

Advanced Subsidiary GCE

GCE HISTORY B

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

Specimen Paper

Additional Materials: Answer Booklet (...pages)

F984 QP

Morning/Afternoon

Time: 1 hours 30 minutes



INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer book.
Write your answers on the separate answer book provided.

This paper contains questions on the following 4 Study Topics:

- The Vikings in Europe 790s-1066
- The Italian Renaissance c.1420–c.1550
- European Nationalism 1815-1914: Germany and Italy
- Race and American Society 1865-1970s (page 2)

Answer **both** questions from one option.

INFORMATION FOR CANDIDATES

- Question **a** question is marked out of **35**.
- Question **b** is marked out of **15**.
- You should write in continuous prose and are reminded of the need for clear and accurate writing, including structure and argument, grammar, punctuation and spelling.
- The time permitted allows for reading the Sources in the one Option 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.

ADVICE TO CANDIDATES

- Read each question carefully and make sure you know what you have to do before starting your answer.

This document consists of **12** printed pages and **4** blank pages.

1 The Vikings in Europe 790s-1066

Viking Scandinavia and England, c978-1066

Read the interpretations and Sources 1-7

Interpretation: **In the century before the Norman Conquest the experience of the kingdom of England was of Anglo-Scandinavian integration rather than Viking conquest.**

- (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]

Remember not to simply take the sources at face value. Use your knowledge of the period to interpret and evaluate them.

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

Source 1: An English chronicle records some examples of Viking activity in England.

In this year [948] King Eadred ravaged all Northumbria because they had accepted Eric Bloodaxe, son of Harold Fairhair the King of Norway, as their king. In this year [952] the Northumbrians received Eric again as king. In this year [954] the Northumbrians drove out Eric and received Eadred as their king. In this year [978] King Ethelred succeeded to the kingdom. That year a bloody cloud was often seen in the likeness of fire. In this year [982] three ships of Vikings arrived in Dorset and ravaged Portland. In this year [991] Olaf came with 93 ships to Folkestone and ravaged it and then from there went to Sandwich and so from there to Ipswich and overran it and so to Maldon. And in that year it was first determined that tribute should be paid to the Danish men because of the great terror they were causing along the coast. In this year [1002] the King ordered to be slain all the Danish men who were in England. In this year [1004] Swein came with his fleet to Norwich and ravaged and burned the borough.

The Anglo-Saxon Chronicle (versions ACDE)

Source 2: An Anglo-Saxon heroic poem describes the defeat of an English army in 991 by Vikings.

The wolves of slaughter, that Viking host, pressed forward. Ready to meet the fire stood Brihtnoth, the King's noble thegn, and his men. One of the Viking warriors let fly an arrow which pierced the thegn and then the heathen wretches cut him down. Men were falling, worn out by their wounds, the slain fell to the earth.

The Battle of Maldon

Source 3: An almost contemporary German chronicler describes the events of 1012-1016

I have heard that the English have very often suffered indescribable misery from Swein, the son of Harold, the fierce King of the Danes and have paid tribute to these unclean dogs. Ethelred, King of the English, died in 1016; and in the month of July the brothers Harold and Cnut, with their general Thorkel and with 340 ships set out and besieged London where the queen [Emma] grieving for her husband, was staying.

Chronicle of Thietmar of Merseburg

Source 4: An English chronicler describes the accession of Cnut.

In this year [1017] King Cnut received the dominion of the whole of England and divided it into four parts: Wessex for himself; East Anglia for Earl Thorkel; Mercia for Ealdorman Eadric; Northumbria for Earl Eric. He made a treaty with the leading men and all the people and established a firm friendship and put an end to all ancient enmities.

Chronicle of Florence of Worcester

Source 5: An introduction to a code of laws which had been brought before an assembly of English and Danes.

King Cnut with the advice of his councillors completely established peace and friendship between the Danes and the English. The councillors determined that they would hold the one Christian faith, would love God and observe King Edgar's laws.

Preface to Cnut's Laws, 1018

Source 6: An English chronicle records the accession and early actions of Edward the Confessor.

In this year [1042] King Harthacnut died and all the people received Edward as king, as was his natural right. And this year the King rode from Gloucester together with Earl Leofric, Earl Godwin and Earl Siward with their retinue to Winchester where they came unexpectedly on the lady the King's mother [Queen Emma] and deprived her of all her treasures.

The Anglo-Saxon Chronicle (Versions C and D)

Source 7: A contemporary Norman chronicler describes the invasion of Northumbria by a Viking army in September 1066

Harold [Godwinson] had departed into Yorkshire to make war on his brother Tostig and on Harold, the King of Norway. It is not to be wondered that Tostig, outraged by injustice and eager to regain the possessions of which he had been deprived, should have brought foreign troops against his brother.

William of Poitiers, The Deeds of William Duke of the Normans and King of the English

2 The Italian Renaissance c1420-c1550

Warfare and Society in Renaissance Europe

Read the interpretation and Sources 1-7

Interpretation: The overriding concern of Renaissance rulers was warfare and conquest.

- (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]

Remember not simply to take sources at face value. Use your knowledge of the period to interpret and evaluate them.

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

Source 1: The author of a detailed chronicle on the reign of Charles VII of France (1422-67), who was also a royal herald, comments on the policies of the King of England.

The English are all good archers and soldiers and when their king wants to raise an army to wage war in France he sends it to get what he wants. This nation is cruel and bloodthirsty. They make war on all nations and all that they gain they send back to their realm and through this it is rich.

Gilles le Bouvier

Source 2: The cost of warfare compared to the annual revenues of the rulers starting the war.

Date	Theatre of War	Cost (per year)	Revenue (per year)	Currency
1482-92	Spain v. Granada	80,000,000	150,000,000	Maravedis
1515	France v. Milan	1,800,000	4,900,000	Livres
1523	France (expeditions to Italy and Scotland)	2,600,000	5,150,000	Livres
1526	Florence v. France	261,000	268,000	Florins
1537-40	Venice v. Turks	1,500,000	1,340,000	Ducats
1544	France v. England	6,000,000	9,000,000	Livres
1544	England v. France	650,000	250,000	Pounds

Source: J.R.Hale *War and Society in Renaissance Europe*

Source 3: Charles VIII, King of France, draws up a report to be circulated throughout his kingdom.

Today I besieged one of the strongest places in this whole region of Italy. It is called Monte San Giovanni. My cousin Montpensier had arrived before me with my artillery and made a breach wide enough for an assault by men-at-arms and others. Thanks to God the town has been taken with little loss to me.

Bulletin, 4 February 1495

Source 4: An English nobleman celebrates the accession of Henry VIII, as King of England in 1509.

If you could know how the world here is rejoicing in the possession of so great a prince. Our King does not desire gold or silver, but virtue, glory, immortality. The other day he said to me: 'I wish I were more learned than I am'. I replied: 'That is not what we expect of your grace but that you should foster and encourage learned men'. He said: 'Yea, surely, for without them we should scarcely exist at all'.

Lord Mountjoy, Letter to Erasmus of Rotterdam

Source 5: An Italian political theorist comments upon the career of the king of Aragon.

Among the princes of our time Ferdinand of Aragon may almost be accounted a new prince, since from one of the weakest he has become, for fame and glory, the foremost king in Christendom. In the beginning of his reign he made war on Granada, which enterprise was the foundation of his power. Moreover, to enable him to engage in still greater undertakings he always covered himself with the cloak of religion.

Niccolo Machiavelli, The Prince, 1513

Source 6: The Emperor Charles V sets out his thoughts on peace and war

When I sat down to think out my position, I saw that the first thing at which I must aim, and the best God could send me, was peace. Peace is beautiful to talk of but difficult to have without the enemy's consent. I must therefore make great efforts. However much I scrape and save it is often difficult to find the necessary means. A successful war may help me but I cannot support my army let alone increase it.

Private memorandum, 1525

Source 7: The Venetian ambassador to France describes King Francis I

The king is now fifty-four years old. He has a sound judgement and wide learning, there is no object, study or art which he cannot judge with as much assurance as a specialist. His knowledge is not confined simply to the art of war, but is also very experienced in hunting, painting, literature, languages and the different bodily exercises appropriate to a good knight.

Marino Cavalli, letter to the Venetian Republic, 1546

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SPECIMEN

3 European Nationalism 1815-1914: Germany and Italy**The importance of Bismarck and Cavour in the unification of Germany and Italy**

Read the interpretation and Sources 1-7.

Interpretation: **German and Italian unification and the states that emerged from unification were the creations of Bismarck and Cavour.**

- (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]

Remember not to simply take the sources at face value. Use your knowledge of the period to interpret and evaluate them.

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

[15]

SPECIMEN

Source 1: Mazzini publishes his statement of principles in 1831.

Young Italy is a brotherhood of Italians who believe in a law of Progress and Duty and are convinced that Italy is destined to become one nation - convinced also that she possesses sufficient strength within herself to become one.

Young Italy is Unitarian - Because without unity there is no true nation. Because without unity there is no real strength; and Italy, surrounded as she is by powerful, united jealous nations, has the need for strength before all things.

The means by which Young Italy proposes to reach its aims are - education and insurrection.

From 'General instructions for members of Young Italy' by Giuseppe Mazzini, published in 1831.

Source 2: Metternich writing about the Zollverein in 1833.

The situation has changed as a result of the formation of the Prussian Customs Union. Now a number of independent states accept, in relation to a neighbour superior in power, the obligation of conforming to its laws, of submitting to its control in a most important branch of public finance. The equality of rights of the members now vanishes.

Within the great Confederation, a smaller confederation is being formed. Little by little, under the direction of Prussia and by the necessary formation of common interests, the states which make up this union will act and vote in common on the basis of prearranged principles.

From Metternich's 'Memoires', published in 1882.

Source 3: A leading member of the National Society writes to a fellow Republican in August, 1856.

My friend has written again to me as follows: Our Garibaldi went to Turin on the thirteenth and I went with him. Cavour welcomed him with courtesy and friendliness, and hinted that he could rely on considerable official help. Cavour even authorised Garibaldi to pass on these hints to others. It seems that he is seriously thinking about the unification of our peninsula. Garibaldi took his leave of Cavour on very friendly terms and with these encouraging promises of help for the cause.'

It was all an act. What Cavour wants, and I'm sure of it, is just for Piedmont to be enlarged by a few years of Italian soil.

From a letter from Pallavicino to a fellow Republican, August 1856.

Source 4: Cavour writing to his representative in Paris on 1 August 1860.

If Garibaldi crosses to the mainland and takes over the Kingdom of Naples and its capital, as he has in Sicily and Palermo, he becomes absolute master of the situation. King Victor Emanuel loses almost all his prestige; in the eyes of nearly all Italians, he becomes merely the friend of Garibaldi. Garibaldi will not proclaim the republic at Naples, but he will not annex it to Piedmont either, and he will hold it as a dictator.

I believe it is our duty to the King and to Italy to do everything in our power to prevent his success. We must ensure that the government in Naples falls before

Garibaldi crosses to the mainland. This will save us from revolution, and it preserves the true strength and glory of the Italian movement, its national, monarchical character.

From a letter from Cavour to Piedmont's representative in Paris, 1 August 1860.

Source 5: A British view of Bismarck in 1862.

Monsieur de Bismarck might be described as [firstly] Prussian, [secondly] through and through Prussian and [thirdly] German through Prussian.

It may perhaps serve usefully to characterise this gentleman, if I state to your lordship my entire conviction of his high honour and integrity, that he has a great, perhaps undue, contempt of public opinion, and hardly less of German liberalism and its leaders, that he is frank to the verge of recklessness, in expressing his opinions, and has extraordinary command of temper. I think however that scarcely any considerations would weigh with him against the perspective of a territorial rounding off, for Prussia, which is the object of his life.

From a report by a British diplomat to a member of the British government, May 1862.

Source 6: Count von Eckstadt remembers what Disraeli told him in 1862.

In 1862 the Russian ambassador gave a dinner at which I was present. Among the guests was Bismarck who had a long conversation with Disraeli after dinner. The following is part of what Bismarck said which Disraeli repeated to me on the same evening:

When the army has been brought to such a state as to command respect then I shall take the first opportunity to declare war with Austria, to burst apart the German Confederation, bring the middle and smaller states into subjection and give Germany a national union under the leadership of Prussia.

*From the memoirs of Count von Eckstadt, written in 1886.
Disraeli was an important British politician.*

Source 7: A historian writes about Wilhelm II.

Personal rule under Wilhelm II existed only in the sense that, both before 1897 and for two decades thereafter, the parameters of movement that any chancellor or official possessed were determined by the Kaiser's likes and dislikes. Wilhelm did not, except rhetorically, issue orders but rather was pleased to allow or forbid, to appoint or to dismiss, according to his ever-erratic moods. He was never the German autocrat, but rather the one constant, unavoidable, unpredictable factor with which all statesmen in Berlin, for better or worse, had to reckon. Governing therefore became a task of operating within those confines and using ingenuity to alter Wilhelm's opinions.

From a biography of Wilhelm II published in 1989.

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SPECIMEN

4 Race and American Society, 1865-1970s**The causes of African American inequality**

Read the interpretation and Sources 1-7.

Interpretation: the main factor affecting the rights of African Americans in this period was Federal Government action.

- (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]

Remember not to simply take the sources at face value. Use your knowledge of the period to interpret and evaluate them.

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

Paper Total [50]

SPECIMEN

Source 1: An African American sets out the position of his race.

Our greatest danger is that in the great leap from slavery to freedom we may overlook the fact that the masses of us are to live by the production of our hands, and fail to keep in mind that we shall, prosper in proportion as we learn to dignify and glorify common labor and put brains and skill into the common occupations of life. No race can prosper until it learns that there is as much dignity in tilling a field as in writing a poem. It is at the bottom of life we must begin, and not at the top. Nor should we permit our grievances to overlook our opportunities.

*Booker T. Washington, The Atlanta Exposition Address, Georgia,
18 September 1895.*

Source 2: The opinion of the court in the case of Plessy vs. Ferguson, 1896.

The case turns upon the constitutionality of an act of the General Assembly of the State of Louisiana, passed in 1890, providing for separate railway carriages for the white and colored races. The constitutionality of this act is attacked upon the ground that it conflicts both with the Thirteenth Amendment of the Constitution, abolishing slavery, and the Fourteenth Amendment, which prohibits certain restrictive legislation on the part of the States.

That it does not conflict with the Thirteenth Amendment, which abolished slavery and involuntary servitude, except as a punishment for crime, is too clear for argument.

So far as a conflict with the Fourteenth Amendment is concerned, we cannot say that a law which authorizes or even requires the separation of the two races in public conveyance is unreasonable. We consider the underlying fallacy of the argument to consist in the assumption that the enforced separation of the two races stamps the colored race with the badge of inferiority.

From the opinion of the Supreme Court, delivered by Justice Brown

Source 3: The number of lynchings in sample years between 1882 and 1921.

Date	Number of lynchings
1882	42
1887	70
1892	161
1897	123
1903	84
1910	67
1915	56
1921	51

Figures from the Tuskegee Institute

Source 4: Racial definitions in the laws of the State of Mississippi.

Note: Art. 14, Section 263 of the Constitution of Mississippi which prohibits marriage of a white person with a Negro or mulatto, or a person having one-eighth or more Negro blood, does not determine the status of a person as to whether he is white or colored under Art. 8, Section 207 of the Constitution, which provides for separate schools for children of the white and colored races. The word “white” under Section 207 means a member of the Caucasian race and the word “colored” includes not only Negroes but persons of mixed blood having any appreciable amount of Negro blood.

From: a judgement in the case of Moreau vs. Grandich, (1917)

Source 5: From a newspaper report about a meeting of the Ku Klux Klan.

It was after midnight when it began. On the platform stood a white-robed figure. Standing or kneeling on one knee at his feet were twenty closely guarded robed men. All along the woods at the edge of the field were clubmen. The person on the platform was the Exalted Cyclops. In the centre of the great ring was an altar. Then a dark column of men poured through a gap in the line. The committee told us there were two thousand of them. At the end, pledges were read to them which they swore to with their right hands on their hearts and their left hands uplifted. Those who followed the pledges noted that they emphasized white supremacy to combat in all things the Negro, the Catholic, the Jew, and the foreign born generally.

Published in the newspaper 'World', 3 May 1923.

Source 6: President F. D. Roosevelt orders that there shall be no employment discrimination in the defence industry.

By virtue of the authority vested in me by the Constitution, and as a prerequisite to the successful conduct of our national defence production effort, I do hereby reaffirm the policy of the United States that there shall be no discrimination in the employment of workers in defence industries or government because of race, creed, colour, or national origin, and I do hereby declare that it is the duty of employers and of labour organizations to provide for the equitable participation of workers in defence industries.

From: Executive Order 8802, 25 June, 1941.

Source 7: From a speech by President Kennedy, 1963.

I hope that every American will stop and examine his conscience. Today we are committed to a world-wide struggle to promote and protect the rights of all who wish to be free. And when Americans are sent to Vietnam or West Berlin we do not ask for Whites only. Now the time has come for the nation to fulfil its promise. The fires of frustration and discord are burning in every city, north and south. We face therefore a moral crisis; it is time to act in Congress.

President Kennedy, 1963

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*Copyright Acknowledgements:***Sources****Study Topic 1: The Vikings in Europe 790s-1069**

Source 1: English Historical Documents Vol. I Eyre and Spottiswoode, 1955. p 210-217

Source 2: Ibid pp294-5

Source 3: Ibid pp318-20

Source 4: Ibid p 285

Source 5: Ibid p 414

Source 6: English Historical Documents, Vol. II Eyre and Spottiswoode 1953 p110-111

Source 7: Ibid p 220

Study Topic 2: Warfare and Society in Renaissance Europe

Source 1: Philippe Contamine 'War in the Middle Ages' Guild Publishing 1985 pp124-5

Source 2: J.R.Hale 'War and Society in Renaissance Europe 1450-1620' Sutton 1998 p233

Source 3: Ibid p48

Source 4: David Loades 'Henry VIII: Court, Church and Conflict' The National Archives p 16

Source 5: Niccolo Machiavelli 'The Prince'

Source 6: Karl Brandt 'The Emperor Charles V' Jonathan Cape 1965 p219

Source 7: R.J.Knecht 'French Renaissance Monarchy: Francis I and Henry II' Longman 1984 p 96.

Study Topic 4: Race and American Society, 1865-1970s**Sources**

Booker T. Washington speech: Booker T, Washington, Up From Slavery, Avon Books, New York, 1965. pp145-57 quoted in The Negro in 20th Century America, John Hope Franklin and Isidore Starr (eds), Random House, 1967. p 86

Plessy vs. Ferguson judgement: <http://www.let.rug.nl/~usa/D/1876-1900/plessy/plessy.htm> copyright Department of Humanities Computing

Numbers of lynchings: quoted in Nigel Smith, Black Peoples of the Americas, OUP, 1992, ISBN 0 19 917201 3, p41

Definition of 'Negro' in Mississippi: quoted in The Negro in 20th Century America, John Hope Franklin and Isidore Starr (eds), Random House, 1967. p 6

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The maximum mark for this paper is 50.

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Generic Mark Scheme for Unit 2 Question (a)

Maximum mark: 35

Allocation of marks within the Unit: AO1: 15; AO2: 20 (AO2a: 10; AO2b: 10).

	AO1 Knowledge and Understanding	AO2a Sources	AO2b Interpretations
Level 5	13-15	9-10	9-10
Level 4	10-12	7-8	7-8
Level 3	7-9	5-6	5-6
Level 2	4-6	3-4	3-4
Level 1	1-3	1-2	1-2
Level 0	0	0	0

	AO1 Knowledge and understanding	AO2a: Interpretation of sources	AO2b: Historical interpretations
Level 5	<p>Uses sound knowledge and understanding of changes and developments across the period to evaluate sources.</p> <p>Uses appropriate historical terminology accurately.</p> <p>Structure of argument is coherent. Writing is legible.</p> <p style="text-align: center;">13-15</p>	<p>Evaluates sources of evidence in historical context: makes sophisticated inferences from the sources, makes an informed use of the provenance of the sources and cross-references the sources to reach a reasoned and supported conclusion.</p> <p style="text-align: center;">9-10</p>	<p>Shows a sound understanding that interpretations are dependant on the available evidence and how it is interpreted. Suggests and justifies, through a sophisticated use of sources and knowledge, an amended or alternative interpretation.</p> <p style="text-align: center;">9-10</p>
Level 4	<p>Uses knowledge and understanding of changes and developments across the period to make inferences from sources. Uses historical terminology accurately. Structure of argument is clear. Writing is legible.</p> <p style="text-align: center;">10-12</p>	<p>Evaluates evidence from sources in their historical context: makes inferences from the sources, makes an informed use of the provenance of the sources or cross-references the sources to reach a supported conclusion.</p> <p style="text-align: center;">7-8</p>	<p>Show an understanding that interpretations are dependant on the evidence that is inferred from sources. Uses interpretations of the sources to support and challenge the interpretation and reaches an overall conclusion.</p> <p style="text-align: center;">7-8</p>
Level 3	<p>Uses some knowledge and understanding of changes and developments across the period to go beyond face value reading of</p>	<p>Makes inferences from the sources and cross-references the sources to reach a conclusion. Some simple evaluation. References to the</p>	<p>Shows some understanding that interpretations are dependent on sources of evidence. Uses evidence inferred from</p>

	<p>sources. Uses a limited range of historical terminology accurately. Structure of argument lacks some clarity.</p> <p>7-9</p>	<p>provenance of the sources are not developed in context.</p> <p>5-6</p>	<p>sources to test the interpretation by showing how they support and disagree with it.</p> <p>5-6</p>
Level 2	<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>4-6</p>	<p>Makes simple inferences from the sources. Makes claims of bias, exaggeration and lack of typicality. Cross-references information from sources.</p> <p>3-4</p>	<p>Uses evidence inferred from sources to test interpretation by showing either how they support it or disagree with it.</p> <p>3-4</p>
Level 1	<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>1-3</p>	<p>Uses sources in isolation. Extracts relevant information from sources at face value.</p> <p>1-2</p>	<p>Matches information in the sources to show how the interpretation is right and/or wrong.</p> <p>1-2</p>
Level 0	<p>No additional knowledge is provided. Does not use appropriate historical terminology. Structure is incoherent.</p> <p>0</p>	<p>No use is made of the sources. Misunderstands sources.</p> <p>0</p>	<p>No successful matching of information or evidence to the interpretation.</p> <p>0</p>

Generic Mark Scheme for Unit 2 Question (b)

Maximum mark: 15

Allocation of marks within the Unit: AO1: 5; AO2: 10 (AO2a: 10; AO2b: 0).

	AO1 Knowledge and Understanding	AO2a Sources	AO2b Interpretations
Level 5	5	9-10	0
Level 4	4	7-8	0
Level 3	3	5-6	0
Level 2	2	3-4	0
Level 1	1	1-2	0
Level 0	0	0	0

	AO1 Knowledge and understanding	AO2a: Analysis of sources
Level 5	<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;">5</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;">9-10</p>
Level 4	<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;">4</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;">7-8</p>

<p>Level 3</p>	<p>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.</p> <p style="text-align: center;">3</p>	<p>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.</p> <p style="text-align: center;">5-6</p>
<p>Level 2</p>	<p>Some knowledge of the period occasionally used to support the analysis of the sources.</p> <p style="text-align: center;">2</p>	<p>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.</p> <p style="text-align: center;">3-4</p>
<p>Level 1</p>	<p>Some knowledge of the period but not used to support the analysis of the sources.</p> <p style="text-align: center;">1</p>	<p>Fails to use the sources but explains some valid issues associated with historical sources generally.</p> <p style="text-align: center;">1-2</p>
<p>Level 0</p>	<p>Little knowledge of the period – not used to support the analysis of the sources</p> <p style="text-align: center;">0</p>	<p>Fails to use the sources but identifies some valid issues associated with historical sources generally</p> <p style="text-align: center;">0</p>

Question Number	Answer	Max Mark
The Vikings in Europe 790s-1069		
1(a)	<p>In the century before the Norman Conquest the experience of the kingdom of England was of Anglo-Scandinavian integration rather than Viking conquest.</p> <p>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.</p> <p>Knowledge and understanding</p> <p>Candidates may use their contextual knowledge to develop/explain the evidence in the Sources that supports/challenges the interpretation and make informed use of the Sources and how this might affect their evaluation of their usefulness. They may observe the great variety of Viking activity recorded in Source 1 which ranges from relatively small raids, to demands for tribute and large expeditions which may point to more ambitious plans for conquest or, in the case of Northumbria, to restore a Viking kingdom. The scale of the invasion recorded in Source 3 may well indicate a concerted attempt at conquest. Candidates should know that Cnut did, in fact, eventually become king of England and might well pick up on Cnut's later marriage to Ethelred's widow, Emma. Their son, Harthacnut became king of England in 1040. Emma also appears in Source 6, as Edward the Confessor's mother, which may be seen as evidence for a certain kind of continuity. Candidates could relate the policies of Cnut as outlined in Sources 4 and 5 to the intentions and achievements of Cnut's reign as a whole, and could make the point about the influence of leading men from Cnut's reign in Edward's reign as shown in Source 6. Candidates knowledge can be used to develop what Source 7 suggests about the long-standing nature of pro-Scandinavian sentiments and influence in north-eastern England and might refer back to Eric Bloodaxe's kingdom as recorded in Source 1.</p> <p>Evidence from the Sources that can support the interpretation</p> <p>Source 4: Cnut is concerned with reconciliation and ruling by methods used by English kings through Danes and Englishmen. However, significantly, the areas of greater Scandinavian settlement (Northumbria and East Anglia) are given into the control of Scandinavian earls.</p> <p>Source 5: Helps to corroborate Source 4 and demonstrates a rejection of the Viking pagan past and the upholding of an English code of law.</p> <p>Source 6: After three Danish kings, the royal house of Wessex is restored in the person of Edward the Confessor who places trust in Danish as well as English nobles who have been favoured by Cnut.</p>	

Question Number	Answer	Max Mark
The Vikings in Europe 790s-1069		
1(a) cont'd	<p>Evidence from Sources that can be used to challenge the preferred interpretation</p> <p>Source 1 : A series of Viking incursions some of which were substantial and may have been a preparation for conquest. Considerable support is demonstrated in favour of Scandinavian rule in Northumbria. Ethelred II orders the massacre of the Danes in England.</p> <p>Source 2: A considerable Viking force (host) inflicts the first defeat of an English army for a century. The Source treats Vikings pejoratively.</p> <p>Source 3: Further evidence of an ambitious invasion and the practice of paying tribute/Danegeld mentioned in Source 1 is corroborated.</p> <p>Source 7: A further example of an important Viking invasion which other Sources show to have been large (340 ships according to the Anglo-Saxon Chronicle).</p> <p>Evaluation of Sources</p> <p>Sources 1 and 3 can be cross referenced on the issue of tribute and candidates may argue that this points to periodic exploitation rather than conquest. Further cross referencing of Sources which demonstrate the important status of Viking leaders which may indicate ambitious projects for conquest, for example: Eric Bloodaxe (Source 1); Swein (1 and 3); Cnut (3 and 4); Thorkel (4); Harold Hardrada (7). Cross referencing of Sources offering evidence for reconciliation, integration and continuity (4,5 and 6). Candidates may question the reliability and typicality of chronicles, for example, how well informed was a German chronicler (Source 3), who actually did make mistakes, that Florence of Worcester (Source 4) was writing about a century later than the events (although he did use earlier materials), the treatment of Vikings by English sources (1 and 2).</p> <p>Judgement</p> <p>The evidence is mixed and somewhat patchy and depends almost entirely on narrative Sources. It might be argued that there is evidence for a coming together of peoples but that this came only as a result of conquest by a Scandinavian king. The argument for integration depends upon Cnut ruling by English law, ruling as a Christian king, seeking reconciliation and dividing the kingdom along traditional lines presided over by earls who were both English and Scandinavian. However, in Cnut's and Edward the Confessor's reigns Scandinavian regions had Scandinavian earls. The sources provide no evidence for such matters as cultural differences or merging (such as language), intermarriage or economic cooperation. Contextual knowledge may demonstrate that north-eastern England, because of the high level of Scandinavian settlement, provided fertile ground for continuing Viking incursions as Source 7 shows and is an argument that deep divisions remained. The memories of Eric Bloodaxe's Kingdom of York remained long in the memory of the Northumbrian region.</p> <p>Even as late as 1069 a large force led by the sons of Swein Estrithson, King of Denmark, was welcomed in this region.</p>	[35]

Question Number	Answer	Max Mark
The Vikings in Europe 790s-1069		
1(b)	<p>In the century before the Norman Conquest the experience of the Kingdom of England was of Anglo-Scandinavian integration rather than Viking conquest.</p> <p>Explain how these sources are both useful and raise problems and issues for a historian using them.</p> <p>Knowledge and understanding Candidates should demonstrate knowledge of the main aspects of Viking incursions into England, and how they might have changed across the period, as well as an appreciation that what is recorded in these Sources represents only part of a much longer period of Viking activity. Even in the Sources provided only a limited picture of Viking activity is presented. Candidates might, for example, draw attention to a period of more intense and ambitious Viking activity in the reign of Ethelred and make assessments of such motives as deliberate conquest and increased demands for tribute. They should recognise that northern and eastern England were more affected by Scandinavian settlements and influences than other parts of the kingdom. They should be aware of the main lines of Cnut's policies and the extent to which they represented genuine integration and reconciliation as well as being able to assess the extent of continuity from Ethelred's reign, through those of Cnut and his sons to that of Edward the Confessor. Candidates may also be expected to deal with the issue of how far integration was only superficial and simply a matter of continuity of government, the ruling classes and law, or whether there was a deeper integration of peoples, cultures and languages.</p> <p>Ways in which the Sources are useful, these could include: These could include examples of useful evidence for integration of and reconciliation between English and Scandinavians, and for continuity between the policies and motives of the rulers of England. How much of such a process can be inferred from the sources and how well do the sources represent the great variety of Viking/Scandinavian activity in and upon England? How typical are the sources in that three are concerned with Cnut? Candidates can be expected to give examples of how the sources can be cross-referenced to support or question each other; contextual knowledge can be used to interpret and confirm the sources. Some of the sources take a clearly hostile view of Viking/Scandinavian activity (1,2 and 3) whilst others show the benefits of the rule of a Danish king (4 and 5). The sources may be used to demonstrate the persistence of Viking/Scandinavian influence on England across the whole period covered by them and to pose the question whether as a whole they represent depredation and conquest or integration and reconciliation.</p>	

Question Number	Answer	Max Mark
The Vikings in Europe 790s-1069		
1(b) cont'd	<p>Problems and issues about the Sources, these could include:</p> <p>These might include the following. Most of the sources have an ecclesiastical provenance and so they represent a particular perspective. Only one might in any way have a Scandinavian provenance (5). All but two of the sources are English (3 is German, 7 is Norman). All are pretty much contemporary although the Anglo-Saxon Chronicle, for example, will have been copied from earlier versions. Source 4 is not strictly contemporary but 'Florence' used earlier sources in composing his chronicle. All the sources except one (5), are narrative. Contextual knowledge can be used to show how representative of what happened particular sources are and whether there are major omissions. Sources of this period are notoriously patchy and episodic.</p>	[15]

Question Number	Answer	Max Mark
Warfare and Society in Renaissance Europe		
2(a)	<p>Interpretation: The overriding concern of Renaissance rulers was warfare and conquest.</p> <p>Explain how far Sources 1-7 support this interpretation. You may, if you wish, amend this interpretation or suggest a different interpretation. If you do this you must use the sources to support the changes you make.</p> <p>Examples of arguments, evidence and source evaluations that may be included in responses:</p> <p>Knowledge and understanding Candidates may use their contextual knowledge to develop/explain the evidence in the sources that support/challenge the interpretation, make informed use of the sources and explain how this might affect evaluation of their usefulness. Candidates should recognise that as a set the sources cover a wide chronological period and also represent the experiences of a variety of rulers, states and kingdoms. They should also observe that the sources reveal that together Renaissance rulers display a range of policies, interests and pursuits (literature and education, patronage of the arts, diplomacy and peace, religious objectives) in addition to warfare. Moreover, their tastes were shared by the wider nobility. Candidates should be aware that people of the late medieval and early modern period saw war in a way that was different to that of more modern attitudes. War was closely interwoven with concepts of honour, nobility and chivalry as well as other cultural themes of the period including history, art, science and architecture. Candidates should also understand that rulers of the period, of kingdoms and Italian city states, were personal rulers and that in England and France, for example, their will and policies were largely untrammelled by representative institutions.</p> <p>Evidence from the Sources that can support the interpretation Source 1: gives the impression that the English, inspired by their king, were devoted to warfare, that fighting was in their nature and that the wealth of their country can be explained by the plunder they have taken.</p> <p>Source 2: provides very strong, objective evidence that war was indeed a major preoccupation of the states and kingdoms of the Renaissance period. The sums spent on war are staggering when compared to annual revenues.</p> <p>Source 3: demonstrates royal enthusiasm for war and its technology</p> <p>Source 5: provides evidence for one ruler advancing his power and reputation by war, although there is an indication that other motives might have been at work in the conquest of Granada.</p>	

Question Number	Answer	Max Mark
Warfare and Society in Renaissance Europe		
<p>2(a) cont'd</p>	<p>Evidence from Sources that can be used to challenge the interpretation</p> <p>Source 4: here the author is at pains to present Henry VIII as a 'Renaissance prince' interested in not only patronising intellectual pursuits but also on acquiring learning for himself. Candidates should know, however, that within three years of his accession Henry was at war with France and that he fought further ambitious wars in the 1520s and 1540s. Source 2: corroborates the view that Henry was a warlike ruler in recording the vast expenditure he was prepared to undertake.</p> <p>Source 6: purports to show that Charles V was concerned with achieving peace but that he was prevented from doing so by the designs of his enemies. However, candidates might see Charles V as a man of his age, pursuing war for its own sake. On the other hand they might argue that, given the nature of his monarchia, he was bound to defend it and to secure strategic points such as Genoa, Milan and land communications between the Mediterranean and the North Sea (Spain and the Netherlands).</p> <p>Source 7: demonstrates the wide range of interests favoured by Francis I, including the arts. However, candidates would be free to take different lines as to the significance of the phrase 'not confined simply to the art of wars'.</p> <p>Evaluation of sources</p> <p>Cross referencing of sources should lead candidates to make informed judgements about the extent to which rulers were preoccupied with war. Sources 1,3 and 5 all show kings invading other lands. Cross referencing of Sources 3 and 5 with 2 demonstrates the resources which the French and Ferdinand of Aragon were prepared to deploy in Italy and Grenada respectively. A cross referencing of 4 and 7 may help to support an argument that the kings of England and France shared similar tastes other than war. However, candidates might make the point that the two kings are portrayed at very different points in their respective lives and reigns (a very young Henry VIII, an ageing Francis I a year before his death). Candidates may question the reliability and typicality of material in the sources where rulers themselves give an account of their actions, thoughts and motives (3 and 6) or may comment upon the likely objectivity of commentators such as Machiavelli (5) and Cavalli (7).</p> <p>Judgement</p> <p>The evidence provided by the sources leans largely towards support for the interpretation but not entirely. That war was the overriding concern of some rulers can certainly be supported but the contention does not hold good for all rulers at all times. It might be argued, for example, that at the beginning of his reign Henry VIII was genuinely more concerned with the arts of peace and culture than with war. In some periods Of Henry VIII's reign concerns other than war predominate.</p>	

Question Number	Answer	Max Mark
Warfare and Society in Renaissance Europe		
2(a) cont'd	<p>For example, in the 1530's peace abroad was safeguarded in order that religious, constitutional and political changes could be carried out. Throughout his life Henry VIII remained a patron of the arts as, indeed, did Francis I. Some candidates might argue that the Spanish conquest of Grenada was more to do with religions than warlike motives as such. Charles V may have been genuinely concerned to achieve peace both within his own dominions and with foreign powers but that he was driven to war by, for example, the ambitions of the Valois and the threat of the Turks. Meanwhile, at home, the peace of Charles V's own lands was disturbed by Lutheranism and the German princes. Above all, even the most bellicose kings could not be at war all the time. They could only make war when they could pay for it.</p>	[35]

Question Number	Answer	Max Mark
Warfare and Society in Renaissance Europe		
2(b)	<p>Interpretation: ‘The overriding concern of Renaissance rulers was warfare and conquest’.</p> <p>Explain how these sources are both useful and raise problems and issues for a historian using them.</p> <p>Examples of arguments, evidence and source evaluation that may be included in responses.</p> <p>Knowledge and understanding Candidates may be expected to demonstrate some contextual knowledge of the outlook, training and upbringing of the rulers of the Renaissance period. Whilst detail will not be required, candidates should demonstrate an outline knowledge of the main examples of warfare of the period, for example, the last phase of the Hundred Years War, the conquest of Grenada, the Italian Wars and the Habsburg-Valois rivalry (in which England played a part). All these theatres of war appear in the sources. Contemporaries thought in terms of the ‘art of war’ and candidates should be aware of this mindset. Candidates may well recognise the irony that alongside the cultural achievements of the Italian city states, warfare between them was endemic and that this helped to invite foreign intervention. Italian rulers lavished money upon fortifications (source 3 records the strength of the defences of Monte San Giovanni) and mercenaries as well as upon architecture, sculpture, painting and intellectual enquiry. Moreover the foreign invasion of Italy was one way in which some Italian renaissance influences were spread. Leonardo da Vinci spent the last years of his life in the kingdom of Italy’s French invader. Candidates may wish to refer to the greater facility of Renaissance rulers to raise money for warfare compared to their predecessors in earlier periods. It would also be relevant to make some reference to the military developments of the period which some historians have seen as a ‘revolution’ and candidates may pick up on this by reference to source 3 and Charles VIII’s use of artillery.</p> <p>Ways in which the sources are useful These could include examples of useful evidence for the motives and intentions of rulers, for their participation in specific wars and for the resources expended on warfare. The sources might also be used to demonstrate the priorities of rulers as well as the range of their interests beyond war and conquest. Candidates might question that some activities and concerns of the rulers of the period are either poorly represented in the sources or do not appear at all – religious change and reform, lawmaking, the internal order of states, the problems of inflation in the later part of the period. Again, how typical are the ideas and values expressed given that six of the sources derive from men of rank or closely connected to the governing process? Candidates should be expected to give examples of how the sources can be cross-referenced to support or question each other. Contextual knowledge should be used to interpret and evaluate the sources. Some of the sources give a very clear-cut impression of the interests and concerns of rulers, others give a much more mixed picture.</p>	

Question Number	Answer	Max Mark
Warfare and Society in Renaissance Europe		
<p>2(b) cont'd</p>	<p>Problems and issues about the sources</p> <p>These might include the following. Candidates might question the reliability of the statistics in Source 2 since they are based upon 15th and 16th century materials which may not in themselves be entirely dependable. However, on the whole, the statistics should be taken at face value. Two of the sources (3 and 6) are written by kings about themselves. It might be argued that 3 is more factual in approach, although it would not be surprising if Charles VIII were concerned with his own aggrandisement. Source 6 is more problematic since it brings issues of intent and motive into play. The author of source 4, Lord Mountjoy, was a courtier and was thus concerned to put his king in the best possible light. By contrast, source 7 may be a more reliable portrait of a king because, although it is complimentary, it provides a balance whilst, as a rule, Venetian ambassadors were conscientious in filing accurate reports to the government of the Serene Republic. The author of source 1 presents a hostile view of the English and their king and this should be seen not only in the context of the nationality of Gilles de Bouvier and his rank (Berry Herald was of some importance), but of the long period of English success over and depredations against the French. The authorship of source 5 may be regarded as more neutral but Machiavelli's reputation as an advocate of <i>realpolitik</i> must be taken into account and candidates may pick up on the possibly cynical remark about the 'cloak of religion'.</p>	<p>[15]</p>

Question Number	Answer	Max Mark
European Nationalism 1815-1914: Germany and Italy		
3(a)	<p>German and Italian unification and the states that emerged from unification were the creations of Bismarck and Cavour.</p> <p>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.</p> <p>Examples of arguments, evidence and source evaluations that may be included in responses:</p> <p>Knowledge and Understanding Candidates may use their knowledge to comment on the importance of the roles of e.g. Mazzini (Source 1) and Garibaldi (Source 3). Candidates may use knowledge of Cavour's attitudes and aims to interpret Source 4 or may use their knowledge of Bismarck's intentions to use make use of Sources 5 and 6. Candidates may use their knowledge to assess how far what is described in Source 7 was a legacy of Bismarck. Candidates should demonstrate knowledge of the main factors that contributed to unification across the period including Bismarck and Cavour and of Germany after unification up to 1914. They should have knowledge and understanding of factors not mentioned in the sources and of the roles and significance of those mentioned.</p> <p>Evidence from Sources that can support the interpretation: Source 3: Cavour supporting Garibaldi Source 4: Cavour trying to stop Garibaldi and trying to shape unification his own way Source 6: Bismarck planning to defeat Austria as a prelude to unifying Germany under Prussia. Source 7: Infers that aspects of Germany up to 1914 were influenced by the kind of state that Bismarck had created - provides examples.</p> <p>Evidence that can be used to challenge the interpretation: Source 1: Mazzini, the Young Italy movement and nationalism generally all important factors Source 2: Importance of the Zollverein and economic factors explained. Source 3: The role of Garibaldi and the fact that the author does not believe Cavour Source 4; Infers that Garibaldi was forcing the pace forcing Cavour to act. Source 5: Bismarck more interested in Prussia and Prussia's interests than in German unification for its own sake. Source 7: Argues that because Bismarck had resigned his influence was small, Wilhelm was his own master.</p>	[35]

Question Number	Answer	Max Mark
European Nationalism 1815-1914: Germany and Italy		
3(b)	<p>Knowledge and Understanding</p> <p>Candidates should demonstrate knowledge of the main developments relating to nationalism and unification across the period e.g. the important factors for and against unification. Knowledge should also be demonstrated of the kind of Germany that emerged until 1914. Knowledge should be used to comment on the sources e.g. in terms of purpose or typicality. They might show awareness of other important factors that had a significant impact on unification during this period.</p> <p>Ways in which the sources are useful. These could include: examples of the useful evidence covering a range of views relating to nationalism and unification across the period and how these can be inferred from the sources; mention could be made of the fact that there is evidence here from some of the main players e.g. Mazzini, Cavour and Bismarck. Examples could be given of how sources can be cross-referenced to support each other or to question each other; contextual knowledge can be used to interpret and confirm the sources; some range in the types of sources presented; suggests ways in which sources could be useful to answer a range of different questions. Examples of how some sources can be read 'against the grain' to provide evidence not intended by the author e.g. Source 4. Better candidates might explain how some of the problems relating to these sources could be resolved.</p> <p>Problems and issues about the sources. These could include: the sources come from statesmen and politicians, there is nothing here giving us the views of ordinary people; some of the sources appear to provide conflicting evidence about certain issues; some sources are open to different interpretations; the sources only represent some of the main players/interests e.g. nothing from an Austrian viewpoint; contextual knowledge used to judge how representative of what happened particular sources are; there are several examples where the purpose of the author has to be considered carefully e.g. Sources 3 and 4 and where the provenance of the source raises issues e.g. Sources 2 and 6; we are not sure what evidence the historian in 7 used. Explains the limitations of the sources in terms of what they do not tell us about e.g. the extent of popular support for nationalism and unification</p>	[15]

Question Number	Answer	Max Mark
Race and American Society, 1865-1970s		
4(a)	<p>The main factor affecting the rights of African Americans in this period was Federal Government action.</p> <p>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.</p> <p>Examples of arguments, evidence and source evaluations that may be included in responses:</p> <p>Knowledge and Understanding Candidates may use their knowledge of the 13th to 15th Amendments to the Constitution, the 'Jim Crow' laws passed by individual states and the Supreme Court judgements (including Source 2) that first judged Jim Crow laws to be constitutional, then rescinded this judgement. Candidates may also use their knowledge of the KKK to help them interpret the evidence in Source 5. They may use their knowledge of employment practices to test the typicality of FDR's Executive Order (Source 6). They may use their knowledge of civil rights movements across the twentieth century up to the 1970s as well the legislation passed under Johnson.</p> <p>Evidence from Sources that can support the interpretation: Source 1: May deduce that the rights of African Americans as set out in the 13th – 15th Constitutional Amendments were not being enforced. Source 2: Demonstrates the lack of will at Federal government level to enforcing the terms of the post Civil War Amendments. Source 3: Suggests that the Federal government failed to address the issue of lynching (e.g. FDR failed to push for lynching to become a crime). Source 4: Federal government inaction allowed the discrimination described. Source 5: Suggests that the federal government failed to take action against openly racist groups. Source 6: Shows FDR taking the lead by ending discrimination in a government controlled industry. Source 7: Expresses the view of the head of state, in favour of equality.</p> <p>Evidence that can be used to challenge the interpretation: Source 1: It can be inferred that Booker T's approach discouraged African Americans from challenging the treatment meted out to them. The Source suggests that African Americans needed to focus on supporting themselves rather than bettering themselves. Source 2: In context, it can be inferred that in the circumstances of post-Reconstruction the federal governments priority was to heal the wounds of the Civil War rather than to penalise African Americans.</p>	

Question Number	Answer	Max Mark
Race and American Society, 1865-1970s		
<p>4(a) cont'd</p>	<p>Source 3: Suggests it was the attitudes and actions of white racists rather than federal government inaction that affected the rights of African Americans.</p> <p>Source 4: It was the individual Southern State legislatures that maintained discriminatory practices.</p> <p>Source 5: Suggests it was the attitudes and actions of white racists rather than federal government inaction that affected the rights of African Americans.</p> <p>Source 6: Infers that federal government had to justify this order with reference to the country's security needs.</p> <p>Source 7: In context, candidates could argue that JFK was slow and apparently reluctant to introduce a Civil Rights Bill, and that his slim majority made it unlikely that one could successfully pass through Congress.</p> <p>Evaluation of Sources:</p> <p>For example evaluate sources showing white hostility to African Americans for typicality, perhaps contrasting the situation in the southern states with that pertaining elsewhere in the USA. Evaluate the judgement in Plessy vs. Ferguson in the context of Brown vs. Board of Education to demonstrate the changing approach of the Supreme Court. Evaluate JFK's words in the context of knowledge of what he did and did not do for African Americans, e.g. James Meredith/Ol' Miss' and Civil Rights Bill.</p> <p>Judgement:</p> <p>Several factors regarding the position of African Americans are raised in the Sources: Federal Government action/inaction; the attitudes of white people; the role of the southern state legislatures; the influence of African American leaders. All these should be considered in reaching a judgement about the relative importance of different factors influencing the rights exercised by African Americans across the period. Candidates should consider how far these factors change over time 1865-1970s.</p>	<p>[35]</p>

Question Number	Answer	Max Mark
Race and American Society, 1865-1970s		
4(b)	<p>The main factor affecting the rights of African Americans in this period was Federal Government action.</p> <p>Explain how these sources are both useful and raise problems and issues for a historian using them.</p> <p>Examples of arguments, evidence and source evaluations that may be included in responses:</p> <p>Knowledge and Understanding Candidates should demonstrate knowledge of the main developments in relating to issues of race in American society across the period. They should also demonstrate knowledge of the causes of grievances, examples of civil rights movements and the reaction of the authorities. They should demonstrate knowledge of the attitudes of different groups and how these have changed over the period. This knowledge should be used to comment on the sources e.g. in terms of purpose or typicality.</p> <p>Ways in which the sources are useful. These could include: examples of the useful evidence from a range of sources from official sources to people like Washington; examples of how attitudes can be inferred from these sources; examples of how sources can be cross-referenced to support each other or to question each other e.g. Sources 1 and 2; contextual knowledge can be used to interpret and confirm the sources; there is some range in the types of sources presented; some of the sources appear to have no explicit political purpose e.g. 3; suggests ways in which sources could be useful to answer a range of different questions. Examples of how some sources can be read 'against the grain' to provide evidence not intended by the author e.g. Source 2. Better candidates might explain how some of the problems relating to these sources could be resolved.</p> <p>Problems and issues about the sources. These could include: there is only one source here from a black American and other ethnic groups are not represented at all; some of the sources appear to provide conflicting evidence about certain issues; some sources are open to different interpretations; contextual knowledge used to judge how representative particular sources are of attitudes at the time e.g. did Kennedy actually do much in relation to civil rights?; the issues surrounding the use of statistical sources could be discussed; Explains limitations of sources in relation to important developments and individuals not mentioned, particularly those bringing about change.</p>	[15]

SPECIMEN