

History B

Advanced Subsidiary GCE

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

Mark Scheme for June 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).

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

	AO1 Knowledge and understanding	AO2a: Interpretation of sources	AO2b: Historical interpretations
Level 1	<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;">13-15</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;">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 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;">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>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;">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 sources. Uses a limited range of historical terminology accurately. Structure of argument lacks some clarity.</p> <p style="text-align: center;">7-9</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;">5-6</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;">5-6</p>

Level 4	Uses knowledge of the period to evaluate sources for bias, suggest missing information. Uses a limited range of historical terminology with some accuracy. Structure of writing contains some weaknesses at paragraph and sentence level. 4-6	Makes simple inferences from the sources. Makes claims of bias, exaggeration and lack of typicality. Cross-references information from sources. 3-4	Uses evidence inferred from the sources to test the interpretation by showing either how they support it or disagree with it. 3-4
Level 5	Knowledge is used to expand on the information contained in the sources. Use of historical terminology is insecure. Structure of writing is weak, with poor paragraphing and inaccuracy at sentence level. 1-3	Uses sources in isolation. Extracts relevant information from sources at face value. 1-2	Matches information in the sources to show how the interpretation is right and/or wrong. 1-2
Level 6	No additional knowledge is provided. Does not use appropriate historical terminology. Structure is incoherent. 0	No use is made of the sources. Misunderstands sources. 0	No successful matching of information or evidence to the interpretation. 0

Generic Mark Scheme for 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).

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

	AO1 Knowledge and understanding	AO2a: Analysis of sources
Level 1	<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 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;">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>

Level 3	Some knowledge and understanding of some of the main characteristics of the period and some of the main changes and developments across the period. This is sometimes used to support the analysis of the sources. 3	Explains, with examples from some of the sources that the value of sources depends on judgements about the typicality, purpose and reliability of the sources. Candidates will explain either the value of the sources or the problems associated with using these sources. Candidates will show some awareness of some of the types of sources used for studying this period. 5-6
Level 4	Some knowledge of the period occasionally used to support the analysis of the sources. 2	Identifies ways in which these sources are of use to an historian and identifies some problems associated with them. Relevant parts of the sources are also identified. 3-4
Level 5	Some knowledge of the period but not used to support the analysis of the sources. 1	Fails to use the sources but explains some valid issues associated with historical sources generally. 1-2
Level 6	Little knowledge of the period – not used to support the analysis of the sources 0	Fails to use the sources but identifies some valid issues associated with historical sources generally 0

Question 1**The Vikings in Europe 790s-1066**

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.

Interpretation: The Vikings left their homelands in search of trade.

- (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 archaeology and art evidence. The nature of the written evidence might be discussed in general terms, for example the sagas themselves are examples of Viking culture whereas non Viking sources tend to place emphasis on the ferocity of the Northmen. Candidates will probably argue that there are many reasons for the Vikings to leave their homelands and perhaps it would be logical to use 6 as a starting point for the response. Better candidates might argue that it is reasonable to argue that more than one motive might be in play at the same time or that motives change over time, perhaps starting as raiders then becoming traders.

Evidence from the Sources that can support the interpretation

Source 3 supports hypothesis with several qualifications. Here the Vikings are settlers and there is reference to how Viking expeditions, this time Eric's, were organised. Presumably Heriulf wants to emigrate to find better lands. Note how land is distributed. Thus, here the Vikings are settlers. There is direct reference to trading in the form of Biarni's boat and his travels to and from the homeland. Better candidates might recognise that this man does not exactly leave the homeland. The source could also be used to show the Vikings as explorers.

Source 4 gives partial support for the interpretation - if qualified. At first sight Harald is a mixture of an adventurer, explorer, mercenary and raider. Better responses might argue that with such activity went trade or that looting might, in a Viking context, be interpreted as trade.

Source 6 is balanced; this source presents a number of motives for leaving the homeland. The difference between this and the other sources is that it gives reasons for each motive and reflects back on the impact of overseas travel on the homeland.

Source 7 supports hypothesis if qualified, the trade routes are obvious but what might also be recognised is that the origin point of the trade, York, is not in the Viking homeland. It is a Viking colony, thus better responses will point to settlement in search or producing trade. Note there are other Viking colonies on the map if they can be recognised, Dublin, Iceland and the lands of the Kievan Rus.

Evidence from the Sources that can challenge the interpretation

Source 1 challenges the interpretation: in this source the Vikings are most definitely not traders. They devastate land and hold Charles to ransom. They don't have it all their own way and resistance is often successful. A better response might use this as a method of changing the direction of the argument towards more peaceful motives for leaving the Viking homeland. What is central to this source, however, is the religious tone of the opening lines. Is the author

depicting the Vikings as the scourge of God, punishing the wicked and as a result presenting an image of the Vikings that meets his religious agenda?

Source 2 challenges interpretation, this source is similar to 1 but the obvious religious references are different. Here the Vikings are the enemies of the faithful whose religious places and relics must be protected. Note the reference to pirates. Better candidates might recognise the reference to Vikings wintering in France and how that might become permanent settlement or lead on to trade.

Source 4 has elements that challenge the interpretation, for example the looting, mercenary service for the Byzantines or simply adventure.

Source 5 challenges the interpretation: here Knut is a conqueror. Better responses might recognise that this conversion to a conqueror and state builder might be part of a process whereby Vikings move from being the raiders of sources 1 and 2 to the kings of 5.

Source 6 is balanced: this source presents a number of motives for leaving the homeland. The difference between this and the other sources is that it gives reasons for each motive and reflects back on the impact of overseas travel on the homeland.

Source 7 might be used in better responses to show Viking expansion, perhaps through conquest.

Evaluation of Sources:

Considerable cross referencing can be made. Sources 1 and 2 are obvious examples, although their differences, as noted above, are subtle. Sources 3 and 7 both make direct reference to trading. Settlement can be found in 3 and, to an extent 7. 2 might be added here with a slow change from raiding to settlement in occupied territory. 1 and 2 might be cross referenced to 4, but the details of the latter are very different. 4 and 7 are a good source for debate: Harald travels down many of the trade routes in 7, even if his motives and actions upon arrival are not trading, providing another opportunity to show that trade followed raiding or simple adventure. The characters in 3 could also be compared to Harald in 4, at what point does exploration become the adventuring of source 4? 3 and 7 have obvious comparisons. Source 6 links to most of the other sources, but, as noted, reasons are given for expansion and travel and this source might be used as a 'key' to unlock some of the others. 5 could be linked to 1 and 2 but candidates will have to discuss the development of raiding to permanent conquest with all that implies.

Judgement:

The evidence is mixed, and the candidates need to weigh it up. The Vikings travelled for many reasons and better candidates will do more than list them and link sources to each factor. Rather, a better script might show that several motives might be in play at once. Further, better responses might argue that motives changed over time. Of course, there is room for an argument that not all Vikings left their homelands or that some, as in 3 or maybe 7, returned.

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

The sources can be used as a set to show that the motives for Viking expansion were many and that they may have changed over time. Better responses will show that what started as raiding for plunder (see 1 and 2) might develop into conquest, the establishment of Viking overseas colonies (as in 5), and the development of trade (see 3). Discussion of how these changes took place might be worthwhile. The provenance of the sources is important. 1 and 2 derive from Frankish ecclesiastical sources in the 9th century. Their hostility to the Vikings is obvious, better responses might point to the religious content of the sources and perhaps even make direct

biblical links, the Vikings as punishing the Christian world. Either way, both sources have a very definite stand on the motives of the Vikings. 3 and 5 are sagas, the poetic qualities of this genre provide a useful area for discussion, note the dates and Scandinavian origins of these sources. 4 needs some knowledge of Hardrada, note again the provenance. 6 draws evidence from a variety of sources, obviously one is archaeology, does that make the source more valuable than the others? The map (7) has many uses and cross references with many of the other sources. Candidates might question the origins of the information on the map.

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: It was the support of the Catholic Church that produced the development of the arts during the Renaissance 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]**

Knowledge and understanding

In order to interpret the sources, candidates will need to know something of the role that the Church played as both a source of patronage and inspiration for individual artists. In particular, they should be aware of the importance of individual Popes in leading the patronage of Renaissance artists (Sources 1, 3 and 5 begin this discussion but reference could be made to other popes). Some knowledge of the role of Savonarola as a critic of the excesses of the Church and his importance in the decline of the Renaissance in Florence would help to interpret the weight that can be attached to Source 4. As general context, candidates should be aware of the importance of Rome to the so-called 'High Renaissance' (Source 5) and with it the connections between the Church and quintessential figures such as Raphael, Bramante and Michelangelo. Finally, to bring balance to the answer, candidates should be able to develop references to other agents that were also 'vital' to the development of the Renaissance such as the Medicis and guilds (Source 1, Source 6).

Evidence from the Sources that can be used to support the interpretation.

Source 1 links encouragement of translations of Greek texts to Pope Nicholas V and suggests that Nicholas was one of the people to have done 'most' to encourage the revival of the arts. Source 2 is an example of the Church encouraging innovations in architecture. In Source 3, Nicholas V explains the purpose of linking the Church to the Renaissance as to inspire and awe so belief would grow. Source 5 can be used in a number of ways. It shows the papacy as commissioner of important works and as an employer of leading artists of the day. It shows the importance of Rome in the 'High Renaissance' and suggests that the Church was a key source of ideas and inspiration for art. Source 6 shows a religious theme in art (and candidates might comment on the sheer number of paintings inspired by the Bible). In Source 7, it is unclear that the Council of Trent is actually talking about most Renaissance art and whatever the criticisms, there isn't an outright ban – bishops are to decide.

Evidence that can be used to challenge the interpretation.

Source 1 refers to a number of secular individuals – Francis I, the Medicis – as other important patrons.

Source 4 opens up a different avenue for challenging the interpretation. Rather than suggesting there were other important sources of patronage (Source 1), Source 4 shows that in some circumstances the Church could be an obstacle to the development of the Renaissance. Savonarola is critical of the new style of art, suggests it is 'sinful', an obstacle to and even dangerous to faith. Source 6 was not commissioned by the Church but was an act of devotion. Source 6, whilst a religious image, could be used to show the importance of guilds as patrons.

Evaluation of Sources.

Source 3 can be cross-referenced to Source 2 by linking the dramatic impact of the cathedral in Florence as largest building in the area to the purpose of religious patronage stated in Source 3. Source 4 can be contrasted to Source 3 – it gives an opposite impression of the effects of the Renaissance on the Church. Source 5 can be cross-referenced to Source 1, Source 2 and/or Source 3 to show papal interest in the arts over time and possible motives. Source 4 gives a good opportunity for candidates to show contextual knowledge by commenting on Savonarola's activities in Florence and his impact on the development of the Renaissance there. Source 6 could be used to discuss how important the influence of Savonarola's complaints in Source 4 really were.

Judgement.

Possible ways of improving / amending the interpretation

- 'The Catholic Church' is too broad - could be narrowed down to just 'the papacy' to accommodate the criticisms in Source 4 and Source 7
- Clearly uneven support from the Church – Nicholas V and Julius II shown as patrons but later sources especially show the Church as more critical.
- Source 1 and 6 suggest other influences that could have been as / more important. Use this to moderate the language of the interpretation

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

Uses of the sources

The sources show a thriving system of patronage – both religious and secular – at work. There are references to commissions and competitions and to the leading figures that drove the Renaissance forwards. These points allow for different questions to be asked such as how patronage worked, as well as why different people indulged in it. The issue of Church patronage is examined from different directions – Source 1 and Source 3 show the importance and benefits that patronage brought, while Source 4 and Source 7 take a more conservative, critical line. There is also reference to key cities involved in the Renaissance – Florence (Source 2, Source 5) and Rome (Source 4) as well as an outside view (Source 1). Source 1 is written with the benefit of hindsight (which could be useful as a summary) but there is much omitted from the list of great men and an interesting emphasis on Francis I by this French writer. The typicality of this source can be questioned, as can that of other sources. In Source 5 for example, how far is the (apparently extensive) patronage of Julius II typical of other Renaissance popes? How far is Savonarola (Source 4) expressing a popular sentiment about the excesses of Renaissance art, especially given the evidence of Source 6?

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 sources at face value. Use your knowledge of the period to interpret and evaluate them.

***Interpretation:* German and Italian nationalism were strongly linked to liberalism in the period 1815 to 1914.**

- (a) Explain how 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 support or challenge the interpretation. Knowledge of the context of Sources 1 and 2 could be used, particularly the role of secret societies for Source 2. Knowledge of the events of 1847-8 and the demands of the liberals could be used to interpret and evaluate Sources 3 and 4. Source 5 - knowledge of events in Italy and the war with Austria could be used. Source 6 - knowledge of the events leading to, and the manner of, the unification of Germany could be used. Source 7 - knowledge of the nature of the German state post-unification, its foreign ambitions, and the naval race could be used.

Candidates may use their knowledge to check the claims being made in the sources. For example, knowledge of the period could be used to question the claims made in Source 1 - how strong was German nationalism at this time, how representative is this source? Source 2 - knowledge of secret societies and their popularity/importance at this time. Source 3 - how representative and effective were these demands? Source 5 - knowledge of Cavour and the events to check how far his claims can be accepted. Source 6 - knowledge used to check whether these fears were confirmed. Source 7 - knowledge of Germany and its foreign policy to check how representative this source is of Germany at this time.

Candidates may use their knowledge to make an informed use of the provenance of the sources. For example, issues related to the question of how representative students were of the German people as a whole can be discussed for Source 1. Source 2 – this comes from a member of a secret society - how representative and influential were these societies? The purpose of Source 3 could be discussed in the context of 1848. The song in Source 4 was clearly associated with the troubles in Berlin in 1848 but how important and representative were these? Were they more about economic difficulties than political issues? Cavour is clearly justifying his decisions in Source 5. Knowledge of the events he is talking about can be used. Source 7 has a clear purpose that could be examined in context.

Candidates may question the typicality of the material in the sources as a whole including gaps such as - no sources about Italy in 1848 and little about the role of Garibaldi, nothing about the role of Bismarck, nothing about events in Germany and Bismarck's policies in the 1850s and 1860s.

Candidates may use their knowledge of the role of individuals and other factors 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 - clearly links nationalism and liberal ideas.

Source 2 - the provenance does mention he supported a united Italy so a link between liberty and nationalism could be claimed.

Source 3 - although there is little in the source about liberalism, this was issued by a meeting of liberals so this connects nationalism and liberalism.

Source 4 - there are references to liberal ideas and nationalism here.

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

Source 2 - seems to be about liberty but no explicit mention of nationalism. Looking to the example of the French Revolution suggests a more international outlook.

Source 3 - there is much about German unity and the strength of Germany but little about liberal ideas.

Source 5 - some references to Italian nationalism but little link to liberal ideas.

Source 6 - suggests that nationalism and liberalism will not go together in the new Germany.

Source 7 - nationalism without liberalism.

Evidence for/against change over time

There are clear connections between nationalism and liberalism in the earlier sources up to 1848. Then there is a change of pattern with Sources 5, 6 and 7 showing no connection - both in Italy and Germany.

Evaluation

Source 1 - this could be seen simply as youthful enthusiasm and hardly representative of German opinion at the time. Source 2 - the main issue here is again - how representative is this of opinion in Italy, how popular/important were the secret societies? Source 3 - this source also cannot be evaluated in terms of reliability. It is what it is. The issues are how representative, and influential/powerful were these people? Source 4 - songs like this one can represent popular sentiment, but how important was the rising in Berlin? Source 5 - Cavour clearly has a purpose here in terms of justifying his actions. Source 7 - useful in terms of what it admits about divisions in Germany.

There are clear connections between nationalism and liberalism in the earlier sources up to 1848. Then there is a change of pattern with Sources 5, 6 and 7 showing no connection – in either Italy or Germany.

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 is evidence for a more qualified interpretation as some sources do not show that liberalism and nationalism were linked. The later sources (5, 6 and 7) do not show such a link and a revised interpretation based on change over time would make sense.

(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 Source 5 or the unwitting testimony of Source 7. The issue of how representative some of these sources are could be discussed.

Sources can be cross-referenced eg Source 7 could be used to support some of the fears expressed in Source 6, Sources 3 and 4 make an interesting contrast.

As a set the sources are deficient. There are many important factors, developments and individuals missing - especially individuals such as Bismarck and Garibaldi. In fact the sources as a whole seem to say little about the importance of Bismarck.

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

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: African American leaders were the driving force behind their civil rights movement.

- (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

Knowledge of the incidents and circumstances as well as the leaders cited in the sources will provide useful context. The context should be used to inform the inferences made from the sources and to evaluate them. Candidates may suggest that without the opportunities provided by Tuskegee far fewer African Americans would have been in a position to become leaders; they may contrast Booker T Washington's view with that of W DuBois showing divided leadership. They may use knowledge of James Baldwin to suggest that he has overstated the impact of outside factors – in this case the Second World War – he also suggested that the Cold War was the main reason for the Brown vs Board of Education judgement.

The Montgomery Bus Boycott (source 5) is a controversial incident in relation to whether it was principally a reaction to the action of an individual or an example of the impact leadership could have.

Candidates may refer to the extent to which there were outside influences such as that of Gandhi on a wide range of people in the CRM including Luther King.

Candidates may use their knowledge of how the March on Washington (source 7) came about to evaluate the way in which it is presented in the photograph.

Evidence from the Sources that can support the interpretation

Source 1: is written by an influential leader, advocating an approach adopted by many better-off African Americans.

Source 2: the source implies that leaders will inevitably emerge and challenge the position into which African Americans are forced.

Source 3: although the writer implies that the organisation referred to arose spontaneously, there is clear reference to a leading figurehead within it, and the quote suggests he is influential.

Source 4: Malcolm X implies that he is influential because he was better able than other African Americans to hold the attention of a crowd.

Source 6: the student refers to Gandhi as the inspiration for his actions – while Gandhi was, of course, not African American, it seems the student did not take action simply because he saw a wrong he wanted to right.

Source 7: the photographer has presented Luther King as the inspiration behind the march – he appears to be gesturing to show what he can do/bring about.

Evidence from the Sources that can challenge the interpretation

Source 1: the approach advocated involves non-confrontation, suggesting leadership was irrelevant as there would be no civil rights organisations to advocate equality.

Source 2: no specific examples are given. This is an hypothesis.

Sources 3: the implication is that the experience of the Second World War drove African Americans to expect greater equality.

Source 4 and 5: It could be inferred that there was a movement waiting for a leader. This is certainly the impression Malcolm X gives.

Source 6: It was not the high-profile African Americans who were the inspiration – indeed the student claims barely to have heard of Luther King when he joined the movement.

Source 7: The photograph shows thousands of people at the March on Washington. It would be reasonable to infer that these people had a range of motives for taking part in this march, and the march had certainly been thought of long before high profile figures such as Luther King were involved in the movement.

Evaluation of Sources

The approach advocated in Source 1 was accepted by many of the more prosperous African Americans in the south, who had benefited from the kind of education Washington advocated. This source therefore presents a widespread view.

Source 2 may be rejected as a white journalist's observations, however, it does appear to reflect what Booker T. is advocating in Source 1. Useful cross-references could be made here.

The extract from the Autobiography of Malcolm X (Source 4) plays down the role of other African American leaders by diminishing those who came before him among the ghettoised African Americans. Candidates may question the extent of the influence of the Second World War (Source 3). There were some moves by the federal authorities, but the impact was mainly on attitudes. Contextual knowledge might suggest that the impact of the Second World War seemed somewhat slow and was overtaken by the influence of the Cold War. Nevertheless, candidates might also accept the points made in Source 3.

Source 6 may claim not to have been aware of Luther King, yet his inspiration seems to have been similar to that of Luther King in using non-violent resistance.

The purpose of the photograph may be questioned. There is clear and deliberate juxtaposition of Luther King gesturing towards the crowd, which could be interpreted in a number of ways.

Judgement

Candidates will need to address the issue of what drove the movement for civil rights. The sources can be used to engage with the debate about whether the leaders made the movement or whether the movement made the leaders. A balanced response is needed, but candidates should come to a judgement and amend the interpretation accordingly. They may adapt the existing interpretation to take account of the drive from ordinary African Americans to take individual or collective action. This may lead them to suggest that the drive came from the grassroots, or simply to acknowledge that it had a role to play.

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

As a set the Sources give a largely African American spin on their movement. As such all the writers are involved and have personal motives for their statements. This could be seen as both a strength and a weakness of the set.

The sources are useful for enquiries about how African Americans viewed the impact of some external events and what the priorities of individual leaders were. They could be used to investigate change in methods and attitudes during the time period.

Candidates may suggest there are issues involved in using autobiographical material, especially when it is then interpreted by a third party, Alex Haley.

The public nature of the statement in Source 1 may be seen as influencing Booker T's strong advocacy of self-improvement, although contextual knowledge would suggest that this does represent fairly his approach.

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