GCE

History B

Mark Scheme for January 2012

Subject-specific Marking Instructions that apply across the whole question paper to be included here.

Generic Mark Scheme for Unit 3 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	Uses sound knowledge and understanding of changes and developments across the period to evaluate sources. Uses appropriate historical terminology accurately. Structure of argument is coherent. Writing is legible. **13-15**	Evaluates sources of evidence in their historical context: makes sophisticated inferences from the sources, makes an informed use of the provenance of the sources and cross-references the sources to reach a reasoned and supported conclusion. **9-10**	Shows a sound understanding that interpretations are 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. **9-10**
Level 2	Uses knowledge and understanding of changes and developments across the period to make inferences from sources. Uses historical terminology accurately. Structure of argument is clear. Writing is legible. **10-12**	Evaluates evidence from sources in their historical context: makes inferences from the sources, makes an informed use of the provenance of the sources or cross-references the sources to reach a supported conclusion. **7-8**	Shows an understanding that interpretations are 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. **7-8**
Level 3	Uses some knowledge and understanding of changes and developments across the period to go beyond face value reading of sources. Uses a limited range of historical terminology accurately. Structure of argument lacks some clarity. **7-9**	Makes inferences from the sources and cross-references the sources to reach a conclusion. Some simple evaluation. References to the provenance of the sources are not developed in context. **5-6**	Shows some understanding that interpretations are dependant on sources of evidence. Uses evidence inferred from sources to test the interpretation by showing how they support and disagree with it. **5-6**
Level 4	Uses knowledge of the period to evaluate sources for bias, suggest missing information. Uses a limited range of historical terminology with some accuracy. Structure of writing contains some weaknesses at paragraph and sentence level. **4-6**	Makes simple inferences from the sources. Makes claims 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 Unit 3, 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	Good and detailed knowledge and understanding of the characteristics of the period and changes and developments across the period, used to support analysis of sources. **5**	Explains, with examples from most of the sources, that the value of sources depends on the purpose of the historian, the questions being asked, different interpretations of the sources and judgements about the typicality, purpose and reliability of the sources. Candidates will explain both the value and the problems associated with using these sources. Candidates will also show knowledge of the range of sources used for studying this period. **9-10**
Level 2	Reasonable knowledge and understanding of the main characteristics of the period and the main changes and developments across the period used to support analysis of the sources. **4**	Explains, with examples from some of the sources that the value of sources depends on most of the following issues: the purpose of the historian, the questions being asked, different interpretations of the sources and judgements about the typicality, purpose and reliability of the sources. Candidates will explain both the value and the problems associated with using these sources even if one side of the explanation is stronger than the other. Candidates will show awareness of some of the types of sources used for studying this period. **7-8**
Level 3	Some knowledge and understanding of some of the main characteristics of the period and some of the main changes and developments across the period. This is sometimes used to support the analysis of the sources. **3**	Explains, with examples from some of the sources that the value of sources depends on judgements about the typicality, purpose and reliability of the sources. Candidates will explain either the value of the sources or the problems associated with using these sources. Candidates will show some awareness of some of the types of sources used for studying this period. **5-6**
Level 4	Some knowledge of the period occasionally used to support the analysis of the sources. **2**	Identifies ways in which these sources are of use to an historian and identifies some problems associated with them. Relevant parts of the sources are also identified. **3-4**
Level 5	Some knowledge of the period but not used to support the analysis of the sources. **1**	Fails to use the sources but explains some valid issues associated with historical sources generally. **1-2**
Level 6	Little knowledge of the period – not used to support the analysis of the sources **0**	Fails to use the sources but identifies some valid issues associated with historical sources generally **0**

Question	Answer	Marks	Guidance
1 (a)	**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 Irish sources tend to place emphasis on the Vikings as raiders. There are general problems of composition with all of the sources which tend to be compiled over time and, we presume, changed in the light of later events. Viking sources also tend to be later compilations of earlier chronicle sources. Candidates should also be aware of the Viking saga tradition and the potential impact this might have on sources. There are also problems with the archaeological evidence, some of the methods of interpretation – such as place name analysis – are blunt instruments in studying Viking influences on Ireland and the material culture of both the indigenous population and Viking visitors – or potentially settlers – is very similar. **Evidence from the Sources that can support the interpretation** Source 2 shows Viking settlement not only on the eastern and south western coast of Ireland but also on the British side of the Irish Sea and in Scotland and the Scottish Isles. It also shows specific Viking foundations such as Dublin. The source could be used to argue that there is hard evidence for Viking settlement over time – see the dates in the top right hand corner of the source. Source 3 is a balanced account. It does indicate Viking settlement in Ireland but questions how extensive this was. The source refers to concentrations around Dublin but far less evidence elsewhere.	35	

Question	Answer	Marks	Guidance
	Source 4 might be used to show Viking colonisation of Ireland. Olav and Ivar are contributing to the Irish economy by bringing the slaves back from the British mainland. Note that Ivar is a Christian in this source, in other versions of the manuscript this reference is missing. Source 7 does contain clues that might support the interpretation. Firstly, Boru is fighting against established Viking lords in Ireland. Secondly, there are references to potential Viking methods of land ownership in this source, for example the reference to stewards and tax collectors. The implication is that the Vikings are settlers. **Evidence from the Sources that challenge the interpretation** Source 1 shows the Vikings as raiders and clearly not settlers. Source 2 could be interpreted to show that the Vikings had establish an empire for themselves right across the British Isles group and that Ireland was only part of this 'empire'. The nature of this settlement could also be brought into question using own knowledge, for example to what extent were the Vikings isolated in the towns (Source 3 could be used to support this), were they a minority in the Irish countryside which may have been administered by a small number of Viking – or indeed Irish – seneschals (see Source 7 for this). Candidates could also question the archaeological and textual basis for the map. Source 3 has a more balanced approach see above.		

Question			Answer	Marks	Guidance
			Source 4 could be interpreted as showing the Vikings as conquerors who did settle in Ireland.		
			Source 5 can be used in a similar fashion to Source 1. The only real difference is that this is a reference to a full scale battle rather than a series of raids. Perhaps better scripts might argue that the source implies that the Irish are fighting against established Viking lords in Ireland.		
			Source 6 might be used by better candidates to challenge the interpretation, note Thorir is also a spy. For what reason?		
			Source 7 is at first sight similar to both 1 and 5. It is an account of war and, hence, partially challenges the interpretation.		
			Evaluation of Sources		
			Any source that has an Irish origin can be challenged as legitimising Irish attempts to fight off or oust Viking settlers in an attempt to establish Irish independence. The title of source 7 is useful in this regard. So too the methods of composition of these sources which occurred over time and was subject to substantial rewriting until the history of Ireland fitted certain agenda.		
			Many of the sources place emphasis on military activity rather than settlement, this is no surprise given their provenance. There are similarities between Source 1 and 4 which could be used to construct a response. A more difficult cross reference would be between 1, 4, 5 and 6. 4 and 6 could be implied to be Viking conquest – and hence settlement – as a result of war, so too Source 2.		

Question			Answer	Marks	Guidance
			Sources 1, 2, 3, 4 and 7 might be used to argue that the Vikings initially attacked and plundered Ireland but later settled and traded. Source 6 can also be cross referenced if candidates argue that Thorrir's trading mission was combined with spying prior to military attack. The map in Source 2 can also be used to support this line of debate, but it can be balanced with Source 3 which questions the archaeological evidence and points to Viking settlement concentrated around Dublin.		
			Sources 2 and 4 might be used to support the interpretation with Viking settlement on both sides of the Irish Sea and considerable interaction between the two regions, ie in 4. Source 3 can balance this, however, as it questions the extent of Viking settlement. Elements of Source 7 might be useful as the source implies Viking land ownership. Candidates might accept this points to settlement or, perhaps, the domination of an Irish majority by a small minority of Viking overlords. All of the 'military sources', 1, 4, and 5 could then be cross referenced to argue settlement in the wake of conquest but on a limited scale.		
			Source 6 shows the Vikings as explorers and traders who might be interested in encouraging settlement. They both broaden the definition of success from a narrower military one which places emphasis on success in battle and conquest. Source 2 could be brought in to support 6, perhaps also 3 and 4. Source 7 might be cross referenced here; the stewards and tax collectors in this source might be agents of permanent Viking settlement in Ireland and developed system of land ownership and control. Logically 2 and 7 could be linked to develop this debate.		

Question			Answer	Marks	Guidance
			Judgement		
			The evidence is mixed, and the candidates need to weigh it up. The ability for the Vikings to settle in Ireland is obvious, but the extent to which this took place is open to question. Candidates might also question the sequence of events, perhaps raiding and trading later led to settlement. The apparent speed and extent to which this happened might be questioned. Responses will probably use the sources in three ways. Two possibilities are simply to support or attack the interpretation using the sources as suggested above. Better responses might challenge the very basis of the interpretation and discuss the nature of culture in the period under consideration. No set responses should, however, be expected.		
1	(b)		As a set the sources represent later authors using earlier primary sources to compile histories. All of the medieval sources do this to some degree. This poses a series of problems. Firstly, we don't have access to the original sources except in fragments and in the later secondary and tertiary traditions. Secondly, when were the sources compiled? Source 6 was a product of the Norwegian court and recorded a lost golden age. All of the Irish sources represent a certain perspective which might be further modified by the regional origin of the sources, for example would sources 1 and 4 give different interpretations from 5 and 7. The archaeological evidence in Source 3 that supports or challenges Source 2 and is used a foil to interpret the literary sources is a fruitful area for discussion.		

Question			Answer	Marks	Guidance
			The top down nature of the medieval sources is an important area for discussion. All of these sources are either the product of ecclesiastical writers (Sources 1, 4, 5 and 7) or from the Viking saga tradition, Source 6. None are the observations of ordinary people. The religious background of Sources 1, 4, 5 and 7 is an obvious area for discussion in this regard. These four sources might also be viewed as a product of a proto-nationalistic literary tradition. These factors can be used to discuss the purpose, typicality and reliability of these sources.		
			The archaeological evidence in Source 3 is on the face of it 'neutral' but it too can be questioned. Candidates might question the identification of specifically Viking artefacts, how and can such artefacts be conclusively identified as Viking? What of the possibility of only certain sections of the Viking community, ie the elite, being buried with grave goods that identify their ethnic origin with the bulk of the potential Viking population 'invisible' in the archaeological record.		
			Source 2 is open to significant evaluation. The source will have been constructed using literary references, archaeological evidence and techniques such as place name identification. All are open to question. The extent of the Viking settlement can also be questioned, thus, some elements of the map are more reliable than others. Dublin is a Viking settlement but the red area along the eastern shore of Ireland is more open to speculation.		

Question			Answer	Marks	Guidance
2	(a)		**Knowledge and Understanding** The specification specifically asks students to analyse the causes of the Renaissance and suggests some factors such as trade, patronage and technical progress. This question identifies an alternative to these issues and focuses strongly on the role of the artists themselves. Elsewhere in the specification candidates are asked to study the significance of da Vinci, Raphael and Michelangelo as well as the innovations and achievements in different arts. All of this knowledge is relevant to this question. **Evidence from the Sources that can support the interpretation** S1 – suggests that arts and sciences have gone into decline 'and are now almost entirely lost'. It contrasts the rarity of accomplished artists with the qualities of Brunelleschi and Donatello. S4 – the painting itself can be admired as a work of genius. Candidates who have studied Raphael may be able to say more about the content and intentions of the painting as well as its stylistic features that show the 'genius' at work. S5 – Condivi clearly regards Michelangelo as a genius in painting and sculpture. He suggests that Michelangelo's works are unique and uses the demand for his talents as evidence of his 'excellence'. More than that, he claims that Michelangelo's ideas influenced others, giving clear evidence that the genius of great men helped the *development* of the Renaissance.	AO1 0-15 AO2a 0-10 AO2b 0-6	Knowledge and understanding should be rewarded in so far as they support interpretation and evaluation of the sources. Where knowledge and understanding take into account change and/or continuity over time, this should be rewarded at Level 2 and above. Where knowledge and understanding is used to identify/recognise differences between groups this should be rewarded at Level 2 and above.

Question			Answer	Marks	Guidance
			Evidence from the Sources that can challenge the interpretation S2 – may be used to show some of the preconditions needed for the achievements of great men – ie the concentration of skills and materials in cities like Florence and the cosmopolitan atmosphere that encouraged trade and the transmission of ideas. S3 – suggests that 'great men' were not always free to express themselves as they might have wished. The source is a detailed request by a patron, even down to colours that must be used. S4 – may suggest other important features that drove the Renaissance, such as humanism and the rediscovery of the classical past. S6 – may be used to suggest that genius could be replaced by hard graft. S7 – focuses on an alternative factor – that printing has helped the development of the Renaissance by 'greatly aiding the advancement of all disciplines'. Candidates should be able to use contextual knowledge to explain and illustrate this claim. **Evaluation of Sources** A number of the sources allude to the technical nature of arts in this period (source 1 makes reference to a text about the art of painting, sources 3 and 6 to precise training and commissions). These could be linked together to make the point that genius flourished within the parameters set by fashion and the expectations of patrons. Source 4 could also be linked to this idea. References to the classical past as an influence/ideal model can be seen in sources 1 and 7.	AO2b 7-10	Reward grouping of sources at Level 4. Reward cross-referencing of the content of sources at Level 3 and above.

Question			Answer	Marks	Guidance
			Printing is the key theme in source 7 and its practical effects can also be seen in source 1. Candidates should not simply use sources at face value. Source 2 may be questioned as a potentially boastful account, though own knowledge should confirm the claims about Florence as a trade centre and focal point of the early Renaissance. On a number of occasions, the typicality of what is being described or shown could be pointed out to show that genius was exceptional and that much art was based on sheer hard work (eg sources 3 and 6). **Judgement** Candidates need to consider how 'great men' fits with the other factors on offer – cities and trade (source 2), patronage (source 3), and humanism/classical revival (source 4). At level 2 candidates will be concerned with adding one or more of these factors to the original interpretation or substituting a different factor for the idea of genius as a driving force behind the Renaissance. Level 1 answers will understand the differences between causes and preconditions for development – necessary and sufficient explanations to conclude, perhaps, that genius could only contribute to development if other factors were in place – patronage and a conducive environment.		Judgements that simply add extra factors to the existing interpretation, or make slight changes of degree should be rewarded at Level 2 (AO2b 7-8 marks). Judgements that recognise change or continuity over time, or make other more sophisticated changes to the given interpretation should be rewarded at Level 1 (AO2b 9-10 marks). To be rewarded, judgements must rely on reliable evidence inferred from the sources.

Question			Answer	Marks	Guidance
2	(b)		Candidates will need to assess a number of issues to access high marks in this answer. Only one good example of each of the following is needed. Typicality – source 2 shows the particular environment in Florence that promoted the arts there, but candidates may question the typicality of this example as it is the best known, but not necessarily the most representative, of Italian cities. Similarly, other sources may not be typical of the output or progress of the Renaissance (eg source 4, or the focus on Michelangelo in source 5). Reliability – source 7 comes from a later point in Italian history and could be seen as reliable because it has the benefit of hindsight about the impact that printing had. Purpose – candidates might conclude that source 1 (from the introduction to a book) is partly a eulogy to his friends and also an advertisement for *On Painting*, although the sentiments expressed are not necessarily inaccurate. Questions that the sources could help a historian to answer – candidates need to think of wider themes and issues that the sources address rather than summarise content. For example, the sources could be used to examine the status of artists – some appear to be regarded as celebrities while others are seen merely as workmen. Italy's contacts with the outside world can also be examined using sources 2 and 5. Missing source types/content – candidates might note that there are other 'geniuses' missing from the source set but must go on to explain what including them would have added (eg da Vinci as a 'Renaissance man' took genius to a new level not seen in these sources). Candidates could also use own knowledge to add other factors to those suggested in the question to demonstrate a more complex analysis of what caused the Italian Renaissance.	AO1 0-5 AO2a 0-10	In AO1 candidates will probably show knowledge and understanding at a level similar to that shown in source evaluation. Reward more highly in AO1 those who show knowledge and understanding of missing source-types or aspects of the topic. Candidates need to develop each example used for it to be rewarded in AO2a. Reward one developed example of typicality/reliability/purpose at the bottom of Level 3 in AO2a (5 marks); reward two developed examples at the top of Level 3 in AO2a (6 marks). Where candidates consider the uses, issues and problems of the sources as a set, reward at the top of the level reached in AO2a.

Question	Answer	Marks	Guidance
3 (a)	**Knowledge and Understanding** Candidates should use their knowledge of political ideas to judge which were conservative and which were liberal or radical in the context of the period. They should also use their knowledge of the kind of governments present in the different states of each country (Italy and Germany) to help them judge how conservative the suggestions and practices presented in the sources are. They should be able to contextualise the sources in terms of, for example, the groups represented and the different stages of unification achieved. **Evidence from the Sources that can support the interpretation** Source 1: The ideas here are mainly liberal, but in comparison with radicals this is conservative. Source 2: The ideas expressed are vague, alluding perhaps to the hopes raised by French revolutionary influence. The idea of the Fatherland appeals to tradition, and could therefore be seen as conservative. Source 3: Mazzini states, "The Italian tradition is wholly republican", suggesting a reliance on precedent that is essentially conservative. Source 4: The writer refers critically to revolutionaries, suggesting that he is conservative. The reliance on the police could also be considered conservative. Source 5: The positive statements about the Prussian monarchy suggest that this nationalist supports a traditional, conservative form of government. Source 6: Monarchy, here being put in control of the newly unified state, is a conservative institution. Source 7: The cartoon shows traditional Prussian militarism in Bismarck's ministry, undoubtedly a conservative feature.	AO1 0-15 AO2a 0-10 AO2b 0-6	Knowledge and understanding should be rewarded in so far as they support interpretation and evaluation of the sources. Where knowledge and understanding take into account change and/or continuity over time, this should be rewarded at Level 2 and above. Where knowledge and understanding is used to identify/recognise differences between groups this should be rewarded at Level 2 and above.

Question	Answer	Marks	Guidance
	Evidence from the Sources that can challenge the interpretation Source 1: the liberal ideas were relatively radical in 1815, and the *carboneria* was known as a radical secret society. Source 2: the speaker implies that princes (ie conservative forms of government) are not supportive of the nationalists. Source 3: The writer is in favour of more radical forms of government, rejecting monarchy in favour of republicanism. The idea of a fully unified rather than a federal Italy was also radical. Source 4: The writer suggests that 'sects' (by which could be read nationalist groups) are trying to undermine existing government. They could therefore be considered radical. Source 5: Nationalism is equated with reform, monarchy with conservatism, suggesting that the nationalists are relatively radical. Source 7: The fact that the Imperial government is dominated by Prussian-style militarism does not necessarily mean that nationalists in general were conservative. **Evaluation of Sources** Candidates need to use their contextual knowledge, the provenance of the sources and cross-referencing to evaluate the sources. For example, they may use their contextual knowledge to cast doubt on the enthusiasm of nationalists for monarchy that is shown in Source 5, as the offer of the German crown made to the King of Prussia means that statements made to the assembly would need to be pro-monarchy. This also brings the purpose of the source into question.		Reward grouping of sources at Level 4. Reward cross-referencing of the content of sources at Level 3 and above.

Question	Answer	Marks	Guidance
	They may also consider the purpose of Source 7: is this a radical nationalist's comment on Bismarck's version of German nationalism? They may compare the references to monarchy in sources 3, 5, 6 and 7, especially in relation to the differing views on monarchy (Prussian and Austrian) within source 5. **Judgement** There is evidence both to support and to challenge the given interpretation. It is clear, therefore, that the original interpretation is unsatisfactory as a generalisation about the aims of nationalism, but candidates will need to consider how to improve it in the light of evidence inferred from the sources. There is clearly considerable discussion of the strengths and drawbacks of traditional government forms such as monarchy, particularly later in the period, when revolutions had been unsuccessful. Earlier statements are generally vaguer about the precise goals in terms of constitutional ideas. Candidates may, therefore, recognise that the sources reveal change over time. This would provide a more sophisticated new interpretation than one which simply recognised a range of different aims.	AO2b 7-10	Judgements that simply add extra factors to the existing interpretation, or make slight changes of degree should be rewarded at Level 2 (AO2b 7-8 marks). Judgements that recognise change or continuity over time, or make other more sophisticated changes to the given interpretation should be rewarded at Level 1 (AO2b 9-10 marks). To be rewarded, judgements must rely on reliable evidence inferred from the sources.

Question			Answer	Marks	Guidance
3	(b)		Candidates should consider the uses and issues of the sources as a set. They cover the post-Napoleonic period, the revolutionary period of the 1830s and 1840s as well as the unification of both Italy and Germany. However, candidates might consider that there is too little indication of the range of ideas, conservative, moderate and radical, at any given time, to give a true indication of the aims of nationalists. They may consider there is too much reliance on the writings and speeches of key individuals, or that those who were critical, such as in sources 4 and 7 do not represent the views of nationalists. Candidates should consider the typicality, reliability and purpose of the sources. For example, they might consider how typical or popular the ideas of Young Italy in source 3 were. They could consider the reliability of Minutolo's report to the King of Naples. They might explore the purposes of the cartoonists in sources 6 and 7 in commenting on and criticising what happened in Italy and Germany. Candidates should consider the purpose of the historian in using these sources. For example, in analysing the rhetorical techniques of speech-makers at Wartburg and Frankfurt, or the role of young people as revealed in sources 1 and 4.	AO1 0-5 AO2a 0-10	In AO1 candidates will probably show knowledge and understanding at a level similar to that shown in source evaluation. Reward more highly in AO1 those who show knowledge and understanding of missing source-types or aspects of the topic. Candidates need to develop each example used for it to be rewarded in AO2a. Reward one developed example of typicality/reliability/purpose at the bottom of Level 3 in AO2a (5 marks); reward two developed examples at the top of Level 3 in AO2a (6 marks). Where candidates consider the uses, issues and problems of the sources as a set, reward at the top of the level reached in AO2a.

Question			Answer	Marks	Guidance
4	(a)		**Knowledge and Understanding** Candidates should use their knowledge of the protest methods used by racial minorities when interpreting the evidence presented in the sources. They should be able to contextualise the sources in terms of the groups from which the writers/subjects of the photograph come as well as some specific knowledge of the actions described and illustrated. **Evidence from the Sources that can support the interpretation** Source 1: the Native American implies that he only used violence in response to violence, hence it could be inferred that he preferred non-violence. Source 2: The writer refers to 'open protest' but the nature of the action is not specified. Candidates may use their knowledge of her role in education and in Roosevelt's government to suggest what Mary McLeod Bethune means. Source 3: The methods here are peaceful, although candidates may question whether they amount to protest. Source 4: Legal processes are at the centre of the NAACP according to the source. Source 5: The freedom riders chose to protest peacefully. Source 6: There is evidence in Malcolm X's speech that he is reacting against the peaceful/non-violent methods of the southern African Americans, hence it can be deduced that those in the south were non-violent. Source 7: The initial approach of the grape-pickers was total co-operation.	AO1 0–15 AO2a 0–10 AO2b 0–6	Knowledge and understanding should be rewarded in so far as they support interpretation and evaluation of the sources. Where knowledge and understanding take into account change and/or continuity over time, this should be rewarded at Level 2 and above. Where knowledge and understanding is used to identify/recognise differences between groups this should be rewarded at Level 2 and above.

Question			Answer	Marks	Guidance
			Evidence from the Sources that can challenge the interpretation		
			Source 1: Sitting Bull justifies the use of violence.		
			Source 2: 'Open protest' could refer to violent actions.		
			Source 4: Candidates may use contextual knowledge that the 'widespread state-sponsored racial inequality' meant that violence sometimes resulted from NAACP legal actions.		
			Source 5: The non-violent approach resulted in violence in many instances.		
			Source 6: Malcolm X appears to advocate a violent reaction to white violence.		
			Source 7: the grape pickers were arrested in the end. There is little evidence that this involved violence, but candidates may use their knowledge of police tactics in such situations to suggest that it did take place.		
			Evaluation of Sources		Reward grouping of sources at Level 4. Reward cross-referencing of the content of sources at Level 3 and above.
			Candidates need to use their contextual knowledge, the provenance of the sources and cross-referencing to evaluate the sources. For example, they may use their contextual knowledge of some of the events such as the Indian Wars to judge the validity of Sitting Bull's account in source 1. They may consider the purpose of Malcolm X's speech in source 6: are his comments about the approach of the southern African Americans primarily aimed at criticising Martin Luther King or at inciting violence? They may compare the approaches taken by the various African American groups and leaders shown in sources 3, 4 and 6 to establish typicality or a pattern of approaches over time.		

Question	Answer	Marks	Guidance
	Judgement There is evidence both to support and to challenge the given interpretation. It is clear, therefore, that the original interpretation is unsatisfactory as a generalisation about the methods used, but candidates will need to consider how to improve it in the light of evidence inferred from the sources. The sources can be used to support the interpretation at face value, but source 6 does not. At Level 2 candidates may add more methods, creating a list, or may make simple distinctions between different racial groups. At Level 1 candidates may consider how groups wished to portray themselves, or the extent to which the perpetrators of non-violent protest were aware that their actions were likely to provoke violence. They should use these issues or others to establish patterns of change and/or continuity.	AO2b 7-10	Judgements that simply add extra factors to the existing interpretation, or make slight changes of degree should be rewarded at Level 2 (AO2b 7-8 marks). Judgements that recognise change or continuity over time, or make other more sophisticated changes to the given interpretation should be rewarded at Level 1 (AO2b 9-10 marks). To be rewarded, judgements must rely on reliable evidence inferred from the sources.

Question			Answer	Marks	Guidance
4	(b)		Candidates should consider the uses and issues of the sources as a set. They cover a number of different groups and reflect a range of approaches to obtaining rights. However, candidates might consider that there is no written source from a rank and file member of a group (except possibly source 7) so that there is more about the aspirations of groups than the reality of situations where violence might occur despite the leaders' hopes that it would not. Candidates should consider the typicality, reliability and purpose of the sources. For example, they might consider how typical Mary McLeod Bethune's view is, in the light of the approaches taken by WEB Du Bois and Booker T. Washington at about the same time as source 2. They might question whether Sitting Bull's explanation of the causes of the Indian Wars matches the way the government viewed the wars. They might explore the purposes of Marcus Garvey in publishing his ideas and Malcolm X in addressing a large audience or the NAACP website in describing the context of the launching of the NAACP. Candidates should consider the purpose of the historian in using these sources. They could analyse what is revealed about African American leadership by these sources. They could examine the attitude shown towards white Americans by the various styles of writing and speaking.	AO1 0-5 AO2a 0-10	In AO1 candidates will probably show knowledge and understanding at a level similar to that shown in source evaluation. Reward more highly in AO1 those who show knowledge and understanding of missing source-types or aspects of the topic. Candidates need to develop each example used for it to be rewarded in AO2a. Reward one developed example of typicality/reliability/purpose at the bottom of Level 3 in AO2a (5 marks); reward two developed examples at the top of Level 3 in AO2a (6 marks). Where candidates consider the uses, issues and problems of the sources as a set, reward at the top of the level reached in AO2a.

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