

OXFORD CAMBRIDGE AND RSA EXAMINATIONS
AS GCE
F984
HISTORY B

Using Historical Evidence – Non-British History

TUESDAY 22 MAY 2012: Afternoon
DURATION: 1 hour 30 minutes
plus your additional time allowance

MODIFIED ENLARGED

Candidates answer on the Answer Booklet.

OCR SUPPLIED MATERIALS:

8 page Answer Booklet
(sent with general stationery)

OTHER MATERIALS REQUIRED:

None

READ INSTRUCTIONS OVERLEAF

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.**

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 4–9)
 - The Italian Renaissance c1420–c1550 (pages 10–17)
 - European Nationalism 1815–1914: Germany and Italy (pages 18–25)
 - Race and American Society 1865–1970s (pages 26–31)
- 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 Topic 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.

1 THE VIKINGS IN EUROPE 790s–1066

REASONS FOR VIKING SUCCESS

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 successful because of their skill as seafarers.

- (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 account of events in 787.

This year the English king Bertric took Edburga, the daughter of Offa, to be his wife. And in his days came first three ships of the Northmen from the land of robbers. The local English lord then rode to fight them and tried to drive them to the king's town; but he did not know their strength and there he was killed. These were the first ships of the Danish men to arrive in the land of the English nation.

From The Anglo Saxon Chronicle, first written in the late 9th century.

SOURCE 2: A modern writer accounts for Viking successes.

In the 830s Viking activity was extended. This was made possible by the conflict between Louis the Frankish emperor and his sons. One of whom, Lothar, welcomed the support of a Viking fleet led by an exiled Danish king. Vikings also took advantage of internal conflicts elsewhere in Western Europe. In 838 Vikings supported the Britons of Cornwall against the West Saxons, and in 844 a deposed Northumbrian king regained his throne after his rival had been defeated and killed by Viking invaders. In Ireland too there were alliances between Vikings and Irish kings, certainly in 842 and probably earlier.

From a book written in 1997.

SOURCE 3: An account of events in 859.

The Danish pirates having made a long sea-voyage from the North Sea to the Mediterranean entered the river Rhone, where they pillaged many cities and monasteries and established themselves on the island called Camargue. They devastated everything before them as far as the city of Valence. Then, after ravaging all these regions, they returned to the island where they had fixed their habitation. Thence, they went on toward Italy, capturing and plundering Pisa and other cities.

From the Annals of St. Bertin, first written in the mid 9th century.

SOURCE 4: An Islamic account of Vikings in Russia in the 10th century.

I have seen the Rus as they came on their merchant journeys and encamped by the river Volga. I have never seen more perfect physical specimens, tall as date palms, blonde and red faced; they wear neither tunics nor caftans, but the men wear a garment which covers one side of the body and leaves a hand free. Their most prized ornaments are beads of green glass of the same make as pottery objects one finds on their ships. They trade beads among themselves and they pay an exaggerated price for them, for they buy them for a dirhem apiece. They string them as necklaces for their women. In place of gold the Rus use valuable animal furs. They are very fond of pork and many of them who live amongst Muslims miss it very much.

From Ibn Al Fadlan's History, written in the 10th century.

SOURCE 5: An account of Vikings arriving in Greenland in the 980s.

After the sixteen winters had lapsed, from the time when Eric the Red went to colonize Greenland, Leif, Eric's son, sailed out from Greenland to Norway. He arrived in Drontheim in the autumn, when King Olaf Tryggvason had come down from the North, out of Halagoland. Leif put into the port of Nidaros with his ship, and set out at once to visit the king. King Olaf expounded the Christian faith to him, as he did to other heathen men who came to visit him. It proved easy for the king to persuade Leif, and he was accordingly baptized, together with all of his shipmates. Leif remained throughout the winter with the king, by whom he was well entertained.

From the Saga of Eric the Red, thought to have been written down in the 13th century.

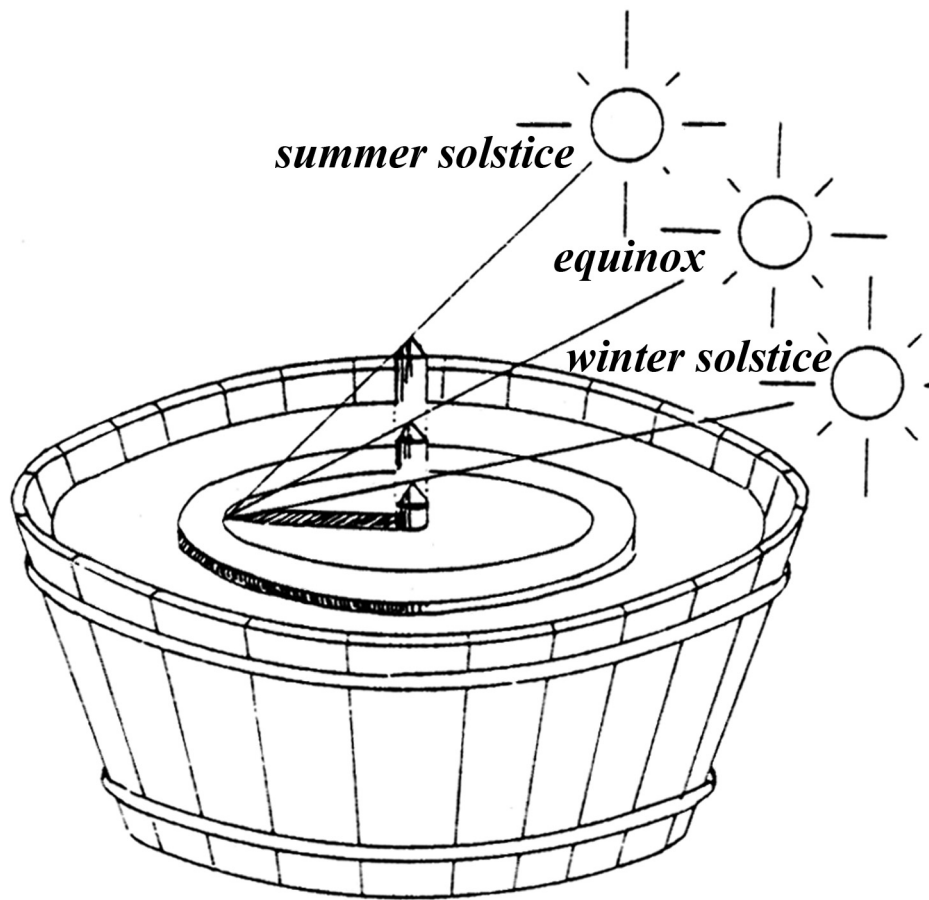
[TURN OVER FOR SOURCES 6 AND 7]

SOURCE 6: A record of events in 1066.

Thereafter Harald Hardrada's fleet sailed to the Humber, and up along the river, and then he landed. In York were two English earls, Morukare, and his brother, Valthiof, and they had an immense army. While the English army was coming down from the upper part of the country, King Harald lay in the River Ouse. King Harald now went ashore and drew up his men. The one arm of this line rested on the edge of the river, the other turned up towards the land along a ditch; and there was also a morass, deep, broad, and full of water. The earls let their army proceed slowly down along the river, with all their troops in line. Hardrada's banner was next to the river, where the line was thickest.

From The Saga of Harald Hardrada, written in the mid 13th century.

SOURCE 7: A reconstruction of a Viking navigation device.



A device for navigating, based on the angle of the sun above the horizon. The device takes into account variations in this angle during the course of the year. A moveable peg is shown lined up with the sun during the summer solstice, the equinox and the winter solstice.

From a recent archaeological report.

2 THE ITALIAN RENAISSANCE c1420–c1550

WHY WAS THERE A RENAISSANCE IN ITALY?

Read the interpretation and Sources 1–7, then answer questions (a) and (b). You will need to turn over for Sources 2–7. Remember not to simply take the sources at face value. Use your knowledge of the period to interpret and evaluate them.

Interpretation: The growth of cities caused 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 account of Florence's prosperity.

Because the city of Florence is situated in a naturally wild and sterile place, no matter how hard the land is worked it cannot provide enough for her inhabitants to live off. So for some time now they have gone abroad to make their fortune before returning to Florence. They have seen the customs of other nations and have adopted the best from every part. In order to be able to follow these customs, they have been filled with an even greater desire to see and to acquire, so that whoever is not a merchant and has not investigated the world and seen foreign people and returned with possessions to his native home is considered nothing. So great is the number of talented and rich men that they are unequalled in the world.

From Gregorio Dati's History of Florence 1380–1406, written in 1407.

Dati was appointed Standard Bearer of Justice – then highest civic post in the city – in 1429.

SOURCE 2: A drawing of a street.



A street scene in Florence c.1460, attributed to the artist Baccio Baldini (1436–1487). At the front left of the drawing, which makes use of perspective, a sculptor is out in the street carving the face of a woman on a marble bust. On the left hand side, painters are adding classical details/colour to carved stonework. The buildings throughout the picture are adorned with classical details. A man has stopped at the counter of the sculptor's workshop where a bust and other items are available for sale. In the house on the right a book dealer is showing some books to his customers. Above them an organist is playing. Four rich gentlemen are standing in the middle of the street looking at a large globe.

[TURN OVER FOR SOURCES 3–5]

SOURCE 3: A papal decree.

I send papal blessings to you, Bessarion. You have explained that you have many volumes of Greek books in your possession and that you desire these books to be publicly available. For the good of posterity you donated these books to the Venetian monastery of St. George. You went on to explain that you have since reconsidered this donation for a number of reasons. In particular, there is the disadvantage that, since the aforesaid monastery is on an island, it is not possible to go there from the city of Venice except by boat. To provide easier access to your library to those who wish to read or study there, you desire that your collection should be moved to the Church of St. Mark in Venice. We, having in mind the holy and beneficial fruits which will follow for the education of countless scholars, give you full and free permission. The officials of the Church of St. Mark shall locate the books in some secure library close to the church. There shall be public access to the library for all who wish to read or study there.

From a papal bull issued by Pope Paul II to Cardinal Bessarion, 1467.

SOURCE 4: An account by a Florentine merchant.

I have spent a great deal of money on my house and on the façade of the church of Santa Maria Novella and on the chapel with the tomb I had made in the church of San Pancrazio, and also on the gold brocade vestments for the same church, which cost me more than a thousand ducats, and on the corridor opposite my house and on the house and garden of my palace at Quaracchi and at Poggio a Caiano. All the above-mentioned things have given me the greatest satisfaction and pleasure, because in part they serve the honour of God as well as the honour of the city and the commemoration of myself.

From the memoirs of Giovanni Rucellai, 1473.

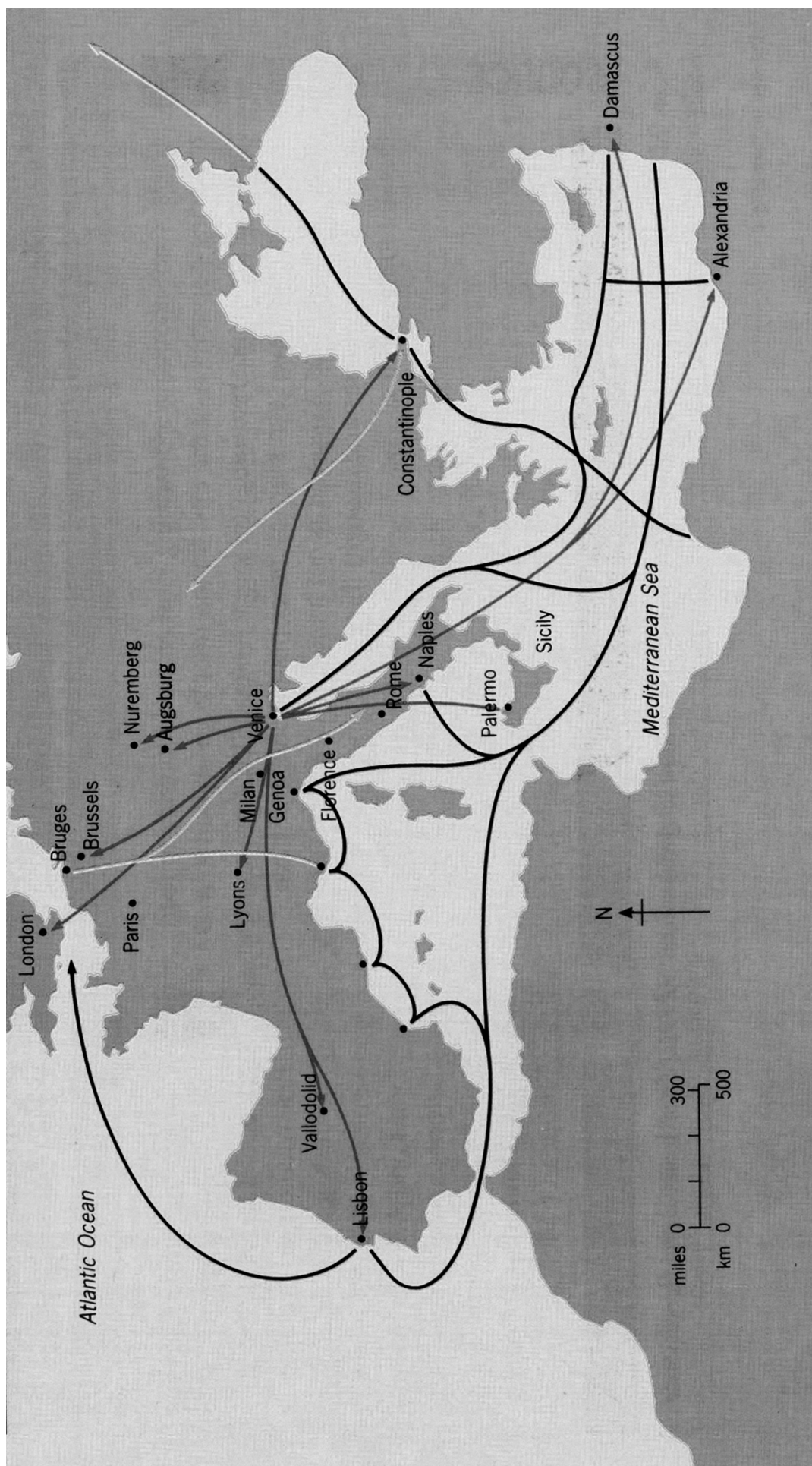
SOURCE 5: The activities of a ruler of a Northern Italian city.

Letters and learned men were never better honoured than by the Duke of Urbino, who spared no expense. Many fine works were sent to him and when he was in Florence he bestowed on men of letters more than 1500 ducats, and I can say nothing of his gifts in Rome, Naples and other places, for they are unknown to me. He alone had a mind to do what no-one had done for a thousand years or more; that is, to create the finest library since ancient times. He spared neither cost nor labour, and when he knew of a fine book, whether it was in Italy or not, he would send for it. It is now fourteen or more years since he began the library, and he always employed in Urbino, in Florence and in other places, thirty or forty scribes in his service.

From a biographical essay by the bookseller and publisher Vespasiano da Bisticci, written in the 1480s.

[TURN OVER FOR SOURCES 6 AND 7]

SOURCE 6: European trade routes



A map showing major trade routes in the early 15th century. Routes are shown going overland from Venice north up to Nuremberg and Augsburg as well as Brussels. Overland routes go from Venice east to Constantinople and west to Milan and across to Lisbon. To the south, routes go down to Rome and Naples. Sea routes go from Venice into the Mediterranean Sea. Genoa also links up with the Mediterranean Sea routes. These sea routes go easterly across to Damascus and Alexandria and westerly around the south of France and Spain and out into the Atlantic Ocean where they go towards London.

SOURCE 7: A view of Florence's success.

Many factors kept Florence in a state of happiness. But it was most commonly agreed that, among these, no small praise should be attributed to the industry and skill of Lorenzo de' Medici, so important among the ordinary rank of citizens in the city of Florence that the affairs of that republic were governed according to his advice. Indeed, the power of the Florentine Republic resulted more from its advantageous location, the abilities of its citizens and the availability of its money than from the extent of its lands. And having recently been related by marriage to Pope Innocent VIII's family, Lorenzo's name was held in high regard all over Italy, and his authority was influential in discussions of regional affairs.

From Francesco Guicciardini, The History of Italy, published in 1540.

3 EUROPEAN NATIONALISM 1815–1914: GERMANY AND ITALY

FACTORS DRIVING NATIONALISM

Read the interpretation and Sources 1–7, then answer questions (a) and (b). You will need to turn over for Sources 2–7. Remember not to simply take the sources at face value. Use your own knowledge of the period to interpret and evaluate them.

Interpretation: The international situation drove nationalism in Germany and Italy.

- (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 note to an emperor.

Napoleon was completely unfitted to give peoples their freedom and make them into nations. Must he be the only man to offer Italy some hope of being united and of taking her place among the Nations? But all hope is not lost, the Allied Powers proclaim true liberty, and assure peoples and rulers of the enjoyment of their rights. Our land shall not be deprived of the advantage of a truly liberal constitution, common to the different states. From the Alps of Friuli and Piedmont to the seas of Calabria we shall be securely linked by a federalist pact which will make us into a Nation, and the states governed by foreign sovereigns (such as Venetia, Tuscany etc.) will equally be integrated.

From a memorandum for the Russian emperor, Alexander I, written by a Milanese aristocrat in 1814.

SOURCE 2: The aims of an organisation.

***Young Italy* is a brotherhood of Italians who believe in a law of *Progress and Duty* – are convinced that Italy is called to be a nation – that she can make herself one through her own strength – that the failure of past attempts is due not to weakness, but to poor leadership of the revolutionary parties. Convinced that Italy can free herself by her own strength – that to found a Nation it is necessary to be conscious of nationality, and that this consciousness cannot be obtained if insurrection is achieved or triumphs through foreign hands, *Young Italy* is resolved to take advantage of foreign events, but not to allow the time and character of insurrection to depend on them.**

From Mazzini's General Instructions for the members in 'Young Italy', written in 1831.

SOURCE 3: The political situation in Germany in 1847.

Do not tell us that Austria and Prussia, as great powers, represent the power of Germany abroad. For one, Austria does very little representing abroad, because she lacks the inner strength, and for the other, Prussia's position among the great powers is, to speak bluntly, only tolerated and if her internal political movement continues as it has begun she will not hold this position much longer. However, that still leaves us with just Prussia and Austria, and the rest of Germany still playing a minor role as bystanders. No one will deny that it is a sad fate for a thinking and competent man not to be able to say when abroad: I am a German. The present extension of trade is no longer adequate for industry, which has grown enormously through the Customs Union, and the wealthy commercial class seeks external markets and overseas outlets. The question of the unity of Germany, a unity that really is politically acceptable, will be handled with renewed energy by the now free press.

A Bavarian feudal lord writes about the motives behind the German Nationalist Movement, December 1847.

[TURN OVER FOR SOURCES 4 AND 5]

SOURCE 4: Terms for peace at the end of a war.

Article I. With the exception of the Lombardo-Venetian kingdom, the territory of the Austrian monarchy remains intact. His Majesty the King of Prussia agrees to withdraw his troops from the Austrian territories occupied by them as soon as the peace shall be concluded.

Article II. His Majesty the Emperor of Austria recognizes the dissolution of the Germanic Confederation as it has existed hitherto, and consents to a new organization of Germany without the participation of the Empire of Austria. His Majesty likewise promises to recognize the closer union which will be founded by His Majesty the King of Prussia, to the north of the line of the river Main, and he declares that he consents to the German states south of that line entering into a union, the national relations of which, with the North German Confederation, are to be the subject of an ulterior agreement between the two parties.

From the Preliminary Peace terms at the end of the Austro-Prussian War in 1866.

SOURCE 5: An analysis of the situation in 1867.

Everyone who has studied the German problem must feel that it resolves itself simply into the question of political supremacy. Bismarck's object is, so far as I know it, to consolidate Germany under one head, probably that of King William as Emperor. Germany has changed immensely in sentiment and policy since I was at Frankfurt as Saxon Minister to the German Bund. The condition of affairs which then existed can never recur; and the action of Prussia in the Schleswig-Holstein question was the first practical demonstration of the underlying principle of Bismarck's policy, which means Germany for the Germans.

From the Memoirs of Count von Beust, a German politician writing in 1887.

[TURN OVER FOR SOURCES 6 AND 7]

SOURCE 6: The proclamation of the German empire.

We, Wilhelm, by the grace of God King of Prussia, do herewith declare that we have considered it a duty to our common fatherland to answer the summons of the united German princes and cities and to accept the German imperial title. In consequence, we and our successors on the throne of Prussia will henceforth bear the imperial title in all our relations and in all the business of the German Empire, and we hope to God that the German nation will be granted the ability to fashion a favourable future for the fatherland under the symbol of its ancient glory. We assume the imperial title, conscious of the duty of protecting, with German loyalty, the rights of the Empire and of its members, of keeping the peace, and of protecting the independence of Germany, which depends in its turn upon the united strength of the people. We assume the title in the hope that the German people will be granted the ability to enjoy the reward of its ardent and self-sacrificing wars in lasting peace, within boundaries which afford the fatherland a security against renewed French aggression which has been lost for centuries. And may God grant that We and our successors on the imperial throne may at all times increase the wealth of the German Empire, not by military conquests, but by the blessings and the gifts of peace, in the realm of national prosperity, liberty, and morality. Wilhelm I, Emperor and King.

From The Imperial Proclamation, January 18, 1871.

SOURCE 7: A letter about African colonies.

There are also still larger territories – one need only think of Central Sudan, the natural hinterland of the Cameroons, the fate of which has not as yet been settled by any treaty. He who seizes these territories quickest will possess them. Does not everything, and especially the slowness with which the German government moves to assert itself in colonial affairs, point to the fact that our fatherland, be it from one side or the other, will not be spared a new war if it wishes only to maintain the position which it won in 1870? The official memoir which has just appeared concerning the motives of the Anglo-German treaty leaves no doubt but that a certain indifference to colonial expansion exists in official places. In a tone of contempt it has been said that “the period of disapproving of the treaty must now be ended!” Similar reverses can be prevented in the future only if foreign countries deal with a sensitive German nationalism!

From a letter by one of the founders of the Pan German League. The letter was written in 1890 following the signing of an Anglo-German colonial treaty earlier that year.

4 RACE AND AMERICAN SOCIETY, 1865–1970s

WHITE ATTITUDES TOWARDS AFRICAN AMERICANS

Read the interpretation and Sources 1–7, then answer questions (a) and (b). You will need to turn over for Sources 3–7. Remember not to simply take the sources at face value. Use your knowledge of the period to interpret and evaluate them.

Interpretation: Racist attitudes became less acceptable during this period.

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

SOURCE 1: A description of South Carolina University.

I visited the University a day or two after the revolution caused there by the entrance of the first coloured student, the Secretary of State himself. In the library I saw the book from whose lists the white students had indignantly erased their names when they saw the Secretary's round, fair script beneath their own. The departure of the old professors and the scholars was the signal for a grand onward movement by the blacks, and a great number entered the preparatory and law schools. They have summoned good teachers from the North, and are studying earnestly.

From Edward King's article in 'Scribner's Monthly' entitled 'The great south', 1874.

SOURCE 2: A law about civil rights.

All persons within the United States shall be entitled to the full and equal enjoyment of the advantages, facilities, and privileges of inns, public transport on land and water, theatres, and other places of public amusement; subject only to the conditions and limitations established by law, and applicable alike to citizens of every race and colour, regardless of any previous condition of servitude.

From the Civil Rights Act, 1875.

SOURCE 3: A judge's opinion.

The white race deems itself to be the dominant race in this country. But in the view of the Constitution there is in this country no superior, dominant, ruling class of citizens. There is no caste here. Our Constitution is colour-blind, and neither knows nor tolerates classes among citizens. In respect of civil rights, all citizens are equal before the law.

From the judgement of John Harlan, in the case of Plessey vs. Ferguson, 1896.

Judge Harlan disagreed with the majority verdict of the court.

SOURCE 4: A letter published in a newspaper.

When the skilled Negro appears and begins to elbow the white man in the struggle for existence, don't you know that the white man rebels and won't have it so?

What is the Negro's Place?

All the genuine Southern people like the Negro as a servant, and so long as he remains the cutter of wood and carrier of water, and he remains strictly in what we choose to call his place, everything is all right. But when ambition, prompted by real education, causes the Negro to grow restless and bestir himself to get out of that servile condition, then there will be trouble sure enough. Take a young Negro of little more than ordinary intelligence, even, train him thoroughly as to books, and finish him up with a good industrial education, send him out into the South with ever so good intentions both on the part of his benefactor and himself, send him to take my work away from me and I will kill him.

From a letter published in the Atlanta 'Georgian', 1906.

SOURCE 5: An African American remembers an incident in his childhood.

The nightmare night in 1929 is my earliest vivid memory. I remember being suddenly snatched awake into a frightening confusion of pistol shots and shouting and smoke and flames. My father had shouted and shot at the two white men who had started the fire and were running away. Our home was burning down around us. My mother, with the baby in her arms, just made it into the yard before the house crashed in, showering sparks. The white police and firemen came and stood around watching as the house burned to the ground. After the fire, I remember my father was called in and questioned about a permit for the pistol with which he had shot at the white men who started the fire.

From 'The Autobiography of Malcolm X', published in 1965.

[TURN OVER FOR SOURCES 6 AND 7]

SOURCE 6: A document drawn up by southern politicians.

The unwarranted decision of the Supreme Court in the public school cases is now bearing the fruit always produced when men substitute naked power for established law.

It is notable that in 1927 the Supreme Court declared that the “separate but equal” principle is “within the discretion of the State in regulating its public schools and does not conflict with the 14th Amendment.”

This interpretation, restated time and again, became a part of the life of the people of many of the States and confirmed their habits, traditions and way of life.

This unwarranted exercise of power by the Court, contrary to the Constitution, is creating chaos and confusion in the States principally affected. It is destroying the amicable relations between the white and Negro races that have been created through 90 years of patient effort by the good people of both races.

From ‘The Southern Manifesto’, 1956.

SOURCE 7: A southern politician's view.

Today I have taken an oath to my people. It is very appropriate then that from this Cradle of the Confederacy, this very Heart of the Great Anglo-Saxon Southland, that today we sound the drum for freedom as have our generations of forebears before us done, time and time again through history. Let us rise to the call of freedom-loving blood that is in us and send our answer to the tyranny that clanks its chains upon the South. In the name of the greatest people that have ever trod this earth, I draw the line in the dust and offer the challenge to the feet of tyranny ... and I say ... segregation today ... segregation tomorrow ... segregation forever.

From a speech by Governor George Wallace of Alabama. This speech was made when he was sworn into office in 1963.

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