



2009 History

Higher – Paper 2

Finalised Marking Instructions

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**2009 History Higher
Paper 2
Marking Instructions**

Introduction

The detailed marking schemes which follow indicate:

- 1 The main points which it is anticipated that candidates will be able to extract from the sources provided.
- 2 Examples of relevant evidence which candidates may provide from their recalled knowledge.

As teachers may select different illustrative detail in preparing candidates, these should not be regarded as prescriptive. Examiners should reward the recall of alternative detail which they regard as equally acceptable.

- 3 Descriptions of typical answers at three levels of performance.

Again, even after discussion at the markers' meeting, you may find examples of work which approach a question in a different, but equally valid, manner. These should be given the credit which, in your opinion, they deserve.

If you are unsure about a candidate's interpretation of a particular question, you should mark it and then refer it to the Principal Assessor in the usual way, with a note of the point of difficulty. This process should only be used in exceptional cases.

SPECIAL TOPIC 1: NORMAN CONQUEST AND EXPANSION 1050-1153

Question 1: How fully does **Source A** explain the defeat of the English forces at the battle of Hastings? (6)

The candidate evaluates how fully **Source A** explains the reasons for the defeat of the English forces, in terms of:

From Source: Shortage of manpower in English armies – facing an army which had built a castle. English in a narrow place – stationary, defensive position.
Harold had not waited to collect extra men.
King was killed, as were many important magnates.

From Recall: Importance of the Norman archers/cavalry.
New styles of warfare – combination of mounted troops and foot soldiers.
William’s organisation, preparations, ability to rally troops.
William’s undoubted skills as a military commander – recruitment of knights from other parts of Europe.
Harold’s men tired from long march from Stamford Bridge, following their victory over Harald Hardrada and Tostig.
Lack of reinforcements – whole Anglo-Saxon army not present – Harold anxious to fight William – reinforcements only from the south of England.
Efficiency of Norman cavalry and weaponry.
Normans operating in squadrons, in concert.
Normans had cavalry, archers; English did not.
Nature of the battle of Hastings – English breaking ranks at a crucial point in the battle.

Marks:

1-2	Selects some relevant evidence from the source and/or recalled knowledge but without making the required evaluation.
3-4	Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
5-6	Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 2: How valuable is **Source B** as evidence of the nature of William's control of England immediately after the battle of Hastings? (5)

The candidate offers an evaluation of **Source B** as evidence of the nature of William's control of England, in terms of:

From Source: Origin – English chronicler who wrote one of the great contemporary chronicles of 11th and 12th century Normandy and England. Spent his years in a Norman monastery.
Orderic takes up the events of his own times, starting from about 1082.
Content – William at pains to appease people – visited cities and districts – occupied with garrisons.
West, north etc still uncontrolled.
Exeter fought for liberty – defeated by force.
Population at first not prepared to co-operate with the king, despite his demands.
King duly used force to achieve his will – forced Englishmen to join army.

From Recall: In the early years after the Conquest, there were savage military campaigns to crush resistance in many parts of England.
1067-71 uprisings suppressed by force.
William consolidated his gains by the construction of castles, and the establishment of garrisons.
Anglo-Saxon nobility mostly replaced after 1070 – Norman lords established in positions of authority – Norman feudal settlement developed at this time.
Harrying of the north was severe, executions, burnings of towns; this would be a deterrent to rebels in other parts of the kingdom.
Lords built castles; raised revenue; controlled the country; held courts; Norman authority was being established very clearly.
Marcher lordships protected the borders of Wales and Scotland.

Marks:

1-2	Selects some relevant evidence from the source and/or recalled knowledge but without making the required evaluation.
3-4	Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
5	Establishes the main points of the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 3: Compare the views expressed in **Source C** and **Source D** about the influence of the Normans on English and Scottish society. (5)

The candidate compares the evidence in **Source C** and **Source D** in terms of:

Source C

Source D

Lords oppressing the people.

Imposed feudalism over England at a stroke.

All native inhabitants were harshly oppressed.

In Scotland – deliberate policy of Scottish Kings – gradual importation in fully developed form.

Lords oppressed all – high and low birth.

Much of Scotland going feudal anyway – was there much change?

Little/no impartial judgments for natives by Norman rulers.

Celtic/Norman blending, interacting.

ie Ruthless, forceful nature of takeover.

Scottish kings had continuity/change balance.
Merely improving what was there before
ie Seamless change within society.

From Recall: Not required but credit should be given for positive use to illustrate the comparison.

Marks:

1-2	Selects some evidence from one or both sources but with little attempt to make the required comparison.
3-4	Selects relevant evidence from both sources and makes a basic comparison in terms of the question.
5	Selects relevant evidence from both sources and compares them thoroughly to reach an appropriate conclusion.

Question 4: How accurately does **Source E** illustrate Norman control over the church in England? (6)

The candidate offers an evaluation as to the extent to which **Source E** illustrates Norman control over the Church, in terms of:

From Source : William took tight secular control from Normandy and imposed it on the English Church.

William took active interest in the Anglo/Norman Church.

How much Norman development was there anyway? William accelerated pace of change but no alteration in direction – changes in Church administration were already under way.

Post Conquest reform was archaic compared to new ideas in Roman Curia.

From Recall: Reforming zeal of William who wanted true religion in churchmen – William clearly understood the importance of the Church in the establishment of effective government.

When a bishop or abbot died William took advice to appoint someone suitable in life and doctrine.

He appointed abbots of virtue.

He hated simony, the practice of purchasing church office.

Monasticism was revived – monasteries established, with lands for support.

Archbishop of Canterbury was made the head of the church.

Cathedrals were to move into major towns 1075.

Clerical celibacy encouraged 1076.

Much new church building in new Romanesque/Norman style.

William was a reformer but he was opposed to ideas of Papal supremacy.

- Marks:*
- | | |
|-----|--|
| 1-2 | Selects some relevant evidence from the source and/or recalled knowledge but without making the required evaluation. |
| 3-4 | Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question. |
| 5-6 | Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question. |

Question 5: To what extent did the Normans succeed in expanding their power and influence in medieval Europe? Use **Sources B, C and E** and recalled knowledge. (8)

The candidate makes an evaluation of the extent to which the Normans were successful in extending their power and influence, in terms of:

- From Sources:*
- B** Victorious Norman invasion expanded power and enforced Normanisation – gave Normans influence over England.
Force used to establish Norman authority.
Resistance to Norman rule treated with severity.
 - C** Oppression by the Normans.
Petty lords controlled the castles heaped burdens on people.
King's vice-regents protected fellow-Normans accused of crimes by the English – punished those who accused them.
 - E** Norman expansion was to impose on England the tight secular control of the Church which William had imposed on Normandy.
William certainly understood the importance of the Church in his control of England.
However, many of the changes which followed had already begun to develop before the Conquest – based on new reforming ideas being developed at the Roman Curia.

From Recall:

Distinctly Norman society was recognizable in Scotland under David I, to establish royal authority.
Norman expansion in Scotland was more gradual, and encouraged by the king.
Norman knights had excellent military skills – they had fought in Spain, Italy.
Crusades had taken Normans to Holy Land, where they helped take Jerusalem – many stayed and helped found Crusader states.
Norman economy powerful – able to support expansion.
Take over in Southern Italy, Sicily by Robert/Roger Guiscard.
Robert was undisputed ruler of Southern Italy and got ducal title from Pope.
Created multi racial, multi religious society and developed it in Italy; created highly centralized well administered England.
The Norman myth theory – did the Normans achieve anything? It was more a French society; Normans able to adapt to new surroundings; there was no set plan for the conquest of England and Scotland; Norman chroniclers acted as propaganda machine creating the myth that the Normans achieved everything.

- Marks:*
- 1-3 Selects some relevant evidence from the sources and/or recalled knowledge but without making the required evaluation.
 - 4-6 Selects relevant evidence from the sources and uses recalled knowledge to inform a basic evaluation in terms of the question.
 - 7-8 Establishes the main points of the sources and uses recalled knowledge to inform a developed evaluation in terms of the question.

SPECIAL TOPIC 2: THE CRUSADES 1096-1204

Question 1: How useful is **Source A** as evidence of the motives of the Crusaders? (5)

The candidate evaluates **Source A** as evidence of the motives of the Crusaders, in terms of:

From Source: Origin: Robert probably wrote this source 25 years later at the request of his Abbot. His account is written in the first person giving the impression that he was there at the time. Some historians now question this.
Purpose: Robert's account of the speech is written with a certain amount of hindsight, and its purpose has been hotly debated. Some believe that his account attempts to justify the calling of the Crusade.
Content: Urban attempts to use flattery to persuade the Christian audience to go on the Crusade.
He appeals directly to the egos of the French knights, reminding them of their deeds and military prowess. He compares them to great heroes of the past, and asks them not to embarrass their memories.
Religion is also seen as a motive here. Urban tells of the plight of Jerusalem and the need to rescue the Holy Sepulchre from the Muslims.

From Recall: Greed – Many Crusaders were motivated by greed. For some it was a chance to escape debt in Europe, or for younger sons to gain the fortune that was denied them by inheritance. Others, such as Bohemund and Baldwin, were seeking to carve out a new kingdom for themselves. Even low-born Crusaders had heard of the wealth of the East, and Urban had promised that the wealth of the infidel would belong to the Crusaders.
Peer Pressure – For some there was no choice but to go on the Crusades, avoiding this great adventure/religious duty would be seen as cowardice. Famously Stephen of Blois fell into this category, his marriage to the daughter of William the Conqueror compelled him to join up, despite his misgivings about the whole affair.
Salvation – Remission of sins was a compelling incentive for those knights worried about their immortal soul. Travelling with the Crusade would wash away their past sins.
Excitement – For some, the prospect of an armed pilgrimage was seen as an event that could not be missed. Knights could freely practice their art without the need for penance, peasants could escape the humdrum of 11th century life.

Marks: 1-2 Selects some relevant evidence from the source and/or recalled knowledge but without making the required evaluation.
3-4 Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
5 Establishes the main points of the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 2: How fully does **Source B** explain the failure of People's Crusade? (6)

The candidate evaluates **Source B** in terms of the failure of the People's Crusade in terms of:

From Source: The Crusaders had run into trouble travelling through the Balkans – this had ended in disaster.
Peter ignored Alexius's advice to wait for the Princes Crusade, instead he joined with Walter Sans-Avoir and headed off without adequate knowledge of what he was doing.
Boredom in camp – regional rivalries.
The Crusader army was an ill-disciplined rabble; troops were not professional.
German and Italian crusaders were trapped at the castle of Xerigordo near Nicea and killed or captured.

From Recall: Peter lacked any military training.
There had been no forward planning or organisation for the expedition; not enough provisions had been assembled for such a vast host.
This led to problems on the journey through Christian Southern Europe. Riots in Belgrade saw the destruction of the city. The Crusade even clashed with Alexius's forces as they crossed the Danube.
Separate military leaders, Walter Sans-Avoir and Rainault, led the French and German contingents. Tensions ran high between both groups as rivalry and animosity became common.
Eventually both groups were goaded into separate ambushes – the Crusaders were wiped out.
Peter the Hermit survived because he was in Constantinople at the time.

Marks:

1-2	Selects some relevant evidence from the source and/or recalled knowledge but without making the required evaluation.
3-4	Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
5-6	Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 3: Compare the descriptions of the capture of Antioch given in **Source C** and **Source D**. (5)

The candidate offers a comparison to the views in **Source C** and **Source D** in terms such as:

Overall **Source C** tells us that through the courage of the Crusaders and with the help of God, Antioch is saved from Kerbogha's forces.

However, **Source D** explains how divisions amongst the Islamic forces were the real cause of the Crusader's victory.

Source C

Source D

Kerbogha is not expecting the Crusaders to fight, and is shocked and alarmed when he is informed that they are ready to do so.

Kerbogha is watching the troops deploy, he does not want to launch a massive attack until they are all out of the city.

Kerbogha is alarmed at the Crusaders willingness to fight, he says, "What is this...didn't you tell me the Franks were few and would not fight us?"

The source clearly states that they were not alarmed at the sight of the Crusaders.

Kerbogha is named as leader of the Turks.

It is not a united force but a coalition of princes.

The fighting men leave the city and line up in ranks of eight – five other lines of troops appear – God multiplies the size of the Crusader army.

The Franks continued to deploy in front of the city.

The enemy turned in flight at the sight of the ghostly crusaders.

There were desertions and accusations of treason and cowardice among the Muslims.

God sends down a divine shower of rain to quench the thirst of the Crusaders, and also their horses.

The Franks suffered famine and Antioch's food reserves are depleted.

From Recall: Not required but credit may be given for positive use to illustrate the comparison.

- Marks:*
- 1-2 Selects some evidence from one or both sources but with little attempt to make the required comparison.
 - 3-4 Selects relevant evidence from both sources and makes a basic comparison in terms of the question.
 - 5 Selects relevant evidence from both sources and compares them thoroughly to reach an appropriate conclusion.

Question 4: To what extent do **Sources A, B and E** describe the crusading ideal? (8)

The candidate makes a judgement on the extent to which **Sources A, B and E** describe the crusading ideal, in terms of:

- From Sources:*
- A** It was God that allowed the Christian Knights to become powerful warriors.
Should be inspired by deeds of their ancestors.
God's holy lands were under threat – holy places treated with irreverence and contempt.
Duty to avenge wrongs and recover lands from pagan nations.
- B** Peter rejected advice to wait for arrival of rest of forces – reunites with Walter Sans-Avoir, and Italian troops.
Boredom in camp – regional difficulties – rivalry among different groups.
French moved on to walls of Nicea.
Germans and Italians moved further ahead into Nicea – defeated by Seljuks.
- E** Richard was seen as the important factor in the victory, not the crusading ideal or the influence of God.
Richard eager to capture Acre.
Richard inspired his men from his sick bed at the front – Saracens awed by his presence.
He ordered his miners to take down the tower.
Richard killed Muslims with his crossbow.

From Recall: Numerous events offer examples of the faith the Crusaders had during the first Crusade.
Killing of Muslims was seen as an act of penance and was praised at the time by the Church. The promise of Remission of Sins spurred on many Crusaders to achieving their goal.
God was given the credit for the capture of Antioch and the destruction of the relief army.
The vision of Peter Bartholomew of the Lance, was taken seriously by most Crusaders, even if not by their leaders.
Genuine grief at the death of Bishop Adhemar.
The Vision of St Andrew before the capture of Jerusalem led the Crusader army to perform an impressive display of penance and fasting before the battle.

Examples of the Crusading ideal from the Third Crusade:

There was rejoicing about the death of the prisoners at Acre when the negotiations failed.

There was spontaneous outcry after the fall of Jerusalem, boatloads of Crusaders headed off to reinforce Tyre without waiting for the official Crusade to organise itself.

Anger from the Duke of Burgundy to the announcement by Richard that he had reached an agreement with Saladin over the future of Jerusalem, and had signed a temporary truce.

- Marks:*
- 1-3 Selects some relevant evidence from the sources and/or recalled knowledge but without making the required evaluation.
- 4-6 Selects relevant evidence from the sources and uses recalled knowledge to inform a basic evaluation in terms of the question.
- 7-8 Establishes the main points of the sources and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 5: How fully does **Source E** describe the capture of Acre during the Third Crusade? (6)

The candidate offers an evaluation of the views in **Source E** in terms of:

From Source: Richard eager to attend to capture of Acre.
Carried on a stretcher to the front of the battle.
Encouraged men – Saracens awed by his presence.
Crossbowmen attacked walls – Richard used his own crossbow – killed many of his enemies.
Miners attacked foundations of tower – this, along with missiles from siege engines, brought the tower down.

From Recall: Philip of France had already attempted to take Acre before Richard's arrival. Although reinforced, he failed to take the city.
Richard was able to see off a relief column of Muslim forces – Guy and Philip continued to attack the city, managing to create a breach in the walls.
Philip and Richard's combined fleets were able to successfully blockade Acre, and prevent the re-supplying of the garrison.
Garrison surrendered to Philip while Richard was ill.
After the capture of the city, the divisions among the Crusaders escalated – sections of the crusade broke off and returned home, Philip among them.
Richard killed the prisoners, rather than wait out lengthy negotiations with Saladin.

Marks:

1-2	Selects some relevant evidence from the source and/or recalled knowledge but without making the required evaluation.
3-4	Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
5-6	Establishes the main points of the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

SPECIAL TOPIC 3: SCOTLAND 1689-1715

Question 1: How fully does **Source A** explain the growing tension between Scotland and England in the period up to 1705? (6)

The candidate makes an evaluation of the extent to which **Source A** explains the growing tension between Scotland and England, in terms of:

From Source: The Scottish Parliament refused to vote supply.
It passed the Act of Security, which gave Parliament the right to name the successor to Queen Anne.
Act of Security stated that Scotland might not choose the Hanoverian succession, unless given free trade and access to English colonies.
Parliament was going against the wishes of the Queen.
Act anent Peace and War – gave Parliament the right in the future to declare war and make peace – suggested a separate Scottish foreign policy.

From Recall: Problem of the succession started in 1701 when the English Parliament passed the Act of Settlement. This established the Hanoverian succession.
They had assumed that it included Scotland. The lack of consultation angered the Scots. This led to the Act of Security.
This worried England as a different monarch in Scotland might be seen as a threat to English security.
The Act anent Peace and War was passed because Scotland had been dragged into the War of the Spanish Succession without reference to Parliament.
Tension had developed over the failure of the Company of Scotland in Darien.
The interference of English ministers in Scottish affairs angered the Scots.
In February 1705 English Parliament passed the Alien Act – threat to Scots who owned estates in England and to key areas of trade with England – unless Scots entered negotiations for the Union.

Marks:

1-2	Selects some relevant evidence from the source and/or recalled knowledge but without making the required evaluation.
3-4	Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
5-6	Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 2: How useful is **Source B** as evidence of the methods used to pass the Treaty of Union? (5)

The candidate makes an evaluation of **Source B** as evidence of methods used to pass the Treaty, in terms of:

From Source: Origin – contemporary source – Lockhart a strong Jacobite.
Possible purpose – to expose use of bribes as a means of getting support for the Union.
Ministers concerned about government of Kirk – addresses criticising the Union.
This changed after passing of Act for security of the Kirk – many preached in favour of Union.
Money distributed to proprietors of Company of Scotland – a bribe which had desired effect.

From Recall: The Kirk had been against the Union as it feared that it would be dominated by the Church of England and forced to accept Bishops.
The sum of money referred to is the Equivalent. A payment in the Treaty for Scotland taking a share of England's national debt.
The group called the Squadrone Volante were led to believe they could distribute it. Their votes were critical in passing the Treaty.
It contained compensation for the failed Darien Scheme.
There are other examples of honours and payments being made at the time.
In 1706, troops were placed on the border.

Marks:

1-2	Selects some relevant evidence from the source and/or recalled knowledge but without making the required evaluation.
3-4	Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
5	Establishes the main points of the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 3: Compare the views expressed in **Source C** and **Source D** on the value of having a Treaty of Union. (5)

The candidate compares the views expressed in **Sources C** and **D** in terms of:

Source C

Is in favour of the Union.

Scotland and England become friendly – peace at home – safety abroad.

Scotland no longer under threat from powerful neighbour.

Scotland less likely to be ‘under the yoke of a foreign enemy’.

It also sees benefits of more men being available for the armed forces – greater security.

Free trade – Scotland sends produce and goods to England – access to seas and ports – can start colonies.

Source D

It points out that almost all are against the Union.

Jacobites saw Union as blow to exiled Stewarts.

Episcopalians feared strengthening of Presbyterianism.

Presbyterians welcomed Protestant succession but were worried about pressure to accept bishops.

It feels that the offer of free trade was not met with much enthusiasm in many burghs.

From Recall: Not required but credit may be given for positive use to illustrate the comparison.

Marks:

1-2	Selects some evidence from one or both sources but with little attempt to make the required comparison.
3-4	Selects relevant evidence from both sources and makes a basic comparison in terms of the question.
5	Selects relevant evidence from both sources and compares them thoroughly to reach an appropriate conclusion.

Question 4: How far do **Sources A, B and C** explain why the Treaty of Union was passed? (8)

The candidate makes a judgement of how far **Sources A, B and C** explain why the Treaty of Union was passed, in terms of:

- From Sources:*
- A** Problems developed over the issue of the Succession – Act of Security.
Scots wished for free trade, before acceptance of same sovereign as England.
Concern of the Court at the defiance of the Scottish Parliament – Act anent Peace and War.
Worried that Scotland might be trying to pursue a separate foreign policy.
 - B** Ministers initially opposed the Union – concern at position of Kirk.
Act for the security of the Kirk important in ending opposition.
Money distributed – bribery.
 - C** England needed security.
Domestic peace.
England would gain more manpower.
Scots would benefit from greater military protection.
Free Trade welcomed by the Scots.
Scots could become involved in the Colonies.

From Recall:

England had chosen the succession in favour of Hanover.
The Union ensured that Scotland would do the same.
The Union would end the Navigation Acts, which excluded the Scots from trade with the English Colonies.
Trade was a major incentive for the Union.
The Security Act for the Kirk guaranteed that it would remain Presbyterian.
Opposition from the Kirk melted away.
England feared that an independent Scotland might ally with France. Clear threat to their security.
The Equivalent encouraged the Squadrone Volante to support the Union.
Many welcomed the compensation for the Darien losses.
Troops were placed along the border 1706 – perhaps it was better to accept a negotiated the Union rather than a forced one.
The opposition was far from united.
Hamilton’s role as the leader of the opposition.
Guarantees were made for the retention of Scottish institution eg legal system and convention of royal burghs.

- Marks:*
- 1-3 Selects some relevant evidence from the sources and/or recalled knowledge but without making the required evaluation.
 - 4-6 Selects relevant evidence from the sources and uses recalled knowledge to inform a basic evaluation in terms of the question.
 - 7-8 Establishes the main points of the sources and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 5: How typical is **Source E** of attitudes towards the Treaty of Union in the period after 1707? (6)

The candidate makes a judgment as to how typical is the attitude expressed in **Source E** towards the Treaty of Union, in terms of:

From Source: Typical of the views of Scottish peers.
Still thinks union is for good of whole island – maintains peace between Scotland and England.
Concerned that Scottish trade was not encouraged enough – still a problem over the Peerage.
If problems are not resolved, Scots may wish to end the Union.

From Recall: The majority of Scots were discontented with the Union at this time. Even many who, like Mar, had supported it.
In 1715, just two years after this letter was written, he tried to end the Union by force in the Jacobite Rising.
Scottish peers who gained English peerages were not getting to sit in the House of Lords.
Areas of trade were not doing well like woollen and paper industries. The Dutch trade was in decline. The supposed benefits of trade would take some time to materialise.
Others who had supported the Union turned against it before Mar eg Seafield who tried to have the Union repealed in 1713.
Discontent had also developed over infringements of the Treaty eg the Greenshields case 1711 and the malt tax of 1713.
The Kirk was unhappy with the Toleration and Patronage Acts of 1712.

Marks:

1-2	Selects some relevant evidence from the source and/or recalled knowledge but without making the required evaluation.
3-4	Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
5-6	Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

SPECIAL TOPIC 4: THE ATLANTIC SLAVE TRADE

Question 1: How fully does **Source A** illustrate the arguments used by British opponents of abolition? (6)

The candidate makes a judgment on how fully **Source A** illustrates the arguments used by British opponents of abolition, in terms of:

From Source:

- Trade, commerce and navigation would be affected by abolition.
- Profits of slave traders depended on good health of slaves.
- Merchants and traders of Liverpool petitioned against abolition.
- Abolition would be unnecessary and impracticable.
- Traders and planters were undeservedly condemned.
- Lies were told about cruelty on the Middle Passage.
- British people depended upon the legal Slave Trade.

From Recall:

- Explanation of points made in source:
- British ports relied heavily on the Slave Trade for much of their commerce.
- Value of slaves exported by British traders exceeded £20 million.

Other arguments used by British supporters of the Slave Trade:

- British manufacturing production and exports were advantaged by the Slave Trade.
- British shipping interests benefited greatly from the Slave Trade.
- The growth of Britain's wealth and power in the world was linked to the development of African trade and consequent settlement of the West Indian colonies.
- Other ports also benefited greatly from slavery, eg Glasgow, Bristol.
- Britain would go into decline if the Slave Trade was abolished.
- British fisheries would suffer if West Indian markets declined due to abolition of slavery.
- British planters and merchants would suffer hardship compared to the prosperity of their European counterparts.
- Planters would be less able to invest in industry if the Slave Trade was abolished.
- Britain's economy would fall behind those of its main trade rivals such as France, Spain and Holland.
- Some people felt that abolition was impossible because the Slave Trade was a necessity to every European trading nation.

Marks:

- 1-2 Selects some relevant evidence from the source and/or recalled knowledge but without making the required evaluation.
- 3-4 Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
- 5-6 Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 2: How accurately does **Source B** identify the methods used by abolitionists? (6)

The candidate makes a judgement of the accuracy with which **Source B** identifies methods used by abolitionists in terms of:

From Source: Wrote letters to spread abolitionist thought.
Secured petitions.
Held meetings in the counties.
Abolition Committees.
Abolition societies in cities around the country.
20,000 signatures in Manchester alone.
Renounced use of sugar.
Influenced potential supporters in House of Commons.

From Recall: Explanation of points made in source:
Letters and petitions were part of propaganda campaign.
Abolition committees and societies were founded in many parts of Britain.
Boycott of sugar not favoured by all abolitionists.
MPs were lobbied by abolitionist colleagues.

Other factors relating to abolitionists' methods:
The work of and roles played by prominent abolitionists, eg Thomas Clarkson, William Wilberforce, John Newton.
Witnesses found to present evidence to Parliamentary investigations into the Slave Trade.
Speeches and lecture tours around the country.
Production and publication of books and pamphlets.
Attempts to promote boycotts of other slave-produced goods, eg rum.
Propagandist artefacts such as Wedgwood pottery.

Marks:

1-2	Selects some relevant evidence from the source and/or recalled knowledge but without making the required evaluation.
3-4	Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
5-6	Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 3: How valuable is **Source C** as evidence of life for slaves on the Middle Passage? (5)

The candidate evaluates **Source C** as evidence of life on the Middle Passage in terms of:

From Source: Origin: primary, eye-witness evidence – Equiano describing his own experience on ship – though some historians have proposed that Equiano enhanced his account with the recollection of others.
Purpose: possibly to promote abolitionist cause.
Content: black people chained together.
Stench below deck.
Refusal to eat – flogged severely for this.
Wanting to jump overboard.
Savageness of ship’s crew.
Hold – closeness, heat, overcrowded, suffocating. Air unfit for breathing, causing sickness and death.

From Recall: Further details of life on ship:
Slaves manhandled roughly by crew upon boarding ship to assess fitness.
Dirty and squalid conditions below decks.
Separation of men and women.
References to diagrams and models of slave ships, eg the “Brookes”
Slaves tortured by officers and crew.
Slaves forced to exercise to maintain appearance of fitness to increase potential value at auction.

Marks: 1-2 Selects some relevant evidence from the source and/or recalled knowledge but without making the required evaluation.
3-4 Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
5 Establishes the main points of the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 4: Compare the views expressed in **Source C** and **Source D** on the experiences of slaves in the Middle Passage. (5)

The candidate offers a comparison of **Source C** and **Source D** in terms of:

Source C

Source D

Slaves chained together.

Slaves are shackled together.

Sick with the stench.

Fed on deck in good weather, but below decks in bad weather.

Unable to eat.

Water allowance of half pint per meal.

Flogged for refusal to eat.

Threatened with burning if they refused to eat.

Brutal cruelty from the white people.

Air-hatches – but closed in bad weather – air is often intolerable.

Almost suffocated from heat and overcrowding in the hold.

Badly affected by sea-sickness – frequent deaths, particularly women.

Foul air caused sickness from which many died.

Disgraceful cruelty from ships' officers – slaves suffer excruciating pain.

Several slaves found dead each morning.

From Recall: Not required but credit may be given for positive use to illustrate the comparison.

Marks:

1-2	Selects some evidence from one or both sources but with little attempt to make the required comparison.
3-4	Selects relevant evidence from both sources and makes a basic comparison in terms of the question.
5	Selects relevant evidence from both sources and compares them thoroughly to reach an appropriate conclusion.

Question 5: To what extent do **Sources A, D and E** illustrate the range of opinions in the debate surrounding the slave trade? (8)

The candidate makes a judgement of the extent to which **Sources A, D and E** illustrate opinions in the debate surrounding the slave trade in terms of:

- From Sources:*
- A** Trade, commerce and navigation would be affected by abolition.
Profits of merchants and traders in Britain depended on continuance of Slave Trade.
Abolition would be unnecessary and impracticable.
British people depended upon the legal Slave Trade.
Issues relating to the treatment of slaves:
Traders and planters were undeservedly condemned.
Lies were told about cruelty on the Middle Passage.
 - D** Issues surrounding the treatment of slaves on the Middle Passage:
Slaves chained together, flogged – Slaves wanted to jump overboard, stench on board was terrible.
Savageness of ship's crew.
Hold – closeness, heat, overcrowded, suffocating, sickness and death.
Slaves sometimes fed on deck, given water allowance, air-ports, surgeons.
 - E** Prominence of opponents of abolition:
Alliance of opponents of abolition at Westminster.
Members of the royal family spoke out and voted against abolition.
Active and retired admirals opposed abolition.
Landowners feared change which might come about as a result of abolition.
Those with commercial interests in cotton and sugar opposed abolition.
Economic arguments – West Indian cotton and income from West Indian plantations important to British industry.

- From Recall:*
- Arguments used by supporters of the Slave Trade:
Slaves treated better in West Indies than working classes in Britain.
Welfare and prosperity of West Indies depended on the Slave Trade.
Taxes would increase as a result of abolition to compensate for drop in revenue.
European rivals such as France and Holland would benefit from abolition.
British manufacturing and shipping interests, merchants, fisheries, and growth of wealth and power were advantaged by the Slave Trade.
Planters would be less able to invest in industry if the Slave Trade was abolished.
People felt abolition was impossible as the Slave Trade was a necessity to trading nations.
 - Arguments used by opponents of the slave trade:
Abolitionists' claims of cruelty towards slaves.
Moral position of slavery.
Claims that the British government and MPs had vested interests in slavery.
Slavery discouraged enterprise and hard-work, and brought labour into disrepute.

- Marks:*
- 1-3 Selects some relevant evidence from the sources and/or recalled knowledge but without making the required evaluation.
 - 4-6 Selects relevant evidence from the sources and uses recalled knowledge to inform a basic evaluation in terms of the question.
 - 7-8 Establishes the main points of the sources and uses recalled knowledge to inform a developed evaluation in terms of the question.

SPECIAL TOPIC 5: THE AMERICAN REVOLUTION

Question 1: To what extent does **Source A** illustrate the issues which led to the growing colonial challenge to British authority by 1774? (6)

The candidate makes a judgement of the extent to which **Source A** illustrates issues which led to the growing challenge to British control in terms of:

From Source: British assumption of sovereignty over colonies.
Ordinary British people assumed the same sovereignty as the king over colonies.
British ignorance of affection felt for Britain by colonists.
Implication that Britain was not ruling America with kindness.
Lack of wisdom in Britain's approach towards the colonies.

From Recall: Explanation of points made in source:
Colonists perceived an arrogance in British authority over them.
No recognition in Britain of achievements and strengths of colonists, eg political advances.
Britain remained intransigent in the face of colonist protest at methods of British rule.

Other factors relating to the colonial challenge in the 1760s:
Proclamation of 1763 forbidding settlement beyond the Allegheny Mountains.
Re-imposition of Navigation Acts after ending of Seven Years War in 1763.
Trade restrictions in colonies.
 Sugar Act (Revenue Act) of 1764 imposed duties on imports into colonies.
 Stamp Act of 1765, imposition of taxation.
 Declaratory Act of 1766, proclaiming British right to tax colonies.
 Townshend Duties of 1767 on glass, tea, paper and lead.
Growing resentment amongst colonists towards taxation without representation.
Resentment towards presence of British army in colonies.
British seen to be taxing purely to raise revenue.
Boston Massacre of 1770, infuriated people across all the colonies.

Marks:

1-2	Selects some relevant evidence from the source and/or recalled knowledge but without making the required evaluation.
3-4	Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
5-6	Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 2: How fully does **Source B** identify the British policies which led to increased hostility from the colonists between 1774 and 1776? (6)

The candidate makes a judgement of the extent to which **Source B** identifies issues which led to conflict in terms of:

From Source:

- Boston Port Act – port closed – no commerce for the city.
- Britain wanted compensation for the Boston Tea Party.
- Massachusetts Government Act – altered colonial government structure.
- King appointed Council rather than governor.
- Justice Act – designed to protect British government officials.
- No local juries in capital cases.
- Quartering Act – enabled better provision for British troops.
- Public buildings taken over for use by the British Army.

From Recall:

Explanation of points made in source:

- Colonists regarded the Coercive Acts as the Intolerable Acts – Britain enforced policy through military force.
- British concessions on tea had been regarded by some as a means of tricking colonists into accepting taxation.
- Colonial merchants to whom the East India Company did not sell tea would lose income.
- Colonists were unwilling to pay compensation for tea.
- King's appointees more likely to implement British policy without question.
- Suspension of trial by jury.
- More British troops were now possible in Boston.

Other factors relating to colonies in addition to Massachusetts:

- Quebec Act – passed at same time as Coercive Acts – allowed Catholic Church an established position in Quebec – galling to Protestant colonists.
- Skirmish at Lexington – alleged brutality of British troops towards local people in aftermath of the action.
- George III's dismissal of the Olive Branch Petition, October 1775 – seen by some colonists as last chance for compromise.
- Attitude of George III and Ministers – no sympathy for the attitudes of the colonists.
- British Army's hiring of German mercenaries – seen by some colonists as an insult and a threat.
- Governor Dunmore of Virginia forming black regiment in South in late 1776 – this persuaded many in the South to go against the British.
- Thomas Paine's publishing of *Common Sense* in January 1776 – selling 100,000 copies and influencing some colonists towards republicanism.

Marks:

1-2	Selects some relevant evidence from the source and/or recalled knowledge but without making the required evaluation.
3-4	Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
5-6	Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 3: How useful is **Source C** as evidence of British progress in the war during 1781? (5)

The candidate evaluates **Source C** as evidence of British military progress in terms of:

From Source: Origin – primary evidence, Lord Germain would be receiving reports of British progress.
Not eye-witness evidence – Lord Germain was in London at the time of writing.
Possible bias, eg ‘great military talents’.
Possible exaggeration, eg ‘His Majesty has such confidence’.
Purpose: to motivate Cornwallis to greater efforts to win the war.
Content: British moved rapidly through America.
Washington put up resistance in Carolina.
Success was expected in the campaign.

From Recall: Further details of British progress in 1781:
Clinton’s forces still held New York despite movements by American and French forces against the city.
Cornwallis had received reinforcements early in the year and made good progress against local militia.

Details of British setbacks in 1781:
Cornwallis shortly to be trapped at his base of Yorktown on Chesapeake Bay.
Entry of France into war had caused Britain to lose control of the sea.
Spanish navy had challenged Britain at sea from 1779, the Dutch from 1780.
League of Armed Neutrality in 1780 meant that Denmark, Sweden and Russia could resist British ships at sea.
French fleet under Admiral de Grasse outnumbered British fleet commanded by Admirals Graves and Hood, and would lead to British surrender at Yorktown.

Marks:

1-2	Selects some relevant evidence from the source and/or recalled knowledge but without making the required evaluation.
3-4	Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
5	Establishes the main points of the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 4: Compare the views on the military situation in 1781, expressed in **Source C** and **Source D**. (5)

The candidate offers a comparison of **Sources C** and **D** in terms of:

Source C

Source D

Washington's exertions are 'spirited'.

American 'spirits are kept high'.

Washington's troops 'conducting enterprises in Carolina.

Washington's troops 'with us in Carolina'.

'Promising rapidity' of British movement.

'Military affairs favourable' to Americans.

Washington's troops 'limited'.

Washington's troops numbering 16,000.

Colonists have shown little spirit in the past.

Colonists have already defeated Burgoyne.

No heed of the French arriving.

French navy and troops arriving in large numbers.

Expectation that Cornwallis will be successful.

Expectation that Cornwallis will be captured.

Emphasises Cornwallis's 'great military talents'.

Cornwallis had to 'fortify' himself in Yorktown.

From Recall: Not required but credit may be given for positive use to illustrate the comparison.

- Marks:*
- 1-2 Selects some evidence from one or both sources but with little attempt to make the required comparison.
 - 3-4 Selects relevant evidence from both sources and makes a basic comparison in terms of the question.
 - 5 Selects relevant evidence from both sources and compares them thoroughly to reach an appropriate conclusion.

Question 5: How fully do **Sources C, D and E** explain the outcome of the War of Independence? (8)

The candidate makes a judgement of the extent to which **Sources C, D and E** explain factors relating to the outcome of the war in terms of:

- From Sources:*
- C** Factors which favoured the British:
British army capable of rapid movement.
Limited numbers of colonist forces.
Military talent of General Cornwallis.
Factors which favoured the colonists:
Washington's troops making every exertion.
Spirit of colonist forces.
 - D** Factors which favoured the colonists:
French supplied large numbers of ships and troops.
Washington assembled 16,000 troops.
Washington's army made good progress into Carolina.
Cornwallis trapped at Yorktown by the French.
American morale high.
 - E** American treaty with France.
France declared war on Britain – sent troops and huge fleet to help the Americans.
French sent war materials, equipment, etc
French alone did not win the war for the Americans.

- From Recall:*
- Further details of factors relating to outcome:
Inspiration provided by Washington to troops.
Washington trained his men to fire their rifles accurately from distance.
Guerilla tactics adopted by Americans.
Superior American knowledge of land on which the war was fought.
American troops had incentive of independence.
Boost to colonists' morale at time of foreign intervention.
Local people burned crops to prevent British taking them.
British military incompetence.
Factions and in-fighting amongst British military leaders.
Poor communications between Britain and the colonies.
Entry of Spain and Holland as well as France into the war spread the war worldwide.
Foreign intervention stretched British resources.
Britain lost control of the sea.

- Marks:*
- 1-3 Selects some relevant evidence from the sources and/or recalled knowledge but without making the required evaluation.
 - 4-6 Selects relevant evidence from the sources and uses recalled knowledge to inform a basic evaluation.
 - 7-8 Establishes the main points of the sources and uses recalled knowledge to inform a developed evaluation in terms of the question.

SPECIAL TOPIC 6: PATTERNS OF MIGRATION: SCOTLAND 1830s-1930s

Question 1: How useful is **Source A** as evidence of the kind of living conditions faced by Irish immigrants in Victorian Scotland? (5)

The candidate makes a judgment on the usefulness of **Source A**, in terms of:

From Source: Origin: Primary source; photograph of slums in Glasgow in late 19th century.
Purpose: possibly to inform opinion; highlight problem.
Content: typical tenement buildings.
Dark, dismal buildings.
Lack of light.
Poor ventilation.
Open sewer in street – disease a problem.
Dirty, lack of hygiene – poor sanitation.
Cramped, overcrowded.
Neglected appearance.

From Recall: Details of living conditions in towns/cities in Victorian Scotland eg, overcrowding in poorest areas of towns/cities.
Diseases – epidemics of cholera – also typhus, TB etc.
Lack of clean drinking water – links to disease.
Poor public health – streets dirty – household waste, etc.
Pollution from factories/mills – smoke from factories and railways, and from domestic fireplaces.
Irish immigrants concentrating in poorest areas, with lowest rents.
Badly-built housing – damp, vermin infested.

Marks: 1-2 Selects some relevant evidence from the source and/or recalled knowledge but without making the required evaluation.
3-4 Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
5 Establishes the main points of the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 2: To what extent do the views expressed in **Source B** reflect the reaction of native Scots to Irish immigration? (6)

The candidate makes a judgment on the extent to which the views expressed in **Source B** reflect the reaction of native Scots, in terms of:

From Source: Extremely negative views expressed in source.
A deplorable change.
Change was an increasing cause of alarm to patriotic Scots.
Irish inundated the country – sheer numbers.
Irish were taking money from Poor Rates.
Irish misdirected charity.
Irish filled jails – crime-ridden immigrants.
Lowered wages or took jobs from the Scots.
Scots suffered both morally and intellectually through contact with Irish immigrants.
Keep Scotland Scotch in terms of religion/morality/intelligence.

From Recall: Many Scots viewed Irish immigrants as ‘aliens’.
Early immigrants ‘tolerated’ – seasonal migration.
Protestant immigrants viewed more favourably.
Sectarianism in workplace – job discrimination existed.
Immigrants seen to be responsible for lowering wages.
Immigrants seen to act as strike-breakers.
Religious issues between Catholic immigrants and Protestant Scots.
More negative reaction to immigrants in the West – sheer numbers.
Irish seen as less than patriotic – Pope highest authority not the Crown.
Irish viewed as carriers of disease – cholera the ‘Irish disease’.
Attitudes hardened from mid to end of 19th century.
Many employers, however welcomed the immigrants – cheap labour.
Scotland’s industrialisation needed immigrant workers.

Marks:

1-2	Selects some relevant evidence from the source and/or recalled knowledge but without making the required evaluation.
3-4	Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
5-6	Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 3: How fully do **Sources A, B and C** illustrate the problems faced by Irish immigrants to Scotland during the period 1830-1939? (8)

The candidate makes a judgment on how fully **Sources A, B and C** illustrate the problems faced by Irish immigrants in terms of:

- From Sources:*
- A** Highlights the problem of poor living conditions among immigrants. Irish inhabited cheapest dwellings – cellars also. Crowded into most ruinous parts of towns. Details of living conditions in towns may be given – overcrowded, lack of clean water, and adequate sewerage.
 - B** Scotland suffered from Irish immigration. Volume of immigrants a catastrophe for Scotland. Irish seen as ‘spongers’ off the state – raised costs of Poor Rates – take up charity – filled up jails. Responsible for lowering of wages/taking jobs from Scots. Generally Irish had a negative influence on lives of native Scots. Irish subjected to racism by many native Scots.
 - C** Irish appeared to be the outcasts of Victorian society in general. Viewed as poorest in society. Politically suspect due to being seen as separatists – ‘Celts’ rather than ‘Anglo-Saxons’. Catholic religion viewed with suspicion. Irish immigrants largely unassimilated in society – rejected and despised. Lowest jobs done by immigrants – excluded from skilled trades. Role of the Orange Order in Glasgow – kept immigrants ‘in their place’.

From Recall:

Long and difficult road to assimilation/integration for Irish immigrants. Immigrants attracted racial abuse from native Scots – even Scoto-Irish. Sectarianism rife in parts of Scotland especially in the West – role of Orange Order in this. Distinction may be made between Catholic and Protestant immigrants. Need for provision of good educational facilities for immigrants. Role in the Great War – enlistment in armed forces – patriotism. Irish also participated in the development of the trade union movement – also important in the growth and development of the Labour Party – this made them more acceptable, and assisted integration. Many difficulties faded as the years passed but religious tensions still existed by 1939. Religious tensions present even today in parts of Scotland.

- Marks:*
- 1-3 Selects some relevant evidence from the sources and/or recalled knowledge but without making the required evaluation.
 - 4-6 Selects relevant evidence from the sources and uses recalled knowledge to inform a basic evaluation in terms of the question.
 - 7-8 Establishes the main points of the sources and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 4: Compare the views on Scottish emigration as expressed in **Source D** and **Source E**. (5)

The candidate compares the views expressed in **Sources D** and **E** in terms of:

Source D

Positive view on emigration generally.

Very positive 'pull' factors at work – limitless quantity of land in Australia is there for the taking.

Highlanders described as enterprising – possess some money and skills which would be desirable in their adopted lands.

Surplus Highland population will be relieved by emigration.

Not a 'good thing' that so many feel the need to emigrate.

Opportunities for self-improvement abroad are too great an attraction for many Highlanders to ignore.

Source E

Most emigrants left for hope and adventure rather than through despair and resignation.

Ambition was a major cause of emigration not just bitterness.

Self-improvement for future generations a strong motive to emigrate.

Not all emigrants were driven out of Scotland.

Not all emigrants were destitute – many had cash plus ambitions.

Not reluctant refugees from a backward economy but rather willing emigrants from a strong economy which offered employment and a rising standard of living.

Section of emigrants were both financially viable and with marketable skills and ambition.

From Recall: Not required but credit may be given for positive use to illustrate the comparison.

- Marks:*
- 1-2 Selects some evidence from one or both sources but with little attempt to make the required comparison.
 - 3-4 Selects relevant evidence from both sources and makes a basic comparison in terms of the question.
 - 5 Selects relevant evidence from both sources and compares them thoroughly to reach an appropriate conclusion.

Question 5: How fully does **Source E** explain the reasons for Scottish emigration?

(6)

The candidate makes a judgment on how fully **Source E** explains the reasons for Scottish emigration, in terms of:

From Source: Hope and adventure stronger than despair and resignation.
Bitterness rarely the sole reason for emigration.
Ambition also an element in the equation.
Improvement in life expected through emigration.
Better prospects abroad both for self and next generation.
Not all were driven out of Scotland – many left willingly.
Voluntary exiles from a strong, urban economy in Scotland.

From Recall: Highland Clearances – details.
Decline in fishing industry.
Work of government bodies; agents of foreign lands.
Letters from relatives already emigrants.
Promises of free/cheap land abroad; especially in Canada.
Pressures on small farmers or farm servants – soil, climate, landlords.
Industrialisation caused decline in crafts – lack of opportunities.
Discovery of gold in USA and Australia.
Effects of Industrial and Agricultural Revolutions encouraged emigration.
Transport revolution especially steamships encouraged emigration.

Marks:

1-2	Selects some relevant evidence from the source and/or recalled knowledge but without making the required evaluation.
3-4	Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
5-6	Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

SPECIAL TOPIC 7: APPEASEMENT AND THE ROAD TO WAR, TO 1939

Question 1: How fully does **Source A** explain why remilitarisation of the Rhineland led to so little reaction from Britain and other European countries? (6)

The candidate makes a judgment of how fully **Source A** explains why the remilitarisation of the Rhineland led to so little reaction, in terms of:

From Source: Germany accused French Government of having destroyed Locarno Treaty – signing an agreement with the Soviet Union clearly directed against Germany. Germany’s remilitarisation of the Rhineland was an act of self-defence. Germany declared it was ready to negotiate with the French and Belgian governments for new demilitarised zones on both sides of their common border – mutual guarantees against air attacks – and return to League of Nations. This led some of prominent politicians to openly defend German action – probably influenced public opinion that Germany only behaving like other nations – strengthening borders against attack.

From Recall: Sentiment that Versailles settlement was too harsh – Germany made conciliatory offers to resolve the tension over this. The possibility of Germany returning to a path of negotiation and discussion within the League framework was too good an opportunity to pass up just because of remilitarisation. There was support for Germany’s action from sections of British opinion – Lord Lothian’s statement “only going into their back garden”. Britain concerned at potential threats to Empire – from growing Japanese power. Britain and France had already met to consider action – but decided against it: Strong anti war sentiment in Britain – for example support for Peace Pledge Union, White Poppy campaign started 1933, also Fulham by-election, Oxford Union debate. Fear that a new war would mean bombing of civilian targets and cities as shown in 1936 movie “Things to Come”.

Other European countries:

France had only a static defence policy based on the Maginot line and would be unlikely to assist any attempt to oust Germany from the Rhineland.

Italy was heavily involved in Abyssinia – Britain and France also very concerned about developments there, and the potential for problems in the Mediterranean.

Spain on the verge of a major internal crisis of its own.

Russia very much isolated at this time.

Marks:

1-2	Selects some relevant evidence from the source and/or recalled knowledge but without making the required evaluation.
3-4	Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
5-6	Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 2: How useful is **Source B** as evidence of the problems facing Britain caused by the Spanish Civil War? (5)

The candidate makes an evaluation of **Source B** as evidence of problems facing Britain caused by the Spanish Civil War, in terms of:

From Source: Origin: a British cartoon, 1937, during Spanish Civil war – subject is British attempts to limit the conflict.
Purpose – Low consistently against what he considered to be British weakness, indecision and appeasement – cartoon highlights failures to limit conflict.
Content:
Hitler and Mussolini linked together – possibly dancing! – suggests British policy being ignored – breaking non-intervention agreement supplying weapons shown as artillery shells marked with swastikas on the beach. Spain identified – written on the sand.
British involvement indicated – Anthony Eden, foreign secretary, homburg hat and moustache – appears lonely, weak figure representing Britain’s lack of influence in the war.
Eden working hard to maintain Britain’s policy – rolled up sleeves and tools in hand.
Eden trying to repair battered sign – shows policy of non-intervention failing.
Sign – trespassers should **consider** themselves prosecuted – indicates problem of enforcing non-intervention – different text on middle section of sign suggests removal of more direct warning – “will be”.
Britain shown asking Hitler and Mussolini for help, “a bit of string” – suggests policy would not be any stronger after repair.
The ship off shore – Nationalist rebels imposing a naval blockade of Spain.
War raging in background – Britain (Eden) ignoring it.

From Recall: British policy of supporting non-intervention – Non-Intervention Agreement, 9th Sept. 1936 – Britain concerned that this was being ignored by Germany, Italy, and Russia.
Britain concerned by Communist advances into Spain. Russia sent aid to the Republicans and seemed to be trying to turn Spain communist although later evidence suggests that was not the case. Significant Communist influence within government of Republic.
The British government was embarrassed by British citizens going to Spain to fight in the International Brigades “The conscience of the democracies”.
Some governmental and business British sympathies lay with Franco and the Nationalists who would bring stability and economic revival to Spain. Britain could not publicly admit this.
Britain was a leading member of the League, but did nothing to protect the legitimate legally elected Spanish government.
Official British view – excused themselves from intervening by saying it was a civil war and not a war of aggression.
Britain was faced by a former ally in the Stresa Front – Italy – now allying itself to Hitler.
The nightmare of fascist dictatorships allying themselves against democracies was becoming real. Britain concerned that France now trapped in a fascist triangle to the north, east and south.
Britain was concerned that the routes to the empire via Gibraltar should not be compromised.
General British concern that the war might spread beyond Spain.
Concern at use of air power – bombing of Madrid and Guernica.

Question 2 (continued)

<i>Marks:</i>	1-2	Selects some relevant evidence from the source and/or recalled knowledge but without making the required evaluation.
	3-4	Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
	5	Establishes the main points of the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 3: How much support was there, at the time, for the views expressed in **Source C**? (6)

The candidate makes a judgment on how much support there was for the views expressed in **Source C**, in terms of:

(Context: Munich agreement just signed. War averted. The Sudeten crisis had been solved albeit by giving Hitler what he wanted.)

From Source: Mass support for Chamberlain – the settlement was achieved by the “right mindedness and strong heartedness of this one man” – a “returning hero” – has averted war.
Belief that the Czech crisis was not worth fighting over – not our problem “if we had gone to war to resist German claims in Czechoslovakia we should be fighting for a bad cause.” Chamberlain never lost grip of this.
Belief in Britain that Versailles had been too harsh – “The Czechoslovakian settlement was one of the great blunders of the post war peace treaties.”
Belief that Hitler had right on his side – this recognised by Chamberlain.

From Recall: The media reported celebrations across the country, eg at football matches, crowds sang “For he’s a jolly good fellow.” – widespread relief at the apparent avoidance of war.
Crowds cheering at Downing Street and Buckingham Palace on Chamberlain’s return.
Many leading newspapers supporting the Munich settlement – some evidence of media being manipulated by Chamberlain’s government.
Strong political support from the majority of Conservative MPs.
Some Conservative MPs highly critical of Munich settlement – Churchill – Duff Cooper, resignation from Cabinet.
David Low, cartoonist, a leading critic.
Also, strong opposition from Labour and Liberal parties.
Some newspapers critical of Munich – local and national papers also carried letters from public condemning the settlement.
Overall public mood was one of relief but uncertainty about future.

Marks:

1-2	Selects some relevant evidence from the source and/or recalled knowledge but without making the required evaluation.
3-4	Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
5-6	Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 4: Compare the views on the Munich Agreement expressed in **Source C** and **Source D**. (5)

The candidate makes a comparison of the sources, in terms of:

Overall:

Source C is in favour of the settlement and believed Chamberlain to be right.

Source D is critical of the Munich agreement and believes it to be a failure of British policy.

Source C

Enthusiastic reception for Chamberlain – a returning hero.

Because of his right-mindedness, and strong-heartedness, war has been avoided.

One overall consideration – war to resist German claims over Czechoslovakia would be fighting for a bad cause – Chamberlain never lost sight of this.

Czechoslovakia, with 3.5 million Germans included, a major blunder of peace treaties.

Hitler, for once, had right on his side – this helped him succeed.

Source D

Statement unpopular – Britain has sustained a total and unmitigated defeat – everybody would like to ignore this.

Comments on Chamberlain’s immense exertions, the efforts and mobilisation of the country, the anguish and strain for the people.

But this has simply given Hitler what he wanted – “course by course”, rather than having to snatch them.

Gross neglect and deficiency in British defences.

Britain has suffered a defeat without war – there will be serious consequences – whole balance of Europe has been altered.

From Recall: Not required but credit may be given for positive use to illustrate the comparison.

- Marks:*
- | | |
|-----|--|
| 1-2 | Selects some evidence from one or both sources but with little attempt to make the required comparison. |
| 3-4 | Selects relevant evidence from both sources and makes a basic comparison in terms of the question. |
| 5 | Selects relevant evidence from both sources and compares them thoroughly to reach an appropriate conclusion. |

Question 5: How fully do **Sources A, C and E** explain why Britain adopted a policy of appeasement towards Germany in the later 1930s? (8)

The candidate makes a judgment of how fully **Sources A, C and E** explain why Britain followed a policy of appeasement, in terms of:

- From Sources:*
- A** Germany accused France of destroying Locarno – agreement with Soviet Union directed at Germany – remilitarisation of Rhineland was self-defence. Germany was ready to negotiate on new demilitarised zones, guarantee against air attacks, and possible return to League of Nations. Some politicians came out in defence of German action – popular view that Germany only behaving like other countries – strengthening borders against possible attacks.
- C** Enthusiastic reception for Chamberlain – his right-mindedness and strong-heartedness has prevented a devastating war. Going to war over German claims in Czechoslovakia would be a bad cause – Czechoslovakia, with 3.5 million Germans, one of blunders of post-war peace treaties. Hitler won a victory – for once, had right on his side – Chamberlain recognised this.
- E** Dangerous moment for Europe approaching. Struggle between dictatorships and democracies a threat to peace – serious danger. This danger made worse by development of aeroplanes. All countries, and all parts of countries, now risked sudden attack. Some nations were already helpless in face of bombing of cities, and slaughter of civilians. Combination of dictatorships and air power brought all countries into danger.

From Recall:

Other factors involved in the policy decisions to adopt appeasement were: The need to protect the British Empire. Imperial unity vital to Britain's place, prestige and power. The Dominion governments generally supportive of appeasement. There was also some fear that Empire might fragment – Hertzog's statement, 1938, that South Africa would not automatically support Britain. Concern that Britain might find itself facing three enemies simultaneously – Germany, Italy and Japan. The Chiefs of Staff had warned about this threat, as early as 1934 describing Hitler as the "ultimate potential enemy". Widespread concern at weaknesses within Britain's armed forces – rearmament had only really got under way in 1936. Widespread agreement that the Treaty of Versailles had created many problems in Europe, and that a policy of appeasement was the best means of addressing these problems. In the policy of appeasement, priority was to ensure Britain's safety, not to uphold parts of the Versailles settlement which had come under strong criticism. British domestic concerns – the effects of the depression and high unemployment – many saw economic problems as a greater concern, and an aggressive foreign policy might be unpopular in political terms. Public opinion coloured British reaction. In the mid thirties, there was huge public support for peace – Fulham by-election, Peace Ballot, Peace Pledge Union, White Poppies. Fear that a European conflict would allow the further spread of communism across Europe – many Conservative politicians regarded communism as a greater danger.

Question 5 (continued)

Britain had no reliable allies.

France politically unstable, the USA isolated from Europe, Russia communist, and regarded with suspicion.

Britain unwilling to become embroiled in France's commitment to Eastern Europe.

Britain felt that appeasement could lead to peaceful settlements of international problems.

Chamberlain was strongly opposed to war, and, after becoming Prime Minister in 1937, worked enthusiastically in favour of appeasement.

Marks:

- | | |
|-----|---|
| 1-3 | Selects some relevant evidence from the sources and/or recalled knowledge but without making the required evaluation. |
| 4-6 | Selects relevant evidence from the sources and uses recalled knowledge to inform a basic evaluation in terms of the question. |
| 7-8 | Establishes the main points of the sources and uses recalled knowledge to inform a developed evaluation in terms of the question. |

SPECIAL TOPIC 8: THE ORIGINS AND DEVELOPMENT OF THE COLD WAR 1945-1985

Question 1: How useful is **Source A** in explaining Soviet intervention in Hungary in 1956? (5)

The candidate offers an evaluation of **Source A** in explaining Soviet intervention in Hungary in 1956, in terms of:

From Source: Provenance: memoirs of Nikita Khrushchev, Russian Party Secretary at time of the Hungarian crisis of 1956.
Possible purpose: justifying intervention by Soviet forces in Hungary.
Bloody struggle in Budapest capital of Hungary.
Nagy used intimidation to encourage mutiny and war including forcing prominent citizens to publicly endorse his leadership and denounce the previous regime.
Among many outrages, Party members were hunted down, murdered and strung up from lamp posts.
NATO countries encouraged civil war in the hope that the socialist government would be overthrown and capitalism restored to Hungary.

From Recall: Background to revolution – repressive regime of Rakosi and Gero.
Denial of political freedoms through censorship, purges and use of the secret police to crack down on dissent.
Political control of the Soviet Union in selecting the leadership of Hungary.
Stationing of Russian military forces in Hungary.
Economic discontent as economy stagnated.
Feeling that reform was being encouraged by Khrushchev’s denunciation of Stalin.
Example of reform movement in Poland.
Popular demands for change: demonstrations by students and workers, attacks on secret police.
Genuine popularity of Nagy and his reform programme.
Seeming encouragement from ‘Free’ radio stations, etc, sponsored by America.
Soviet fear of loss of control over Hungary – development of western-style democracy.

Marks:

1-2	Selects some relevant evidence from the source and/or recalled knowledge but without making the required evaluation.
3-4	Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
5	Establishes the main points of the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 2: How fully does **Source B** explain the reasons for the USSR's plan to site nuclear weapons in Cuba? (6)

The candidate evaluates how far **Source B** explains the reasons for the USSR's plans to site nuclear weapons in Cuba, in terms of:

From Source: Khrushchev intended his missile deployment in Cuba as an effort to spread revolution throughout Latin America.
Castro's revolution was in danger.
The Eisenhower administration had cut diplomatic relations with Cuba, plotting Castro's overthrow.
President Kennedy allowed these plans to go forward: unsuccessful Bay of Pigs incident.
Khrushchev thought the attempted invasion showed counter-revolutionary resolve, and would be repeated with much greater force in the future.
Cuba and Soviet prestige affected how Khrushchev thought.
Missiles seen as deterrence to American attempts to influence Cuba.

From Recall: Requests from Castro for deployment of ballistic missiles in Cuba to deter future possibility of American sponsored invasion.
Missiles were intended as bargaining chips in the Cold War.
Possibility that Khrushchev saw deployment of missiles as a device to negotiate a Cuba for Berlin exchange deal that would remove West Berlin from the centre of East Germany.
Soviets saw themselves as having to live under the direct threat of nuclear weapons with the positioning of American intermediate range missiles across the border in Turkey. Tit for tat measure.
Missiles would help redress strategic arms imbalance: USA had lead in longer-range missiles;
Missiles in Cuba would reduce American warning time to nothing.

Marks:

1-2	Selects some relevant evidence from the source and/or recalled knowledge but without making the required evaluation.
3-4	Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
5-6	Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 3: To what extent does **Source C** provide an adequate explanation for the invasion of Czechoslovakia by Warsaw Pact forces in 1968? (6)

The candidate offers an evaluation as to the extent to which **Source C** provides an adequate explanation for the invasion of Czechoslovakia in 1968 in terms of:

From Source: Five Warsaw Pact countries received request for armed assistance from majority of members of Communist Party of Czechoslovakia and from many members of the Czech government.
Armed assistance needed to resist counterrevolution.
Armed assistance needed to defend Czech socialism.
Members of the Czech government behaved dishonestly, supporting reactionary forces: Dubček named.
Pact countries entered Czechoslovakia as friends.
They would not interfere in the internal affairs of Czechoslovakia and will leave the territory of Czechoslovakia when asked.

From Recall: Background to ‘Prague Spring’: discontent at repressive regime of Novotny, economic stagnation, intellectual discontent.
Reforms encouraging greater freedom of the press, economic change, democratisation of the Communist Party, constitutional change with regard to Slovakia, contacts with the West.
Concerns within Warsaw Pact as to pace of Czech reforms and demands for intervention, especially from East Germany (Ulbricht) and Poland (Gomulka).
Concerns from hard-line communists within Czechoslovakia who encouraged the view that the reforms were right-wing, anti-socialist and anti-Soviet.
Letter of invitation to the Soviets from five top Czech party officials for help against the threat of alleged counterrevolutionary forces.
Demands for Czech action against ‘counter-revolutionary forces’ at meetings of the Warsaw Pact ‘five’: Dresden, Warsaw. Feeling no action had been taken.
Soviet Union feared destabilisation in the Eastern bloc would encourage the West to interfere in the East.
Development of ‘Brezhnev Doctrine’ line on intervention and the need to defend socialism from counter-revolution.
Ideological unity already threatened by Yugoslavia and Romanian autonomous lines. Soviet concerns that it should go no further.

Marks:

1-2	Selects some relevant evidence from the source and/or recalled knowledge but without making the required evaluation.
3-4	Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
5-6	Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 4: Compare the views on military intervention in Czechoslovakia in 1968 expressed in **Source C** and **Source D**. (5)

The candidate compares the evidence in **Source C** and **Source D** in terms of:

Source C

Soviet ‘appeal’ to the Czech president from the Soviet Union Politburo.

Warsaw Pact ‘five’ invited into Czechoslovakia by a majority of the members of the Communist Party of Czechoslovakia and many members of the Czech government.

Pact countries to provide armed assistance to the Czechoslovak people to help them resist counterrevolution and defend the gains of socialism in Czechoslovakia.

Dubček and several others are conducting themselves dishonestly and are supporting the activities of the reactionary forces.

Pact countries come to Czechoslovakia as faithful friends of the Czechoslovak people.

Pact countries not interfere in the internal affairs of Czechoslovakia and will leave the territory of Czechoslovakia whenever the president and government of Czechoslovakia say this is necessary.

Source D

Broadcast by the Communist Party of Czechoslovakia Presidium.

Warsaw Pact ‘five’ had crossed the borders of Czechoslovakia but had done so without the knowledge of the president, the chairman of the National Assembly, the Prime Minister, and Communist Party First Secretary.

Call for all citizens of the republic to remain calm and not to put up resistance since it would now be impossible to defend the state borders.

Units of the Czechoslovak army and the People’s Militia have received no orders to defend the republic.

The Presidium believed the border crossing against all principles governing relations between socialist states.

Border crossing also violates the fundamental provisions of international law.

From Recall: Not required but credit may be given for positive use to illustrate the comparison.

Marks:

1-2	Selects some evidence from one or both sources but with little attempt to make the required comparison.
3-4	Selects relevant evidence from both sources and makes a basic comparison in terms of the question.
5	Selects relevant evidence from both sources and compares them thoroughly to reach an appropriate conclusion.

Question 5: How fully do **Sources A, B and E** explain the reasons for tension between the superpowers during the Cold War? (8)

The candidate makes a judgment on how fully **Sources A, B and E** explain the reasons for tension between the superpowers during the Cold War, in terms of:

- From Source:*
- A** Khrushchev's view of Hungarian Crisis: in 1956 a bloody struggle broke out in Hungary.
He sees events almost as a civil war: Nagy used intimidation to draw people into mutiny and war against the Communist Party. All kinds of outrages mentioned.
He blamed the western military alliance of NATO for encouraging the civil war for ideological ends: hoping that the revolutionary government would be overthrown, the gains of the revolution would be liquidated, and capitalism would be restored in Hungary.
- B** Soviet missile deployment in Cuba seen as an attempt to spread Marxist-Leninist revolution throughout Latin America.
Missiles were intended to protect Castro's revolution from danger.
American administrations were plotting its overthrow by violent means: Bay of Pigs example.
Missiles would be a way of deterring American interference.
- E** Source describes tension of nuclear weaponry and what to do about it.
Lack of agreement on nuclear disarmament despite numerous proposals: 1955 and 1959 examples.
All of the proposals that came from the Soviet Union failed because of the question of verification.
Washington insisted on onsite inspection to ensure compliance, while Moscow rejected the presence of foreign observers as an infringement of its national sovereignty.
Superpower disarmament in an unstable world proved to be an impossible goal.
More modest objective of arms limitation was encouraged by the dangers exposed by Cuban missile crisis: limitations on the testing, deployment and proliferation of nuclear weapons in the future.

From Recall:

Candidates may develop the ideological angle of the economic, social and political differences between communism and capitalism.
Reference to the perception of the spread of communism: the Domino Theory and American determination to stop its spread.
Development of detail about the nuclear arms race: technological developments; delivery systems, battlefield and intermediate nuclear weapons, etc.
Espionage issues: U2 incident
Attempts to spread propaganda.
Spreading of 'conflict' through proxy wars.
Specific development of examples from breakdown of wartime alliance, differing aims of the victors, Korean War, Berlin Airlift 1948-9, Polish reform movement, Berlin Crisis, 1961, Vietnam War.
Development of detail about attempts to control the arms race and the difficulties in enforcing: SALT treaties, ABM treaty, etc.
Development of second Cold War: Reagan and Gorbachev, Soviet intervention in Afghanistan, Strategic Defence Initiative, etc.

Question 5 (continued)

<i>Marks:</i>	1-3	Selects some relevant evidence from the source and/or recalled knowledge but without making the required evaluation.
	4-6	Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
	7-8	Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

SPECIAL TOPIC 9: IRELAND 1900-1985: A DIVIDED IDENTITY

Question 1: How fully does **Source A** illustrate Irish attitudes to the First World War? (6)

The candidate makes a judgment on how fully **Source A** illustrates Irish attitudes to the First World War, in terms of:

From Source: Decided to see what the Great War was like.
Author did not go on the advice of John Redmond or any other politician.
Did not go because he thought that by fighting he would secure Home Rule for Ireland from Britain.
Not lured by the appeal of fighting for small nations like Belgium.
He knew nothing about small nations.
Went to war because he wanted to see what war was like, get a gun, see new countries, and feel like a grown man.

From Recall: In 1914 there was extensive Irish support for participation in the war.
In Ulster, Carson and Unionists actively supported Britain and the war effort.
Irish Party in Parliament under John Redmond backed the government, and actively campaigned for recruitment to armed forces, urging Irishmen to enlist through publicity.
Sections of press gave support to John Redmond and the pro war movement.
Opposition to war very much a minority in 1914: Sinn Fein and Arthur Griffith – although not powerful at this time: also there was opposition from Pearse, Connolly and their supporters.
Recruitment of armed forces in southern Ireland was successful.
Division within Irish Volunteers increased.

Marks:

1-2	Selects some relevant evidence from the source and/or recalled knowledge but without making the required evaluation.
3-4	Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
5-6	Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 2: Compare the views expressed in **Source B** and **Source C** on the Easter Rising. (5)

The candidate compares the views expressed in **Source B** and **Source C** on the Easter Rising in terms of:

Source B

Source C

Men shot in cold blood after capture or surrender.

Not an Irish rebellion, only involves Sinn Fein.

Were prisoners of war so wrong to kill them.

Idea of an Irish republic is un-Irish.

Any Irishman using arms and weapons to gain independence is only doing what an Englishman would do if the Germans invaded England.

Irish want their own country free from foreign rule – but this can only come from British consent, not against Britain’s wishes.

The Irish morally in order to accept help from Germans, just as Britain taking help from Russia in fighting Germans.

Sinn Fein leaders were good men – died like saints.

Impossible to slaughter these men without making them martyrs or heroes.

Have caused great trouble, but meant to do the opposite – wild madness.

British government must have known they were turning prisoners into saints.

If Britain does not get things right – work for conciliation, show mercy – All Sinn Fein leaders will be seen as saints.

From Recall: Not required but credit may be given for positive use to illustrate the comparison.

- Marks:*
- 1-2 Selects some evidence from one or both sources but with little attempt to make the required comparison.
 - 3-4 Selects relevant evidence from both sources and makes a basic comparison in terms of the question.
 - 5 Selects relevant evidence from both sources and compares them thoroughly to reach an appropriate conclusion.

Question 3: To what extent does **Source D** describe the conduct of both sides during the Anglo-Irish war? (6)

The candidate makes a judgment on the extent to which **Source D** describes the conduct of the Anglo-Irish War, in terms of:

From Source: War of Independence was primarily a war of flying columns, campaign in isolated hills and mountains.
British Army – key focus on Dublin.
Aeroplanes were used to disperse crowds near Mountjoy, to distribute propaganda leaflets, to provide armed protection to convoys and trains.
Aerial reconnaissance becoming important for the army, leading to the finding of arms dumps in the Wicklow Mountains – also, for monitoring IRA during the Truce.
Armoured vehicles were deployed in operations in Dublin, to provide greater protection for soldiers, conserve manpower and strengthen offensive operations.
Searchlights used to enforce the curfew.
Stop and search methods were also improved by the British army.

From Recall: The IRA used a campaign of guerrilla warfare.
Attacks on agencies of Law and Order such as the Royal Irish Constabulary, police barracks and magistrates – also continued attacks on British troops.
Attacks on G-Men, detectives concentrating on IRA campaign.
The IRA attempted to assassinate the Viceroy, Lord French.
The IRA used flying columns, which were mobile IRA squads, which could be used to ambush the British forces and RIC.
Michael Collins played a key role in the planning of these activities and even in their execution.
The senior officers of the RIC openly supported the use of force in fighting the IRA – use of reprisals, eg burning of houses if local police stations attacked.
RIC members were instructed to challenge civilians from ambush and shoot them if they did not obey the RIC officers.
Activities of the Black and Tans, and the Auxiliaries – ruthless methods – many innocent victims.

Marks:

1-2	Selects some relevant evidence from the source and/or recalled knowledge but without making the required evaluation.
3-4	Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
5-6	Establishes the main points in the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 4: How useful is **Source E** as evidence of opinions on the Anglo-Irish Treaty? (5)

The candidate makes an evaluation of **Source E** in terms of:

From Source: Origin: From a speech by Lloyd George in the House of Commons, commenting on the Anglo-Irish Treaty.
Possible purpose: to persuade people that the Anglo-Irish Treaty is successful and benefits all sides.
Britain gained the allegiance of Ireland to the crown, Britain gained Ireland as a partner in the empire – security for its own shores, and for Ulster.
Irish were free as a nation to work out its own national destinies on its own.
Lloyd George believed Ireland and Britain would eventually be reconciled.
Ireland would be free to use its own resources.
Ireland would be free to direct its own forces (material, moral and spiritual).

From Recall: Arthur Griffith supported the Treaty – the First Treaty between Ireland and England signed on basis of equality since 1172.
Ireland gained flag, evacuation of British troops – Irish army formed.
Ireland was seen as equal with England, with Commonwealth countries, and had a voice in foreign affairs – Dominion status.
Michael Collins also supported the Treaty – no British Government left in Ireland, so Britain no longer the enemy – Ireland had own, elected government, and all have duty to obey it – those who do not obey it are enemies of the people.
Ulster Unionists supported the Treaty – partition guaranteed the status of Ulster, as part of the United Kingdom.
De Valera opposed to the Treaty – Treaty meant acceptance of partition of Ireland and abandonment of national sovereignty – saw it as a surrender of ideals, for which sacrifices were made and suffering endured.
He urged Republicans to resist the Treaty – major divisions within Sinn Fein and the IRA.
Eventual outbreak of Civil War.

Marks:

1-2	Selects some relevant evidence from the source and/or recalled knowledge but without making the required evaluation.
3-4	Selects relevant evidence from the source and uses limited recall to inform a basic evaluation in terms of the question.
5	Establishes the main points of the source and uses recalled knowledge to inform a developed evaluation in terms of the question.

Question 5: How fully do **Sources B, D** and **E** explain the development of division and conflict in Ireland from 1912 onwards? (8)

The candidate makes a judgment on how fully **Sources B, D** and **E** explain the development of division and conflict in Ireland in terms of:

- From Sources:*
- B** Men killed after capture or surrender, were prisoners of war – wrong to kill them.
Any Irishman using arms and weapons is only doing what an Englishman would do if the Germans had invaded England.
The Irish morally right to accept help from Germans.
Impossible to slaughter these men without making them martyrs.
- D** War of Independence – flying columns, campaign in isolated hills and mountains.
British Army – key focus on Dublin.
Aeroplanes used – to disperse crowds, to distribute propaganda, to protect convoys and trains.
Armoured vehicles used in Dublin, to protect soldiers, conserve manpower and strengthen offensive operations.
Stop and search methods used.
- E** Lloyd George – speech on Anglo-Irish Treaty – attempting to persuade people that Irish Treaty was successful and benefited all sides.
Britain gained the allegiance of Ireland – Ireland as a partner in the empire – security for itself and for Ulster.
Irish were free as a nation to work out own national destinies.
Lloyd George believed Ireland and Britain would eventually be reconciled.
Ireland would be free to use its own resources and forces.

From Recall:

Ulster Unionism – active campaign, 1912-1914 – Ulster Volunteers, Covenant – distribution of firearms – military style training – role of Carson – major challenge to Home Rule Bill.
Irish Party led by Redmond – supported Britain in War – Redmond actively supported recruitment of Irishmen.
Criticism from other Nationalists – Padraig Pearse, James Connolly and from Arthur Griffith (Sinn Fein) – regarded war as nothing to do with Ireland. These were minority views at the time.
Extensive Irish support for participation in the war.
The Ulster Unionists strongly supported Britain and the war effort.
Sections of the Irish press gave support.
The recruitment in the south of Ireland successful at the start of the war.
Increasing division within the Irish Volunteers over the issue.
Easter Rising – majority of Irish people initially hostile – Led by small groups with little mass support, Pearse and Connolly – unpopular with most Irish people.
Rising strongly condemned by political leaders, churchmen, and sections of the press – anger at destruction in Dublin, and level of violence – the rebels heckled and jeered at surrender.
1917 – steady change of the public opinion in Southern Ireland.
Irish Nationalists began to lose support, to Sinn Fein instead – by-elections results 1917.
Sinn Fein support grew after Conscription proposed.
1918 election – Sinn Fein triumph.
Dail Eireann set up – Sinn Fein MPs withdrew from Westminster – Proclamation of the Republic.
Anglo-Irish War.

Question 5 (continued)

The IRA – campaign of guerrilla warfare.
Attacks on Royal Irish Constabulary, police barracks and magistrates – and on British troops.
Attempted to assassinate the Viceroy, Lord French.
Michael Collins – key role in IRA campaign.
Government response to IRA campaign – formation of Black and Tans, and Auxiliaries – use of force and reprisals, often with great brutality.
Civil War – major division over Treaty and Partition – splits within Sinn Fein and IRA – serious violence between the two sides.
Legacy of division – violence continued.

<i>Marks:</i>	1-3	Selects some relevant evidence from the sources and/or recalled knowledge but without making the required evaluation.
	4-6	Selects relevant evidence from the sources and uses recalled knowledge to inform a basic evaluation in terms of the question.
	7-8	Establishes the main points of the sources and uses recalled knowledge to inform a developed evaluation in terms of the question.

[END OF MARKING INSTRUCTIONS]