried to set fire to it as well. Then they went off and did the greatest damage any invading force could do, burning, ravaging and killing both along the coast and in Essex, Kent, Sussex and Hampshire. In the end they seized horses, rode as widely as they wanted and kept on doing indescribable damage. Then the king and his councillors decided to offer them blackmail money and supplies on condition they gave up the devastation. This they accepted and all the Viking army came to Southampton and took up winter quarters there, and they were supplied from the whole of Wessex. They were paid 16,000 pounds in cash.

*From the 'Anglo-Saxon Chronicle', describing events in 994.*

**Source 5:** A view of the Normans.

And when the great victory had been won by the valour of the forty Norman pilgrims, the prince and all the people of Salerno gave them great thanks. They offered them presents and promised them great rewards and begged them to remain to defend the Christians. But the Normans did not wish to take a money reward for what they had done for the love of God. They made their excuses for not being able to remain. So the prince sent them off to encourage others to go to those parts because of the wealth that was there and sent lemons, almonds and preserved fruits. These victorious Normans bore witness in Normandy that everything was as they had seen it.

*From 'A History of the Normans' written c.1080 by an Italian monk, describing events in southern Italy, 1015–16.*

TURN OVER FOR SOURCES 6 AND 7.

**Source 6:** A description of the Normans.

These Normans are eager to avenge injuries, always looking to enrich themselves from others rather than from their native lands. They are eager and greedy for profit and power, hypocritical and deceitful about almost everything, but between generosity and selfishness they take a middle course. Their leaders are generous because they wish to achieve a great reputation. They know how to flatter and are much addicted to the cultivation of eloquence, to such an extent that one listens to their young boys as though they were trained speakers. When circumstances require they are prepared to put up with hard work, hunger and cold; they are much addicted to hunting and hawking and they delight in fancy clothes and elaborate trappings for their horses and decorations on their weapons.

*From a contemporary account written by a Norman who had moved to southern Italy, where the Normans settled from the 1050s.*

**Source 7:** A depiction of the invasion of England in 1066.



*A scene from the Bayeux tapestry, made on the orders of a Norman bishop who took part in the invasion. The inscription is written in Latin.*

**The Italian Renaissance, c.1420–c.1550****Why was there a Renaissance in Italy?**

Read the interpretation and Sources 1–7, then answer questions **(a)** and **(b)**. You will need to turn over for Sources 3–7. Remember not to take the sources simply at face value. Use your knowledge of the period to interpret and evaluate them.

*Interpretation:* Civic pride drove the development of the Italian Renaissance.

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

**Source 1:** A letter to a patron.

To the honourable and generous man Piero de Medici of Florence.

Honourable and generous Sir. Considering that my low condition does not deserve to write to your nobility, only the perfect and good love I have for you and all your people gives me the daring to write. Just now I have heard that your father has decided to have an altarpiece made and wants a magnificent work, which pleases me very much. And it would please me more if through your generosity I could paint it. And if that happens, I am in hope with God's help to do marvellous things. And if the work were so large that your father decided to give it to several masters, or else more to one than another, I beg you as far as a servant may beg a master that you may be pleased to enlist your strength favourably and helpfully to me in arranging that I might have some little part in it.

*From a letter by Domenico Veneziano, a painter, to Piero de Medici, 1 April 1438.*

**Source 2:** A description of Pope Nicholas V.

He supported scholars wonderfully with money, offices and benefices. With these rewards he incited them to give public lectures, to compose original works and to translate Greek authors into Latin, so that Greek and Latin books, which had lain hidden in mould and darkness for six hundred years, have now at last attained splendour. He also sent cultivated men through all of Europe, to hunt out those books which had been lost through the negligence of our ancestors and the plundering of barbarians. Pope Nicholas V built magnificently and splendidly both in the city and in the Vatican. In Rome itself he reconstructed the papal palace adjoining Santa Maria Maggiore. He also began the great vault for the apse of St Peter's, by which the church itself is made more splendid and capable of holding more people. Toward those who were deserving he expressed his own gratitude and that of the Church of God.

*From 'The Life of Pope Nicholas V' by Bartolomeo Platina, 1460.*

TURN OVER FOR SOURCES 3–7.

**Source 3:** A donation of books.

To the best of my ability, I have tried to collect the best books, rather than a multitude of books, and to have single copies of each work. In this way, I have brought together a collection of almost all the works of the great Greek thinkers, especially those which are rare and difficult to find. As I constantly reflected on this matter, it seemed to me that I should fail to achieve my purpose unless I could ensure that the books which I have brought together with such great diligence and effort should be assigned to a secure location. Hence I realised that I could choose no place more suitable, or more appropriate for my fellow countrymen in particular. The peoples of almost the whole world come together in great numbers in your city, but especially the Greeks. They have a familiar relationship with you; when they put ashore at your city it seems to them that they are entering another Byzantium. In what place but Venice could I more honourably establish this library?

*From Cardinal Bessarion to the Doge and Senate of Venice, May 1468.*

**Source 4:** A letter to a patron.

In peacetime, I believe I can give as complete satisfaction as any other man in the field of architecture and the construction of both public and private buildings, and in conducting water from one place to another. Also, I can execute sculpture in marble, bronze and clay. Likewise in painting, I can do everything possible as well as any other, whoever he might be. Moreover, work could be undertaken on the monument of the bronze horse which will be to the immortal glory and eternal honour of the auspicious memory of His Lordship your father, and of the illustrious house of Sforza.

*From Leonardo da Vinci to Ludovico Sforza, Duke of Milan, c. 1481.*

**Source 5:** A painting of Venice.

*Gentile Bellini's 'Procession of the True Cross in Piazza San Marco', painted in 1496.*

**Source 6:** A description of Lorenzo the Magnificent.

He desired glory and excellence beyond that of anyone else. He did not wish to be equalled or imitated by any citizen even on verses or games or exercises, turning angrily against anyone who did so. He was too ambitious even in great affairs as he wished in everything to equal or emulate all the princes of Italy. In general, however, such ambition was praiseworthy and was responsible for making him renowned everywhere, even outside Italy, because he strove to bring it about that in his time all the arts and talents should be more excellent in Florence than in any other city in Italy. He showed favour to vernacular poetry, to music, architecture, painting, sculpture and all the fine and mechanical arts, so that the city was overflowing with all these graces.

*From Francesco Guicciardini's 'History of Florence', published in 1509.*

**Source 7:** A view of the ideal courtier.

I should like us to discuss something else which I consider highly important and which I think our courtier should certainly not neglect: and that is the question of drawing and the art of painting. Do not be surprised that I demand this ability, even if nowadays it may appear mechanical and hardly suited to a gentleman. For I recall having read that in the ancient world, children of gentle birth were required to learn painting at school, as a worthy and necessary accomplishment, and it was ranked among the foremost liberal arts; subsequently a public law was passed forbidding it to be taught to slaves. It was also held in great honour by the Romans. From painting many useful skills can be derived, not least for military purposes: a knowledge of the art gives one the facility to sketch towns, rivers, bridges, fortresses and similar things which otherwise cannot be shown to others. To be sure, anyone who does not esteem the art of painting seems to me to be quite wrong-headed.

*From Baldassare Castiglione's 'Book of the Courtier', published in 1528.*

## European Nationalism, 1815–1914: Germany and Italy

### The nature of nationalism

Read the interpretation and Sources 1–7, then answer questions (a) and (b). You will need to turn over for Source 7. Remember not to take the sources simply at face value. Use your knowledge of the period to interpret and evaluate them.

*Interpretation:* Italians and Germans were strongly nationalistic in this period.

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

**Source 1:** An agreement reached by German states.

The sovereign princes and free towns of Germany, driven by the common desire to carry into effect Article VI of the Peace of Paris of 30 May 1814, and convinced of the advantages which would result for the security and independence of Germany and for the repose and equilibrium of Europe from a firm and lasting union, have agreed to unite themselves in a perpetual confederation:

ARTICLE I. The sovereign princes and free towns of Germany, including their Majesties the emperor of Austria and the kings of Prussia, of Denmark, and of the Netherlands; that is, the emperor of Austria and the king of Prussia, for all of their possessions formerly belonging to the Holy Roman empire; the king of Denmark for Holstein; and the king of the Netherlands for the grand duchy of Luxemburg – unite in a perpetual union which shall be called the German Confederation.

II. The aim of the same shall be the maintenance of the external and internal safety of Germany and of the independence of the individual German states.

III. All members of the union have equal rights. They all engage alike to maintain the Act of Confederation.

*From the Constitution of the German Confederation, 1815.*

**Source 2:** A song.

Unity and justice and freedom  
 For the German fatherland!  
 For these let us all strive  
 Brotherly with heart and hand!  
 Unity and justice and freedom  
 Are the pledge of fortune;  
 Flourish in this fortune's blessing,  
 Flourish, German fatherland!

*'The Song of Germany', by the poet Hoffmann von Fallersleben. The song was composed in 1841.*

**Source 3:** A statement about nationalism.

The history of every age proves that no people can attain a high degree of intelligence and morality unless its feeling of nationality is strongly developed. This noteworthy fact is an inevitable consequence of the laws that rule human nature. Therefore, if we so ardently desire the emancipation of Italy, if we declare that in the face of this great question all the petty questions that divide us must be silenced, it is not only that we may see our country glorious and powerful but that above all we may elevate her in intelligence and moral development up to the plane of the most civilized nations. This union we preach with such ardour is not so difficult to obtain as one might suppose if one judged only by exterior appearances or if one were preoccupied with our unhappy divisions. Nationalism has become general; it grows daily; and it has already grown strong enough to keep all parts of Italy united despite the differences that distinguish them.

*From the writings of Count Cavour, 1846.*

**Source 4:** A letter.

No revolutionary government can possess authority or force unless elected by the people. I agree that revolutions are started by minorities but they will collapse unless accepted by the majority. In Sicily the revolution was started by Santoro, later killed by the people as a traitor; Miloro who was then arrested and tried in Sicily for corruption; the Pagano brothers who have become policemen and are cousins of the famous Malvica who was given command of the police when the royalist counter-revolution triumphed in Palermo.

*From a letter to Mazzini written in 1851 by a supporter of the 1848 revolution in Sicily.*

**Source 5:** A letter.

Piedmontese troops are in occupation in southern Italy, but only thanks to a rigorous and pitiless enforcement of martial law. The Piedmontese have kept Naples under martial law for six months; and Neapolitans are treated by them not as people fighting for independence, but as slaves who have revolted against their masters. Naturally bloodshed breeds more bloodshed. This always happens in civil strife, and Naples is now the scene of civil war as well as war between sovereign states.

*From a letter written by Pietro Calà Ulloa in 1863. Ulloa was Prime Minister of the Neapolitan government in exile.*

**Source 6:** A speech reported in a newspaper.

Recruits of my Guards Regiment, from this day you are incorporated into my army. Now you stand under my command and have been permitted the privilege of wearing my uniform. Wear it with honour. Think on our fatherland's glorious history. Think also that the German army must be armed against the inner foe as well as the foreign. More than ever unbelief and discontent raise their head in the fatherland, and it may come about that you will have to shoot or bayonet your own relatives and brothers. Then seal your loyalty with the offering up of your heart's blood. Now, go home and fulfil your duty.

*Emperor William II, speaking at the swearing-in of new recruits in Potsdam, 23 November 1891.*

TURN OVER FOR SOURCE 7.

**Source 7:** The aims of a political party.

The struggle of the working class against capitalistic exploitation is of necessity a political struggle. The working class cannot carry on its economic contests, and cannot develop its economic organisation, without political rights. It cannot bring about the transference of the means of production into the possession of the community, without having obtained political power.

To give to this fight of the working class a conscious and unified form, and to show it its necessary goal – that is the task of the Social Democratic Party.

The Social Democratic Party of Germany does not fight for new class privileges and class rights, but for the abolition of class rule and of classes themselves, for equal rights and equal duties of all, without distinction of sex or descent. Starting from these views, it combats, within existing society, not only the exploitation and oppression of wage-earners, but every kind of exploitation and oppression, whether directed against a class, a party, a sex, or a race.

*From 'The Erfurt Program', (1891): Programme of the Social Democratic Party of Germany in 1891.*

**Race and American Society, 1865–1970s****Differing attitudes towards racial minorities**

Read the interpretation and Sources 1–7, then answer questions **(a)** and **(b)**. You will need to turn over for Sources 3–7. Remember not to take the sources simply at face value. Use your knowledge of the period to interpret and evaluate them.

*Interpretation:* White Americans viewed African Americans and Native Americans as inferior.

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

**Source 1:** A Native American view.

You are the White Eagle who has come to steal the road. The Great Father (the President) sends us presents and wants us to sell him the road, but the White Chief comes with the soldiers to steal it before the Indian says yes or no. I will talk with you no more. I will go now and fight you! As long as I live I will fight you for the last hunting grounds of my people.

*Red Cloud, speaking in 1866, having withdrawn from the Fort Laramie talks when he heard about the government setting up forts on the Bozeman trail to protect miners in search of gold.*

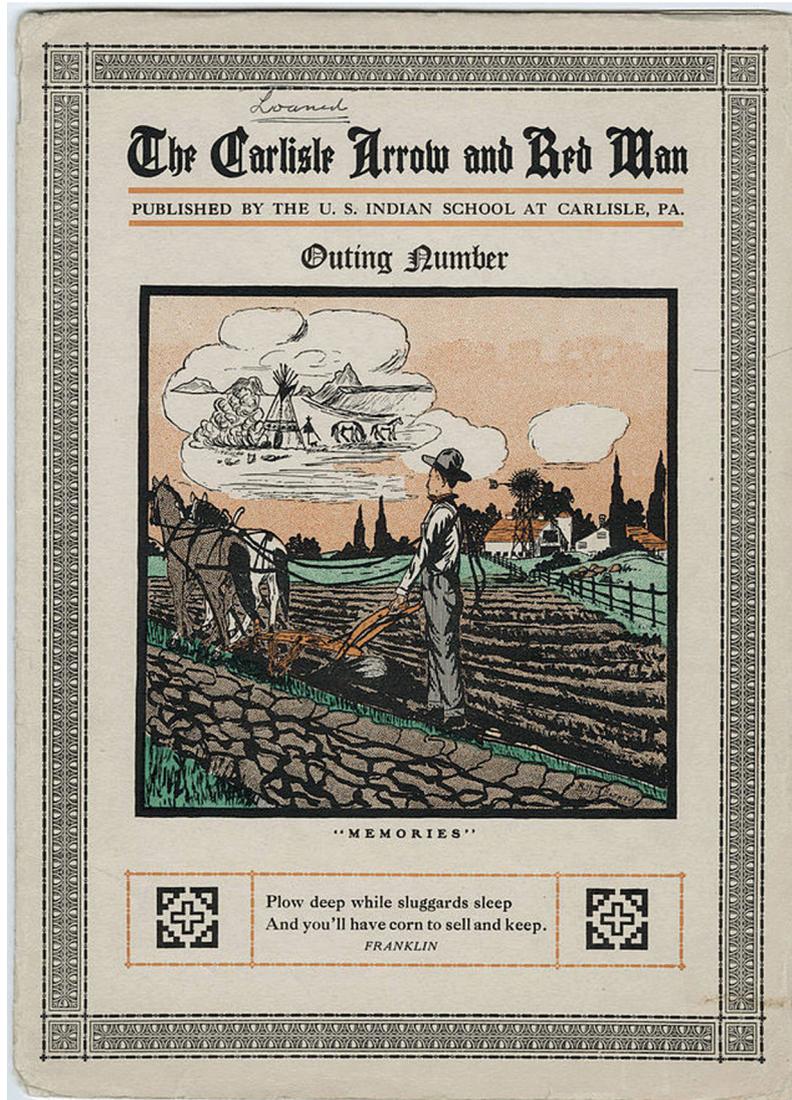
**Source 2:** A description of politics in Louisiana.

One of the worst features of the situation in Louisiana is the entire absence of the intelligent and well-to-do negroes from politics there. It is only the rascals and the dubious who get into power; and they are more terrible than the white rogues. They practise all the vices in the calendar; they take thousands of dollars diverted from their proper channels, and lavish them upon abandoned white women; they enrich themselves and boast of it.

*From a report written by Edward King in the magazine 'Scribner's Monthly', 1873–74.*

TURN OVER FOR SOURCES 3–7.

**Source 3:** A magazine cover.



*Magazine cover from Carlisle Indian Industrial School, Pennsylvania, published 1918.*

**Source 4:** An account of Native American actions.

The Indian, though a man without a country, who has suffered a thousand wrongs, threw himself into the struggle to help throttle the unthinkable tyranny of the Germans. The Indian helped to free Belgium, helped to free all the small nations, helped to give victory to the Stars and Stripes. The Indian went to France to help avenge the ravages of autocracy. Now, shall we not redeem ourselves by redeeming all the tribes?

*Written by a white supporter of assimilation, Dr Joseph K. Dixon, referring to soldiers who served in World War I. He was writing shortly before the passing of the 1924 Citizenship Act.*

**Source 5:** A federal law.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, that all non-citizen Indians born within the territorial limits of the United States be, and they are hereby declared to be, citizens of the United States: Provided that the granting of such citizenship shall not in any manner impair or otherwise affect the right of any Indian to tribal or other property.

*From the 1924 Indian Citizenship Act.*

**Source 6:** A description of arriving at a government work camp.

Here it was that Mr James Crow first definitely put in his appearance. When my record was taken, a 'C' was placed on it. When the busloads were made up at Whitehall Street an officer reported as follows: '35, 8 colored.' Until now there had been no distinction made, but before we left the bus the officer shouted emphatically: 'Colored boys fall out in the rear.' The colored from several buses were herded together, and stood in line until after the white boys had been registered and taken to their tents. This seemed to be the established order of procedure at Camp Dix. This separation of the colored from the whites was completely and rigidly maintained at this camp. One Puerto Rican man, who was darker skinned than I, and who preferred to be with the colored though he could have remained with the whites, was regarded as pitifully uninformed by the officers.

*From Luther C. Wandall, 'A Negro in the CCC', published in the NAACP magazine 'Crisis' in 1935.  
The Civilian Conservation Corps (CCC) provided six months' practical work for unemployed young men.*

**Source 7:** A speech by a president.

Many of the issues of civil rights are very complex and most difficult. But about this there can and should be no argument. Every American citizen must have an equal right to vote. Yet the harsh fact is that in many places in this country men and women are kept from voting simply because they are Negroes. Every device of which human ingenuity is capable has been used to deny this right. The fact is that the only way to pass these barriers is to show a white skin.

Wednesday I will send to Congress a law designed to eliminate illegal barriers to the right to vote. This bill will strike down restrictions to voting in all elections—Federal, State, and local—which have been used to deny Negroes the right to vote.

But even if we pass this bill, the battle will not be over. This is part of a far larger movement which reaches into every section and State of America. It is the effort of American Negroes to secure for themselves the full blessings of American life. Their cause must be our cause too. Because it is not just Negroes, but really it is all of us, who must overcome the crippling legacy of bigotry and injustice. And we shall overcome. All Americans must have the privileges of citizenship regardless of race. And they are going to have those privileges of citizenship regardless of race.

*From President L. B. Johnson's special message to Congress, March 1965.*

**END OF QUESTION PAPER**





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