



National
Qualifications
SPECIMEN ONLY

SQ24/H/01

History

Date — Not applicable

Duration — 2 hours and 20 minutes

Total marks — 60

SECTION 1 — SCOTTISH — 20 marks

Attempt ONE Part

SECTION 2 — BRITISH — 20 marks

Attempt ONE question from the Part you have chosen

SECTION 3 — EUROPEAN AND WORLD — 20 marks

Attempt ONE question from the Part you have chosen

Write your answers clearly in the answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not you may lose all the marks for this paper.



* S Q 2 4 H 0 1 *

SECTION 1 — SCOTTISH

Attempt ONE Part

PARTS

- | | |
|---|---------|
| A. The Wars of Independence, 1249–1328 | Page 3 |
| B. The Age of the Reformation, 1542–1603 | Page 5 |
| C. The Treaty of Union, 1689–1740 | Page 7 |
| D. Migration and Empire, 1830–1939 | Page 9 |
| E. The Impact of the Great War, 1914–1928 | Page 11 |

SECTION 2 — BRITISH

Attempt one question from the Part you have chosen

PARTS

- | | |
|--|---------|
| A. Church, State and Feudal Society, 1066–1406 | Page 13 |
| B. The Century of Revolutions, 1603–1702 | Page 13 |
| C. The Atlantic Slave Trade | Page 13 |
| D. Britain, 1851–1951 | Page 14 |
| E. Britain and Ireland, 1900–1985 | Page 14 |

SECTION 3 — EUROPEAN AND WORLD

Attempt one question from the Part you have chosen

PARTS

- | | |
|---|---------|
| A. The Crusades, 1071–1204 | Page 15 |
| B. The American Revolution, 1763–1787 | Page 15 |
| C. The French Revolution, to 1799 | Page 15 |
| D. Germany, 1815–1939 | Page 16 |
| E. Italy, 1815–1939 | Page 16 |
| F. Russia, 1881–1921 | Page 16 |
| G. USA, 1918–1968 | Page 17 |
| H. Appeasement and the Road to War, to 1939 | Page 17 |
| I. The Cold War, 1945–1989 | Page 17 |

SECTION 1 — SCOTTISH — 20 marks

Part A— The Wars of Independence, 1249–1328

Study the sources below and attempt the questions which follow.

Source A: from Michael Prestwich, *Edward I* (1997).

Alexander's death left Margaret of Norway as heir to the Kingdom of Scotland. Margaret, born in 1283, had been accepted as the rightful heir to the throne in 1284, even though a woman had never ruled as Queen of Scots. However the situation in Scotland was transformed in the autumn of 1290, with Margaret's death in Orkney. The thread on which the future security of Scotland depended had snapped. Bishop Fraser wrote to King Edward I on 7th October, reporting the rumour of Margaret's death. The bishop asked Edward to come north to Scotland so that Edward might prevent trouble, for Robert Bruce the elder had come to Perth with a considerable following, where the nobles had assembled. In order to prevent civil war breaking out, Bishop Fraser asked Edward to place the rightful claimant on the Scottish throne.

Source B: from the judgement of the English Court on William Wallace, August 23rd 1305.

In the year of our Lord 1296, Edward, the King of England, had taken the land of Scotland by arms. William Wallace forgot his oath of loyalty to our lord King Edward. Wallace attacked, wounded and killed William Heselrig, Sheriff of Lanark, who was holding an open court, and then cut up the sheriff piecemeal. Thereafter, Wallace sent out his commands as though he were the superior of that land. Therefore it is the judgement of the Court of Edward that Wallace shall be taken through the city of London to Smithfield Elms where he shall be hanged and afterwards taken down. The body of Wallace shall then be divided into four quarters and his severed head shall be put on London Bridge as a warning to all those passing.

SECTION 1 — SCOTTISH (continued)

Source C: from Colm McNamee, *Robert Bruce* (2006).

With the death of Edward I in July 1307, Bruce's campaigns to recover his kingdom entered a new phase. Gone were the days of struggling for survival following the catastrophes of Methven and Dalry. Bruce and his supporters were now seizing the initiative and carrying war to the enemy in the north. Bruce was fortunate that Edward II was less of an opponent than his father. Bruce is believed to have said that "he feared the bones of the dead king more than the live one". Edward II had left Scotland on 1st September 1307 without confronting Bruce, and he did not return until 1310, allowing Bruce three years in which to defeat his enemies. During this period there was increasing recognition in Scotland of Bruce as king.

Source D: from Michael Penman, *The Scottish Civil War* (2002).

Robert Bruce had already taken the decision to march north to smash the Comyn heartlands before the most welcome news broke: Edward I had died at Burgh-on-Sands. Edward's long anticipated death proved to be a turning point in Bruce's recovery. Prince Edward, now Edward II, would make only a token show of force in Scotland in 1307, withdrawing before the summer was out and not returning for three years. Crucially, this left the English garrisons undermanned and underpaid. Bruce's army penetrated the Great Glen where the absence of leadership either from England or John Comyn, Earl of Buchan, allowed Bruce to isolate his opponents one by one. The impression that Bruce was a winner on the beginning of a roll began to take effect.

Attempt all of the following questions.

1. How fully does **Source A** describe the succession problem in Scotland, 1286–1292? 9
Use the source and your own knowledge.

2. Evaluate the usefulness of **Source B** as evidence of Scottish resistance to Edward I, 1296–1305. 6
In making a judgement you should refer to:
 - *the origin and possible purpose of the source*
 - *the content of the source*
 - *your own knowledge*

3. Compare the views of **Sources C** and **D** about the rise of Robert Bruce. 5
Compare the content overall and in detail.

[Now go on to Section 2 starting on *Page thirteen*]

SECTION 1 — SCOTTISH — 20 marks

Part B — The Age of the Reformation, 1542–1603

Study the sources below and attempt the questions which follow.

Source A: from A. Ryrie, *The Origins of the Scottish Reformation* (2010).

Radicalised Protestants gained confidence as they found remarkably few of their countrymen were willing to oppose them. Their cause was also aided by Scottish Catholicism's ability to rally support being considerably weakened by a decade-long period of public debate. It was no longer clear there was a banner to rally to within the Catholic Church in Scotland. Moreover, the events of the 1550s had left some Scots uncertain of trusting the French. This again led to many Scots looking to radicalised Protestants for direction. Critical in gaining support towards Reformation was the Protestant English being viewed as allies, rather than an enemy with imperial ambitions.

Source B: from James VI, *The True Law of Free Monarchies* (1598).

The King is overlord of the whole land, so is he master over every person that inhabits it, having power over the life and death of every one of them (including the Kirk). A just prince will not take the life of any of his subjects without a clear law. Yet it must be remembered that these laws are made by himself or previous Kings, and so the power flows always from himself and must be obeyed, as Kings alone punish all law-breakers and not the church. Not that I deny the old definition of a King and of a law which makes the King. For certainly a King that governs by his law cannot be accountable to the Kirk, but answerable to God alone.

Source C: from D.H. Fleming, *The Reformation in Scotland* (1910).

No congregation or parish was to be dominated by one man, but was to be ruled by localised Kirk Session. These consisted of minister, elders and deacons. Centuries before the Reformation the burghs of Scotland had been ruled by town councils, but members of these town councils were drawn from narrow circles. The Kirk Session was a far better system as members were chosen from a wider section of the community. The Kirk Sessions enabled self-government of local kirks. The minister moderated the weekly meetings, largely involving the moral life of parishioners. The elders participated in this work and in overseeing of education, especially the ability to read.

SECTION 1 — SCOTTISH (continued)

Source D: from M. Lynch, *In Search of the Scottish Reformation* (2009).

Control by the Church operated through the creation of Kirk Sessions run at local level. These were led by elders and deacons who were elected annually. This gave the people the remedy, as far as the Kirk Sessions were concerned, to vote for change at the next annual election. Elders were important as they developed education within their parishes, and greatly increasing literacy levels. The aged, infirm, handicapped and orphans were given a right of maintenance and needful shelter. This support was freely given from the poor relief. For most parishes, Kirk Sessions were the only form of self-government, yet, in the Highlands, discipline relied more on the Clan Chief than the Kirk.

Attempt all of the following questions.

1. How fully does **Source A** explain the reasons for the Reformation of 1560? 9
Use the source and your own knowledge.

2. Evaluate the usefulness of **Source B** in explaining the relationship between monarch and Kirk in the reign of James VI. 6
In making a judgement you should refer to:
 - *the origin and possible purpose of the source*
 - *the content of the source*
 - *your own knowledge*

3. Compare the views of **Sources C** and **D** on the impact of the Reformation on Scotland. 5
Compare the content overall and in detail.

[Now go on to Section 2 starting on *Page thirteen*]

SECTION 1 — SCOTTISH — 20 marks

Part C — The Treaty of Union, 1689–1740

Study the sources below and attempt the questions which follow.

Source A: from Christopher A. Whatley, *The Scots and the Union* (2007).

The Scots resented the lack of support from King William and the English government during the disasters of the Ill Years which were long-lasting. The population was slashed from 1·23 million in 1691 to 1·03 million in 1700, and it was another half century before the population of Scotland began to rise above the 1690 level. Scotland made considerable trade sacrifices during England's war with France in the 1690s. Scots also spoke of extraordinary deceptions played upon them in their efforts to establish a colony at Darien. In addition, Scots were aware of the fact that since the Union of the Crowns, during a time when England and other nations had improved their economies, Scotland made no progress as its attempts to make headway were held back by English influence.

Source B: from Lockhart of Carnwath, *Memoirs* (1714).

Ministers and MPs were concerned about the threat to the Presbyterian government of the Kirk, and roared against the wicked Union from pulpits, or read addresses against it to Parliament. But no sooner did Parliament pass an Act for the Security of the Kirk than most of the emotion was cooled, and many of the MPs changed their tune and preached in favour of Union. But the truth of the matter lies here: a sum of money was necessary to be distributed amongst the Scots, and the distribution of the Equivalent amongst the investors in the Company of Scotland was the best way of bribing a nation. Some titles were given, as well as payment of arrears in MPs' salaries, amounting in total to £20,000, secretly made through the Earl of Glasgow. Alas, it had the desired effect.

Source C: from a letter written by the Earl of Mar to his brother (1711).

Most Scots seem to be weary of this mistake of Union, as are the English. One opinion held by our countrymen for relieving us of this hardship is to dissolve the Union through an Act of Parliament in the House of Lords. This would put us in the same place as we were before 1707. Nevertheless, if this was possible, the English would make the Hanoverian Succession permanent. So in such a circumstance we are placed, and I believe never were Scots in harder circumstances, with the economy likely to remain flat for decades. If we saw a possibility of getting free from Union without war we would have some comfort, but that, I'm afraid, is impossible.

SECTION 1 — SCOTTISH (continued)

Source D: from Michael Fry, *The Union: England, Scotland and the Treaty of Union* (2006).

To Scots, the Union looked within a short time to have been a terrible mistake. Even the supporters of Union regretted what they had done. No economic boom followed for at least half a century; businesses closed down rather than opened up in the new British common market. The English delayed paying the promised Equivalent, which was money they did not have, and treated the Scots at Westminster with contempt. By 1713, Scottish politicians at Westminster felt driven to a dramatic demonstration of their discontent, agreeing to propose a dissolution of the Union in the House of Lords. This failed by only four votes. Within a couple of years, armed revolt against the Union would break out in Scotland and Mar, indeed, was the leader of the rising.

Attempt all of the following questions.

1. How fully does **Source A** describe worsening relations between Scotland and England? 9

Use the source and your own knowledge.

2. Evaluate the usefulness of **Source B** as evidence of the reasons for the passing of the Act of Union. 6

In making a judgement you should refer to:

- *the origin and possible purpose of the source*
- *the content of the source*
- *your own knowledge*

3. Compare the views of **Sources C** and **D** about the effects of Union to 1740. 5

Compare the content overall and in detail.

[Now go on to Section 2 starting on *Page thirteen*]

SECTION 1 — SCOTTISH — 20 marks

Part D — Migration and Empire, 1830–1939

Study the sources below and attempt the questions which follow.

Source A: from *Life in Shetland* as reported in a local newspaper.

The decade 1861–1871 marked the beginning of a decline in the population of Shetland, which was to continue for the next century. New worlds were opening up in Canada, Australia and New Zealand. Improvements in transport and communication brought about by an industrial and technological revolution gave the Scots knowledge of better conditions overseas. The introduction of compulsory education under the Education Act of 1872 increased further the awareness of opportunities that were available in Britain and elsewhere. This generated dissatisfaction with the islanders' own precarious ways of living, toiling on the land and at sea, and encouraged emigration on a considerable scale. About a tenth of Shetland's population left these shores between 1861 and 1881.

Source B: from a letter sent by David MacArthur, now living in Canada, to his sister in Scotland, 11th February 1874.

Your other five brothers and I are doing well here in Winnipeg. Your brother Alic has been busy this past fortnight in helping D.A. Smith secure a victory of one hundred seats in parliamentary elections. Your other brother Duncan has also been busy in getting tenders for the building of the new bank which will go ahead once the snow is cleared. There is great commotion here just now about the placing of government buildings. There are plans to build a Post Office, a Custom's House and a Land's Office. The business place at the moment is currently right opposite our brother Peter's property. If the trade is kept where it is, the value of his property will surely increase ten times.

Source C: from Christopher A Whatley, *The Industrial Revolution in Scotland* (1997).

Prepared to accept lower wages, the Irish tended to be drawn into the easier-to-enter trades such as handloom weaving, where they accounted for about 30% of the workforce by the later 1830s. At this time of industrial progress they were gratefully used by employers who exploited the opportunities. The Irish were used to doing more burdensome jobs such as ironstone mining, along with some unskilled work where they were more numerous than the Scots. There was resentment on the part of those sections of the native population who felt the direct effects of low-wage competition created by the Irish. The fact that the religion of the majority of the immigrants was Roman Catholicism heightened social tensions in mining and weaving towns and villages in Presbyterian communities.

SECTION 1 — SCOTTISH (continued)

Source D: from Mary Edward, *Who belongs to Glasgow?* (1993).

In the 1840s and 1850s, people were flocking into Glasgow at the rate of several thousand a week. These Irish workers were, of course, coming to Glasgow to meet a labour demand created by Scotland's expanding economy. Gradually, as the Catholic population of the city increased, Highland and Irish Catholic churches were built. But anti-Catholic disturbances in Glasgow were to be a feature for decades to come, mostly directed against the Irish. Much of the hostility was of course mixed with the idea that the Irish took away the jobs of the native population and kept wages down. This ignores the fact that the Irish were often doing dirty, heavy jobs that the locals did not want, working as colliers or labourers on railways and canals, in conditions which were little above slavery.

Attempt all of the following questions.

1. How fully does **Source A** explain the reasons for Scottish migration and emigration? 9
Use the source and your own knowledge.

2. Evaluate the usefulness of **Source B** as evidence of the impact of Scottish emigrants upon the Empire. 6
In making a judgement you should refer to:
 - *the origin and possible purpose of the source*
 - *the content of the source*
 - *your own knowledge*

3. Compare the views of **Sources C** and **Source D** about the effects of migration and Empire on Scotland. 5
Compare the content overall and in detail.

[Now go on to Section 2 starting on *Page thirteen*]

SECTION 1 — SCOTTISH — 20 marks

Part E — The Impact of the Great War, 1914–1928

Study the sources below and attempt the questions which follow.

Source A: from *The History of the 51st [Highland] Division, 1914–18* by Major F.W. Bewsher D.S.O., M.C. (1920).

No history of the Highland Division would be complete without a word spoken about the Scot and his enemy. The Scot was a magnificent trench fighter. That the Scot should have defeated his enemy in every battle, from 13th November 1916 until 29th October 1918, was all the more of an achievement given the quality of his opponent. As regards the Scot, the men of the Highland Division were difficult to equal. The war only added to the reputation of the Highlander as a fighting man. They were moulded by their commanders into a highly perfected fighting machine. According to their own statements, the Germans feared the Highland Division more than any other Division on the Western Front. This was not because it was the most savage, for the Scot was a clean fighter, but because, after the Somme offensive of 1916, the Division never knew failure.

Source B: from editorial comment made in the *Glasgow Herald*, 29th April 1924.

The Anchor-Davidson passenger vessel *Cassandra*, which leaves Glasgow for Quebec and Montreal on Thursday, will carry over 300 emigrants for Canada, drawn mainly from the agricultural districts of Scotland. A large number of those travelling are young single men going out under the Empire Settlement Act to work the land. There are also many families who are proceeding to join relatives already established in Canada. Forty women will also be on board. The Canadian Pacific Railway Company announces that their Colonisation Department has received 1,200 applications from farmers in Canada for immediate assistance. Single men with experience in farm work are required. The Canadian farmers prefer to use Scottish emigrants as farm workers; therefore men from Scotland have been encouraged to emigrate by guaranteed employment on their arrival.

SECTION 1 — SCOTTISH (continued)

Source C: from Richard J. Finlay, *Controlling the Past: Scottish Historiography and Scottish Identity in the 19th and 20th Centuries* (1994).

Scottish national identity suffered a crisis in the inter-war period as the foundations of Scottish confidence were shaken by the impact of post-war disruption. The Empire was drifting apart; economic difficulties ended the idea that Scotland was the “workshop of the Empire”. Increased emigration to the colonies was seen as a response to the lack of social and economic opportunities. The role of the Church was reduced as religion had less influence on society and the terrible social conditions and slums painted a very different picture of the nation. Politicians and intellectuals debated the “end of Scotland” and it seemed that the nation was in terminal decline. For many, history was all Scotland had left to prove her nationality and it had to be re-adapted to suit the changed circumstances.

Source D: from Trevor Royle, *The Flowers of the Forest: Scotland and the First World War* (2006).

In the period since the war ended, the story in Scotland had been one of general decline and a gradual collapse in confidence. Between 1921 and 1923, the number of ships being built on the Clyde dropped. Other heavy industries also suffered and coal production fell. Lloyd George had promised “homes fit for heroes”, but all too often returning soldiers were forced to put up with cramped and unhealthy housing conditions. In the 1920s the number of Scots moving abroad had reached a new high of 555,000 due to the lack of jobs. In 1921 a census carried out by the Board of Agriculture showed that there was a sharp reduction in the number of people working on the land.

Attempt all of the following questions.

1. How fully does **Source A** explain the experience of the Scots on the Western Front? 9
Use the source and your own knowledge.

2. Evaluate the usefulness of **Source B** as evidence of the reasons so many Scots left Scotland after 1918. 6
In making a judgement you should refer to:
 - *the origin and possible purpose of the source*
 - *the content of the source*
 - *your own knowledge*

3. Compare the views of **Sources C** and **D** about the crisis in Scottish identity that developed after 1918. 5
Compare the sources overall and in detail.

[Now go on to Section 2 starting on *Page thirteen*]

SECTION 2 — BRITISH — 20 marks

Part A — Church, State and Feudal Society, 1066–1406

1. How important was the peasant class in feudal society? 20
2. To what extent was the contribution of the Church in medieval society confined to religion? 20
3. To what extent was the desire to develop the economy the main reason why Henry II centralised royal power? 20

Part B — The Century of Revolutions, 1603–1702

4. How important was finance as a cause of the challenge to the authority of James I in England? 20
5. How successfully did Charles I impose his authority in Scotland? 20
6. To what extent was the failure to find an alternative form of government, 1649–1658, a result of Cromwell's dependence on the army? 20

Part C — The Atlantic Slave Trade

7. *The shortage of labour on West Indian plantations was the main reason for the development of the Atlantic slave trade.*
How valid is this view? 20
8. How important was the slave trade in the development of the British economy in the 18th century? 20
9. To what extent did the slave trade have a negative impact on African societies?

SECTION 2 — BRITISH (continued)

Part D — Britain, 1851–1951

10. To what extent was the growth of democracy in Britain after 1851 due to the role of pressure groups? 20
11. *By 1928, Britain was a fully democratic country.*
How valid is this view? 20
12. How important were the social surveys of Booth and Rowntree in the Liberal government's decision to introduce social reforms, 1906–1914? 20

Part E — Britain and Ireland, 1900–1985

13. How important was the re-emergence of Irish Republicanism in the growth of tension in Ireland up to 1914? 20
14. To what extent did the First World War change the political situation in Ireland? 20
15. To what extent was the outbreak of the Irish Civil War due to divisions in the Republican movement? 20

[Now go on to Section 3 starting on *Page fifteen*]

SECTION 3 — EUROPEAN AND WORLD — 20 marks

Part A — The Crusades, 1071–1204

1. How important was the fear of Islamic expansion in calling the First Crusade? 20
2. To what extent was the desire to acquire territory in the Holy Land the main motive behind the crusading movement? 20
3. To what extent was the fall of Jerusalem in 1187 due to the defeat of the Christian forces at Hattin? 20

Part B — The American Revolution, 1763–1787

4. To what extent did the Navigation Acts cause colonial resentment towards Britain by 1763? 20
5. How important were disputes over taxation in turning colonists' opinion towards independence by 1776? 20
6. *The American War of Independence was global in nature.*
How valid is this view? 20

Part C — The French Revolution, to 1799

7. To what extent were the grievances of the bourgeoisie the most serious challenge to the Ancien Regime in the years before 1789? 20
8. *The financial problems of the Ancien Regime brought about the outbreak of the Revolution by 1789.*
How valid is this view? 20
9. To what extent can Robespierre be blamed for the Reign of Terror in France, 1792–1795? 20

SECTION 3 — EUROPEAN AND WORLD (continued)

Part D — Germany, 1815–1939

10. How important were economic factors in the growth of nationalism in Germany, 1815–1850? 20
11. To what extent was there a real growth in German nationalism up to 1850? 20
12. How important was Bismarck’s role in the achievement of German unification by 1871? 20

Part E — Italy, 1815–1939

13. How important were economic factors in the growth of nationalism in Italy, 1815–1850? 20
14. To what extent was there a real growth in Italian nationalism up to 1850? 20
15. How important was the role of Garibaldi in the achievement of Italian unification by 1870? 20

Part F — Russia, 1881–1921

16. *Before 1905, opposition groups were unable to effectively challenge the authority of the Tsarist state.*
How valid is this view? 20
17. How important was military defeat against Japan in causing the revolution of 1905? 20
18. To what extent was Nicholas II responsible for the collapse of Tsarist rule in February 1917? 20

SECTION 3 — EUROPEAN AND WORLD (continued)

Part G — USA, 1918–1968

19. To what extent did the policy of Isolationism explain changing attitudes towards immigration in the USA during the 1920s? 20
20. To what extent was the ‘separate but equal’ decision of the Supreme Court the main obstacle facing black Americans in achieving civil rights before 1941? 20
21. How effective was the New Deal in solving America’s problems in the 1930s? 20

Part H — Appeasement and the Road to War, to 1939 20

22. To what extent do economic difficulties explain the aggressive nature of fascist foreign policies in the 1930s? 20
23. *The fascist powers pursued their foreign policy aims by use of military threat and force in the years after 1933.*
How valid is this view? 20
24. How successfully did British governments achieve their aims in foreign policy before March 1938? 20

Part I — The Cold War, 1945–1989

25. To what extent was the development of the Cold War up to 1955 caused by America’s decision to use the atom bomb against Japan? 20
26. To what extent was Soviet control of Eastern Europe seriously challenged up to 1961? 20
27. *America’s withdrawal from Vietnam was mainly due to public protests at home.*
How valid is this view? 20



National
Qualifications
SPECIMEN ONLY

SQ24/H/01

History

Marking Instructions

These Marking Instructions have been provided to show how SQA would mark this Specimen Question Paper.

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purpose, written permission must be obtained from SQA's Marketing team on permissions@sqa.org.uk.

Where the publication includes materials from sources other than SQA (ie secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the user's responsibility to obtain the necessary copyright clearance.

General Marking Principles for Higher History

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) Where the candidate violates the rubric of the paper and answers two parts in one section, both responses should be marked and the better mark recorded.
- (d) Marking must be consistent. Never make a hasty judgement on a response based on length, quality of hand writing or a confused start.
- (e) Use the full range of marks available for each question.
- (f) The specific Marking Instructions are not an exhaustive list. Other relevant points should be credited.
- (g)
 - i. For credit to be given, points must relate to the question asked. Where candidates give points of knowledge without specifying the context, up to **1 mark** should be awarded unless it is clear that they do not refer to the context of the question.
eg Some soldiers on the Western Front suffered from trench foot as they were unable to keep their feet dry. (1 mark for knowledge, even though this does not specify that it relates to the Scottish soldiers)
 - ii. Where marks are awarded for the use of knowledge, each point of knowledge must be developed, eg by providing additional detail, examples or evidence.
 - iii. There are four types of question used in this Paper, namely:
 - A. Evaluate the usefulness of Source . . .
 - B. Compare the views of Sources . . .
 - C. How fully does Source . . .
 - D. Extended response questions using a range of stems, including ‘how important’, ‘how successful’, ‘how valid’, ‘to what extent’. These require candidates to demonstrate knowledge and understanding and to apply their skills of analysis and evaluation in order to answer the question asked.
 - iv. For each of the question types (in iii above), the following provides an overview of marking principles and an example of their application for each question type.

A Questions that ask candidates to *Evaluate the usefulness of a given source as evidence of . . .* (6 marks)

Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content and omission.

Up to the total mark allocation for this question of 6 marks:

- a maximum of **4 marks** can be given for evaluative comments relating to author, type of source, purpose and timing
- a maximum of **2 marks** may be given for evaluative comments relating to the content of the source
- a maximum of **2 marks** may be given for evaluative comments relating to points of significant omission

Example:

Source A is useful as evidence of Scottish involvement on the Western Front because it is from a diary of an officer from the Black Watch who will be well informed about the Scots military involvement at the Battle of Loos. (1 mark for origin: authorship) As it is a diary it is also useful as it will give an eyewitness view of the battle. (1 mark for origin: purpose) The source was written at the end of October 1915 which makes it useful because it was in the immediate aftermath of the battle. (1 mark for origin: timing)

The content is about the men his battalion lost in the attack. This is useful as the deaths of 19 officers and 230 men shows the losses Scots took. (1 mark for content) It is also useful as the Black Watch were part of 30,000 Scots who attacked at Loos, showing a lot of Scottish involvement. (1 mark for a point of context)

However the source does not give other ways in which Scots were involved on the Western Front. General Douglas Haig who was Scottish made a large contribution to the war as he was Commander in Chief of British Forces after 1915. (1 mark for a point of significant omission)

B Questions that ask candidates to *Compare the views of two sources* (5 marks)

Candidates must interpret evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They should also make an overall comparison of the viewpoints of the sources.

Up to the total mark allocation for this question of 5 marks:

Each point of comparison will be supported by specific references to each source and should be awarded **1 mark**.

An overall comparison which is supported by specific references to the viewpoint of each source should be awarded **1 mark**. A **second mark** should be awarded for a development of the overall comparison.

Examples:

Sources A and B agree that Cressingham was killed and skinned by the Scots after the battle. Source A says Cressingham, a leader amongst the English knights, was killed during the battle and later skinned. Source B agrees when it says 'the treacherer Cressingham was skinned following his death during the battle'. (1 mark for a point of comparison supported by specific reference to each source)

Sources A and B agree that William Wallace and Andrew Murray were leaders of the Scottish army at Stirling and that the Scots were victorious. (1 mark for overall comparison) However, they disagree about the importance of the English mistakes made by Warrenne. (a second mark for developing the overall comparison)

C Questions that ask *How fully does a given source explain/describe . . .*
(9 marks)

Candidates must make a judgement about the extent to which the source provides a full description/explanation of a given event or development.

Up to the total mark allocation for this question of 9 marks:

- candidates should be given **up to 3 marks** for their identification of points from the source that support their judgement; each point from the source needs to be interpreted rather than simply copied from the source
- candidates should be given **up to 7 marks** for their identification of points of significant omission, based on their own knowledge, that support their judgement
- a maximum of **2 marks** may be given for answers in which no judgement has been made

Example:

Source B gives a fairly good explanation of the reasons why people left Scotland. The source mentions the potato famine in the Highlands in 1846 which led to large numbers of people leaving rather than starving. (1 mark for interpreting the source) It mentions specifically how landlords evicted crofters to make way for sheep farming in order to make their land profitable. (1 mark for interpreting the source) It also talks about the terrible living conditions which drove people to look for a better life abroad. (1 mark for interpreting the source)

However, the source does not mention all the reasons why people left Scotland. It fails to mention the decline of the kelp industry which forced many Scots to look for work elsewhere. (1 mark for a point of significant omission) The problems of the fishing industry led to hardships for many Scots. When the herring industry declined due to loss of markets after the war, people left Scotland. (1 mark for a point of significant omission) Others, such as handloom weavers from the Western Isles, left as they couldn't compete with the new factories in the towns and cities of the Central Belt. (1 mark for a point of significant omission)

D Extended response questions (20 marks)

Historical context

Marks can be awarded for answers which describe the background to the issue and which identify relevant factors. These should be connected to the line of argument.

Conclusion(s)

Marks can be awarded for answers which provide a relative overall judgement of the factors, which are connected to the evidence presented, and which provide reasons for their overall judgement.

Eg This factor was clearly more significant in bringing about the event than any other factor because

While conclusions are likely to be at the end of the essay, they can also be made at any point in the response.

Use of evidence

Marks can be awarded for evidence which is detailed and which is used in support of a viewpoint, factor or area of impact.

For knowledge/understanding marks to be awarded, points must be:

- *relevant to the issue in the question*
- *developed (by providing additional detail, exemplification, reasons or evidence)*
- *used to respond to the demands of the question (ie explain, analyse, etc)*

Analysis

Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.

An analysis mark should be awarded where a candidate uses their knowledge & understanding, to identify relevant factors such as political, social, economic, religious, etc (although they do not need to use this terminology), or which explore aspects within these, such as success vs failure; different groups, such as elderly vs youth; or different social classes and clearly show at least one of the following:

- links between different components
- links between component(s) and the whole
- links between component(s) and related concepts
- similarities and consistency
- contradictions and inconsistency
- different views/ interpretations
- the relative importance of components
- understanding of underlying order or structure

Examples of relationships between identified factors could include:

- Establishing contradiction or inconsistencies within factors
Eg While they were successful in that way, they were limited in this way
- Establishing contradiction or inconsistencies between factors
Eg While there were political motives for doing this, the economic factors were against doing this
- Establishing similarities and consistencies between factors
Eg In much the same way as this group were affected by this development , this group were also affected in this way.
- Establishing links between factors
Eg This factor led to that factor. OR At the same time there was also...
- Exploring different interpretations of these factors
Eg While some people have viewed the evidence as showing this, others have seen it as showing ... OR While we used to think that this was the case, we now think that it was really ...

Evaluation

Evaluation involves making a judgement based on criteria. Candidates will make reasoned evaluative comments relating to, for example:

- The extent to which the factor is supported by the evidence
Eg This evidence shows that X was a very significant area of impact.
- The relative importance of factors
Eg This evidence shows that X was a more significant area of impact than Y.
- Counter-arguments including possible alternative interpretations
Eg One factor was However, this may not be the case because ...
OR However, more recent research tends to show that ...
- The overall impact/significance of the factors when taken together

Eg While each factor may have had little effect on its own, when we take them together they became hugely important.

- The importance of factors in relation to the context
Eg Given the situation which they inherited, these actions were more successful than they might appear.

Marks can be awarded for developing a line of argument which makes a judgement on the issue, explaining the basis on which the judgement is made. The argument should be presented in a balanced way making evaluative comments which show their judgement on the individual factors and may use counter-arguments or alternative interpretations to build their case.

Example:

'The social reforms of the Labour government of 1945-1951 failed to deal effectively with the needs of the people.'

How valid is this view?

*In 1945, Clement Atlee, the leader of the labour party won a landslide victory against the Conservatives. **(background to the issue)** He immediately set out to try and deal with the needs of the British people but whether he did or not has caused much debate. The Labour Party looked to the Beveridge Report as a blueprint for change. It highlighted five social evils that would have to be tackled to meet the needs of the people: want, disease, ignorance, squalor and idleness. **(factors identified)** It was these evils that Labour set out to tackle and did so with varying success. **(connects factor to line of argument)***

*Want was one of the first social evils to be tackled. The National Insurance Act of 1946 was introduced to allow those too sick to work or those unemployed to maintain a basic subsistence. **(1 mark for knowledge used to support a factor)** In theory, this sorted out a great deal of problems. However, the only way to get the benefits when sick or unemployed was to pay 156 weekly contributions. That's three years' worth. What if the person was too sick to work so couldn't contribute the 156 payments in the first place? **(1 mark for analysis of aspects within a factor)** This meant that although the Labour government met the needs of many workers, there was still a large portion of people that did not receive this help and therefore Labour failed to meet the needs of some people. **(1 mark for evaluating an individual factor which is linked to other evaluative comments and recognises the question)***

*One of Labour's biggest successes in meeting the needs of the people was the National Health Service (NHS). The NHS was free, comprehensive and universal. **(1 mark for knowledge used to support a factor)** It allowed everyone in the country to have access to medical attention. **(1 mark for knowledge used to support a factor)** Many diseases that had been rampant before the NHS died out and the medical needs of the people had been met. However, the NHS was a victim of its own success as Labour was not prepared for the numbers of people using it. **(1 mark for analysis of aspects within a factor)** This meant that not only did they have to charge for some areas such as dental and eye care, **(1 mark for knowledge used to support a factor)** they used funds from different government areas as the costs were too high compared to what was originally thought. **(1 mark for knowledge used to support a factor)** This also meant less money going towards meeting the needs of people in other areas. **(1 mark for analysis of relationship between factors)***

Education was seen as a good way to close the gap between lower and upper classes and so meet the needs of the people. The Education Act made it so that children had to stay

in school until the age of 15. **(1 mark for knowledge used to support a factor)** This meant they got a better education and were more likely to get better jobs. Labour also implemented the 11+ exam which pupils sat at the age of 11 to decide what type of school they would go to. The high scorers would go to the grammar schools and the others to secondary modern schools. **(1 mark for knowledge used to support a factor)** This was meant to allow working-class children to reach greater potential. However, the system was still biased towards the upper class and therefore did not meet the needs of all of the people. **(1 mark for evaluating an individual factor which is linked to other evaluative comments and recognises the question)**

During the war, millions of houses had been destroyed and a third of all remaining houses were damaged to an extent. **(1 mark for knowledge used to support a factor)** This meant Labour would have to focus on building more houses to meet the needs of the people. With the housing problem before the war being bad, Labour had a big task on their hands and aimed to build 200,000 houses a year. **(1 mark for knowledge used to support a factor)** However, Britain was lacking resources and manpower **(1 mark for analysis of aspects within a factor)** and so, even with the mass production of prefabricated houses, the housing needs of many people were not met. **(1 mark for evaluating an individual factor)**

Unemployment rates during this time were down massively compared to a decade before. The Beveridge Report had stated that unemployment would never fall below 3%, yet Labour smashed this and reached 2.5%. **(1 mark for knowledge used to support a factor)** Many say that Labour met the needs of the people as they dropped unemployment this low which allowed people to live better lives. However, it is argued that it was only the country healing its wounds from the war that caused unemployment to drop. **(1 mark for analysis of different interpretations a factor)** So, during the time of the Labour government, the employment needs of the people were fulfilled. Whether it was down to Labour or not is debatable. **(1 mark for evaluating an individual factor)**

In conclusion, while Labour passed many acts that did help to meet the needs of the people, they did not fully meet their needs. However, what Clement Atlee and the Labour government did in the short span they had was truly amazing and helped set up the foundations of the system we have now which meets the needs of most of the people. **(2 marks for an overall judgement in relation to the issue)**

	Mark	0 marks	1 marks	2 marks
Historical context	2	Candidate makes one or two factual points but these are not relevant.	Candidate establishes the background to the issue and identifies relevant factors.	Candidate establishes the background to the issue, identifies relevant factors and connects these to the line of argument.
Conclusion	2	No overall judgement is made on the issue.	Candidate makes a summary of points made.	Candidate makes an overall judgement between the different factors in relation to the issue.
Use of knowledge	6	No evidence is used to support the conclusion.	<p>Up to a maximum of 6 marks, 1 mark will be awarded for each developed point of knowledge used to support a factor or area of impact. For a knowledge mark to be awarded, points must be:</p> <ul style="list-style-type: none"> • relevant to the issue in the question • developed (by providing additional detail, exemplification, reasons or evidence) • used to respond to the demands of the question (ie explain, analyse, etc) 	
Analysis	6	There is a narrative response.	<p>Up to a maximum of 6 marks, 1 mark will be awarded for each comment which analyses the factors in terms of the question.</p> <p>A maximum of 4 marks will be awarded for comments which address different aspects of individual factors.</p>	
Evaluation	4	No evidence of an overall judgement being made.	<p>1 mark should be awarded where the candidate makes an isolated evaluative comment on an individual factor that recognises the topic of the question.</p>	<p>2 marks should be awarded where the candidate makes isolated evaluative comments on different factors that recognise the topic of the question.</p>
			<p>3 marks should be awarded where the candidate connects their evaluative comments to build a line of argument that recognises the issue.</p>	<p>4 marks should be awarded where the candidate connects their evaluative comments to build a line of argument focused on the terms of the question.</p>

Detailed Marking Instructions for each question

SECTION 1: SCOTTISH

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
1	Candidates must make a judgement about the extent to which the source provides a full description/ explanation of a given event or development.	9	<p><i>Candidates can be credited in a number of ways up to a maximum of 9 marks.</i></p> <ul style="list-style-type: none"> • candidates should be given up to 3 marks for their identification of points from the source that support their judgement; each point from the source needs to be interpreted rather than simply copied from the source • candidates should be given up to 7 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement • a maximum of 2 marks may be given for answers in which no judgement has been made
2	Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content and omission.	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <ul style="list-style-type: none"> • a maximum of 4 marks can be given for evaluative comments relating to author, type of source, purpose and timing • a maximum of 2 marks may be given for evaluative comments relating to the content of the source • a maximum of 2 marks may be given for evaluative comments relating to points of significant omission
3	Candidates must interpret evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis.	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Up to a maximum of 4 marks, each developed comparison which is supported by specific references to each source should be given 1 mark.</p> <p>An overall comparison will be supported by specific references to the viewpoint of each source and should be given 1 mark.</p>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
	<p>Up to the total mark allocation for this question of 5 marks:</p> <p>A developed comparison will be supported by specific references to each source and should be given 1 mark.</p> <p>An overall comparison will be supported by specific references to the viewpoint of each source and should be given 1 mark.</p>		

SECTION 2: BRITISH

Question		General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
1	A	<p>Historical context Up to 2 marks can be awarded for answers which describe the background to the issue and which identify relevant factors.</p>	2	<p><i>Candidates can be credited in a number of ways up to a maximum of 2 marks.</i></p> <p>2 marks Candidate establishes the background to the issue, identifies relevant factors and connects these to the line of argument.</p> <p>1 mark Candidate establishes the background to the issue and identifies relevant factors.</p> <p>No marks Candidate makes one or two factual points but these are not relevant.</p>
	B	<p>Conclusion(s) Up to 2 marks can be awarded for answers which provide a relative overall judgement of the factors, connected to the evidence presented and which provide reasons for their overall judgement.</p> <p>While conclusions are likely to be at the end of the essay they can also be made at the start or throughout the essay.</p>	2	<p><i>Candidates can be credited in a number of ways up to a maximum of 2 marks.</i></p> <p>2 marks Candidate makes an overall judgement between the different factors in relation to the issue.</p> <p>1 mark Candidate makes a summary of points made.</p> <p>No marks No overall judgement is made on the issue</p>
	C	<p>Use of evidence Up to 6 marks can be awarded for evidence which is detailed and which is used in support of a viewpoint, factor or area of impact.</p>	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>1 mark should be awarded for each point of knowledge used to support a factor.</p> <p><i>For a knowledge/ understanding marks to be awarded, points must be:</i></p> <ul style="list-style-type: none"> • <i>relevant to the issue in the question</i> • <i>developed (by providing additional detail, exemplification, reasons or evidence)</i> • <i>used to respond to the demands of the question (ie explain, analyse, etc)</i>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question										
D	<p>Analysis</p> <p>Up to 4 marks can be awarded for answers which move beyond description and explanation of relevant detail to comment on the factors. This can include, for example:</p> <ul style="list-style-type: none"> • establishing links between factors • Establishing contradiction or inconsistencies within factors • establishing contradiction or inconsistencies between factors • establishing similarities and consistencies between factors • exploring different interpretations of these factors 	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Up to a maximum of 6 marks, 1 mark will be awarded for comments which analyse the factors in terms of the question.</p> <p>A maximum of 4 marks will be awarded for comments which address different aspects of individual factors.</p>										
E	<p>Evaluation</p> <p>Up to 4 marks can be awarded for evaluative comments which show a judgement on the factors such as:</p> <ul style="list-style-type: none"> • the extent to which the factor is supported by the evidence • the relative importance of factors • counter-arguments including possible alternative interpretations • the overall impact/significance of the factors when taken together • the importance of factors in relation to the context 	4	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <table border="1" data-bbox="869 168 1348 1243"> <tr> <td data-bbox="869 1019 981 1243">4 marks</td> <td data-bbox="869 168 981 1019">4 marks should be awarded where the candidate connects their evaluative comments to build a line of argument focused on the terms of the question.</td> </tr> <tr> <td data-bbox="981 1019 1093 1243">3 marks</td> <td data-bbox="981 168 1093 1019">3 marks should be awarded where the candidate connects their evaluative comments to build a line of argument that recognises the issue.</td> </tr> <tr> <td data-bbox="1093 1019 1204 1243">2 marks</td> <td data-bbox="1093 168 1204 1019">2 marks should be awarded where the candidate makes isolated evaluative comments on different factors that recognise the topic of the question.</td> </tr> <tr> <td data-bbox="1204 1019 1316 1243">1 mark</td> <td data-bbox="1204 168 1316 1019">1 mark should be awarded where the candidate makes an isolated evaluative comment on an individual factor that recognises the topic of the question.</td> </tr> <tr> <td data-bbox="1316 1019 1348 1243">No marks</td> <td data-bbox="1316 168 1348 1019">No evidence of an overall judgement being made.</td> </tr> </table>	4 marks	4 marks should be awarded where the candidate connects their evaluative comments to build a line of argument focused on the terms of the question.	3 marks	3 marks should be awarded where the candidate connects their evaluative comments to build a line of argument that recognises the issue.	2 marks	2 marks should be awarded where the candidate makes isolated evaluative comments on different factors that recognise the topic of the question.	1 mark	1 mark should be awarded where the candidate makes an isolated evaluative comment on an individual factor that recognises the topic of the question.	No marks	No evidence of an overall judgement being made.
4 marks	4 marks should be awarded where the candidate connects their evaluative comments to build a line of argument focused on the terms of the question.												
3 marks	3 marks should be awarded where the candidate connects their evaluative comments to build a line of argument that recognises the issue.												
2 marks	2 marks should be awarded where the candidate makes isolated evaluative comments on different factors that recognise the topic of the question.												
1 mark	1 mark should be awarded where the candidate makes an isolated evaluative comment on an individual factor that recognises the topic of the question.												
No marks	No evidence of an overall judgement being made.												

SECTION 3: EUROPEAN AND WORLD

Question		General marking principles for this type of question	Max mark	Specific Marking Instructions for this question
1	A	<p>Historical context Up to 2 marks can be awarded for answers which describe the background to the issue and which identify relevant factors.</p>	2	<p><i>Candidates can be credited in a number of ways up to a maximum of 2 marks.</i></p> <p>2 marks Candidate establishes the background to the issue, identifies relevant factors and connects these to the line of argument.</p> <p>1 mark Candidate establishes the background to the issue and identifies relevant factors.</p> <p>No marks Candidate makes one or two factual points but these are not relevant.</p>
	B	<p>Conclusion(s) Up to 2 marks can be awarded for answers which provide a relative overall judgement of the factors, connected to the evidence presented and which provide reasons for their overall judgement.</p> <p>While conclusions are likely to be at the end of the essay they can also be made at the start or throughout the essay.</p>	2	<p><i>Candidates can be credited in a number of ways up to a maximum of 2 marks.</i></p> <p>2 marks Candidate makes an overall judgement between the different factors in relation to the issue.</p> <p>1 mark Candidate makes a summary of points made.</p> <p>No marks No overall judgement is made on the issue</p>
	C	<p>Use of evidence Up to 6 marks can be awarded for evidence which is detailed and which is used in support of a viewpoint, factor or area of impact.</p>	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>1 mark should be awarded for each point of knowledge used to support a factor.</p> <p><i>For a knowledge/ understanding marks to be awarded, points must be:</i></p> <ul style="list-style-type: none"> • <i>relevant to the issue in the question</i> • <i>developed (by providing additional detail, exemplification, reasons or evidence)</i> • <i>used to respond to the demands of the question (ie explain, analyse, etc)</i>

Question	General marking principles for this type of question	Max mark	Specific Marking Instructions for this question										
D	<p>Analysis Up to 4 marks can be awarded for answers which move beyond description and explanation of relevant detail to comment on the factors. This can include, for example:</p> <ul style="list-style-type: none"> • establishing links between factors • Establishing contradiction or inconsistencies within factors • establishing contradiction or inconsistencies between factors • establishing similarities and consistencies between factors • exploring different interpretations of these factors 	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Up to a maximum of 6 marks, 1 mark will be awarded for comments which analyse the factors in terms of the question.</p> <p>A maximum of 4 marks will be awarded for comments which address different aspects of individual factors.</p>										
E	<p>Evaluation Up to 4 marks can be awarded for evaluative comments which show a judgement on the factors such as:</p> <ul style="list-style-type: none"> • the extent to which the factor is supported by the evidence • the relative importance of factors • counter-arguments including possible alternative interpretations • the overall impact/significance of the factors when taken together • the importance of factors in relation to the context 	4	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <table border="1" data-bbox="874 172 1362 1249"> <tr> <td data-bbox="874 1019 981 1249">4 marks</td> <td data-bbox="874 172 981 1019">4 marks should be awarded where the candidate connects their evaluative comments to build a line of argument focused on the terms of the question.</td> </tr> <tr> <td data-bbox="981 1019 1088 1249">3 marks</td> <td data-bbox="981 172 1088 1019">3 marks should be awarded where the candidate connects their evaluative comments to build a line of argument that recognises the issue.</td> </tr> <tr> <td data-bbox="1088 1019 1195 1249">2 marks</td> <td data-bbox="1088 172 1195 1019">2 marks should be awarded where the candidate makes isolated evaluative comments on different factors that recognise the topic of the question.</td> </tr> <tr> <td data-bbox="1195 1019 1302 1249">1 mark</td> <td data-bbox="1195 172 1302 1019">1 mark should be awarded where the candidate makes an isolated evaluative comment on an individual factor that recognises the topic of the question.</td> </tr> <tr> <td data-bbox="1302 1019 1362 1249">No marks</td> <td data-bbox="1302 172 1362 1019">No evidence of an overall judgement being made.</td> </tr> </table>	4 marks	4 marks should be awarded where the candidate connects their evaluative comments to build a line of argument focused on the terms of the question.	3 marks	3 marks should be awarded where the candidate connects their evaluative comments to build a line of argument that recognises the issue.	2 marks	2 marks should be awarded where the candidate makes isolated evaluative comments on different factors that recognise the topic of the question.	1 mark	1 mark should be awarded where the candidate makes an isolated evaluative comment on an individual factor that recognises the topic of the question.	No marks	No evidence of an overall judgement being made.
4 marks	4 marks should be awarded where the candidate connects their evaluative comments to build a line of argument focused on the terms of the question.												
3 marks	3 marks should be awarded where the candidate connects their evaluative comments to build a line of argument that recognises the issue.												
2 marks	2 marks should be awarded where the candidate makes isolated evaluative comments on different factors that recognise the topic of the question.												
1 mark	1 mark should be awarded where the candidate makes an isolated evaluative comment on an individual factor that recognises the topic of the question.												
No marks	No evidence of an overall judgement being made.												

[END OF SPECIMEN MARKING INSTRUCTIONS]

**Section 1: Scottish
Part A: The Wars of Independence, 1249-1328**

1 *Candidates can be credited in a number of ways up to a maximum of 9 marks.*

A maximum of 2 marks may be given for answers which refer only to the source.

Possible points which may be identified in the source include:

- A problem was created when Alexander III died leaving his granddaughter Margaret, Maid of Norway, as his only heir. Scotland faced potential difficulties with the succession of a young female.
- A problem arose over the succession after Margaret's death on her way to Scotland in 1290. Her death left no obvious heir to the kingdom of Scotland.
- Bishop Fraser of St Andrews was afraid of violent disorder when Robert Bruce the Elder arrived in Perth with an army. Bishop Fraser asked Edward to come to the Scottish border in order to maintain peace.
- A potential problem was the prospect of war amongst the nobility. In order to avoid civil war, Bishop Fraser asked Edward to help choose the next ruler of Scotland.

Possible points of significant omission may include:

- Alexander's death presented a problem over the succession as there was no natural succession. Alexander's children had all predeceased him; Alexander (1284), David (1281) and Margaret (1283). Despite his marriage to Yolande of Dreux, Alexander had no children when he died in 1286.
- Margaret was only three years old and too young to rule on her own.
- The seriousness of the situation after the death of Alexander III required the Scottish nobles to carry on the government of the country. Six Guardians were elected (two bishops, two earls, two barons) in a parliament in Scone.
- The Guardians compromised the independence of Scotland by asking Edward I for advice and protection.
- There was uncertainty during the winter of 1286-1287 after a rebellion in the South West by the Bruce faction. Robert Bruce seized the Balliol castle of Buittle and the royal castles of Wigtown and Dumfries. Although order was restored by the Guardians, the threat from the Bruce faction created the need to settle securely the question of the succession.
- There were concerns to maintain the independence of Scotland. The Treaty of Birgham 1290, the marriage of Margaret Maid of Norway and King Edward's son Edward, Prince of Wales, appeared to solve the potential threat of civil war and establish a secure relationship with England through marriage. The Guardians however, were concerned to keep Scotland's separate customs and laws.
- Although Edward made concessions to the separate identity of Scotland in the Treaty of Birgham, Edward's actions, such as his seizure of the Isle of Man and the appointment of the Bishop of Durham, suggested that Edward wanted to increase his influence over the kingdom of Scotland.
- There was a renewed threat to stability after the death of the Maid of Norway. Tension grew between the two factions, ie Bruce vs Balliol/Comyn. Bishop Fraser's letter to Edward favoured Balliol's claim to the throne, while Bruce's claim was put forward in the Letter of the Seven Earls.
- Following the invitation to be arbiter in the issue of Scottish succession, Edward showed his authority by inviting the Scottish leaders to meet him at his parliament at Norham rather than Edward travelling over the border into Scotland. Edward also showed his strength by ordering his northern armies to assemble at Norham. In addition, Edward organised his navy for a blockade of Scotland and raised taxes to

Guidance on possible content

	<p>prepare for a possible war.</p> <ul style="list-style-type: none"> • Edward took advantage of Scotland’s weakness. When the Scots leaders travelled to Norham, Roger Brabazon gave a speech on behalf of Edward requiring the Scots to recognise Edward as overlord. Edward’s lawyers argued it was up to the Guardians to prove that Edward was not overlord of Scotland. Pressure was also brought to bear on the competitors at Norham to recognise Edward’s overlordship of Scotland in order for him to make a judgement. Edward became judge rather than arbiter. In the Award of Norham, nine claimants, fearing they would be left out of the judgement, accepted Edward’s overlordship, and in so doing, compromised the independence of the kingdom. In addition, Edward’s insistence that he should obtain possession of the land and castles of Scotland, in order that he could later bestow them on the successful claimant, in effect gave Edward ownership of the kingdom of Scotland. The Guardians and other leading Scots eventually took an oath of fealty to Edward. An English baron, Bryan FitzAlan was appointed by Edward to the Guardians. • The task of choosing a new king, known as the Great Cause was a long drawn out process, lasting over 15 months from August 1291 until November 1292. The process was also complicated. Thirteen claimants, not including Edward himself, presented themselves, although only three – John Balliol, Robert Bruce and John of Hastings – had a strong legal claim. Edward’s decision would be based on the closest descendents of the daughters of David, Earl of Huntingdon. • Problems arose at the Great Cause at Berwick due to the self-interest of the nobles. For example, John of Hastings’ argument that Scotland could be divided showed little regard for the kingdom. • Edward continued to exercise his overlordship over Scotland even after deciding in favour of John Balliol in November 1292. Balliol had the strongest legal claim, based on primogeniture, being a descendent of the eldest daughter of Earl David. Balliol however had to swear fealty to Edward. Balliol also did homage to Edward in December 1292 at Newcastle. Edward exercised such authority which created problems for King John’s reign. • Any other valid point of explanation that meets the criteria described in the general marking principles for this kind of question. 								
2	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Examples of aspects of the source and relevant comments:</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Aspect of the source</th> <th style="text-align: left;">Possible comment</th> </tr> </thead> <tbody> <tr> <td> Author: King Edward’s court An English source </td> <td> The source is biased as the judgement gives an account of the role of William Wallace in the Scottish resistance from the viewpoint of the king of England, Edward I, as feudal overlord of Scotland. This makes the source less useful, although it is providing insight into the English position. </td> </tr> <tr> <td> Type of source: Written court record </td> <td> Useful as it is based on actual court records. But less useful as it is the English record of events. </td> </tr> <tr> <td> Purpose: Judgement by King Edward’s court after Wallace’s trial for treason </td> <td> The purpose of the source is less useful as Wallace was denied a proper trial. Instead, the list of charges was brought against Wallace in a show trial. Wallace had already been declared an outlaw at the St Andrews parliament of 1304. The charges brought against Wallace were regarded as proof in themselves to justify his execution. </td> </tr> </tbody> </table>	Aspect of the source	Possible comment	Author: King Edward’s court An English source	The source is biased as the judgement gives an account of the role of William Wallace in the Scottish resistance from the viewpoint of the king of England, Edward I, as feudal overlord of Scotland. This makes the source less useful, although it is providing insight into the English position.	Type of source: Written court record	Useful as it is based on actual court records. But less useful as it is the English record of events.	Purpose: Judgement by King Edward’s court after Wallace’s trial for treason	The purpose of the source is less useful as Wallace was denied a proper trial. Instead, the list of charges was brought against Wallace in a show trial. Wallace had already been declared an outlaw at the St Andrews parliament of 1304. The charges brought against Wallace were regarded as proof in themselves to justify his execution.
Aspect of the source	Possible comment								
Author: King Edward’s court An English source	The source is biased as the judgement gives an account of the role of William Wallace in the Scottish resistance from the viewpoint of the king of England, Edward I, as feudal overlord of Scotland. This makes the source less useful, although it is providing insight into the English position.								
Type of source: Written court record	Useful as it is based on actual court records. But less useful as it is the English record of events.								
Purpose: Judgement by King Edward’s court after Wallace’s trial for treason	The purpose of the source is less useful as Wallace was denied a proper trial. Instead, the list of charges was brought against Wallace in a show trial. Wallace had already been declared an outlaw at the St Andrews parliament of 1304. The charges brought against Wallace were regarded as proof in themselves to justify his execution.								

Guidance on possible content

<p>Timing: 23 August 1305 A contemporary source</p>	<p>The source is more useful as it dates from the time when the Scottish resistance to Edward I had collapsed and Scotland was once more under Edward's rule.</p> <p>Wallace however was the last representative of the 1296/7 rebellion and was shown no leniency.</p>
Content	Possible comment
<ul style="list-style-type: none"> William Wallace forgot his oath of loyalty to King Edward. 	<p>Less useful as this accusation of resistance is not corroborated by other sources. Wallace denied he was a traitor. He had never sworn allegiance to Edward but instead had remained loyal to John Balliol.</p> <p>However, this accusation of resistance is useful as an insight into Edward's definition of resistance and treason. Edward's view was that Balliol's surrender of the kingdom of Scotland in 1296 made all the inhabitants of Scotland, and therefore Wallace, his subjects. No Scot was to be excused from loyalty to Edward, whether they had actually sworn loyalty or not.</p>
<ul style="list-style-type: none"> Wallace killed William Heselrig, Sheriff of Lanark. 	<p>Useful as it tells us details of the murder of Sir William Heselrig, Sheriff of Lanark, which sparked a general uprising led by Wallace along with the forces of Sir William Douglas. These acts of resistance are corroborated by other sources.</p>
<ul style="list-style-type: none"> Wallace sent out his commands as though he were the superior of that land. 	<p>Useful as it provides a detailed insight into Wallace's achievements as Guardian. Evidence exists that Wallace issued letters in his role as Guardian which makes these statements accurate.</p> <p>The accusation that Wallace acted as 'though he were the superior of that land', perhaps a reference to his low birth, is exaggerated since Wallace held the guardianship in the name of King John. This makes the source less useful.</p>

Possible points of significant omission may include:

- Wallace led a resistance movement amongst commoners in the south-west of Scotland, possibly backed by Scottish nobles.
- Wallace, accompanied by Sir William Douglas, led an attack on Scone and attempted to kill the English sheriff William Ormesby.
- Wallace led attacks on castles and an assault on Dundee.
- Wallace along with Andrew Murray led the Scottish army to victory at the Battle of Stirling Bridge, 11th September 1297.
- Wallace resisted Edward I by leading raids into Northern England.
- Wallace continued to play a part in the Scottish resistance after the defeat at Falkirk, 1298 and the end of his period as guardian. It is believed Wallace travelled to the court of Philip IV and later to Rome on diplomatic missions to petition the release of King John.
- Wallace rejoined the resistance in 1303 and was involved in further guerrilla activity in Annandale, Liddesdale and Cumberland.
- There was localised resistance to the English administration in Scotland, especially

Guidance on possible content

	<p>Cressingham's attempts to raise taxes.</p> <ul style="list-style-type: none"> • There was a rebellion of the McDougal family against the MacDonalds in the Western Isles. • Andrew Murray led resistance against Edward's rule in the North. Murray raised his standard at Avoch, in the Black Isle and led a guerrilla campaign, capturing Urquhart, Inverness, Elgin, Duffus, Banff and Aberdeen castles. By August 1297 Murray had succeeded in driving out the English garrisons north of Dundee. • Robert Wishart, Robert Bruce and James Stewart led a revolt in the south-west of Scotland before surrendering at Irvine. • John Comyn and Robert Bruce were named joint guardians and carried on the resistance to Edward I. Bruce continued to play a part in the Scottish resistance until 1302. Comyn continued to resist until his surrender in 1304. • Any other valid point that meets the criteria described in the general marking principles for this kind of question. 										
3	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Possible points of comparison may include:</p> <p>Overall: Both sources agree that the death of Edward I was a stroke of good fortune for Bruce. The absence of such a formidable opponent as Edward I was of benefit to Bruce in his campaigns to defeat his enemies.</p> <p>Both sources agree that the English campaign against Bruce was weakened for several years after the accession of Edward II.</p> <p>However, Source D suggests Bruce had already decided to settle the dispute with the Comyns before the death of Edward I.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="text-align: center; padding: 5px;">Source C</th> <th style="text-align: center; padding: 5px;">Source D</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">With the death of Edward I in July 1307, Bruce's campaigns to recover his kingdom entered a new phase.</td> <td style="padding: 5px;">Edward's long-anticipated death proved to be a turning point in Bruce's recovery.</td> </tr> <tr> <td style="padding: 5px;">Bruce and his supporters were now seizing the initiative and carrying war to the enemy in the north.</td> <td style="padding: 5px;">Robert Bruce had taken the decision to march north to smash the Comyn heartlands.</td> </tr> <tr> <td style="padding: 5px;">Edward II had left Scotland allowing Bruce three years in which to defeat his enemies.</td> <td style="padding: 5px;">Edward II withdrew before the summer was out and did not return for three years. The absence of leadership either from England or John Comyn, Earl of Buchan, allowed Bruce to isolate his opponents one by one.</td> </tr> <tr> <td style="padding: 5px;">There was increasing recognition in Scotland of Bruce as king.</td> <td style="padding: 5px;">The impression that Bruce was a winner on the beginning of a roll began to take effect.</td> </tr> </tbody> </table>	Source C	Source D	With the death of Edward I in July 1307, Bruce's campaigns to recover his kingdom entered a new phase.	Edward's long-anticipated death proved to be a turning point in Bruce's recovery.	Bruce and his supporters were now seizing the initiative and carrying war to the enemy in the north.	Robert Bruce had taken the decision to march north to smash the Comyn heartlands.	Edward II had left Scotland allowing Bruce three years in which to defeat his enemies.	Edward II withdrew before the summer was out and did not return for three years. The absence of leadership either from England or John Comyn, Earl of Buchan, allowed Bruce to isolate his opponents one by one.	There was increasing recognition in Scotland of Bruce as king.	The impression that Bruce was a winner on the beginning of a roll began to take effect.
Source C	Source D										
With the death of Edward I in July 1307, Bruce's campaigns to recover his kingdom entered a new phase.	Edward's long-anticipated death proved to be a turning point in Bruce's recovery.										
Bruce and his supporters were now seizing the initiative and carrying war to the enemy in the north.	Robert Bruce had taken the decision to march north to smash the Comyn heartlands.										
Edward II had left Scotland allowing Bruce three years in which to defeat his enemies.	Edward II withdrew before the summer was out and did not return for three years. The absence of leadership either from England or John Comyn, Earl of Buchan, allowed Bruce to isolate his opponents one by one.										
There was increasing recognition in Scotland of Bruce as king.	The impression that Bruce was a winner on the beginning of a roll began to take effect.										

**Section 1: Scottish
Part B: The Age of the Reformation, 1542-1603**

1 *Candidates can be credited in a number of ways up to a maximum of 9 marks.*

A maximum of 2 marks may be given for answers which refer only to the source.

Possible points which may be identified in the source include:

- Lack of popular opposition raised confidence among the radical Protestants
- Repeated attempts to reform the Catholic Church had been unsuccessful and left it unable to oppose the radical Protestants.
- There was lack of trust for the French which led to more support for the Protestants.
- There was further encouragement from the fact that their English neighbours were Protestant.

Possible points of significant omission may include:

- Return of Knox as figurehead. Hugely influential in gathering support for the movement through his preaching.
- Increase in popular support. Huge growth in Protestant sentiment between 1547 and 1559 despite the absence of the figurehead Knox. Displayed in Perth riot 11th May 1559 and stealing of the image of St Giles on the day of the saint's celebration, 1st September 1558, in Edinburgh.
- Increase in support of the poor. Shown by Beggars' Summons which were nailed to the doors of many friaries in Scotland on 1st January 1559 declaring that the needs of the poor were greater than that of the friars who were rich and ungodly.
- Unhappiness under Mary of Guise due to heavy taxation, failed attempt at engineering war with England in 1557 and suspicion of her pro-French policies.
- Mary of Guise's lack of reaction and confrontation to Protestantism.
- Scots disliked being ruled by a female. Many supported Knox's view that the rule of Mary of Guise over men was literally a violation of nature.
- Presence of French soldiers in Scotland. Fighting between Scots citizens and French soldiers became common and led to bad feeling.
- Evolution of the Congregation. By 1559 this was not only a highly organised religious body, but also an organised political force.
- Increase of Protestant literature in the form of plays, ballads, pamphlets and literature slandering Churchmen.
- Presence of Protestant martyrs such as George Wishart (1546) and Walter Myln (1558) helped gather popular support.
- Socio-economic reasons. Rioting in Perth on 11th May 1559, not just about religion but the general standard of living.
- Any other valid point of explanation that meets the criteria described in the general marking principles for this kind of question.

2 *Candidates can be credited in a number of ways up to a maximum of 6 marks.*

Examples of aspects of the source and relevant comments:

Aspect of the source	Possible comment
Author: King James VI	Useful as he firmly believed that as monarch he was also head of the Kirk, as appointed by God.
Type of source: A small religious pamphlet used	A personal communication so may be less guarded, so source may be more useful.

Guidance on possible content

for political purposes	
Purpose: To propose that the king can do anything	The source is more useful as it shows the king's belief that he can do what he wants and no one will criticise him.
Timing: 1598	More useful as it is the point when the internal issues of church government have been settled and it shows a changing relationship between king and church. It is five years before James' accession to the English throne and is useful in reflecting his views in anticipation of his relationship with the English church.
Content	Possible comment
<ul style="list-style-type: none"> The king is overlord of the whole land having power over the life and death of every one of them. 	Useful as it displays James VI's view that the king is in charge of the whole land and master of every person including the Kirk.
<ul style="list-style-type: none"> Kings alone punish all law-breakers as the power flows from him. 	Useful as it displays James VI's view that the king and the king alone should be able to create laws and not the Kirk.
<ul style="list-style-type: none"> A king that governs by his law cannot be accountable to the Kirk, but answerable to God alone. 	Useful as it displays James VI's view that the king is appointed by God and therefore not only head of the Kirk but also unaccountable to it. He was answerable to God alone.

Possible points of significant omission may include:

- Tension had first developed under Morton's regency. He was determined to keep control over the Kirk.
- The Second Book of Discipline 1576 set forth the vision of a Presbyterian Church.
- The 'Black Acts' of 1584 had clearly stated the supremacy of the king in all matters. They had also tried to promote bishops in the Kirk.
- James was reluctant to enforce anti-Catholic laws.
- General Assemblies continually called for crown to take action against Catholic nobles and Jesuits.
- The 'Golden Act' 1592 allowed for Presbyteries to be set up but the king had the power to say where and when General Assemblies would meet.
- James would have the General Assembly meeting in Perth or Aberdeen where he could expect more ministers would support the king.
- 1597 riot in Edinburgh, as a result of sermon preached against the king. James had the ministers of Edinburgh briefly imprisoned. No minister to be appointed without his consent. The town council was fined.
- James attended every General Assembly from 1597 to 1603.
- By the late 1590s, assemblies were becoming more agreeable to the king's aims.
- In his book 'Basilikon Doron' James advised his son to allow no meetings of the Church without his approval.
- James' preferred form of Church government was by bishops.
- In 1600, James re-introduced bishops which led to tension as they were viewed as

Guidance on possible content

	<p>‘popish’.</p> <ul style="list-style-type: none"> • In 1584 James adopted a tough line against the clergy, making them subscribe to parliamentary acts. The May 1584 ‘Black Act’ was an assertion of royal power and dominance in both the spiritual and temporal spheres. • From 1560, Kirk Sessions exercised the right to fine, imprison and excommunicate offenders against their authority in moral matters. Great emphasis was laid on attendance at both daily and Sunday services. • A constant source of friction between James VI and the Kirk was his unwillingness to take firm and decisive action against the Catholics in Scotland. • James’ view of himself as head of the Kirk contrasted with the Melvillians’ views as they believed that the monarch was just an ordinary member of the Kirk and not the head or ruler of the Kirk. • Any other valid point that meets the criteria described in the general marking principles for this kind of question 										
3	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Possible points of comparison may include:</p> <p>Overall: agree that the creation of Kirk sessions was beneficial at a local level. They also agree that deacons and elders helped improve education and life for the poor.</p> <p>Source C emphasises the role of Kirk Sessions being the only role of self-governemnt.</p> <p>Source D slightly disagrees and highlights that in the Highlands discipline relied more on the clan chief than the Kirk.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Source C</th> <th style="width: 50%; text-align: center;">Source D</th> </tr> </thead> <tbody> <tr> <td>Localised Kirk Sessions were created.</td> <td>Creation of Kirk Sessions at local level.</td> </tr> <tr> <td>Kirk Session consisted of elders and deacons.</td> <td>Led by elders and deacons who were elected annually.</td> </tr> <tr> <td>The elders participated in overseeing of education, especially the ability to read.</td> <td>Elders were important as they developed education within their parishes, greatly increasing literacy levels.</td> </tr> <tr> <td>The Kirk Sessions enabled self-government of local kirks.</td> <td>For most parishes Kirk Sessions were the only form of self-government.</td> </tr> </tbody> </table>	Source C	Source D	Localised Kirk Sessions were created.	Creation of Kirk Sessions at local level.	Kirk Session consisted of elders and deacons.	Led by elders and deacons who were elected annually.	The elders participated in overseeing of education, especially the ability to read.	Elders were important as they developed education within their parishes, greatly increasing literacy levels.	The Kirk Sessions enabled self-government of local kirks.	For most parishes Kirk Sessions were the only form of self-government.
Source C	Source D										
Localised Kirk Sessions were created.	Creation of Kirk Sessions at local level.										
Kirk Session consisted of elders and deacons.	Led by elders and deacons who were elected annually.										
The elders participated in overseeing of education, especially the ability to read.	Elders were important as they developed education within their parishes, greatly increasing literacy levels.										
The Kirk Sessions enabled self-government of local kirks.	For most parishes Kirk Sessions were the only form of self-government.										

Section 1: Scottish
Part C: The Treaty of Union, 1689-1740

1 *Candidates can be credited in a number of ways up to a maximum of 9 marks.*

A maximum of 2 marks may be given for answers which refer only to the source.

Possible points which may be identified in the source include:

- The Scots resented the lack of support from King William and the English government during the disasters of the Ill Years.
- Scotland made trade sacrifices during England's war with France as Scots could not trade with France.
- Deceptions were played on Scotland during the Darien Scheme, with William influencing English/Dutch withdrawal of investments.
- Scottish attempts to make economic headway were held back by England, leading to Scots resentment.

Possible points of significant omission may include:

- English wars frequently affected Scottish trade with European partners.
- Scots resented English advisors at court working against Scottish interests.
- Navigation Acts and English military intervention hindered Scottish trade.
- Lack of Scottish empire created resentment amongst Scots as English had vast empire.
- Cost of Darien scheme, approximately £400,000, was blamed on English government.
- English Act of Settlement – Scots opposed Hanoverian Succession.
- Scottish Act of Security was resented in England as it asserted Scots independence in relation to the succession.
- Anne's delay in assenting to the Act of Security was resented by Scottish MPs.
- Act Anent Peace and War asserted Scottish parliament's power to declare war which the English government resented.
- Wool Act asserted Scottish independence of textiles trade during English wars.
- Wine Act asserted Scottish right to trade in liquor with England's enemies.
- English Alien Act threatened Scottish interests/land in England.
- Jacobite opposition to William and plot to assassinate William created suspicion of Scots in England.
- Scots parliamentary opposition to the Anglican Church existed because of threat of Episcopalianism to Presbyterianism.
- Difference between English Bill of Rights/Scottish Claim of Right caused division between parliaments.
- Scottish Articles of Grievance were resented by English parliament.
- Opposition to William in the Highlands existed due to clans' favour for Episcopalianism or Catholicism.
- Glencoe Massacre – role of William in this was resented by Scottish MPs.
- Scots Covenanters objected to monarchical interference in church affairs.
- Worcester affair – execution of English ship captain by Edinburgh mob highlighted Scots distrust of English.
- Any other valid point of explanation that meets the criteria described in the general marking principles for this kind of question.

Guidance on possible content

2 Candidates can be credited in a number of ways up to a maximum of 6 marks.

Examples of aspects of the source and relevant comments:

Aspect of the source	Possible comment
Author: George Lockhart of Carnwath	Useful as Lockhart was a prominent politician who was well-informed about union negotiations. Less useful as he was against union at the time of negotiations in London and this affected his view on the passing of the Treaty.
Type of source: Memoirs	Less useful as it may be used to justify his role and views at the time.
Purpose: To explain reasons why Scottish MPs voted for Union with England	Sympathies were with the Jacobites. Lockhart knew of the extensive bribery of Scottish MPs.
Timing: 1714	Useful as it is written in 1714, based on his experience of debate in Parliament and subsequent experience of union. Written at the point when some people were having second thoughts about the Treaty.
Content	Possible comment
<ul style="list-style-type: none"> • Act of Security cooled emotions and persuaded MPs to preach in favour of the union 	Useful as it persuaded some MPs to vote in favour as it secured the Kirk.
<ul style="list-style-type: none"> • Equivalent important in bribing MPs 	Useful as it explains about the compensation of investors in Darien.
<ul style="list-style-type: none"> • Titles given and £20,000 paid through Earl of Glasgow 	Useful as it explains some MPs' motivation.

Possible points of significant omission may include:

- Strength of Court party's political management meant vote was secure.
- Possible threat of invasion from England.
- Squadrone Volante's hold on balance of power carried vote for Court party.
- Role of Hamilton – his ineffectual leadership of Country party aided Court victory.
- Divisions amongst opponents meant it was easier for Court party to win vote.
- Economic assurances to MPs persuaded many to vote for union.
- Trade incentives left MPs favouring union.
- Incentives for Scottish nobles of seats in House of Lords and peerage rights.
- Rights of Royal Burghs to remain meant provincial MPs voted for union.
- English spies: Daniel Defoe played crucial role informing English government of Scots MPs' views during debates.

Guidance on possible content

- Some MPs felt future stability and security was assured under union.
- Military argument – MPs felt Scotland would be safer under union.
- Any other valid point that meets the criteria described in the general marking principles for this kind of question.

3 *Candidates can be credited in a number of ways up to a maximum of 5 marks.*

Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given **1 mark**.

A developed comparison of the points of detail or overall viewpoint should be given **2 marks**.

Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.

Possible points of comparison may include:

Overall: Both sources share the sentiment that impact of union was not felt to be beneficial and some Scots wished to be out of it.

Source C suggests that attempts to break free might prove impossible.

However, **Source D** suggests that English attitude towards the Scots drove Scots' desires to dissolve union through parliament and then militarily.

Source C	Source D
Scots seem to be weary of this mistake of union.	To Scots, the union looked to have been a terrible mistake.
Scots in hard circumstances, economy likely to be flat for decades.	No economic boom for at least half a century.
One opinion is to dissolve union in House of Lords.	Scots politicians proposed dissolution of Union in House of Lords.
Getting free from union without war is impossible.	Armed revolt against Union would break out in Scotland.

**Section 1: Scottish
Part D: Migration and Empire, 1830-1939**

1 *Candidates can be credited in a number of ways up to a maximum of 9 marks.*

A maximum of 2 marks may be given for answers which refer only to the source.

Possible points which may be identified in the source include:

- New opportunities were opening up in Canada, Australia and New Zealand.
- Journey times were reduced and brought news of opportunities abroad back to Scotland.
- The introduction of compulsory education/Education Act of 1872 meant more Scots became literate and could read about opportunities in Britain and abroad.
- Islanders were unhappy with their own way of living and were encouraged to emigrate.

Possible points of significant omission may include:

- Scots were better educated and so were more in demand overseas.
- Scots were attracted to areas where Scottish communities had developed.
- Improved transport, eg from sail to steam, reduced journey times. This made emigration easier.
- Newspapers gained revenue from advertising the benefits of emigration. Increased literacy rates meant more people were reading these adverts.
- Emigration agents were employed to encourage Scots to emigrate.
- Emigration offered an escape from the hardships of island/rural life in Scotland, eg working long hours, poor harvests and a lack of opportunities.
- Decline of the herring fishing industry meant that trawlermen and gutters lost their livelihood.
- Collapse of the kelp industry meant that many lost a valuable source of income and were forced into poverty.
- New Zealand, Australian and Canadian authorities offered inducements like free passages and free land to potential emigrants.
- Highland landlords who were in financial difficulties looked for ways to increase their incomes. Higher rents forced many tenants to leave.
- Some Highlanders were evicted from their land as a result of the Clearances.
- New technology on farms meant that fewer workers were required. Unemployed farm workers moved in search of employment.
- Industrialisation meant that many skilled craftsmen were no longer required, eg handloom weavers.
- Government schemes offered assisted passages to emigrants. This made emigration possible for many who otherwise would not be able to afford it.
- The big cities offered many attractions to people, eg a choice of job opportunities, higher wages and easier work with set hours.
- Certain Scottish workers had skills, which were in demand, eg granite workers from the North East found their skills were in demand for construction projects around the world.
- Any other valid point of explanation that meets the criteria described in the general marking principles for this kind of question.

Guidance on possible content

2 Candidates can be credited in a number of ways up to a maximum of 6 marks.

Examples of aspects of the source and relevant comments:

Aspect of the source	Possible comment
Author: David MacArthur, now living in Canada	Useful as it is the view of someone who experienced emigration first-hand. Less useful as this only reflects experience in Canada.
Type: A letter	A personal communication so may be less guarded, so source may be more useful.
Purpose: To inform his sister of the experiences of himself and his brothers in Winnipeg	Useful as likely to be telling the truth as a personal letter to his sister, or could be exaggerated to allay sister's worries about siblings.
Timing: 11th February 1874	Useful as it tells us about a time when Scottish emigrants had a significant role in shaping new societies.
Content	Possible comment
<ul style="list-style-type: none"> Alic has been busy this past fortnight helping D.A. Smith secure a victory of 100 seats in parliamentary elections 	Useful as it describes the successful work of Scots in politics within the Empire.
<ul style="list-style-type: none"> Your brother Duncan has been busy getting tenders for the new bank which will go ahead 	Useful as tells us Scottish emigrants had significant success in building, banking and finance.
<ul style="list-style-type: none"> The value of his property will soon increase ten times 	Useful as it shows that Scottish emigrants became wealthy through land ownership.

Possible points of significant omission may include:

Examples of Scots who contributed to the development of Canada:

- Some had an impact on politics in Canada, eg John A. MacDonald became first Prime Minister of Canada.
- Scots were influential in the development of business in Canada, eg Scots dominate the paper industry; by the 1920s a quarter of Canadian business leaders were born in Scotland. Scots dominated the Hudson Bay Company.
- Scots had a major impact on the development of transport systems in Canada, eg in the Canadian Pacific Railway, George Stephen at the Bank of Montreal helped finance

Guidance on possible content

it and Sanford Fleming was the main engineer.

- Scots contributed to the religious development of Canada through the Church of Scotland.
- Scots also influenced educational development in Canada, eg the world-famous McGill University was established with money from the estate of James McGill, a Glasgow emigrant.

Examples of Scots contributing to New Zealand:

- Scots had a major impact on banks and financial institutions. Scots merchants in Dunedin did much for the commerce and prosperity of the Otago region.
- Scots influenced education in New Zealand, eg the 1872 Education Act formed the basis of the education system in New Zealand. Learmouth Dalrymple was behind New Zealand's first school for girls, opened in 1871.
- Scots contributed to political development, eg Sir Robert Stout and Peter Fraser played significant roles.
- Presbyterian settlers created the town of Dunedin, which became an important settlement in New Zealand.
- Scottish settlers established a very strong Scottish community in the Otago region.
- Some Scots had a positive impact on native Maori people, eg Donald Maclean from Tiree learned native language and became the first Native Minister from 1877-80.
- Some Scots had a negative impact as they were involved in taking land from the Maoris.

Examples of Scots contributing to Australia:

- Scots made a major impact in farming in Australia. John MacArthur introduced the first merino sheep.
- A considerable number of Scots came to Australia to invest in mining. Many Scots came for the Gold Rush and some gold camps had a distinctive Scottish character.
- Scots excelled in shipping and trade. McIlwrath, McEacharn and Burns Phillips established a very successful shipping business.
- Many of the pioneers of the sugar industry were Scots and they contributed to the sugar boom of the 1880s in Queensland.
- The Church of Scotland played an important role in developing education in Australia. In Victoria there were a large number of Presbyterian secondary schools and Melbourne Academy was known as the 'Scotch College'.
- Negative impact on native Aboriginal populations, eg Warrigal Massacre.

Examples of Scots contributing to India:

- Scots were notable in the development of tea plantations and the jute industry.
- Many Indian educational institutions such as elite schools owed much to Scottish emigrants.
- Scottish missionaries played an important role in the development of education in India. For example, Reverend Alexander Duff from Perthshire was linked to the founding of the University of Calcutta in 1857 as well as the establishment of the first medical school in the country.
- James Dalhousie used his time as Governor General of India (1848-56) to ban practices of suttee (human sacrifice) and thuggee (ritual murder). He also pushed for changes in Indian attitudes to female education.
- In 1857, Scottish soldiers played an important role in crushing the Indian Mutiny. Sir Colin Campbell played a key role.
- Any other valid point that meets the criteria described in the general marking principles for this kind of question.

Guidance on possible content

3 Candidates can be credited in a number of ways up to a maximum of 5 marks.

Possible points of comparison may include:

Overall: Sources C and D agree that migration and Empire had a mixed impact on Scotland in terms of Irish immigration. The sources agree that Irish immigrants provided much-needed labour and did many of the unskilled jobs. The sources also note that the Irish were accused of lowering wages, and social divisions developed between Irish Catholics and Irish Protestants.

Source C places more emphasis on the conflict between the Irish Catholics and the Irish Protestants.

However, **Source D** indicates that Irish immigrants often endured poor working conditions.

Source C	Source D
The Irish were gratefully used by employers at a time of industrial progress.	Irish workers came to Glasgow to meet a labour demand created by Scotland's expanding economy.
The Irish did more burdensome jobs such as ironstone mining, along with certain unskilled work where they were more numerous than the Scots.	The Irish often did dirty, heavy jobs that the locals did not want, eg working as labourers on railways and canals.
The Irish were prepared to work for lower wages.	The Irish faced hostility as they kept wages down.
The fact that the majority of immigrants were Roman Catholic heightened social tension in Presbyterian communities.	Anti-Catholic disturbances were to be a feature for decades to come.

Section 1: Scottish

Part E: The Impact of the Great War, 1914-1928

1 *Candidates can be credited in a number of ways up to a maximum of 9 marks.*

A maximum of 2 marks may be given for answers which refer only to the source.

Possible points which may be identified in the source include:

- The Scots were highly skilled in trench warfare.
- They experienced great success fighting the Germans from November 1916.
- The Scots were well trained and organised.
- The Germans came to fear the Scots due to their continuing success.

Possible points of significant omission may include:

- Battle of Loos (a Scottish battle): for many of Scotland's soldiers in Kitchener's New Army the initial taste of action for the volunteers came at Loos in September 1915.
- The 9th and 15th Scottish Divisions were involved in the attack; 9th lost almost 3,000 men killed and missing from 25 to 28 September; 15th lost over 3,000 in a single day.
- Loos was part of a series of British battles of Neuve Chapelle, Aubers Ridge, Festubert and Loos. Scottish losses were huge and all parts of Scotland were affected; of the 20,598 names of the missing at Loos a third of them are Scottish.
- Bravery and fighting spirit of Scottish units: five Victoria Crosses given to Scots after the battle in recognition of their extraordinary bravery; bloody-minded attitude of the survivors who used it to stimulate them for future battles. Role of Piper Laidlaw at Loos.
- The Somme: three Scottish divisions – 9th, 15th [Scottish] and 51st [Highland] – took part in the battle of the Somme, as well as numerous Scottish battalions in other units, ie the Scots Guards in the Household Division. Fifty-one Scottish infantry battalions took part in the Somme offensive at some time.
- Huge Scottish sacrifice: examples of Scottish losses on the first day include 15th (Cranston's) Royal Scots lost 18 officers and 610 soldiers wounded, killed or missing. 16th (McCrae's) Royal Scots lost 12 officers and 573 soldiers; 16th HLI lost 20 officers and 534 men. The 9th (Scottish) Division performed well during the five months of fighting. Casualties were high: 314 officers and 7,203 other ranks, yet morale remained high.
- Battle of Arras 1917 saw a concentration of 44 Scottish battalions and seven Scottish-named Canadian battalions, attacking on the first day, making it the largest concentration of Scots to have fought together. One-third of the 159,000 British casualties were Scottish.
- Experience of trench warfare: Scots units suffered the same hardships as others – rats, lack of sanitation, going over the top, death. Dangers of trench warfare: shelling, gas, machine-gun fire, new technology.
- Huge contribution of Scots in voluntary recruitment campaign, which resulted in so many Scots fighting and dying on the Western Front.
- Military tradition of the Scots: the kilted regiments were considered to be impact units.
- Scots involved from the beginning of the war through to its end.
- Experience of Scottish women on Western Front.
- Scottish leadership: role of Douglas Haig; strong Presbyterian background; believed in his mission to win; stubborn and stoical; famous for order in 1918 not to give ground and to fight to the end.
- Debate over Haig's role: considered to be one of the soldiers of his generation, he had a reputation as an innovative commander. In a balanced judgement the historian John Terrain calls him 'the educated soldier'. He had to deal with a

Guidance on possible content

	<p>military situation which was unique and no other general had had to deal with.</p> <ul style="list-style-type: none"> • That he did so with a vision of what was needed, eg he embraced the use of tanks, is to his great credit. He could be distant and was touchy, but he did visit the front and was aware of the sacrifices made; he was the architect of eventual victory. • Any other valid point of explanation that meets the criteria described in the general marking principles for this kind of question. 																		
2	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Examples of aspects of the source and relevant comments:</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Aspect of the source</th> <th style="text-align: left;">Possible comment</th> </tr> </thead> <tbody> <tr> <td>Author: Editorial comment</td> <td>Useful as an informed and accurate view of why Scots left Scotland.</td> </tr> <tr> <td>Type of source: A daily Scottish newspaper</td> <td>Useful as it explains reasons why Scottish farmers emigrated. Less useful as it is restricted to emigration from rural areas.</td> </tr> <tr> <td>Purpose: To comment on the incentives available</td> <td>Useful as it provides detailed accounts of the attractions of Canada which encouraged Scots to emigrate there.</td> </tr> <tr> <td>Timing: 29th April 1924</td> <td>Useful as it is a contemporary source at the time of a highpoint in Scottish emigration due to post-war economic decline.</td> </tr> <tr> <th style="text-align: left;">Content</th> <th style="text-align: left;">Possible comment</th> </tr> <tr> <td> <ul style="list-style-type: none"> • The Empire Settlement Act encouraged people to emigrate. </td> <td>Useful as the Act enabled young Scots to immigrate.</td> </tr> <tr> <td> <ul style="list-style-type: none"> • There are also many families who are proceeding to join relatives already established in Canada. </td> <td>Useful as it is corroborated by many other letters and first-hand accounts of Scots who emigrated.</td> </tr> <tr> <td> <ul style="list-style-type: none"> • Guaranteed employment on their arrival. </td> <td>It is useful as it provides evidence of the high value of Scots which encouraged them to move to Canada.</td> </tr> </tbody> </table> <p>Possible points of significant omission may include:</p> <ul style="list-style-type: none"> • Many Scots were helped with fares, training, employment and grants of farmland on arrival. • Empire Settlement Act 1922 provided the first large-scale state-assisted migration programme undertaken by the British government. • Official British efforts to increase emigration to Canada and other countries in the Empire. • Over 400,000 people received state subsidies totalling £6 million, assisting their travel to a variety of imperial destinations, mainly in the dominions, during the inter-war period. • Women were in great demand as domestic servants and as wives. • Scottish families settled in Canada and sent letters home to encourage family members to join them. 	Aspect of the source	Possible comment	Author: Editorial comment	Useful as an informed and accurate view of why Scots left Scotland.	Type of source: A daily Scottish newspaper	Useful as it explains reasons why Scottish farmers emigrated. Less useful as it is restricted to emigration from rural areas.	Purpose: To comment on the incentives available	Useful as it provides detailed accounts of the attractions of Canada which encouraged Scots to emigrate there.	Timing: 29th April 1924	Useful as it is a contemporary source at the time of a highpoint in Scottish emigration due to post-war economic decline.	Content	Possible comment	<ul style="list-style-type: none"> • The Empire Settlement Act encouraged people to emigrate. 	Useful as the Act enabled young Scots to immigrate.	<ul style="list-style-type: none"> • There are also many families who are proceeding to join relatives already established in Canada. 	Useful as it is corroborated by many other letters and first-hand accounts of Scots who emigrated.	<ul style="list-style-type: none"> • Guaranteed employment on their arrival. 	It is useful as it provides evidence of the high value of Scots which encouraged them to move to Canada.
Aspect of the source	Possible comment																		
Author: Editorial comment	Useful as an informed and accurate view of why Scots left Scotland.																		
Type of source: A daily Scottish newspaper	Useful as it explains reasons why Scottish farmers emigrated. Less useful as it is restricted to emigration from rural areas.																		
Purpose: To comment on the incentives available	Useful as it provides detailed accounts of the attractions of Canada which encouraged Scots to emigrate there.																		
Timing: 29th April 1924	Useful as it is a contemporary source at the time of a highpoint in Scottish emigration due to post-war economic decline.																		
Content	Possible comment																		
<ul style="list-style-type: none"> • The Empire Settlement Act encouraged people to emigrate. 	Useful as the Act enabled young Scots to immigrate.																		
<ul style="list-style-type: none"> • There are also many families who are proceeding to join relatives already established in Canada. 	Useful as it is corroborated by many other letters and first-hand accounts of Scots who emigrated.																		
<ul style="list-style-type: none"> • Guaranteed employment on their arrival. 	It is useful as it provides evidence of the high value of Scots which encouraged them to move to Canada.																		

Guidance on possible content

- Canadian Pacific Railway Company had assisted passage schemes.
- Scottish workers had a very good reputation and were sought after. In particular, farm workers were often guaranteed work.
- Fishing declined with numbers falling from 33,283 in 1913 to 26,344 in 1926; agriculture saw a similar decline with the number of male workers falling from 33,283 to 26,344 in 1926.
- There was an economic slump in the heavy industries. Employment insecurity in the cities: periodic slumps due to the trade cycle. There was a decline in general, but especially heavy industries like shipping, coal, jute.
- 1920s unemployment levels grew as soldiers returned from the Great War.
- Scottish unemployment much higher than the UK average.
- Post-war emigration: emigration was the preferred answer to unemployment and during the decade 1921-31 Scotland lost 8% of total population.
- Prospects of earning a living in agriculture or industry were limited.
- Overseas Settlement Committee was set up to provide assistance to people who wanted to emigrate. The Committee granted free passage to the dominions to ex-servicemen and women.
- The slump at the end of the First World War encouraged/forced many to emigrate, particularly to the 'white dominions'.
- Land shortages in Highlands and Islands.
- Attractions of 'white dominions': pull factors – land, opportunity, family/blood ties, English language spoken, cultural familiarity.
- Emigration agencies, eg Canadian emigration agents had offices in Glasgow, Inverness and Aberdeen.
- Easier to travel: steam crossings took about a week to Canada. They could return home if unsuccessful.
- Charities, eg Barnardos, Salvation Army, Quarriers, YMCA sent children to the colonies.
- Any other valid point that meets the criteria described in the general marking principles for this kind of question.

Guidance on possible content

3 Candidates can be credited in a number of ways up to a maximum of 5 marks.

Possible points of comparison may include:

Overall:

Sources C and D broadly agree about the crisis in Scottish confidence that developed after 1918. Economic difficulties, increased emigration, poor housing.

Source C highlights a crisis of Scottish national identity.

However, Source D highlights the economic decline.

Source C	Source D
Economic difficulties ended the idea that Scotland was the 'workshop of the Empire'.	Between 1921 and 1923 the number of ships being built on the Clyde dropped; other heavy industries also suffered and coal production fell.
Increased emigration to the colonies was seen as a response to the lack of social and economic opportunities.	In the 1920s emigration had reached a new high of 550,000 due to the lack of jobs in Scotland.
The terrible social conditions and slums.	All too often, returning soldiers were forced to put up with cramped and unhealthy housing conditions.
The foundations of Scottish confidence were shaken by the impact of post-war disruption.	A gradual collapse in confidence.

Section 2: British

Part A: Church, State and Feudal Society, 1066-1406

1 *Candidates can be credited up to a maximum of 20 marks.*

How important was the peasant class in feudal society?

Context

In medieval life the peasant class played an important part in feudal society. They made up the largest group within the feudal system. However, the peasant class did rely upon those above them in feudal society.

The peasant class

- The feudal term of villein or serf indicated a peasant who was not free to leave his home farm or village. They were bought and sold along with the land and were expected to work at least three days a week in the lord's lands without recompense and hand over the best of their produce in exchange for the rent of their farmland.
- Peasants tended to work hard, mostly in the agricultural sector. All the work had to be done by hand and this resulted in long hours of backbreaking work.
- Not all peasants received the same amount of good farming land, and often it was the case that land was rotated amongst the peasants.
- Accommodation was often very poor, especially for the lower strata of peasant society. Many peasants lived in poorly constructed one-bedroom dwellings, which they shared with their animals. A single hearth provided all the heat, lighting and cooking facilities.
- Firewood was at a premium: peasants were forced to pay a penny to their lord for the right to pick up fallen wood for the fires.
- Food was basic and, in times of famine, starvation was a real threat.
- Peasants played an important part of feudal society, beyond the need for a productive class working in agriculture. It was expected that peasants would run their own day-to-day lives without the need for the feudal lord's presence. Local reeves and bailiffs, appointed by the peasants or the lord himself, would act in his stead.

Other factors:

Landowners

- Held lands given by the king.
- Provided economic support through payment of taxes.

Nobles

- Had duties to perform for the king, usually military service.
- Barons relied on the loyalty of their followers and needed to ensure that they did not lose that authority.
- During the time of civil war or a weak monarch, barons could increase their position and political power.

Knights

- Tournaments trained knights in warfare, the chivalric code, and in being loyal to their feudal overlord.
- Chivalry for many knights meant more than just fighting. Many of the popular stories of the time centred on legends such as *The Arthurian*.
- Knights like William the Marshal saw his career as a way of becoming rich and

Guidance on possible content

<p>famous.</p> <ul style="list-style-type: none">• Knights were the warring class within medieval society. <p>Church</p> <ul style="list-style-type: none">• Provided church services for baptism, marriage and death.• Spiritual guidance through prayer.• Provided social support such as hospitals, inns and education.• Maintained employment in the village, eg the wool trade.• Monks (the regular church) took direction from the Pope/king although they were cloistered and therefore detached from society.• Priests (the secular church) were not restricted in their prayer and were in daily contact with society. <p>King</p> <ul style="list-style-type: none">• Hoped to encourage loyalty to the monarch, eg Edward I.• Monarchs required the church to maintain government records, laws and taxes.• The king was supposed to offer protection, justice and guidance to his subjects. <p>Any other relevant factors.</p>
--

Section 2: British	
Part A: Church, State and Feudal Society, 1066-1406	
2	<p><i>Candidates can be credited up to a maximum of 20 marks.</i></p> <p>To what extent was the contribution of the church in medieval society confined to religion?</p> <p>Context The medieval church came under criticism that it had lost its religious role within society. However, this view would be considered too simplistic. The role of religion within the regular and secular church varied. However, there was not only an important religious purpose to the church.</p> <p>Religious role</p> <ul style="list-style-type: none"> • Belief in Christianity – this was dominant within society; it provided people with an understanding of the world and how it worked. The church held the key to this understanding and the promise of salvation and eternal life after death. Through the power of the sacrament the church effectively held the keys to heaven. • Church services – the importance of christenings, marriage and funerals which brought people closer to attaining their passage to heaven. • Relics and saints – significance of relics and saints as a means to communicate with God and beg divine favour or protection. • Importance of the pilgrimage – pilgrimage, including the Crusades, to holy centres, eg Jerusalem, was an important part of medieval life. <p>Political role</p> <ul style="list-style-type: none"> • Investiture contest – political argument between the Church and State as to who had the right to appoint senior clergy members, eg the Holy Roman Emperor vs the Pope. Such offices came with large grants of land and often held considerable political significance. Monarchs did not wish the papacy to choose political undesirables for such an important position, eg William the Lion and the argument over the Bishop of St Andrews in 1180. • Position within feudal structure – within the feudal system bishops and abbots were seen as other large landowners, eg Diocese from St. Andrews down to East Lothian. They also had the rights to raise troops in time of need, eg Bishop of Durham led the English forces that defeated David I at the Battle of the Standard in 1138. <p>Administrative role</p> <ul style="list-style-type: none"> • The church provided the majority of clerks for the state government. They were needed to keep records, write charters, laws, keep accounts, etc. • Divine authority – the development of canon law during this period was a direct threat to the growth of the monarchies. The papacy argued that all power of kings was invested through them during their coronation by God through the church. Monarchs argued that the power was given directly to them by God. As such, the papal position was that kings were subservient to popes. The papacy continued to argue its position and used papal sanctions such as excommunication and the interdict to bring monarchs to heel. <p>Economic role</p> <ul style="list-style-type: none"> • The church could be three times as wealthy as the monarchy. • The church provided employment through its economic role. Employment in

Guidance on possible content

	<p>the wool industry, wine-making and honey all provided considerable wealth for the church.</p> <ul style="list-style-type: none">• The church could raise taxes, eg the Saladin Tithe (1/10th in tax).• Additional services provided by the church included education, books, shelter and medicine, but only accessible to the wealthy nobles.• Arguments that the church's role was social.• Hospitals were established, eg leprosy hospitals.• Education, although usually the preserve of the wealthy for their sons. Although superstition and ignorance was crucial to control the peasantry.• The monasteries provided shelter for travellers.• Holy days were celebrated regularly throughout the year. <p>Regular church</p> <ul style="list-style-type: none">• Monasteries were seen as 'prayer factories' and used to intercede with God for the ordinary lay population. Monks were cloistered as part of the First Estate, closest to God, and guided by the papacy. <p>Secular church</p> <ul style="list-style-type: none">• Priests provided direct contact with the peasantry in villages across Scotland and England. Their preaching was not restricted by the confines of the papal office. <p>Any other relevant factors.</p>
--	--

Section 2: British	
Part A: Church, State and Feudal Society, 1066-1406	
3	<p><i>Candidates can be credited up to a maximum of 20 marks.</i></p> <p>To what extent was the desire to develop the economy the main reason why Henry II centralised royal power?</p> <p>Context Henry inherited a divided kingdom which stretched from the Scottish to the Spanish borders, but which was recovering from civil war. His need to reassert royal authority was paramount as the basis for all other developments.</p> <p>Desire to develop the economy</p> <ul style="list-style-type: none"> • Henry prioritised the restoration of royal finances. • Henry restored many of his grandfather's financial institutions. • The development of the treasury and the exchequer, eg the pipe rolls providing economic data. Royal revenue increased during his reign. • Henry II introduced new forms of shield tax, eg scutage. <p>Other factors:</p> <p>Growing cost of warfare</p> <ul style="list-style-type: none"> • Throughout the 12th century, kings found it increasingly more expensive to raise the funds to build castles or raise feudal armies. <p>Civil war in England</p> <ul style="list-style-type: none"> • Constant warfare during the period of civil war in England drained the treasury. • During the time of upheaval between Stephen and Matilda, barons and sheriffs had become increasingly lax in paying their taxes. Sheriffs kept the taxes collected in their region for themselves, or only a small amount found its way into the royal treasury. Many barons struck their own coinage. <p>Law and order</p> <ul style="list-style-type: none"> • Throughout England the justice system was liable to change depending on which lord held sway over that part of the land. Money often bought justice, and archaic trial by ordeal or combat was still common. • Royal justice was usually reserved for more serious crimes. Issues of land, an important aspect of justice, were often poorly judged or unfairly settled. Henry II established the 'curia regis' (royal court) and the exchequer court. Law courts were established throughout England. Juries were introduced in petty assizes. Expanding the role of royal justice and building on Henry I (Henry II's grandfather) 'good laws'. • Henry's reforms were the basis for English common law. • Henry's reforms challenged the baron's role in justice and greatly increased centralised royal power. • Henry failed to promote state law over church law after the Assize of Clarendon. <p>Growth of the nobility</p> <ul style="list-style-type: none"> • The power of the monarchy was threatened by the growth in power of the nobility. • During the time of the Civil War, the barons had increased in stature and political importance due to both sides vying for their support. As a result

Guidance on possible content

	<p>barons built castles without royal permission, increased the numbers of knights beyond limits agreed by their charters, acquired land illegally and many hired large armies of Flemish mercenaries.</p> <ul style="list-style-type: none">• Henry II took oaths of loyalty from his barons.• Henry fought the 'Great Revolt' 1173-74 against rebellious barons and his eldest sons. <p>Administrative efficiency</p> <ul style="list-style-type: none">• The scale of Henry's empire increased the need for an administration which could function largely independent of the king, who would necessarily be absent a great deal of the time, eg Richard the Lionheart (who inherited the throne on Henry's death). This pressure further increased due to Henry's preference for hunting rather than administration. Lawyers and the exchequer needed to find a way to function without constantly looking to Henry for decisions. <p>Effects of foreign influence</p> <ul style="list-style-type: none">• Having come to the throne following the Civil War, Henry recognised the need to secure a peaceful succession if such circumstances were to be avoided in the future.• The loss of Northumbria during the reign of David I of Scotland.• English lands held in France. Inherited through Henry I and Henry II's wife Eleanor of Aquitaine, eg Normandy, Aquitaine and Anjou. Increased tension and war with the King of France. <p>Any other relevant factors.</p>
--	--

Section 2: British	
Part B: The Century of Revolutions, 1603-1702	
4	<p><i>Candidates can be credited up to a maximum of 20 marks.</i></p> <p>How important was finance as a cause of the challenge to the authority of James I in England?</p> <p>Context James VI of Scotland became James I of England in 1603. He had been used to absolute rule in Scotland and expected the same in England. However, the English parliament would not accept the divine right of kings, and expected to wield some power itself.</p> <p>Finance</p> <ul style="list-style-type: none"> • James I wanted to exist financially independent of Parliament and manipulated the statute books to re-impose anachronistic laws which were designed merely to raise revenue. • Fiscal devices such as monopolies and wardships were unpopular. • The king alienated his natural allies in the House of Lords by selling honours and titles and appearing to devalue the status of the aristocracy. • Increases in customs duties led to the Bates Case in 1606 which James I won, although Parliament declared the duties illegal in 1610. <p>Other factors</p> <p>Religion</p> <ul style="list-style-type: none"> • James I had a lifelong hatred of Puritanism; Puritans existed in large numbers in the House of Commons and were demanding church reform. • The king feared moves towards Presbyterianism and rejected the Millenary Petition at the Hampton Court Conference of 1604, saying ‘no bishops, no king’, and vowing to maintain an Episcopalian Church of England. • James I relaxed the Recusancy Laws against Roman Catholics, which revealed that there were more Roman Catholics than many in the House of Commons had feared. • The Gunpowder Plot of 1605 increased tension and turned many against Roman Catholics. • Parliament was horrified that the king allowed his son to marry a Roman Catholic French princess and allow her to celebrate mass privately at court. <p>Politics</p> <ul style="list-style-type: none"> • Parliament had been encouraged since the days of Henry VIII to make policy, and therefore its members felt they could criticise the Crown freely; however, James I asserted the divine right of kings as he claimed he had been accustomed to this in Scotland, which made his status as a foreigner more unattractive to the English Parliament. • The House of Commons opposed James I to such an extent that the stability of the nation was affected. • The king conceded defeat in the Goodwin Case which gave Parliament fresh impetus to challenge him further. • James I attempted to curtail Parliamentary freedom of speech by imprisoning outspoken MPs in the Tower of London when Parliament was dissolved. <p>Law</p> <ul style="list-style-type: none"> • James I attempted to control the court system by appointing judges who

Guidance on possible content

	<p>would favour the Crown; Parliament saw this as unfair and objected to the abuse of power.</p> <ul style="list-style-type: none">• The king imposed martial law in towns where troops were preparing to embark on foreign campaigns; Parliament opposed this.• The king billeted troops in the homes of civilians in order to enforce the law. <p>Ruling England and Scotland</p> <ul style="list-style-type: none">• Parliament in London rejected the king's proposed union between Scotland and England as they felt he was making no attempt to understand the English constitution, which accorded greater powers to Parliament in London than were accorded in Edinburgh.• James I sought to obtain greater taxation in Scotland, and employed members of loyal clans as government agents, at considerable expense, to extract payment of overdue taxes or fines.• James I exerted his influence in the Highlands with force, giving permission for certain clans to attack clans who had not professed loyalty to him.• As legitimate king of Scotland, James I (and VI) was carrying out a role into which he had been born; however, his position in trying to maintain rule over two kingdoms, and the dominance of England, meant Scotland proved to be more than a minor irritation in his attempts to achieve stability. <p>Any other relevant factors.</p>
--	---

Section 2: British

Part B: The Century of Revolutions, 1603-1702

5 *Candidates can be credited up to a maximum of 20 marks.*

How successfully did Charles I impose his authority in Scotland?

Context

Charles I succeeded his father James I in 1625 and ruled over both England and Scotland until 1642. He continued to reign in Scotland until his death in 1649 at the hands of the English Parliament. During this time there were considerable challenges facing the king in his attempts to enforce his policies in Scotland.

Political challenge

- Charles I caused political resentment as a result of his policies which took power and land from Scottish nobles, as well as his decision not to visit Scotland until 1633, when he was crowned there.
- The king appointed bishops rather than nobles to the Scottish Privy Council, including John Spottiswoode as Chancellor, the first non-secular official in this position since the Reformation.
- Charles I gave increasing power to bishops, which undermined the status of the Scottish nobility.
- The Stuart notion of the divine right of kings was chiefly brought to an end by the Scots' opposition to Charles I's attempts to impose his will on the Scottish people.

Religious policy

- Charles I introduced William Laud, the Archbishop of Canterbury, to Scotland in 1633, and Laud proceeded to oversee Anglican practice in Scottish churches, which was resented by many.
- The king approved a unification of the churches without consulting the Privy Council.
- The 1635 Book of Canons declared that the monarch had authority over the Church of Scotland and introduced a new Service Book which was a Scottish bishops' variation of the English Prayer Book; on 23rd July 1637 it was read at St Giles Cathedral by the Dean, John Hanna, who subsequently had a stool thrown at him by a serving woman, Jenny Geddes; in the chaos that ensued, the Bishop of Edinburgh was shouted down by the crowd in support of Geddes.
- Across Scotland people declared their opposition to the Service Book, placing Charles I's Privy Council in a difficult position, caught between the king and his opponents.

The Covenanters

- In Scotland the Covenanting movement challenged Charles I over his religious policies and was also politically active; Covenanters wanted to preserve Presbyterianism in Scotland.
- The National Covenant of 1638 was designed to promote a church free from monarchical meddling.
- Charles I's failure to suppress the Covenanters contributed to the outbreak of the War of the Three Kingdoms, during which the English Parliament's treaty of alliance with the Scottish Covenanters, the Solemn League and Covenant of 1643, was a key feature of the positive change in the fortunes of the king's enemies.

Guidance on possible content

<p>First Bishops' War</p> <ul style="list-style-type: none">• The first Bishops' War took place in 1639; Charles I could not raise enough money to fight the war effectively, and was forced to agree to a truce in June as part of the Pacification of Berwick; as well as conceding military failure, this also gave the Scots religious freedoms.• Charles I's inability to put down the Scots brought an end to his Eleven Years Tyranny, as he recalled Parliament in 1640 to request revenue to continue his war with Scotland.• This 'Short Parliament' lasted one month as the king dissolved it rather than debate his role during the Eleven Years Tyranny as a condition of Parliament's granting of funds. <p>Second Bishops' War</p> <ul style="list-style-type: none">• The second Bishops' War was a continuation of the first, but ended in equal humiliation for Charles I in the Treaty of Ripon of October 1640, which cost England the price that the Scottish Parliament had to pay for its forces.• Again, defeat by the Scots forced the king to recall Parliament, this time after being advised to do so by a grouping of peers known as the Magnum Concilium.• This 'Long Parliament' was to last longer than the previous one, but still represented a downturn in the king's fortunes, as the Civil War shortly followed. <p>Any other relevant factors.</p>

Section 2: British

Part B: The Century of Revolutions, 1603-1702

6 *Candidates can be credited up to a maximum of 20 marks.*

To what extent was the failure to find an alternative form of government, 1649-1658, a result of Cromwell's dependence on the army?

Context

The English Civil War formally ended in January 1649, with the execution of Charles I. Oliver Cromwell ruled during the Interregnum. He abolished the monarchy and attempted at constitutional rule through including the Council of State, the Barebones Parliament, and the First and Second Protectorate Parliaments.

Dependence on the army

- Army officers formed the Council of State with the Rump Parliament. Extremists in the army opposed Parliament's role in governing the country.
- The creation of a military dictatorship from 1653 drew comparisons with the Stuarts' martial law, as did the formation of the first Protectorate in September 1654 and the drawing up of military districts under major-generals during the second Protectorate from October 1656.
- Parliamentarians resented the influence of the army on constitutional affairs throughout the Interregnum.

Other factors

Cromwell's dominance

- Cromwell dominated politics and was in a unique position to influence the direction of the country; however, he was a contrary character.
- Cromwell espoused democratic principles but acted in a dictatorial manner, as he knew an elected government would contain his enemies.
- Cromwell's roots were in Parliament but his rise to the rank of general during the Civil War meant he favoured the military during the Interregnum.
- Cromwell was conservative but many policies were ahead of his time, such as relief for the poor and insane during the Barebones Parliament.
- Cromwell was a Puritan but passed progressive reforms, such as civil marriages, which horrified many Puritans.

Foreign matters

- Faced with possible invasion, Cromwell was forced to fight several battles to control Scotland.
- He had to put down rebellions in Ireland by Royalists and Catholics brutally, which caused further resentment and hostility.
- War was waged on Holland to enforce the Navigation Acts.
- In the mid-1650s war with Spain caused increased taxes.
- Foreign affairs led to social issues such as coal shortages in winter 1652-3 not being addressed appropriately, and increasing instability in England.

Parliament

- The Rump Parliament consisted of MPs who had failed to avert Civil War in 1642 and who now had to address the same problems in 1649.
- Puritans amongst MPs viewed church reform as their priority.
- Parliament was opposed to the role of the army, and wanted to have a greater say in drawing up the constitution.
- Quarrels between MPs and army officers were a feature of the Interregnum.

Guidance on possible content

- Parliament opposed toleration, thus preventing religious wounds healing.

Absence of monarchy

- After Charles I's execution in 1649, the Council of State abolished the monarchy and declared a Republic, or Commonwealth; now there was no monarchical check on Parliamentary power.
- In Scotland, Charles II was crowned king and some of his supporters wanted him to ascend the throne in England also.
- Without a king in England, Cromwell ruled on his own during the Interregnum, drawing comparisons with Charles I's 11-year tyranny.

Unpopular legislation

- The Treason Law and Censorship Law were introduced in 1649; in 1650 the Oath of Allegiance was imposed for all men over 18.
- The High Court was abolished in 1654, causing a backlog of 23,000 cases.
- The Barebones Parliament was accused of introducing too many reforms in too short a space of time.
- The constitution was drawn up solely by army officers.
- Roman Catholics and Anglicans were excluded from voting by the First Protectorate, which also introduced strict moral codes that curtailed popular forms of entertainment and enforced the Sabbath.
- The Commission of Triers and Committee of Ejectors, who appointed clergymen and schoolmasters, were unpopular with the church.
- A 10% land tax was resented by the aristocracy; taxation in general was increased in order to fund wars with Spain.
- Cromwell's approval of his son Richard as his successor led many to feel that Cromwell viewed himself as a monarchical figure.
- Royalists accused Cromwell of regicide.
- Army extremists pushed for greater martial authority.
- Presbyterians impatiently demanded church reforms.

Inexperience

- The Barebones Parliament consisted of many well-intentioned but inexperienced figures who proved incapable of using power effectively.

Doomed from the start

- All the pre-Civil War problems – such as religious, political, legal and economic issues – plus additional foreign policy issues, meant that Cromwell was always going to encounter difficulties.

Any other relevant factors.

Section 2: British	
Part C: The Atlantic Slave Trade	
7	<p><i>Candidates can be credited up to a maximum of 20 marks.</i></p> <p>‘The shortage of labour on West Indian plantations was the main reason for the development of the Atlantic slave trade.’ How valid is this view?</p> <p>Context The Atlantic slave trade of the 18th century was a new kind of slavery and was on a scale much greater than ever before. West Indian plantation owners increasingly turned to African slaves for labour.</p> <p>Shortage of labour</p> <ul style="list-style-type: none"> • High death rate among native populations due to lack of resistance to diseases brought by European traders and colonists, and ill-treatment at the hands of colonists, created labour shortage in the West Indies. • The failure to find alternative sources of labour: few colonists were willing to work on plantations as manual labour; there was a limit to the number of British criminals who could be sent as forced labour; limited number and timespan of indentured servants. • Huge profits were to be made from trade in tropical crops such as sugar cane; this created increased demand for labour to work on plantations in the colonies. • Tropical crops such as sugar cane required a large labour force to plant, look after, harvest and process in harsh, unpleasant conditions. <p>Other factors</p> <p>The legal position</p> <ul style="list-style-type: none"> • The status of slaves as property was long-established. It took a series of court cases from the 1770s that dealt with the rights of former slaves within the British Isles to challenge the legality of slavery and the slave trade, eg Granville Sharp’s resolute campaign to prove the illegality of slavery in England that culminated in Lord Mansfield’s decision in the Somerset case. <p>Racial factors</p> <ul style="list-style-type: none"> • Facing a labour shortage, colonists turned to the labour system developed in Spain, Portugal, and the Atlantic islands, ie the use of enslaved Africans; entrenched racism among merchants and landowners meant that enslaving African captives was accepted by colonists; the unequal relationship that was created as a consequence of the enslavement of Africans was justified by the ideology of racism – the belief that Africans were inferior to Europeans; many Europeans claimed that African captives would be executed in Africa if the slave trade was abolished; many colonists believed that African slaves benefited from being in the care of enlightened Europeans rather than African despots. <p>Religious factors</p> <ul style="list-style-type: none"> • The Church of England had links to slavery through the United Society for the Propagation of the Gospel missionary organisations which had plantations and owned slaves; the Church of England supported the laws not to educate enslaved Africans; some Bible passages such as the Curse of Ham from Genesis were used to justify slavery; other Bible passages such as Exodus were banned in British colonies because they could be interpreted as being

Guidance on possible content

<p>hostile to slavery.</p> <p>Military factors</p> <ul style="list-style-type: none">• The Seven Years War was in many ways an imperial war fought between Britain, France and Spain and many of the most important battles of the Seven Years War were fought at sea to win control of valuable overseas colonies; Britain emerged from the war as the leading European imperial power, having made large territorial gains in North America and the Caribbean, as well as India. Slave labour was necessary to exploit these gains. <p>Importance of the slave trade to British economy</p> <ul style="list-style-type: none">• Financial, commercial, legal and insurance institutions emerged to support the activities of the slave traders; slave traders became bankers, plantation owners became MPs, stately homes were built on the proceeds of the slave trade and many new businesses were financed by profits made from slave-trading. <p>Any other relevant factors.</p>

Section 2: British	
Part C: The Atlantic Slave Trade	
8	<p><i>Candidates can be credited up to a maximum of 20 marks.</i></p> <p>How important was the slave trade in the development of the British economy in the 18th century?</p> <p>Context During the 18th century the British economy (industry) prospered. British ports such as Liverpool and Bristol grew into international trading centres and cities such as London grew rich due to the development of financial and insurance institutions.</p> <p>Evidence that the slave trade was important</p> <ul style="list-style-type: none">• Importance of the slave trade in the development of the economy: financial, commercial, legal and insurance institutions emerged to support the activities of the slave traders; slave traders became bankers and many new businesses were financed by profits made from slave-trading.• The slave trade played an important role in providing British industry with access to raw materials and this contributed to the increased production of manufactured goods.• Ports such as London, Bristol and Liverpool prospered as a direct result of involvement in the slave trade; other ports such as Glasgow profited from trade with the colonies; thousands of jobs were created in Britain supplying goods and services to slave traders.• The slave trade was important to the economic prosperity and wellbeing of the colonies.• The slave trade was an important training ground for British seamen, providing experienced crews for the merchant marine and the Royal Navy. However, the high death rate, particularly from disease, meant that the trade could be considered as a graveyard for seamen.• Wealth generated by the slave trade meant that domestic taxes could be kept low.• Argument that the slave trade was the vital factor in Britain's industrialisation was put forward in Williams' Capitalism and Slavery thesis. <p>Evidence that other factors were important</p> <ul style="list-style-type: none">• Changes in agriculture: these created an agricultural surplus which: fed an expanding population; produced a labour force in the towns for use in factories; created a financial surplus for investment in industry and infrastructure.• Technological innovation: development of water and steam power; new machinery; transport changes.• Mineral and energy resources, particularly iron and coal.• Political stability.• Much of the profits of slavery were dissipated in conspicuous consumption, eg landed estates. <p>Any other relevant factors.</p>

Section 2: British	
Part C: The Atlantic Slave Trade	
9	<p><i>Candidates can be credited up to a maximum of 20 marks.</i></p> <p>To what extent did the slave trade have a negative impact on African societies?</p> <p>Context It has been estimated that over 10 million Africans were forcibly transported to the American continent and the Caribbean islands as a result of the Atlantic slave trade during the 18th century. However, it is generally agreed that the slave trade also brought about detrimental changes to African societies and led to the long-term impoverishment of West Africa.</p> <p>Negative effects</p> <ul style="list-style-type: none"> • Africans could become slaves as punishment for a crime, as payment for a family debt, or – most commonly of all – by being captured as prisoners of war; with the arrival of European and American ships offering trading goods in exchange for captives, Africans had an added incentive to enslave each other, often by abducting unfortunate victims. • Rich and powerful Africans were able to demand a variety of consumer goods and in some places even gold for captives, who may have been acquired through warfare or by other means, initially without massive disruption to African societies. • By the end of the 17th century, European demand for African captives – particularly for the sugar plantations in the Americas – became so great that they could only be acquired through initiating raiding and warfare; large areas of Africa were devastated and societies disintegrated. • Some societies preyed on others to obtain captives in exchange for European firearms, in the belief that if they did not acquire firearms in this way to protect themselves, they would be attacked and captured by their rivals and enemies who did possess such weapons. • Europeans seldom ventured inland to capture the millions of people who were transported from Africa as captives; in the areas where slavery was not practised, such as among the Xhosa people of southern Africa, European slave ship captains were unable to buy African captives. • West Africa was impoverished by its relationship with Europe, while the human and other resources that were taken from Africa contributed to the economic development and wealth of Europe and the European colonies in the New World; the trans-Atlantic trade also created the conditions for the subsequent colonial conquest of Africa by the European powers. • It is estimated that around 10 million people were transported from Africa during the 18th century. This was a huge drain on the most productive and economically active sections of the population and this led to economic dislocation and falls in production of food and other goods. <p>Positive effects</p> <ul style="list-style-type: none"> • African slave sellers grew wealthy by selling African captives to European traders on the coast; they were able to deal on equal terms with European traders who built ‘factories’ on the West African coast to house captives before selling them onto the slave-ship captains who in turn transported the captives to the colonies of the New World. • On the African side, the slave trade was generally the business of rulers or wealthy and powerful merchants, concerned with their own selfish or narrow

Guidance on possible content

	<p>interests, rather than those of the continent; at that time, there was no concept of being African; identity and loyalty were based on kinship or membership of a specific kingdom or society, rather than to the African continent.</p> <ul style="list-style-type: none">• Growth of states whose basis was the slave trade, notably Dahomey. <p>Any other relevant factors.</p>
--	--

Section 2: British	
Part D: Britain, 1851-1951	
10	<p><i>Candidates can be credited up to a maximum of 20 marks.</i></p> <p>To what extent was the growth of democracy in Britain after 1851 due to the role of pressure groups?</p> <p>Context By the mid-19th century changes to Britain's economy (industrialisation) were resulting in social change, such as the demand for literacy. Such changes brought about increasing demands for political change.</p> <p>Pressure groups</p> <ul style="list-style-type: none"> • The 1867 Reform Act was passed amongst considerable popular agitations; before them the Reform League and Reform Union had been active. • The suffragists and suffragettes were influential in gaining the franchise for women. • Role of trade unions may also be considered. • There was debate about the methods which should be adopted, whether direct action or peaceful protest would be more effective. • Large-scale meetings, eg Hyde Park. <p>Other factors</p> <p>The effects of industrialisation and urbanisation</p> <ul style="list-style-type: none"> • Urbanisation and growing class identity within an industrial workforce and the spread of socialist ideas led to demands for a greater voice for the working classes. Also, the growth of the Labour party offered a greater choice. • Demographic change, including rapid urbanisation, sparked demands for redistribution of seats. • The growing economic power of middle-class wealth-creators led to pressure for a greater political voice. • Basic education, the development of new, cheap, popular newspapers and the spread of railways helped to create an awareness of national issues. • After 1860 the fear of the 'revolutionary mob' had declined. Skilled working men in cities were more educated and respectable. That was an argument for extending the vote in 1867. <p>Changing political attitudes</p> <ul style="list-style-type: none"> • Political reform was no longer seen as a threat. In the USA and in Europe, struggles were taking place for liberty and a greater political say for the people. Britain tended to support these moves abroad, making it logical for this to happen in Britain too. • The growing influence of the Liberal Party in challenging older vested interests – the Liberal Party opposed the power of the old land-owning aristocracy, eg the secret ballot to assist working-class electorate to use their political voice to promote social reforms. • Politicians combined acceptance of changes which they suspected were unavoidable while ensuring that their own party political interests would be protected. • The death of former PM Palmerston represented the changing tone of politics as the reactionary ideas of the early 19th century gave way to new ideologies. • The veto of the unelected chamber was removed partly as result of the 1910

Guidance on possible content

elections fought on the issue of 'peers vs people' and the financing of social reform to help the poor, especially in urban areas.

Party advantage

- In 1867 the Conservative Party became the government after 20 years out of power. To an extent the Reform Act could be seen as 'stealing the Liberal's clothes' to gain support.
- The Corrupt and Illegal Practices Act of 1883 limited the amount of spending on elections; the Liberals believed the advantage held by wealthier Conservative opponents would be reduced.
- By placing the reforms of 1883 and 1884 close to the next election, the Liberals hoped to gain advantage from grateful new voters in towns more fairly represented after the redistribution of seats.

The effects of the First World War

- The war necessitated more political change. Many men still had no vote but were conscripted to fight from 1916. As further reform for males was being considered, fears of a revival of the militant women's campaign, combined with a realisation of the importance of women's war work led to the Representation of the People Act of 1918 which gave votes to more men and some women.
- The role of women can be overstated as the eventual franchise was for women aged over 30. Many munitions workers were younger than this.
- It could also be argued that the war provided an opportunity for the coalition government to give women the vote. No one political party was able to claim it was behind the idea.

The effects of examples of developments abroad

- In a number of foreign countries there was a wider franchise than in Britain; in others women could also vote. Neither development had threatened the established social order.

Any other relevant factors.

Section 2: British	
Part D: Britain, 1851-1951	
11	<p><i>Candidates can be credited up to a maximum of 20 marks.</i></p> <p>‘By 1928, Britain was a fully democratic country.’ How valid is this view?</p> <p>Context Political change in Britain was an evolutionary, rather than revolutionary, process. These slow changes tended to see people given access to the political system in the 19th century because they had proven themselves worthy of the vote. By the 20th century, developments tended to be about rights of citizens and their equality in the political system.</p> <p>The vote</p> <ul style="list-style-type: none"> • In 1867 most skilled working-class men (also known as artisans) in towns got the vote. In 1884 many more men in the countryside were given the vote. In 1918 most men over 21 and some women over 30 gained the vote. Finally, in 1928 all men and women over 21 were given the vote. <p>Fairness</p> <ul style="list-style-type: none"> • The Secret Ballot 1872 and the Corrupt and Illegal Practices Act 1883 largely solved the problems of intimidation and corruption. • The effectiveness of these varied: they were less effective in areas where the electorate was small, or where a landowner or employer was dominant in an area, eg Norwich. However, plural voting existed until 1948. • The Redistribution of Seats Act 1885 equalised electoral districts. <p>Choice</p> <ul style="list-style-type: none"> • Although the working-class electorate increased by the 1880s, there was no national party to express their interests. The Liberals and Conservatives promoted middle-class, even upper-class, capitalist values. The spread of socialist ideas and trade unionism led to the creation of the prototype Labour Party – the LRC – by 1900, thereby offering a wider choice to the electorate. <p>Access to information</p> <ul style="list-style-type: none"> • In the later 19th century there was a great increase in literacy and hence access to information on which to base choice. Also, railways spread information nationally and were important to the growth of democracy. • The development of national newspapers and libraries made information more freely available. <p>National party organisation</p> <ul style="list-style-type: none"> • As the size of the electorate grew, individual political parties had to make sure their message got across to the electorate, eg development of National Liberal Federation, Conservative Central Office, Primrose League. • Political parties also had to create a coherent identity and a range of policies that would attract voters. <p>Power of Lords</p> <ul style="list-style-type: none"> • From 1911, Lords could only delay bills from the House of Commons for two years rather than veto them. They had no control over money bills. • House of Lords still exists as a democratic anomaly today. It is a mixture of hereditary and life peers.

Guidance on possible content

	<p>Widening opportunity to become an MP</p> <ul style="list-style-type: none">• The property qualification to be an MP was abolished in 1858. Payment for MPs began in 1911, enabling working-class men to sit.• By 1928 Parliament was much more representative of the British people, but there were still issues to be resolved. <p>Any other relevant factors.</p>
--	---

Section 2: British	
Part D: Britain, 1851-1951	
12	<p><i>Candidates can be credited up to a maximum of 20 marks.</i></p> <p>How important were the social surveys of Booth and Rowntree in the Liberal government's decision to introduce social reforms, 1906-1914?</p> <p>Context Attitudes towards poverty in the 19th century were laissez-faire. Although the Liberals had not been elected on a social reform ticket in 1906, the overwhelming evidence regarding the scale of poverty, as well as developing concerns about the health of the nation (as an Empire Britain could ill afford to let her economic lead slip), led to a series of limited social reforms that were initiated by the Liberal Party.</p> <p>Concerns over poverty: the social surveys of Booth and Rowntree</p> <ul style="list-style-type: none"> • The reports of Charles Booth in London and Seebohm Rowntree in York demonstrated that poverty had causes such as low pay, unemployment, sickness and old age. These were largely outwith the control of the individual. • They provided the statistical evidence of the scale of poverty. • The extent of poverty revealed in the surveys was also a shock. Booth's initial survey was confined to the east end of London, but his later volumes covering the rest of London revealed that almost one third of the capital's population lived in poverty. York was a relatively prosperous small town, but even there poverty was deep-seated. • Identified primary and secondary poverty. • Rowntree identified a cycle of poverty. <p>Other factors</p> <p>Municipal socialism</p> <ul style="list-style-type: none"> • By the end of the century some Liberal-controlled local authorities had become involved in programmes of social welfare. The shocked reaction to the reports on poverty was a pressure for further reform. • In Birmingham particularly, but also in other large industrial cities, local authorities had taken the lead in providing social welfare schemes. These served as an example for further reforms. <p>Foreign examples</p> <ul style="list-style-type: none"> • Germany had introduced a much-admired system of social security. Germany was also developing quickly in economic terms. This raised the issue of whether Britain was now no longer a major European nation. It can also be linked to the idea of national efficiency. <p>National efficiency</p> <ul style="list-style-type: none"> • By the end of the 19th century, Britain was facing serious competition from new industrial nations such as Germany. It was believed that if the health and educational standards of Britain's workers got worse, then Britain's position as a strong industrial power would be threatened. <p>Fears over national security</p> <ul style="list-style-type: none"> • The government became alarmed when almost 25% of the volunteers to fight in the Boer War were rejected because they were physically unfit to serve in the armed forces. There was concern whether Britain could survive a war or protect its empire against a far stronger enemy in the future if the nation's 'fighting stock' of young men was so unhealthy.

Guidance on possible content

- Link between national security concerns and national efficiency concerns; financial or economic security.

The rise of the New Liberalism

- New Liberals argued that state intervention was necessary to liberate people from social problems over which they had no control. New Liberal ideas were not important issues in the general election of 1905. Only when 'old liberal' Prime Minister Campbell Bannerman died in 1908 was the door opened for new 'interventionist' ideas.
- Leading New Liberals like Lloyd George and Winston Churchill were important in initiating reform.

Party advantage

- Since 1884 many more working-class men had the vote and the Liberals had tended to attract many of those votes. Social reform was a means of appeasing this constituency.

The rise of Labour

- By 1906 the newly-formed Labour Party was competing for the same votes. It can be argued that the reforms happened for the very selfish reason of retaining working-class votes.
- The Liberals recognised the electoral threat of the Labour Representation Committee (Labour Party from 1906) and in 1903 negotiated a Liberal-Labour electoral pact which allowed Labour to run unopposed by the Liberals in seats where there was a large working-class vote. By 1910, Labour had 42 seats.

Any other relevant factors.

Section 2: British	
Part E: Britain and Ireland, 1900-1985	
13	<p><i>Candidates can be credited up to a maximum of 20 marks.</i></p> <p>How important was the re-emergence of Irish Republicanism in the growth of tension in Ireland up to 1914?</p> <p>Context Local self-government for Ireland in the late 19th century had created a number of politically experienced leaders. This, coupled with land reform, gave political nationalism an economic base from which to demand self-government.</p> <p>The Irish cultural revival and re-emergence of Irish Republicanism</p> <ul style="list-style-type: none"> • In 1884 the Gaelic Athletic Association was set up ‘for the preservation and cultivation of our national pastimes’. Games like Gaelic football and hurling became very popular. In 1883 the Gaelic League was also set up whose aim it was to revive and preserve the Irish language and Gaelic literature. • Sinn Fein (‘Ourselves Alone’) was founded by Arthur Griffith in 1904 to boycott all things British and to press for the Irish to set up their own parliament in Ireland, which Griffith thought would cause the British government to collapse. The Irish Republican Brotherhood was revived, with Thomas Clarke recruiting young men in Dublin for the movement. Both these groups wanted an Ireland separate from Britain and both were willing to use force. <p>Other factors</p> <p>British position over Ireland: the effects of the 1910 elections</p> <ul style="list-style-type: none"> • After 1910 the Liberals needed the help of the Irish Nationalists to run the country as they would not have a majority otherwise; they passed the third reform bill. In 1908, Campbell-Bannerman had been replaced as Prime Minister by Asquith, who in 1909 had declared that he was a supporter of Home Rule. • With the support of John Redmond, leader of the Nationalists, a Bill was passed to reduce the power of the Conservative-dominated House of Lords, from being able to block a Bill to only being able to hold up the passing of a Bill for two years. As a result, the Home Rule Bill for Ireland, which was previously blocked by the House of Lords, could now be passed. <p>Redmond and Home Rule</p> <ul style="list-style-type: none"> • Redmond claimed that the Home Rule Bill would lead to greater unity and strength in the Union, ending suspicion and disaffection in Ireland and between Britain and Ireland. It would show that Britain was willing to treat Ireland equally, as part of the empire. Redmond’s Party was consistently strong throughout southern Ireland, where there was strong support for Home Rule. <p>Distinctive economic and religious features of the northern counties</p> <ul style="list-style-type: none"> • Ulster was mainly Protestant and feared that a government led by Dublin would see the imposition of laws on Northern Ireland based on Catholic faith; this they were opposed to. • Ulster people were worried they would lose the economic benefits they enjoyed from being part of the British Empire, such as the linen industry and the shipbuilding industry. <p>Unionist and Nationalist responses to the Home Rule Bill</p> <ul style="list-style-type: none"> • The roles of Carson and Craig: Sir Edward Carson’s theatrical political

Guidance on possible content

performances caught the public imagination and brought the case of the Unionists to the nation. At the signing of the Solemn League and Covenant in Belfast Town Hall, 250,000 Ulstermen pledged themselves to use 'all means necessary' to defeat Home Rule.

- Setting up of the Ulster Volunteer Force to resist the 'imposition' of Home Rule.
- Curragh Mutiny: British officers stationed in Ireland declared they would not use force against the Unionists.
- The Irish Volunteer Force (IVF) was set up as a reaction. Members from the Gaelic League, the Gaelic Athletic Association, Sinn Fein and the IRB all joined hoping to use the IVF for their own purposes. By May 1914 it had 80,000 members.
- In 1913, a third private army was set up, the Irish Citizen Army, under the leadership of James Connolly, a socialist. It had two clear aims – to gain independence for Ireland and to set up a socialist republic for working-class people of all religions to improve their lives.

Any other relevant points.

Section 2: British	
Part E: Britain and Ireland, 1900-1985	
14	<p><i>Candidates can be credited up to a maximum of 20 marks.</i></p> <p>To what extent did the First World War change the political situation in Ireland?</p> <p>Context</p> <p>Initially war brought prosperity to Ireland. The demands on manufacturing and farming brought low unemployment thus improving relations between Great Britain and Ireland. However, Sinn Fein, the Easter Rising and Protestant reaction were to change this along increasingly sectarian lines.</p> <p>Irish attitudes to World War I</p> <ul style="list-style-type: none"> • Propaganda: powerful Germany invading helpless and small Catholic Belgium so Ireland supported Great Britain. • Ulster was very supportive of Britain to ensure favourable treatment at the end of the war. • Nationalists and Redmond backed war to get Home Rule, urging Irish men to enlist. • Press gave support to the war effort. • Irish Volunteers gave support to help Home Rule be passed after the war. • Recruitment was successful in the south – almost a quarter of a million men joined up. <p>The Nationalist Movement</p> <ul style="list-style-type: none"> • Opposition to war was very much a minority in 1914 but supported by Sinn Fein and Arthur Griffith (not powerful at this time), as well as Pearse, Connolly and their supporters and also a section of the Irish Volunteers. This damaged relations with Britain. <p>Easter Rising</p> <ul style="list-style-type: none"> • Rebels saw war as a chance to rid Ireland of the British by force. • Felt it was an opportunity to gain independence by force as Britain had its troops away fighting the Germans in World War I. • Britain had to use force to suppress rebellion, such as using the gunboat <i>Helga</i> to sail up the River Liffey and fire on the rebels in the General Post Office. • Strong criticism of the Rising initially from the public, politicians, churchmen, as well as press for unnecessary death and destruction. • Strong hostility and criticism by Dubliners of the rebels for destruction of the city centre. <p>Changing attitudes towards British rule after 1916</p> <ul style="list-style-type: none"> • The secret court martial, the execution of leaders over 10 days, imprisonment without trial and at least one execution without a trial all contributed to the rebels gaining a lot of sympathy from the Irish public, turning them against British rule. • These political developments meant a growth of sympathy and compassion for rebels who were seen as martyrs and replaced the initial condemnation of the Rising. • Sinn Fein had been initially blamed for the Rising, which increased support for them.

Guidance on possible content

- The Catholic church and business community became more sympathetic to the cause of independence.

Anti-conscription campaign

- Irish opposed conscription and pushed people to Sinn Fein.
- Caused the Nationalists to withdraw from Westminster.
- Sinn Fein and Nationalists organised campaign, eg general strike.
- Catholic Church, Mayor of Dublin drew up the National Pledge opposing conscription.
- Conscription was not extended to Ireland – Sinn Fein was given credit.
- Conscription campaign drove Sinn Fein underground which improved their organisation.

Decline of Nationalist Party

- Irish Convention failed to reach agreement, which weakened position of Nationalists.
- Led to feeling British could not be trusted and Nationalists could not deliver.
- Three by-elections wins for Sinn Fein gave impression they spoke for people not Nationalists which increased tension between Ireland and Britain politically.
- In March 1918 Redmond died which accelerated the decline of the Nationalists. Sinn Fein gained influence and popularity as a result.
- Many moved from the Nationalist Party as they felt Sinn Fein was doing more for Ireland.

Rise of Sinn Fein

- Release of rebel prisoners from Frongoch meant Sinn Fein's struggle against British Rule in Ireland gained momentum.
- Michael Collins was building up IRB and Irish Volunteers when in prison.
- Collins ready to encourage anti-British activity in Ireland on release.
- Collins and De Valera improved Sinn Fein's leadership.
- Opposition to Britain due to martial law, house searches, raids, control of press, arrest of 'suspects' without trial, and vigorous implementation of the Defence of the Realm Act.
- Hunger striker Thomas Ashe died in 1917. His funeral became a propaganda tool for Sinn Fein.

Entrenchment of Unionism in the North

- Unionists' "blood sacrifice" on the Western Front – expectation that this would be recognised in any post-war settlement. The rise of Sinn Fein was viewed with increasing alarm, as was the participation of the Catholic Church in wartime politics, eg the National Pledge.

Any other relevant factors.

Section 2: British	
Part E: Britain and Ireland, 1900-1985	
15	<p><i>Candidates can be credited up to a maximum of 20 marks.</i></p> <p>To what extent was the outbreak of the Irish Civil War due to divisions in the Republican movement?</p> <p>Context The Civil War was a direct consequence of the Anglo-Irish Treaty which was itself the result of the Irish War of Independence. The terms of the Treaty were opposed by many Irish Republicans.</p> <p>Divisions in the Republican movement</p> <ul style="list-style-type: none"> • The Treaty was hotly debated in the Dail. Collins and much of the IRA supported the Treaty, as Ireland now had an elected government. De Valera opposed it and felt it should be resisted even if it meant Civil War. They represented the two wings of the Republican movement. • Also influential were the widows and other relatives of those who had died; they were vocal in their opposition to the Treaty. • The Treaty was particularly disappointing to left-wing Republicans who had hopes of establishing a socialist republic. • The treaty was accepted by 64 votes to 57 by the Dail Eireann on 7th January 1922. • Collins and De Valera tried to reach a compromise to avoid war but none was reached. Some of the IRA units supported the Treaty, whilst others opposed it. Some of the anti-Treaty IRA took over some important buildings in Dublin, eg Four Courts. • This division, crystallised by the murder of Sir Henry Wilson (security adviser for the Northern Ireland government), forced Michael Collins to call on the official IRA to suppress the 'Irregular IRA'. <p>Other factors</p> <p>The Anglo-Irish Treaty</p> <ul style="list-style-type: none"> • Ireland was to be the 'Irish Free State', governing itself, making its own laws but remaining in the Empire. A governor general was to represent the king; Britain was to remove its forces but keep the use of its naval bases. Trade relations were settled. Lloyd George threatened the Irish delegation with war if they did not sign. <p>Partition</p> <ul style="list-style-type: none"> • Government of Ireland Act split Ireland in two, with six counties in the North and 26 in the South. In Northern Ireland, Unionists won 40 of the 52 seats available. A third of the Ulster population was Catholic and wanted to be united with the South. • The 26 counties in the South had a separate parliament in Dublin. The Council of Ireland was set up. The IRA refused to recognise the new parliament and kept up its violence. Sectarian violence increased in Ulster; without partition this could have been much worse. • In the South, the Government of Ireland Act was ignored. Sinn Fein won 124 seats unopposed. Partition was a highly emotive issue, and it alone would have caused discord.

Guidance on possible content

Dominion status

- Under this agreement Ireland became a Dominion of the British Empire, rather than being completely independent of Britain. Under Dominion status the new Irish State had three important things to adhere to: the elected representatives of the people were to take an oath of allegiance to the British Crown; the Crown was to be represented by a Governor General; appeals in certain legal cases could be taken to the Privy Council in London.
- This aspect of the Treaty was repugnant to many Irish people, not just Republicans.

The role of Collins

- Collins negotiated the treaty with Churchill, but was pressured to sign it under a threat of escalation of the conflict. He recognised that the war was unwinnable, both for the IRA and the UK government. Collins claimed Ireland had its own, elected government, so Britain was no longer the enemy. Collins defended the Treaty as he claimed it gave Ireland 'freedom to achieve freedom'.

The role of De Valera

- De Valera refused to accept the terms of the Treaty as they were in 'violent conflict with the wishes of the majority of the nation'. De Valera claimed that the Treaty meant partition of Ireland and abandonment of sovereignty. De Valera felt he should have been consulted before the Treaty was signed.
- De Valera voted against the Treaty and resigned as President to be replaced by Griffith and Collins became Head of the Irish Free Government.

Any other relevant factors.

Section 3: European and World

Part A: The Crusades, 1071-1204

1 *Candidates can be credited up to a maximum of 20 marks.*

How important was the fear of Islamic expansion in calling the First Crusade?

Context

Fear of the expansion of Islam was a reason for the calling of the First Crusade. The Pope in Western Europe feared Islamic expansion and saw himself as the saviour of Eastern Christianity. There was already fear from the South, and the Moorish threat in Spain. There was a real fear that the Islamic threat had to be stopped in the East before it threatened Western Christianity.

Fear over the expansion of Islam

- Pope Urban used the fear of Islamic expansion in his famous speech at Clermont in 1095. He pointed to the successful Reconquista in Spain. El Cid had only captured Valencia from the Moors in 1094.
- He pointed to the threat of the Turks to Byzantium, eg the Battle of Manzikert 1071, a topic that was already talked about across Europe. He claimed that the loss of Anatolia had ‘devastated the Kingdom of God’.
- He detailed claims of Turkish activities such as torture, human sacrifice and desecration.

Other factors

Threat to Byzantium

- The Seljuk Turks had been threatening the Empire for decades. There was fear in Europe that if Byzantium was allowed to fall then the expansion of this new aggressive Islamic group into central Europe would be inevitable.
- Alexius, Emperor of Byzantium, was seen as a bulwark against this eventuality and his letter asking for help was taken very seriously in Western Europe.

The development of Christianity

- The new style of pope, influenced and trained at the monastery of the Cluny, heralded a shift in the emphasis of Christianity. No longer were popes to be subservient to the monarchs or warlords of Europe.
- Popes now actually challenged kings and demanded the right to appoint priests, bishops and cardinals as they saw fit. This led to the development of the Investiture Contest and this power struggle between the Pope and the Holy Roman Emperor, directly affected Pope Urban, possibly influencing his decision.
- The new millennium had brought in a period of religious zeal.

The Great Schism

- The papacy was anxious to re-join the two halves of the Christian church. Since the Great Schism of 1054, where the Pope of Rome and Patriarch of Constantinople excommunicated each other, it had been the goal of every pope to become head of the Greek Orthodox Church.
- Now the Crusade seemed to offer Pope Urban the opportunity to achieve this.

Guidance on possible content

<p>Development of Mediterranean trade</p> <ul style="list-style-type: none">• The development of trade within the Mediterranean Sea had been in the hands of ambitious cities in Italy, notably Venice, but also Pisa and Genoa. By 1095, Venice had bound its future to Byzantium.• Their preferential trade agreements with Constantinople for silk, spices and other luxury goods meant that they were keen to see Byzantium saved from the expansion of the Turks. <p>Development of feudalism</p> <ul style="list-style-type: none">• The introduction of Norman feudalism across Western Europe had created a knightly class.• Their dedication to chivalry and learning the arts of war had created a culture based around the skills of fighting. Even the tournaments had come to be seen as integral part of the culture and as entertainment.• However, to use their skills in anger was a sin. Pope Urban had long considered how he could turn the nature of the Western knights to a less aggressive, less damaging activity.• The Church had already successfully introduced the Peace of God, an agreement that non-combatants would be spared in any conflict, eg remission of sins. Urban saw the Crusade as a way to channel this aggression in a way that would be of benefit to Christianity. <p>Any other relevant factors.</p>
--

Section 3: European and World

Part A: The Crusades, 1071-1204

2

Candidates can be credited up to a maximum of 20 marks.

To what extent was the desire to acquire territory in the Holy Land the main motive behind the crusading movement?

Context

The importance of the desire to acquire territory was an important reason for the popularity of the crusading movement. Overcrowding and famine within a new feudal society threatened Christianity in Western Europe.

Acquisition of territory

- Many of the great magnates on this expedition had intentions to acquire new estates for themselves. The motives of many of the leaders of the Prince's Crusade have been put down to this.
- Bohemond and Baldwin in particular showed little zeal in carrying on with the Crusade once they had acquired Antioch and Edessa respectively.

Other factors

Religion

- It is generally believed that the remission of sins offered by Pope Urban was an attractive solution to the dilemma of knights. Salvation was a constant worry for those who trained to kill.
- Urban had successfully sold the need to protect Christianity from the Muslim threat and the general desire to re-establish the pilgrimage routes to the Holy Lands contributed to the growing belief that it was important to save Christ from this threat.
- The mass appeal of the People's Crusade can only be explained by the belief that they were doing good and helping God.
- Of the leaders of the Princes' Crusade, Raymond of Toulouse is often held up as an example of a knight riding to the defence of the Holy Lands. This is a rather simplistic idea and his decision to take Tripoli in 1100 casts a shadow over this interpretation of his motives.

Peer pressure

- The pressure put on knights by their families to take the cross was at times severe. Wives tended to be keenly aware of the politics at court and had a role in influencing the decisions of some.
- Stephen of Blois had married Adela, daughter of William I of England. It would have been unthinkable for such a notable knight not to go on the Crusade.

Remission of sins

- The Crusade provided the solution to the problem of knights and their need for salvation. Killing was only wrong if one killed Christians. Urban indicated that the killing of a Muslim was a just act, and the equivalent to prayer or penance.
- This, and the promise of remission of current sins, was a great relief to those knights worried about their eternal soul. Tancred's biographer wrote about both his worry over this dilemma and his relief at Urban's suggestion.

Guidance on possible content

<ul style="list-style-type: none">• In later Crusades many of the religious aspects of the Crusade are adopted and modified by the growing idea of chivalric codes. <p>Desire for adventure</p> <ul style="list-style-type: none">• For some, the humdrum existence of 11th-century Europe could be replaced by the excitement of the Crusade. Pilgrimages had always been seen as important, and the idea of this as an armed pilgrimage was very appealing. It offered a way out for many serfs from their lives in bondage, or perhaps a chance to see the Holy Lands, eg the People's Crusade. <p>Overpopulation and famine</p> <ul style="list-style-type: none">• Many were forced to leave because of the lack of available farmland in an already overcrowded Europe.• Several famines have also been suggested as a possible motive. It was popularly believed that the Holy Lands were lands of plenty, eg the land of milk and honey. <p>Any other relevant factors.</p>
--

Section 3: European and World	
Part A: The Crusades, 1071-1204	
3	<p><i>Candidates can be credited up to a maximum of 20 marks.</i></p> <p>To what extent was the fall of Jerusalem in 1187 due to the defeat of the Christian forces at Hattin?</p> <p>Context The Christian defeat at Hattin was a key factor in the fall of Jerusalem. It destroyed the Crusader army and the defence of Jerusalem. It allowed Saladin, the Muslim leader, to reassert his authority over the professional Muslim army.</p> <p>Importance of Hattin</p> <ul style="list-style-type: none"> • King Guy led the armies of Jerusalem to save Count Tiberius's wife as Saladin's forces had surrounded her castle. Tiberius himself had a few worries about the safety of his wife. His fortress could have withstood a siege. Saladin's forces lacked the required siege engines to make a successful attack. Additionally, Saladin could not keep his disparate forces in the field for any length of time. Tiberius' advice to Guy was to hold his forces back to protect Jerusalem. • However, figures such as Reynald persuaded Guy that to leave the Countess of Tripoli besieged would be un-chivalric and that Guy would lose support if he did not ride out. • The army could find little water to sustain them in the desert. Their only option was to make for Hattin and the oasis there. This was an obvious trap; Saladin surrounded them with burning brushwood and dry grass. Trapped on the Horns of Hattin the Christian army were suffering from the sun and lack of water. • Eventually they were forced to attack before they lacked the strength to do so. The Christian horses were too weak for a prolonged struggle and their infantry were surrounded by Saladin's horse archers and cut off. • Saladin ordered the slaughter of all members of the militant orders, but Guy and many of his followers were allowed to surrender and enter captivity. • Without the army to protect the kingdom even the massive fortifications could not stand against Saladin's forces. <p>Other factors</p> <p>Divisions amongst the Crusaders</p> <p>Infighting within Jerusalem</p> <ul style="list-style-type: none"> • Two factions struggled for power within Baldwin IV's court, those of Guy de Lusignan and Baldwin's close advisor Raymond III of Tripoli. In 1180 Guy married Sibylla, Baldwin's sister. Guy tended to favour an aggressive policy. • The activities of Reynald of Chatillon helped to destabilise the fragile peace treaty between Baldwin IV and Saladin. <p>Death of Baldwin IV</p> <ul style="list-style-type: none"> • Baldwin died in March 1185, taking his strategy of non-aggression towards Saladin with him. He was replaced for a short time by his nephew, Baldwin V. However, a short power struggle after the boy's death in August let Guy de Lusignan assume the throne, abetted by Sibylla.

Guidance on possible content

<p>Influence of the Templars</p> <ul style="list-style-type: none">• The Knights Templar, unlike the Hospitallers, were firmly in the camp of the 'hawks' (warmongers). They wanted nothing more than to carry on with the crusading ideal and rid the Holy Lands of the Muslims. Treaties and compromise were unacceptable to them. <p>Lack of resources within the Christian states</p> <ul style="list-style-type: none">• Even the combined armies of the Crusader states were not strong enough to successfully win a war, especially in the long run. It is arguable that it was inevitable for the Crusader states to fall to a united Islamic state.• Lack of sufficient forts and castles to provide effective defences. There were not enough knights. Many of those knights saw their role as defending individual Crusader states. <p>Unification of Islamic forces under Saladin</p> <ul style="list-style-type: none">• Saladin had managed to successfully unite the Muslims of Syria and Egypt behind his leadership. This effectively surrounded Jerusalem and left them with a very weak military position.• Saladin successfully used the idea of a religious war, a jihad, against the Christians to hold the separate Islamic groups together. <p>Saladin's internal problems</p> <ul style="list-style-type: none">• Saladin himself had his critics within the Muslim ranks, saying he was more interested in maintaining his position than defeating the Christians. It was seen by many that his stance on the Kingdom of Jerusalem was weak. After Guy assumed the throne and Reynald continued his attacks the pressure on Saladin to respond grew. This encouraged him to act aggressively. <p>Any other relevant factors.</p>

Section 3: European and World

Part B: The American Revolution, 1763-1787

4 *Candidates can be credited up to a maximum of 20 marks.*

To what extent did the Navigation Acts cause colonial resentment towards Britain by 1763?

Context

By 1763, Britain had ruled the 13 American colonies for over a century. The harmony with Britain which colonists had once held had become indifference during Whig Ascendancy of the mid-1700s. The ascendancy of George III in 1760 was to bring about further change in the relationship between Britain and America.

Navigation Acts

- Passed in the 1650s, these stated that colonists could only sell their goods to the British, could only buy goods from the British and could only use British shipping.
- The Royal Navy enforced the Acts by patrolling the east coast of the colonies for rogue Dutch, French or Spanish ships.
- However, the acts gave colonists a guaranteed market.
- During the Whig Ascendancy in the mid-1700s many colonists were able to ignore the Acts as the Royal Navy was unable to enforce them strictly.

Other factors

Old colonial system

- Britain treated the colonies merely as a source of revenue, and plundered valuables from America.
- Colonists in New England and the Middle Colonies objected to being used as a dumping ground for British goods.
- Wealthy Southern plantation owners objected to members of the British government attempting to control them.
- Frontiersmen were frustrated at British attempts to prevent them from going beyond the Frontier; however, being part of the Empire meant protection from the British Army against the French and Indians.

Political differences

- The colonies were more politically advanced than Britain, each having its own elected Assembly which passed local laws and raised local taxes, and so they resented the lack of representation in the British Parliament which sought to control their lives.
- However, the British Empire provided an order to the existence of the colonies; Britain acted out the role of Mother Country, appointing a governor for each colony, whose payment by the colony ensured an element of control for the colonists over the governor.

George III

- When George III ascended the throne in 1760 he oversaw a re-imposition of British rule over the colonies; this was seen as tantamount to foreign invasion by many colonists who had acted in an independent spirit during the Whig Ascendancy; colonies had their own militia and did not feel the British Army

Guidance on possible content

was required in America.

- George III aimed to ensure the security of the colonies by maintaining a British military presence and together with Parliament planned an economic strategy to raise money from the colonists to pay for this.

The Seven Years War

- The war highlighted the status of the colonies as territories to be fought over by imperial powers.
- Britain, France and Spain all viewed America as a potential possession; Britain fought the war to prevent the colonies being ruled by France.
- Victory in 1763, and the acquisition of Canada, should have made British rule more secure, but the removal of the French threat meant that many colonists saw less need for British protection.

Neglect by Britain

- During the Whig ascendancy, colonist assemblies had assumed powers which should have been exercised by governors, and they resented Parliament's attempts to reverse this trend.

Land claims

- Quarrels arose after individual colonists and land companies unwittingly violated treaties agreed between Britain and Native American tribes.

Any other relevant factors.

Section 3: European and World

Part B: The American Revolution, 1763-1787

5 *Candidates can be credited up to a maximum of 20 marks.*

How important were disputes over taxation in turning colonists' opinion towards independence by 1776?

Context

Since the 1600s, the 13 colonies of North America had been part of the British Empire. However, on 4th July 1776 the Continental Congress met in Freedom Hall, Philadelphia, and issued the Declaration of Independence. This historic event, the turning point in the American Revolution, came after over ten years of opposition by colonists to British rule.

Disputes over taxation

- **Stamp Act**, the first form of taxation on the colonies, in 1765, was objected to by colonists because they were not represented in the British Parliament; 'No taxation without representation' became a familiar protest during this time; the Act stated that an official stamp had to be bought to go on any printed matter.
- Colonists subsequently refused to pay for this, stating that they already paid financial dues to the British through the Navigation Acts and other restrictions and that they had their own militia and did not need to pay for the British army to protect them.
- **The Declaratory Act (1766)**: Britain had the right to tax the colonies.
- After the Stamp Act was repealed in 1766, the **Townshend Duties** on glass, tea, paper and lead were imposed in 1767.
- Colonists challenged Parliament's right to impose duties to raise revenue.
- **Tea duties**: George III insisted that although some taxes had been repealed, a tax should remain on tea from 1770 in order to maintain the British right to tax the colonists.
- Colonists were suspicious that Britain was attempting to get the colonists to buy cheap tea in order to coerce them into accepting British taxation.
- The Boston Tea Party in December 1773 was an expression of frustrations at British policy; however, the British denied that alterations to tea import duties were designed to get the East India Company out of financial trouble.

Other factors

Proclamation of 1763

- This forbade anyone from going beyond the Frontier; adventurers were thus kept within the jurisdiction of Britain; however, Empire Loyalists maintained the Proclamation offered protection to colonists from French hostility.

Re-imposition of the Navigation Acts

- After 1763 these were enforced by the Royal Navy after over 40 years of the colonists disregarding them during the Whig ascendancy.

British intransigence

- Britain retained an uncompromising attitude in the face of continued colonist protest and pleas for compromise.

Guidance on possible content

<p>Rejection of Olive Branch Petition/Role of George III</p> <ul style="list-style-type: none">• George III rejected the colonists' last attempt at compromise; the 2nd Continental Congress had written an appeal to the king expressing allegiance to the crown and bitterness towards Parliament, yet the appeal fell on deaf ears as George III declared the colonists to be in rebellion.• Many colonists started to consider independence as the only means of changing their relationship with Britain; the petition masked many colonists' intentions to declare greater autonomy for themselves. <p>Parliamentary ignorance</p> <ul style="list-style-type: none">• In America there was a perception that Parliament dismissed the spirit and determination of the colonists to establish constitutional union with Britain. <p>Influence of Thomas Paine</p> <ul style="list-style-type: none">• The republican pamphlet 'Common Sense' was published in January 1776 and sold 100,000 copies. <p>Punishment of Massachusetts</p> <ul style="list-style-type: none">• The British response to the Boston Tea Party (the series of acts starting in March 1774, known to the colonists as the Intolerable Acts) – the British closed the port of Boston, altered the constitution of the legislature of Massachusetts, billeted British troops in colonial homes, and suspended trial by jury in the colony.• Other colonies acted in sympathy with Massachusetts and showed unity at the 1st Continental Congress in September 1774. <p>Boston Massacre</p> <ul style="list-style-type: none">• This occurred in 1775; although five working-class men died, including one black man, reports of five middle-class white men dying caused outrage amongst politically-minded colonists.• Committees of Correspondence meant that news of the Massacre spread quickly around the 13 colonies.• The acquittal of the British soldiers led colonists to fear for their personal liberty and to believe that they would one day be enslaved by the British.• However the Massacre was an incident which animated people mainly in the New England area, something which later caused George III to voice his belief that problems in America were 'localised'. <p>Any other relevant factors.</p>

Section 3: European and World

Part B: The American Revolution, 1763-1787

6 *Candidates can be credited up to a maximum of 20 marks.*

‘The American War of Independence was global in nature.’ How valid is this view?

Context

After the Declaration of Independence in 1776, Britain and the 13 American colonies went to war for five years on land and another two at sea. British troops surrendered at Yorktown in 1781, and Britain recognised American independence in 1783.

Franco-American Alliance

- France entered the war and took the conflict to Europe.
- Britain was forced to re-assign its military resources to defend itself and the Empire.
- French contribution to the colonists’ cause took many forms – men, ammunition, training, supplies, and uniforms, fighting Britain around the world.
- However, France was not persuaded until February 1778 to make its alliance with America, by which time the Continental Army was already starting to make progress in the war in the colonies.

Dutch and Spanish entry

- When the Dutch and the Spanish entered the war, Britain’s navy was stretched even further and it became increasingly difficult to focus on the war in the colonies.
- European nations now competed for parts of Britain’s empire around the world.
- However, the war between Britain and the colonists on land was not directly affected by the Dutch and Spanish involvement.

Armed League of Neutrality

- This grouping of Russia, Sweden and Denmark gave extra cause for concern to Britain, as they were willing to fire on any Royal Navy ships which interfered with their merchant fleets.
- However, the League was not actively involved in the war, merely endeavouring to protect its own shipping.

Control of the sea

- The battle for control of the sea drew massively on the resources of all countries involved and significantly drained Britain’s finances.
- However, the war at sea continued after the surrender at Yorktown, and the British recognised the Treaty of Versailles despite regaining control of the sea, suggesting the war on land was more significant to the outcome for the colonists.

German mercenaries

- Britain used over 7,000 of these in the colonies.

Guidance on possible content

	<p>Changing views in Britain</p> <ul style="list-style-type: none">• With the increasing European involvement, some Parliamentarians questioned Britain's ability to win a prolonged war. <p>Canadian aspect</p> <ul style="list-style-type: none">• The colonists had appealed unsuccessfully for Canadian support, which meant the British were not distracted by concerns about possible rebellion in Canada. <p>Any other relevant factors.</p>
--	--

Section 3: European and World	
Part C: The French Revolution, to 1799	
7	<p><i>Candidates can be credited up to a maximum of 20 marks.</i></p> <p>To what extent were the grievances of the bourgeoisie the most serious challenge to the Ancien Regime in the years before 1789?</p> <p>Context By the late 18th century the grievances of the bourgeoisie were seen as a serious challenge to the Ancien Regime. The bourgeoisie had grown considerably in number but had little or no influence on state policy-making, yet they were expected to contribute to taxation whereas the nobility and clergy were not.</p> <p>The grievances of the bourgeoisie</p> <ul style="list-style-type: none"> • The bourgeoisie – often individually wealthy – nonetheless resented the privileges and exemptions enjoyed by the First and Second Estates. Although they had displayed their talents in business, the law and in education, members of the bourgeoisie were denied access to political power and suffered higher tax burdens than their social ‘superiors’. • Businessmen were particularly bitter about trade barriers, different regional weights and measures and restrictive trade and working practices which inhibited the free inter-flow of trade and industrial expansion. Intellectually astute, they had taken on board the ideas of the Philosophes which had called for a more rational, fair and equal society where privileges, exemptions and restrictive practices would be ended. <p>Other factors</p> <p>The role of the rest of the Third Estate</p> <ul style="list-style-type: none"> • The peasantry – peasants laboured under a hugely unfair burden of taxation. Their grievances were compounded by the failure of the grain harvest in 1789. This hit agricultural incomes and the economic crisis peaked at the point when the political future of France was being decided in the newly-formed National Assembly (June). The ending of feudalism (August 1789) also had much to do with peasant discontent reaching its peak during the Great Fair in the countryside in July. • The urban workers – the economic crisis in agriculture hit manufacturing in 1789 when rising bread prices cut the demand for manufactured goods. Lay-offs and falling incomes intensified revolutionary fervour in the great cities such as Paris. Overall, the greatest threat to the Ancien Regime came from the bourgeoisie but the influence of other social groups cannot be ignored. <p>The role of the clergy</p> <ul style="list-style-type: none"> • The Upper Clergy were almost wholly exempt from the payment of taxes and were tenacious in holding onto the privilege. The Catholic Church owned 10% of land in France and extracted tax (the tithe) from the peasantry in order to fund its operations. • The Lower Clergy often sympathised with the peasants in their parishes who suffered under an enormous burden of taxation relative to income, and this precipitated tensions within the hierarchy of the Church. It also explains why some of the clergy were prepared to lead protests against the Ancien Regime on behalf of their parishioners, eg in drawing up Cahiers des Doleances in

Guidance on possible content

preparation for the meeting of the Estates-General in 1789. The Cahiers revealed a catalogue of discontent and provided a platform from which to attack the privilege, venality and exemption from taxation rife in the Ancien Regime.

- Attempts to increase government income through a Land Tax levied on the Church and the nobility were met by bitter opposition in the Assembly of Notables among whose number the Upper Clergy were prominent. This precipitated a financial crisis and the convocation in 1788 of the Estates-General. This decision led directly to the attack on privilege which culminated in the collapse of the Ancien Regime in 1789 with the establishment of the National Assembly, the end of feudalism and the Declaration of the Rights of Man.

The role of the nobility

- Like the clergy, the nobility were almost wholly exempt from taxation. As a result they too have to accept a considerable degree of culpability for the Revolution. As with the clergy, the nobility was split – between the traditional Nobles of the Sword and the more recently ennobled Nobles of the Robe. The former gained access – often through birth rather than merit – to the highest and most lucrative offices of the state, church and army. The ‘old’ nobility sought to protect these privileges against the ‘new’ nobility and, indeed, the bourgeoisie. Clearly this precipitated tension and a desire for change.
- Many of the leaders of the movement which sought revolutionary change in 1788 and 1789 were drawn from the ranks of the lesser nobility. Their intellect, organisation and education made them formidable opponents of the Ancien Regime – often in alliance with the numerically larger bourgeoisie. It is also worth noting that the Assembly of Notables (who were bitter opponents of reform) counted many of the traditional nobility among their number.

Any other relevant factors.

Section 3: European and World	
Part C: The French Revolution, to 1799	
8	<p><i>Candidates can be credited up to a maximum of 20 marks.</i></p> <p>‘The financial problems of the Ancien Regime brought about the outbreak of the Revolution by 1789.’ How valid is this view?</p> <p>Context The outbreak of the French Revolution was in part due to the collapse of the Ancien Regime and its financial problems. The cost of financing 18th-century wars added considerably to French debt.</p> <p>Role of financial problems Cost of 18th-century wars</p> <ul style="list-style-type: none"> • The cost of the Seven Years War and France’s financing of the American War of Independence had added considerably to the debt incurred by the wars fought by Louis XIV earlier in the century. • Much of this was financed by loans so that by the 1780s about half of France’s national income was going on payment of debt. <p>There were severe problems in servicing this debt</p> <ul style="list-style-type: none"> • The nobility and the clergy were almost wholly exempt from the payment of taxes. Attempts to raise taxation revenue from these social groups were opposed at every turn. When short-term loans to finance the American wars had to be repaid from 1786 onwards there could be no more large-scale borrowing since investors were losing faith in the state’s ability to re-pay. • Anticipated tax revenues were projected to fall, making matters worse. There had to be changes to the system of taxation if the Regime was to survive. <p>Attempts to introduce tax reforms in the late 1780s brought matters to a head</p> <ul style="list-style-type: none"> • Taxation had to be extended to the previously exempt nobility and clergy since the rest of society (the Third Estate) could bear no further burden of taxation. Finance Minister Calonne’s attempts to introduce a land tax foundered on the opposition of the nobles and the Assembly of Notables in 1787. • The king’s dismissal of Calonne ended any hopes of significant tax reform. The king was forced, in 1788, to recall the Estates-General the following year. This marked the beginning of the end for the Ancien Regime. <p>Other factors Social divisions</p> <ul style="list-style-type: none"> • The bourgeoisie had grown considerably in number during the 18th century but had little or no influence on state policy-making; however, they were expected to contribute to taxation whereas the nobility and clergy were not. • There were tensions between traditional nobility (of the sword) and the newly ennobled nobility (of the robe) wherein the ‘old’ sought to hold onto their control of key positions of the state, the army and the church, much to the annoyance of the ‘new’. • The church hierarchy was resented by the lower clergy; parish priests often sided with the peasants in their locality but the upper clergy viewed peasants

Guidance on possible content

with contempt and merely as a source of taxation.

- The peasantry was becoming increasingly discontented with the disproportionate burden of taxation which fell on them.
- The urban workers endured exploitation by bourgeois masters and suffered through restrictions on trade.

The Enlightenment

- While not advocates of revolution, these 18th-century philosophers had challenged many of the social, political and economic assumptions of the Ancien Regime and their ideas fostered principles of social, political and economic liberty which increasingly undermined it.

The American War of Independence

- Apart from contributing to the massive financial problems of the Regime, the American wars reinforced principles of ‘no taxation without representation’ and liberty from centralised authority – ideas which many of the lower nobility and bourgeoisie embraced in the years before 1789.

Economic crisis of 1788/9

- Peasant unrest intensified as a result of bad harvests and severe grain shortages also caused disquiet in the major cities such as Paris. This increased the pressure on the monarchy and the system of government.

Political crisis of 1788/9

- The convocation of the Estates-General brought social divisions between First, Second and Third Estates to a head. Cahiers des Doleances revealed deep disquiet over a range of inequalities such as feudal dues and the unfairness of the taxation system and put immense pressure on the Ancien Regime.

Any other relevant factors.

Section 3: European and World	
Part C: The French Revolution, to 1799	
9	<p><i>Candidates can be credited up to a maximum of 20 marks.</i></p> <p>To what extent can Robespierre be blamed for the Reign of Terror in France, 1792-1795?</p> <p>Context Maximilien de Robespierre, a French lawyer and politician, was one of the best known and most influential figures in the French Revolution. The ‘Reign of Terror’ was a period of bloody violence that took place during the French Revolution, 1793-1794.</p> <p>Role of Robespierre Robespierre’s justification of terror as an instrument of the ‘general will’</p> <ul style="list-style-type: none"> • Robespierre believed that the ‘general will’ of the sovereign people both created and sanctioned policy-making within the nation. The will of the people could only prevail within a republic. • Any individual who sought to oppose this was, by implication, guilty of treason against the nation itself. In such circumstances death – the ultimate weapon of Terror – was entirely appropriate. Hence Robespierre’s belief that ‘terror is virtue’ – that to create and maintain a ‘virtuous’ nation which enshrined the revolutionary principles of liberty and equality, it was necessary to expunge any counter-revolutionary activity violently. <p>Robespierre and the Committee of Public Safety (created April 1793)</p> <ul style="list-style-type: none"> • Robespierre became a member of the Committee in July 1793 and came to control its operations. Until his own execution in July 1794, the Committee became the main instrument for the application of terror in defence of Robespierre’s ideal of a ‘Republic of Virtue’. During this period Robespierre sanctioned the use of terror against: <ul style="list-style-type: none"> - the monarchy and émigré opponents of the Republic, eg Marie Antoinette executed - provincial counter-revolutionaries, particularly in the Vendée - Hebertists, whose anti-Christian stance Robespierre found both distasteful and dangerous - Dantonists who challenged the authority of Robespierre and who were therefore (since Robespierre’s government represented the ‘general will’) guilty of treason. • With the imposition of the infamous Law of 22nd Prairial (June 1794), Robespierre was given virtually unlimited powers to eliminate opponents of his Republic of Virtue and during the period of the Great Terror in June and July 1794, over 1,500 were executed. • Had Robespierre lived beyond Thermidor there is no doubt the death toll would have risen even higher. However, while Robespierre must bear responsibility for the intensification of the Terror during 1793-1794, the use of terror as an instrument of state policy was by no means confined to Robespierre. <p>Other factors</p>

<p>The threat of counter-revolution after the execution of Louis XVI (21st January 1793)</p> <ul style="list-style-type: none">• The Convention's major concerns at the start of 1793 were two-fold: to eliminate counter-revolutionary activity which intensified, particularly in the provinces, after Louis' execution; and to execute the war against the Republic's émigré and foreign opponents as ruthlessly and as effectively as possible. At this point the Convention was still controlled by the relatively moderate Girondins.• However, the Convention sanctioned a range of counter-revolutionary legislation such as:<ul style="list-style-type: none">- the creation of the Committee of Public Safety; the Committee of General Security- revolutionary tribunals to try opponents of the Republic and impose the death penalty if required and surveillance committees established in local areas to identify counter-revolutionary activity.• Thus, most agree that most of the essential institutions of the Terror were actually in place before the Jacobins – and Robespierre – came to power. The moderates in the Convention had set up the structure of the Terror by the spring of 1793. <p>Terror as the 'order of the day' (September 1793)</p> <ul style="list-style-type: none">• It was pressure from mass demonstrations in Paris which intimidated the Convention into adopting terror as 'the order of the day', ie a method of government control. This was more to do with the exigencies of the foreign and civil wars which were threatening the Republic at this point than with Robespierre's philosophising over the nature of the Republic and the role of terror within it. <p>The impact of the war</p> <ul style="list-style-type: none">• The external dangers France faced radicalised the revolution. It occasioned a witch hunt for enemies within. The war led to the concept of the 'nation in crisis'. This had to be enforced, violently if necessary. <p>Any other relevant factors.</p>

Section 3: European and World	
Part D: Germany, 1815-1939	
10	<p><i>Candidates can be credited up to a maximum of 20 marks.</i></p> <p>How important were economic factors in the growth of nationalism in Germany, 1815-1850?</p> <p>Context In 1815 ‘Germany’ was not a unified state but a loose confederation made up of 39 separate states with their own rulers and systems of government. However, the development of a more modern industrialised economy in Germany after 1815 created conditions for greater unity and led to a growth of national feeling.</p> <p>Economic factors</p> <ul style="list-style-type: none"> • Urbanisation and industrialisation of the German states – political fragmentation – can be argued to be the most important obstacle to German economic development. Middle-class businessmen called for a more united market to enable them to compete with foreign countries. • Prussian economic expansion – Prussia’s gain of territory on the River Rhine after 1815 (drift in power away from Austria and towards Prussia as the latter began to build on rich resources such as coal and iron deposits) meant it had good reason to reach an agreement with neighbours to ensure relatively free travel of goods and people between its lands in the East and the West. • Businessmen complained that tax burdens were holding back economic development so Prussia created a large free-trade area within Prussia herself to aid the needs of businessmen. • Zollverein – the ‘mighty lever’ of German unification. By 1836, 25 of the 39 German states had joined this economic free-trade area (Austria excluded). • Railway/road development – post-1830s the development of railways/roads ended the isolation of German states from each other. This enabled the transport and exploitation of German natural resources. Economic co-operation between German states encouraged those seeking a political solution to the issue of German unity. <p>Other factors</p> <p>Impact of the French invasions</p> <ul style="list-style-type: none"> • Ideas of the French Revolution appealed to the middle classes in the German states. • Impact of Napoleonic wars – many Germans argued that Napoleon/France had been able to conquer German states pre-1815 due to their division as separate, autonomous territories. German princes had stirred national feeling to help raise armies to drive out the French, aiding the sense of a common German identity with common goals. <p>Political factors</p> <ul style="list-style-type: none"> • 1848 revolutions in Germany raised consciousness greatly even though they failed. <p>Cultural factors: ‘Romanticism’</p> <ul style="list-style-type: none"> • Main unifying force was language – 25 million Germans spoke the same

Guidance on possible content

	<p>language and shared the same culture and literature.</p> <ul style="list-style-type: none">• Writers and thinkers (eg Heine, Fichte, Goethe, Brothers Grimm, Schiller and Hegel) encouraged the growth of a German consciousness.• Post-1815 nationalist feelings first expressed in universities. Growth of Burschenschaften pre-1815 dedicated to driving French from German soil – zealous but lacking a clear idea of how best to accomplish the task.• The Hambacherfest and student demonstrations – little was accomplished by the students.• Early 19th century was a time of great change in all European states and it has been suggested that the political changes of the time can only be explained by an understanding of the social and economic developments of the time. <p>Any other relevant factors.</p>
--	---

Section 3: European and World	
Part D: Germany, 1815-1939	
11	<p><i>Candidates can be credited up to a maximum of 20 marks.</i></p> <p>To what extent was there a real growth in German nationalism up to 1850?</p> <p>Context German nationalism, the desire for a united Germany, was already in existence in 1815 as a response to the ideas of the French Revolution and due to resentment of French domination under Napoleon. However, the lack of popular support for nationalism – especially amongst the peasants – and the political repression coordinated by Metternich meant there were still many factors unfavourable to German nationalism.</p> <p>Evidence that nationalists made significant progress</p> <ul style="list-style-type: none"> • Vormarx period – evidence suggests that workers were starting to take a real interest in politics and philosophy, but only in relatively small numbers. • Cultural nationalism – work of poets, musicians, writers and their effects on Germans. The impact was largely on educated Germans and not everyone was interested in such ideas, which were not considered vital to the everyday lives of the ordinary people. • 1840 – French scare to German states. Ordinary Germans now roused to the defence of the fatherland. Not confined to educated classes. Spread of nationalist philosophy to large numbers of ordinary Germans. Enhanced reputation of Prussia among German nationalists. • Economic nationalism – middle-class businessmen pushing the case for a more united Germany in order to be able to compete with foreign countries. Benefits evidenced by the Zollverein to German states. Arguments that ‘economic’ nationalism was the forerunner to political nationalism. <p>Evidence that nationalists had not made significant progress</p> <ul style="list-style-type: none"> • Growth of the Burschenschaften – dedicated to seeing the French driven from German soil. Nationalist enthusiasm tended to be of the romantic type, with no clear idea of how their aim could be achieved. Much of the debate in these societies was theoretical in nature and probably above the comprehension of the mass of ordinary Germans. • Political nationalism – virtually non-existent between 1820 and 1848. Suppressed by the Karlsbad Decrees and the Six Acts. Work/success of Metternich in suppressing such a philosophy. • Work of the German Confederation and the rulers of the autonomous German states to suppress nationalism. • Troppau Congress – decision taken by the representatives of Austria, Prussia and Russia to suppress any liberal or nationalist uprisings that would threaten the absolute power of monarchs; huge blow to nationalists within the German states. • German Bund – remained little more than a talking shop. Austrian domination of the Confederation and the Bund stifled political change. • 1848 Revolutions and the Frankfurt Parliament; no agreement was reached on a gross or a kleindeutsch solution. German rulers regained authority. Divided aims of revolutionaries. Self-interest of the rulers of the German states led to their opposition to Frankfurt Parliament.

Guidance on possible content

	<ul style="list-style-type: none">• Frederick William of Prussia backed down in the face of Austrian pressure at Olmutz and the humiliation of Prussia: German nationalism was arguably a spent force. <p>Any other relevant factors.</p>
--	--

Section 3: European and World	
Part D: Germany, 1815-1939	
12	<p><i>Candidates can be credited up to a maximum of 20 marks.</i></p> <p>How important was Bismarck's role in the achievement of German unification by 1871?</p> <p>Context The growth of Nationalism and Prussian dominance among the German states led to pressures for unification of Germany. Otto von Bismarck's policies took advantage of these forces to achieve unification. However, it is possible that unification was more of a natural development due to favourable social and economic circumstances.</p> <p>Bismarck's foreign policy 1863-1871</p> <ul style="list-style-type: none"> • Bismarck's aim was to increase the power of Prussia by whatever means necessary. • Bismarck and his 'realpolitik'/diplomacy in the '3 wars' against Denmark, Austria and France. • Bismarck took the initiative, as opposed to Austria, in the war against Denmark; his 'solution' to the Schleswig-Holstein question. • Bismarck's skillful manipulation of events leading up to the war with Austria in 1866 plus his establishment of friendships with potential allies of Austria beforehand. • Bismarck's wisdom in the Treaty of Prague, 1866. • Bismarck's manipulation of the Ems Telegram to instigate a war with France in 1870. • Bismarck's exploitation of the weaknesses of European statesmen/rulers, eg Napoleon III; mistakes made by Bismarck's adversaries. • Bismarck's skill in isolating his intended targets (diplomatically). <p>Other factors</p> <p>Military factors</p> <ul style="list-style-type: none"> • Significance of military reforms of Moltke and Roon – creation of modern powerful army which Bismarck used. • The decline in Austrian power and influence – economically and militarily – during the 1850s particularly. • Distraction to Austria of commitments in Italy. <p>Economic factors</p> <ul style="list-style-type: none"> • Growth in Prussian economic power, eg development of railways, transport links, roads; importance of the Rhineland and the Saarland to Prussian economic development. Able to finance and equip Prussian army. • The Zollverein, the Prussian-dominated free-trade area; its significance to German political unification – the 'mighty lever of German unification'. <p>Political factors</p> <ul style="list-style-type: none"> • Influence of Napoleon Bonaparte – reduction of number of German states; growth of a national consciousness. • The 1848 revolutions in German states – importance of Frankfurt Parliament/decisions taken regarding a unified Germany; Prussia was a

Guidance on possible content

	<p>potential leader; Austria was excluded from Germany ('kleindeutschland')</p> <ul style="list-style-type: none">• The Nationalverein – aim was the creation of a united Germany; composed of intelligent and economically important section of German society – businessmen; identified Prussia as leader of a united Germany. <p>Cultural factors</p> <ul style="list-style-type: none">• Growth of German cultural nationalism/Romantic Movement – Burschenschaften, eg writers, music, leading to an increased German national consciousness among the educated classes. <p>Any other relevant factors.</p>
--	--

Section 3: European and World	
Part E: Italy, 1815-1939	
13	<p><i>Candidates can be credited up to a maximum of 20 marks.</i></p> <p>How important were economic factors in the growth of nationalism in Italy, 1815-1850?</p> <p>Context The origins of Italian nationalism can be traced back to the Renaissance and the writings of Machiavelli who urged Italians to seize Italy from the ‘barbarians’. However, the ideas of Mazzini and his anti-Austrian views led to the development of a more political nationalism in the 19th century.</p> <p>Economic factors</p> <ul style="list-style-type: none"> • Economic factors were not important directly. Wealth lay in land (landowners were often reactionary) and trade (where the educated bourgeoisie were more receptive to ideas of liberalism and nationalism). • The election of a new, seemingly reformist, Pope, Pius IX, in 1846 inspired feelings of nationalism particularly amongst businessmen and traders as he wished to form a customs union. • Tariff walls between the Italian states and the disorganised railway system prevented economic development of Italy, which did lead businessmen to be interested in unification. <p>Other factors</p> <p>Cultural factors</p> <ul style="list-style-type: none"> • The Risorgimento was inspired by Italy’s past. Poets such as Leopardi glorified and exaggerated past achievements, kindling nationalist desires. Poets and novelists like Pellico inspired anti-Austrian feelings amongst intellectuals, as did operas such as Verdi’s ‘Nabucco’ and Rossini’s ‘William Tell’. • There was no national Italian language – regional dialects were like separate languages. Alfieri inspired Italian language based on Tuscan. The poet and novelist Manzoni wrote in Italian. Philosophers spread ideas of nationalism in their books and periodicals. • Moderate nationalists such as Gioberti and Balbo advocated the creation of a federal state with the individual rulers remaining but joining together under a president for foreign affairs and trade. Gioberti’s ‘On the moral and civil primacy of the Italians’ advocated the Pope as president whilst Balbo, in his book ‘On the hopes of Italy’, saw the King of Piedmont/Sardinia in the role. <p>Military weakness</p> <ul style="list-style-type: none"> • The French Revolution led to a realisation that, individually, the Italian states were weak. • The fragmentation of Italy in the Vienna Settlement restored Italy’s vulnerability to foreign invasion. <p>Effects of the French Revolution and Napoleonic wars</p> <ul style="list-style-type: none"> • Italian intellectuals had initially been inspired by the French Revolution with its national flag, national song, national language, national holiday and emphasis on citizenship.

Guidance on possible content

- Napoleon Bonaparte's conquest inspired feelings of nationalism – he reduced the number of states to three; revived the name 'Italy'; brought in a single system of weights and measures; improved communications; helped trade, inspiring desire for at least a customs union. Napoleon's occupation was hated – conscription, taxes, looting of art.

Resentment of Austria

- After the Vienna settlement in 1815, hatred of foreign control centred on Austria. The Hapsburg Emperor directly controlled Lombardy and Venetia; his relatives controlled Parma, Modena, Tuscany. Austria had strong ties to the Papacy and had alliances with other rulers. Conscription, censorship, the use of spies and the policy of promotion in the police, civil service and army only for German speakers was resented.
- Austrian army presence within towns like Milan and the heavily garrisoned Quadrilateral fortresses ensured that Italians could never forget that they were under foreign control and this inspired growing desire for the creation of a national state.

Role of Mazzini

- Radical nationalist Mazzini not only inspired dreams of a united, democratic Italian republic through his written works, but also formed an activist movement – 'Young Italy' – whose aim was to make these dreams a reality.

Secret societies

- The growth of secret societies, particularly the Carbonari, led to revolts in 1820, 1821, 1831. Also Young Italy and their revolts in the 1830s.

Any other relevant factors.

Section 3: European and World	
Part E: Italy, 1815-1939	
14	<p><i>Candidates can be credited up to a maximum of 20 marks.</i></p> <p>To what extent was there a real growth in Italian nationalism up to 1850?</p> <p>Context By 1850 the forces of nationalism had grown in Italy. The Revolutions of 1849-9 showed this, but it also illustrated the tensions within the nationalist movement and the continued strength of the Austrians.</p> <p>Supporters of nationalism</p> <p>Educated middle class</p> <ul style="list-style-type: none"> • Risorgimento saw ‘patriotic literature’ from novelists and poets including Pellico, and Leopardi. These inspired the educated middle class. • Gioberti, Balbo and Mazzini promoted their ideas for a national state. This inspired nationalism amongst the middle classes. <p>Liberals</p> <ul style="list-style-type: none"> • Some liberals and business classes were keen to develop an economic state. Napoleon Bonaparte had built roads and encouraged closer trading. One system of weights, measures and currency appealed. <p>Popular sentiment</p> <ul style="list-style-type: none"> • French revolutionary ideals had inspired popular sentiment for a national Italian state. • There was a growing desire for the creation of a national state amongst students; many joined Mazzini’s ‘Young Italy’. • Operas by Verdi and Rossini inspired growing feelings of patriotism. • The use of Tuscan as a ‘national’ language by Alfieri and Manzoni spread ideas of nationalism. • Membership of secret societies such as the Carbonari grew. Members were willing to revolt and die for their beliefs, which included desire for a national state. <p>Opponents</p> <p>Austria</p> <ul style="list-style-type: none"> • Resentment against Austria, its restoration of influence in the Italian peninsula and use of spies and censorship, helped increase support for the nationalist cause. However, any progress made by nationalists was firmly crushed by the Austrian army. Strength of the Quadrilateral. Austrians never left Italian soil. Carbonari revolts in Kingdom of Naples 1820-1821, Piedmont 1821, Modena and the Papal States 1831 all crushed by Austrian army. During the 1848-1849 revolutions, the Austrian army defeated Charles Albert twice – Custoza and Modena – retook Lombardy and destroyed the Republic of St Mark. <p>Italian princes and rulers</p> <ul style="list-style-type: none"> • Individual rulers were opposed to nationalism and used censorship, police and spies as well as the Austrian army to crush revolts 1820-1821, 1830 and 1848-

Guidance on possible content

<p>1849.</p> <p>Attitude of the peasants</p> <ul style="list-style-type: none">• The mass of the population was illiterate and indifferent to politics and nationalist ideas. They did revolt during bad times as can be seen in 1848, but these revolts were due to bad harvests and bad economic times and were not inspired by feelings of nationalism. <p>Position of the papacy</p> <ul style="list-style-type: none">• The nationalist movement had high hopes of the new Pope, Pius IX, initially thought of as a liberal and sympathetic to the nationalist cause. Hopes were dashed when Pope Pius IX denounced the nationalist movement during the 1848-49 revolutions. <p>Failures of 1848-1849 revolutions</p> <ul style="list-style-type: none">• These showed that nationalist leaders would not work together, nor did they seek foreign help, thus hindering progress. Charles Albert's 'Italia farad a se' declared that Italy would do it alone – she did not. Lombardy and Venetia suspected Charles Albert's motives and were reluctant to work with him. Venetians put more faith in Manin. <p>Any other relevant factors.</p>

Section 3: European and World	
Part E: Italy, 1815-1939	
15	<p><i>Candidates can be credited up to a maximum of 20 marks.</i></p> <p>How important was the role of Garibaldi in the achievement of Italian unification by 1870?</p> <p>Context The nationalist reaction to the rule of Napoleon across Europe unleashed forces which eventually led to the unification of Italy, among a number of states. In Italy this process was dominated by the state of Piedmont, although the role of individuals like Garibaldi and the declining power of Austria also need to be taken into account.</p> <p>Role of Garibaldi</p> <ul style="list-style-type: none"> • Garibaldi was a committed nationalist; he fought in the War of Liberation for Victor Emmanuel. His role was crucial in forcing north/south unification – the role of ‘thousand’; military success in Sicily and Naples; handing his ‘conquests’ to Victor Emmanuel at Teano. He tried but failed to take Rome. • He was a committed nationalist and championed the idea of a united Italy. He led the Garibaldi volunteers in the 1859-60 war against Austria. His military expedition resulted in Sicily and Naples being taken. • Mazzini wanted to make liberated southern Italy a republic. The populace acclaimed Garibaldi as ruler, but Garibaldi himself remained loyal to Victor Emmanuel. After meeting the king at Teano, near Naples, he relinquished his conquests to Sardinia. Shortly afterward (1861), Victor Emmanuel was proclaimed king of a united Italy. • In 1862, Garibaldi led a volunteer corps against Rome, but the king, fearing international intervention, sent an Italian army that defeated Garibaldi at Aspromonte. Garibaldi was given a pardon. • Propaganda earned Garibaldi a considerable reputation in Italy and abroad at the time. <p>Other factors</p> <p>The rise of Piedmont</p> <ul style="list-style-type: none"> • Piedmont was the most powerful of the independent Italian states. She was the natural leader of the unification movement. • Piedmont was also the most economically advanced of the Italian states. Industry developed around Turin and a railway network was built. • The army of Piedmont was advanced by Italian standards. <p>Role of Cavour</p> <ul style="list-style-type: none"> • He played a vital role – modernisation of Piedmont; diplomacy before the War of Liberation. • Cavour made a secret agreement to help Prussia in the war against Austria in 1866. The Prussian war against France gave the Italians the chance to take Rome. • Provocation of Austria; encouragement of National Society, especially in Duchies/Romagna, and his handling of the plebiscites. • The war of 1859 inspired rebellions in Tuscany, Parma, Modena, Romagna and demands for union with Piedmont. Napoleon was not happy, but was persuaded to accept by British diplomacy and Cavour’s renewed offer of Nice

Guidance on possible content

<p>and Savoy.</p> <ul style="list-style-type: none">• Cavour's diplomacy and manoeuvring over Garibaldi's expedition; the invasion of Papal States forced unification on Piedmontese terms. <p>Role of Victor Emmanuel II</p> <ul style="list-style-type: none">• The king was supportive of Cavour. Victor Emmanuel of Piedmont/Cavour realised foreign help was needed to drive Austrians from Italy.• The king 'managed' Garibaldi very well in 1866, preventing a diplomatic crisis. <p>Decline of Austria</p> <ul style="list-style-type: none">• Austria's position was in decline in economic and military terms, particularly in regard to Prussia. Italy's relative weakness was redressed by her understanding with Prussia.• Austria's diplomatic position also declined in the 1850s, and she was increasingly isolated. Partly this was self-inflicted. Russia never forgave Austria for her lack of support during the Crimean War. <p>Attitudes and actions of Napoleon III</p> <ul style="list-style-type: none">• Crimean War/Paris Peace provided opportunity for Cavour to remind Britain and France of Italy's 'unhappy' state. Following the Orsini Plot, Napoleon III held a secret meeting at Plombieres in July 1858 with Cavour. The result was a formal treaty in 1859. Napoleon III promised 200,000 men to fight for Piedmont if Austria attacked. This proved crucial.• Napoleon did not intervene over Garibaldi's expedition. He made a secret agreement accepting Cavour's proposed invasion of the Papal States to stop Garibaldi reaching Rome. This allowed the Piedmontese to defeat the Papal Army, taking The Marches and Umbria. In 1866, Austria handed Venetia to France who gave it to Italy.• The Italians took Rome after the defeat of Napoleon in 1870. <p>The importance of foreign intervention</p> <ul style="list-style-type: none">• War of Liberation of 1859 – the two main victories (Magenta and Solferino) were French. At Villafranca Austria handed Lombardy to France who gave it to Piedmont. Garibaldi acknowledged the importance of French help.• Britain was involved in diplomacy over Duchies. British naval presence helped Garibaldi land at Marsala. Britain refused a joint naval blockade with France to stop Garibaldi crossing the Strait of Messina. This was crucial for Garibaldi's success.• Britain was the first power to officially recognise the Kingdom of Italy. <p>Any other relevant factors.</p>

Section 3: European and World	
Part F: Russia, 1881-1921	
16	<p><i>Candidates can be credited up to a maximum of 20 marks.</i></p> <p>‘Before 1905, opposition groups were unable to effectively challenge the authority of the Tsarist state.’ How valid is this view?</p> <p>Context Opposition groups were kept weak in the Tsarist state before 1905. The main reasons for making this possible were the ‘Pillars of Autocracy’. Each of these ‘Pillars’ strengthened the Tsar’s position, and made it almost impossible for opposition groups to challenge the state.</p> <p>Opposition groups</p> <ul style="list-style-type: none"> • Opposition groups, eg Social Democrats (supported by industrial workers) and Liberals (who wanted a British-style parliament), were fairly weak. However, these groups were not powerful or popular enough to effect change. • There were various revolutionary groups like the Social Revolutionaries (supported by peasants seeking land reform). Moreover these groups were further weakened by the fact they were divided and disorganised. • The leaders were often in prison or in exile. <p>The ‘Pillars of Autocracy’</p> <ul style="list-style-type: none"> • The Church helped to ensure that the people, particularly the peasants, remained loyal to the Tsar. They preached to the peasants that the Tsar had been appointed by God and that they should therefore obey the Tsar. Ensured the peasants were aware of the Fundamental Law. • The Fundamental Law stated ‘To the emperor of all Russia belongs the supreme and unlimited power. God himself commands that his supreme power be obeyed out of conscience as well as out of fear’. This was the basis of the Tsarist state. • The army was controlled by the officers who were mainly upper-class, conservative and loyal to the Tsar. They ensured that the population, and the peasantry in particular, was loyal to the Tsar. They crushed any insurgency and were used to enforce order in the country and loyalty to the Tsar. • The secret police (Okhrana) was set up to ensure loyalty to the Tsar and weed out opposition to the Tsar. They did this by spying on all people of society irrespective of class. Those showing any sign of opposition to the Tsar were imprisoned or sent into exile. Large numbers were exiled. • The civil service mainly employed middle-class people, therefore ensuring the loyalty of that class. The civil service was responsible for enforcing laws on censorship and corruption and controlling meetings which made it very difficult for the revolutionaries to communicate. <p>Censorship</p> <ul style="list-style-type: none"> • This controlled what people could read, what university lecturers could say, access to schools, and limited the number and type of books available in libraries.

Guidance on possible content

	<p>Russification</p> <ul style="list-style-type: none">• This was the policy of restricting the rights of the national minorities in the Russian Empire by insisting that Russian was the first language. As a result, law and government were conducted throughout the Russian Empire in the Russian language. This maintained the dominance of the Russian culture over that of the minorities. State intervention in religion and education. Treated subjects as potential enemies and inferior to Russians. <p>Zubatov unions</p> <ul style="list-style-type: none">• Organised by the police, these were used to divert the attention of the workers away from political change by concentrating on wages and conditions in the factories, thus reducing the chances of the workers being influenced by the revolutionary groups. Unions in 1903 became involved in strikes and so were disbanded due to pressure from employers. <p>Any other relevant factors.</p>
--	--

Section 3: European and World

Part F: Russia, 1881-1921

17 *Candidates can be credited up to a maximum of 20 marks.*

How important was military defeat against Japan in causing the revolution of 1905?

Context

By 1905 Russia's problems had led to open opposition to the Tsarist state. Poor military performance in the war with Japan exposed the social, economic and political weaknesses of the state.

Military defeat

- Land battle: decisive defeat at Mukden.
- Sea battle: defeat at Tsushima Strait. They sailed 18,000 miles before being defeated in under an hour.
- The Russo-Japanese War was disastrous for Russia. Defeats by Japan were humiliating and led to discontent in Russia over the Tsar's leadership, the incompetence of the Tsar's government and the inadequate supplies and equipment of Russia's armed forces.
- Russian soldiers and sailors were unhappy with their poor pay and conditions. The incompetence of their leaders and their defeats led to low morale.
- Naval mutiny in the Black Sea fleet, battleship *Potemkin*, over poor conditions and incompetent leadership threatened to spread and weakened support for the Tsar.

Other factors

Economic problems

Working-class discontent

- Russia had been experiencing a number of economic problems in the period before 1905. Russia had started the process of industrialisation, however its cost meant that Russia used foreign loans and increased taxes to fund it.
- The working and living conditions in the cities were very poor and this, along with long working hours and low pay, led to discontent.

Peasantry discontent

- The vast majority of Russians were peasant farmers who lived in poverty and were desperate to own their own land. Many peasants were frustrated at paying redemption payments and at the unwillingness of the government to introduce reforms. An economic slump in Russia hurt the newly-created Russian industries and, coupled with famine in 1902/1903, led to food shortages.
- There was an outcry when Russian grain was still being exported to pay for the foreign loans.

Political problems

- Growing unhappiness with Tsarist autocratic rule. The middle class and the industrial workers were calling for a constitutionally-elected government as they were so frustrated at the incompetence of the Tsar's government,

Guidance on possible content

<p>especially during the war with Japan. During 1905, workers set up groups called soviets to demand better pay and conditions. The Russian nobility feared a revolution if moderate reforms were not introduced.</p> <ul style="list-style-type: none">• Tsar Nicholas II was seen as being too weak and unable to make good decisions for Russia in a crisis.• National minorities hated the policy of Russification as it ignored their language, customs and religion and many felt so isolated that the desire for independence intensified.• As the war with Japan progressed there were a growing number of protests from different parts of Russian society calling for the war to end and the Tsar to share his power. <p>Events</p> <ul style="list-style-type: none">• Bloody Sunday, on Sunday 22nd January 1905, led by Father Gapon. Troops fired on the unarmed crowd which led to strikes in all major towns and cities. Terrorist acts followed towards government officials and landowners.• Peasant violence in the countryside when peasants took over land and burned landowners' estates started after the government threatened to repossess the land of those behind with their redemption payments. <p>Any other relevant factors.</p>
--

Section 3: European and World	
Part F: Russia, 1881-1921	
18	<p><i>Candidates can be credited up to a maximum of 20 marks.</i></p> <p>To what extent was Nicholas II responsible for the collapse of Tsarist rule in February 1917?</p> <p>Context Previous limited reform was not enough to save Tsarist rule from the stresses of fighting in World War 1. The war further exposed the weaknesses of the Tsarist rule and undermined loyalty to the Tsar.</p> <p>Tsar Nicholas II</p> <ul style="list-style-type: none"> • The Tsar was seen as a weak ruler as he was so easily influenced by the Tsarina, Rasputin and his ministers. At times the Tsar appeared to be more interested in his family than in the issues facing Russia. He was stubborn as he ignored advice and warnings from Rodzyanko and he failed to understand the severity of events in February 1917. • In September 1915 the Tsar took personal control of the armed forces, which left him personally responsible for any defeats. This also meant that he left the Tsarina in charge, which was not welcomed in Russia as she was German and her relationship with Rasputin was viewed with suspicion. • By February 1917 the Tsar had lost control of the armed forces as well as the support and loyalty of the Russian people, which contributed to the February 1917 revolution. <p>Other factors</p> <p>Military – the First World War</p> <ul style="list-style-type: none"> • The war did not go well for the Russian armed forces and they suffered many defeats. Russia also lost control of Poland in 1915, which was a severe blow to Russian pride. • The Russian army lacked vital resources, including adequate medical care, and this led to high fatality and casualty rates. There were claims of defeats caused by incompetent officers who refused to co-operate with each other, as well as communication difficulties. This led to low morale and desertions; the Tsar began to lose control and support of the armed forces. The generals forced his abdication at Pskov. <p>Social and economic problems – bourgeoisie, working and peasant class</p> <ul style="list-style-type: none"> • The war put a tremendous strain on the already fragile Russian economy. There was long-term discontent among both peasants and industrial workers. The inadequate transport system was unable to cope with the supply demands of the military as well as the needs of the Russian economy and society. There was a lack of food, made worse by the transport problems and the scorched earth policy; as a result there were long queues and bread riots in the cities, culminating in the International Women’s Day protest in Petrograd. • The war was costing 17 million roubles a day and Russia had to get loans from Britain and France. Economic problems such as heavy taxes, high inflation and price rises meant that many were living in poverty. • The people had expected the war to be won by Christmas 1914 so they were war-weary by 1917 and suffering from grief, anxiety and low morale. They

Guidance on possible content

wanted the war to end but they knew the Tsar would not agree to that and they became so unhappy and frustrated they protested and went on strike which led to the February Revolution as the army sympathised with them and consequently sided with them against the Tsarist system.

Political problems – autocracy

- There had been long-term discontent with the Tsar's autocratic rule as he seemed unwilling to share his power despite promises (October Manifesto and Fundamental Laws). The Dumas had limited power and the Tsar dissolved it and changed the franchise.
- War exacerbated existing problems with the Tsar leaving the Tsarina to run the country in his absence. Frustration grew at the incompetence of the Tsar and his ministers, Rasputin's influence and not having a say in how the country was being run and this led to protests and ultimately to the February Revolution.

Any other relevant factors.

Section 3: European and World

Part G: USA, 1918-1968

19 *Candidates can be credited up to a maximum of 20 marks.*

To what extent did the policy of isolationism explain changing attitudes towards immigration in the USA during the 1920s?

Context

Within the USA, changing attitudes towards immigration had been growing during the 19th and early 20th centuries. Many Americans felt their way of life was being challenged by immigrants from Southern and Eastern Europe.

Isolationism

- The 1920 Alien Land Law in California built on the 1913 Alien Land Law. It was firmly aimed at Japanese immigrants and it prohibited their ownership of agricultural land or being allowed a long-term lease. Aimed to discourage immigrants from the east.
- At the beginning of the First World War American public opinion was firmly on the side of neutrality.
- Wanted to keep out of foreign problems and concentrate solely on America.
- President Wilson – America should not become involved in Europe's 'civil war'.
- When the war ended, most Americans wanted a return to isolationism.
- Would not join the League of Nations; many Senators were concerned that if the USA joined, it might soon get dragged into another European war.

Other factors

Fear of revolution

- Russian revolution in 1917 had established the first communist state committed to spreading revolution and destroying capitalism.
- 'Red Scare' 1919 and it looked as if revolution was imminent.
- Palmer Raids, August 1919.

Prejudice and racism

- Changing nature of immigrants. Old immigrants were WASPs mainly from the North and West of Europe. New immigrants were mainly from Southern and Eastern Europe. New immigrants were Catholic or Jewish – this worried WASP America.
- New immigrants were unfamiliar with democracy – this was viewed as a threat to the American constitution.
- New immigrants continued to wear traditional dress and looked out of place.

Social fears

- Immigrants congregated with people from their own culture in ghettos.
- Immigrants were blamed for high crime rates in cities, particularly those cities with high levels of immigrants, eg Sacco-Vanzetti case.

Economic fears

- Trade unions believed that anything they did to improve conditions or wages

Guidance on possible content

	<p>was wrecked by Italian or Polish workers who were prepared to work longer hours for lower wages.</p> <ul style="list-style-type: none">• 1919 strikes – new immigrants were used as ‘strike-breakers’. This caused huge resentment and an increase in the desire to stop immigrants coming into the country. <p>The effects of the First World War</p> <ul style="list-style-type: none">• Many immigrants during the First World War had sympathies for their mother country.• Many German immigrants had supported the German side in the war and society was split when the USA joined the war against Germany.• Irish Americans were suspected of being anti-British.• Many citizens felt hostile to anything foreign such as imported goods. <p>Any other relevant factors.</p>
--	--

Section 3: European and World	
Part G: USA, 1918-1968	
20	<p><i>Candidates can be credited up to a maximum of 20 marks.</i></p> <p>To what extent was the ‘separate but equal’ decision of the Supreme Court the main obstacle facing black Americans in achieving civil rights before 1941?</p> <p>Context Between 1918 and 1941 the USA was a racist society to a large extent. Black Americans faced hostility due to racist attitudes. Such racism was underpinned by legal sanction, social attitudes and organisations that persecuted black Americans.</p> <p>Separate but equal</p> <ul style="list-style-type: none"> • ‘Separate but equal’ Supreme Court decision 1896, when Homer Plessey tested its legality. • ‘Jim Crow Laws’ – separate education, transport, toilets, etc – passed in Southern states after the Civil War. • Attitudes of Presidents, eg Wilson: ‘Segregation is not humiliating and is a benefit for you black gentlemen’. <p>Other factors</p> <p>Activities of the Ku Klux Klan</p> <ul style="list-style-type: none"> • Racist organisation formed in 1860s to prevent former slaves achieving equal rights. Suppressed by 1872, but in the 1920s there was a resurgence. • Methods horrific: included beatings, torture and lynching. • Roosevelt refused to support a federal bill to outlaw lynching in his New Deal in 1930s – feared loss of Democrat support in the South. • Activities took place at night – men in white robes, guns, torches, burning crosses. • The ‘second’ Klan grew most rapidly in urbanising cities which had high growth rates between 1910 and 1930, such as Detroit, Memphis, Dayton, Atlanta, Dallas and Houston. • Klan membership in Alabama dropped to less than 6,000 by 1930. Small independent units continued to be active in places like Birmingham, where in the late 1940s members launched a reign of terror by bombing the homes of upwardly mobile African Americans. • However, their activities in the 1940s led to continued migration of black Americans from the South to the North. <p>Lack of political influence</p> <ul style="list-style-type: none"> • 1890s: loopholes in the interpretation of the 15th Amendment were exploited so that states could impose voting qualifications. • 1898 case of Mississippi v Williams – voters must understand the American Constitution. • Grandfather Clause: impediment to black people voting. • Most black people in the South were sharecroppers: they did not own land and some states identified ownership of property as a voting qualification. • Therefore black people could not vote, particularly in the South, and could not elect anyone who would oppose the Jim Crow Laws.

Guidance on possible content

<p>Divisions in the black community</p> <ul style="list-style-type: none">• Booker T. Washington, accommodationist philosophy, regarded as an ‘Uncle Tom’ by many.• In contrast, W.E.B. De Bois founded the NAACP, a national organisation whose main aim was to oppose discrimination through legal action. In 1919 he launched a campaign against lynching, but it failed to attract most black people and was dominated by white people and well-off black people.• Marcus Garvey and Black Pride – he founded the UNIA (Universal Negro Improvement Association) which aimed to get blacks to ‘take Africa, organise it, develop it, arm it, and make it the defender of Negroes the world over’. <p>Popular prejudice</p> <ul style="list-style-type: none">• After the institution of slavery the status of Africans was stigmatised, and this stigma was the basis for the anti-African racism that persisted.• Relocation of millions of African Americans from their roots in the Southern states to the industrial centres of the North after World War I, particularly in cities such as Boston, Chicago, and New York (Harlem).• In Northern cities, racial tensions exploded, most violently in Chicago, and lynchings, usually racially motivated, increased dramatically in the 1920s. <p>Any other relevant factors.</p>

Section 3: European and World	
Part G: USA, 1918-1968	
21	<p><i>Candidates can be credited up to a maximum of 20 marks.</i></p> <p>How effective was the New Deal in solving America's problems in the 1930s?</p> <p>Context</p> <p>The New Deal followed Roosevelt's victory in the 1932 presidential election after the inadequate response of Hoover and the Republicans to the Great Depression that followed the Wall Street Crash. The New Deal is associated with Roosevelt and the Democrats who took a more interventionist approach to dealing with the economy than the Republicans.</p> <p>The First New Deal 1933-34</p> <ul style="list-style-type: none"> • Launch of 'Alphabet Agencies' giving relief and recovery in first 100 days of Roosevelt presidency, eg Federal Emergency Relief Administration [FERA], Tennessee Valley Authority [TVA], Public Works Administration [PWA] providing relief and work. • Economy Act sought to balance the budget. • Economic prudence by cutting wages of state employees by 15% and spending savings on relief programmes. • Ending unpopular prohibition to raise revenue and cheer people up! <p>The Second New Deal 1935-1937</p> <ul style="list-style-type: none"> • Reform to improve living and working conditions for many Americans through legislation. • National Labour Relations Act ('Wagner Act') [1935]; protecting rights of workers to collectively bargain with employers. • Banking Act (1935) established the Federal Bank Deposit Insurance Corporation that insured deposits up to \$5,000, and later, \$10,000. • WPA [Works Progress Administration] (1935) launched programme of public works across America. By 1938 it provided employment for three million men (and some women). • Rural electrification (1936) provided loans to electrify rural areas of America. • Social Security Act (1935) providing a state pension scheme for old people and widows, as well as help for the disabled and poor children. <p>Power of the federal government</p> <ul style="list-style-type: none"> • New Deal increased the role of the federal government in American society and, in particular, the economy. • Role of government in strengthening the power of organised labour. • Government role as regulator between business, labour and agriculture was confirmed by its increased intervention. • Challenges to this in the Supreme Court. • Opposition from State governments, especially in the South; employers groups forming Liberty League opposed to the New Deal. <p>Economic effects</p> <ul style="list-style-type: none"> • Debate on the economic effects in terms of relief and recovery: they certainly helped in terms of providing basic relief.

Guidance on possible content

- Roosevelt's first term in office saw one of the fastest periods of GDP growth in US history. However, downturn in 1937-38 raised questions about just how successful the policies were.
- Although it never reached the heights of before the Depression, the New Deal did see a couple of positive results economically. From 1933 to 1939, GDP increased by 60% from \$55 billion to \$85 billion; the amount of consumer products bought increased by 40% while private investment in industry increased five times in just six years.
- However, unemployment continued to be a problem, never running at less than 14% of the working population.
- The importance of re-armament in reducing unemployment and revitalising the American economy was considerable, particularly after the mini-slump of 1937.

Confidence-building

- Confidence-building measures such as checking banks in 1933 to ensure they were well-run and credit-worthy. (Emergency Banking Act), and only allowing 'sound' banks to reopen.
- By the end of 1933, many small banks had closed or were merged.
- Most depositors regained much of their money.
- Role of Roosevelt and his 'fireside chats': over 30 from March 1933
- Roosevelt declared that 'the only thing we have to fear is fear itself' and his fireside chats on the radio did a great deal to help restore the nation's confidence.

Any other relevant factors.

Section 3: European and World

Part H: Appeasement and the Road to War, to 1939

22 *Candidates can be credited up to a maximum of 20 marks.*

To what extent do economic difficulties explain the aggressive nature of fascist foreign policies in the 1930s?

Context

Fascist belief was founded on the idea of national unity. It totally opposed the idea of internal class division. In the cases of Italy and Germany it was also expansionist in outlook. Mussolini looked to create a new Roman Empire while Hitler sought living space for the 'excess' German population.

Economic difficulties after 1929

- Legacy of Germany and Italy's post-WW1 economic difficulties such as labour unrest, unemployment and inflation.
- The impact of the world economic crisis 1929-32 on the German and Italian economies intensified international competition and protectionism.
- Italy used aggressive foreign policies to distract from internal economic difficulties.
- Continuing economic problems in the 1930s. Needs of re-armament and domestic consumption.
- Economic imperatives; the need for additional resources leading to aggressive, expansionist foreign policies, eg Italy in Abyssinia, German drive to the east.

Other factors

The Peace Settlement of 1919

- Determination to revise/overturn Paris Peace Settlement, German resentment of war guilt, reparations, disarmament, lost territory. Italian resentment of failure to gain control of Adriatic.
- Germany's desire to seek revenge for its defeat in WWI.

Rise of dictatorships

- Lack of restraining powers on Hitler and Mussolini

Fascist ideology

- Pathological hatred of communism, anti-Soviet crusade; contempt for democracy.
- Militarism – fascist glorification of war; Prussian/German military traditions.
- Extent to which foreign policies driven by Hitler's and Mussolini's own beliefs, personalities, charismatic leadership.
- Irredentism, eg Hitler's commitment to the incorporation of all Germans within the Reich.
- Mussolini's 'Roman' ambitions in the Mediterranean and Africa; Hitler's ambitions in Eastern Europe and Russia – Lebensraum.

Weakness of the League of Nations

- Failure of the League. Divided response of other powers, eg British

Guidance on possible content

	<p>appeasement, French political divisions, US isolationism, mutual suspicion of Soviet Russia; relative weakness of successor states in Eastern Europe.</p> <ul style="list-style-type: none">• Example of success of Japan in Manchuria and Italy in Abyssinia in defiance of League. <p>The British policy of appeasement</p> <ul style="list-style-type: none">• British appeasement to an extent encouraged both Germany and Italy to increase their demands and do so increasingly forcefully.• British attempts to bring Mussolini into their camp resulted in the Hoare-Laval Pact, which produced a popular outcry when the terms were leaked. Mussolini saw that Britain and France were not opposed in principle to gains for Italy in East Africa and he was able to defy sanctions and keep Abyssinia.• Hitler knew of British reservations about some terms of the Versailles Treaty and was able to play on these, increasingly realising that he would not be stopped, eg re-armament, the re-occupation of the Rhineland and then the Anschluss. <p>Any other relevant factors.</p>
--	--

Section 3: European and World

Part H: Appeasement and the Road to War, to 1939

23 *Candidates can be credited up to a maximum of 20 marks.*

‘The fascist powers pursued their foreign policy aims by use of military threat and force in the years after 1933.’ How valid is this view?

Context

German and Italian fascism was expansionist by nature. However, the methods used to fulfil aims varied owing to the circumstances faced by the fascist powers. There was considerable skill on display as well as the ability to use opportunities when they arose.

Fascist strategies: use of military threat and force

- Italy’s naval ambitions in the Mediterranean – ‘Mare Nostrum’.
- Italian invasion of Abyssinia – provocation, methods, and relatively poor performance against very poorly equipped enemy.
- Open German re-armament from 1935.
- German re-militarisation of Rhineland – Hitler’s gamble and timing, his generals’ opposition, lack of Allied resistance.
- Spanish Civil War – aid to Nationalists, testing weapons and tactics, aerial bombing of Guernica.
- Anschluss – attempted coup 1934; relations with Schuschnigg; invasion itself relatively botched militarily; popularity of Anschluss in Austria.
- Czechoslovakia – threats of 1938; invasion of March 1939.
- Italian invasion of Albania – relatively easy annexation of a client state.
- Poland – escalating demands, provocation, invasion.
- The extent to which it was the threat of military force which was used rather than military force itself, eg Czechoslovakia in 1938; and the extent to which military force itself was effective and/or relied on an element of bluff, eg Rhineland.

Other factors

Military agreements, pacts and alliances

- The German-Polish Non-Aggression Pact between Nazi Germany and Poland signed on 26th January 1934 normalised relations between Poland and Germany, and promised peace for ten years. Germany gained respectability and calmed international fears.
- Rome-Berlin axis – treaty of friendship signed between Italy and Germany on 25th October 1936.
- Pact of Steel – an agreement between Italy and Germany signed on 22nd May 1939 for immediate aid and military support in the event of war.
- Anti-Comintern Pact between Nazi Germany and Japan on 25th November 1936. The pact directed against the Communist International (Comintern) but was specifically directed against the Soviet Union. In 1937 Italy joined the Pact Munich Agreement – negotiations led to Hitler gaining Sudetenland and weakening Czechoslovakia.
- Nazi Soviet Non-Aggression Pact August 1939 – both Hitler and Stalin bought time for themselves. For Hitler it seemed war in Europe over Poland was unlikely. Poland was doomed. Britain had lost the possibility of alliance with Russia.

Guidance on possible content

<p>Fascist diplomacy as a means of achieving aims:</p> <ul style="list-style-type: none">• Aims can be generally accepted as destruction of Versailles, the weakening of democracies, the expansion of fascist powers and countering communism.• Diplomacy and the protestation of 'peaceful' intentions and 'reasonable' demands.• Appeals to sense of international equality and fairness and the righting of past wrongs, eg Versailles.• Withdrawal from League and Disarmament Conference.• Anglo German Naval Treaty 1935 – Germany allowed to expand navy. Versailles ignored in favour of bilateral agreements. A gain for Germany.• Prior to re-militarisation of the Rhineland, Hitler made offer of 25-year peace promise. Diplomacy used to distract and delay reaction to Nazi action. <p>Fascist strategies: economic</p> <ul style="list-style-type: none">• Use of economic influence and pressure, eg on South-Eastern European states.• Aid supplied to Franco (Spain) was tactically important to Hitler not only for testing weapons but also access to Spanish minerals. <p>Any other relevant factors</p>
--

Section 3: European and World	
Part H: Appeasement and the Road to War, to 1939	
24	<p><i>Candidates can be credited up to a maximum of 20 marks.</i></p> <p>How successfully did British governments achieve their aims in foreign policy by March 1938?</p> <p>Context Britain was keenly aware that it was not fully prepared for war. Therefore Britain's foremost aim was the maintenance of peace. Up to March 1938, this was largely achieved. Conflicts that did occur were on the periphery of Europe/the Mediterranean.</p> <p>Relations with Germany</p> <ul style="list-style-type: none"> • Re-armament: Hitler was successful in reintroducing conscription and re-arming but there were significant economic restraints and by the late 1930s Germany's potential enemies were re-arming at a faster rate. The growth of the Luftwaffe was a serious reverse for Britain. • The Anglo-German Naval Agreement (1935) successfully limited German naval strength to 35% of British, but this was of lesser concern to Germany. • Rhineland: Hitler was successful in re-militarising the Rhineland, more as a result of bluff, clever timing and French/British weakness than German military strength. • Anschluss: failure of attempted Nazi coup in 1934 due to Italian opposition, but successful annexation of Austria in 1938 – although invasion itself was chaotic and inefficient from a military point of view. This was another fait accompli, but Britain could have done little to prevent it. <p>Relations with Italy</p> <ul style="list-style-type: none"> • Mussolini's plans for a new Roman Empire in the Adriatic, the Mediterranean and North Africa were a blow to British foreign policy in hoping to convert Mussolini into an ally. • Stresa Front (1935) initially seemed successful. • Hoare-Laval Pact – public revulsion to Franco-British connivance at Italian aggression led to Hoare's resignation. • Imposition of limited sanctions on Italy alienated Mussolini, thereby driving him closer to Hitler, yet failing to save Abyssinia. <p>The Spanish Civil War</p> <ul style="list-style-type: none"> • Britain's main aim was to prevent this becoming an international war, and in this was successful. • The policy of non-intervention sponsored by Britain; it also guaranteed that Britain would be on good terms with the victors. • The policy was openly breached by Germany and Italy, and to a lesser extent the Soviet Union. Resolute action did end attacks on British merchant shipping. <p>Any other relevant factors.</p>

Section 3: European and World

Part I: The Cold War, 1945-1989

25 *Candidates can be credited up to a maximum of 20 marks.*

To what extent was the development of the Cold War up to 1955 caused by America's decision to use the atom bomb against Japan?

Context

The wartime alliance had always been one of convenience owing to the common enemy of Nazism. America had not recognised the Soviet communist government's legitimacy until 1933. As the Second World War came to an end the tensions between a capitalist America and her allies and communist Russia became all too clear.

The US decision to use the atom bomb

- One aim of the use of atom bombs on Hiroshima and Nagasaki was to impress the USSR and make them ready to make concessions in Eastern Europe.
- Stalin knew about the Manhattan project and refused to be intimidated and in fact it made him even more suspicious of the USA.

Other factors

Tensions within the war-time alliance

- WW2: suspicion of USSR by allies because of Nazi-Soviet Pact of 1939. Tensions within the wartime alliance as the defeat of Nazism became clear. Soviet Union felt they had done the bulk of the land fighting and wanted security for the USSR.
- Yalta conference: Stalin determined to hang on to land gained and create a series of sympathetic regimes in Eastern Europe. The USA wanted to create a free trade area composed of democratic states. Soviet actions in Poland, Romania, Bulgaria, etc, in creating pro-communist regimes and Allied actions in Western Europe and Greece further increased tensions.

The arms race

- Stalin was determined to make the Soviet Union a nuclear power as soon as possible; the development of the arms race.
- The British and the French were also developing their independent nuclear deterrents which, realistically, were only aimed at the USSR.
- Development of technologies to deliver nuclear weapons.

Ideological differences

- Impact of 1917 Bolshevik revolution in Russia on relations with the Western powers: Soviet withdrawal from WW1, involvement of West with anti-Bolshevik Whites: ideological differences between communism and capitalism.
- Fears in the West that communism was on the march led President Truman to the policy of containment. British power was in retreat: WW2 had been expensive so the British aimed to reduce their world commitments, specifically in Greece where civil war raged between communists and royalists. Fear of similar problems in Italy when allied troops left; activities of Mao in China.
- Truman acknowledged world dividing into two hostile blocs in his speech to

Guidance on possible content

support free peoples and proposals to oppose totalitarian regimes – exemplified by the Marshall Plan. Fulton speech by Churchill. Creation of competing military alliances: NATO and Warsaw Pact further polarised the world. The Soviet Union rejected the Western economic model and set up its own economic bloc: Comecon.

Disagreements over the future of Germany

- The Potsdam Conference and policy over Germany whereby the allied sectors remained free as compared to Soviet sector which was stripped of assets as reparations. The economic status of Germany: creation of Bizonia in West. Contrast between the developing capitalist West and centrally-controlled East: introduction of Deutschemark in West led to the Berlin Blockade in 1949.

The crisis over Korea.

- Stalin encouraged communist North Korea to invade capitalist South. This led to American-led UN intervention on behalf of the South, and resultant Chinese intervention. Soviet and American pilots fought each other across Korea. Stalemate along 38th parallel. The Cold War had been sealed with a Hot War.

Any other relevant factors.

Section 3: European and World

Part I: The Cold War, 1945-1989

26 *Candidates can be credited up to a maximum of 20 marks.*

To what extent was Soviet control of Eastern Europe seriously challenged up to 1961?

Context

The death of Stalin led to the emergence of Nikita Khrushchev as Soviet leader. His policies of de-Stalinisation and different paths to socialism encouraged the East European states to seek greater freedom.

Demands for change and reaction: Poland (1956)

- Riots sparked off by economic grievances developed into demands for political change in Poland.
- On the death of Stalinist leader Boleslaw Bierut in 1956 he was replaced by Wladyslaw Gomulka, a former victim of Stalinism, which initially worried the Soviets.
- Poles announced their own road to socialism and introduced reforms.
- Release of political prisoners (including Cardinal Wyszynski, Archbishop of Warsaw); collective farms broken up into private holdings; private shops allowed to open; greater freedom given to factory managers.
- Relatively free elections held in 1957 which returned a communist majority of 18.
- No Soviet intervention despite concerns.
- Gomulka pushed change only so far. Poland remained in the Warsaw Pact as a part of the important 'buffer zone'. Political freedoms were very limited indeed. Poland was a loyal supporter of the Soviet Union until the 1980s and the emergence of the solidarity movement. Limited challenge to Soviet control.

Demands for change and reaction: Hungary (1956)

- Hungarians had similar complaints: lack of political freedom, economic problems and poor standard of living.
- Encouraged by Polish success, criticism of the Stalinist regime of Mátyás Rákosi grew and he was removed by Khrushchev.
- Popular upsurge of support for change in Budapest led to a new Hungarian government led by Imre Nagy, who promised genuine reform and change.
- Nagy government planned multi-party elections, political freedoms, the withdrawal of Hungary from the Warsaw Pact and demands for the withdrawal of Soviet forces.
- Nagy went too far. The Soviet Union could not see this challenge to the political supremacy of the Communist Party and the break-up of their carefully constructed buffer zone. They intervened and crushed the rising brutally.
- Successful intervention against a direct challenge to Soviet control, but lingering resentment from mass of Hungarian people, though some economic flexibility allowed the new regime of Janos Kadar to improve economic performance and living standards.

Guidance on possible content

Demands for change and reaction: Berlin (1961)

- Problem of Berlin – a divided city in a divided nation.
- Lack of formal boundaries in Berlin allowed East Berliners and East Germans to freely enter the West which they did owing to the lack of political freedom, economic development and poor living standards in the East.
- Many of those fleeing (2.8 million between 1949 and 1961) were skilled and young, just the people the communist East needed to retain. This was embarrassing for the East as it showed that communism was not the superior system it was claimed to be.
- Concerns of Ulbricht and Khrushchev: attempts to encourage the Western forces to leave Berlin by bluster and threat from 1958 failed.
- Kennedy of America spoke about not letting the communists drive them out of Berlin. Resultant increase in tension could not be allowed to continue.
- Building of barriers: barbed wire then stone in August 1961 to stem the flood from East to West.
- Success in that it reduced the threat of war and the exodus to the West from the East to a trickle. To an extent it suited the West as well, as they did not like the obvious threat of potential conflict and escalation that Berlin represented.
- Frustration of many in East Germany. Propaganda gift for the US and allies, though Soviets had controlled the direct challenge.

Military and ideological factors

- Buffer zone could not be broken up as it provided military defence for the Soviet Union.
- Use of force and Red Army to enforce control in late 40s and early 50s.
- Need to ensure success of communism hence policy.

Domestic pressures

- Intention to stop any further suffering of Soviet Union in aftermath of WW2 made leadership very touchy to change.
- Some economic freedoms were allowed, but at the expense of political freedoms.
- Need to stop spread of demands for change.

Any other relevant factors.

Section 3: European and World	
Part I: The Cold War, 1945-1989	
27	<p><i>Candidates can be credited up to a maximum of 20 marks.</i></p> <p>‘America’s withdrawal from Vietnam was mainly due to public protests at home.’ How valid is this view?</p> <p>Context</p> <p>The French withdrawal from their Indo-Chinese colonies in 1954 led to America stepping in as the main foreign power in the region. The Domino Theory was used by American presidents, starting with Eisenhower, to justify American intervention to help the South of Vietnam in their struggles against the communist North.</p> <p>Public protests in the USA</p> <ul style="list-style-type: none"> • Public opposition supported by the press was probably the main reason for withdrawal. Vietnam was a media war – images showed the public the brutality of war, eg South Viet police chief executing a Viet Cong in Saigon during the Tet Offensive of ’68, Mai Lai massacre. Such images damaged American claims to be the ‘good guys’. • Extent of the opposition is debated. Probably a minority in ’65, growing by the time of the crucial Tet offensive in ’68. October 1969 saw the largest anti-war protest in US history. There were protestors in every major city in America. Opposition of Black Power groups. Protest could be violent: May 1970 protest at Kent State University, Ohio, led to four students being shot. • Unpopularity of the draft. • USA was a democracy: public pressure and perception mattered. Nixon noted the extent of opposition: withdrawal of 60,000 troops in 1969, policy of Vietnamisation. Economic cost of the war: US deficit of \$1.6 billion in 1965 increased to \$25.3 billion in 1968. Tax increases unpopular. Congress only got involved in limiting money and action in the late 60s and early 70s. • Divisions within administrations: eg Lyndon B Johnson had Rusk advising to continue the struggle in South-East Asia, compared to Senator Fulbright arguing for de-escalation. <p>Other factors:</p> <p>Difficulties faced by US military</p> <ul style="list-style-type: none"> • Terrain did not suit US military strengths of airpower and firepower. • Difficulties dealing with the conditions and knowing which Vietnamese were the enemy led to stress and confusion. • Many Americans addicted to drugs. • Short commissions for officers and rotation of troops led to loss of expertise in the field. • Soldiers brave, but a minority did not believe in the war. Many were also reluctant conscripts. <p>Relative strengths of North and South Vietnam</p> <ul style="list-style-type: none"> • North Vietnam: a hard peasant life bred determined soldiers. Viet Cong enlisted for years unlike American troops who signed up for a year. Belief in their cause of communism also a factor. Great determination, eg the Ho Chi Minh trail was kept open despite American bombers continually bombing it. • Viet Cong knew the jungle, survived in atrocious conditions, developed effective tactics and were more effective in winning the ‘hearts and minds’ of civilians than the Americans. Military objectives were realistic: General Giap

Guidance on possible content

aimed to break the will of the American government. Support of Chinese and Soviet aid from 1965 of importance.

- Corruption and decay of South Vietnamese government, especially in Saigon. A Catholic elite controlled a largely Buddhist population. Lack of political and social cohesion in South Vietnam led to divisions and turmoil which filtered through to their armed forces.

Failure of military methods

- Mass bombing had no real effect according to the Jason Study by MIT in 1966, owing to the agricultural nature of North Vietnam and the widespread jungle cover.
- Tactics on the ground – US technological superiority in heavy weapons was negated by the terrain.
- Widespread use of helicopter gunships inflicted heavy casualties, but were a blunt weapon. Many civilian deaths which did not help win ‘hearts and minds’.
- Use of defoliants like Agent Orange: US (and their South Vietnamese allies) lost the battle for hearts and minds, despite inflicting 2,000,000 casualties for the loss of one tenth that number of their own men.

International isolation of the USA.

- The media war turned international opinion against the US.
- Major US allies had had misgivings about US military intervention; Harold Wilson’s major achievement in keeping UK out of the war, despite dependence on US support for the British economy.
- Feeling that Vietnam was handing huge propaganda bonuses to the enemies and rivals of the US.

Any other relevant factors.

[END OF SPECIMEN MARKING INSTRUCTIONS]