

**Monday 23 January 2012 – Afternoon**

**AS GCE HISTORY B**

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

Candidates answer on the Answer Booklet.

**OCR supplied materials:**

- 8 page Answer Booklet  
(sent with general stationery)

**Other materials required:**

None

**Duration:** 1 hour 30 minutes



**INSTRUCTIONS TO CANDIDATES**

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

**INFORMATION FOR CANDIDATES**

- The number of marks is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **50**.
- This question paper contains questions on the following four Study Topics:
  - The Vikings in Europe 790s–1066 (pages 2–4)
  - The Italian Renaissance c1420–c1550 (pages 6–8)
  - European Nationalism 1815–1914: Germany and Italy (pages 10–12)
  - Race and American Society 1865–1970s (pages 14–16)
- You should write in continuous prose and are reminded of the need for clear and accurate writing, including structure of argument, grammar, punctuation and spelling.
- The time permitted allows for reading the Sources in the one 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.
- This document consists of **16** pages. Any blank pages are indicated.

## The Vikings in Europe 790s–1066

### The Vikings and Ireland

Read the interpretation and Sources 1–7, then answer questions **(a)** and **(b)**. You will need to turn over for Sources 4–7. 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 were interested in Ireland for settlement.

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

**Source 1:** From an account of events in Ireland in the 8<sup>th</sup> and 9<sup>th</sup> centuries.

A.D. 795: The burning of a settlement by the heathen Norsemen, and a shrine was overwhelmed and laid waste.

A.D. 798: The burning of St Patrick's Island by the heathen Norsemen, and they took the cattle-tribute of the territories, and broke the shrine of Do-Chonna, and made great incursions in Ireland.

A.D. 821: A settlement was plundered by the heathen Norsemen and they carried off a great number of women into captivity.

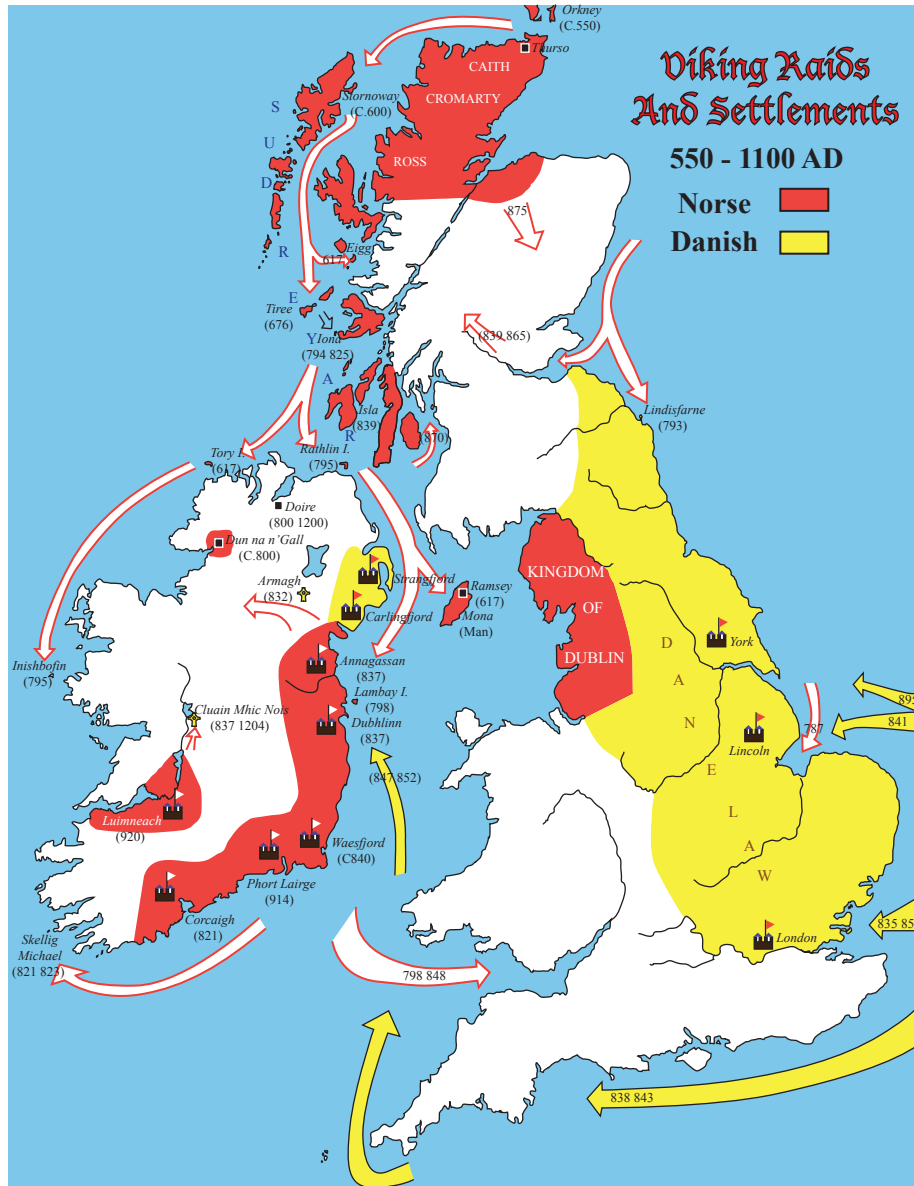
A.D. 825: A monk from a monastery on the rocky island, Skellig Michael, was carried off by the heathen Norsemen, and died shortly afterwards of hunger and thirst.

A.D. 856: The monastery of Lusca was burned by the Norsemen.

A.D. 859: Mael Guala, king of the part of Ireland called Mumu, was killed by the Norsemen.

*From the Annals of Ulster compiled in the late 15<sup>th</sup> century.*

**Source 2:** A Map of Great Britain and Ireland. The yellow and white arrows indicate Viking raids.



*From an historical atlas.*

**Source 3:** A survey of Viking sites in Ireland.

Relatively few Viking burials have been discovered in Ireland, the last discovery of such a burial was made in 1947. An extensive complex of cemeteries and single burials existed at Dublin during the Viking age and these include the well-known cemeteries at Kilmainham and Islandbridge, where most of the bodies were buried with grave goods. Some of these burials were on the sites of earlier prehistoric and Christian cemeteries. Grave goods found with male burials typically included weapons, these consisted of a sword, spearhead and sometimes a third weapon such as an axehead. With female burials finds included brooches, pins, spindle-whorls and a needle case. Six decorated swords from the Frankish world suggest that the owners were part of a military elite engaged in commerce. These Dublin Viking burials seem to belong to the period 840–950 AD. All Viking graves outside of the Dublin area appear to also have been burials with no cremations. The only other probable Viking cemetery in Ireland outside Dublin is on Rathlin Island. Other individual Viking graves found elsewhere in Ireland have been found near known Viking settlements.

*From a recent archaeological report.*

[TURN OVER FOR SOURCES 4–7]

**Source 4:** An account of events in the 9<sup>th</sup> century.

A.D. 845: There was an encampment of the Norsemen on Loch Ri, and they plundered settlements and burned holy places and monasteries. The Norsemen of Dublin set up a camp at Cluain Andobuir.

A.D. 849: A naval expedition of one hundred and forty ships of the king of the Norsemen came to demand obedience from the Norsemen who were in Ireland before them, and afterwards they caused confusion across the whole country.

A.D. 851: New Norsemen came to Dublin, made a great slaughter of the Norsemen living there, and plundered the naval encampment, both people and property. The new Norsemen made a raid at Linn Duachail, and a great number of them were slaughtered.

A.D. 871: Olaf and Ivar returned from Scotland with two hundred ships, bringing with them a great number of Angles and Britons and Picts as captives back to Ireland.

A.D. 873: Ivar the Boneless, king of the Norsemen of all Ireland and Britain, ended his life at peace with Christ.

*From the Annals of Ulster compiled in the late 15<sup>th</sup> century. This was taken from a different version of the Annals from Source 1.*

**Source 5:** An account of events in 918.

A battle was won at Cianachta-Breagh by Donnchadh, son of Flann, son of Maelseachlainn, over the Norsemen. A countless number of the Norsemen were killed, including many of their nobles. This was revenge for the battle of Ath-cliaith where the Norsemen slaughtered many Irish, both high and low born. Muircheartach, son of Tighearnan, i.e. heir apparent of Breifne, was wounded in the battle of Cianachta, and he afterwards died of his wounds.

*Annals of the Four Masters compiled from the 13<sup>th</sup> century onwards.*

**Source 6:** An account of events in 995.

There was a man called Thorir Klakka, a great friend of Earl Hakon, who had been on a Viking expedition for a long time and occasionally on trading journeys. Thorir had a wide acquaintance with many countries and people. Earl Hakon sent Thorir west across the sea, ordering him to undertake a trading journey to Dublin, which was done by many at that time. Thorir was also to report back to the earl about the strength of the lords of the region.

*From the Heimskringla written in the mid 13<sup>th</sup> century.*

**Source 7:** An account of the Battle of Clontarf in 1014.

King Brian Boru killed the Viking kings and chieftains, the Viking heroes and brave soldiers. He enslaved and reduced to bondage the Viking stewards and their tax collectors and their swordsmen and their mercenaries and their large splendid youths and their smooth youthful girls.

*From the War of the Irish with the Foreigners written in the early 12<sup>th</sup> century.*

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## The Italian Renaissance c1420–c1550

### What were the causes of the Renaissance?

Read the interpretation and Sources 1–7, then answer questions (a) and (b). You will need to turn over for Sources 5–7. Remember not to simply take sources at face value. Use your knowledge of the period to interpret and evaluate them.

*Interpretation:* The genius of great men drove the development of the Italian Renaissance.

- (a) Explain how far Sources 1–7 support this interpretation. You may, if you wish, amend the interpretation or suggest a different interpretation. If you do this you must use the sources to support the changes you make. [35]
- (b) Explain how these sources are both useful and raise problems and issues for a historian using them. [15]

**Source 1:** An introduction to a guide for artists.

I used to both marvel and regret that so many excellent and divine arts and sciences, which we know were possessed in great abundance by the talented men of antiquity, have now disappeared and are almost entirely lost. Painters, sculptors, architects, musicians, mathematicians and suchlike distinguished and remarkable intellects, are very rarely to be found these days, and are of little merit. But after I came back here to this most beautiful of cities, I have recognised in many, but above all in you, Brunelleschi, and in our great friend the sculptor Donatello, a genius in no way inferior to any of the ancients who gained fame in these arts. I beg you to go on, as you are doing, finding means whereby your wonderful merit may obtain everlasting fame and renown.

*From On Painting by Leon Battista Alberti, published in 1435.*

**Source 2:** A description of Florence.

Our beautiful Florence contains within the city 270 workshops belonging to the wool merchants' guild, from whence goods are sent to Rome, Naples and Sicily, Constantinople and the whole of Turkey. It also contains 83 rich and splendid warehouses of the silk merchants' guild, and furnishes gold and silver stuffs, velvet, brocade and satin to Rome, Naples and the whole of Spain, especially to Seville, and to Turkey. The principal fairs to which these wares go are those of Genoa, Ferrara, Mantua and the whole of Italy; Lyons, Avignon, Antwerp and London. The number of banks amounts to 33. The workshops of the cabinet-makers, whose business is carving and inlaid work, numbers 84, and the workshops of the stonemasons and marble workers of the city and its immediate neighbourhood has reached 54. There are 44 goldsmiths' and jewellers' workshops, 30 gold-beaters, silver-wire artists and a wax-figure maker.

*From the Florentine Benedetto Dei's letter to a Venetian friend, written in 1472.*

**Source 3:** A contract of employment.

This document is an agreement, contract and commission for an altar panel to go in the church of the Innocents' Hospital with the conditions stated below, namely: That Prior Francesco entrusts to the painter Domenico Ghirlandaio the painting of a panel which Francesco has provided. Domenico is to colour and paint this panel all with his own hand in the manner shown in a drawing on paper with those figures and in that manner shown on it, in every particular according to what I think best. Domenico must colour the panel at his own expense with good colours and with powdered gold on such ornaments as we demand it, and the blue must be ultramarine to the value of about four florins an ounce.

*A contract between the Prior of the church of the Innocents' Hospital in Florence and Domenico Ghirlandaio, for a religious painting, October 1485.*

**Source 4:** A Renaissance painting.

*A painting entitled The School of Athens, by Raphael, painted in 1510–11. It shows ancient and contemporary artists together.*

[TURN OVER FOR SOURCES 5–7]

**Source 5:** A description of Michelangelo.

It seems to me that nature has endowed Michelangelo so largely with all her riches in the arts of painting and sculpture that I am not to be criticised for saying that his figures are unique. He has no equal in painting or sculpture. Raphael, although he desired to compete with Michelangelo, often said that he thanked God he was born in a different time, as he learned from Michelangelo a style very different from that taught to him by his father, who was a painter, and from his master Perugino. But what greater and clearer sign can we ever have of the excellence of this man than the desires of the princes of the world to have him work for them?

*From The Life of Michelangelo by Ascanio Condivi, written in 1553.*

**Source 6:** An account of an artist's training.

To begin as an apprentice studying for one year to get practice in drawing on the little panel; next, to serve in the workshop under some master to learn to work at all the branches of our profession and to stay and begin the working up of colours and to learn to prepare glazes and grind the gessos and to get experience in gilding and stamping for the space of a good six years. Then to get experience in painting, embellishing, making cloths of gold, getting practice in working on the wall for six more years, drawing all the time, never leaving off, either on holidays or on workdays.

*From a description of an apprenticeship by Benvenuto Cellini, probably written in the 1550s.*

**Source 7:** A view of the importance of printing.

Besides the restoration of ancient learning, the invention of many fine new things has been reserved to this age. Among these, printing deserves to be put first, because of its excellence, utility and the subtlety of craftsmanship from which has come the cutting of fonts, the composing of type, the making of ink, the setting of presses and the way of handling them, of dampening the paper, placing, taking out and drying the sheets, then gathering them into volumes. Thus more work is accomplished in one day than many scribes could do in a year. Because of this, books that were previously rare and dear have become common and easy to buy. The invention has greatly aided the advancement of all disciplines. Miraculously, it seems to have been discovered in order to bring back to life literature which seemed dead.

*From Loys le Roy, The Excellence of this Age, written in 1575.*



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## European Nationalism 1815–1914: Germany and Italy

### The aims of Nationalism

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

*Interpretation:* Nationalists had conservative political aims.

- (a) Explain how far Sources 1–7 support this interpretation. You may if you wish amend the interpretation or suggest a different interpretation. If you do this you must use the sources to support the changes you make. [35]
- (b) Explain how these sources are both useful and raise problems and issues for a historian using them. [15]

**Source 1:** The aims of a secret society.

*Aim of the Order.* The independence of Italy, our Country. To give her a single, constitutional government, or at least to unite the various Italian governments in a confederation; all governments, however, shall be based on a constitution, freedom of the press and of worship, the same laws, currency and measures. *Methods of the Order.* To spread liberal ideas and communicate them to supporters, friends and clerics, by firmly convincing them of the unfortunate state of affairs in our Mother Country. The press, gatherings and private conversations are opportune means. Cunning and persistence are needed and, above all, the wiping out of all kinds of prejudice. The unprejudiced peasant is more enthusiastic than the rich man, the property owner, and is therefore more useful.

*From the Instructions of the Carboneria, 1815. The Carboneria was the most well-known of the secret societies formed at this time.*

**Source 2:** A speech at a student festival.

Everything has turned out differently from what we expected. Of all the Princes of Germany, only one has honoured his given word, that one in whose *free Land* we are celebrating this festival of the battle at Leipzig. Now, I ask you, gathered here together in the bloom of youth; you on whom the hopes of the Fatherland are set; I ask you, whether you share this mentality? We want some day to return to civic life, with our eyes fixed firmly on our aim of the common good, and our hearts full of deep and everlasting love for one single German Fatherland. The thought of all who have poured out their heart's blood for the splendour and freedom of our German country shall give us strength for the fight.

*From a speech made by a student at the Wartburg Festival, October 1817.*

**Source 3:** A plan for Italy.

Young Italy stands for the republic and unity. The *Republic*, because Italy really has no basis for a monarchy; because the Italian tradition is wholly republican, as are its greatest memories and the progress of the nation; because monarchy was established when our decline began, and assured our downfall. *Unity*, because without unity there can be no true nation – because without unity there is no strength, and Italy, surrounded by united, powerful and jealous nations, needs to be strong above all – because by destroying the unity of the great Italian family, Federalism would destroy at its roots the mission which Italy is destined to fulfil for humanity.

*From Mazzini's 'Young Italy', 1831.*

**Source 4:** A report to the King of Naples.

For a long time in Italy and Germany it has been observed that the centre of revolutionary spirit is to be found in high schools, universities and state schools. Nearly all the professors in the universities corrupt the young, and the students have always been the first to come out against the sovereigns. It would therefore be a very appropriate police measure to dissolve these groups of fanatical, irreligious and senseless young men. Above all, the police should keep close control over the various sects. Amongst them, the most widespread and evil-intentioned against Church and Crown is the *carboneria*. For some years revolution in Europe has become an art and craft practised by rogues to enrich themselves at other people's expense. So your Majesty must bear in mind, not as a probability but as a certainty, that the revolutionary rabble, even in its humiliation and defeat, is hatching new plots and schemes for fresh rebellions and intrigues.

*From Antonio Capece Minutolo's memorandum for the King of Naples.  
Minutolo was a government minister in the 1830s.*

**Source 5:** A speech to the Frankfurt Parliament.

We cannot conceal the fact that the whole German question is a simple alternative between Prussia and Austria. In these states German life has its positive and negative extremes – in the former, all the interests which are national and reformatory, in the latter, all that are dynastic and destructive. The German question is not a constitutional question, but a question of power; and the Prussian monarchy is now wholly German, while that of Austria cannot be. We need a powerful ruling house. Austria's power meant lack of power for us, whereas Prussia desired German unity in order to supply the deficiencies of her own power. Already Prussia is Germany in the making.

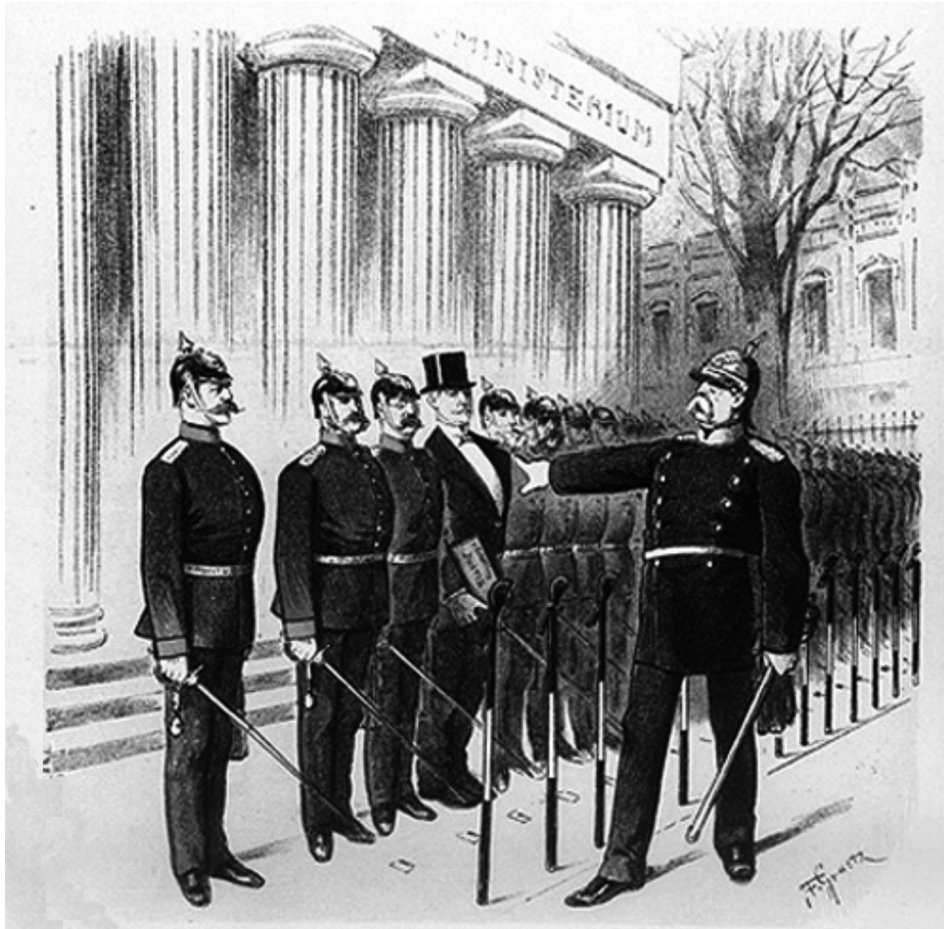
*From Johann Gustav Droysen's speech to the Frankfurt Parliament, 1848.*

**Source 6:** A British cartoon showing Garibaldi and King Victor Emmanuel.

*From a British magazine, published November 1860.*

[TURN OVER FOR SOURCE 7]

**Source 7:** A cartoon commenting on Bismarck's government.



*A cartoon published in a German satirical magazine, entitled "Our State Ministry in Uniform (With One Exception)", March 1889.*

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**Race and American Society, 1865–1970s****Protest methods adopted by racial minorities**

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

*Interpretation:* Racial minorities used non-violent protest methods.

- (a)** Explain how far Sources 1–7 support this interpretation. You may, if you wish, amend the interpretation or suggest a different interpretation. If you do this you must use the sources to support the changes you make. **[35]**
- (b)** Explain how these sources are both useful and raise problems and issues for a historian using them. **[15]**

**Source 1:** A Native American tells his story.

This land belongs to us, for the Great Spirit gave it to us when he put us here. We were free to come and go, and to live in our own way. But white men, who belong to another land, have come upon us, and are forcing us to live according to their ideas. This is an injustice; we have never dreamed of making white men live as we live.

Your soldiers made a mark in our country, and said that we must live there. They fed us well, but they told us we must only go so far in this direction, and only so far in that direction. They gave us meat, but they took away our liberty. We marched across the lines of our reservation, and the soldiers followed us. They attacked our village, and we killed them all. What would you do if your home was attacked? You would stand up like a brave man and defend it. That is our story. I have spoken.

*From remarks made to a journalist by Sitting Bull, a chief of the Hunkpapa Sioux, 1882.*

**Source 2:** An African American woman's view.

If we accept discrimination, we accept the responsibility ourselves and allow those responsible to ease their consciences by believing that they have our acceptance and agreement. We should, therefore, voice our protest openly against everything that smacks of discrimination.

*Mary McLeod Bethune, "Certain Unalienable Rights", 1901.*

**Source 3:** The aims of an African American organisation.

The Universal Negro Improvement Association is an organization among Negroes that is seeking to improve the condition of the race, with a view to establishing a nation in Africa where Negroes will be given the opportunity to develop by themselves, without creating the hatred and animosity that now exists in countries of the white race through Negroes rivalling them for the highest and best positions in government, politics, society and industry. The organization believes in the rights of all men, yellow, white and black. To us, the white race has a right to the peaceful possession and occupation of countries of its own and in like manner the yellow and black races have their rights. Only by an honest and liberal consideration of such rights can the world be blessed with the peace that is sought by Christian teachers and leaders.

*From Marcus Garvey's writings, published in 1926.*

**Source 4:** The aims of a civil rights organisation.

The NAACP Legal Defense and Educational Fund (LDF) is the country's first and foremost civil and human rights law firm. Founded in 1940 under the leadership of Thurgood Marshall, who subsequently became the first African-American U.S. Supreme Court Justice, LDF was launched at a time when the nation's aspirations for equality and due process of law were stifled by widespread state-sponsored racial inequality.

*From the website of the NAACP.*

**Source 5:** A photograph of civil rights protesters.



*Freedom riders enter a white waiting room, May 1961.*

[TURN OVER FOR SOURCES 6 AND 7]

**Source 6:** An African-American leader's speech.

You haven't got a revolution in history that doesn't involve bloodshed. And you're afraid to bleed. I said, you're afraid to bleed.

As long as the white man sent you to Korea, you bled. He sent you to Germany, you bled. You bleed for white people, but when it comes to seeing your own churches being bombed and your little black girls murdered, you haven't got any blood. I hate to say this, but it's true. How are you going to be nonviolent in Mississippi, as violent as you were in Korea? How can you justify being nonviolent in Mississippi and Alabama, when your churches are being bombed, and your little girls are being murdered? And if it is right for America to draft us, and teach us how to be violent in defense of her, then it is right for you and me to do whatever is necessary to defend our people right here in this country.

*From a speech 'Message to the Grassroots' given by Malcolm X to a large public rally in Detroit, 1963.*

**Source 7:** A Hispanic American describes a grape pickers' strike in 1965.

There was harassment on the picket lines. At one point, after we had been on strike for about five or six weeks, we were stopped constantly by deputies. Every striker was photographed, and a field-report card was filled in on each person. In some cases it took as much as an hour and a half to go through this process.

At first our tactic was total co-operation. Then we started taking their time. In my case, the officer took almost an hour because I went very slowly.

Then we'd go on night picketing, and they'd have to wake up cops to follow us. We worked it so they had to have three shifts.

Finally we made up our minds we had been harassed enough. We refused to give them any information or let them take our pictures. We told the enquiring officer that if he wanted to take our picture, he would first have to arrest us. And at that point we were able to gain some ground.

*From J. Levy, 'César Chávez: Autobiography of La Causa', 1975.*

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