

# X044/10/01

NATIONAL QUALIFICATIONS 2012  
FRIDAY, 25 MAY  
9.00 AM – 10.30 AM

HISTORY  
INTERMEDIATE 1

**You must answer the questions from THREE contexts. The FIRST context must come from Part 1: Scottish and British. The SECOND context must come from Part 2: European and World. The THIRD context can come from EITHER, Part 1: Scottish and British, or Part 2: European and World.**

**Answer all of the questions in each of your chosen contexts.**

Part 1: Scottish and British

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Part 2: European and World

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**Number your answers as shown in the question paper.  
Some sources have been adapted or translated.**



## PART 1:

## HISTORICAL STUDY: SCOTTISH AND BRITISH

**CONTEXT 1: MURDER IN THE  
CATHEDRAL: CROWN, CHURCH  
AND PEOPLE, 1154–1173**

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

**Source A** is from a school history book written in 1992.

**Source A**

Henry's treatment of the barons shows he was not a man to be disobeyed. Henry was argumentative, stubborn and had a temper which he found hard to control. When the Earl of York refused to hand over Scarborough castle, Henry led an army against him. Henry acted spitefully against him, stripping the Earl of his title and lands.

1. How useful is **Source A** as evidence of the character of Henry II?

4

**Source B** describes the equipment used by knights in battle.

**Source B**

Knights were the backbone of the King's army and were often unstoppable in battle. Using a high backed saddle, knights were able to stay in position on their warhorses and were free to compete in hand to hand combat. Knights also used a lance, couched under their arm, to charge at the enemy. The skilful use of their equipment made knights difficult to defeat.

2. Describe the equipment used by knights in battle. (Use **Source B** and recall.)

3

**Source C** explains why priests were important in the twelfth century.

**Source C**

Faced with famine and disease, peasants often looked to their priest for support and comfort. Although priests led a hard life and were just as poor as everyone else, they kept some of their crops to help others when times were difficult. Priests also provided guidance on how to be a good Christian; delivering mass on Sunday and listening to confessions. As a result, priests were an essential part of the community.

3. Why were priests important in the twelfth century? (Use **Source C** and recall.)

4

**Source D** describes Henry's reaction to the murder of Archbishop Becket.

**Source D**

When he heard the news of Becket's murder, Henry sank to his knees and began to weep. Even though the two men had spent years quarrelling, Becket had been Henry's friend and he had known him for a long time. Henry immediately sent a letter to Rome and begged the Pope for forgiveness. Despite this, Henry knew he would have to be punished and so he made arrangements to visit Becket's tomb in Canterbury.

4. Describe Henry's reaction to the murder of Archbishop Becket. (Use **Source D** and recall.)

4

[END OF CONTEXT 1]

## HISTORICAL STUDY: SCOTTISH AND BRITISH

**CONTEXT 2: WALLACE, BRUCE  
AND THE WARS OF  
INDEPENDENCE, 1286–1328**

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

**Source A** describes what the Scots did to deal with the problems caused by the death of King Alexander III.

**Source A**

The death of Alexander III was entirely unexpected by the Scots. They quickly called a Parliament to decide what to do. Alexander's only relative was his infant grand-daughter, the Maid of Norway. There were doubts about whether a girl could rule and both Robert Bruce and John Balliol wanted to rule instead. The Parliament elected Guardians to govern the country. The bishops of Scotland made everyone in the country swear to obey them.

1. Describe what the Scots did to deal with the problems caused by the sudden death of King Alexander III. (Use **Source A** and recall.)

4

**Source B** was written by a Scotsman in 1295.

**Source B**

MacDuff felt that King John had acted unfairly against him in a court case so he appealed to King Edward. King John was summoned to the English king's parliament to explain his decision. He went there and he had to put up with insults and rudeness about being "King of Scots". He came home absolutely humiliated.

2. How useful is **Source B** as evidence about how King Edward treated King John?

4

**Source C** is about what William Wallace did to help the Scots resist King Edward.

**Source C**

William Wallace has a tremendous reputation in Scottish History. He was able to give the Scots leadership when he became Guardian of the kingdom of Scotland on behalf of King John. As Guardian, he made sure that a Scotsman, William Lamberton, became the new Bishop of St Andrews rather than the Englishman King Edward wanted.

3. Describe what William Wallace did to help the Scots resist King Edward. (Use **Source C** and recall.)

3

**Source D** explains why King Edward II was unable to control Scotland.

**Source D**

For all his efforts, King Edward I had failed to conquer Scotland. His son, King Edward II, spent most of his reign having quarrels with his nobles. They refused to pay their taxes so he was not able to pay for the war in Scotland. Consequently, Bruce found it easy to pick off these badly-supplied and neglected English garrisons. Some of Edward's nobles even refused to join their king on campaign in Scotland.

4. Why was King Edward II unable to control Scotland? (Use **Source D** and recall.)

4

[END OF CONTEXT 2]

## HISTORICAL STUDY: SCOTTISH AND BRITISH

**CONTEXT 3: MARY, QUEEN  
OF SCOTS AND THE SCOTTISH  
REFORMATION, 1540s–1587**

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

**Source A** is about the spread of Protestant ideas in Scotland.

**Source A**

Protestant ideas had spread to Scotland from Europe where Martin Luther's ideas were gaining support. People in Scotland were very interested in religion because they worried about what happened to them after they died. The printing press had made it cheaper to buy books about religion. Those who could not read learned Protestant ideas by hearing people sing "The Good and Godly Ballads" which were very popular.

1. Describe how Protestant ideas spread in Scotland. (Use **Source A** and recall.)

4

**Source B** explains why French and English soldiers were in Scotland in 1559.

**Source B**

When Mary, Queen of Scots, married the Dauphin she agreed that Scotland would become part of France. This agreement was kept very secret and nobody in Scotland knew about it at the time. One year later, King Henry II of France sent French soldiers to help fight a rebellion by the Scottish Protestant Lords of the Congregation. Shortly afterwards, Queen Elizabeth agreed to help the Protestants in Scotland to fight the French.

2. Why were French and English soldiers in Scotland in 1559? (Use **Source B** and recall.)

4

**Source C** is part of the abdication letter written by Mary, Queen of Scots.

**Source C**

Nothing on earth would please me more than to see my dearest son, James, placed peacefully on the throne in my own lifetime. With all the motherly affection I bear towards James, my son, I, with my own free will, give up the throne of Scotland in favour of my dearest son, James, so that he may be placed upon it.

3. How useful is **Source C** as evidence about the abdication of Mary, Queen of Scots? **4**

**Source D** describes what Mary's supporters did to return her to power in Scotland.

**Source D**

Queen Elizabeth pleased the Regent Moray by keeping Mary as a prisoner in England. In Scotland, however, Archbishop Hamilton held Dumbarton Castle for Mary. It was the most important castle in the west of Scotland because it could stop ships sailing up the Clyde. More importantly, Mary's supporters in Edinburgh Castle were able to control the country's capital city and stop Moray using it as a base.

4. Describe what Mary's supporters did to help her return to power in Scotland. (Use **Source D** and recall.) **3**

[END OF CONTEXT 3]

**HISTORICAL STUDY: SCOTTISH AND BRITISH**

**CONTEXT 4: “ANE END OF ANE  
AULD SANG”: SCOTLAND AND  
THE TREATY OF UNION, 1690s–1715**

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

**Source A** explains why Captain Green of the Worcester was hanged in 1704.

**Source A**

The Scots invested heavily in the Company of Scotland thinking Darien would make them rich. They blamed the English for the failure of their colony. The Company of Scotland was left with only one trading ship—the Speedy Return—but it went missing. The Scots were furious. They blamed an Englishman, Captain Green of the Worcester, for sinking it and sentenced him to death. Queen Anne angered them more by asking the Scottish government to pardon Captain Green.

1. Why was Captain Green hanged? (Use **Source A** and recall.)

4

**Source B** is from the Scottish Act of Security which was passed by the Scottish Parliament in 1704.

**Source B**

This Parliament is authorised to decide the successor to the Crown of this Realm of Scotland and to settle the succession on that person’s family. The person chosen must be from the Scottish Royal Family and be of the Protestant religion. The person chosen must be different from the person chosen to succeed to the Crown of England.

2. How useful is **Source B** as evidence about the attitude of the Scots to the Succession in 1704?

4

**Source C** is about the way Scots were persuaded to agree to the Act of Union.

**Source C**

The opponents of the Union were outsmarted by Queen Anne's government. In the first place, their leader, the Duke of Hamilton was unreliable. He could be bribed. The Church of Scotland, which had strongly opposed the Union, was won over by changes to the law which guaranteed its power and position. The different system of law in Scotland was also protected by the proposed Union. One by one, the important opponents of the Union were won over.

3. In what ways were Scots persuaded to agree to the Act of Union? (Use **Source C** and recall.)

4

**Source D** is about the ways Jacobites had attracted increased support by 1715.

**Source D**

Jacobites encouraged the Scots to complain that power and influence over Scotland had moved to London because of the Union. They hoped that ending the Union would allow the Catholic Stuarts to return to Scotland. They persuaded many Scots that the Hanoverian Succession, which happened in 1714, meant that Scotland would be ruled by a German ruler called George.

4. In what ways had the Jacobites attracted support by 1715? (Use **Source D** and recall.)

3

[END OF CONTEXT 4]

## HISTORICAL STUDY: SCOTTISH AND BRITISH

CONTEXT 5: IMMIGRANTS AND  
EXILES: SCOTLAND, 1830s–1930s

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

**Source A** is from a Glasgow newspaper written in 1836.

**Source A**

That fine ship “The Antelope” is now carrying many more passengers from Belfast to Glasgow at the reduced fare of five pence for a cabin and two pence for sleeping down below. The ship has so many of Ireland’s poorest people crammed on deck that there is no room to lie down and rest.

1. How useful is **Source A** as evidence about Irish emigration to Scotland?

4

**Source B** explains why Irish immigrants were able to fit in with Scottish society.

**Source B**

When the Irish first arrived in Scotland they had suffered from a great deal of prejudice because they had a different religion and spoke a different language. In time many Irish immigrants married Scots. Their children learned to speak English and saw themselves as Scots. Many Irish workers supported Scottish workers when they campaigned for better wages and working conditions in mines and factories.

2. Why were Irish immigrants able to fit in with Scottish society? (Use **Source B** and recall.)

4

**Source C** describes the condition of the Highlands and Islands in the nineteenth century.

**Source C**

Even before 1850 many Highlanders had made the choice to emigrate. Farming on the poor soil of the Highlands had always been hard and farms were often too small to support a family. Potatoes were one of the most important foods for Highland families and the potato blight meant that their main source of food was gone. Many lairds were pleased to see them leave.

3. Describe the condition of the Highlands and Islands which caused so many Highlanders to leave in the nineteenth century. (Use **Source C** and recall.)

4

**Source D** describes the contributions that Scots emigrants made to other countries.

**Source D**

Scots usually made a success of themselves and settled very comfortably in their new homelands. Banks and finance companies to help industry were often set up by Scottish immigrants. In many countries of the British Empire it was Scots who ran the education system which enabled their economies to grow.

4. Describe the contributions of Scots emigrants to other countries. (Use **Source D** and recall.)

3

[END OF CONTEXT 5]

## HISTORICAL STUDY: SCOTTISH AND BRITISH

**CONTEXT 6: FROM THE CRADLE  
TO THE GRAVE? SOCIAL WELFARE  
IN BRITAIN, 1890s–1951**

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

**Source A** was written by Harry McShane who grew up in Glasgow in the early 1900s.

**Source A**

In those days the unemployed could starve to death. The Parish Council wouldn't give any help to able-bodied men unless they went into the workhouse. My father was unemployed, and for a while he and my uncle went round making sunshades for shops. This wasn't the first bad time during the 1900s.

1. How useful is **Source A** as evidence about unemployment around 1900?

4

**Source B** describes how the Liberal reforms of 1906 to 1914 helped people in poverty.

**Source B**

The Liberal Government did not want to introduce a minimum wage. However its social reforms helped to achieve a better standard of living for many. By 1914 single people over seventy had five shillings a week to protect them from poverty in old age. The new National Insurance lifted the fear of unemployment and sickness because some money would still be coming in. The reforms struck for the first time at the main causes of poverty.

2. In what ways did the Liberal reforms help people in poverty? (Use **Source B** and recall.)

4

**Source C** explains why the Second World War helped create a welfare state after 1945.

**Source C**

During the war, everyone, rich and poor alike, faced the dangers of enemy attack. The Government helped bombed out families with money from the Assistance Board. Medical help was given free of charge to victims of the bombings. Government help was made available to all who had need of it, not just the poor. This was just the beginning of the major social change to come after the war.

3. Why did the Second World War help create a welfare state after 1945? (Use **Source C** and recall.)

4

**Source D** is about the new secondary school system set up after the Second World War.

**Source D**

The Education Act of 1944 was put into practice by the Labour Government by introducing secondary education for all and raising the school leaving age to 15. However, there were not enough teachers to cope with all the extra classes. The massive school-building programme was delayed by the lack of materials and workers. This continued for ten or twenty years after the war.

4. In what ways was the new secondary school system criticised? (Use **Source D** and recall.)

3

[END OF CONTEXT 6]

## HISTORICAL STUDY: SCOTTISH AND BRITISH

**CONTEXT 7: CAMPAIGNING FOR  
CHANGE: SOCIAL CHANGE IN  
SCOTLAND, 1900s–1979**

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

**Source A** explains why women got the vote in 1918.

**Source A**

When Britain went to war with Germany in 1914 most suffragettes stopped campaigning. Women put their energy into supporting the war effort, even helping with the recruitment campaign for the army. There was a shortage of labour so women stepped in to do the jobs that men had done before the war. They worked in factories, shops, offices and in transport. This earned them a new respect from the government and the British people.

1. Why did women get the vote in 1918? (Use **Source A** and recall.)

4

**Source B** describes the decline of traditional industries between the wars.

**Source B**

After the war, things were never the same for Scotland's industrial towns and cities. Shipbuilding had been one of Scotland's major industries but now there was a great shortage of orders for new ships. Cunard, one of the biggest shipping lines, ran out of money and workers were laid off. Times were hard for Scottish workers. There were many small engineering companies that did not get new orders.

2. Describe the decline of traditional industries between the wars. (Use **Source B** and recall.)

4

**Source C** is from the records of Blantyre School, dated March 30th 1909.

**Source C**

Mr D Allan, a lecturer from the Band of Hope Temperance Union, Glasgow, gave a talk this morning to the pupils in senior classes on the subject of "Alcohol, a friend or an enemy?" Essays are to be written on the dangers of alcohol, with a medal or other prize to be awarded to the best boy and girl.

3. How useful is **Source C** as evidence of public views about alcohol use in early 20th century Scotland?

4

**Source D** is a photograph of the inside of the Coliseum Cinema in Glasgow in 1930.

**Source D**



4. In what ways was the cinema attractive to Scots in the 1930s? (Use **Source D** and recall.)

3

[END OF CONTEXT 7]

## HISTORICAL STUDY: SCOTTISH AND BRITISH

### CONTEXT 8: A TIME OF TROUBLES: IRELAND, 1900–1923

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

**Source A** explains why Unionists were against Home Rule in 1912.

#### Source A

Many Unionists feared their way of life in Ulster would end if there was Home Rule. Ulster was much richer than the rest of Ireland and had successful industries such as shipbuilding. Unionists believed these industries would soon go out of business if Dublin controlled them. They argued that to be separated from the rest of Britain would be a disaster for trade and the economy. Unionists said they would rather die than let this happen.

1. Why were Unionists against Home Rule in 1912? (Use **Source A** and recall.)

4

**Source B** is a photograph showing members of the Irish Citizen Army in 1914.

#### Source B



2. How useful is **Source B** as evidence of Nationalist attitudes towards the First World War?

4

**Source C** describes the terms of the Anglo-Irish Treaty.

**Source C**

After weeks of negotiations, the terms of the Treaty were finally agreed in December 1921. Ireland was to have its own parliament but was not to be given full independence. Instead Ireland would remain part of the British Empire and would be treated like other Commonwealth countries. Many Nationalist MPs felt betrayed by the Treaty. They were now expected to swear an oath of loyalty to the king. All of them refused to do this.

3. Describe the terms of the Anglo-Irish Treaty. (Use **Source C** and recall.)

4

**Source D** describes the actions taken by both sides during the Irish Civil War.

**Source D**

In April 1922, anti-Treaty forces took over the Four Courts and other important buildings in Dublin. When they refused to leave, the pro-Treaty forces, led by Griffith and Collins, opened fire killing a number of former comrades. The election result in June proved the Irish public had accepted the Treaty and wanted peace. Despite this the war continued for another year.

4. Describe the actions of both sides during the Irish Civil War. (Use **Source D** and recall.)

3

[END OF CONTEXT 8]

[END OF PART 1: SCOTTISH AND BRITISH CONTEXTS]

## PART 2:

## HISTORICAL STUDY: EUROPEAN AND WORLD

**CONTEXT 1: THE NORMAN  
CONQUEST, 1060–1153**

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

**Source A** describes the Viking settlement of Normandy.

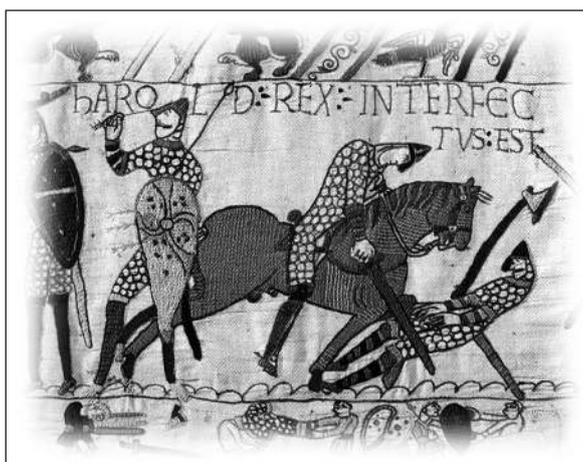
**Source A**

Viking raiding parties sailed along the coasts in search of food and plunder. Those who landed in France became known as the North men or Normans. They fought many battles against the French until they were granted their own lands on the coast. Although it is true that they adopted some French ways and sometimes supported the French king in battle they remained a fiercely independent people.

1. Describe the Viking settlement of Normandy. (Use **Source A** and recall.)

4

**Source B** is a scene from the Bayeux Tapestry which was made for Bishop Odo of Normandy in 1077.

**Source B**

*Translation – “King Harold is killed”*

2. How useful is **Source B** as evidence about what happened at the Battle of Hastings?

4

**Source C** describes the problems faced by David I when he became King of Scotland.

**Source C**

Shortly after he became King, David travelled to England to enjoy Christmas with his brother-in-law King Henry I. Important news reached David of a rebellion at home. The Earl of Moray was marching through Scotland with an army of 5000 men. This earl claimed the throne of Scotland for himself and was trying to seize power.

3. Describe the problems faced by David I when he became King of Scotland. (Use **Source C** and recall.)

3

**Source D** is about the growth of burghs in Scotland.

**Source D**

Burghs provided a place where farmers could exchange their extra food for clothing and tools at the weekly market. They were also the place where law-breakers were dealt with. Annual fairs were also held where foreign merchants arrived to sell more exotic and luxury items. David I helped to set up burghs across his kingdom.

4. Why did David I encourage the growth of burghs in Scotland? (Use **Source D** and recall.)

4

[END OF CONTEXT 1]

## HISTORICAL STUDY: EUROPEAN AND WORLD

**CONTEXT 2: THE CROSS AND THE  
CRESCENT: THE FIRST CRUSADE,  
1096–1125**

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

**Source A** explains why Pope Urban II called the First Crusade.

**Source A**

When Pope Urban II spoke at Clermont in 1095, he made it clear that it was every Christian's duty to re-capture Jerusalem. Hundreds of pilgrims had been attacked whilst travelling to the Holy City and the Pope wanted it to stop. It was unusual for a Pope to encourage a war. However, Urban II hoped that by doing this he would increase his authority and finally put an end to the threat posed by Muslims.

1. Why did Pope Urban II call the First Crusade? (Use **Source A** and recall.)

4

**Source B** describes the behaviour of the peasants on the First Crusade.

**Source B**

The peasants already had a bad reputation by the time they reached Constantinople. They ignored the advice of Emperor Alexius and refused to wait for the knights. Instead they made their own way to Jerusalem. Peter the Hermit tried to control the peasants' army but they removed him as their leader. Instead they split into small groups and fought with each other as well as with the Muslims.

2. Describe the behaviour of the peasants on the First Crusade. (Use **Source B** and recall.)

4

**Source C** was written by a priest who was in Antioch in 1098.

**Source C**

The moment Peter Bartholomew spoke of his vision, digging began in St. Peter's Cathedral. Desperate to find the Holy Lance, the diggers worked tirelessly for hours. We were just about to give up when the lance was found at the bottom of a pit. Everyone who was there immediately began celebrating, thanking God for the sign he had given to us.

3. How useful is **Source C** as evidence of the discovery of the Holy Lance?

4

**Source D** describes what the Muslims did to protect Jerusalem.

**Source D**

The Muslim governor of Jerusalem had worked hard to prepare the city for an attack. The harvest had been collected early and those inside had a good supply of food. Aware that the Crusaders had used bribery to get into Antioch, the governor expelled all Christians from the city. By doing this he made sure that no-one inside Jerusalem could help the infidels.

4. Describe what the Muslims did to protect Jerusalem during the First Crusade. (Use **Source D** and recall.)

3

[END OF CONTEXT 2]

## HISTORICAL STUDY: EUROPEAN AND WORLD

**CONTEXT 3: WAR, DEATH AND  
REVOLT IN MEDIEVAL EUROPE,  
1328–1436**

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

**Source A** explains why the French were defeated at the Battle of Crecy.

**Source A**

The French crossbowmen started the battle by advancing towards the English. Before they could come within crossbow range, they were met by a hail of arrows and they started to flee. The French knights then charged but they too were brought to a halt by a deadly rain of arrows. There was chaos in the growing darkness. The rest of the French mounted troops rushed forward and crashed into the retreating knights and crossbowmen.

1. Why were the French defeated at Crecy? (Use **Source A** and recall.)

4

**Source B** describes the effects of the Hundred Years War in England.

**Source B**

Richard and his parliament's main concern was to charge more taxes to pay for the war in France. In 1377 every adult was made to pay 4 pence to the king. More taxes were charged in 1379 and 1381. In 1379 the peasants were made to pay another 4 pence while the rich had to pay up to 50 times as much. The war was going badly. This created fear and hardship across England.

2. Describe the problems the Hundred Years War caused for English peasants. (Use **Source B** and recall.)

3

**Source C** describes the madness of Charles VI of France.

**Source C**

Charles would run howling through the corridors of his palace. He believed himself to be made of glass and suspected any advisor who came near of trying to shatter him. He recovered for short periods but then had long bouts of insanity. During these periods France was ruled by the Duke of Burgundy who cheated France by keeping royal taxes for himself.

3. Describe the problems the madness of Charles VI caused for France. (Use **Source C** and recall.)

4

**Source D** is from the death sentence passed on Joan of Arc by the court in Rouen in May 1431.

**Source D**

You have been a blasphemer towards God by faking your divine experiences. You have broken many of the rules of your faith and sinned against the Holy Church. You were warned to correct yourself but stubbornly refused to do so. For these reasons we sentence you to be burned as a heretic.

4. How useful is **Source D** as evidence of the reasons for the execution of Joan of Arc?

4

[END OF CONTEXT 3]

## HISTORICAL STUDY: EUROPEAN AND WORLD

**CONTEXT 4: NEW WORLDS:  
EUROPE IN THE AGE OF  
EXPANSION, 1480s–1530s**

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

**Source A** is about methods of navigation.

**Source A**

Sailors needed to work out their position at sea. The cross-staff measured the angle of the sun above the horizon and was easy to use for finding position north and south. Finding longitude was harder than finding latitude however. Experienced sailors like Columbus preferred dead reckoning, having an hour glass to measure one hour and working out the distance travelled using his own judgement.

1. In what ways did sailors try to navigate accurately? (Use **Source A** and recall.)

3

**Source B** is about problems on Magellan's voyage.

**Source B**

By the time Magellan's fleet reached the tip of South America, Magellan had already had to put down a mutiny led by the masters of the other four ships. The main supply ship, the San Antonio, failed to find the route round Cape Horn, and returned to Spain. Once into the Pacific Ocean, the crossing lasted three months and twenty days. This seemed endless to the crew, because they were not prepared for such a long voyage.

2. Why did Magellan and his crew face problems? (Use **Source B** and recall.)

4

**Source C** is a map showing Novus Orbis, meaning the New World, drawn in 1532 by a university professor.

**Source C**

Please refer to the map of Novus Orbis

3. How useful is **Source C** as evidence of improving knowledge about the world by the 1530s?

4

**Source D** is about the impact of European exploration on the native peoples of the New World.

**Source D**

Spain became very wealthy as a result of the voyages of exploration to the New World. The natives were used as slave labour by the Spanish. They were forced to mine silver, precious metals and gems which were sent back to Spain. One aim of the explorers had been to convert the people to Christianity and save more souls, so the native religions were strongly discouraged.

4. Describe the impact of European exploration on the native peoples of the New World. (Use **Source D** and recall.)

4

[END OF CONTEXT 4]

## HISTORICAL STUDY: EUROPEAN AND WORLD

**CONTEXT 5: "TEA AND  
FREEDOM": THE AMERICAN  
REVOLUTION, 1763–1783**

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

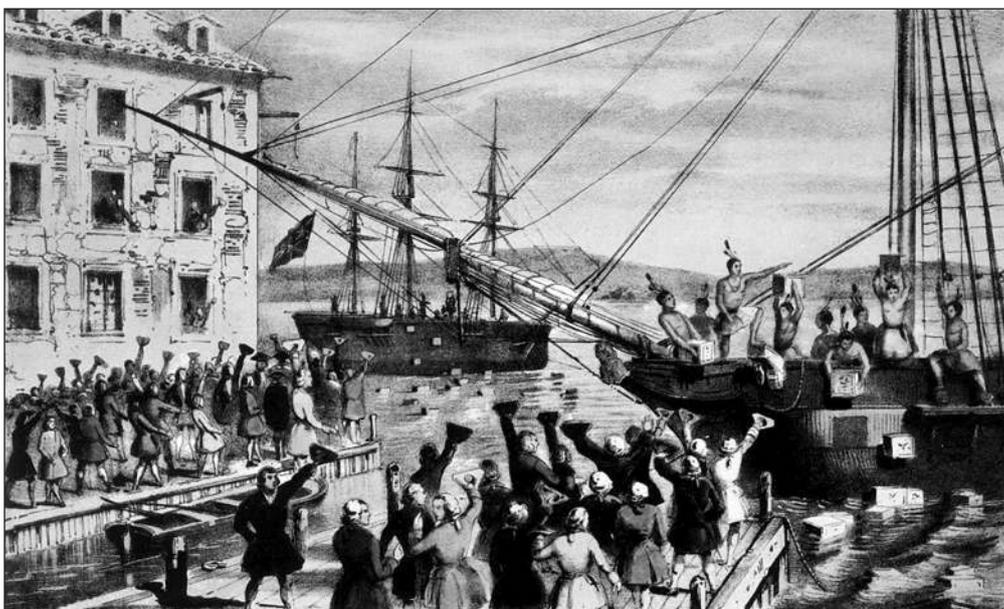
**Source A** explains why colonists were against British rule by the 1760s.

**Source A**

In 1763 the Treaty of Paris had ended the Seven Years War between Britain and France. Despite this, Britain continued to station many thousands of its soldiers in the American colonies. In addition, the colonists were taxed to pay for the army. The British government realised that America was very important to British trade and the success of the empire. What angered the colonists most was that they had no representatives in the British parliament.

1. Why were the colonists against British rule by the 1760s? (Use **Source A** and recall.) 4

**Source B** is a drawing showing what happened during the Boston Tea Party in 1773.

**Source B**

2. Describe the Boston Tea Party. (Use **Source B** and recall.) 4

**Source C** is from a report written by one of the generals of the British army at Saratoga in 1777.

**Source C**

The state of our army is disastrous. We have suffered heavy losses and lost some of our best soldiers, leaving us with only 3500 fit men. There is no possibility of a retreat. We are running low on supplies and we are surrounded by an army four times our size. Following a council of war it has been decided that we have no other option but to surrender to the enemy.

3. How useful is **Source C** as evidence of the strength of the British army at Saratoga in 1777?

4

**Source D** describes events leading up to the end of the war between Britain and the colonists.

**Source D**

Gradually it became clear that the British were not going to be able to defeat the rebels. In October 1781, the British commander, Lord Cornwallis, surrendered to General Washington at Yorktown. News of this crushing defeat was carried back to London. Shortly after, Lord North, the British Prime Minister, resigned. King George appointed a new minister to take charge of trying to end the war.

4. Describe the events which led to the end of the war between Britain and the colonists. (Use **Source D** and recall.)

3

[END OF CONTEXT 5]

## HISTORICAL STUDY: EUROPEAN AND WORLD

**CONTEXT 6: “THIS ACCURSED  
TRADE”: THE BRITISH SLAVE TRADE  
AND ITS ABOLITION, 1770–1807**

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

**Source A** explains why people in Britain supported the slave trade in the 1770s.

**Source A**

The West Indian Islands were part of Britain’s Empire. Plantation owners argued that slaves were needed to develop the land on these islands. Many plantations on islands such as Jamaica were involved in the production of sugar. African slaves were thought to be well suited to the hard, heavy work of growing and harvesting the sugar cane which was in great demand in Britain. Slave labour helped to make sure that the plantations remained profitable.

1. Why did many people in Britain support the slave trade in the 1770s? (Use **Source A** and recall.)

4

**Source B** describes conditions for slaves on the middle passage.

**Source B**

Slave ships left from ports on the west coast of Africa. Slaves were kept below deck where the stench was almost unbearable. There was terrible sickness among the slaves and many died on the voyage. Despite these conditions, the captain wanted to make sure as many slaves as possible were kept alive. They would be sold at auction on their arrival in the West Indies. However, the captain could not always control his crew and many slaves were subjected to savage beatings.

2. Describe what conditions were like for slaves on the middle passage. (Use **Source B** and recall.)

4

**Source C** was written in 1787 by a former slave who had been sold.

**Source C**

When a signal was given the buyers rushed into the yard where the slaves were kept and the scramble began. They rushed to choose the ones they liked the best. The noise and clamour created even greater fear among the terrified Africans. In this way family and friends were separated. Most of them would never see each other again.

3. How useful is **Source C** as evidence about the way that slaves were sold to plantation owners?

4

**Source D** is about the campaign to end the slave trade.

**Source D**

Not everyone agreed with the trade in human beings. In the 1770s Granville Sharp began a campaign against slavery in the law courts. However, the slave traders had many powerful friends who protected their interests. In the 1780s William Wilberforce became the leader of the abolitionists and he argued for the end of the slave trade in Parliament.

4. In what ways did the abolitionists try to bring an end to the slave trade? (Use **Source D** and recall.)

3

[END OF CONTEXT 6]

**HISTORICAL STUDY: EUROPEAN AND WORLD****CONTEXT 7: CITIZENS! THE  
FRENCH REVOLUTION, 1789–1794**

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

**Source A** is about new ideas which appeared in France.

**Source A**

French soldiers coming home from helping the Americans fight against Britain brought back dangerous new ideas. For example, it was unfair to tax people if they did not have the right to vote for their government. This became a popular idea and so did the belief that all people are equal. Some even went so far as to say that a monarchy was not necessary in a modern country.

1. Describe the new ideas that helped the spread of revolution in France. (Use **Source A** and recall.)

4

**Source B** explains why Louis XVI was becoming more unpopular by 1792.

**Source B**

Louis XVI made it quite clear that he did not like sharing power with the new Assembly. Many felt that he did not like the ordinary people even though he was their king. His wife, Marie Antoinette, was the sister of the Austrian Emperor who wanted to make sure that she was safe from the Paris mob. It was well known that Louis supported the Austrians in their war against France.

2. Why was Louis XVI becoming more unpopular by 1792? (Use **Source B** and recall.)

4

**Source C** is about the French army in 1793.

**Source C**

Many French officers had escaped abroad so there was a great shortage of experienced leadership. It is therefore not surprising that France's enemies were confident of winning the war quickly and easily. They knew that French soldiers were often poorly trained and it would take a long time to shape them into an efficient army.

3. Describe the condition of the French army in 1793. (Use **Source C** and recall.) 3

**Source D** is from the document setting up the Committee of Public Safety in 1793.

**Source D**

A Committee of Public Safety shall be formed to protect the revolution from enemies of the people. It will meet in secret and will be able to suspend the law if it is proved to be necessary. In emergency situations the Committee will issue search and arrest warrants which must be obeyed in every detail.

4. How useful is **Source D** as evidence that many French people lived in fear in 1793? 4

[END OF CONTEXT 7]

## HISTORICAL STUDY: EUROPEAN AND WORLD

**CONTEXT 8: THE RED FLAG:  
LENIN AND THE RUSSIAN  
REVOLUTION, 1894–1921**

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

**Source A** explains why the policy of Russification was unpopular with many people.

**Source A**

Under the policy of Russification, Polish high school students were expelled for speaking Polish in their dormitories. Public officials in any state job, even railway porters on state trains, were told to use Russian or be sacked. In 1907 there was an outbreak of cholera in the Ukraine. The government insisted that cholera epidemic posters were written in Russian only, so many peasants who spoke no Russian died as they could not read the advice.

1. Why was the policy of Russification unpopular with many people in the Russian Empire? (Use **Source A** and recall.)

4

**Source B** is from a letter the Tsar wrote to his mother in November 1905.

**Source B**

I had two choices to end the revolution. Either I could crush it by sheer force but that would mean rivers of blood and we would be back where we started with no progress made. The other way would be to give the people their civil rights and agree to set up a Duma. That would mean a constitution.

2. How useful is **Source B** as evidence about the Tsar's actions to end the 1905 Revolution?

4

**Source C** describes problems facing the Provisional Government.

**Source C**

The Provisional Government and the Petrograd Soviet both met in the Tauride Palace. The Soviet encouraged the troops to turn against their officers and pay more attention to the Soviet instead of the government. Lenin returned to Russia and campaigned against the government. In July, Kerensky replaced Prince Lvov as leader of the Provisional Government. However, the war continued to go badly and casualties rose.

3. Describe the problems facing the Provisional Government. (Use **Source C** and recall.)

4

**Source D** describes the activities of the Cheka.

**Source D**

In December 1917 the Cheka was set up to combat counter-revolution and sabotage. The Cheka ruthlessly hunted down anyone who opposed the revolution. The growing size of the Cheka showed its importance and by 1921 it had up to 250,000 agents. Many of them were sent into the countryside to seize grain from the peasants to feed the Reds during the Civil War.

4. Describe the activities of the Cheka. (Use **Source D** and recall.)

3

[END OF CONTEXT 8]

## HISTORICAL STUDY: EUROPEAN AND WORLD

**CONTEXT 9: FREE AT LAST?  
RACE RELATIONS IN THE USA,  
1918–1968**

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

**Source A** describes the effects of the Jim Crow laws on black Americans.

**Source A**

Us black girls could get away with more because we could kind of push the system. I can remember going to a filling station once. There was a sign there for a restroom but when I asked to use it the owner said, "We have no restroom for coloureds." So I said, "in that case I don't want your fuel". However, my brother knew it could be dangerous if he talked back to the owner like that.

1. Describe the effects of the Jim Crow laws on black Americans. (Use **Source A** and recall.)

3

**Source B** explains why support for Civil Rights increased following the Second World War.

**Source B**

During the war some black soldiers were sent to Britain where there were no segregation laws. At the same time the Civil Rights movement became better organised, for example, the NAACP had 1500 branches across the USA. Some white people became more sympathetic to the idea of equality. They asked themselves whether the USA could be a champion of freedom abroad whilst denying it to black people in their own country.

2. Why did support for Civil Rights increase following the Second World War? (Use **Source B** and recall.)

4

**Source C** is from an interview with James Farmer, a Freedom Rider, in May 1961.

**Source C**

We weren't breaking the law! We were only doing what the Supreme Court said we had a right to do. We felt we could count on the racists of the South to cause trouble so that the government would have to enforce the law. When we began the ride we were prepared for as much violence as could be thrown at us.

3. How useful is **Source C** as evidence of the aims of the Freedom Riders?

4

**Source D** is about the Black Panthers.

**Source D**

In 1966 police brutality against African Americans led Huey Newton and Bobby Seale to set up the Black Panthers. They gained the attention of the public when they protested against gun control in California. In the ghettos the Black Panthers helped the poor by organising breakfast clubs for children. They also set up clinics to provide free health care which became very popular.

4. Describe the activities of the Black Panthers. (Use **Source D** and recall.)

4

[END OF CONTEXT 9]

**HISTORICAL STUDY: EUROPEAN AND WORLD****CONTEXT 10: THE ROAD TO  
WAR, 1933–1939**

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

**Source A** explains why Germany wanted to take over other countries between 1933 and 1939.

**Source A**

Hitler saw it as most important that Germany capture the Ukraine, which was part of Russia, because it was rich in wheat and other crops. He had written about this in his book "Mein Kampf" as early as 1924. In addition, southern Russia produced a plentiful supply of oil. Germany produced enough coal for herself but iron ore had to be obtained from neighbouring countries.

1. Why did Germany want to take over other countries between 1933 and 1939? (Use **Source A** and recall.)

4

**Source B** describes the British attitude to Germany in the 1930s.

**Source B**

Most British people thought that the Treaty of Versailles had been too hard on Germany. The treaty had been drawn up after the Great War when there was a desire for revenge. By 1935 the German air force was so large that many British people felt it best to be friends with Germany to avoid war.

2. Describe the British attitude towards Germany in the 1930s. (Use **Source B** and recall.)

3

**Source C** was written by a historian in 1962.

**Source C**

When Germany reoccupied the Rhineland in 1936 Britain and France should have stopped her even if it meant using force. Even though they were much stronger, they let Germany get away with breaking the Treaty of Versailles because no one was willing to do anything about it.

3. How useful is **Source C** about the remilitarisation of the Rhineland, 1936?

4

**Source D** describes the events leading to the Munich Agreement of 1938.

**Source D**

In early September 1938 Hitler gave a speech threatening to invade Czechoslovakia. Britain had no treaty with Czechoslovakia but did not want it to be invaded in case Britain was drawn into a war. Prime Minister Neville Chamberlain flew to Germany for a personal meeting with Hitler. It was agreed that Germany should take control of the Sudetenland, a part of Czechoslovakia, at some time in the future.

4. Describe events leading to the Munich Agreement of 1938. (Use **Source D** and recall.)

4

[END OF CONTEXT 10]

## HISTORICAL STUDY: EUROPEAN AND WORLD

**CONTEXT 11: IN THE SHADOW  
OF THE BOMB: THE COLD WAR,  
1945–1985**

Study the sources below and then answer all the questions. The questions relate to the sources but some require your own knowledge as well. Where recall is needed this is stated in the question.

**Source A** is about the events that led to the outbreak of the Cold War.

**Source A**

The American President Truman wanted to prevent the Communists taking over Europe. He wanted America to give support to European countries. There was a crisis during the winter of 1948 when the Soviets began a blockade of West Berlin. This showed that Germany and the rest of Europe were divided. In 1949 America and its allies in Europe formed an alliance called NATO.

1. Describe the events which led to the outbreak of the Cold War. (Use **Source A** and recall.)

3

**Source B** is from a speech by the American President Kennedy in 1961.

**Source B**

West Berlin is inside East Germany, surrounded by Soviet troops. It is a place of liberty and freedom in a Communist sea. It is a link with the free world and an escape hatch for refugees. We cannot and will not allow the Communists to drive us out of Berlin, either gradually or by force.

2. How useful is **Source B** as evidence of America's policy towards West Berlin in 1961?

4

**Source C** is about the actions that were taken to avoid war over Cuba in 1962.

**Source C**

Kennedy and Krushchev were under a great deal of pressure from their army generals who were ready to go to war over Cuba. Secret negotiations between the two leaders took place. This led to an agreement from the Soviet Union to withdraw their missiles from Cuba. In return, Kennedy promised that the United States would not invade Cuba. This helped to break the deadlock between the superpowers.

3. Describe the actions that were taken to avoid a war over Cuba in 1962. (Use **Source C** and recall.)

4

**Source D** is about the reasons why America decided to end its war in Vietnam.

**Source D**

Finally, in 1973 the United States and the North Vietnamese signed a peace treaty. For America the war had gone on too long as she had been involved in Vietnam since the late 1950s. There was also a terrible cost. \$120 billion dollars had been wasted. Even worse, of the 3 million men and women who served there, 58 000 were killed and many more injured. It had been a painful Cold War lesson for America.

4. Why did America end the war in Vietnam? (Use **Source D** and recall.)

4

[END OF CONTEXT 11]

[END OF PART 2: EUROPEAN AND WORLD CONTEXTS]

[END OF QUESTION PAPER]

## ACKNOWLEDGEMENTS

Part 1 Context 7 Source D—Photograph of the inside of the Coliseum Cinema in Glasgow, 1930, taken from [www.arthurlloyd.co.uk](http://www.arthurlloyd.co.uk). Public Domain.

Part 1 Context 8 Source B—Photograph showing members of the Irish Citizen Army, 1914. Permission is being sought from University College Cork.

Part 2 Context 1 Source B—Photograph of a scene from the Bayeux Tapestry, made in 1077. Public Domain.

Part 2 Context 4 Source C—Map showing Novus Orbis, drawn in 1532 by a university professor, taken from “*Voyagers and Discoverers*”, by Viola Bailey and Ella Wise. ISBN 0 582 18239 5. Published by Longman Group, 1974. Permission to reproduce the map has been refused by The Library of Congress.

Part 2 Context 5 Source B—Drawing showing the Boston Tea Party in 1773. Public Domain.