



2012 History

Intermediate 1

Finalised Marking Instructions

© Scottish Qualifications Authority 2012


The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from SQA's NQ Delivery: Exam Operations.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Delivery: Exam Operations may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.

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

In O3 “How useful” answers use the following indications in the text of the answer:

O	origin of the source (primary/secondary)
A	authorship
P	purpose
C	content
CO	content omission

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 character of Henry II?

4
03

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

- secondary source written after the time
- written by someone whose work on Henry will have been researched
- to show the negative side of Henry's character
- says he was argumentative and stubborn; the king had a temper which was hard to control.

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

- Henry's temper led to the murder of Archbishop Becket
- Henry was well educated/travelled constantly throughout his kingdom.

2. Describe the equipment used by knights in battle.

3
01

The candidate describes the equipment used by knights in battle by referring to evidence such as:

from the source:

- knights used a high back saddle to stay in position on their warhorse
- knights used a lance to charge at the enemy.

from recall:

- knights used stirrups to help them stay on the horse
- knights used a sword/battleaxe in hand to hand combat
- knights used a shield for defence
- knights used a helmet/chainmail to protect their bodies.

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

3. Why were priests important in the twelfth century?

4
02

The candidate explains why priests were important in the 12th century by referring to evidence such as:

from the source:

- offered support and comfort
- kept part of their crops to share when times were difficult
- provided guidance on how to be a good Christian; delivering mass and hearing confessions.

from recall:

- issued penance for sins committed
- baptised babies
- conducted marriage services
- offered last rites/conducted funerals
- enforced Canon Law/Church law at local level.

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

4. Describe Henry's reaction to the murder of Archbishop Becket.

4
01

The candidate describes Henry's reaction to the murder of Archbishop Becket by referring to evidence such as:

from the source:

- Henry sank to his knees and began to weep
- Henry wrote to the Pope and asked forgiveness
- Henry made arrangements to visit Becket's tomb in Canterbury.

from recall:

- Henry walked barefoot to Canterbury Cathedral
- Henry was whipped by the Canterbury monks
- Henry spent the night praying at Becket's tomb.

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

SCOTTISH AND BRITISH

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

1. Describe what the Scots did to deal with the problems caused by the sudden death of King Alexander III. **4
01**

The candidate describes what the Scots did to deal with the problems caused by the sudden death of King Alexander III by referring to evidence such as:

from the source:

- they called a Parliament
- they elected Guardians
- the bishops made everyone swear an oath to obey them.

from recall:

- the Parliament met at Scone
- they decided that the Maid would be the ruler
- they chose Guardians to represent both Bruce and Balliol
- they went to the Maid's great-uncle, King Edward of England, to get help.

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 how King Edward treated King John? **4
03**

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

- primary source from the time
- written by a Scotsman likely to be biased
- to show how badly King John was treated
- it says King John had to put up with insults and rudeness.

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

- King John was instructed to go with King Edward to fight against the French.

3. Describe what William Wallace did to help the Scots resist King Edward.

3
01

The candidate describes what William Wallace did to help the Scots resist King Edward by referring to evidence such as:

from the source:

- he became Guardian of Scotland and gave the Scots leadership
- he got Lamberton elected as Bishop of St Andrews.

from recall:

- he defeated the English at Stirling Bridge
- he started trade with German cities to buy iron for weapons
- he won the support of the Pope and the King of France.

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

4. Why was King Edward II unable to control Scotland?

4
02

The candidate explains why King Edward II was not able to keep control of Scotland by referring to evidence such as:

from the source:

- his nobles refused to grant him money to pay for the war
- Bruce found it easy to pick off these badly-supplied and neglected English garrisons
- some English nobles refused to campaign with King Edward II.

from recall:

- Bruce used tricks to capture the English castles
- Bruce was able to defeat the English at Bannockburn
- Edward II also had to pay attention to France.

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. Describe how Protestant ideas spread in Scotland.

4
O1

The candidate describes how Protestant ideas spread in Scotland by referring to evidence such as:

from the source:

- Protestant ideas spread from Europe
- the printing press made it cheaper to buy books about religion
- the “Good and Godly Ballads” went about in Scotland.

from recall:

- English armies spread Protestant ideas to Scotland
- English translations of the Bible were printed by Protestants
- Protestant preachers went about in Scotland.

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

2. Why were French and English soldiers in Scotland in 1559?

4
O2

The candidate explains French and English soldiers were in Scotland in 1559 by referring to evidence such as:

from the source:

- Scotland was to become part of France
- King Henry II of France sent French soldiers to fight the Protestant rebellion
- Queen Elizabeth agreed to help the Protestant Lords of the Congregation.

from recall:

- Mary of Guise wanted to keep Scotland a Catholic country/pro-French
- Elizabeth was a Protestant and supported co-religionists
- Elizabeth hoped a Protestant Scotland would be more friendly to England.

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 the abdication of Mary, Queen of Scots? **4**
03

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

- primary source from the time
- written by Mary herself
- to explain that she had voluntarily given up the throne
- names her son as her heir.

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

- Mary was forced to write this by Moray
- This letter started a civil war in Scotland between Mary's supporters and the King's Party.

4. Describe what Mary's supporters did to help her return to power in Scotland. **3**
01

The candidate describes what Mary's supporters did to help her return to power in Scotland by referring to evidence such as:

from the source:

- Archbishop Hamilton controlled Dumbarton Castle
- Mary's supporters held Edinburgh Castle/stopped Moray using it as a base.

from recall:

- they murdered the Regent Moray
- they murdered the Regent Lennox
- they bombarded Lennox's Parliament in Edinburgh ("the creeping Parliament").

Maximum of 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. Why was Captain Green hanged?

4
02

The candidate explains why Captain Green was hanged by referring to evidence such as:

from the source:

- the Company of Scotland’s last ship had gone missing
- the Scots blamed Captain Green and the crew of the Worcester/sentenced him to death
- Queen Anne wanted Green pardoned.

from recall:

- the Scots accused Captain Green of being a pirate
- the Scottish government was frightened to do anything for fear of angering Queen Anne or the Scots
- a lynch mob hanged Captain Green and two of his crew as an act of defiance
- the Scots resented how the London based government treated Scotland (eg the French Wars, the Succession).

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 attitude of the Scots to the Succession in 1704?

4
03

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

- primary source from the time/passed at the time
- passed by the Scottish Parliament which was able to make laws
- to break the Union of the Crowns between England and Scotland
- states that the next ruler of Scotland should not be the next ruler of England.

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

- there was nobody fitting these conditions except the Hanoverians.

3. In what ways were Scots persuaded to agree to the Act of Union?

4
01

The candidate describes the ways Scots were persuaded to agree to the Act of Union by referring to evidence such as:

from the source:

- the Duke of Hamilton was bribed
- the Church of Scotland was won over by guaranteeing its power and position
- the law of Scotland was protected.

from recall:

- Scots could trade with England's colonies
- Scots would receive financial compensation for new taxes (the Equivalent)
- Scottish nobles were offered new titles
- individual MPs in Scotland were bribed.

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

4. In what ways had the Jacobites attracted support by 1715?

3
01

The candidate describes the ways the Jacobites had attracted support by 1715 by referring to evidence such as:

from the source:

- Jacobites encouraged complaints that power and influence over Scotland had moved to London because of the Union
- Jacobites persuaded Scots that the Hanoverians were "German".

from recall:

- they complained about the bad effects of the Union, eg trade, measures etc
- they promised that "King James" would return to lead a Rising.

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

SCOTTISH AND BRITISH

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

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

4
03

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

- primary source from the time
- written by a journalist who would be an eye witness
- to report that large numbers of Irish were coming to Scotland/to show that fares were cheap
- reduced fare/crammed with poorest people.

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

- many more came after the potato famine
- most settled in the West of Scotland.

2. Why were Irish immigrants able to fit in with Scottish society?

4
02

The candidate explains why Irish immigrants were able to fit in with Scottish society by referring to evidence such as:

from the source:

- immigrants married Scots
- their children learned English
- Irish workers supported Scottish workers.

from recall:

- Protestant immigrants had the same religion as most Scots
- many immigrants changed their surname, eg “Mac” instead of “O”
- they formed football clubs and played in Scottish leagues
- the Irish joined the British army in the Great War.

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

3. Describe the condition of the Highlands and Islands which caused so many Highlanders to leave in the 19th Century. 4
01

The candidate describes the condition of the Highlands and Islands which caused so many Highlanders to leave in the 19th Century by referring to evidence such as:

from the source:

- farming was difficult as the soil was poor
- farms were too small to support a family
- the potato blight meant the loss of food supply.

from recall:

- the landlords cleared the land for sheep and deer
- the fishing industry declined
- the kelp industry collapsed.

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

4. Describe the contributions of Scots emigrants to other countries. 3
01

The candidate describes the contributions of Scots emigrants to other countries by referring to evidence such as:

from the source:

- Scots set up banks and finance companies
- Scots ran the education system.

from recall:

- Scots set up industries, eg sheep farming in Australia
- Scots engineers built bridges, railways etc
- Scots who made a contribution — example of Andrew Carnegie building up steel industry in USA.

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

SCOTTISH AND BRITISH

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

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

4
03

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

- primary source from the time
- eye-witness to the problems of the unemployed
- to show the problems of being unemployed in Glasgow
- unemployed could starve/parish council refused relief to able-bodied men unless in the workhouse.

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

- no dole money/unemployment benefits
- lack of Labour Exchanges.

2. In what ways did the Liberal reforms help people in poverty?

4
01

The candidate describes the ways the Liberal reforms helped people in poverty by referring to evidence such as:

from the source:

- policies helped create a better standard of living for many
- five shillings was available for single people over 70 to help them survive in old age
- National Insurance meant money would still be coming in if people were sick or unemployed.

from recall:

- free school meals given to children of poorer families
- school clinics set up in 1912 to give medical treatment free to children of poorer families.

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

3. Why did the Second World War help create a welfare state after 1945?

4
02

The candidate explains why the Second World War helped to create a welfare state after 1945 by referring to evidence such as:

from the source:

- bombed out families received money from the Government
- free medical help was given to victims of the bombings
- government help was for everyone who needed it, not just the poor.

from recall:

- evacuation highlighted the problems of poverty and encouraged people to want to tackle it
- rationing affected everybody and promoted fairness for all.

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

4. In what ways was the new secondary school system criticised?

3
01

The candidate describes the ways the new secondary school system was criticised by referring to evidence such as:

from the source:

- there were not enough teachers to cope with all the extra classes
- the lack of materials and workers delayed the school building programme.

from recall:

- the 11+ exam was criticised for making decisions about a child's future at such an early age
- emphasis on building primary schools.

Maximum of 2 out of 3 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. Why did women get the vote in 1918?

4
02

The candidate explains why women got the vote in 1918 by referring to evidence such as:

from the source:

- women put their energy into supporting the war effort/helping with army recruitment campaign
- women stepped in to do the jobs that men had done before the war/factories, offices, shops, transport
- women earned a new respect from the government and the British people.

from recall:

- women did dangerous jobs in munitions
- women served as nurses and ambulance drivers overseas with the troops
- the prime minister spoke out about the value of women's contribution to winning the war
- the voting system was being overhauled to include the soldiers.

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

2. Describe the decline of traditional industries between the wars.

4
01

The candidate describes the decline in traditional industries between the wars by referring to evidence such as:

from the source:

- there was a shortage of orders for new ships
- Cunard ran out of money and laid off workers
- small engineering companies did not get new orders.

from recall:

- iron, steel and coal declined with loss of orders from shipyards
- companies such as Stewarts and Lloyds closed in Scotland and moved to England
- older Scottish textiles like cotton and jute lost many orders to overseas competitors.

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

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

4
03

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

- primary source from the time
- from an official school record so likely to be factual
- to keep a record of important events in the school/shows school concern about alcohol use
- senior pupils had a talk on alcohol/pupils had to write essays about the dangers of alcohol.

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

- Government raised tax on alcohol/youth organisations such as Boys' Brigade encouraged temperance.

4. In what ways was the cinema attractive to Scots in the 1930s?

3
01

The candidate describes the ways the cinema was attractive to Scots in the 1930s by referring to evidence such as:

from the source:

- spacious/purpose built cinemas/comfortable
- brightly lit/high standard of decoration/glamorous atmosphere.

from recall:

- cheap admission charges/jam jars/Saturday club — serial for children
- wide range of genres/excitement of talkies/Technicolor/Walt Disney cartoons.

Maximum of 2 out of 3 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 Unionists against Home Rule in 1912?

4
02

The candidate explains why Unionists were against Home Rule in 1912 by referring to evidence such as:

from the source:

- Unionists feared their way of life would end
- believed industries would go out of business if controlled by Dublin
- separation from the rest of Britain would be a disaster for trade and the economy.

from recall:

- Unionists feared the interference of the Catholic Church
- Unionists feared increased unemployment.

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 Nationalist attitudes towards the First World War?

4
03

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

- primary source taken at the time
- photographer eyewitness to event
- to show the nationalist had an army/to show opposition to the war
- shows the banner "We serve neither King nor Kaiser but Ireland"/shows armed nationalists in uniform.

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

- some Nationalists bought weapons from Germany
- some Nationalists did fight in the war for Britain.

3. Describe the terms of the Anglo-Irish Treaty.

4
01

The candidate describes the terms of the Anglo-Irish Treaty by referring to evidence such as:

from the source:

- Ireland was to have its own parliament/not given full independence
- Ireland was to remain part of the British Empire
- an oath of allegiance had to be sworn to the king.

from recall:

- Ireland was to be partitioned/six counties in the North were to remain part of Britain
- Ireland to be known as the Irish Free State
- a Governor-General was to represent the king in Dublin
- the Royal Navy was to continue to use Irish ports
- the Boundary Commission would decide the exact boundary between Northern Ireland and the Irish Free State.

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

4. Describe the actions of both sides during the Irish Civil War.

3
01

The candidate describes actions of both sides during the Irish Civil War by referring to evidence such as:

from the source:

- anti-Treaty forces took over the Four Courts and other important buildings/refused to leave the Four Courts
- pro-Treaty forces opened fire killing many former comrades.

from recall:

- Michael Collins was murdered
- pro-Treaty forces began imprisoning without a trial/began executing prisoners
- both sides ambushed their enemy, stealing weapons/supplies.

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 the Viking settlement of Normandy.

4
01

The candidate describes the Viking settlement of Normandy by referring to evidence such as:

from the source:

- Vikings came to France in search of food and plunder
- they fought to gain their own land on the coast
- they adopted some French ways but remained very independent.

from recall:

- they married French women
- they adopted the French language
- they were led by the Duke of Normandy.

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 happened at the Battle of Hastings?

4
03

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

- primary source from the time
- made on the orders of a Norman Bishop so possible bias
- made to show what happened at the Battle of Hastings/how the Normans won at Hastings
- shows the death of the Saxon leader.

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

- other reasons for Saxon defeat such as their breaking ranks to pursue the Norman knights who they thought were fleeing the battle
- William's role in winning the battle eg rallying troops
- effective defence by Saxons
- use of bowmen.

3. Describe the problems faced by David I when he became King of Scotland. **3
01**

The candidate describes the problems which faced David I when he became King of Scotland by referring to evidence such as:

from the source:

- the Earl of Moray rebelled/claimed the throne for himself
- he led a large army in rebellion.

from recall:

- Scotland was disunited with many different tribes
- Scottish earls resented Anglo-Norman influence.

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 burghs in Scotland? **4
02**

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

from the source:

- farmers could trade surplus food
- justice could be dispensed
- annual fairs brought luxury goods to Scotland.

from recall:

- merchants guilds supported and regulated trade
- burghs generated revenue for the king
- they encouraged the development of crafts
- they encouraged trade with other countries.

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 Pope Urban II call the First Crusade?

4
O2

The candidate explains why Pope Urban II called the First Crusade by referring to evidence such as:

from the source:

- to re-capture Jerusalem
- to stop pilgrims being attacked
- to increase his authority/put an end to the threat of Muslims.

from recall:

- to help Emperor Alexius who had sent a letter to the Pope
- to heal the schism/to unite the eastern and western churches
- to stop knights fighting in Europe
- to re-open trade routes with the east
- to demonstrate his power to European kings/emperors.

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

2. Describe the behaviour of the peasants on the First Crusade.

4
O1

The candidate describes the behaviour of the peasants on the First Crusade by referring to evidence such as:

from the source:

- the peasants ignored Emperor Alexius' advice/refused to wait for the knights
- the peasants removed Peter the Hermit as their leader
- they split into small groups and fought with each other.

from recall:

- they stole from communities
- they destroyed property, eg a mill
- they massacred Jews/forced Jews to convert to Christianity
- they attacked fellow Christians.

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 discovery of the Holy Lance?

4
03

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

- primary source written at the time
- eyewitnesses/a priest so possible exaggeration
- to show that God was helping the Crusaders
- the digging went on for hours/the Crusaders celebrated when it was found.

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

- Peter Bartholomew found the Holy Lance himself
- some Crusaders believed the Holy Lance was a fake.

4. Describe what the Muslims did to protect Jerusalem during the First Crusade.

3
01

The candidate describes what the Muslims did to protect Jerusalem during the First Crusade by referring to evidence such as:

from the source:

- they collected the harvest early
- they expelled Christians from the city.

from recall:

- they reinforced most of the city's walls
- they poisoned the water wells outside the city
- they installed a good drainage system to prevent disease
- they organised the Muslim garrison.

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 were the French defeated at Crecy?

4
02

The candidate explains why the French were defeated at Crecy referring to evidence such as:

from the source:

- crossbowmen fled under a hail of arrows
- French knights were also stopped by arrows
- chaos in the darkness when French troops surged forward and crashed into the remains of the French army.

from recall:

- knights rode down their own crossbowmen
- English longbow proved to be highly effective
- French troops that did break through were defeated by the Black Prince and his men.

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

2. Describe the problems the Hundred Years War caused for English peasants.

3
01

The candidate describes the problems the Hundred Years War caused for English peasants by referring to evidence such as:

from the source:

- taxation of peasants to pay for the war
- new taxes were raised in 1377, 1379 and 1381.

from recall:

- peasants had to provide food for the King's armies
- French ships attacked coastal towns
- fear of invasion.

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

3. Describe the problems the madness of Charles VI caused for France.

4
01

The candidate describes the problems the madness of Charles VI caused for France by referring to evidence such as:

from the source:

- royal advisors could not get near him
- he alternated between lucidity and madness
- Duke of Burgundy abused his regency.

from recall:

- during periods of sanity he was advised by Duke of Orleans who also abused his power
- France became increasingly divided between the Burgundy and Orleanist factions
- this contributed to the outbreak of civil war in France
- Henry V took advantage of France's leadership problems and invaded France.

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 reasons for the execution of Joan of Arc?

4
03

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

- primary source from the time
- written by the court that passed the sentence
- explains the reasons for the death sentence
- says that she is a blasphemer towards God.

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

- she was also condemned for wearing men's clothes.

EUROPEAN AND WORLD

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

1. In what ways did sailors try to navigate accurately?

3
O1

The candidate describes the ways sailors tried to navigate accurately by referring to evidence such as:

from the source:

- they used a cross-staff to find the angle of the sun above the horizon for latitude
- they used an hour glass and judgement for dead reckoning of the longitude.

from recall:

- they used astrolabe/quadrants/compass
- they used knotted rope and log.

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

2. Why did Magellan and his crew face problems?

4
O2

The candidate explains why Magellan and his crew faced problems by referring to evidence such as:

from the source:

- Magellan had to put down a mutiny led by the masters of the other ships in his fleet
- the main supply ship turned back to Spain
- the crew was not prepared for such a long voyage.

from recall:

- Magellan himself was killed in the Phillipines
- crew suffered starvation/eating rats, leather, etc to survive
- most of the crew fell ill with 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 improving knowledge about the world by the 1530s? **4**
03

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

- primary source from the time
- mapmaker was from a university so well educated
- drawn to give up to date information
- shows the Americas (New World) as a continent and the Pacific Ocean.

or

- secondary source based on sailors' accounts
- professor not a sailor so map may be wrong
- drawn to show newly discovered lands
- shows there was still lack of knowledge/very inaccurate map.

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

- other maps and books still showed sea monsters etc
- much missing, eg Canada.

4. Describe the impact of European exploration on the native peoples of the New World. **4**
01

The candidate describes the impact of European exploration on the native peoples of the New World by referring to evidence such as:

from the source:

- the natives were used as slave labour
- the natives were forced to mine silver and precious metals for the Spaniards
- native religions were strongly discouraged/natives converted to Christianity.

from recall:

- their own rulers were deposed and killed
- their major cities were destroyed
- millions caught European diseases and died.

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. Why were the colonists against British rule by the 1760s?

4
02

The candidate explains why the colonists were against British rule by the 1760s by referring to evidence such as:

from the source:

- Britain stationed many thousands of soldiers in the American colonies
- the colonies were taxed to pay for the soldiers
- the colonists had no representation in the British parliament.

from recall:

- the colonists were angered by passing of the Sugar Act, Stamp Act, Townshend Acts, Intolerable Acts
- the colonists felt that British policies were damaging their trade
- the colonists were angry that the British were stopping them from moving west.

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

2. Describe the Boston Tea Party.

4
01

The candidate describes the Boston Tea Party by referring to evidence such as:

from the source:

- colonists boarded ships which were moored in Boston harbour
- colonists were disguised as Indians (Mohawks)
- tea was emptied into the water of Boston harbour
- a cheering crowd had gathered.

from recall:

- the colonists were angered by the passing of the Tea Act in 1773 which allowed the East Indian Company to undercut colonial merchants and smugglers
- there was mass support from the colonists for the actions of the protestors
- some of the tea was stolen.

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 strength of the British army at Saratoga in 1777? **4**
03

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

- primary source from the time
- from British general who had taken part in the fighting/witnessed the conditions at Saratoga
- to explain that the British army was weak/in poor condition/to explain why the British had to surrender
- the British only had 3500 fit men/low on supplies.

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

- the British forces had been abandoned by their Indian allies.

4. Describe the events which led to the end of the war between Britain and the colonists. **3**
01

The candidate describes the events which led to the end of the war between Britain and the colonists by referring to evidence such as:

from the source:

- the British surrendered to the Americans at Yorktown in 1781
- Lord North resigned.

from recall:

- foreign countries were intervening in the war against the British
- the Treaty of Paris was signed in 1783.

Maximum of 2 out of 3 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. Why did many people in Britain support the slave trade in the 1770s?

4
02

The candidate explains why many people in Britain supported the slave trade in the 1770s by referring to evidence such as:

from the source:

- slaves were needed to develop the land
- African slaves were thought of as good workers/thought to be well suited to hard, heavy work
- slave labour helped to ensure that the plantations remained profitable.

from recall:

- many British cities such as Bristol, Liverpool, Glasgow depended on the trade for their prosperity
- the slave trade provided employment for sailors, and jobs in British ports
- Africans were thought to be suited to working in a hot climate
- many powerful people, such as MPs, were involved/had investments in the slave trade.

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

2. Describe what conditions were like for slaves on the middle passage.

4
01

The candidate describes what conditions were like for slaves on the middle passage by referring to evidence such as:

from the source:

- the stench was unbearable
- there was terrible sickness among the slaves and many died
- the slaves were subjected to savage beatings.

from recall:

- the slaves were usually chained together below deck
- reference to tight/loose packing of slaves
- slaves were fed unfamiliar food
- lack of adequate toilet facilities
- slaves were subject to sexual abuse
- slaves were taken on deck for exercise/made to dance.

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 the way that slaves were sold to plantation owners? **4**
03

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

- primary source from the time
- written by a former slave who had experienced being sold
- to show the fear slaves had about being sold/to show what a terrible experience being sold was
- buyers rushed to choose the one they liked the best/family and friends were separated.

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

- slaves were also sold at auction to the highest bidder
- preparing slaves for sale, eg tarring
- sold according to suitability, eg women of childbearing age.

4. In what ways did the abolitionists try to bring an end to the slave trade? **3**
01

The candidate describes the ways abolitionists tried to bring an end to the slave trade by referring to evidence such as:

from the source:

- Granville Sharp began a campaign against slavery in the courts
- William Wilberforce argued for the end of slavery in Parliament.

from recall:

- Olaudah Equiano, a former slave, published an account of life as a slave and spoke about his experience
- Thomas Clarkson visited ports and gathered evidence about the horrors of the trade
- many people signed petitions against the slave trade
- churchmen spoke out against the trade, eg John Newton.

Maximum of 2 out of 3 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 new ideas that helped the spread of revolution in France.

4
01

The candidate describes the new ideas that helped the spread of revolution in France by referring to evidence such as:

from the source:

- it was unfair to tax people who did not have the vote
- all people are equal
- a monarchy was not necessary.

from recall:

- all people should pay taxes
- the Church should pay taxes
- the people were the most important part of the nation
- the government should represent the people.

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

2. Why was Louis XVI becoming more unpopular by 1792?

4
02

The candidate explains why Louis XVI was becoming more unpopular by 1792 by referring to evidence such as:

from the source:

- Louis did not like sharing power with the Assembly
- he did not like the ordinary people
- he supported Austria in the war.

from recall:

- Louis wanted to keep all power for himself
- the royal family had tried to escape
- the Brunswick Manifesto weakened the position of the king.

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

3. Describe the condition of the French army in 1793.

3
01

The candidate describes the condition of the French army in 1793 by referring to evidence such as:

from the source:

- shortage of experienced officers
- French soldiers were poorly trained.

from recall:

- ordinary citizens were forced to join the army
- soldiers often refused to obey orders
- many were very eager to fight.

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

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

4
03

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

- primary source written at the time
- from the actual document
- to show that the Committee of Public Safety could do whatever it wanted
- meet in secret/suspend law/must be obeyed.

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

- a large number of people were executed by the Committee
- large numbers had witnessed the guillotine in operation.

EUROPEAN AND WORLD

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

1. Why was the policy of Russification unpopular with many people in the Russian Empire? 4
02

The candidate explains why the policy of Russification was unpopular with many people in Russia by referring to evidence such as:

from the source:

- Polish students were expelled from school for speaking Polish
- public officials were told to use Russian or be sacked
- peasants who could not read Russian died because they could not read health advice.

from recall:

- fewer than half of the people in the empire were Russians
- teaching in schools was in Russian only
- the Russian Orthodox religion was to be preferred over other religions.

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 Tsar's actions to end the 1905 Revolution? 4
03

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

- primary source from the time
- written by the Tsar himself to his mother so likely to be his honest view
- to explain why he made the choice of a Duma
- crushing the revolution by force would mean rivers of blood/no progress.

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

- the Tsar still used force against the people, eg Lena Goldfields/Tsar undermined the Dumas
- Tsar kept some powers, eg appointing Stolypin/secret police.

3. Describe the problems facing the Provisional Government.

4
01

The candidate describes the problems facing the Provisional Government by referring to evidence such as:

from the source:

- the Soviet encouraged the troops to turn against their officers and pay attention to the Soviet instead of the government
- Lenin returned to Russia and campaigned against them
- the war went badly/casualties rose.

from recall:

- the Provisional Government had never been elected/had no real authority
- peasants were taking land for themselves
- there were food shortages and inflation
- Kornilov revolt.

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

4. Describe the activities of the Cheka.

3
01

The candidate describes the activities of the Cheka by referring to evidence such as:

from the source:

- the Cheka hunted down anyone who opposed the revolution
- they seized grain from the peasants to feed the Reds.

from recall:

- they executed thousands of people without any trial
- they set up labour camps for political prisoners.

Maximum of 2 out of 3 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 effects of the Jim Crow laws on black Americans.

3
01

The candidate describes the effects of the Jim Crow laws on black Americans by referring to evidence such as:

from the source:

- they had to use separate restrooms
- many blacks felt it would be dangerous if they did not obey the laws.

from recall:

- they had poorer schools so difficult to gain a good education
- they were given separate and poorer amenities such as eating places
- any other examples of segregation, eg schools, cinemas, restaurants.

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

2. Why did support for Civil Rights increase following the Second World War?

4
02

The candidate explains why more black people campaigned for Civil Rights following the Second World War by referring to evidence such as:

from the source:

- black soldiers experience in Britain where there were no segregation laws
- Civil Rights movement became more organised / 1500 branches of NAACP existed
- some whites became more sympathetic.

from recall:

- black servicemen felt they deserved better treatment because they had fought for their country/had been fighting for freedom abroad
- migration to the north at record levels in the 1940s
- success in removing segregation in defence industries
- setting up of CORE/DOUBLE V campaign.

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 aims of the Freedom Riders?

4
03

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

- primary source said at the time
- said by James Farmer who was an eyewitness
- to justify the Freedom Riders
- he says that they were simply doing what the Supreme Court said they could do/they aimed to provoke trouble so that the government would have to act, prepared to be subjected to violence

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

- does not mention that they would attempt to use segregated facilities at bus stations along the route.

4. Describe the activities of the Black Panthers.

4
01

The candidate describes the activities of the Black Panthers by referring to evidence such as:

from the source:

- protested against gun control in California
- set up breakfast clubs for poor blacks
- set up clinics providing free health care.

from recall:

- also supported education in the ghetto
- campaigned to stop drug use among poor black youths
- set up branches in most cities across the USA
- paraded in black uniforms carrying weapons
- became involved in gunfights with the police.

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. Why did Germany want to take over other countries between 1933 and 1939?

4
02

The candidate explains why Germany wanted to take over other countries between 1933 and 1939 by referring to evidence such as:

from the source:

- the Ukraine had wheat and other crops
- Russia had oil
- neighbouring countries had iron ore.

from recall:

- Hitler wanted to break the Treaty of Versailles
- Germany wanted more land for her population — Lebensraum
- Germany wanted to take over German speaking areas of Czechoslovakia and Poland
- Hitler wanted to join Germany and Austria
- discontent with Poland/Polish corridor.

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

2. Describe the British attitude towards Germany in the 1930s.

3
01

The candidate describes the British attitude towards Germany in the 1930s by referring to evidence such as:

from the source:

- the Treaty of Versailles had been too hard
- it was best to be friends to avoid war.

from recall:

- Germany had a right to defend herself
- Germany was a defence against communism
- concern about German rearmament
- British mood of pacifism.

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

3. How useful is **Source C** about the remilitarisation of the Rhineland, 1936? **4**
03

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

- secondary source written after the event
- historian who would have carried out research/using hindsight
- to criticise British policy
- they were much stronger but let Germany get away with it/no one was willing to do anything about it.

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

- British government did not take this view
- Germany only going into their own back yard.

4. Describe events leading to the Munich Agreement of 1938. **4**
01

The candidate describes the events leading to the Munich Agreement of 1938 by referring to evidence such as:

from the source:

- Hitler threatened to invade Czechoslovakia
- Prime Minister flew to Germany
- Germany should take control of Sudetenland in the future.

from recall:

- Chamberlain and Hitler met three times
- Britain had prepared for war on “Black Wednesday”
- Britain, France and Italy met with Germany for the third meeting.

Maximum of 3 out of 4 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. Describe the events which led to the outbreak of the Cold War.

3
01

The candidate describes the events which led to the outbreak of the Cold War by referring to evidence such as:

from the source:

- during 1948 the Soviets began a blockade of West Berlin
- in 1949 America and its allies in Europe formed NATO.

from recall:

- the United States began to provide financial assistance to western Europe through The Marshall Plan
- the Soviets had taken over a number of countries in eastern Europe
- distrust during and after World War II
- Nuclear Arms Race.

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 America's policy towards West Berlin in 1961?

4
03

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

- primary source from the time
- from the American President who was very powerful/in charge of American foreign policy at this time
- to explain why West Berlin was important/to inform people that America will defend West Berlin
- it is a place of liberty and freedom/escape hatch for refugees/we will not allow the communists to drive us out of Berlin.

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

- West Berlin was important to America as a base for spying against the communists.

3. Describe the actions that were taken to avoid a war over Cuba in 1962.

4
01

The candidate describes the actions that were taken to avoid a war over Cuba in 1962 by referring to evidence such as:

from the source:

- secret negotiations were held between the two leaders
- the Soviet Union agreed to remove their missiles from Cuba
- the United States promised not to invade Cuba if the Soviet Union withdrew their missiles.

from recall:

- Soviet ships turned around and did not attempt to pass the US navy's blockade of Cuba
- the USA did not retaliate over the shooting down of an American U2 spy plane
- the United States agreed to remove their missiles from Turkey.

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

4. Why did America end the war in Vietnam?

4
02

The candidate explains why America ended the war in Vietnam by referring to evidence such as:

from the source:

- the length of the war — America had been involved in Vietnam since late 1950s
- the war had cost \$120 billion
- 58,000 service people had been killed and many more injured.

from recall:

- the anti-war movement in America was widely supported
- Vietnam veterans were a powerful anti-war group
- American atrocities in Vietnam had been widely reported
- the United States lost a great deal of respect and authority during the war.

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

[END OF MARKING INSTRUCTIONS]