

X044/11/01

NATIONAL
QUALIFICATIONS
2012

FRIDAY, 25 MAY
9.00 AM – 10.45 AM

HISTORY
INTERMEDIATE 2

The instructions for this paper are on *Page two*. Read them carefully before you begin your answers.

Your Invigilator will tell you which contexts to answer in Parts 2 and 3 of the examination.



INSTRUCTIONS

Answer **one** question from Part 1, The Short Essay

Answer **one** context* from Part 2, Scottish and British

Answer **one** context* from Part 3, European and World

Answer **one** other context* from

either Part 2, Scottish and British

or Part 3, European and World

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

Contents

Part 1 Short Essay Questions. Answer one question only.	Pages 4–6
Part 2 Scottish and British Contexts	
1. Murder in the Cathedral: Crown, Church and People, 1154–1173	Page 8
2. Wallace, Bruce and the Wars of Independence, 1286–1328	Page 9
3. Mary, Queen of Scots and the Scottish Reformation, 1540s–1587	Page 10
4. The Coming of the Civil War, 1603–1642	Page 11
5. “Ane End of Ane Auld Sang”: Scotland and the Treaty of Union, 1690s–1715	Page 12
6. Immigrants and Exiles: Scotland, 1830s–1930s	Page 13
7. From the Cradle to the Grave? Social Welfare in Britain, 1890s–1951	Page 14
8. Campaigning for Change: Social Change in Scotland, 1900s–1979	Page 15
9. A Time of Troubles: Ireland, 1900–1923	Page 16
Part 3 European and World Contexts	
1. The Norman Conquest, 1060–1153	Page 17
2. The Cross and the Crescent: The First Crusade, 1096–1125	Page 18
3. War, Death and Revolt in Medieval Europe, 1328–1436	Page 19
4. New Worlds: Europe in the Age of Expansion, 1480s–1530s	Page 20
5. “Tea and Freedom”: The American Revolution, 1763–1783	Page 21
6. “This Accursed Trade”: The British Slave Trade and its Abolition, 1770–1807	Page 22
7. Citizens! The French Revolution, 1789–1794	Page 23
8. Cavour, Garibaldi and the Making of Italy, 1815–1870	Page 24
9. Iron and Blood? Bismarck and the Creation of the German Empire, 1815–1871	Page 25
10. The Red Flag: Lenin and the Russian Revolution, 1894–1921	Page 26
11. Free at Last? Race Relations in the USA, 1918–1968	Page 27
12. The Road to War, 1933–1939	Page 28
13. In the Shadow of the Bomb: The Cold War, 1945–1985	Page 29

[Turn over

PART 1: THE SHORT ESSAY

Marks

Answer **one** question. For this question you should write a short essay using your own knowledge. The essay should include an introduction, development and conclusion. Each question is worth 8 marks.

SCOTTISH AND BRITISH CONTEXTS:

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

Question 1: Explain the importance of monasteries in the twelfth century.

8

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

Question 2: Explain why the Scots won the Battle of Stirling Bridge.

8

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

Question 3: Explain why Queen Elizabeth kept Mary, Queen of Scots, in prison for so long.

8

CONTEXT 4: THE COMING OF THE CIVIL WAR, 1603–1642

Question 4: Explain why James VI and I faced serious problems over religion.

8

CONTEXT 5: “ANE END OF ANE AULD SANG”: SCOTLAND AND THE TREATY OF UNION, 1690s–1715

Question 5: Explain why support for the Jacobites grew between 1707 and 1715.

8

CONTEXT 6: IMMIGRANTS AND EXILES: SCOTLAND, 1830s–1930s

Question 6: Explain why so many Scots emigrated between 1830 and 1900.

8

CONTEXT 7: FROM THE CRADLE TO THE GRAVE? SOCIAL WELFARE IN BRITAIN, 1890s–1951

Question 7: Explain why the Labour Government reforms of 1945–1951 were important in creating a welfare state.

8

CONTEXT 8: CAMPAIGNING FOR CHANGE: SOCIAL CHANGE IN SCOTLAND, 1900s–1979		<i>Marks</i>
Question 8:	Explain why Scots had improved access to leisure opportunities by 1939.	8
CONTEXT 9: A TIME OF TROUBLES: IRELAND, 1900–1923		
Question 9:	Explain why a civil war broke out in Ireland in 1922.	8
EUROPEAN AND WORLD CONTEXTS:		
CONTEXT 1: THE NORMAN CONQUEST, 1060–1153		
Question 10:	Explain why Duke William won the Battle of Hastings in 1066.	8
CONTEXT 2: THE CROSS AND THE CRESCENT: THE FIRST CRUSADE, 1096–1125		
Question 11:	Explain why the People’s Crusade failed to capture Jerusalem.	8
CONTEXT 3: WAR, DEATH AND REVOLT IN MEDIEVAL EUROPE, 1328–1436		
Question 12:	Explain why Joan of Arc was burnt at the stake in 1431.	8
CONTEXT 4: NEW WORLDS: EUROPE IN THE AGE OF EXPANSION, 1480s–1530s		
Question 13:	Explain why European monarchs encouraged voyages of exploration.	8
CONTEXT 5: “TEA AND FREEDOM”: THE AMERICAN REVOLUTION, 1763–1783		
Question 14:	Explain why many colonists were unhappy with British rule by 1775.	8
CONTEXT 6: “THIS ACCURSED TRADE”: THE BRITISH SLAVE TRADE AND ITS ABOLITION, 1770–1807		
Question 15:	Explain why so many people in Britain continued to defend the slave trade.	8

**CONTEXT 7: CITIZENS!
THE FRENCH REVOLUTION, 1789–1794**

Question 16: Explain why Louis XVI was sentenced to death in 1792.

8

**CONTEXT 8: CAVOUR, GARIBALDI
AND THE MAKING OF ITALY, 1815–1870**

Question 17: Explain why Italian nationalism grew between 1815 and 1848.

8

**CONTEXT 9: IRON AND BLOOD? BISMARCK AND THE
CREATION OF THE GERMAN EMPIRE, 1815–1871**

Question 18: Explain why Prussia was successful in the wars of unification.

8

**CONTEXT 10: THE RED FLAG:
LENIN AND THE RUSSIAN REVOLUTION, 1894–1921**

Question 19: Explain why the Russian people were so discontented by February 1917.

8

**CONTEXT 11: FREE AT LAST?
RACE RELATIONS IN THE USA, 1918–1968**

Question 20: Explain why the Ku Klux Klan was so powerful in the South in the 1920s.

8

CONTEXT 12: THE ROAD TO WAR, 1933–1939

Question 21: Explain why Hitler wanted to break the Treaty of Versailles in the 1930s.

8

**CONTEXT 13: IN THE SHADOW OF THE BOMB:
THE COLD WAR, 1945–1985**

Question 22: Explain why the Cold War had broken out between 1945 and 1950.

8

[Turn over for PART 2: SCOTTISH AND BRITISH CONTEXTS on *Page eight*

PART 2:

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Source A explains why Henry II had problems when he became king in 1154.

Source A

The civil war between Stephen and Matilda had given the barons a chance to increase their wealth and power. Many barons had private armies and used them to steal land and valuables from weaker neighbours. As soon as he became king, Henry ordered these armies to leave the country and introduced new laws to stop the theft of land. Next, Henry dealt with the barons who had refused to pay taxes and he attacked those who had started to rebel against him.

1. Why did Henry II have problems when he became king in 1154? (Use **Source A** and recall.) 5
2. Describe the duties of a medieval baron. 5

Sources B and **C** describe the murder of Archbishop Becket.

Source B

The knights entered the cathedral and began shouting at Becket. They dragged him away and told him he was under arrest. Becket, who had just returned from exile in France, refused to leave. He knelt down and stated he was ready to die for God. The knights drew their swords, and in the scuffle that followed, injured Edward Grim. Becket was knocked to the ground and hit four times on the head.

Source C

The knights told Becket he was the king's prisoner and forced him from the altar. Despite the threat of violence, Becket said he was willing to be a martyr for the Church and began to pray. Edward Grim tried to protect Becket but he was attacked by the knights and his arm was badly cut. Becket knew the king had sent the knights to murder him and so bowed his head and waited for the attack to begin.

3. How far do **Sources B** and **C** agree about the murder of Archbishop Becket? 4

[END OF CONTEXT 1]

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Sources A and **B** are about who should be the next King of Scots.

Source A

John Balliol said he had the strongest right to be King of Scots. He argued this was because he was descended from the eldest daughter in the family of David, Earl of Huntingdon, the brother of King William the Lion. Balliol said it did not matter that he was a generation younger than Bruce because the feudal law of primogeniture always supported the eldest line of a family.

Source B

Robert Bruce was determined that he was to be the next King of Scots. He said that Imperial Law supported him because he was one generation closer to the Earl of Huntingdon's family than Balliol. Bruce argued that the feudal law of primogeniture did not apply to kingdoms. He argued that it did not matter that Balliol was descended from the eldest of Earl David's daughters.

1. How far do **Sources A** and **B** disagree about who should be the next King of Scots? 4

Source C explains the failure of John Balliol as King of Scots.

Source C

John Balliol's final humiliation happened when King Edward publicly stripped him of his title. Consequently, John Balliol is often described as "toom tabard". In fact, he did not get this nickname until after his final defeat. The Bruces, who never supported him, encouraged the idea that Balliol had never been fit to be a king. Even before his final defeat, the Scottish nobles had appointed twelve men to force Balliol to stand up to King Edward. They realised that by himself Balliol was unable to stop Edward interfering in the government of Scotland.

2. Why was Balliol a failure as King of Scots? (Use **Source C** and recall.) 5
3. Describe how Robert Bruce made all the Scots accept him as king. 5

[END OF CONTEXT 2]

HISTORICAL STUDY: SCOTTISH AND BRITISH

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

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Source A explains why King Henry VIII interfered in Scotland after 1542.

Source A

King James V of Scots died in 1542, only eight days after the birth of his daughter Mary. King Henry VIII of England immediately realised the benefits of marrying the young Queen Mary to his son. It would also end French influence in Scotland and bring about an end to centuries of warfare between Scotland and England. The most recent war had contributed to the early death of James V. Henry VIII also saw an opportunity to spread Protestantism north of the border.

1. Why did King Henry VIII interfere in Scotland after 1542? (Use **Source A** and recall.) 5
2. Describe the problems Mary, Queen of Scots faced when she arrived in Scotland in 1561. 5

Sources B and **C** describe what happened in Scotland after Mary, Queen of Scots, fled to England.

Source B

Queen Mary's supporters fought for several years after she fled to England. They hoped that the tribunal Elizabeth held in England would lead to their Queen's return. When this failed, one of Mary's supporters assassinated the Regent Moray. A year later, his replacement, the Earl of Lennox, was killed in a skirmish. The capture of Edinburgh Castle in 1573 removed Mary's last power base in Scotland.

Source C

Mary's support in Scotland was undermined in 1569 when her Governor, Châtelherault and his deputy, the Earl of Argyll, changed sides. Nevertheless, her supporters killed both the Regent Moray and his successor. In 1573, after a few years of fighting, the Regent Morton finally persuaded most of Mary's supporters to recognise his authority. A few months later, Edinburgh Castle was forced to surrender.

3. How far do **Sources B** and **C** agree about what happened in Scotland after Mary, Queen of Scots, fled to England? 4

[END OF CONTEXT 3]

HISTORICAL STUDY: SCOTTISH AND BRITISH

CONTEXT 4: THE COMING OF THE CIVIL WAR, 1603–1642

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Source A explains why there were difficulties between James VI and I and the English Parliament.

Source A

James found his Parliament to be argumentative and unco-operative. On the other hand the English Parliament thought James to be far too stubborn and that he spent too much money. In 1610, Parliamentary negotiations attempted to ease the tensions over James' requests for money. Negotiations failed and James annoyed MPs by dismissing his Parliament in anger. Negotiations in the 1614 Parliament again failed and James angered the nobility by deciding to govern without a Parliament and brought in his own favourites to find ways of raising money.

1. Why were there difficulties between James VI and I and the English Parliament between 1603 and 1625? (Use **Source A** and recall.) 5
2. Describe the reaction in Scotland to the introduction of the new Prayer Book in 1637. 5

Sources B and **C** are about the activities of the Long Parliament between 1640 and 1641.

Source B

The Long Parliament opened on 3 November 1640 and attempted to create political reform. The King's Ministers were accused of High Treason and Strafford and Laud were impeached and imprisoned. Strafford was later executed. In 1641, the Triennial Act meant that a new Parliament would be held every three years whether the King liked it or not. Parliament was also successful in ending taxes on Tonnage and Poundage and in declaring Ship Money illegal.

Source C

In February 1641 Charles gave in to Parliament by signing an Act which ensured Parliament could meet even without the King's consent. Charles signed Strafford's death warrant. Strafford had been accused by Parliament of High Treason and Charles felt pressured into making an example of him. By the summer of 1641, Charles felt isolated and was compelled to agree to new laws such as the Ship Money Act and the abolition of the Courts of Star Chamber.

3. How far do **Sources B** and **C** agree about the activities of the Long Parliament between 1640 and 1641? 4

[END OF CONTEXT 4]

HISTORICAL STUDY: SCOTTISH AND BRITISH

**CONTEXT 5: “ANE END OF ANE
AULD SANG”: SCOTLAND AND
THE TREATY OF UNION, 1690s–1715**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Source A explains why many Scots decided to invest in the Darien Scheme.

Source A

After the Union of the Crowns, the Scots became aware that the prosperity of their country depended on farming which suffered from bad weather and poor soil. In fact, very little was done to improve Scottish farming for another fifty years. Scottish overseas trade was limited and it did not make huge amounts of money for the country. The Scots thought that England's prosperity came from its overseas trade with its colonies. William Paterson promised them a colony where “trade will increase and money will make money”.

1. Why did the Scots invest in the Darien Scheme? (Use **Source A** and recall.)

5

Sources B and **C** are about why some Scots suggested a Union.

Source B

Queen Anne had always wanted a union between her two kingdoms. A number of Scots supported the idea believing that trading with England's colonies would make Scotland a wealthier country. Many English people worried that a union would make England poorer. England's frequent wars with France annoyed the Scots because Scotland's trade with France was badly affected. The Scottish “Act of Security” offered England a shared monarch in return for access to its colonies.

Source C

Bad feelings between Scotland and England erupted into a crisis when Anne became Queen in 1702. The Scots were angry because the ban from trading with England's colonies stopped them from increasing their wealth, especially since they blamed England for the failure of Darien. In 1703, they demanded access to England's colonies in return for sharing a monarch. Then they passed the Wine Act to reduce the bad effects of England's wars against France on Scotland's trade.

2. How far do **Sources B** and **C** agree about why some Scots suggested a Union?

4

3. Describe how Queen Anne's government won support for the Act of Union.

5

[END OF CONTEXT 5]

HISTORICAL STUDY: SCOTTISH AND BRITISH

CONTEXT 6: IMMIGRANTS AND EXILES: SCOTLAND, 1830s–1930s

Answer the following questions using recalled knowledge and information from the sources where appropriate.

1. Describe the “pull” factors which attracted Irish immigrants to Scotland. 5

Source A explains why the Catholic Church was important for many Irish immigrants in the nineteenth century.

Source A

The Irish immigrants were not very well-off and the native Scots often did not welcome them. The church gave them a place to worship and a sense of security. Immigrants knew that they could be baptised, married and buried according to their religion. The priests usually spoke Irish so there was someone to whom they could explain their problems. Over time a number of Catholic churches were established in the west of Scotland. The church became a centre of social life and gave the immigrants an opportunity to meet their fellow countrymen.

2. Why was the Catholic Church important to many Irish immigrants in the nineteenth century? (Use **Source A** and recall.) 5

Sources B and **C** are about the experiences of Scottish emigrants.

Source B

I feel that everything the agent told me about this country has turned out to be false and I dearly wish to return home. I am very much dissatisfied with the poor quality of the land which will never be of much use. The nearest town is two days' journey away and my daughter and I suffer a great deal from loneliness.

Source C

I have already prepared 14 acres of good land and, if I am spared, I shall have 40 ready next year. I got a splendid horse and a good cow and a calf, plenty milk and butter, plenty to eat of everything. Our wee community is doing well and our fellow immigrants have already built a church and a school-house. There is not a better place in the whole world.

3. How far do **Sources B** and **C** disagree about the experiences of Scottish emigrants? 4

[END OF CONTEXT 6]

HISTORICAL STUDY: SCOTTISH AND BRITISH

**CONTEXT 7: FROM THE CRADLE
TO THE GRAVE? SOCIAL WELFARE
IN BRITAIN, 1890s–1951**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

1. Describe the problems facing the poor between 1890–1905.

5

Sources A and **B** are about the limitations of the Liberal welfare reforms of 1906–1914.

Source A

The Liberal reforms were just a beginning. They were a long way short of solving all the problems. Medical care was only provided for the worker, it did not cover wives and children. Other benefits were only to last for a short period of time and the amounts paid were very small. The old age pensions covered people of over 70. This meant a lot of old people still got nothing at all.

Source B

The Liberal reforms sought to provide help in a way that would not bring shame to the poor, yet the reforms had many limitations. Unemployment, sickness benefits and pension amounts were not enough to live on. Pensions were paid for the first time in 1909 but were only available to those over 70. Health insurance saw the government take on more responsibility for looking after people but the benefits did not extend to the worker's family.

2. How far do **Sources A** and **B** agree about the limitations of the Liberal welfare reforms of 1906–1914?

4

Source C is about the Beveridge Report.

Source C

Beveridge proposed setting up a welfare system which was open to everyone, regardless of their wealth. There would be no return to the hated Means Test. The system was to establish a set of minimum standards. No matter how poor people were, the system would ensure that everyone had a reasonable standard of living. It would also include a free National Health Service for everyone. Poor people would now be able to receive good medical attention. Within a year the report had sold over half a million copies.

3. Why was the Beveridge Report popular with so many people? (Use **Source C** and recall.)

5

[END OF CONTEXT 7]

HISTORICAL STUDY: SCOTTISH AND BRITISH

CONTEXT 8: CAMPAIGNING FOR CHANGE: SOCIAL CHANGE IN SCOTLAND, 1900s–1979

Answer the following questions using recalled knowledge and information from the sources where appropriate.

1. Describe the peaceful activities of women campaigning for the vote.

5

Sources A and **B** are about the reasons for the failure of traditional industries after the First World War.

Source A

The Scottish economy was very dependent on the traditional industries. However, the decline of shipbuilding had a knock-on effect on the iron and steel industries. Many of the companies had depended on shipbuilding for their orders. Scotland's share of Britain's steel production fell to 15% by 1937. Despite increased competition from abroad, Scotland's manufacturers failed to invest in new technology. Not surprisingly, overseas buyers lost to Scotland during the war often preferred to stay with their new suppliers.

Source B

Scotland had always depended more than England on the export market but during the war her industry had to concentrate on the war effort, so customers overseas were lost. The fall in world trade in the 20s and 30s, with its disastrous effect on shipbuilding, hurt Scotland's coal, iron and steel production. Scottish industry continued to suffer because new technology made foreign goods cheaper, making them more attractive to customers.

2. How far do **Sources A** and **B** agree about reasons for the failure of traditional industries after the First World War?

4

Source C is about employment opportunities for women after the Second World War.

Source C

Between 1946 and 1951 Scotland attracted 70% of all American investment into Britain. Many firms set up factories in Scotland's new towns. Women seemed suited to work in the developing light industries, such as making cash registers and typewriters. Women workers were popular as they did not have a tradition of joining trade unions so were not expected to cause trouble over wages or hours. The Government created jobs in the new NHS and welfare agencies which were attractive to women. Expanding service industries also created further jobs open to women.

3. Why were there more employment opportunities for women after the Second World War? (Use **Source C** and recall.)

5

[END OF CONTEXT 8]

HISTORICAL STUDY: SCOTTISH AND BRITISH

CONTEXT 9: A TIME OF TROUBLES: IRELAND, 1900–1923

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Sources A and **B** are about the Curragh Mutiny in 1914.

Source A

Fearing Unionist opposition to Home Rule, the British government asked the army for help in Ulster. Almost immediately fifty eight officers threatened to resign if sent to fight. Most of the soldiers based in Ireland were from Protestant families and were against the new law. The government wanted to punish the rebel soldiers but they had the support and sympathy of the whole army. Powerless to take any action the government was forced to accept defeat.

Source B

The Curragh Mutiny began when officers based in Dublin said they would rather leave the army than serve in Ulster. Unable to make the officers change their minds, the government had no choice but to give in to their demands. The Mutiny was extremely popular amongst the armed forces and as a result the officers could not be disciplined. In Ulster the Mutiny was used by Unionists to strengthen their protests against Home Rule.

1. How far do **Sources A** and **B** agree about the Curragh Mutiny? 4
2. Describe the events of the 1916 Easter Rising. 5

Source C explains why the Anglo-Irish War began in 1919.

Source C

In 1919, Sinn Fein MPs declared their independence and established the Dail. They refused to acknowledge British laws and officials and instead set up their own administrative system. The British government had no desire to start a war in Ireland but the actions of Sinn Fein were too dangerous to ignore. In many parts of the country, the Dail was recognised as the official government and its influence grew. Although the British army had just returned from the First World War, they were told to prepare for action.

3. Why did the Anglo-Irish War begin in 1919? (Use **Source C** and recall.) 5

[END OF CONTEXT 9]

[END OF PART 2: SCOTTISH AND BRITISH CONTEXTS]

PART 3:

HISTORICAL STUDY: EUROPEAN AND WORLD

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

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Source A was written by a Norman priest in 1073.

Source A

King Edward loved Duke William like a son and promised he would be the next King of England. He sent Earl Harold to Duke William to repeat the promise and make it stronger by swearing an oath. Edward thought that Harold would use his power to stop any unrest when William became king. The English are treacherous and usually try to go against what has been decided.

1. How useful is **Source A** as evidence of Duke William's claim to the English throne? 4

Source B is about King David's early life in England.

Source B

King David was brought up in the royal court of William Rufus where he fell under the influence of Norman ways. King William prepared David to become a knight. He learned how to fight like a Norman and how to serve his lord, the king. During this training he befriended other young men of the court who would inherit wealth and land. When William Rufus died his brother Henry became king. Shortly afterwards, David married a wealthy widow. This made him one of the largest landowners in England.

2. Why was King David deeply influenced by Norman England? (Use **Source B** and recall.) 5
3. In what ways did King David support the Church in Scotland? 5

[END OF CONTEXT 1]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Source A explains why Antioch was difficult to capture.

Source A

When the Crusaders arrived at Antioch they were amazed by what they saw. One of the great cities of the east, Antioch, had twenty five miles of wall and nearly four hundred towers. Almost immediately, the Crusaders realised their siege machines would be of no use. The wall around the city had been reinforced and each tower was well defended by Muslim guards. Although the Crusaders had successfully captured other cities, they soon believed Antioch would be an impossible task.

1. Why did the First Crusade find Antioch difficult to capture? (Use **Source A** and recall.)

5

Source B was written by Raymond of Aguilers who was on the First Crusade.

Source B

After several hours of digging, many began to despair that the story of the Holy Lance was false. Then, just as our fate seemed doomed, Peter Bartholomew took off his shoes and jumped into the pit. Within minutes he returned with the sacred Holy Lance. Throughout the city there was joy and celebration as God had given us a sign we would defeat the Muslims.

2. How useful is **Source B** as evidence of Peter Bartholomew's discovery of the Holy Lance?
3. Describe the problems faced by the Crusaders after they captured Jerusalem in 1099.

4

5

[END OF CONTEXT 2]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Source A explains why England and France went to war in 1337.

Source A

A situation that had long been smouldering burst into flame in 1337. Philip VI declared that Edward III was a disobedient vassal and that Aquitaine was therefore confiscated. Edward's response was to challenge the legitimacy not of the king's decision but of Philip's right to be king. His decision to make his claim to the French throne by force led to a conflict that would last for five generations and cause untold death and destruction.

1. Why did war break out between England and France in 1337? (Use **Source A** and recall.) 5
2. Describe the events leading up to the Peasants' Revolt in 1381. 5

Source B is from an account of the Battle of Agincourt written by a French chronicler around 1342.

Source B

On the morning after the battle King Henry V returned to the field with his army. He ordered that any surviving French soldiers be put to death. Then he marched away despite the fact that three quarters of his army were exhausted from the battle and suffering from lack of food. Despite this the King of England returned to Calais, rejoicing at his great victory, and leaving the French in the utmost distress.

3. How useful is **Source B** as evidence about the actions of Henry V following the Battle of Agincourt? 4

[END OF CONTEXT 3]

HISTORICAL STUDY: EUROPEAN AND WORLD**CONTEXT 4: NEW WORLDS:
EUROPE IN THE AGE OF
EXPANSION, 1480s–1530s**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Source A is from “The Age of Discovery 1400–1550” written by Dan O’Sullivan in 1984.

Source A

Vasco da Gama was a ruthless and cruel leader. In the Indian Ocean he set fire to a ship full of pilgrims returning from Mecca because they refused to give him suitable respect. Another time he ordered the hands and feet to be cut off innocent fishermen and sent them floating home in a small boat in order to frighten the local king into obeying him.

1. How useful is **Source A** as evidence of Vasco da Gama’s attitude to native people? **4**
2. In what ways were the native people of the Americas unable to resist the Conquistadors? **5**

Source B is about the success of the explorer Jacques Cartier.

Source B

Jacques Cartier was one of the most successful explorers of the age. He made three voyages to unknown waters without losing a ship. On his first voyage he left France with three ships to look for a passage to China. Although he did not find the route, the land he found became the basis for France’s colonisation of Canada. He formed friendships with the natives. He was trusted to take the sons of King Donnacona to meet the French king in Paris and brought them home the following year.

3. Why was Jacques Cartier a successful explorer? (Use **Source B** and recall.) **5**

[END OF CONTEXT 4]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Source A is from the trial of a British officer which followed the Boston Massacre in 1770.

Source A

One of my soldiers received a severe blow with a stick, which caused him to fire his weapon accidentally. There followed a general attack on my men by a great number of heavy clubs. At this point our lives were in imminent danger and three or four of my soldiers fired, claiming that they heard an order to shoot. I can assure you that I gave no such order.

1. How useful is **Source A** as evidence of why the Boston Massacre took place?

4

Source B explains why some colonists remained loyal to the British during the War of Independence.

Source B

Most colonists were of British descent. There were people from other lands, such as former Dutch settlers in New York and German newcomers in Pennsylvania. By the 1760s, all sorts of farms and businesses were well established throughout the colonies and many colonists had become quite wealthy through trade with Britain. There was much debate in cities such as Philadelphia and New York about the war. Some Americans felt that the conflict was the fault of troublemakers. Many others felt a great sense of loyalty to the King.

2. Why did some colonists remain loyal to Britain during the War of Independence? (Use **Source B** and recall.)

5

3. Describe the ways in which foreign countries helped the colonists in the war against the British.

5

[END OF CONTEXT 5]

HISTORICAL STUDY: EUROPEAN AND WORLD

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

Answer the following questions using recalled knowledge and information from the sources where appropriate.

1. Describe the way slave factories operated on the West African coast. 5

In **Source A** a modern historian describes the treatment of slaves on the middle passage.

Source A

Troublesome slaves were kept in chains and only let on the deck a few at a time for exercise. To keep the slaves as healthy as possible the crew would whip them to make them dance during exercise time. In desperation some slaves tried to jump overboard. Many slaves died during the middle passage from harsh treatment, poor food and disease. So did many of the crew.

2. How useful is **Source A** as evidence of how slaves were treated on the middle passage? 4

Source B is about the role of William Wilberforce in the campaign to abolish the slave trade.

Source B

John Newton persuaded William Wilberforce to join the Society for the Abolition of the Slave Trade and Wilberforce soon became its leader. Newton was a former slave trader who became an anti-slavery campaigner. Wilberforce used evidence gathered by abolitionists to try to persuade parliament to end the slave trade. For 18 years he introduced anti-slavery motions in parliament. However, the slave traders put their case to parliament and Wilberforce’s arguments failed to win enough support. As a consequence, Wilberforce published even more horrific accounts of the slave trade.

3. Why was William Wilberforce an important figure in the campaign for the abolition of the slave trade? (Use **Source B** and recall.) 5

[END OF CONTEXT 6]

HISTORICAL STUDY: EUROPEAN AND WORLD

CONTEXT 7: CITIZENS! THE FRENCH REVOLUTION, 1789–1794

Answer the following questions using recalled knowledge and information from the sources where appropriate.

1. Describe the problems faced by Louis XVI in 1789. 5

Source A explains why the Declaration of the Rights of Man was important to the French people.

Source A

The Declaration stated “that all men are born free and equal and no one has the right to deprive them of their liberty”. Delegates to the National Assembly believed that a lack of knowledge of these rights led to bad government. All French people were also to have the right to own property and avoid oppression. Nobody should be forced to do something unless it was demanded by the law and all persons must obey the same laws no matter what their status in society. A large majority of the delegates voted in favour of the Declaration.

2. Why was the Declaration of the Rights of Man important to the French people? (Use **Source A** and recall.) 5

Source B is about the execution of Danton during the Reign of Terror. It was written by a British historian in 1837.

Source B

Danton held his head high in the death-cart and told the others to be calm and courageous. At the foot of the guillotine he was heard to say, “O my well beloved wife, I will never see you again”, but then he was heard to say to himself, “Danton, show no weakness”. His greatness will live for a long time in the memory of men.

3. How useful is **Source B** as evidence about the execution of Danton? 4

[END OF CONTEXT 7]

HISTORICAL STUDY: EUROPEAN AND WORLD

CONTEXT 8: CAVOUR, GARIBALDI AND THE MAKING OF ITALY, 1815–1870

Answer the following questions using recalled knowledge and information from the sources where appropriate.

1. Describe the events of the 1848–1849 revolutions in Italy.

5

Source A explains why Piedmont became the dominant state in Italy.

Source A

Cavour was the leading politician in Piedmont between 1850 and 1861. He modernised the Piedmont economy and trebled its trade within ten years. Roads and railways were built under his guidance, meaning raw materials and machinery could be brought in to develop industry. The main port of Genoa was also modernised to help improve trade. Significantly, Piedmont was able to keep its liberal constitution after 1850 which meant that it became the centre of Italian nationalist thought. By the mid 1850s Piedmont had become the dominant state in Italy.

2. Why did Piedmont become the dominant state in Italy after 1850? (Use **Source A** and recall.)

5

Source B was written shortly after Garibaldi's death, by his personal secretary.

Source B

This is the century of the ordinary people and no one could see this better than Garibaldi. He gave strong leadership to the people of Naples and Sicily whilst understanding the sufferings of the working man. Although Garibaldi only ruled Naples and Sicily for a short while, it was his leadership that made the unification of Italy possible. He knew what the people of Italy wanted and dedicated his life to achieving their common aim.

3. How useful is **Source B** as evidence of Garibaldi's contribution to Italian unification?

4

[END OF CONTEXT 8]

HISTORICAL STUDY: EUROPEAN AND WORLD

**CONTEXT 9: IRON AND BLOOD?
BISMARCK AND THE CREATION OF
THE GERMAN EMPIRE, 1815–1871**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Source A is a popular German song written in 1840 by someone living in the Rhineland.

Source A

Wherever speaks the German tongue
And God is praised in German song,
There shall it be!
There, German, make your Germany!
There shall the German's country lie,
Where France reaps hatred from the land,
And German clasps a German hand!
There shall it be!
There is the whole of Germany!
There is the whole of Germany!

1. How useful is **Source A** as evidence of the growth of nationalist feeling in Germany between 1815 and 1850? 4

Source B explains why the Frankfurt Parliament failed.

Source B

The 596 men elected to the assembly were intellectually well qualified. However, the parliament suffered from a lack of clear, agreed objectives which made decision making difficult. They had to decide on a constitution, which took nearly a year. It also took nine months finally to decide on the fundamental rights of the German citizens. So much valuable time and effort was used on debating these matters and coming to a conclusion. The assembly gradually disintegrated after King Frederick refused to accept the Frankfurt Parliament's offer of the crown.

2. Why did the Frankfurt Parliament fail? (Use **Source B** and recall.) 5
3. Describe the events of the Franco-Prussian War of 1870–1871. 5

[END OF CONTEXT 9]

HISTORICAL STUDY: EUROPEAN AND WORLD

**CONTEXT 10: THE RED FLAG:
LENIN AND THE RUSSIAN
REVOLUTION, 1894–1921**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Source A is from “History of the Russian Revolution” by Leon Trotsky, written in 1932.

Source A

Nicholas II was unreliable and not to be trusted. He kept his gentlest smiles and kindest words for officials whom he planned to dismiss. He drew back with distaste from anyone gifted or capable. He only felt relaxed among very average and unimaginative people such as so-called holy men—people who could not show up his stupidity.

1. How useful is **Source A** as evidence about Nicholas II? 4
2. Describe the events of Bloody Sunday in January 1905. 5

Source B explains why the Bolsheviks were able to stay in power in Russia in 1917–1918.

Source B

The successful seizure of power in Petrograd was only a beginning. Almost immediately the Congress of Soviets pleased the peasants by declaring that landlords’ rights to property were abolished so that the land could be redistributed. A new Bolshevik Cabinet, Sovnarkom, was set up and given authority to pass new laws. In November, the Bolsheviks allowed the long-awaited elections to the Constitutional Assembly to be held; over 47 million Russians, including many peasants, voted. In December, Sovnarkom created a new secret police, the Cheka, to wipe out any counter-revolutionary activity.

3. Why were the Bolsheviks able to stay in power in Russia in 1917–1918? (Use **Source B** and recall.) 5

[END OF CONTEXT 10]

HISTORICAL STUDY: EUROPEAN AND WORLD

CONTEXT 11: FREE AT LAST? RACE RELATIONS IN THE USA, 1918–1968

Answer the following questions using recalled knowledge and information from the sources where appropriate.

1. In what ways did the Civil Rights Movement improve the lives of black Americans? 5

Source A is from a statement made by President Kennedy in May 1963.

Source A

I think that the situation in Birmingham will be peacefully settled in the next 24 hours. Quite obviously the situation was damaging the reputation of Birmingham and the United States. It seems to me that the best way to prevent that kind of serious damage is to take steps to provide equal treatment for all of our citizens. That is the best remedy in this case and other cases.

2. How useful is **Source A** as evidence of the effects of the Civil Rights protest in Birmingham? 4

In **Source B** Stokely Carmichael explains his opposition to non-violent protest.

Source B

It is clear that the non-violent movement has failed young black people living in the urban ghettos. Each time these people saw little black girls bombed to death in a church and civil rights workers ambushed and murdered, they became angry and when nothing happened, they were steaming mad. Non-violent protest had nothing to offer except to go out and be beaten again. It said that the black minority would get power by bowing its head and getting whipped. To all of us now the very idea of non-violent protest seems absurd.

3. Why did Stokely Carmichael oppose non-violent protest? (Use **Source B** and recall.) 5

[END OF CONTEXT 11]

HISTORICAL STUDY: EUROPEAN AND WORLD

CONTEXT 12: THE ROAD TO WAR,
1933–1939

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Source A is from one of the school textbooks introduced by the Nazis in 1934.

Source A

For many centuries the Germans have protected Europe from the dangers of the east. It was German blood that defended Europe from Slav invaders and proved the superiority of our race. It is important that the Aryan race remains pure to fulfil its historic sacred mission to dominate inferior peoples and spread German culture and civilisation wherever possible.

1. How useful is **Source A** as evidence of Nazi ideas on race?

4

Source B explains why Britain and France were worried about Germany's actions.

Source B

From 1933 onwards it looked as if Germany's policies were beginning to change. As soon as he could, Hitler removed the German representatives from the Disarmament Conference in Geneva. Hitler was working hard to create an image of strong leadership among his own people and most of them supported him when Germany gave up her membership of the League of Nations. Germany's non-aggression treaty with Poland meant that France lost a valuable ally in Eastern Europe. In 1935 Germany announced the creation of an air force and navy.

2. Why were Britain and France worried about Germany's actions by 1936? (Use **Source B** and recall.)
3. Describe the events that led to the takeover of Czechoslovakia.

5

5

[END OF CONTEXT 12]

HISTORICAL STUDY: EUROPEAN AND WORLD

**CONTEXT 13: IN THE SHADOW
OF THE BOMB: THE COLD WAR,
1945–1985**

Answer the following questions using recalled knowledge and information from the sources where appropriate.

Source A explains why there was a crisis in Berlin in 1961.

Source A

By 1960 the situation in East Berlin was very dangerous. A new East German labour law, which stopped workers from going on strike, had led to growing unrest in the factories. The East German government's reforms of agriculture had led to shortages of food and higher prices. All of this led to a massive increase in the numbers of refugees fleeing to the West. At a meeting of the Warsaw Pact states, Khrushchev had been informed about the situation. In the six months up to June 1961, 103,000 East Germans had fled through Berlin. The decision to act was taken.

1. Why was there a crisis in Berlin in 1961? (Use **Source A** and recall.) 5
2. In what ways did people show their opposition to the war in Vietnam? 5

Source B is from a speech by President Leonid Brezhnev, in 1976.

Source B

We are attempting to follow the path of peaceful co-existence. We are trying to bring about lasting peace to reduce, and in the longer term to eliminate, the danger of another world war. This is the main element of our policy towards the capitalist states. It may be noticed that considerable progress in this area has been achieved in the last five years.

3. How useful is **Source B** as evidence of the Soviet attitude towards détente? 4

[END OF CONTEXT 13]

[END OF PART 3: EUROPEAN AND WORLD CONTEXTS]

[END OF QUESTION PAPER]

[BLANK PAGE]

[BLANK PAGE]

[BLANK PAGE]