

**OXFORD CAMBRIDGE AND RSA EXAMINATIONS
AS GCE**

F984/01

HISTORY B

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

WEDNESDAY 14 MAY 2014: Afternoon

**DURATION: 1 hour 30 minutes
plus your additional time allowance**

MODIFIED ENLARGED

Candidates answer on the Answer Booklet.

OCR SUPPLIED MATERIALS:

**12 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 4–11)

The Italian Renaissance c1420–c1550 (pages 12–17)

European Nationalism 1815–1914: Germany and Italy (pages 18–25)

Race and American Society 1865–1970s (pages 26–33)

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 Study 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.

Any blank pages are indicated.

1 THE VIKINGS IN EUROPE 790s–1066

Reasons for Viking expansion

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

Interpretation: The Vikings journeyed to other lands because of hardships in Scandinavia.

- (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 Norway.

The merchant Othere explained that he lived the furthest north of all Norwegians. He said that the land of the Norwegians is very long and narrow. All of it that can be used for grazing or ploughing lies along the coast and even that is in some places very rocky. Wild mountains lie to the east, alongside the cultivated land. In these mountains live the Finnas. He said that the land to the north is all uninhabited, except for a few places here and there where the Finnas have their camps, hunting in winter, and in summer fishing in the sea. He said he was one of the chief men in that region, but he had not more than twenty cattle, twenty sheep and twenty pigs, and the little that he ploughed he ploughed with horses. His wealth comes mostly in the tribute which the Finnas pay him. That tribute consists of the skins of beasts, the feathers of birds, whale-bone, and ship-ropes made from whale-hide and sealskin. Each pays according to his rank.

From an account by a merchant to King Alfred of Wessex, written in the ninth century.

TURN OVER FOR SOURCES 2 AND 3

SOURCE 2: A description of Denmark.

The soil in Jutland is sterile; except for places close to a river nearly everything looks like a desert. There is little room for agriculture or human habitation. But wherever there is an arm of the sea there are very large cities. From Hedeby ships usually proceed to the Baltic, to Sweden, even to Greece. Zealand's largest city is Roskilde, the seat of Danish royalty. Zealand is much celebrated for the bravery of its men and for the abundance of its crops. There is much gold in Zealand, accumulated by the plundering of pirates. As soon as one of them catches another, he mercilessly sells him into slavery either to one of his countrymen or to a barbarian. Scania is the province of Denmark fairest to look upon. It is well-provided with men, rich in crops and merchandise.

From an account by the churchman Adam of Bremen in his History of the Archbishops of Hamburg, written in the eleventh century.

SOURCE 3: A description of a Viking raid.

In this year the pagans from the northern regions came with a naval force to Britain like stinging hornets and spread on all sides like fearful wolves, robbed, tore and slaughtered not only beasts of burden, sheep and oxen, but even priests and deacons, and companies of monks and nuns. And they came to the church of Lindisfarne, laid everything to waste with grievous plundering, trampled the holy places with polluted steps, dug up the altars and seized all the treasures of the holy church. They killed some of the brothers, took some away with them in chains, many they drove out, naked and loaded with insults, some they drowned in the sea.

From Simeon of Durham's account of the raid on Lindisfarne in 793.

TURN OVER FOR SOURCES 4 AND 5

SOURCE 4: A description of events in northern Germany.

804: Emperor Charlemagne left his palace at Aachen and led an army into Saxony, close to the lands of the Northmen. He deported all the Saxons living there with their wives and children to Francia and gave these lands to the Slavs. At the same time Godfried, king of the Danes, came with his fleet and the entire cavalry of his kingdom to the border of his lands with Saxony. He promised to show up for a conference with the emperor, but was made wary by the advice of his men and did not venture any closer. Instead, he communicated with the emperor through envoys.

807: Charlemagne was informed that Godfried had crossed over the border into the lands given to the Slavs. He sent his son with a strong army with orders to resist the mad king if he should attempt to attack any further.

From the Royal Frankish Annals, describing events in 804–7.

SOURCE 5: A description of the early settlement of Iceland.

During Ketil Flat-nose's later years King Harald grew so powerful in Norway that no minor king or man of other rank could thrive in Norway unless he had received his title from Harald. When Ketil learned that the king intended to offer him the same terms as everyone else, namely to submit to his authority without receiving any compensation for kinsmen who had been killed by the king's forces, he called a meeting of his kinsmen. 'Although I would prefer to meet my death as my kinsmen have done,' he said, 'I do not wish to make a decision on my own which will make things difficult for all of you.' Ketil's sons Bjorn and Helgi wanted to go to Iceland because they had heard many favourable reports of the country. There was good land available, they said, without having to pay for it. There were reports of many beached whales and salmon fishing, and good fishing all-year round. To this Ketil answered, 'I do not intend to spend my old age in that fishing camp.' He said that he preferred to travel to the west. He knew the country well, for he had gone raiding through much of the area.

From the Saga of the People of Laxardal, c. 890.

TURN OVER FOR SOURCES 6 AND 7

SOURCE 6: A description of events in Francia.

When the year 925 began, Ragnoldus with his Norsemen devastated Burgundy. When the king heard of this, he set out to Burgundy with soldiers from the church of Reims. When he also collected a large number of soldiers from Burgundy, he advanced to the Northmen's fortified camp on the river Seine, where there was struggle fought on foot. When the Northmen saw that those who were with the king, that is, the greater part of the army, made no effort either to capture their camp or even to dismount their horses, they came out of their camp to fight. After suffering losses the Franks broke off and set up camp two or three miles away from the Northmen's camp. Day after day the Franks were delaying establishing a siege of the Northmen's camp as they waited for ships to come from Paris. However, with the help of some of our men, the Northmen broke camp and sought the cover of a nearby forest to hide their movement. Some of our men returned home.

From the Annals of Flodoard of Reims, describing events in 925.

SOURCE 7: The discovery of Greenland.

Erik told them that he intended to look for the land that Gunnbjorn saw when he was driven west beyond Iceland. He said he would come back to visit his friends if he discovered land. Erik sailed from Snaefellsness and arrived in Greenland. He travelled south along the coast to find out if there was anywhere to settle in that direction. The following spring, he sailed to Eriksfjord where he established his home. During the summer, he travelled in the uninhabitable lands in the west and gave names to places throughout the area.

From the Book of Settlements, describing events c.1000.

2 THE ITALIAN RENAISSANCE c1420–c1550

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 6 and 7. Remember not to take the sources simply at face value. Use your knowledge of the period to interpret and evaluate them.

Interpretation: A desire to revive the classical past drove the development of the arts during the 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 early Renaissance painting.



Masaccio's 'The Tribute Money', 1427. This fresco is in a church in Florence. It depicts a Roman tax collector demanding money from Christ and his apostles. Light is illuminating Christ in the centre of a group of men who are standing outside a building. Another man on the right hand side of the picture is handing over money to a tax collector.

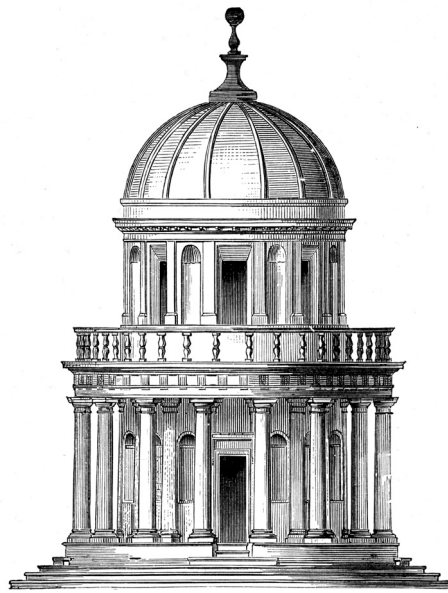
SOURCE 2: A description of a Renaissance man.

When I heard that a learned man of any kind had arrived, I would at once work my way into a position of familiarity with him and so began to learn what I was ignorant of. From craftsmen, architects, shipbuilders – and even shoe makers! – I sought information to see if by chance they preserved anything rare, unusual or special in their arts; and I would communicate these things to any other citizens who wished to know.

From Leon Battista Alberti, 'Vulgar Works', c.1460.

TURN OVER FOR SOURCES 3, 4 AND 5

SOURCE 3: An architect's sketch.



A sketch of the Tempietto in Rome, by Bramante. The building was constructed between 1502–12. The building is a circular temple. It has a dome and symmetrical columns.

SOURCE 4: A view of how painters should work.

The painter will produce pictures of little merit if he takes the works of others as his standard; but if he will apply himself to learn from the objects of nature, he will produce good results. This we see was the case with the painters who came after the time of the Romans, but they continually imitated each other, and from age to age their art steadily declined until the time of Masaccio. He showed by the perfection of his work that those who took as their standard anything other than nature were working in vain.

From the Notebooks of Leonardo da Vinci (1452–1519).

SOURCE 5: A Mannerist painting.



An oil painting by Titian, commissioned by the Duke of Ferrara for his palace, c.1523. It shows a meeting between Bacchus, the god of wine (in the centre) and Ariadne. Bacchus is shown leaping out of a chariot which is being pulled by two cheetahs. Ariadne has been looking out to sea, but turns her head towards him. Bacchus is followed by a group containing men, women and satyrs. One of his followers is struggling with a snake.

TURN OVER FOR SOURCES 6 AND 7

SOURCE 6: A description of the revival of the arts.

It was only by slow degrees that people began to raise themselves from the depths. It is true that those who lived in the times following the ruin of Rome had seen the remnants of arches, statues, pillars, columns and other works of art, not wholly destroyed by fires and other devastations; yet they had not known how to use this nor had they derived any benefit from it until now. When minds awakened and became capable of distinguishing the good from the worthless and abandoned the old methods, they returned to the imitation of antiquity with all the force of their genius.

From Giorgio Vasari, 'The Lives of the Most Eminent Painters, Sculptors and Architects', c.1550.

SOURCE 7: A Renaissance collection.

The library of Urbino was wholly the work of the great Federigo of Montefeltro. As a boy he had begun to collect; later, he kept thirty or forty ‘scrittori’ employed in various places to direct the process of copying books, and spent over 30,000 ducats over time on the collection. It gives an ideal picture of a library of the Renaissance. There were catalogues of the libraries of the Vatican, of St. Mark’s in Florence and even of the library at Oxford. Theology and the Middle Ages were perhaps most fully represented. There were the complete works of Thomas Aquinas and other medieval scholars. The collection, however, was a many-sided one and included every work on medicine which was available. Among the ‘moderns’ were the works of writers of the fourteenth century including the complete works of Dante and Boccaccio. Then followed the works of 25 select humanists. Among the Greek texts, writings by the Fathers of the Church far outnumbered the rest and in the list of classics we find all the works of Sophocles.

From Jacob Burckhardt, ‘The Civilisation of the Renaissance in Italy’, first published in 1867.

3 EUROPEAN NATIONALISM 1815–1914: GERMANY AND ITALY

Factors causing nationalism.

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

Interpretation: It was revolutions that encouraged nationalism.

- (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: Comments on the condition of Germany.

Germany is not a country, not a nation, but a mixture of lesser peoples with one language. She has not yet survived the first hour of birth, yet here and there, in places where the French Revolution has provided a little political education, she apparently wants to labour at the second hour of birth. However, in politics, just as in nature, it is not possible to jump. The question therefore arises, whether the moment for Germany's unification into a great whole has come. The moment seems favourable, but it only seems so. The moment now seems to have come when the Nation may expect a proclaimed constitution, established according to rational principles. All Liberals in Germany are directing their gaze on Prussia. What do you Germans expect of your rulers? Recognition that the will of the nation, as expressed by an equal and independent electorate, is the basis of every constitution.

From an anonymous letter published in a German weekly newspaper at the end of 1814.

TURN OVER FOR SOURCES 2 AND 3

**SOURCE 2: An Italian view of the revolutions of 1821
and 1830–1.**

Up to now the observer has been struck that initially Italian revolutions were brilliant, confident, guided by one spirit, boldly undertaken and successfully carried out. Then, after the first phase, they lost their impetus, became uncertain and fearful; and the masses remained indifferent and without faith in the future. What caused their failure? Let us speak openly: they lacked leaders who would take up in its entirety the ideals stirring among the masses. They lacked boldness, and also the knowledge of politics; then they lacked revolutionary tactics, the secret which rouses the millions to the defence of a cause.

From the writings of Mazzini, 1832.

SOURCE 3: An Italian liberal remembers the events of 1848.

As the boat entered the harbour in Naples I saw several ships with tricolour flags. In one was my brother Peppino, who shouted at me across the water: ‘Constitution, amnesty, everything has changed, disembark, disembark’. I embraced him and asked him: ‘How has all this come about?’ ‘There was a great demonstration on 27 January and on the 29th the royal decree was published promising a constitution, and giving full amnesty.’ ‘Was so much gained by shouting?’ ‘In Naples there has always been shouting, but in Palermo a terrible revolution which has defeated the troops, and a revolution in Cilento. And King Ferdinand has yielded.’

From the memoirs of Luigi Settembrini, published in 1879. Settembrini was a liberal academic who had lost his job as a professor after being accused of conspiracy in the 1830s.

TURN OVER FOR SOURCES 4 AND 5

**SOURCE 4: A speech proposing to offer the title
 of Emperor of Germany to the King of
 Prussia.**

My reservations about the hereditary Imperial title derive neither from a dislike for Prussia nor from a preference for Austria. I had nothing else in mind except that which we all want, the Unity of our great Fatherland. My view was simply this: Our duty is to keep the whole Fatherland together. I wanted to know that every means had been exhausted before such a great, momentous step should occur. I now believe, Gentlemen, that we cannot expect Austria to agree to unite with the Federal States. I now believe that the times require the rest of Germany to unite all the more firmly and strongly. So long as this break between Austria and Germany exists, our enemies are ready to nip this young Germany's Unity in the bud. I have nothing more to say than: Germany is in danger: rescue our Fatherland!

From a speech given by Herr Welker, a delegate in the German National Assembly, March 1849.

SOURCE 5: The founding programme of a German political party.

The Unification of Germany under one and the same Constitution is for us the highest task of the present time. The difficult task of bringing a monarchical Federal State into unison with the terms of constitutional law is one which has not previously been achieved. The Constitution of the North German Confederation had neither solved it to a complete extent nor in a satisfactory manner. But we view this new task as the first indispensable step on the road to the German state. The inclusion of South Germany, which the constitution allows for, must be urgently promoted with all our strength.

From the founding programme of the National Liberal Party, June 1867.

TURN OVER FOR SOURCES 6 AND 7

**SOURCE 6: An account of the meeting between
Garibaldi and King Victor Emmanuel at
Teano.**

**I am most excited. I am still full of what I have seen:
a white house at a fork in the road, red and black
cavalrymen mixing together, Garibaldi dismounting.
Suddenly the beating of drums, then the royal march
of Piedmont. The order comes: All mount! And then a
confusion in the cloud of dust over there, then ‘Viva! Viva!
The King! The King!’**

**I almost fainted for a moment, but I could see Garibaldi
and King Victor shaking hands, and heard the immortal
greeting: ‘Salute the King of Italy!’ It was mid-morning.
Garibaldi was speaking bare-headed, the King caressed
the neck of his impressive horse. Perhaps a sad thought
went through Garibaldi’s mind. And he looked really sad
when the King spurred on his horse, and Garibaldi rode
to his left.**

**From an account written by Giuseppe Cesare Abba, one
of Garibaldi’s Thousand, 1860.**

SOURCE 7: A description of the government of Germany.

There is no longer anything to hinder the exaggerated Prussianism of the bureaucracy. Chancellor Caprivi cannot offer the same degree of opposition to the centralising Privy Councillors as Prince Bismarck could. This is not Caprivi's fault; it is the fault of the situation itself. Ever since 1870 there has been a basic unclarity, a conflict between particularism and centralism, in our Constitution. This was disguised at first by the personalities of Emperor William I and Prince Bismarck. In future, these contradictions will become ever more noticeable, no matter who is Chancellor.

From a report of January 1892 written by Arthur von Bauer, a civil servant and diplomat.

4 RACE AND AMERICAN SOCIETY, 1865–1970s

The role of presidents in African-American civil rights

Read the interpretation and Sources 1–7, then answer questions (a) and (b). You will need to turn over for Sources 5, 6 and 7. Remember not to take the sources simply at face value. Use your own knowledge of the period to interpret and evaluate them.

Interpretation: Presidents took the lead in the struggle for African-American civil rights.

- (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: From a report about a government organisation.

At the close of the spring term there were known to be in the bureau 4,424 schools of all kinds, 9,503 teachers, and 256,353 pupils; and besides these a multitude of small schools scattered in rural areas of the South that are not included in this report. There are six colleges where a fair classical education can be obtained, and at Howard University there are between 50 and 100 scholars in the law, medical and theological departments. In Washington, Georgetown, Petersburg, Wilmington, and other places, the free-school system is fairly carried out to the blacks as well as the whites.

From a report of the Freedmen's Bureau, 1869.

TURN OVER FOR SOURCES 2 AND 3

SOURCE 2: A speech given by an African-American.

I believe that in time, through the operation of intelligence and friendly race relations, all cheating at the ballot box in the South will cease. It will become apparent that the white man who begins by cheating a Negro out of his vote soon learns to cheat a white man out of his vote, and that the man who does this ends his career of dishonesty by the theft of property or by some equally serious crime. In my opinion, the time will come when the South will encourage all of its citizens to vote. It will see that it pays better, from every standpoint, to have healthy, vigorous life than to have that political stagnation which always results when one-half of the population has no share and no interest in the government.

As a rule, I believe in universal, free suffrage, but I believe that in the South we are confronted with peculiar conditions that justify the protection of the ballot in many of the states, for a while at least, whether by an educational test, a property test, or by both combined; but whatever tests are required, they should be made to apply with equal and exact justice to both races.

From Booker T. Washington's 'Atlanta Address', 1895.

SOURCE 3: A transcript of a meeting.

William Monroe Trotter, executive secretary of the National Equal Rights League: ‘Mr President, we are here to renew our protest against the segregation of colored employees in the departments of our National Government. We had appealed to you to undo this race segregation in accord with your duty as President and with your pre-election pledges to colored American voters. We stated that such segregation was a public humiliation and degradation, and entirely unmerited and far-reaching in its injurious effect.’

President Woodrow Wilson: ‘The white people of the country, as well as I, wish to see the colored people progress, and admire the progress they have already made, and want to see them continue along independent lines. There is, however, a great prejudice against colored people. It will take one hundred years to eradicate this prejudice, and we must deal with it as practical men. Segregation is not humiliating but a benefit, and ought to be so regarded by you gentlemen.’

Two speeches from a meeting between President Wilson and an African-American delegation, 1914.

TURN OVER FOR SOURCES 4 AND 5

SOURCE 4: A letter from the President's wife.

My dear Mr White,

Before I received your letter today I had been in to the President, talking to him about your letter enclosing that of the Attorney General. I told him that it seemed rather terrible that one could get nothing done and that I did not blame you in the least for feeling there was no interest in this very serious question. I asked him if there were any possibility of getting even one step taken, and he said the difficulty is that it is unconstitutional apparently for the Federal Government to step in in the lynching situation. The Government has only been allowed to do anything about kidnapping because of its interstate aspect, and even that has not as yet been appealed so they are not sure that it will be declared constitutional.

The President feels that lynching is a question of education in the states, rallying good citizens, and creating public opinion so that the localities themselves will wipe it out. However, if it were done by a Northerner, it will have an antagonistic effect. I will talk to him again about the Van Nuys resolution and will try to talk also to Senator Byrnes and get his point of view. I am deeply troubled about this whole situation as it seems to be a terrible thing to stand by and let it continue and feel that one cannot speak out as to his feeling. I think your next step would be to talk to the more prominent members of the Senate.

**Very sincerely yours,
Eleanor Roosevelt.**

From a letter written in March 1936 from Eleanor Roosevelt to Walter White, secretary of the NAACP.

SOURCE 5: A speech to the nation.

We have recently witnessed in this country numerous attacks upon the constitutional rights of individual citizens as a result of racial and religious bigotry. Substantial segments of our people have been prevented from exercising fully their right to participate in election of public officials.

The will to fight these crimes should be in the hearts of every one of us.

For the Federal Government that fight is now being carried on by the Department of Justice. While the Constitution withholds from the Federal Government the major task of preserving peace in the individual States, I am not convinced that the present legislation reached the limit of federal power to protect the civil rights of its citizens.

I have, therefore, by Executive Order, established the President's Committee on Civil Rights to study and report on the whole problem of civil rights with a view to making recommendations to Congress.

From President Truman's State of the Union Address, 1947.

TURN OVER FOR SOURCES 6 AND 7

SOURCE 6: A comment on the Kennedy election campaign.

Senator Kennedy took a risk in his campaign when he telephoned and promised to help the Rev. Martin Luther King. He might have lost those Southern states he so sorely needed in the campaign. But he took the risks and he did not lose those states. It may well be that similar risks will have to be taken to save humanity from itself. If so, I hope they will be taken with the same background of principle and high purpose, because that is the only way in which the people can be brought to understanding and to action of their own in support of their leader.

From Eleanor Roosevelt's 'My Day' newspaper column, November 1960.

SOURCE 7: A President's speech to Congress.

I speak tonight for the dignity of man and the destiny of democracy. There is no Negro problem. There is only an American problem. We are met here as Americans to solve that problem.

Every device of which human ingenuity is capable has been used to deny the right to vote. The Negro citizen may go to register only to be told that the day is wrong, or the hour is late, or the official in charge is absent. And if he persists, he may be disqualified because he did not spell out his middle name or because he abbreviated a word on the application. And then he is given a test. He may be asked to recite the entire constitution, or explain the most complex provisions of state laws. And a college degree cannot be used to prove that he can read and write.

On Wednesday I will send to Congress a law designed to eliminate illegal barriers to the right to vote.

But even if we pass this bill, the battle will not be over.

The Negro cause must be our cause too. Because it is not just Negroes, but really it is all of us, who must overcome the crippling legacy of bigotry and injustice. And we shall overcome.

From a speech made by President LB Johnson to a joint session of Congress, 1965.

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