

X044/201

NATIONAL
QUALIFICATIONS
2011

FRIDAY, 20 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 why Henry II and Archbishop Becket quarrelled so violently.

8

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

Question 2: Explain why some Scots were reluctant to accept the Maid of Norway as their ruler.

8

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

Question 3: Explain why Mary, Queen of Scots, was forced to abdicate in 1567.

8

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

Question 4: Explain why the reign of Charles I was opposed in Scotland.

8

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

Question 5: Explain why some people thought that Scotland would benefit from a Union with England in 1707.

8

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

Question 6: Explain why life was difficult for many Irish immigrants to Scotland between 1830 and 1930.

8

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

Question 7: Explain why the Liberal Government reforms of 1906–1914 were important in improving the lives of children and the elderly.

8

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

Question 8: Explain why Scottish education in the 1930s was in need of reform.

8

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

Question 9: Explain why the Unionists were against the Home Rule Bill.

8

EUROPEAN AND WORLD CONTEXTS:

CONTEXT 1: THE NORMAN CONQUEST, 1060–1153

Question 10: Explain why there was so little opposition to William I after 1066.

8

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

Question 11: Explain why people joined the First Crusade.

8

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

Question 12: Explain why the Black Death had serious consequences for England.

8

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

Question 13: Explain why Christopher Columbus was an important figure in European exploration.

8

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

Question 14: Explain why the colonists were able to achieve victory in their war against the British by 1783.

8

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

Question 15: Explain why the Middle Passage was such a dreadful experience for slaves.

8

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

Question 16: Explain why so many people were frightened of the Committee of Public Safety in 1793.

8

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

Question 17: Explain why the 1848–49 revolutions failed to bring about Italian unification.

8

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

Question 18: Explain why the 1848–49 revolutions failed to bring about German unification.

8

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

Question 19: Explain why the Provisional Government had lost popular support by October 1917.

8

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

Question 20: Explain why the attitudes of Americans towards immigration changed after 1918.

8

CONTEXT 12: THE ROAD TO WAR, 1933–1939

Question 21: Explain why Britain did not want to go to war with Germany in the 1930s.

8

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

Question 22: Explain why the USA and USSR had begun the process of détente by the 1970s.

8

[END OF PART 1: THE SHORT ESSAY]

[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.

1. Describe the actions taken by Henry II to increase his power when he became king in 1154. 5

Source A was written in the twelfth century, by a French poet, about chivalry.

Source A

Many knights are failing to live by the Code of Chivalry. They steal money from churches and rob pilgrims of their possessions. They attack whoever they please and show disrespect to children and the elderly. They speak of honour and bravery when they practise neither. Even though knights have spent years training to be the perfect soldier and role model they often forget their vows.

2. How useful is **Source A** as evidence of the behaviour of knights in the twelfth century? 4

Source B explains why priests were important in the twelfth century.

Source B

Famine and disease meant that life in medieval times was uncertain and extremely difficult. The village priest offered support and hope that life after death would be better. At mass, the priest taught people how to behave and fulfil their Christian duties. In return the priest received some of the village's harvest to feed and keep him. Key ceremonies such as baptism, marriage and funerals were all carried out by the priest. They also taught boys to read and write and prepared them for a career in the Church.

3. Why were priests important in the twelfth century? (Use **Source B** and recall.) 5

[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.

Source A was written by the English chronicler, Walter of Guisborough in 1298.

Source A

On one side of a little hill close to Falkirk, the Scots placed their soldiers in four round circles with their pikes held outwards at an angle. Between these circles, which are called schiltrons, were the archers and behind them was the cavalry. When our men attacked, the Scots horsemen fled without striking a sword's blow.

1. How useful is **Source A** as evidence about what happened at Falkirk? 4
2. Describe the events that led to the death of John Comyn at Dumfries in 1306. 5

Source B explains why Bruce was not fully accepted as King of Scots until 1328.

Source B

It took almost twenty-two years of fighting before Bruce was accepted as King of Scots. He had to force many Scots to abandon King John Balliol, and others to reject the claims of Edward II as overlord. Bruce emphasised his own royal blood to justify his claim and his victory at Bannockburn as a sign of God's approval. However, he was unable to change the mind of Edward II. Bruce was also unsuccessful in his attempts to increase pressure on Edward II by spreading the war to other parts of Britain.

3. Why did it take so long for Robert Bruce to be accepted as King of Scots? (Use **Source B** and recall.) 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 is John Knox's description of the way in which the Earl of Arran broke the Treaty of Greenwich in 1543.

Source A

That dishonest man, Arran, sneaked away from the Palace of Holyrood and went to Stirling. There, he apologised to Cardinal Beaton and the people who were with him for making a treaty with England. He then made a deal with the Devil by giving up his Protestant faith and also by breaking the oath that he had made to keep the Treaty of Greenwich with England.

1. How useful is **Source A** as evidence about the way in which the Earl of Arran broke the Treaty of Greenwich? 4

Source B explains why the Scots rebelled against Mary of Guise in 1559.

Source B

The marriage of Mary, Queen of Scots and the Dauphin of France took place in 1558. Her mother, Mary of Guise, continued to rule Scotland on behalf of her daughter who stayed in France. Guise took strong action against Protestants in Scotland, especially after Elizabeth became Queen of England in November of the same year. She made more use of French officials and used more French soldiers to control key strongholds in Scotland. She demanded a new tax, but the Scottish nobles were determined not to allow that.

2. Why did the Scots rebel against Mary of Guise in 1559? (Use **Source B** and recall.) 5
3. Describe the events that led to the execution of Mary, Queen of Scots, in 1587. 5

[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.

1. Describe the changes in the way Scotland was governed after 1603.

5

Source A explains how Charles I raised money during his reign.

Source A

From 1629 until 1640 Charles I raised money without calling Parliament even though monarchs were supposed to ask Parliament for permission to raise taxes. In return MPs could express their concerns about issues. In the years 1626 and 1627 a forced loan was introduced and five knights who refused to pay it were put in prison without a fair trial. Ship money was also collected. This tax was normally paid by counties with coastlines to pay for the navy to protect them but Charles forced all counties to pay ship money. He increased his income from £600,000 a year to £900,000 a year.

2. Why was there opposition to the methods used by Charles I to raise money? (Use **Source A** and recall.)

5

Source B is from a letter written by Thomas Wiseman of London, on 6 January 1642.

Source B

Twelve bishops were wrongly accused of high treason by the Parliament. This week five of the leading members of the House of Commons and the Lord Mandeville in the House of Lords were accused by the King. This has bred so much anger, and rightly so, both in the city and Houses of Parliament, that we are afraid of rebellion.

3. How useful is **Source B** as evidence of the causes of the Civil War?

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.

1. Describe Scotland’s economic problems in the years before the Union. 5

Source A explains why opponents of the Union were unable to stop it being passed in Scotland.

Source A

There was very clear opposition to the Union in Scotland and some towns sent petitions against it to Edinburgh. Opponents of the Union in the Scottish Parliament were not well enough organised to take advantage of this popular opinion. Some were actually frightened by the riots and violence in the city. Their figurehead, Hamilton, was found to be unreliable. On the other hand, the government had sent secret agents to promote the advantages of a Union to Scotland and, if that did not work, the government had money to offer.

2. Why were opponents of the Union unable to stop it being passed in Scotland? (Use **Source A** and recall.) 5

Source B was written by Daniel Defoe in 1727.

Source B

Now that their Parliament is gone, the Scottish nobles and gentlemen spend their time and consequently their money in England. The Union has opened the door to English manufacturers and ruined Scottish ones. Their cattle are sent to England, but money is spent there too. The troops raised in Scotland are in English service and Scotland receives no money from them either.

3. How useful is **Source B** as evidence about the effects of the Union on Scotland? 4

[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.

Source A is a picture showing an Irish family produced for a British magazine in the 1840s.

Source A



1. How useful is **Source A** as evidence of why so many people left Ireland for Scotland in the 1840s? 4

Source B explains why Scots moved away from the Highlands.

Source B

The lairds had discovered that their land would yield far greater profits from sheep and therefore encouraged their tenant farmers to leave. Poor soil and harsh weather made farming difficult and life in the Highlands became even worse with the repeated failure of the potato crop after 1846. In fact the Highland Scot was affected by conditions over which he had no control. However, many Highlanders preferred the countries of the Empire to Scotland's dismal industrial cities. Many Lowland craftsmen were also leaving at this time.

2. Why did so many Highland Scots emigrate? (Use **Source B** and recall.) 5
3. Describe the ways emigrants created Scottish communities in their new homelands. 5

[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.

Source A is by the Aberdeen Association for Improving the Conditions of the Poor, in the late 19th century.

Source A

Our aims are to encourage, in every available way, the efforts of the poor to live sober lives and to discourage idleness. In general, we want to help those who are sober and hardworking but who through illness or accident are in danger of being plunged into poverty. These are the only people who deserve our help.

1. How useful is **Source A** as evidence of attitudes to the poor at the end of the 19th century? 4

Source B explains the effects of the Second World War on welfare reform.

Source B

During the war the government had to take more responsibility for the welfare of its citizens. The Ministry of Food was established and raised standards of health among the poorer classes. Rationing helped establish the idea of a universal and equal share of the country's food supply. Damage to homes affected rich and poor, with the government assisting all who were affected. Classes were mixing in society who previously had little in common. War brought many problems for civilians that could only be overcome by government action.

2. Why did the Second World War change people's attitudes towards welfare reform? (Use **Source B** and recall.) 5
3. Describe the limitations of the Labour Government reforms of 1945–1951. 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.

Source A is an extract from rules introduced by the British Museum in 1914 after a painting was slashed by a Suffragette.

Source A

The British Museum is open to men and also to women if accompanied by men who are willing to guarantee their good behaviour and take full responsibility. Unaccompanied women are only allowed in if they present a letter of introduction from a responsible person guaranteeing the woman's good behaviour and accepting responsibility for her actions.

1. How useful is **Source A** as evidence of attitudes to Suffragettes by 1914? 4
2. Describe the effects of the economic slump in Scotland in the 1920s and 1930s. 5

Source B is about increasing use of the countryside for recreation in Scotland.

Source B

The 1920s and 1930s was the time when the "Outdoor Movement" had popular appeal. New organisations such as youth hostels, cycling clubs and rambling associations were set up. Cheap motor bikes helped get people to the countryside. While mountaineering remained an upper class sport in most of Britain, by the 1930s the unemployed in the West of Scotland were joining climbing clubs. Many people were pleased to be away from the overcrowded cities. The Scottish Rights of Way and Recreation Society campaigned for walkers' rights to roam in private estates.

3. Why did more Scots use the countryside for recreation between the wars? (Use **Source B** 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.

Source A is part of a letter written by an Irish MP to the British Government in 1916.

Source A

I admit the rebels were wrong to start an uprising but they fought a clean fight and no cruel acts against the British army were committed. The rebels should have been tried in court, sentenced and sent to jail. Executing the leaders has only increased support and sympathy for them. Already people in Dublin, who ten days ago refused to help the rebels, have changed their minds. Their anger against the British is spreading dangerously across the country.

1. How useful is **Source A** as evidence of Irish attitudes to the executions following the Easter Rising? 4
2. Describe the terms of the Anglo-Irish Treaty of 1922. 5

Source B explains why the Free State Army won the Irish Civil War.

Source B

In June 1922, the Free State Army were supplied with artillery by the British government which they used to attack the Republicans. Within days they had won back the Four Courts and other important buildings which gave them control of Dublin. Despite this success, the Free State Army suffered a blow when their leader, Michael Collins, was killed. In response, Republican leaders were captured and executed. These executions shocked Ireland but the Catholic Church and most of the public supported the Free State Army and their attempts to end the war. Although the fighting continued for another year, the Free State Army eventually won.

3. Why did the Free State Army win the Irish Civil War in 1923? (Use **Source B** 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 explains William's success as Duke of Normandy.

Source A

At the age of nineteen William was already capable of leading the Normans into battle. He soon showed he was willing to use ruthless methods. When the town of Alençon refused to surrender he ordered that 34 prisoners should have their eyes gouged out as a warning. However, he also realised that he needed allies. He married Matilda, the daughter of the powerful Count Baldwin of Flanders in order to gain his support. The couple looked strange together as William was over 6 feet tall while his wife was 4 feet 2 inches.

1. Why did William become a successful leader of Normandy? (Use **Source A** and recall.) **5**

Sources B and **C** describe the way in which David I ruled Scotland.

Source B

David I supported the development of monasticism in Scotland by founding many abbeys including Holyrood and Dryburgh. The monks significantly improved the economy of Scotland through their expertise in sheep farming, coal working and salt production. David also established a series of royal burghs, such as Stirling, Perth and Dunfermline. He brought many Anglo-Normans into the southern half of the country to help strengthen his rule. He also took direct control of Moray after a revolt against him there.

Source C

David established many of Scotland's most important towns. These became the King's burghs where traders were given special rights and privileges. They also benefited from the minting of Scotland's first coins. He extended the amount of land under direct royal control and used his Norman knights to put down rebellions against his rule. He helped to end the quarrel between Roman and Celtic churches and encouraged the work of Cistercian monks at Melrose and Kinloss.

2. How far do **Sources B** and **C** agree about the way in which David I ruled Scotland? **4**
3. Describe the features of Norman government which were introduced to Scotland after 1124. **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.

Sources A and **B** describe what happened to Jewish communities during the First Crusade.

Source A

After only a few weeks of travelling, Peter the Hermit and his followers came upon a Jewish community in Germany. Many of the Crusaders were poor and hungry so they began stealing food and possessions from the Jews. As the Crusaders thought the Jews were the enemy of Christ, most believed they could treat them as they wished. Some forced the Jews to change religion and become Christian. Others, against the orders of Peter the Hermit, slaughtered the Jews.

Source B

A rumour spread amongst the Crusaders that whoever killed a Jew would have all their sins forgiven. Immediately Peter the Hermit's army began attacking and killing Jewish men, women and children. Although some Jews tried to fight back they had few weapons and were easily defeated. In the riot that followed, houses were robbed and valuables stolen. Those Jews who survived the massacre were forced to give up their faith and become Christians.

1. How far do **Sources A** and **B** agree about what happened to Jews during the First Crusade? 4

Source C explains why Emperor Alexius and the Crusaders had a poor relationship.

Source C

When Emperor Alexius freed the Muslims inside Nicaea the Crusaders were outraged. They had taken a vow to kill all Muslims and did not expect them to be shown mercy. Worse still, Alexius insulted the Crusaders by denying them the chance to plunder the city to take their share of the treasure. Although the Crusaders needed the Emperor's help, many openly said they would no longer keep their oath of loyalty to him. Instead of returning any land they captured, the Crusaders agreed to keep it for themselves.

2. Why did Emperor Alexius and the Crusaders have a poor relationship? (Use **Source C** and recall.) 5
3. Describe the capture of Jerusalem in 1099. 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 the French defeat at Crecy.

Source A

The English took up position on a hillside outside the village of Crecy. The French were forced to fight uphill. The French archers used crossbows which fired deadly iron-tipped bolts. However these weapons took time to reload. The first French cavalry charge was met by a hail of arrows. The knights were forced back and many French foot-soldiers were trampled by their own horsemen. The French charged 16 times but by midnight it was all over.

1. Why were the French defeated at Crecy? (Use **Source A** and recall.) 5
2. Describe the Jacquerie risings in France in 1358. 5

Sources B and **C** describe the effects of the Hundred Years War on France.

Source B

By the end of the war there was not a chateau or a church in northern and western France which had not been destroyed by the English. No proper peace treaty was ever signed. The English regarded their expulsion from France as only temporary. In 1457 Charles VII wrote to the King of Scots that Frenchmen had to watch the coast daily for a new English invasion. The English still had the advantage of controlling Calais from where they could march out to re-conquer lost lands.

Source C

Although Charles VII was at first worried that the English would return, he ensured that his coasts were well defended and encouraged attacks on English shipping in the Channel. The English were faced with the problem of having to pour resources into the defence of Calais. All in all the French emerged stronger from the war and the English weaker. The recovery by the French of much of their land in the north and west had been easy and had caused little destruction.

3. How far do **Sources B** and **C** disagree about the effects of the Hundred Years War on France? 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.

1. Describe the improvements in technology which made the voyages of discovery possible. 5

Source A explains the importance of Vasco da Gama's voyage.

Source A

In 1497–8, Vasco da Gama made the longest voyage that any European vessel had achieved in the open sea. He sailed far out into the South Atlantic before heading east and crossing the Indian Ocean to Calicut. He returned the following year with three quarters of his crew and the first cargo of spices. When the cargo was sold it made a profit sixty times the cost of the voyage. The king of Portugal was delighted that he had found trade routes to Ethiopia, Arabia, Persia and India.

2. Why was Vasco da Gama's voyage important for European trade? (Use **Source A** and recall.) 5

Sources B and **C** describe the impact of Europeans on the native peoples of the New World.

Source B

Great cities, their culture, their religion and their civilisations were destroyed by the Conquistadors. Kings who had gold and wealth were held captive and their people forced to pay ransoms in gold for them. The native people were used as slaves to make money for their new rulers in many ways such as in silver mines and even on sugar plantations. In return, the Europeans brought them new diseases which wiped them out in hundreds of thousands.

Source C

The European explorers opened the New World to European settlers. Smallpox and measles spread rapidly and whole populations, such as the people of Hispaniola, had no resistance and died. Both the Spanish and Portuguese were keen to convert the native people to Christianity and their existing religions were harshly discouraged. However, this did not prevent the Europeans from taking gold and riches from the New World by any means, fair or unfair.

3. How far do **Sources B** and **C** agree about the impact of Europeans on the native peoples of the New World? 4

[END OF CONTEXT 4]

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

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

1. Describe what happened during the *Gaspée* incident in 1772.

5

Source A explains why many colonists were unhappy with British rule by 1776.

Source A

The writer Thomas Paine was firmly opposed to British rule. In January 1776, he published a cleverly written pamphlet called “Common Sense”. In it, he argued that the British government was abusing the rights of the American people and many colonists were persuaded by his arguments. The answer, Paine believed, was independence. Paine’s ideas were very popular and 150,000 pamphlets were sold. The King’s rejection of the Olive Branch Petition also moved many colonists towards independence, as did news that the British were hiring mercenary soldiers from Germany to help them control the colonies.

2. Why had many colonists turned against British rule by 1776? (Use **Source A** and recall.)

5

Sources B and **C** are about the defeat of British forces, led by General Cornwallis, at Yorktown.

Source B

In 1781, Cornwallis moved into Virginia and began to build a base at Yorktown. By late summer, Cornwallis’s position at Yorktown was deteriorating fast. While American forces prevented him from moving inland, a large French fleet carrying 3,000 troops had sailed up from the West Indies to join the siege. The fate of Cornwallis was sealed when the French defeated the British fleet in Chesapeake Bay. On October 19 Cornwallis surrendered his entire army of 7,000 men.

Source C

To launch his campaign in Virginia, Cornwallis’s army carried out raids, harassing the Americans wherever he could. In August 1781, Cornwallis set up camp at Yorktown but this turned out to be a poor position. American troops moved quickly to surround him and keep him there. The British could not help Cornwallis’s army to escape or bring in reinforcements. In September, the French defeated the British fleet in a naval battle near Yorktown, giving the allies control over the sea in the area.

3. How far do **Sources B** and **C** agree about the reasons for the defeat of the forces led by Cornwallis at Yorktown?

4

[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.

Source A explains why resistance was difficult on slave plantations in the West Indies.

Source A

Most slaves in the West Indies were involved in the production of sugar which was hard, heavy work. The life of the slave on the plantation was controlled by strict slave laws, or codes. Some slaves, however, refused to accept their circumstances and attempted to escape or plotted revolt. Those who escaped would be hunted down. Slave owners lived in constant fear of a revolt by their slaves. Slave risings took place throughout the colonies but very few had effective leadership and they were soon crushed by the better armed and organised whites.

1. Why was resistance difficult for slaves on the plantations? (Use **Source A** and recall.) 5

Sources B and **C** are about the importance of the slave trade for Britain.

Source B

There were many reasons why it took so long to abolish the slave trade. One reason was that the slave trade had many powerful supporters. Plantation owners and merchants in British ports which relied on the slave trade were well organised and had political influence. They had enough wealth to bribe MPs to support them. They also had the support of King George III. Many people believed that the trade had helped them to make Britain wealthy and prosperous.

Source C

The Abolitionists faced powerful opposition. The plantation owners allied themselves with important groups to promote the case for slavery and the slave trade. Their case seemed overwhelming. Dozens of British ports and surrounding areas relied on the slave trade. British consumers had become addicted to the products of the slave trade, most notably sugar. The Atlantic slave trade represented a large amount of British trade and seemed vital to the continuing prosperity of Britain and the Caribbean Islands.

2. How far do **Sources B** and **C** agree about the reasons the slave trade continued in Britain throughout the eighteenth century? 4
3. In what ways did the Abolitionists try to win support for their cause? 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 complaints of the French peasants in 1789.

5

Sources A and **B** describe the supporters of the revolution who were known as the sans-culottes.

Source A

The sans-culotte is an honest man who wants an honest reward for his work. The sans-culotte is a quiet, humble fellow who wishes only to live in peace with his fellow man. He feels at home in the poorest areas of Paris and lives only for the wife and children he loves so much. He is happy so long as he has a loaf of bread and a glass of wine, for his needs are simple.

Source B

The main aim of these so-called sans-culottes is to get as much as they can for as little effort as possible. They have adopted a system of politics which puts them at the top of society and they care about little else. Violence is the only method they have to get what they want and the arrogance of these people from the gutter is astonishing.

2. How far do **Sources A** and **B** disagree about attitudes towards the sans-culottes?

4

Source C explains the unhappiness of the French people with the treatment of the Catholic Church.

Source C

The National Assembly decided it was time to bring the Catholic Church under much tighter state control. The *assignat*, the new currency, was not being accepted and the government needed more money. Church lands were to be sold and the proceeds taken by the Assembly. Priests were to become government agents rather than servants of the Church. Bishops were to be elected which many French Catholics resented because even Protestants would be allowed to vote. However, the Assembly continued to support the teachings of the Church.

3. Why were many French people unhappy with the treatment of the Catholic Church during the French Revolution? (Use **Source C** and recall.)

5

[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.

Source A explains the influence of Napoleon Bonaparte on Italy.

Source A

Napoleon proclaimed himself Emperor of France in 1804. He incorporated one third of Italy into the French Empire and created a Kingdom of Italy in the north. In this kingdom he encouraged the Italian language and literature. He took on the title of “King of Italy”. Positive changes were introduced by Napoleon such as the abolition of internal customs barriers and the building of roads across the Alps, bringing Italians closer together.

1. Why did Napoleon Bonaparte have an important influence on Italian unification? (Use **Source A** and recall.) 5
2. Describe the events between 1850 and 1871 which led to the unification of Italy. 5

Sources B and **C** are about Cavour’s contribution to unification.

Source B

Cavour was not always a supporter of a united Italy. He took advantage of opportunities that came along rather than carrying out a clear plan of his own. He only united Italy to stop the activities of Garibaldi and not because he really believed in Italian unification. Cavour’s actions in uniting Italy were a last desperate attempt to protect the power and influence of Piedmont.

Source C

Cavour was a great diplomat and a brilliant planner. His ambition was always to unite Italy. To do this he raised the prestige of Italy and won the respect of foreign powers. Cavour allowed Garibaldi to win the south for Italy and for King Victor Emmanuel. Cavour himself gained the support of Napoleon III to break the power of Austria and keep Italy free from foreign intervention.

3. How far do **Sources B** and **C** disagree about the contribution of Cavour to the unification of Italy? 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.

1. In what ways did German national feeling grow before 1848?

5

Source A explains the changing power of Austria and Prussia between 1850 and 1860.

Source A

The balance of power between Austria and Prussia changed in the 1850s. During this time Austria had never been able to find anyone as skillful as Metternich in controlling the German states. Austria also lost an important alliance with Russia when it failed to help Russia in the Crimean War. In 1859 the French defeat of Austria destroyed her strong military reputation. Although Prussia had been humiliated at Olmutz, Prussian industrialisation led to economic growth and better trade links. This strengthened her position in the German Confederation.

2. Why had Austria lost her leading position in Germany by 1860? (Use **Source A** and recall.)

5

Sources B and **C** are about Bismarck's aims for unification.

Source B

The British Prime Minister, Disraeli, had a conversation with Bismarck in 1862. Disraeli reported Bismarck's first vital task to strengthen Prussia's position in Germany was going to be the re-organisation of the army, with or without the help of the Prussian Parliament. Disraeli then said that Bismarck wanted to seize the first excuse to create war against Austria, control the smaller states and thus unite Germany under Prussian leadership.

Source C

Bismarck's aims were to remove Austria and extend Prussia's power over the other German states in order to unite them under Prussian leadership. It was Bismarck's decision to reform the army which made Prussia dominant in Germany. After this he planned to force Austria to go to war with Prussia. The triumph of Bismarck's policy was to be seen on the battlefield at Koniggratz in 1866.

3. How far do **Sources B** and **C** agree about Bismarck's aims to unite Germany?

4

[END OF CONTEXT 9]

**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.

1. Describe the hardships faced by industrial workers in Russia before 1914. 5

Source A explains why the Russian Royal Family had become increasingly unpopular by 1917.

Source A

The Romanov dynasty had lasted for 300 years and Nicholas and Alexandra were unwilling to give up autocratic rule. Although the Tsar had been persuaded to set up the Duma he did not let it run the country and largely ignored it. When the Tsar left Alexandra in charge of the government this was a disastrous decision. Alexandra was influenced by Rasputin who advised her to sack many of the competent ministers if he simply disliked them. This made the situation even worse.

2. Why had the Russian Royal Family become increasingly unpopular by 1917? (Use **Source A** and recall.) 5

Sources B and **C** describe Trotsky's leadership in the Civil War.

Source B

For three years Trotsky lived on his armoured train travelling to all areas of the front. He covered 65,000 miles during the course of the war ensuring that the Red Army was well fed and properly armed. He was an inspirational leader and was dedicated to the cause. He made rousing speeches to the troops and raised morale even when other Bolshevik leaders were not convinced that they would defeat the Whites. Over 5 million men had joined the Red Army by 1920 of their own free will.

Source C

Trotsky was appointed Commissar for War in early 1919 and quickly established a reputation as a ruthless leader who used strict discipline. He forced people to join the Red Army to raise the numbers of troops and introduced 50,000 former Tsarist officers to train the raw recruits. The death penalty was not only used for deserters. When 200 soldiers deserted at Svyazhsk, Trotsky arrived and ordered the execution of one in every ten men in the regiment, as a warning to the rest.

3. How far do **Sources B** and **C** disagree about Trotsky's leadership in the Civil War? 4

[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. Describe the activities of the Ku Klux Klan in the 1920s and 1930s. 5

Sources A and **B** describe the results of the Montgomery Bus Boycott.

Source A

Throughout the boycott a young black preacher inspired the black population of Montgomery. His name was Martin Luther King and this was to be his first step towards becoming the leading figure in the Civil Rights Movement. The boycott lasted over a year until eventually the courts decided that segregation on Montgomery's buses was illegal. On its own the bus boycott only had limited success. Montgomery remained a segregated town. There were still white-only theatres, pool rooms and restaurants.

Source B

The bus company's services were boycotted by 99% of Montgomery's African Americans for over a year. As a result of the protest, the US Supreme Court announced that Alabama's bus segregation laws were illegal. However, most other facilities and services in Montgomery remained segregated for many years to come. As a result of the boycott, Martin Luther King became involved in the Civil Rights Movement. He went on to become an African American leader who was famous throughout the world.

2. How far do **Sources A** and **B** agree about the results of the Montgomery Bus Boycott? 4

Source C explains why Malcolm X opposed non-violent protest.

Source C

Malcolm X was mistreated in his youth and this gave him a different set of attitudes to Martin Luther King. Later, while in jail, he was influenced by the ideas of Elijah Muhammad who preached hatred of the white race. In his speeches he criticised non-violence. He believed that the support of non-violence was a sign that Black people were still living in mental slavery. However, Malcolm X never undertook violent action himself and sometimes prevented it. Instead he often used violent language and threats to frighten the government into action.

3. Why did Malcolm X oppose non-violent protest? (Use **Source C** 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 explains why Hitler wanted to rearm Germany in the 1930s.

Source A

Hitler claimed that Germany alone was forced to leave herself defenceless as part of the punishment dictated by her enemies in 1919. He never missed an opportunity to attack the Treaty of Versailles. Hitler further stated that Germany was surrounded by hostile countries whose main purpose was to keep her in a weakened position and this could no longer be tolerated. A strong Germany would not only restore the balance of power in Europe but was also necessary to safeguard European civilisation against the threat from the east.

1. Why did Hitler want to rearm Germany in the 1930s? (Use **Source A** and recall.) 5

Sources B and **C** are about the Germans in the Sudetenland, Czechoslovakia.

Source B

Germany's justification for interfering in Czechoslovakia was that the Sudetenland wanted to return to the German Fatherland. Ever since 1919 the Sudeten Germans had resented being part of the new state of Czechoslovakia which was based on the medieval kingdom of Bohemia. The German government claimed that the Germans in Czechoslovakia had suffered constant persecution because they were an ethnic minority.

Source C

Sudeten German unrest grew only after the economic depression began in the early 1930s. Germany seemed to be the only country whose economy was improving. Although they shared the same language and culture, the Sudetenland had never been part of Germany. Since 1919, the Sudeten Germans had been treated with respect in Czechoslovakia because they had contributed greatly to the nation's wealth.

2. How far do **Sources B** and **C** disagree about the Germans living in Czechoslovakia? 4
3. Describe events in 1939 that led to the outbreak of war between Britain and Germany. 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.

1. Describe the events which led to the formation of the Warsaw Pact in 1955.

5

Sources A and **B** are about the Cuban Missile Crisis.

Source A

Under Fidel Castro, Cuba was a proud example of a Communist country and was a role model to other countries. Khrushchev had the idea of installing a small number of nuclear missiles on Cuba without letting the USA know until it was too late to stop them. Khrushchev said they only wanted to keep the Americans from invading Cuba. He stated they had no desire to start a war.

Source B

To the American government, placing missiles on Cuba was a warlike act by the Soviets. They believed that the Soviet Union intended to supply a large number of powerful nuclear weapons. Spy photographs proved the offensive purpose of the missiles which were pointed directly at major American cities. It was estimated that within a few minutes of them being fired, 80 million Americans would be dead.

2. How far do **Sources A** and **B** disagree about the Soviet Union's actions during the Cuban Missile Crisis?

4

Source C explains why the United States became involved in a war in Vietnam.

Source C

In its early stages, the war in Vietnam had nothing to do with the USA. American involvement began when it was asked by its ally, France, for assistance. France was fighting to regain control over its former colony. The Americans agreed. They disapproved of French colonialism, but feared Communism more. They believed that they could establish a friendly government in South Vietnam, under the leadership of President Diem. By the early 1960s an increase in Vietcong attacks in South Vietnam led to a fear that a civil war was developing.

3. Why did America become involved in a full scale war in Vietnam by 1964? (Use **Source C** and recall.)

5

[END OF CONTEXT 13]

[END OF PART 3: EUROPEAN AND WORLD CONTEXTS]

[END OF QUESTION PAPER]

ACKNOWLEDGEMENT

Part 2 Context 6 Source A—Sketch of an Irish family is taken from Wikipedia. Public Domain.

[BLANK PAGE]

[BLANK PAGE]