

GCE

History B

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

Advanced Subsidiary GCE

Mark Scheme for June 2015

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Inaccurate reading or use of source; inaccurate knowledge; meaning is unclear
	Supports interpretation (use in conjunction with A1 if this relates to amended interpretation)
	Challenges interpretation (use in conjunction with A1 if this relates to amended interpretation)
	Amended interpretation (stated)
	Uses knowledge to provide context to interpret source. Use this symbol in conjunction with 'eval' if the knowledge is used to evaluate the source
	Cross reference - only use this if sources are used to interpret or evaluate each other
	(a) Evaluation of source using knowledge (b) evaluation of source using typicality, purpose or reliability (L3)
	Uses two or more sources as a group to generalise. (This must be more than a list of sources.)
	Inference from source(s)
	Knowledge is added
	Uses provenance to evaluate source
	In (b) shows how an historian's question (concerning second order concepts) can be answered using the sources
	Identifies missing sources and explains the significance of their omission in relation to an enquiry

Here are the subject specific instructions for this question paper

Candidates should answer on only one Option. They should answer questions (a) and (b) on that Option. If they answer on more than one Option then the higher total mark should be awarded. Do not allow marks across more than one Option.

Here is the mark scheme for this question paper.

Question	Answer	Marks	Guidance
1 (a)	<p><u>Knowledge and Understanding</u></p> <ul style="list-style-type: none"> • K & U of religious beliefs both in the pagan era and during the arrival of Christianity and of religious customs and rituals such as burial rites. • K & U of other factors that contributed to the nature of Viking society, including military traditions, exploration and craftsmanship. • K & U of the types of sources in the set, such as sagas, archaeological artefacts, accounts by non-Vikings, and how they are interpreted by historians. • Candidates who simply add own knowledge to the evidence in the sources (e.g. to describe the pantheon of gods worshipped by the Vikings or to explain the references to Thor in sources 2 and 3) should be rewarded up to Level 3. Candidates who use their knowledge to evaluate a source – its strength as evidence based on provenance – or who show awareness of change over time should be rewarded at Level 2 or above. For example, source 2 refers to a Viking raid. Candidates could suggest that this is a strong source because it is typical of other raids that took place in Ireland and against monasteries (Noirmoutier etc.) along the Seine. Change over time can be shown by suggesting reasons why the Vikings adopted Christianity to support sources 4 and 5. <p><u>Evidence from the Sources that can support the interpretation</u></p> <ul style="list-style-type: none"> • S2 – shows a pendant in the shape of Mjolnir. It was likely to be worn as a protection either in battle or on long sea journeys. Examples of these pendants have been found across Scandinavia and a few in England. They can suggest a popular cult around Thor. • S3 – the influence of beliefs about Thor can be seen here too. Thorolf means ‘follower of Thor’. He brings 	35	<p>Knowledge should be rewarded at L1 in AO1 where it is used to evaluate a source, and at L2 where it is used to draw an inference that cannot be drawn from the source alone. At L3 it will provide context for the sources while at L4 and below it will be added to the argument but not used to support source analysis or evaluation.</p> <p>Examples from sources given in the first column are neither required nor exclusive: reward any valid point from the sources.</p> <p>It is important to distinguish between evidence that is taken at face-value from the source and evidence that is inferred in AO2a and AO2b.</p> <p>Judgements should only be credited where:</p> <ul style="list-style-type: none"> • The given interpretation has been tested (i.e. evidence for <u>and</u> against it); • Evidence is <u>inferred</u> from the source rather than simply accepted at face value both for and against. <p>Judgements should be rewarded at Level 2 if they simply alter the interpretation to suggest a different factor as the nature of Viking society.</p> <p>New/amended interpretations that suggest a relationship between different factors or change over time should be rewarded at L1 provided they are adequately supported.</p>

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	<p>part of a temple with him when he travels to settle in Iceland and uses a pillar to get divine inspiration for where to land. This can be seen as strong evidence for a religious culture among the Vikings.</p> <ul style="list-style-type: none"> • S4 – Rollo accepted Christianity as part of the agreement he made with Charles III / the Simple of Western Frankia. He consulted a bishop while making the decision. • S6 – shows the spread of Christianity through Denmark and Norway. While the process appears to have taken a long time, the source suggests that creating a Christian culture in these countries was eventually successful. • S7 – toasts are made to Christ and St Michael, suggesting that the Christianising process mentioned in source 6 has become part of ritual culture. <p><u>Evidence from the Sources that can challenge the interpretation</u></p> <ul style="list-style-type: none"> • S1 – Vikings are described as a ‘cursed host’ and ‘barbarians’. Their actions against Blathmac suggests nothing religious about what they were doing but points to a culture built on violence. • S2 – may suggest a culture that valued craftsmanship. • S3 – may suggest a culture built around exploration and settlement. • S4 – more evidence of a military culture based on violence – Duke Robert tells Rollo ‘enough wars have been waged... you proved your manly skill at arms’. • S5 – the description emphasises the king’s bravery, ‘manliness’ and brutality rather than religious qualities (so can be cross-referenced to the same king in source 6). • S6 – although Christianity did spread, the process was slow (three reigns are mentioned here) and hesitant. It 		

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	<p>had to be backed by force and, when the king's attention wandered, older beliefs resurfaced. This could suggest a continuity of pagan culture beneath the surface of Christianity.</p> <ul style="list-style-type: none"> • S7 – although the Vikings drink to Christ and St Michael, their oaths remind us of their violent culture and seem at odds with Christian values. <p><u>Interpretation of Sources</u></p> <ul style="list-style-type: none"> • Examples of simple inferences: The Vikings were violent (S2); The Vikings became Christian (S6). • Examples of generalisations: Christianity only partly replaced older beliefs (S6 and S7), S1 and S5 agree that violence and barbarism were more important features than religious belief. • Examples of cross-referencing: S2 reveals the importance of Thor as a religious icon in Viking culture, which is reinforced by S3's references to a man's name and his devotion to the god for inspiration. S4 may suggest that Rollo's motives in becoming Christian were superficial and this could be linked to S6's comments about the need to impose Christianity in Denmark and Norway. • Evaluation using knowledge: the actions in S1 show a view of the Vikings by outsiders that is repeated in other sources e.g. about the attack on Lindisfarne or the raids along the Seine so can support an alternative view of Viking culture. • Evaluation using provenance and context: S4 suggests Vikings accepted Christianity for utilitarian reasons but Rollo's subsequent actions in rebuilding the church in Normandy show that he was a genuine convert. S2 could be questioned about the extent to which it shows a religious culture – we are not told how many of these artefacts have been found, their location or even the 		

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	<p>date. Contextual knowledge can answer some of these questions, but the purpose of the artefact is unclear – a religious amulet or simply a popular design?</p> <p><u>Judgement</u> There is evidence to support and challenge the interpretation, so it is not fully satisfactory. Candidates may seek to amend it by different routes.</p> <ul style="list-style-type: none"> • The given interpretation only suggests one facet of Viking culture. Candidates might dismiss this and suggest a more powerful characterisation (Level 2) or seek to show how the religious nature of Viking society was itself rooted in violence (Level 1). • The given interpretation does not suggest change over time. Although it would be easy to say that Viking culture became more religious over time, this would not fit the evidence in the sources, which can be used to suggest a thriving pagan culture (S 2, S3 and S5) and a more superficial Christian culture (S6 and S7). Based on the sources, it would be easier to argue that Viking culture maintained pagan traditions but overlaid these with Christianity in the tenth and eleventh centuries (L1). 		

Question	Answer	Marks	Guidance
1 (b)	<ul style="list-style-type: none"> • Examples of use/problem related to typicality: S2 may not be typical. Evidence from source = the artefact is in silver and is carefully decorated suggesting wealth of the owner. S3 may be typical. Evidence from context = similar objects have been found in burial sites across Scandinavia, archaeologists believe they were a symbol of faith as Thor was seen as protector mankind or worn in opposition to Christianity. • Example of use/problem related to reliability: S4 describes an offer to Rollo which includes baptism. Evidence from context = Dudo is the only source on the negotiations and he was writing much later on a commission from Dudo's grandson. The likelihood of the long speech quoted here being authentic is very doubtful and reveals more about Rollo's purpose in writing. • Example of use/problem related to purpose: S1 is an account of the martyrdom of Blathmac so is written from his perspective and is a justification for his sainthood – he approached the Vikings unarmed and fearless etc. This purpose impacts strongly on the accuracy and reliability of the account. • Methodology: candidates may suggest additional sources that could be used to verify inferences or the content of sources. Archaeological discoveries of burial sites in Scandinavia would indicate how widespread Christianity had become by the 11th century as burial practices were different. • Historians' questions – historians would be interested the change and development in Viking behaviour revealed in these sources and could examine their changing actions such as a move towards exploration and negotiation or continuities in violent behaviour. 	15	<p>In AO1 candidates will probably show knowledge and understanding at a level similar to that shown in source evaluation.</p> <p>Reward more highly in AO1 those who show knowledge and understanding of missing source-types or aspects of the topic.</p> <p>Candidates need to develop each example used for it to be rewarded in AO2a.</p> <p>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).</p> <p>Where candidates consider the uses, issues and problems of the sources as a set, reward at the top of the level reached in AO2a.</p> <p>Historians investigate questions framed around second order concepts such as cause, change, significance. Do not reward highly responses that simply identify topics that historians might investigate. These responses simply claim that content is useful (L4).</p> <p>To be rewarded at L2 and above candidates need to show how the sources provided could be used to support these enquiries. Candidates who use sources to explain elements of historical methodology (e.g. cross-referencing) should be rewarded as showing understanding of how historians work (L2).</p>

Question	Answer	Marks	Guidance
2 (a)	<p><u>Knowledge and Understanding</u></p> <ul style="list-style-type: none"> • K&U of religious elements of the Renaissance seen in art and culture. • K&U of other ways of characterising the Renaissance, especially the influence of humanism and secular trends on art and culture and the development of science. • K&U of the types of sources included in the set and how they can be interpreted and evaluated by historians <p><u>Evidence from the Sources that can support the interpretation</u></p> <ul style="list-style-type: none"> • S1: the religious subject matter of the art is described. • S2 – refers to God as the ‘supreme architect’ suggesting a religious framework for ideas – Pico’s attempt to synthesise religion and philosophy is hinted at. • S4 – one of the most replicated religious images shows Adam receiving the spark of life from God. Adam is created in the image of God, the two figures are not treated as equals. God is the giver of life. • S6 – Copernicus informs the Pope about his work; he still recognises the church as a powerful force. • S7 – Vesalius challenged the work of Galen who was approved by the Catholic church. The source reflects the idea of a scientific methods from close observation, meticulous notes and drawings. <p><u>Evidence from the Sources that can challenge the interpretation</u></p> <ul style="list-style-type: none"> • S1 the interest in the various paintings described lies in the techniques used rather than the religious subject matter per se. 	35	<p>Knowledge should be rewarded at L1 in AO1 where it is used to evaluate a source, and at L2 where it is used to draw an inference that cannot be drawn from the source alone. At L3 it will provide context for the sources while at L4 and below it will be added to the argument but not used to support source analysis or evaluation.</p> <p>Examples from sources given in the first column are neither required nor exclusive: reward any valid point from the sources.</p> <p>It is important to distinguish between evidence that is taken at face-value from the source and evidence that is inferred in AO2a and AO2b.</p> <p>Judgements should only be credited where:</p> <ul style="list-style-type: none"> • The given interpretation has been tested (i.e. evidence for and against it); • Evidence is inferred from the source rather than simply accepted at face value both for and against. <p>Judgements should be rewarded at Level 2 if they simply alter the interpretation to suggest a different factor to describe the nature of the Renaissance.</p> <p>New/amended interpretations that suggest a relationship between different factors or change over time should be rewarded at L1 provided they are adequately supported.</p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • S2 - a classic statement of humanism which emphasises human free will, man at the centre of the world about him and his potential for greatness. This marked a clear shift from medieval views about man. • S3 – Savonarola’s criticisms suggest that anything religious about the activities and patronage of the renaissance was purely superficial. • S4 – candidates may refer to different interpretations of the painting that suggest a more humanist dimension. • S5 – the qualities of the courtier do not mention religion at all – purely secular pastimes and skills. • S6 – contains revolutionary ideas about astronomy, challenging conventional wisdom accepted by church <p><u>Interpretation of Sources</u></p> <ul style="list-style-type: none"> • Examples of simple inferences: S1 refers to paintings which have religious subject matter. S2 talks about man as the centre of things suggesting he was important. • Example of generalisations: There was a greater emphasis on the importance and skills of men in this period (S2 and S5). • Examples of cross-referencing – a theme of religious subject matter in art runs through S1 and S4 and could be analysed to show whether art was about faith or commissions. The statement in S1 could be cross-referenced to any of the other sources to show whether the principles stated influences others. • Evaluation using knowledge: S2 is seen as part of the secularisation of the Renaissance because Pico aimed to reconcile religion and philosophy and his writing is a key work of Renaissance humanism along with his 900 Theses. However, it was poorly received by the church and was declared ‘unorthodox’ by the Pope, causing Pico to flee to France. 		

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	<ul style="list-style-type: none"> • Evaluations using provenance and context – The significance of S5 as evidence of secularisation is strong because The Book of the Courtier was one of the most widely distributed books of the 16th century, with editions printed in six languages and published widely across the main capitals of Europe. Savonarola’s criticisms in S3 need to be understood in the context of his beliefs about what was happening in Florence. <p><u>Judgement</u> There is evidence to support and challenge the interpretation, so it is not fully satisfactory. Candidates may seek to amend it by different routes.</p> <ul style="list-style-type: none"> • The sources show change and continuity over more than a century. There are early signs in S1 and S2 of a shift of attitudes away from simple veneration to trying to understand the place of man, but religious interests still persist as a means to explore this change. (Level 1) • Candidates may reject the proposition of the question and suggest an alternative characterisation such as: ‘The Renaissance was partly a religious movement’ or add other points to the original – ‘The Renaissance was a religious, scientific and artistic movement’. (Level 2). 		

Question	Answer	Marks	Guidance
2 (b)	<ul style="list-style-type: none"> • Example of use/problem related to typicality: S5 refers to an ideal courtier. Using contextual knowledge, candidates should be able to identify others, such as da Vinci, who embodied such ideals and be able to explain that the popularity of this work across Europe implies that it was widely adopted. • Example of use/problem related to reliability: S7 is taken directly from the notebooks of Vesalius. Context knowledge of his work and of medical developments at this time would reinforce the view that this source is a reliable account. • Example of use/problem related to purpose – S1 describes the life and work of Masaccio. Candidates should use evidence from the source to identify that Vasari’s purpose was to celebrate his technical skill rather than his subject matter. • Methodology: Candidates may suggest additional sources that could be used to verify inferences or content of sources. S4 could be compared to other High renaissance artists / examples of work to build an overall picture of the character of art at this time. Comparison to the art of the Northern Renaissance could be used to establish how far Italian art was unique in supporting or challenging the role of religious influences. The sources do not focus strongly on architecture across the period. Candidates must use their contextual knowledge to decide if this omission would strengthen or weaken the interpretation or provide scope for further enquiry. • Historians’ questions: historians would be interested in changes and continuities in the styles of Renaissance art and could compare sources 1 and 4 for evidence of developments 	15	<p>In AO1 candidates will probably show knowledge and understanding at a level similar to that shown in source evaluation.</p> <p>Reward more highly in AO1 those who show knowledge and understanding of missing source-types or aspects of the topic.</p> <p>Candidates need to develop each example used for it to be rewarded in AO2a.</p> <p>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).</p> <p>Where candidates consider the uses, issues and problems of the sources as a set, reward at the top of the level reached in AO2a.</p> <p>Historians investigate questions framed around second order concepts such as cause, change, significance. Do not reward highly responses that simply identify topics that historians might investigate. These responses simply claim that content is useful (L4).</p> <p>To be rewarded at L2 and above candidates need to show how the sources provided could be used to support these enquiries. Candidates who use sources to explain elements of historical methodology (e.g. cross-referencing) should be rewarded as showing understanding of how historians work (L2).</p>

Question	Answer/Indicative content	Mark	Guidance
3 a	<p><u>Knowledge and Understanding</u></p> <ul style="list-style-type: none"> • K & U of the situation of Germany and Italy in relation to other countries - Austrian occupation of northern Italy; Austrian relations with Germany; relations between France and Germany. • K & U of other factors that drove nationalism in Germany and Italy, including religious ideas, and political and constitutional ideas. • K & U of the types of sources in the set, such as cartoons, constitutional documents, books containing nationalist ideas and government reports, and how they are interpreted by historians. <p><u>Evidence from the sources that can support the interpretation</u></p> <ul style="list-style-type: none"> • S1 possible inference that Germans are different from other races and should be stronger than them. • S2 clear awareness that some might think other nationalities have a part to play in Italian unification, but the writer rejects this. • S3 there is some discrimination against 'foreigners' in terms of citizenship. • S4 Freedom from Austria is a key method in respect of several of the aims. • S5 the relations between states, and especially the threat posed to Germany are primary considerations in this document. • S6 the cartoon could be taken to suggest hostility between Germany and the Pope as a political leader, although he only held the Vatican at this point. • S7 France is seen as an on-going problem for Germany - and one that needs to be addressed if Germany is to thrive. 	35	<p>Knowledge should be rewarded at L1 in AO1 where it is used to evaluate a source, and at L2 where it is used to draw an inference that cannot be drawn from the source alone. At L3 it will provide context for the sources while at L4 and below it will be added to the argument but not used to support source analysis or evaluation.</p> <p>Examples from sources given in the first column are neither required nor exclusive: reward any valid point from the sources.</p> <p>It is important to distinguish between evidence that is taken at face-value from the source and evidence that is inferred in both AO2a and AO2b.</p> <p>Judgements should only be credited where:</p> <ul style="list-style-type: none"> • The given interpretation has been tested (i.e. evidence for <u>and</u> against it); • Evidence is <u>inferred</u> from the sources rather than simply accepted at face value both for and against. <p>Judgements should be rewarded at Level 2 if they simply alter the interpretation to suggest a different factor drove nationalism.</p> <p>New/amended interpretations that differentiate between Germany and Italy or suggest a relationship between different factors or change over time should be rewarded at L1 provided they are adequately supported.</p>

Question	Answer/Indicative content	Mark	Guidance
	<p data-bbox="365 217 1010 276"><u>Evidence from the sources that can challenge the interpretation</u></p> <ul data-bbox="409 284 1128 1007" style="list-style-type: none"> • S1 identifies a number of unifying characteristics for Germany that do not depend on how other countries/national groups are regarded. • S2 identifies the Pope as an important factor and refers to other reasons for Italian unification (as a federation). • S3 other nations are referred to as sisters. The guiding principles suggest that liberal and egalitarian ideas are paramount. • S4 the basic aims are liberal, rather than anti-Austrian. There is also an appeal to history/the idea of the Roman Empire. • S5 the main aim/method suggested is political unification of Germany - the international situation merely serves as a spur to this. • S6 the cartoon reflects Bismarck's Kulturkampf and is anti-Catholic (as a foreign influence) rather than directed at a specific country. • S7 the source represents the opinion of the military who are bound to identify military threats as important in driving policy. <p data-bbox="365 1042 685 1070"><u>Interpretation of sources</u></p> <ul data-bbox="409 1078 1128 1414" style="list-style-type: none"> • Examples of simple inferences: Franco-German relations were poor (S7); relations between Germany and the Pope were poor (S6). • Examples of generalisations: Italian nationalists regarded Rome as important to their cause (S2 and S4). • Examples of cross-referencing: the Franco-German hostility shown in S5 is still an issue for the German military in 1909 (S7) showing continuity before and after unification. 		

Question		Answer/Indicative content	Mark	Guidance
		<ul style="list-style-type: none"> • Evaluation using knowledge: the ideas in S3 are based on the ideas of the French Revolution rather than anything specifically Italian nationalist. This reflects outside influences. • Evaluation using provenance and context: S7 is from a German army document, so reflects the military perspective on the situation. Contextual knowledge of the Schlieffen Plan confirms that the German military saw France as the major threat to their borders. <p><u>Judgement</u> There is evidence to support and challenge the interpretation, so it is not fully satisfactory. Candidates may seek to amend it by different routes:</p> <ul style="list-style-type: none"> • The given interpretation is better supported by the German sources, especially if the Catholic Church is taken as a foreign power, so a new interpretation may identify a turning point and/or distinguish between Italy and Germany. • The more idealist sources are less focused on other nations than are sources that are linked to specific situations. 		
3	b	<ul style="list-style-type: none"> • Example of use/problem related to typicality: S2 is written by a priest who was a strong supporter of the Pope - his views were not typical of nationalists. • Example of use/problem related to reliability: S7 might be considered a one-sided view of the situation, perhaps seeking to justify massive military preparations and expenditure. However, since French policy was clearly focused on revenge, the source cannot be considered unreliable. • Example of use/problem related to purpose: the Military Review aims to justify the enormous 	15	<p>In AO1 candidates will probably show knowledge and understanding at a level similar to that shown in source evaluation.</p> <p>Reward more highly in AO1 those who show knowledge and understanding of missing source-types or aspects of the topic.</p> <p>Candidates need to develop each example used for it to be rewarded in AO2a.</p>

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		<p>expenditure of the German Empire on its military - this could colour its assessment of the situation. Equally, the demands of social policies in swiftly industrialising Germany would encourage the military to justify their costs.</p> <ul style="list-style-type: none"> • Methodology: candidates may suggest additional sources that could be used to verify inferences or content of sources. Speeches made in the German parliament 1871-1914 would indicate the extent to which the threat of France was a widespread issue of concern. • Historians' questions might concern the causes of the changes - for example they could use these sources to trace the impact of French revolutionary ideas. They might concern patterns of change over time, for example, comparing ideas driving German nationalism before and after unification. 		<p>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).</p> <p>Where candidates consider the uses, issues and problems of the sources as a set, reward at the top of the level reached in AO2a.</p> <p>Historians investigate questions framed around second order concepts such as cause, change, significance. Do not reward highly responses that simply identify topics that historians might investigate. These responses simply claim that content is useful (L4). To be rewarded at L2 and above candidates need to show how the sources provided could be used to support these enquiries. Candidates who use the sources to explain elements of historical methodology (e.g. cross referencing) should be rewarded as showing understanding of how historians work (L2).</p>
4	a	<p><u>Knowledge and Understanding</u></p> <ul style="list-style-type: none"> • K & U of the African-American quest for civil rights, times of success and times of failure and the causes of those successes and failures; leadership, the role of Federal Government including Presidents. • K & U of civil rights organisations, their methods and levels of support. • K & U of the types of sources included in the set and how they could be interpreted and evaluated by historians. 	35	<p>Knowledge should be rewarded at L1 in AO1 where it is used to evaluate a source, and at L2 where it is used to draw an inference that cannot be drawn from the source alone. At L3 it will provide context for the sources while at L4 and below it will be added to the argument but not used to support source analysis or evaluation.</p> <p>Examples from sources given in the first column are neither required nor exclusive: reward any valid point from the sources.</p> <p>It is important to distinguish between evidence that is taken at face-value from the source and evidence that is inferred in</p>

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	<p><u>Evidence from the sources that can support the interpretation</u></p> <ul style="list-style-type: none"> • S2 W.E.B. Du Bois is addressing all African-Americans, suggesting that mass action is needed. • S3 The NAACP, an organisation with mass support, achieved notable CR victories. • S4 MLK justifies his appeal on the grounds that very many people are waiting for JFK's response, implying mass-support for the changes he could make. • S5 a mass demonstration is in progress and it has gained significant publicity, making many Americans more sympathetic to the African-American situation. • S6: at face value the speech makes it clear that it is the mass action of African-Americans that has persuaded the President to introduce CR legislation. • S7: a widespread campaign has been launched by the SCLC to gain financial benefit from a range of people who are at least passive supporters. <p><u>Evidence from the sources that can challenge the interpretation</u></p> <ul style="list-style-type: none"> • S1 the actions of white politicians are key - in this instance they are trying to prevent Civil Rights being exercised. • S2 Booker T. encouraged African-Americans to earn their rights indirectly by proving their worth rather than working directly for better rights. Although this is criticised here, many followed his ideas. • S3 The NAACP took a long time to make CR gains, despite sizeable membership. The source acknowledges that it was changed attitudes that 		<p>both AO2a and AO2b.</p> <p>Judgements should only be credited where:</p> <ul style="list-style-type: none"> • The given interpretation has been tested (i.e. evidence for <u>and</u> against it); • Evidence is <u>inferred</u> from the sources rather than simply accepted at face value both for and against. <p>Judgements should be rewarded at Level 2 if they simply alter the interpretation to add factors or replace the one on the given interpretation - the role of Presidents, Civil Rights leaders etc.</p> <p>Judgements that establish a relationship between factors or justify a prioritisation of one factor (including that given) should be rewarded at Level 1.</p>

Question	Answer/Indicative content	Mark	Guidance
	<p>were most important.</p> <ul style="list-style-type: none"> • S4 the plea to JFK suggests that presidential powers contain the key to wider exercise of civil rights. • S5 the demonstrators are being controlled brutally, with the police not appearing to object to being photographed using these methods. This suggests a lack of rights for the demonstrators. • S6 the actions of the President are clearly important - it is he who is determined to present the Bill and see it through Congress. • S7 Henry Hart Rice sees his contribution as financial - and the fact that the money is given in response to a plea from the SCLC suggests they think money is important too. The article in a left-wing magazine has also influenced the writer. <p><u>Interpretation of sources</u></p> <ul style="list-style-type: none"> • Examples of simple inferences: police violence towards demonstrators was considered acceptable (S5); • Examples of generalisations: Civil Rights leaders in the early years were ineffective (S2 and S4) • Examples of cross-referencing: the determination mentioned in the NAACP website (S3) can be seen in the photograph (S5). S1 confirms the claim in S2 that white Americans would prefer to forget the constitution's statement that 'all men were created equal'. • Evaluation using knowledge: LBJ emphasises the role of the African-American, rather than using the memory of JFK to persuade Congress to pass the Bill which Kennedy had promised - perhaps he does not want to flag up JFK's delay in acting on his promise? 		

Question		Answer/Indicative content	Mark	Guidance
		<ul style="list-style-type: none"> Evaluation using provenance: the NAACP website is hardly likely to suggest that its own methods and the efforts of its supporters were unimportant in achieving CR. <p><u>Judgement</u> There is evidence to support and evidence to challenge the given interpretation, so it is justifiable to provide an amendment or replacement.</p> <ul style="list-style-type: none"> Candidates may argue that there was more to it - that the actions of Presidents and the work of the NAACP in the law courts was also important. (L2) They may note change over time - initially mass-actions e.g. efforts to gain a better image (S2) achieved little, but over time e.g. with more positive publicity/media attention, mass action became effective. (L1) Judgements that show how factors acted together, e.g. leadership encouraging mass participation, should also be rewarded at L1. 		
4	b	<ul style="list-style-type: none"> Example of use/problem related to typicality: S2 represents a view about the way forward, but Booker T. was opposed by W.E.B. DuBois and his approach ran counter to more direct action of the NAACP etc. Example of use/problem related to reliability: S4 gives one man's view of the situation. Candidates may point at the progress made, for example in integrating public schools, desegregation of public transport etc. Example of use/problem related to purpose: the purpose of the NAACP website (S3) is to present the NAACP as having the most effective approach to the gaining of civil rights and to have mass 	15	<p>In AO1 candidates will probably show knowledge and understanding at a level similar to that shown in source evaluation.</p> <p>Reward more highly in AO1 those who show knowledge and understanding of missing source-types or aspects of the topic.</p> <p>Candidates need to develop each example used for it to be rewarded in AO2a.</p> <p>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</p>

Question	Answer/Indicative content	Mark	Guidance
	<p>support. Candidates may use their knowledge to question how effectively rights were gained through the courts initially.</p> <ul style="list-style-type: none"> • Methodology: candidates may suggest additional sources that could be used to verify inferences or content of sources. Source 5 could be compared with photographs of other incidents and this could be used to build an overall picture of the methods used to control civil rights activists. Newspaper reports of such incidents, or eye-witness accounts, could be used to establish wider views of the events. • Historians' questions might concern the causes of the changes - the importance of different factors such as Civil Rights leaders, the role of Presidents. • They might concern patterns of change over time, for example different aims, methods etc of civil rights groups. 		<p>Level 3 in AO2a (6 marks).</p> <p>Where candidates consider the uses, issues and problems of the sources as a set, reward at the top of the level reached in AO2a.</p> <p>Historians investigate questions framed around second order concepts such as cause, change, significance. Do not reward highly responses that simply identify topics that historians might investigate. These responses simply claim that content is useful (L4). To be rewarded at L2 and above candidates need to show how the sources provided could be used to support these enquiries. Candidates who use the sources to explain elements of historical methodology (e.g. cross referencing) should be rewarded as showing understanding of how historians work (L2).</p>

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