

**Tuesday 22 January 2013 – Morning**

**AS GCE HISTORY B**

**F984/01 Using Historical Evidence – Non-British History**

Candidates answer on the Answer Booklet.

**OCR supplied materials:**

- 8 page Answer Booklet  
(sent with general stationery)

**Other materials required:**

None

**Duration:** 1 hour 30 minutes



**INSTRUCTIONS TO CANDIDATES**

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

**INFORMATION FOR CANDIDATES**

- The number of marks is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **50**.
- This question paper contains questions on the following four Study Topics:
  - The Vikings in Europe 790s–1066 (pages 2–4)
  - The Italian Renaissance c1420–c1550 (pages 6–8)
  - European Nationalism 1815–1914: Germany and Italy (pages 10–11)
  - Race and American Society 1865–1970s (pages 12–14)
- 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.
- This document consists of **16** pages. Any blank pages are indicated.

## The Vikings in Europe, 790s–1066

### The role and status of Viking women

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

*Interpretation:* Women played a minor role in Viking society.

- (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 the 960s.

Harald Greycloak was king of Norway. His mother was Gunnhild, the widow of Erik Bloodaxe. They had their residence at King's Rock in the east of the country. Word spread that a ship from the west had arrived. As soon as Gunnhild heard about this, she asked what Icelanders were aboard and learned that among them was her father Ozur and Hrut, another member of her family. She sent her servant to meet the ship and said, 'Tell them that I'm inviting them to spend the winter with me and that I wish to be their friend. If they follow my advice, I will take care of their financial business and shall also bring them to the attention of the king.' Afterwards, Ozur and Hrut discussed their options in private. Ozur remarked to Hrut, 'I think, kinsman, that our minds have been made up for us because I know what Gunnhild is like. If we don't go to her, she will quickly drive us out of the country and seize all our property, but if we do go to her, she will treat us honourably as she promised.'

*From Njal's Saga which tells the story of a family between 860 and 1020.*

**Source 2:** An account of events in the late-ninth century.

When Unn the Deep-Minded heard that her son had been killed in battle with the Scots and that the truce had been broken, she realised that she would not have much of a future in Scotland. So she had a cargo ship built secretly in the forest and, when it was ready, she loaded the ship with great riches from her son's raids and prepared it for sailing. She took with her all the members of her family who were still alive. Everyone agrees that it is hard to find another case of a woman escaping with so much property and so many followers in the midst of so much fighting. She was obviously an amazing woman. She was accompanied by many noteworthy and well-born men. A man named Koll was one of the most outstanding in Unn's band, mainly because of his birth; he had the title of lord.

*From 'The Saga of the People of Laxardale' which tells of the settlement of Iceland between 890 and 1030.*

**Source 3:** A description of the wives of Viking merchants.

Each woman wears on either breast a box of iron, copper, silver or gold. The value of the box indicates the wealth of the husband. Each box has a ring from which hangs a knife. The women wear neck rings of gold and silver, one for each 100 000 *dirhems* which her husband is worth. Some women have many. Their most prized ornaments are green glass beads. They trade these beads among themselves and pay a *dirhem* for a bead. They string them together as necklaces for their women.

*From a description by Ibn Fadlan, a tenth-century Muslim ambassador and traveller to Russia.*

**Source 4:** An inscription.

Read this and take note! Geirmund married Geirlaug when she was a girl. They had a son but then Geirmund drowned and the son died. Geirlaug then married Gudrik and they had children but only one survived. She was called Inga. Inga married Ragnfast, who owned his own farm. They had a son, but Ragnfast and the son died so Inga inherited everything from her husband and her father when he died. When Inga died, her mother Geirlaug inherited everything from her daughter.

*From an inscription on an eleventh-century runestone at Hillersjö in Sweden.*

**Source 5:** A Viking poem.

Then the mother took  
The embroidered cloth  
Of linen, white,  
Then she set down  
Thin loaves of bread  
Wheaten white,  
Upon the cloth.

Next she brought forth  
Dishes brimful,  
High-flavoured ham  
And roasted fowl.  
There was wine in beauteous cups.  
The men drank and talked  
Until break of day.

The housewife looked at her sleeves.  
She smoothed the linen.  
She put on her head-dress.  
A brooch was on her breast.

*From an Icelandic poem, written down in the twelfth century.*

**TURN OVER FOR SOURCES 6 AND 7**

**Source 6:** An inscription.

The inscription around this runestone reads:

The good farmer Holmgaut had this raised in memory of his wife Odendisä.

A better housewife will never come to Hassmyra to run this farm.

She was a good sister to Sigismund.

Red-Balli the Master Runemaker carved these runes.

*From an eleventh-century runestone discovered near a farm at Hassmyra in Sweden.*

**Source 7:** An account of events in England in 1015.

In the summer or autumn, when King Knut took his troops across to England, King Aethelred of England died in his bed after having reigned for thirty-eight years. Immediately after his death his widow, Queen Emma, prepared for a journey overseas. She meant to sail west to France and visit her brothers William and Robert, who were earls there. Their father was Richard, Earl of Rouen, son of Richard, son of William Longspear, who was the son of Rollo, conqueror of Normandy. However, King Knut's men learned about Queen Emma's proposed travels and just as her retinue was about to set sail, King Knut's men arrived and seized the ship and everything aboard. They brought Queen Emma to King Knut and it was agreed by the king and his chieftains that he should take her as his wife: so that was done.

*From 'The Ancient History of the Norwegian Kings' written by Theodoricus Monachus between 1177 and 1188.*

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## The Italian Renaissance c1420–c1550

### Patronage as a cause 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 simply take the sources at face value. Use your own knowledge of the period to interpret and evaluate them.

*Interpretation:* Patrons supported the Renaissance for religious reasons.

- (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 a guild competition.

The law decreed that each of the 21 guilds in Florence should construct a shrine and statue, properly and carefully decorated, for the honour of the city and the beautification of the Church. Now that all the guilds have finished, the judges have decreed that the shrine constructed by the Cloth and Banking Guilds surpasses in beauty and ornamentation that of our Wool Guild. For the splendour and honour of our Guild, we should remake the shrine and statue, by whatever ways and means, which will contribute to the splendour of the Guild and exceed in beauty and decoration those other ones. In the construction of this shrine and statue, up to 1000 florins may be spent.

*From the deliberation of the officials of the Wool Guild in Florence, 1425.*

**Source 2:** A pope explains his patronage of the arts.

Faith sustained only on doctrines will never be anything but feeble and indecisive. But if the authority of the Holy See were visibly displayed in majestic buildings and eternal memorials seemingly planted by the hand of God himself, belief would grow and strengthen from one generation to another, and all the world would accept and revere it. Noble monuments combining taste and beauty with increasing proportions would immensely add to the glorification of the Papacy.

*From the deathbed speech of Pope Nicholas V, 1455.*

**Source 3:** A fresco commissioned by the Florentine banker Francesco Sassetti for his chapel.



*A fresco of St. Francis being received by the Pope, painted between 1483–5. The figures on the far right are the Sassetti family and Francesco's employer Lorenzo de' Medici.*

**Source 4:** A description of the library of the Duke of Urbino.

The Duke held all Greek and Latin writers in high regard. 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. It is now over fourteen years since he began this work. He employed thirty or forty scribes in Urbino, Florence and other places to copy books. When he knew of a fine book, whether in Italy or not, he sent for it. There are books on different subjects, in different languages, in his library in Urbino. This library is remarkable amongst all others in that, taking the works of all writers, there is not a single imperfect book. No other library can compare.

*From 'The Lives of Illustrious Men of the 15<sup>th</sup> Century' by Vespasiano, who died in 1498. Vespasiano was a bookseller who helped to catalogue the library during its construction between 1444 and 1484.*

**Source 5:** A view of patronage.

Look at the churches of friars. You will find them all filled with the coats of arms of those who have built them. I lift my head to look above a door. I think there is a crucifix, but no – there is a coat of arms. Further on, I look up and there is another coat of arms. I put on a vestment. I think there is a painted crucifix on it. It is a coat of arms. Do you know why they put coats of arms on the back of vestments? It is so that when the priests stand at the altar, the coat of arms can be seen clearly by the entire congregation.

*From 'Sermons on Zachariah', by Savonarola, 1496.*

**TURN OVER FOR SOURCES 6 AND 7**

**Source 6:** An explanation of a city leader's patronage of the arts.

Having attended to the affairs of the city – which inevitably burdened his conscience, as they are bound to burden all those who govern states and want to play a leading role – Cosimo de' Medici became increasingly aware of the fact that if he wanted God to have mercy on him, he had to turn to pious ways, otherwise he knew he would lose his worldly goods. It seemed to him that some of his money had been acquired not quite cleanly. Wanting to lift this weight from his shoulders, he went to talk to Pope Eugenius who was in Florence at that time. He told Cosimo that he should spend 10 000 florins on building works to satisfy himself and unburden his conscience. In total, Cosimo spent more than 40 000 florins.

*From 'The Lives of Illustrious Men of the 15<sup>th</sup> Century', by Vespasiano, who died in 1498.*

**Source 7:** An inscription.

To the reader: The noble Donna Brigida, now dead, willed that this altarpiece be painted on a subject extremely pleasing to God. If you seek to know the painter's name, it is Niccolo l'Alunno. In 1492 he put the finishing touches to it. But who is more worthy of merit, I ask you, critical reader – since Brigida gave the commission, and the painter was the executing hand?

*The inscription on an altarpiece placed in the monastery of Foligno in 1492.*



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## European Nationalism 1815–1914: Germany and Italy

### The importance of leadership

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

*Interpretation:* Rulers gave leadership to 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 speech at a German Festival.

Of all the Princes of Germany, only one has honoured his given word, that one in whose land we are celebrating this Festival of the Battle. Many courageous men have grown faint-hearted over this outcome, thinking that the much-acclaimed splendour of the German people does not amount to anything, and withdrawing from public life and seeking compensation in the quiet pursuit of knowledge. Others even prefer to seek a new Fatherland in distant parts of the world. Now, I ask you, gathered here together in the bloom of youth, who will one day be the people's teachers, advocates and judges, on whom the hopes of the fatherland are set, whether you share this mentality? No! Not now and never!

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

**Source 2:** The methods of a nationalist group.

The means of fulfilling the aims of Young Italy are education and revolution. These two methods must be made to work in agreement and harmony. Education, by writing, example and word, must always preach the necessity of revolution, and when it succeeds must provide a principle of national education. Italy can free herself by her own strength. To successfully found a nation it is necessary to be conscious of nationality and this consciousness cannot be obtained if revolution is successful or triumphs through foreign hands.

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

**Source 3:** A letter from a noblewoman.

The organisers of the demonstration in honour of Charles Albert wanted the ladies to go and meet the King here as well, and they said that I ought to have taken them to him. But I did not accept and I answered that, in order to persuade the women of Genoa to go it was necessary that Charles Albert should produce not only hopes, but also deeds. For a woman to go and meet a man, it was necessary for this man to show himself worthy. I do not like the meekness of the slave. May Charles Albert become what he must and can be for his people and for Italy, then both I and others will go and meet him as much as he likes.

*From a letter written in 1847 by one noblewoman to another.*

**Source 4:** A letter from the King of Prussia.

I want neither the Princes' consent to the election nor the throne. I will explain. The crown I am offered is actually no crown. The crown which a Hohenzollern could accept, if the circumstances could make this possible, is not one which an Assembly (which although constituted by princely consent is riddled with the seeds of revolution) makes, but one which bears God's mark. The crown I have been offered dishonours because of its link with the 1848 revolution. The revolution is the most absurd, the stupidest and the worst and also the most evil thing of this century.

*From a letter from Frederick William IV of Prussia to a Prussian ambassador, December 1848.*

**Source 5:** A report about Victor Emmanuel.

The immense popularity which Victor Emmanuel enjoys in the old provinces of Piedmont owes more to the royalist feelings of the people than to the personal qualities of the King. Events and above all the genius of his Prime Minister, Cavour, have raised him to the position he now occupies in Italy and in Europe. If ever his name becomes famous in history, his own glory will have been 'to have allowed Italy to create herself'.

People are mistaken in crediting Victor Emmanuel with a liking for Garibaldi. After all, what sovereign placed in the same situation would not resent the fabulous prestige of Garibaldi's name?

*Written by a French diplomat after Victor Emmanuel and Garibaldi rode together into Naples, 1860.*

**Source 6:** A description of the situation in 1866.

We had to avoid wounding Austria too severely; we had to avoid leaving behind in her any unnecessary bitterness of feeling or desire for revenge; we ought rather to reserve the possibility of becoming friends again with our adversary of the moment, and in any case to regard the Austrian state as a piece on the European chessboard. If Austria were severely injured, she would become the ally of France and of every other opponent of ours; she would even sacrifice her anti-Russian interests for the sake of revenge on Prussia. The acquisition of provinces like Austria, Silesia and portions of Bohemia could not strengthen the Prussian state; it would not lead to an amalgamation of German Austria with Prussia, and Vienna could not be governed from Berlin as a mere dependency. Austria's conflict and rivalry with us was no more blameworthy than ours with her; our task was the establishment or foundation of German national unity under the leadership of the King of Prussia.

*From the Memoirs of Count Otto von Bismarck who died in 1898.*

**Source 7:** A German politician's ideas.

There are 60 million people in the German Reich, and approximately 30 million German-speaking people abroad. This colossal mass, linked by ties of blood and language, must be bound together and ever more intimately embraced by ethical, literary and economic interests. That is how 'the Greater German Reich', of which our Emperor spoke as early as 1896, must be formed.

When all Germans are convinced of the truth and importance of these principles then there will be a stirring of that self-consciousness and national pride which is as yet absent in our people.

*From a document about the aims of German colonial and immigration policy, written by a German politician in 1907.*

## Race and American Society 1865–1970s

### The role of state authorities

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

*Interpretation:* It was state authorities which held back civil rights for African Americans.

- (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 the House of Representatives and the Senate of South Carolina.

The House, when I visited it, was composed of 83 black members, all of whom are Republicans, and 41 whites; the Senate consisted of 15 black men, ten white Republicans and eight white Democrats. The President of the Senate and the Speaker of the House, both black, were elegant and accomplished men, highly educated, who would have creditably presided over any state's legislative assembly. The little knot of white Democrats, massed together in one section of the hall, sat glum and scornful amid the mass of black speakers. There are men of real force and eloquence among the blacks chosen to the House but they are the exception. In the Senate there was better behaviour and more ability among the members. Several of the Negro senators spoke exceedingly well, and with great ease and grace of manner; others were awkward and lacked refinement.

*Written by Edward King, a white Northerner who visited South Carolina in 1873.*

**Source 2:** A governor's speech.

I do not think it was ever intended by the Creator that the two races should live together upon equal terms. One or the other must rule. The people of the South tried to share with the Negro the government of the country after the war but the Negro declined to share with the white man. Black heels rested cruelly upon white necks for many years after the close of the war. The white man endured the Negro's misrule and insolence. He suffered his criminal incapacity to govern until the public domain had been well-nigh squandered and the public treasury looted. We invoked the law of self-preservation; we arose in the might of an outraged race and the southern white man drove from power the scalawag, the carpetbagger, and the incompetent Negro.

*From a speech delivered in 1914 by the Governor of Mississippi, James K. Vardaman.*

**Source 3:** Comments about an African-American leader.

Booker T. Washington was the greatest Negro leader since Frederick Douglass, and the most distinguished man, white or black, who has come out of the South since the Civil War. On the other hand, in stern justice, we must lay on the soul of this man, a heavy responsibility for Negro disenfranchisement, the decline of the Negro college and the firmer establishment of the colour divide in this land.

*From W. E. B. Du Bois' writing in 'Crisis', the magazine of the National Association for the Advancement of Colored People (NAACP), 1915.*

**Source 4:** A report of a Supreme Court ruling.

Smith vs Allwright 1944: the facts

Lonnie E. Smith, an African-American citizen of Texas, sued for damages for the refusal of election officials to give him a vote in the primary election of July 27, 1940, for the nomination of Democratic candidates for the US Senate and House of Representatives. This refusal was based solely on race and colour. He fulfilled all other requirements for voting. Election officials were acting under a State of Texas Democratic Party convention resolution that limited membership of the Democratic Party to white persons.

**Question** – Is the action of the Democratic Party limiting the right to vote in primary elections a concern of the state?

**Decision** – Yes

**Reason** – The right of membership in a political party is of no concern to the state. However, when membership in the party is an essential qualification for voting in the primary election, the action of the party is a concern of the state.

*From the records of the Supreme Court, 1944.*

**Source 5:** A broadcast about the admission of James Meredith to 'Ole Miss'.

We must either submit to the unlawful dictates of the federal government or stand up like men and tell them 'no'. The day of reckoning has been delayed as long as possible. It is now upon us. This is the day, and this is the hour. Knowing you as I do, there is no doubt in my mind what the overwhelming majority of loyal Mississippians will do. They will never submit to the moral degradation, to the shame and the ruin which have faced all others who have lacked the courage to defend their beliefs.

I have made my position in this matter crystal clear. I have said in every county in Mississippi that no school in our state will be integrated while I am your Governor. I shall do everything in my power to prevent integration in our schools. I assure you that the schools will not be closed if this can possibly be avoided, but they will not be integrated if I can prevent it. As your Governor and Chief Executive of the sovereign State of Mississippi, I now call on every public official and every private citizen of our great state to join me.

*From Governor Ross Barnett's television address, 1962.*

**TURN OVER FOR SOURCES 6 AND 7**

**Source 6:** A cartoon of a southern courtroom.

“A Guy’s Entitled To A Jury Of His Peers, Ain’t He?”



*A cartoon published in the Washington Post, 1965.*

**Source 7:** A state education code.

A joint committee of the state Legislature issued its report in 1973, entitled ‘Report of the Joint Committee on the Master Plan for Higher Education’, which reaffirmed the principles of the original master plan and emphasized a need for the segments of higher education to improve access and educational equality, coordination and planning, governance, and diversity within the entire system. As in the 1960’s, legislation necessary to implement certain of the joint committee’s recommendations was enacted, largely through amendments to this part.

*From the Education Code of the State of California.*



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