



2011 History

Intermediate 1

Finalised Marking Instructions

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Marking Conventions

Please make good use of the following indications of where marking credit has or has not been awarded.

✓	above a phrase indicates a relevant, credited piece of evidence
R	above a phrase indicates that recall has been credited
DP	above a phrase indicates a developed point of evidence
P	in the margin indicates that process is apparent
	a single line underneath a response indicates that part of the evidence is suspect
X	in the margin indicates irrelevance
SE	in the margin indicates a serious error
NP	in the margin indicates that process is suspect or non-existent
C	in the margin indicates that the candidate has simply copied presented evidence (maximum 1 mark)
NR	in the margin indicates no relevant recall
NPE	in the margin indicates no presented evidence has been used

Where several points are run together ie “listing” – the answer is marked out of half marks.

In O3 1 mark should be credited for each of the following:

“The source is useful as it is a primary source written at the time”.

“The source is useful as it is a secondary source written much later/with the benefit of hindsight/research”.

NB a tick in the right hand margin indicates that a misplaced part of an answer has been read.

Marks are no longer deducted for badly written or illegible answers.

SCOTTISH AND BRITISH

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

1. How useful is **Source A** as evidence of the laws introduced by Henry II? **4**
03

The candidate evaluates the usefulness of the source by referring to evidence such as:

- primary source from the time
- royal judge – would have first-hand knowledge of laws introduced by the king
- to inform people of the king's laws/to warn people of the consequences of failing to follow the laws
- says those who make excuses to delay their sentences will be given harsher punishment/fines were to be paid on time.

Maximum of 1 mark for commenting on content omission such as:

- Henry introduced laws to deal with murder and robbery eg Assize of Clarendon
- Henry introduced laws to deal with land theft/inheritance eg Novel Disseisin.

2. Describe the role of a baron in the twelfth century. **3**
01

The candidate describes the role of a baron in the twelfth century by referring to evidence such as:

from the source:

- took an oath to fight
- had to look after peasants; giving them land/protecting them from attack.

from recall:

- provided knights for the king
- paid the cost of hiring mercenaries if they could not fight
- acted as advisers to the king
- paid extra tax during times of need eg war.

Maximum of 2 out of 3 for answers which refer only to the source or only to recall.

3. Why did people go on pilgrimages in the twelfth century?

4
02

The candidate explains why people went on pilgrimages in the twelfth century by referring to evidence such as:

from the source:

- to pray for sick members of their family
- believed their lives would be better if they saw the relics of famous saints
- paid to go on pilgrimage for those who could not travel.

from recall:

- as penance for sins committed
- as part of their Christian duty towards God
- to visit holy places eg Jerusalem/Canterbury
- as thanks giving eg recovery of a sick relative.

Maximum of 3 out of 4 for answers which refer only to the source or only to recall.

4. Describe the actions taken by Henry II against Archbishop Becket during their quarrel.

4
01

The candidate describes the actions taken by Henry II against Archbishop Becket during their quarrel by referring to evidence such as:

from the source:

- Henry locked Becket in a room/threatened violence
- took Becket's lands/fined him for failing to appear in court
- showed disrespect to Becket by asking the Archbishop of York to crown his son.

from recall:

- bullied Becket eg over issues such like "Criminous Clerks"
- refused Becket the royal kiss when the two men met in France
- was involved in Becket's murder.

Maximum of 3 out of 4 for answers which refer only to the source or only to recall.

SCOTTISH AND BRITISH

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

1. Describe what the Scots did to avoid a civil war breaking out after the death of Alexander III

3
01

The candidate describes what the Scots did to avoid a civil war breaking out after the death of Alexander III by referring to evidence such as:

from the source:

- after the death of King Alexander III, the Scottish nobles held a meeting at Scone
- wrote to Edward.

from recall:

- accepted the Maid of Norway as ruler
- they elected Guardians.

Maximum of 2 out of 3 for answers which refer only to recall or only to the source.

2. Why did King Edward decide to attack Scotland?

4
02

The candidate explains why King Edward decided to attack Scotland by referring to evidence such as:

from the source:

- the Scots organised a rebellion against Edward
- they rejected his claim to be overlord of Scotland
- Scotland had made an alliance with France to fight against Edward.

from recall:

- the Scots had invaded England/attacked Carlisle
- Edward always had ambitions to control Scotland
- Scotland had refused to fight in his war against France.

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

3. How useful is **Source C** as evidence about what happened to William Wallace?

4
03

The candidate evaluates the usefulness of the source by referring to evidence such as:

- primary source from the time
- possible bias because the monk was Scottish – calls Wallace “brave” and calls Menteith “evil”
- to describe how Wallace was captured
- tells how Sir John Menteith captured Wallace and betrayed him.

Maximum of 1 mark for commenting on content omission such as:

- Wallace was executed in London.

4. Describe what Robert Bruce did to make Scots agree that he was their king.

4
01

The candidate describes what Robert Bruce did to make Scots agree that he was their King by referring to evidence such as:

from the source:

- he murdered John Comyn
- crushed the Comyn family and destroyed their lands
- he acted against the supporters of the Comyns.

from recall:

- the hership of Galloway and/or Buchan
- defeated the Comyns at the Battle of Inverurie
- defeated the MacDougalls at the Battle of the Pass of Brander
- he knocked down castles.

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

SCOTTISH AND BRITISH

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

1. Why was Cardinal Beaton murdered?

4
02

The candidate explains why Cardinal Beaton was murdered by referring to evidence such as:

from the source:

- he had persuaded Arran to turn against England
- he was blamed for helping to break the Treaty of Greenwich between England and Scotland
- he had increased the influence of France over Scotland.

from recall:

- they wanted revenge on Beaton
- the marriage of Mary and Edward would not happen
- increased persecution of Protestants
- he had watched the execution of George Wishart.

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

2. How useful is **Source B** as evidence about what the Scots thought about Mary, Queen of Scots when she arrived in Scotland?

4
03

The candidate evaluates the usefulness of the source by referring to evidence such as:

- primary source from the time
- Knox was a protestant leader and biased against Mary
- show the Scots that Mary was going to cause trouble
- says the bad weather was God's warning to the Scots.

Maximum of 1 mark for commenting on content omission such as:

- many Scots turned out to welcome her.

3. In what ways did Mary's marriage to Darnley weaken her control of Scotland?

4
01

The candidate describes the ways in which Mary's marriage to Darnley weakened her control of Scotland by referring to evidence such as:

from the source:

- some of her most important nobles rebelled/led to the Chaseabout Raid
- Darnley did not help with the work of government
- Mary began to rely on Riccio which annoyed everyone.

from recall:

- Darnley's behaviour humiliated Mary (temper, drunkenness, staying out late etc)
- Mary had to make a wooden block of Darnley's signature because he was not there to sign documents
- Darnley's murder of Riccio further undermined her authority.

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

4. Describe the actions of Mary, Queen of Scots that led to her execution.

3
01

The candidate describes the actions of Mary, Queen of Scots that led to her execution by referring to evidence such as:

from the source:

- she always managed to persuade someone to help her smuggle letters
- she was able to contact supporters in England eg Thomas Babington.

from recall:

- she plotted to escape
- she agreed with Babington to kill Elizabeth

Maximum 2 out of 3 for answers which refer only to recall or only to the source.

SCOTTISH AND BRITISH

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

1. How useful is **Source A** as evidence about how poor Scotland was at the time of the Union?

4
03

The candidate evaluates the usefulness of the source by referring to evidence such as:

- primary source from the time
- the author was a Scot in an important position/eyewitness
- to show/complain about how poor Scotland was
- it tells about poor farming and trade.

Maximum of 1 mark for commenting on content omission such as:

- the Scots had invested a lot of money in Darien/the Ill years saw seven years of bad harvests.

2. Why were the Scots annoyed by the Government in London?

4
02

The candidate explains the Scots were annoyed by the Government in London by referring to evidence such as:

from the source:

- King William allowed Episcopalians to have their own churches in Scotland which threatened their Presbyterian Kirk
- Scots were upset when their trade was badly affected by England’s wars with France
- the Queen wanted to pardon Captain Green of the Worcester.

from recall:

- the Scots were highly critical of the Glencoe massacre
- the Scots blamed King William for the Darien Disaster
- the Scots were determined to execute Captain Green.

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

3. Describe the Succession Crisis in 1704.

3
01

The candidate describes the Succession Crisis that led to the Union of Scotland and England by referring to evidence such as:

from the source:

- William and Mary had no children
- all of Anne's children had died before she became Queen.

from recall:

- the Scots said they did not want the same ruler as England (Act of Security, 1704)
- the family of James VII were not acceptable because of their religion.

Maximum of 2 out of 3 for answers which refer only to recall or only to the source.

4. In what ways did the Scots benefit from the Act of Union?

4
01

The candidate describes the ways in which Scots benefited from the Act of Union by referring to evidence such as:

from the source:

- some Scots gained titles
- other Scots received money or jobs
- guaranteed the Presbyterian Church and legal system.

from recall:

- freedom to trade with England
- freedom to trade with England's colonies
- the Equivalent brought much needed money to Scotland.

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

SCOTTISH AND BRITISH

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

1. Describe the jobs done by Irish immigrants in Scotland.

3
01

The candidate describes the jobs done by Irish immigrants in Scotland by referring to evidence such as:

from the source:

- worked in coal mines
- worked in the cotton mills.

from recall:

- worked as “navvies” on canals and railways
- worked in jute mills in Dundee
- worked in farming.

Maximum of 2 out of 3 for answers which refer only to recall or only to the source.

2. Why was the Catholic Church so important to Irish immigrants in Scotland?

4
02

The candidate explains why the Catholic Church was so important to Irish immigrants in Scotland by referring to evidence such as:

from the source:

- Catholic priests could speak their language
- priests could help in finding work
- priests could help with housing.

from recall:

- priests could write letters home
- the Church gave immigrants a chance to practise their religion
- the Church gave Irish immigrants a sense of security among their own people
- the Church provided charitable functions even to extent of setting up football clubs
- the Church organised social occasions
- the Church provide schools.

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

3. Describe the changes in Scotland that led Scots to emigrate.

4
01

The candidate describes the changes in Scotland that led Scots to emigrate by referring to evidence such as:

from the source:

- machines did tasks such as weaving more cheaply and quickly and led to unemployment
- machinery replaced people on farms
- farms were growing bigger so it was no longer possible to buy a small farm.

from recall:

- Highland landlords were replacing people with sheep
- the kelp industry was in decline – replaced by chemicals
- foreign countries were buying less Scottish fish
- reference to industrial and/or agricultural depressions
- potato famine.

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

4. How useful is **Source D** as evidence of the experience of Scots who emigrated?

4
03

The candidate evaluates the source as evidence of the experience of Scots who emigrated by referring to evidence such as:

- primary source from the time
- from a Scottish emigrant who had personal experience of Australia
- to show people that life was not very good/that not everyone was successful
- daughter earns only £10 a year/land is dangerous/he works hard for low wages.

Maximum of 1 mark for commenting on content omission such as:

- most Scots were more successful
- many Scots returned home.

SCOTTISH AND BRITISH

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

1. In what ways did attitudes to poverty change at the start of the twentieth century?

4
01

The candidate describes the ways attitudes to poverty changed at the start of the twentieth century by referring to evidence such as:

from the source:

- Booth and Rowntree's findings shocked people into demanding government action
- poverty was not just the fault of the individual eg low wages, irregular work
- charities and Poor Law were unable to solve the problems and many felt the government should get involved.

from recall:

- Booth and Rowntree uncovered the extent of poverty/30% living in poverty
- Boer war highlighted the need for an efficient army
- concerns over national efficiency and Britain's industrial strength
- Liberals were concerned over losing working class votes to the Labour Party.

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

2. How useful is **Source B** as evidence of what the Liberal government did to help children?

4
03

The candidate evaluates the source by referring to evidence such as:

- secondary source written in 1993
- author is a historian who would have expert knowledge on the matter
- to describe the changes/to show what the Liberal government did to help provide school meals for needy children
- gives details on allowing local councils the authority to provide meals for needy children/paying schools to provide breakfasts or lunches for poorer children.

Maximum of 1 mark for commenting on content omission such as:

- no mention of the provision for medical inspections and/or school clinics
- no mention of the Children's Charter eg protection from abuse.

3. Describe the changes suggested by the Beveridge report.

3
01

The candidate describes the changes suggested by the Beveridge report by referring to evidence such as:

from the source:

- universal system which was to be the right of every citizen
- the government advised to tackle the '5 giants' of poverty through welfare reforms.

from recall:

- to set up a modern health service free for everyone – NHS
- to solve the problems of slum housing and bomb damage during the war
- to bring together all existing forms of national insurance legislation
- reference to any of the five giants: Want, Disease, Ignorance, Idleness and Squalor.

Maximum of 2 out of 3 for answers which refer only to recall or only to the source.

4. Why did the Labour government face difficulties in solving the housing problem?

4
02

The candidate explains why the Labour government faced difficulties in solving the housing problem by referring to evidence such as:

from the source:

- demand was high for houses so quantity overtook quality
- 5 million service men and women returning from the war made the problem worse
- temporary houses were built which relieved some of the pressure but this was not a long-term solution.

from recall:

- there was a shortage of materials, workers and money
- local councils had long waiting lists for families waiting for a council house
- aerodromes/barracks were still being used as accommodation as not enough houses were being built.

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

SCOTTISH AND BRITISH

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

1. Describe the tactics used by the militant Suffragettes.

3
01

The candidate describes the tactics used by the militant Suffragettes by referring to evidence such as:

from the source:

- dropped bottles of acid in pillar boxes
- carried out arson attacks/burnt down the stand at Ayr racecourse.

from recall:

- cut telephone and telegraph wires
- smashed windows.

Maximum of 2 out of 3 for answers which refer only to recall or only to the source.

2. How useful is **Source B** as evidence of the problem of unemployment in Scotland between the wars?

4
03

The candidate evaluates the source by referring to evidence such as:

- primary source from the time
- produced by National Unemployed Workers Movement who know the extent of the problems/existence of organisation shows extent of the problem
- to encourage Scots workers to support the unemployed marchers/
encourage Scots workers to oppose the government
- they demand the Means Test be abolished and the unemployed fed.

Maximum of 1 mark for commenting on content omission such as:

- many other hunger marches at this time eg National Hunger March 1932, Jarrow Crusade 1936.

3. Why did football become popular with many Scots by 1939?

4
02

The candidate explains why football became popular with many Scots by 1939 by referring to evidence such as:

from the source:

- football was an easy game to understand
- it could be played on any surface and in any weather
- did not need expensive equipment.

from recall:

- increased leisure time enabled people to go to matches
- better transport enabled supporters to watch their team play away games
- football became a focus for community/national identity.

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

4. In what ways was the Scottish education system in the 1930s unfair?

4
01

The candidate describes the ways the Scottish education system in the 1930s was unfair by referring to evidence such as:

from the source:

- most children went to junior secondaries/got no qualifications
- only a few were able to sit exams to get to university
- thought that only a few children would benefit from an 'academic education'.

from recall:

- girls and boys had to learn different subjects
- children could leave school as young as 14
- children could be physically punished by teachers.

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

SCOTTISH AND BRITISH

CONTEXT 8: A TIME OF TROUBLES: IRELAND, 1900-1923

1. Why were Nationalists against British rule in Ireland before 1914?

4
02

The candidate explains why Nationalists were against British rule in Ireland before 1914 by referring to evidence such as:

from the source:

- Nationalists claimed that British rule had led to poverty and unemployment for many Irish people
- had little control over what happened in Ireland – they had few MPs/outnumbered
- wanted their own government/make their own laws.

from recall:

- Nationalists felt discriminated against/lack of civil rights
- British repressed Nationalists' aims
- absent English landlords owned vast lands in Ireland
- the Protestant Church had greater power than the Catholic Church
- no say in education, transport, economy etc.

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

2. How useful is **Source B** as evidence of Unionists' attitudes towards Home Rule?

4
03

The candidate evaluates the source by referring to evidence such as:

- primary source written at the time
- official document written by Unionists
- to inform the British government of their opinion on Home Rule/to make a commitment to fight against Home Rule
- we promise to stand united and protect our homes and families against Home Rule.

Maximum of 1 mark for commenting on content omission such as:

- some Unionists signed the Covenant in blood, showing their commitment
- threatened to use violence.

3. Describe the events of the 1916 Easter Rising.

4
01

The candidate describes the events of the 1916 Easter Rising by referring to evidence such as:

from the source:

- rebels captured a number of buildings in the centre of Dublin
- Tricolour flag flown from the GPO building
- extra soldiers/artillery brought in to help British.

from recall:

- majority of Dubliners did not support the rebels
- rebels cut off/surrounded by British
- British used gunboat to shell the rebels' position
- soldiers on both sides were injured or killed
- rebels surrendered
- leaders executed.

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

4. Describe what happened during the Anglo-Irish War.

3
01

The candidate describes what happened during the Anglo-Irish War by referring to evidence such as:

from the source:

- British banned Sinn Fein/placed Ireland under curfew
- IRA attacked police barracks/stole weapons.

from recall:

- IRA ambushed and killed police eg Tipperary
- British government banned Dail Eireann
- Black and Tans destroyed towns/homes
- Black and Tans used stop and search tactics
- Lord Mayor of Cork murdered by RIC
- IRA used spies/informers to kill officers
- Bloody Sunday; IRA killed 11 government agents, Black and Tans killed 12 civilians
- Black and Tans burnt the city of Cork.

Maximum of 2 out of 3 for answers which refer only to recall or only to the source.

EUROPEAN AND WORLD

CONTEXT 1: THE NORMAN CONQUEST, 1060–1153

1. Describe castle building in England during the reign of William I.

4
01

The candidate describes castle building in England during the reign of William I by referring to evidence such as:

from the source:

- many castles were built close to river crossings
- some were built to overlook ports
- by 1100 there were 500 castles in England.

from recall:

- the first Norman castles were built from wood/Motte and Bailey Castles
- later castles were usually built from stone
- castles were built by local people.

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

2. How useful is **Source B** as evidence about the effects of William's reign on England?

4
03

The candidate evaluates the usefulness of the source by referring to evidence such as:

- primary source written at the time
- Anglo-Saxon chronicle – unlikely to be biased in favour of William
- to explain the effect of William's reign on England
- describes William's success in bringing law and order to England.

Maximum of 1 mark for commenting on content omission such as:

- the extract does not mention William's ruthlessness in dealing with rebellion.

3. In what ways did Robert de Brus benefit from the Charter given to him by David I?

3
01

The candidate describes the ways Robert de Brus benefited from the charter given to him by David I by referring to evidence such as:

from the source:

- he received the lands of Annandale
- he was given the castle of Lochmaben.

from recall:

- he was entitled to service from the people within the fief
- he was given hunting rights
- he had the protection of the monarch.

Maximum of 2 out of 3 for answers which refer only to recall or only to the source.

4. Why did David I encourage the growth of monasteries in Scotland?

4
02

The candidate describes why David I encouraged the growth of monasteries in Scotland by referring to evidence such as:

from the source:

- monks encouraged the spread of the King's peace
- educated monks could assist the king with records and accounts
- monks helped establish communication with other countries.

from recall:

- monks had knowledge and skills in farming
- monks had knowledge and skills in mining
- monks would pray for the soul of the king.

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

EUROPEAN AND WORLD

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

1. Why did people join the First Crusade?

4
02

The candidate explains why people joined the First Crusade by referring to evidence such as:

from the source:

- peasants were encouraged by preachers such as Peter the Hermit
- peasants believed it was their Christian duty to fight and die for the Church
- knights were promised that their sins would be forgiven and a place in heaven guaranteed.

from recall:

- peasants believed life would be better in the east eg “milk and honey”
- many knights/peasants were very religious eg Raymond of Toulouse
- some knights wanted land for themselves eg Bohemond/Baldwin
- some knights influenced by peer pressure eg Hugh of Vermandois
- some knights wanted to demonstrate their military skills eg Tancred.

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

2. Describe the capture of Nicaea by the First Crusade.

4
01

The candidate describes the capture of Nicaea by the First Crusade by referring to evidence such as:

from the source:

- Crusaders defeated some Muslims outside the city
- Crusaders used catapults and siege machines to weaken the city’s walls
- Crusaders knocked down a tower and took control of Nicaea.

from recall:

- Crusaders borrowed boats from Emperor Alexius so they could block the lake
- Emperor Alexius negotiated with the Muslims and let them go free in return for the city
- the Crusaders were not given the opportunity to plunder the city.

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

3. How useful is **Source C** as evidence of the capture of Edessa?

4
03

The candidate evaluates the source by referring to evidence such as:

- primary source written at the time
- a monk would have been against any attacks on Christians/against Baldwin leaving the Crusade. Possible bias/exaggeration
- to show disapproval of Baldwin's actions
- terrible sins committed by Baldwin's army/Christians had their hands and feet cut off/forced to leave.

Maximum of 1 mark for commenting on content omission such as:

- some people in Edessa welcomed Baldwin and supported him
- the leader of Edessa adopted Baldwin as his son and heir.

4. Describe the actions taken to protect the Crusader States after the capture of Jerusalem.

3
01

The candidate describes the actions taken to protect the Crusader States after the capture of Jerusalem by referring to evidence such as:

from the source:

- Crusaders built castles to protect their land
- paid for knights to protect them and their homes.

from recall:

- Knights Templars/Hospitallers brought in to help Crusaders
- co-operated with local Muslims/Muslims grew crops in return for being allowed to worship freely
- offered privileges to Italian merchants in return for supplies/trade
- established feudal system/appointed a ruler.

Maximum of 2 out of 3 for answers which refer only to recall or only to the source.

EUROPEAN AND WORLD

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

1. Why did Edward III decide to go to war in 1337?

4
02

The candidate explains why Edward III decided to go to war in 1337 by referring to evidence such as:

from the source:

- Edward wished to extend his power abroad
- he was not frightened by the horrors of war
- he wanted to keep his nobles busy abroad.

from recall:

- Edward wished to add to his territories in France
- Edward claimed that he was entitled to the throne of France
- King Philip had attempted to seize English territory in Guienne
- Edward wished to safeguard English trade with Flanders.

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

2. Describe the effects of the Black Death on England.

3
01

The candidate describes the effects of the Black Death on England by referring to evidence such as:

from the source:

- killed about a third of the population
- fewer people to harvest crops/crops left to rot in the fields.

from recall:

- rents to landowners decreased
- more land to go around
- wages rose
- more opportunities for women to work.

Maximum 2 out of 3 for answers which refer only to the source or only to recall.

3. How useful is **Source C** as evidence about the attitudes towards English peasants before the Peasants' Revolt?

4
03

The candidate evaluates the usefulness of the source by referring to evidence such as:

- primary source written at the time
- written by a landowner therefore possible bias against the peasants
- to explain the attitudes of the peasants just before the peasants' revolt
- describes the demands of peasants eg for higher wages.

Maximum of 1 mark for commenting on content omission such as:

- peasants resented high levels of taxation.

4. Describe the dispute between the Dukes of Orleans and Burgundy.

4
01

The candidate describes the dispute between the Dukes of Orleans and Burgundy by referring to evidence such as:

from the source:

- both Dukes were determined to rule France
- Dukes supported different Popes
- Dukes chose conflicting emblems.

from recall:

- Dukes disputed the regency during the madness of Charles VI
- Dukes disputed guardianship of the royal children/Dauphin
- Louis had managed to persuade the queen to expel John from the royal counsel
- dispute resulted in the murder of Louis of Orleans on the orders of John of Burgundy
- dispute resulted in civil war in France.

Maximum of 3 out of 4 for answers which refer only to the source or only to recall.

EUROPEAN AND WORLD

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

1. Describe the fears of European sailors before Columbus' voyage.

3
01

The candidate describes the fears of European sailors before Columbus' voyage by referring to evidence such as:

from the source:

- few men sailed south of Cape Bodajor and returned
- books told of countries inhabited by monsters/men with savage dog's heads.

from recall:

- most sailors were scared to navigate out of sight of land
- feared ships were not designed to cope with the open sea
- some were afraid of falling off the edge of the world.

Maximum of 2 out of 3 for answers which refer only to recall or only to the source.

2. Describe the voyage of Vasco da Gama.

4
01

The candidate describes the voyage of Vasco da Gama by referring to evidence such as:

from the source:

- he sailed into the south Atlantic and rounded the Cape of Good Hope
- he sailed up the east coast of Africa
- he sailed across the Indian Ocean to Calicut.

from recall:

- he obtained a cargo of spices
- two of his ships were lost
- many of the crew died/suffered badly from scurvy.

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

3. How useful is **Source C** as evidence of the problems faced by explorers of the New World?

4
03

The candidate evaluates the source by referring to evidence such as:

- primary source written at the time
- written by Columbus himself so first hand account by an explorer
- to record the people and places he found/note that there were cannibals in the area
- inhabitants had been eaten by the Caribs/baskets of bones and heads found.

Maximum of 1 mark for commenting on content omission such as:

- most people he met were friendly/not cannibals
- native peoples were easily defeated by Europeans.

4. Explain why the Spanish were able to defeat **either** the Aztecs **or** the Incas.

4
02

The candidate explains why the Spanish were able to defeat **either** the Aztecs **or** the Incas by referring to evidence such as:

from the source:

- Spanish made allies of friendly tribes against them
- metal armour and superior weapons gave them an advantage
- Spanish used tricks.

from recall:

- the religious beliefs of both Aztecs and Incas weakened them
- Spanish had horses and knew how to use them in battle
- they captured the rulers of these states.

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

EUROPEAN AND WORLD

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

1. In what ways did the British government try to keep control over their American colonies in the 1760s?

4
01

The candidate describes the ways the British government tried to keep control over their American colonies in the 1760s by referring to evidence such as:

from the source:

- Britain decided that soldiers should stay in the colonies
- Britain increased taxes on the colonies
- British officials were given the right to search colonists' homes and stores to look for smuggled goods.

from recall:

- Britain's refusal to allow the colonies to expand westward
- Britain imposed Sugar Act/Stamp Act/The Tea Act/Quartering Acts/Intolerable Acts etc.

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

2. How useful is **Source B** as evidence about the Boston Massacre in 1770?

4
03

The candidate evaluates the source by referring to evidence such as:

- primary source from the time
- engraving by an American – possible bias
- to inform people about what happened during ‘massacre’/to show cruelty of British soldiers
- shows British soldiers opening fire on colonists/shows many colonists being killed.

Maximum of 1 mark for commenting on content omission such as:

- colonists had attacked British soldiers, throwing rocks and shouting.

3. Describe what happened at the Battle of Bunker Hill.

3
01

The candidate describes what happened at the Battle of Bunker Hill by referring to evidence such as:

from the source:

- British navy opened fire on the colonists' positions/shells fell short
- British charged the hill on three occasions before the American forces were driven away.

from recall:

- British soldiers were left exposed to American musket fire as they made their way up the hill
- bright uniforms of British soldiers made them easy targets
- British suffered 1000 casualties
- Colonists only suffered 400 casualties before being driven away.

Maximum of 2 out of 3 for answers which refer only to recall or only to the source.

4. Why did Britain lose the war against the colonists?

4
02

The candidate explains why Britain lost the war against the colonists by referring to evidence such as:

from the source:

- British generals underestimated the bravery of the Americans/overestimated their own strength
- rebels' tactics also made life very difficult/often attacked from behind walls and trees
- fighting a war so far from home also created special difficulties for the British.

from recall:

- tactical errors by Britain eg Yorktown, Saratoga
- British army was small in number/had to rely on mercenary forces
- British soldiers were not properly trained/not equipped to cope with terrain and conditions
- colonial army was effectively led by George Washington
- colonists benefited from assistance from foreign powers.

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

EUROPEAN AND WORLD

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

1. How useful is **Source A** as evidence of the treatment of slaves in factories on the coast of Africa?

4
03

The candidate evaluates the source by referring to evidence such as:

- primary source from the time
- written by someone who was involved in the trade
- to record how slaves were treated like prisoners
- slaves are examined by surgeons/branded/sold for an agreed price.

Maximum of 1 mark for commenting on content omission such as:

- slaves were often chained together/slaves were whipped/families were separated.

2. Describe the methods used to keep control over slaves on the plantations.

4
01

The candidate describes the methods used to keep control over slaves on the plantations by referring to evidence such as:

from the source:

- overseers were employed to keep strict control
- slaves were whipped
- slaves were subject to mutilation – being branded or having ears or feet cut off.

from recall:

- slaves were threatened with being sold/families split up
- slaves were often made to convert to Christianity
- slaves were given little food/kept weak
- female slaves threatened with/subjected to sexual abuse
- slaves sometimes forced to wear chains
- slaves offered incentives – rum/land for growing food.

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

3. In what ways did people in Britain continue to show that they supported the slave trade?

3
01

The candidate describes the ways people in Britain continued to show that they supported the slave trade by referring to evidence such as:

from the source:

- every year parliament rejected William Wilberforce's bill to abolish the slave trade
- public continued to demand the products of the plantations: the sugar, the tobacco and the cotton.

from recall:

- King George III spoke in support of the slave trade
- plantation owners bribed MPs to support continuation of the trade
- people in Britain used slaves as servants.

Maximum of 2 out of 3 for answers which refer only to recall or only to the source.

4. Why was the slave trade finally abolished in 1807?

4
02

The candidate explains why the slave trade was finally abolished in 1807 by referring to evidence such as:

from the source:

- more people began to think of Africans as fellow human beings
- merchants argued that using slaves was no longer the most profitable way to produce goods
- anti-slavery societies were formed in Britain.

from recall:

- trade with the West Indies was becoming less important to Britain
- influence of religious groups/the churches
- national anti-slavery campaigns involving meetings, petitions, leaflets
- first-hand accounts from former slaves such as Equiano influenced people
- contribution of anti-slavery campaigners such as William Wilberforce, Thomas Clarkson
- societies were well organised with supporters in parliament.

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

EUROPEAN AND WORLD

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

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

4
01

The candidate describes the problems faced by Louis XVI in 1789 by referring to evidence such as:

from the source:

- there was difficulty in raising taxes
- helping the Americans had left government a great deal of debt
- not passing reforms made the king become more unpopular.

from recall:

- the peasants were complaining about their tax burden
- the workers were complaining about the rise in food prices
- nobles often did not pay any taxes
- the Third Estate was demanding more power.

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

2. Describe the attack on the Palace of Versailles in 1789.

3
01

The candidate describes the attack on the Palace of Versailles in 1789 by referring to evidence such as:

from the source:

- a large number of women marched on the Palace of Versailles and broke into the Queen's bedroom
- many of the Swiss Guard were massacred.

from recall:

- the women were demanding bread
- there were men disguised as women among the mob
- the Royal Family ("The Bakers") were forced to come to Paris.

Maximum of 2 out of 3 for answers which refer only to recall or only to the source.

3. Why were many French people unhappy with the revolution by 1791?

4
02

The candidate describes why many French people were unhappy with the revolution by 1791 by referring to evidence such as:

from the source:

- only the middle class were allowed to vote
- mostly rich people who became members of the Assembly
- peasants and workers saw little improvements in their lives.

from recall:

- workshops for the unemployed were closed down
- aristocracy were well rewarded for the land they lost
- poor peasants found it difficult to buy land
- only middle class/"active citizens" could join the National Guard.

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

4. How useful is **Source D** as evidence about the execution of Louis XVI?

4
03

The candidate evaluates the source by referring to evidence such as:

- primary source written at the time
- written by a member of the National Convention which had sentenced him to death/possible bias against Louis XVI
- to show that the execution was popular/that Louis had not died well
- the crowd shouted "the tyrant is dead"/Louis looked frightened.

Maximum of 1 mark for commenting on content omission such as:

- the King's head was shown to the crowd.

EUROPEAN AND WORLD

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

1. How useful is **Source A** as evidence of the living standards of Russian peasants under Tsar Nicolas II?

4
03

The candidate evaluates the source by referring to evidence such as:

- primary source from the time
- a photograph which shows life in the Russian countryside
- no authorship but not a formal/posed photograph so likely to be unexaggerated
- to record factual information about life in Russia
- shows very muddy road/wooden houses/family without shoes.

Maximum of 1 mark for commenting on content omission such as:

- no evidence about poor conditions inside of houses
- no evidence about hard work peasants had to do.

2. Describe the improvements Stolypin made to the way of life for Russian peasants.

3
01

The candidate describes the improvements Stolypin made to the way of life for Russian peasants by referring to evidence such as:

from the source:

- peasants could leave their village commune
- peasants could have all their scattered strips of land put together to make one farm.

from recall:

- peasants would be able to buy more land from the Peasants Land Bank
- peasants would be able to choose what they grew on their own land.

Maximum of 2 out of 3 for answers which refer only to recall or only to the source.

3. Describe the Bolshevik seizure of power in Petrograd in November 1917.

4
01

The candidate describes the Bolshevik seizure of power in Petrograd in November 1917 by referring to evidence such as:

from the source:

- the Bolsheviks seized all bridges, railway stations and government offices
- the poorly guarded Winter Palace was captured without much of a fight
- the ministers of the Provisional Government surrendered and were arrested.

from recall:

- telephone lines to the Winter Palace were cut off
- the cruiser Aurora was positioned at the Nicholas Bridge to fire on the Winter Palace
- Kerensky left to seek reinforcements but did not return.

Maximum 3 out of 4 for answers which refer only to recall or only to the source.

4. Why did the Whites lose the Civil War?

4
02

The candidate explains why the Whites lost the Civil War by referring to evidence such as:

from the source:

- the Whites did not control the industrial area in the centre
- lack of fighting men from Britain and France/tired of war
- White troops behaved with great brutality towards the peasants and this lost them more support.

from recall:

- the White leaders did not communicate well with each other/were poor leaders
- the Whites were seen as unpatriotic because of taking foreign help
- peasants believed they would lose land again if the Whites won

(or may concentrate on Reds)

- Trotsky was an inspired leader of the Red Army
- Reds had control of factories, railways etc
- Lenin authorised Red Terror/War Communism to support Red Army.

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

EUROPEAN AND WORLD

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

1. Describe the new immigrants who had arrived in USA by the 1920s.

3
01

The candidate describes the new immigrants who had arrived in USA by the 1920s by referring to evidence such as:

from the source:

- many came from countries in south and eastern Europe/Italy, Hungary, Poland
- they often created large ethnic communities where they could preserve their language/home traditions.

from recall:

- many were Jews or Catholics
- many spoke no English
- many were illiterate
- many were poor.

Maximum 2 out of 3 for answers which refer only to recall or only to the source.

2. Why did many black Americans fear the Ku Klux Klan?

4
02

The candidate explains why many black Americans feared the Ku Klux Klan by referring to evidence such as:

from the source:

- black people accused of crimes were killed by the Klan
- the Klan used the symbol of the flaming cross to scare black people
- the Klan's terrorist activities often went ignored by the police.

from recall:

- the Klan bombed churches and other meeting places used by black people
- thousands of innocent people were lynched by the Klan
- Klan members held many positions of authority eg government, courts
- Klan members wore white robes to hide identity/create fear.

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

3. How useful is **Source C** as evidence about sit-in protests in the 1960s?

4
03

The candidate evaluates the source by referring to evidence such as:

- primary source written at the time
- the author was involved in the protests/possible bias
- to explain how the protest was carried out
- shows that the protesters did not want to cause trouble.

Maximum of 1 mark for commenting on content omission such as:

- does not mention the protesters refusal to retaliate when attacked by white mob
- white students also took part.

4. Describe the beliefs of Malcolm X.

4
01

The candidate describes the beliefs of Malcolm X by referring to evidence such as:

from the source:

- he believed that Martin Luther King and his supporters were too weak and reasonable
- he believed that white America was only worthy of disgust
- he believed in using violence to get equal rights.

from recall:

- he believed in the separation of the races
- he believed black people had the right to act in self-defence
- he believed that black people should build their own communities
- his beliefs moderated after he left Nation of Islam.

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

EUROPEAN AND WORLD

CONTEXT 10: THE ROAD TO WAR, 1933–1939

1. How useful is **Source A** as evidence of German anger towards the Treaty of Versailles?

4
03

The candidate evaluates the source by referring to evidence such as:

- primary source written at the time
- Hitler was leader of Germany, spoke for German people
- to explain why Treaty of Versailles was unfair
- a great humiliation/Germany lost land and people/Germany left defenceless.

Maximum of 1 mark for commenting on content omission such as:

- Germany had to pay reparations
- Germany had to accept guilt for the war.

2. Why was the reoccupation of the Rhineland important to Hitler?

4
02

The candidate explains why the reoccupation of the Rhineland was important to Hitler by referring to evidence such as:

from the source:

- France would not be able to attack Germany
- the action made Hitler look like a great leader
- other countries decided to stay on good terms with Germany.

from recall:

- Hitler had successfully broken the Treaty of Versailles
- the Rhineland would be under full German control
- France had shown that she would not stop Germany
- Britain did nothing to stop the reoccupation
- allowed Hitler to look eastwards
- proved that he was a better judge of events than his Generals.

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

3. Describe the steps taken to prevent war breaking out over the Sudetenland.

4
01

The candidate describes the steps taken to prevent war breaking out over the Sudetenland by referring to evidence such as:

from the source:

- Chamberlain went to Germany several times to meet Hitler
- France and Italy were at the last meeting
- agreement reached that Czechoslovakia should hand over the Sudetenland to Germany.

from recall:

- Chamberlain flew to Germany three times
- details of the three meetings
- Chamberlain persuaded France and Czechoslovakia to agree to the terms
- the final meeting took place in Munich.

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

4. Describe Germany's complaints against Poland.

3
01

The candidate describes Germany's complaints against Poland by referring to evidence such as:

from the source:

- Eastern Silesia had been given to Poland/several million Germans were forced to live in Poland
- the Polish Corridor separated East Prussia from the rest of Germany.

from recall:

- the German city of Danzig was taken over by Poland
- Poland refused to allow a railway to be built between Germany and East Prussia
- Hitler claimed that Germans living in Poland were mistreated.

Maximum of 2 out of 3 for answers which refer only to recall or only to the source.

EUROPEAN AND WORLD

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

1. Why did relations between the USA and the Soviet Union break down after the Second World War?

4
02

The candidate explains why relations between the USA and the Soviet Union broke down after the Second World War by referring to evidence such as:

from the source:

- Stalin created a buffer zone of communist countries in Eastern Europe
- the Americans introduced the Truman Doctrine to stop the spread of communism
- the Americans announced the Marshall Plan to give financial help to friendly European countries which caused further tension with the Soviet Union.

from recall:

- the USA and Soviet Union no longer had a common enemy
- the Americans had used the atomic bomb without telling the USSR
- the USA and Soviet Union could not agree about what was to happen to Germany.

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

2. Describe the events which led to the Cuban Crisis.

4
01

The candidate describes the events which led to the Cuban Crisis by referring to evidence such as:

from the source:

- Castro took control of American businesses in Cuba
- Castro asked the Soviet leader, Khrushchev, for help
- Cuba became a communist country.

from recall:

- American failure at Bay of Pigs
- the USA refused to trade with Cuba
- Cuba increased its trade links with the Soviet Union
- American spy planes took photographic evidence of missile bases being built in Cuba
- the Soviets shot down an American U2 spy plane.

Maximum of 3 out of 4 for answers which refer only to recall or only to the source.

3. How useful is **Source C** as evidence of how American soldiers felt about the war in Vietnam?

4
03

The candidate evaluates the source by referring to evidence such as:

- primary source from the time
- by an American officer who had experienced fighting in Vietnam
- to express unhappiness with life in Vietnam/to explain that the war could not be won
- have been manning wretched outpost for three weeks/grungy and sore with jungle rot/men asking how we are going to win this war.

Maximum of 1 mark for commenting on content omission such as:

- many Vietnam veterans campaigned against the war when they returned home.

4. Describe the steps taken by the superpowers to reduce tension in the 1960s and 1970s.

3
01

The candidate describes the steps taken by the superpowers to reduce tension in the 1960s and 1970s by referring to evidence such as:

from the source:

- better trade links after 1972
- SALT I treaty was signed to limit nuclear weapons.

from recall:

- hot-line established between American and Soviet leaders after Cuban crisis
- test ban treaty signed in 1963
- Helsinki agreement signed in 1975 to accept existing borders
- cooperation over space missions in the 1970s
- President Nixon visited China in 1972 and the Soviet Union in 1974.

Maximum of 2 out of 3 for answers which refer only to recall or only to the source.

[END OF MARKING INSTRUCTIONS]