



2011 History

Intermediate 2

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 |
| NM | in the margin indicates no matching points in the comparison question |

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

Straight copying: maximum of 1 mark.

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 of the Suffragette’s campaign”.

“The source is useful as it is a secondary source written by a reputable historian who will have researched the relevant evidence”.

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.

Source Comparison Questions

- (a) If a candidate merely matches correctly pieces of evidence
eg Source A says he treated them with dignity, honour and affection whereas Source B says he was mistrusting and suspicious = 1 mark.
- (b) If a candidate gives an overall view
eg Source B approves of the Anschluss but Source C disapproves of it = 1 mark.
- (c) If a candidate gives an overall view and one example of corroboration
eg Source B approves of the Anschluss but Source C disapproves because B says it is natural to have a union between Austria and Germany while Source C says the small country has been struck down = 2 marks.
- (d) If a candidate gives an overall view and two examples of corroboration
eg Source B approves of the Anschluss but Source C disapproves because B says it is natural to have a union between Austria and Germany while Source C says the small country has been struck down. Source B thinks there is no reason for disapproving of the union but Source C says Germany now controls the South East of Europe = 4 marks.
- (e) If a candidate gives a collapsed comparison
eg both speak of landlords taking away people's homes = 1 mark.
- (f) If a candidate does not give a judgement and then only gives collapsed comparisons = maximum of 1 mark.

History Intermediate 2

PART 1: THE SHORT ESSAY

SCOTTISH AND BRITISH

Context 1: Murder in the Cathedral: Crown, Church and People, 1154-1173

Question 1

Explain why Henry II and Archbishop Becket quarrelled so violently.

(8)
O1 & O2

The candidate explains why Henry II and Archbishop Becket quarrelled so violently by referring to evidence such as:

- Becket resigned as Chancellor/Henry felt betrayed
- Becket defended the Church against the King
- Criminous Clerks – Henry believed that all clergymen who committed a crime should be tried in the King’s Court, whereas Becket believed that they should be tried in a Church Court
- The Constitution of Clarendon – Becket refused to sign the document outlining the powers of the Church and agreeing to obey the King
- Northampton Trial – Becket refused to attend court/Henry charged him with contempt of court
- Becket fled to France before he could be sentenced/lived in exile for six years
- Becket sought the protection of the Pope and Henry’s enemy Louis VII against the King during peace talks in France/Henry refused Becket the royal kiss/Becket refused to accept the King’s authority “Saving our order”
- Becket excommunicated the Archbishop of York when he crowned the King’s son
- Becket excommunicated the bishops involved in the coronation when he returned to England
- the personalities of the two men were very different.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

SCOTTISH AND BRITISH

Context 2: Wallace, Bruce and the Wars of Independence, 1286-1328

Question 2

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

(8)
O1 & O2

The candidate explains why some Scots were reluctant to accept the Maid of Norway as their ruler by referring to evidence such as:

- she was a child – others would have to rule on her behalf and there could be disputes
- she was a child and could possibly die – an adult ruler would be better
- she was a girl – some people did not believe that a female could rule/give noblemen orders
- she was a girl – some people did not think that a girl could lead an army into battle
- she was in Norway – would she understand Scotland and be able to rule it?
- she needed a husband – a Scottish husband could cause jealousy
– a foreign husband could lead to Scotland being taken over
- other nobles – Balliol and Bruce – had ambitions to rule
- potential for civil war to break out
- concern that Edward I might exploit the situation.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

SCOTTISH AND BRITISH

Context 3: Mary, Queen of Scots and the Scottish Reformation, 1540s-1587

Question 3

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

(8)
O1 & O2

The candidate explains why Mary, Queen of Scots, was forced to abdicate in 1567 by referring to evidence such as:

- people thought she had been involved in the murder of her husband, Darnley
- she had married her husband's murderer, Bothwell
- people thought she was involved with Bothwell before the murder
- she allowed Bothwell to prevent a fair inquiry into Darnley's death
- some people did not agree with a female ruling
- some people did not want to have a Roman Catholic as ruler
- some Roman Catholics were disappointed by her lack of support for their religion
- some nobles had plans to take over the government for themselves.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

SCOTTISH AND BRITISH

Context 4: The Coming of the Civil War, 1603-1642

Question 4

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

(8)
O1 & O2

The candidate explains why the reign of Charles I was opposed in Scotland by referring to evidence such as:

- Charles demanded that Ministers accept and use the Prayer Book
- resentment at the Act of Revocation whereby church or royal property which had been alienated since 1540 was taken back by the crown
- resentment of Charles' coronation in Edinburgh eg High Church ceremony, employed Anglican forms
- reaction/opposition to the introduction of Laud's Prayer Book, 1637/St Giles riots
- reaction by the Scottish clergy on the requirement to wear gowns and surplices (Laud's Canons)
- abolition of the Presbyteries/threat of dissolution
- General Assembly not allowed to meet
- Bishops were to be introduced into the Scottish Church
- rejection of Canons included in the national covenant of 1638.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

SCOTTISH AND BRITISH

Context 5: “Ane End of Ane Auld Sang”: Scotland and the Treaty of Union, 1690s-1715

Question 5

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

**(8)
O1 & O2**

The candidate explains why some people thought that Scotland would benefit from a Union with England in 1707 by referring to evidence such as:

- a Union would end arguments about the Succession between England and Scotland
- a Union would ensure the Protestant Succession and keep the Stuarts out of Scotland
- a Union would stop the English and Scottish governments falling out with each other
- a Union would prevent future wars between England and Scotland
- a Union would open up English markets to Scottish businessmen
- a Union would open the English Empire to Scots
- a Union would ensure Scotland no longer suffered disproportionately when England went to war against France or Spain
- the Equivalent would inject some much needed cash into Scotland
- a Union would guarantee the Protestant Church in Scotland.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

SCOTTISH AND BRITISH

Context 6: Immigrants and Exiles: Scotland, 1830s-1930s

Question 6

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

(8)
O1 & O2

The candidate explains why life was difficult for many Irish immigrants to Scotland between 1830 and 1930 by referring to evidence such as:

- Irish immigrants had to do the lowest paid work
- many could not speak English
- they lived in the slums of the industrial cities – details of overcrowding, poor sanitation, disease
- immigrants were accused of keeping down wages or of stealing jobs
- immigrants were accused of violence/causing crime
- victims of discrimination, violence, press hostility
- there was suspicion of the Catholic religion in a predominantly Protestant country
- Irish immigrants felt that the education system was anti-Catholic
- some Scots felt that Irish were unpatriotic eg during Great War.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

SCOTTISH AND BRITISH

Context 7: From the Cradle to the Grave? Social Welfare in Britain, 1890s-1951

Question 7

Explain why the Liberal Government reforms of 1906-1914 were important in improving the lives of children and the elderly.

(8)
O1 & O2

The candidate explains why the Liberal Government reforms of 1906-1914 were important in improving the lives of children and the elderly by referring to evidence such as:

- Education (Provision of Meals) Act provided free meals to the poorest children
- by providing meals for the children they were able to concentrate better at school
- Education Act 1907 – Medical inspections – allowed for the identification of health problems in school children
- clinics were introduced into schools in 1912 to provide treatment for children with health problems
- 1908 Children's Act (Children's Charter) provided legal protection for children eg protection from abuse
- Children's Charter gave the abolition of the death sentence for children, segregation of child and adult prisoners
- Children's Charter gave protection from smoking and drinking
- 1908 Old Age Pensions Act provided pensions for those over 70, relieving the fear of ending their lives in the poorhouse/workhouse
- pensions were to be paid for through general taxation, meaning the old people did not have to make contributions to qualify – especially helpful to women
- pensions were paid through the Post Office relieving the stigma of the hated Poor Law – many more people claimed pensions as a result
- Acts for children and the elderly showed that the government was taking responsibility for the most vulnerable in society.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

SCOTTISH AND BRITISH

Context 8: Campaigning for Change: Social Change in Scotland, 1900s-1979

Question 8

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

(8)
O1 & O2

The candidate explains why Scottish education in the 1930s was in need of reform by referring to evidence such as:

- the school leaving age was 14/children left very young without qualifications
- children could be physically punished/belted by teachers
- maximum class size was 50 in state schools
- pupils sat a 'qualifying' exam at 11 to determine their academic ability/which school they would go to/working class children largely disadvantaged by this
- 3 year junior secondaries concentrated on practical subjects/pupils were prepared for the workplace/pupils gained no qualifications
- 5 year secondary schools taught academic subjects for university entrance/exams
- girls and boys followed different curricula – girls did domestic science, boys did technical subjects
- schools were often poorly equipped/buildings were often old and inadequate but there was no money to improve them
- there were very few grants to enable poorer students to go to university so many did not go/Carnegie Trust helped to fund 40% of students/37% were working class
- there was no proper organised scheme of adult education because of lack of central funding.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

SCOTTISH AND BRITISH

Context 9: A Time of Troubles: Ireland, 1900-1923

Question 9

Explain why the Unionists were against the Home Rule Bill.

(8)
O1 & O2

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

- Unionists considered themselves British not Irish and had an emotional attachment to Britain
- Unionists believed it would end their way of life and that they would be less prosperous under Home Rule eg lower wages, poorer health care etc
- feared the shipbuilding and linen industry based in Belfast would be damaged
- feared Ulster would have to bear the financial burden of the rest of Ireland which was poorer and dependent on the farming industry
- feared Ulster would be cut off from trading markets in Britain and the Empire
- feared the government in Dublin would be influenced by Roman Catholic Church
- feared the Protestant religion would be forced into decline
- feared Home Rule would eventually lead to full independence.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

EUROPEAN AND WORLD

Context 1: The Norman Conquest, 1060-1153

Question 10

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

(8)
O1 & O2

The candidate explains why there was so little opposition to William I after 1066 by referring to evidence such as:

- victory of William's forces at Hastings
- death of Harold at Hastings
- most Anglo-Saxon nobles died at Hastings
- Anglo-Saxons lacked a native king
- Anglo-Saxon opposition was weak and scattered
- William's easy capture of London
- brutal crushing of any opposition in the north (Harrying of the North)
- building of castles across the kingdom as secure bases for his forces
- development of the feudal system.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

EUROPEAN AND WORLD

Context 2: The Cross and the Crescent: The First Crusade, 1096-1125

Question 11

Explain why people joined the First Crusade.

(8)
O1 & O2

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

- the Pope was extremely influential and encouraged people to go on Crusade
- many believed that it was their duty to recapture Jerusalem and help their Christian brothers
- the promise that all sins would be forgiven was an attractive idea
- preachers such as Peter the Hermit encouraged peasants to go on Crusade
- peasants also went on Crusade because they hoped that they would have a better life in the East. "Milk and honey"
- some knights were extremely religious and wanted to serve God eg Raymond of Toulouse
- some knights saw an opportunity to gain land for themselves in the East eg Bohemond/Baldwin
- some knights went on a crusade because they wanted to use their military skills in the East eg Tancred
- some knights went on a crusade because of peer pressure/to represent the French royal family eg Hugh of Vermandois.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

EUROPEAN AND WORLD

Context 3: War, Death and Revolt in Medieval Europe, 1328-1436

Question 12

Explain why the Black Death had serious consequences for England.

(8)
O1 & O2

The candidate explains why the Black Death had serious consequences for England by referring to evidence such as:

- one third of the population died
- high casualty rate caused a shortage of labourers
- some villages became derelict
- disastrous effects on agriculture eg animals died, crops rotted in the fields
- trade was interrupted
- affected the attitudes of survivors eg less deferential towards the church
- led peasants to demand higher wages
- likely factor in the unrest which led up to the Peasants' Revolt.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

EUROPEAN AND WORLD

Context 4: New Worlds: Europe in the Age of Expansion, 1480s-1530s

Question 13

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

(8)
O1 & O2

The candidate explains why Christopher Columbus was an important figure in European exploration by referring to evidence such as:

- he used his wide sailing experience to support existing arguments about route to Japan
- persevered for many years to find backers to undertake first voyage (8 years in Portugal, 7 years in Spain)
- first to take a new route, sailing west to reach the east
- he had excellent navigational skills (dead reckoning) to set and follow his course
- voyage found/proved there was land to the west
- founded the first Spanish settlements in the New World, in Hispaniola
- claimed new territories for Spain/Spanish crown
- made Spain (and subsequently Portugal) rich
- made four voyages to the New World, discovering Caribbean Islands, Venezuelan Coast, Honduras
- kept detailed accounts of voyages to add to knowledge of places and peoples.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

EUROPEAN AND WORLD

Context 5: "Tea and Freedom": The American Revolution, 1763-1783

Question 14

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

(8)
O1 & O2

The candidate explains why the colonists were able to achieve victory in their war against the British by 1783 by referring to evidence such as:

- poor leadership of British forces eg Howe, Cornwallis
- tactical errors made by Britain eg Yorktown, Saratoga
- British army was small in number/had to rely on mercenary forces
- British soldiers were not properly trained/equipped to cope with terrain and conditions
- colonial army was effectively led by George Washington
- colonists had greater forces/able to call on minutemen when required
- colonists benefited from assistance from foreign powers
- attacks by French and Spanish weakened/distracted British forces
- assistance from French and Spanish navies gave colonists control of the seas.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

EUROPEAN AND WORLD

Context 6: “This Accursed Trade”: The British Slave Trade and its Abolition, 1770–1807

Question 15

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

(8)
O1 & O2

The candidate explains why the Middle Passage was such a dreadful experience for slaves by referring to evidence such as:

- slaves were held on board using tight pack/loose pack system
- disease was common on ships – dysentery due to poor sanitary conditions
- lack of fresh air – slaves held for long periods below deck
- crew were often cruel towards slaves
- female slaves often suffered sexual abuse from the crew
- food was limited and bland/unfamiliar to slaves – some had to be force fed
- slaves taken above deck and whipped to make them exercise
- slaves would witness deaths of fellow slaves/evidence from the case of the Zong.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

EUROPEAN AND WORLD

Context 7: Citizens! The French Revolution, 1789-1794

Question 16

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

(8)
O1 & O2

The candidate explains why so many people were frightened of the Committee of Public Safety in 1793 by referring to evidence such as:

- opponents of the Jacobins were labelled as 'traitors' to France
- Committee of Public Safety could issue warrants of search and arrest
- Committee set up Revolutionary Tribunals – only they could order the death sentence
- evidence often came only from secret informers
- trials and executions were quick and uncontested/accused were not entitled to lawyers or right of appeal
- accusation meant the assumption of guilt in vast majority of cases
- many thousands of people were executed by guillotine or other means
- Committee enforced order in the Provinces with great brutality.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

EUROPEAN AND WORLD

Context 8: Cavour, Garibaldi and the Making of Italy, 1815-1870

Question 17

Explain why the 1848-49 revolutions failed to bring about Italian unification.

(8)
O1 & O2

The candidate explains why the 1848-49 revolutions failed to bring about Italian unification by referring to evidence such as:

- Charles Albert was initially reluctant to put himself forward as head of the nationalist movement
- Austrian army was superior – due to the failure of the Austrian revolutions the Austrian army was re-enforced
- Pope Pius XI abandoned the nationalist cause
- peasants could not be relied upon to support the nationalist cause/nationalists lacked mass support
- nationalists were divided and could not work together eg divisions between supporters of Mazzini, Charles Albert and the Pope
- there was not enough foreign support to help the nationalist cause
- Charles Albert was wrong to say that Italy could 'go it alone' (fara de se)
- French intervention crushed the Roman Republic
- Regionalism was strong
- more organisation, planning and military strength would be needed to advance the nationalist cause
- Italian nationalists now focused their attention on Piedmont as it held on to its constitution.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

EUROPEAN AND WORLD

Context 9: Iron and Blood? Bismarck and The Creation of the German Empire, 1815-1871

Question 18

Explain why the 1848-49 revolutions failed to bring about German unification.

(8)
O1 & O2

The candidate explains why the 1848-49 revolutions failed to bring about German unification by referring to evidence such as:

- the Frankfurt Parliament could not agree on the size of Germany – Kleindeutschland or Grossdeutschland
- the Frankfurt Parliament lacked clear, agreed objectives and argued minority views at great lengths
- King Frederick William of Prussia refused to take the crown of Germany
- the Frankfurt Parliament was leaderless/lacked a strong leader
- Austrians withdrew their delegates from the parliament after Frederick William's refusal and other states soon followed
- the Parliament did not have an army to enforce its decisions
- the old rulers of Germany still had control of their armies and used them to restore power
- by 1849 Austria had recovered its political power and was willing to use its armies to destroy any further revolutions
- Kings and other Heads of State did not see unification as being in their interest
- by 1850 Austria had persuaded most of the old rulers to renew the German Confederation
- after Erfurt, Austria was again dominant in Germany with a policy to keep Germany divided.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

EUROPEAN AND WORLD

Context 10: The Red Flag: Lenin and the Russian Revolution, 1894-1921

Question 19

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

(8)
O1 & O2

The candidate explains why the Provisional Government had lost popular support by October 1917 by referring to evidence such as:

- Provisional Government was not elected so lacked legitimacy/failed to hold elections
- Provisional Government failed to end the war/war going badly/failure of June offensive
- Provisional Government failed to give land to the peasants
- Provisional Government failed to help unemployed or raise wages
- Provisional Government failed to solve food shortages
- Provisional Government could not govern without co-operation of Petrograd Soviet
- Order Number One – soldiers should obey officers only if the orders did not contradict decrees of the Petrograd Soviet – weakened the Provisional Government's authority with the army
- Lenin returned and proclaimed the 'April Theses' (peace, bread, land) refusing support for the Provisional Government
- Provisional Government looked ineffective during Kornilov Revolt.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

EUROPEAN AND WORLD

Context 11: Free at Last? Race Relations in the USA, 1918-1968

Question 20

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

(8)
O1 & O2

The candidate explains why the attitudes of Americans towards immigration changed after 1918 by referring to evidence such as:

- growing fear of social unrest in aftermath of Russian Revolution
- fear that Communism may spread to USA
- worry about increasing numbers of immigrants from southern and eastern Europe
- concern that immigrants would take jobs
- concern that immigrants would depress wages
- concern that immigrants would be used to break strikes
- concern that immigrants would create pressure on scarce housing
- feeling that new immigrants were inferior eg illiterate
- feeling that USA could no longer take unrestricted numbers of immigrants
- feeling that immigrants were involved in organised crime
- influence of WASPs.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

EUROPEAN AND WORLD

Context 12: The Road to War, 1933-1939

Question 21

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

(8)
O1 & O2

The candidate explains why Britain did not want to go to war with Germany in the 1930s by referring to evidence such as:

- war was unpopular with the British people because of the losses of 1914-1918
- there was a strong pacifist movement in Britain eg White Poppy campaign
- there was fear that “the bomber will always get through” leading to huge losses
- Germany had rearmed with powerful army, navy and air force
- Britain had failed to modernise Armed Forces/was militarily weak
- Chiefs of Staff warned that British forces could not deal with Germany, Italy and Japan
- Britain had no reliable allies – USA neutral, France unstable and Russia communist
- countries of the Empire warned that they might not support Britain in another European war
- Fascism was seen as a barrier to the spread of Communism.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

EUROPEAN AND WORLD

Context 13: In the Shadow of the Bomb: The Cold War, 1945-1985

Question 22

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

(8)
O1 & O2

The candidate explains why the USA and USSR had begun the process of détente by the 1970s by referring to evidence such as:

- the experience of the Cuban crisis in the 1960s had shown how close the superpowers had come to nuclear war
- the end of the Vietnam War had reduced tension between the USA and Soviet Union
- there were concerns that the arms race could spiral out of control
- America and the Soviet Union were experiencing economic difficulties
- the superpowers were keen to focus on spending more money on domestic priorities
- anti-nuclear protest movements were growing in many countries
- there had been widespread criticism of the Soviet Union's action in Czechoslovakia
- Brezhnev and Nixon had a desire to improve relations between the superpowers
- the leaders of both countries wished to portray themselves as peacemakers.

Each developed point will gain 1 mark up to a maximum of 5 marks. The remaining 3 marks will be awarded for the organisation of the essay, with an introduction and a supported conclusion.

[END OF PART 1: THE SHORT ESSAY]

PART 2 HISTORICAL STUDY

SCOTTISH AND BRITISH

Context 1: Murder in the Cathedral: Crown, Church and People, 1154-1173

Question 1

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

(5)
01

The candidate describes the actions taken by Henry II to increase his power when he became king in 1154 by referring to evidence such as:

- castles built without permission were seized or knocked down
- barons who disobeyed the king were dealt with severely eg Earl of York had his title taken from him
- mercenaries/private armies sent back to Flanders
- Assize of Clarendon introduced to deal with serious crimes eg murder, theft/ ensure the law was the same throughout the country
- Assize of Northampton introduced to deal with arson, forgery
- trial by ordeal introduced with sentencing/punishment
- Novel Disseisin introduced to deal with land disputes
- corrupt sheriffs sacked and replaced
- barons no longer allowed to hold office of sheriff
- key personnel introduced to enforce law and order eg Jury/Justices in Eyre.

For 5 marks, 5 supported points must be given.

Question 2

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

(4)
03

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

- primary source written during the time the code of chivalry was followed
- author was an eyewitness/poets wrote about knights and chivalry
- to criticise the behaviour of knights
- they steal from the church and rob pilgrims/show disrespect to children and the elderly.

Maximum 1 mark for indicating content omission such as:

- some knights upheld the Code of Chivalry eg fought for the Church on Crusade
- some knights also enforced the law eg were members of a jury.

Question 3

Why were priests important in the twelfth century?

(5)
02

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

from the source:

- offered support and hope that life after death would be better
- taught people how to behave/fulfil their Christian duties
- carried out key ceremonies eg baptism, marriage, funerals
- taught local boys to read and write/prepared them for a career in the Church.

from recall:

- heard confessions/issued penance for sins committed
- carried out ceremonies such as communion/confirmation/last rites
- enforced Canon law at local level
- kept part of their tithe (harvest) to give to the poor during times of need.

A maximum of 3 out of 5 for answers which refer only to recall or only to the sources.

SCOTTISH AND BRITISH

Context 2: Wallace, Bruce and the Wars of Independence, 1286-1328

Question 1

How useful is **Source A** as evidence about what happened at Falkirk?

(4)
03

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

- primary source written in 1298, at the time of the Battle of Falkirk
- Walter of Guisborough is an English chronicler – possible bias
- the chronicle is to describe what happened at Falkirk/celebrate English success and show Scots as cowards
- it states that the Scots were in schiltrons/the Scots cavalry fled.

Maximum 1 mark for indicating content omission such as:

- Edward used his archers to break up the schiltrons
- the Scots were defeated.

Question 2

Describe the events that led to the death of John Comyn at Dumfries in 1306.

(5)
01

The candidate describes the events that led to the death of John Comyn at Dumfries in 1306 by referring to evidence such as:

- Bruce arranged to meet with Comyn at Greyfriars in Dumfries
or
Bruce tricked Comyn to meet him at Greyfriars in Dumfries
- Bruce accused Comyn of betraying him to King Edward
or
the two men began to argue about Comyn telling King Edward about Bruce
- Bruce stabbed Comyn
or
Bruce hit Comyn with a sword
- Bruce ran out of Greyfriars and told his companions what he had done
- the monks carried Comyn to the altar
- Comyn said that he would survive the wound
- Bruce ordered his men to kill Comyn
or
some of Bruce's men killed Comyn
- Comyn's blood spilled over the high altar.

For 5 marks, 5 supported points must be given.

Question 3

Why did it take so long for Robert Bruce to be accepted as King of Scots?

(5)
02

The candidate explains why it took so long for Robert Bruce to be accepted as King of Scots by referring to evidence such as:

from the source:

- he had to force many Scots to abandon King John Balliol
- he had to force Scots to reject Edward II as overlord
- Bruce was unable to force Edward II to change his mind
- Bruce's efforts to spread the war to other parts of Britain were not successful.

from recall:

- it took a long time to drive the English out of their castles in Scotland
- Bruce has been excommunicated so some people could not accept him as King
- the Comyns were long-standing rivals and the most powerful family in Scotland
- Bruce took several years to defeat the Comyns and their allies eg the MacDougalls
- Bruce's wars in Ireland had ended in failure at Dundalk
- Bruce's invasion of northern England had not forced Edward to accept him.

A maximum of 3 out of 5 for answers which refer only to recall or only to the sources.

SCOTTISH AND BRITISH

Context 3: Mary, Queen of Scots and the Scottish Reformation, 1540s-1587

Question 1

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

(4)
03

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

- primary source written at the time the Treaty of Greenwich was broken
- written by Knox, a Protestant leader/bias – says Arran “slipped away”/calls Cardinal Beaton “the Devil”
- to describe how the Treaty of Greenwich was broken/to criticise Arran
- tells that Arran changed his religion/broke the Treaty with England.

Maximum 1 mark for indicating content omission such as:

- some Scots were alarmed by the demands of Henry VIII and wanted to break the Treaty
- Arran had been offered a duchy in France for changing sides – Chatelherault.

Question 2

Why did the Scots rebel against Mary of Guise in 1559?

(5)
02

The candidate explains why the Scots rebelled against Mary of Guise in 1559 by referring to evidence such as:

from the source:

- she took stronger action against Protestants
- she made more use of French officials
- she had more French soldiers in key strongholds in Scotland
- she wanted to introduce a new tax in Scotland.

from recall:

- Scottish Protestant Lords became more organised as “Lords of the Congregation” to challenge Mary
- they wanted to challenge the Roman Catholic Church in Scotland eg Beggars’ Summons
- Knox returned and fuelled religious controversy – iconoclastic outrages in Perth
- Scots feared that Frenchmen would be settled in Scotland and Scots sent to France
- Scottish nobles resented Frenchmen taking Scottish jobs which they wanted.

A maximum of 3 out of 5 for answers which refer only to recall or only to the sources.

Question 3

Describe the events that led to the execution of Mary, Queen of Scots in 1587.

(5)
01

The candidate describes the events that led to the execution of Mary, Queen of Scots in 1587 by referring to evidence such as:

- 1580 the Pope's policy of encouraging plots against Elizabeth made English Protestants think Mary was a menace – especially since her son and heir was a Protestant
- 1585 after several plots, the English government passed a law stating that Mary would be executed if she was actively involved in any plot against Elizabeth
- 1585 Mary was moved to Chartley where English spies discovered how letters were smuggled
- 1586 Babington contacted Mary to inform her of his plans to kill Elizabeth and help Mary to escape
- Mary replied to Babington and agreed to Elizabeth's death
- The incriminating letter was intercepted by Elizabeth's spies
- Mary was arrested, put on trial and sentenced to death
- Elizabeth hesitated to execute her cousin, the death warrant was concealed amongst a pile of letters and Elizabeth signed them all
- 1587 February Mary was executed at Fotheringay.

For 5 marks, 5 supported points must be given.

SCOTTISH AND BRITISH

Context 4: The Coming of the Civil War, 1603-1642

Question 1

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

(5)
01

The candidate describes the changes in the way Scotland was governed after 1603 by referring to evidence such as:

- Scotland was ruled by the Privy Council
- Privy Council ensured that the King's will was followed in Scotland
- Parliament was brought under strict Royal control
- Parliament was run by a small committee called the Committee of Articles (Lords of the Articles)
- Committee of Articles (Lords of the Articles) only could suggest new laws for Scotland
- the King chose Lords and bishops to become part of the Committee of Articles (Lords of the Articles)
- the King controlled the membership of the Committee of Articles (Lords of the Articles)
- King was now based in London – 400 miles away and rarely visited.

For 5 marks, 5 supported points must be given.

Question 2

Why was there opposition to the methods used by Charles I to raise money?

(5)
02

The candidate explains why there was opposition to the methods used by Charles I to raise money by referring to evidence such as:

from the source:

- Charles raised money without reference to the Parliament
- introduction of the forced loan 1626-27
- imprisonment of knights without a fair trial for refusal to pay
- ship money collected from counties without coastlines.

from recall:

- Hampden case. John Hampden was tried and found guilty for refusing to pay ship money
- Charles sold monopolies and patents which meant the traders had to pay to take part in that trade or be forced out
- forest fines charged people who lived on former royal forest land
- collection of customs duties without Parliament's consent.

A maximum of 3 out of 5 for answers which refer only to recall or only to the sources.

Question 3

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

(4)
03

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

- primary source from 1642, the year the Civil War broke out
- Thomas Wiseman was present in London at the time of the 'arrests'/possible bias as Wiseman appears to support the Houses of Parliament
- to describe the events of the 'arrests', criticise the actions of the king
- says Parliament has wrongly accused bishops of high treason/supports Parliament's right to be angered.

Maximum 1 mark for indicating content omission such as:

- Charles' abuse of Parliamentary privileges – not allowed into Parliament unless invited
- reference to other reasons for outbreak of war eg Charles' grievances regarding the impeachment of Stafford and Laud, the Grand Remonstrance, Nineteen Propositions rejected by Charles in 1642.

SCOTTISH AND BRITISH

Context 5: “Ane End of Ane Auld Sang”: Scotland and the Treaty of Union, 1690s-1715

Question 1

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

(5)
01

The candidate describes Scotland’s economic problems in the years before the Union by referring to evidence such as:

- farming in Scotland was very poor
- the “Ill-years” had affected Scotland’s harvests
- people were unable to pay rents, landowners were short of money
- Scotland did not produce many goods to trade with abroad
- Scots were excluded from trading with England’s colonies
- the wars between England and France had reduced Scottish trade with France
- Scotland never gained from peace treaties at the end of these wars
- Scotland had invested a lot of money in the Darien Scheme
- Scotland had lost all of this money when Darien failed.

For 5 marks, 5 supported points must be given.

Question 2

Why were opponents of the Union unable to stop it being passed in Scotland?

(5)
02

The candidate explains why opponents of the Union were unable to stop it being passed in Scotland by referring to evidence such as:

from the source:

- they were not well organised (eg Squadrone Volante)
- they placed trust in Hamilton who was unreliable
- the government had sent secret agents to promote the Union
- the government offered money to people to support the Union.

from recall:

- the government threatened Scottish trade if the Union was not passed
- the government offered titles to people who supported the Union
- the government offered jobs to people who supported the Union
- the government made its officials support the Union or they would not be paid
- the government had soldiers in northern England and Ulster ready to go to Scotland
- the Equivalent made money available to Scotland.

A maximum of 3 out of 5 for answers which refer only to recall or only to the sources.

Question 3

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

(4)
03

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

- primary source written a few years after the Union
- written by Daniel Defoe who had been an English spy and who was there at the time/possible bias
- to highlight the bad effects of the Union
- it describes how money and jobs are going to England/Scottish manufacturers are ruined.

Maximum 1 mark for indicating content omission such as:

- the Malt Tax and Customs and Excise were unpopular
- Scots were beginning to trade freely with English colonies.

SCOTTISH AND BRITISH

Context 6: Immigrants and Exiles: Scotland, 1830s-1930s

Question 1

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

(4)
03

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

- primary source from the time of the potato famine/poverty/mass immigration
- a British magazine but showing an accurate/sympathetic image of conditions
- to show that there was poverty/starvation in Ireland
- women and children dressed in rags/very thin/bare-foot.

Maximum 1 mark for indicating content omission such as:

- many died at this time
- prospect of work in Scotland
- other factors eg push and pull.

Question 2

Why did so many Highland Scots emigrate?

(5)
02

The candidate explains why so many Highland Scots emigrated by referring to evidence such as:

from the source:

- landowners encouraged tenants to emigrate to gain greater profit from sheep
- farming was difficult due to poor soils and weather
- the failure of the potato crop
- Highlanders preferred foreign countries to Scottish cities.

from recall:

- the fishing industry was in decline
- kelp making was no longer profitable
- landowners cleared their tenants from the land
- cities such as Glasgow and Edinburgh funded Highlanders to emigrate.

A maximum of 3 out of 5 for answers which refer only to recall or only to the sources.

Question 3

Describe the ways emigrants created Scottish communities in their new homelands.

(5)
01

The candidate describes the ways emigrants created Scottish communities in their new homelands by referring to evidence such as:

- Scots built communities in remote places
- they built schools as they valued education
- they built churches and stuck to their Presbyterian religion
- many went into business and industry
- they retained their culture eg Burns suppers, Highland games
- they created cultural societies eg Caledonian Society
- they gave Scottish place names such as Nova Scotia
- some continued to speak the Gaelic language.

For 5 marks, 5 supported points must be given.

SCOTTISH AND BRITISH

Context 7: From the Cradle to the Grave? Social Welfare in Britain, 1890s-1951

Question 1

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

(4)
03

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

- primary source produced at a time of poverty
- Aberdeen organisation representative of an industrial city which would experience more poverty/possible bias because of attitudes shown eg only targeting the 'deserving poor' – sober and industrious
- to show their willingness to help the 'deserving poor'/sober and industrious who may become ill
- says drinking and laziness are causes of poverty/only those willing to work and stay sober are to be helped.

Maximum 1 mark for indicating content omission such as:

- other causes of poverty as the fault of the individual such as gambling
- some believed everybody should be helped/poverty was not always the fault of the individual (low wages/size of family/irregularity of work).

Question 2

Why did the Second World War change people's attitudes towards welfare reform?

(5)
02

The candidate explains why the Second World War changed people's attitudes towards welfare reform by referring to evidence such as:

from the source:

- rationing helped encourage the idea of universal sharing of the nation's food supply
- the government were assisting all those suffering bomb damage – rich and poor
- classes were mixing in society who previously had little in common
- war highlighted problems that could be overcome by government action.

from recall:

- the poor health of some city children evacuated to the country highlighted the problems of poverty
- suffering of war caused a determination to create a better society once the war was over
- other reforms had been made by the government during the war such as free health care for war wounded and bomb victims, Emergency Milk and Meals scheme etc
- war raised awareness of continuing social problems (experience of evacuation), which many assumed had disappeared and that only the government could tackle
- Beveridge report, published in 1942, set out principles for government intervention and was very well received.

A maximum of 3 out of 5 for answers which refer only to recall or only to the sources.

Question 3

Describe the limitations of the Labour Government reforms of 1945-1951.

(5)
01

The candidate describes the limitations of the Labour Government reforms of 1945-1951 by referring to evidence such as:

- not everyone was covered by the National Insurance Act, only those with a certain level of contributions
- Social Security payments were felt to be inadequate by 1949/more people applied for national assistance
- the NHS became too expensive and prescription charges had to be introduced in 1951
- not enough new hospitals to meet the demands of a modern health service
- insufficient new housing to replace damaged housing and for the demobilisation of the 5 million service men and women
- quality of housing not a priority eg 37% of homes still had no fixed bath
- limitations of school building programme eg concentration on primary schools rather than secondary (only 250 by 1950s)
- limits of education provision eg 11+ was seen as unfair, affecting future job opportunities for those who failed to get into grammar schools.

For 5 marks, 5 supported points must be given.

SCOTTISH AND BRITISH

Context 8: Campaigning for Change: Social Change in Scotland, 1900s-1979

Question 1

How useful is **Source A** as evidence of attitudes to Suffragettes by 1914?

(4)
03

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

- primary source produced in 1914 when militant Suffragette activity was at its height/public disapproval of Suffragette tactics at its height
- produced by the British Museum which would be a potential target/had been attacked by Suffragettes, so unsympathetic
- to control behaviour of women visitors
- states that women must be accompanied by men who will guarantee their good behaviour/states that unaccompanied women must bring a letter from a responsible person who will guarantee their good behaviour.

Maximum 1 mark for indicating content omission such as:

- references to other militant activities eg arson, attacking pillar boxes
- other paintings were attacked in Glasgow and Birmingham
- most women were not militants/many men supported Suffragettes
- Cat and Mouse Act.

Question 2

Describe the effects of the economic slump in Scotland in the 1920s and 1930s.

(5)
01

The candidate describes the effects of the economic slump in Scotland in the 1920s and 1930s by referring to evidence such as:

- the unemployment rate rose nationally to almost 15%
- traditional industries/shipbuilding, iron and steel, coal mining, textiles went into severe decline
- unemployment was worst in areas dependant on traditional industries eg 50% in Motherwell, Dundee in early 1930s
- over 400,000 Scots emigrated in the 1920s
- new political affiliations developed eg Communism, Nationalism
- availability of cheap unskilled labour discouraged investment in new technology
- Trades Unions organised a series of strikes and demonstrations protesting at job and wage cuts
- unemployed workers went on hunger marches to Westminster
- the Means Test was introduced/families were split up
- central Scotland was made a 'Special Area' for government assistance in 1934

For 5 marks, 5 supported points must be given.

Question 3

Why did more Scots use the countryside for recreation between the wars?

(5)
02

The candidate explains why more Scots used the countryside for recreation between the wars by referring to evidence such as:

from the source:

- new organisations such as youth hostels, cycling clubs set up
- cheap motor bikes enabled access
- the unemployed joined climbing clubs
- Scottish Rights of Way and Recreation Society supported walkers' rights.

from recall:

- cheap cycles (£5) became easily available
- second hand cars became easier to buy
- cheap day trips to the countryside by coach increased
- National Trust for Scotland (1931) opened up gardens and castles/estates for visitors
- publicity/public information about outdoor recreation.

A maximum of 3 out of 5 for answers which refer only to recall or only to the sources.

SCOTTISH AND BRITISH

Context 9: A Time of Troubles: Ireland, 1900-1923

Question 1

How useful is **Source A** as evidence of Irish attitudes to the executions following the Easter Rising?

(4)
03

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

- primary source written at the time of the Easter Rising executions
- author in position of authority in Ireland would be aware of public opinion – possible bias
- to condemn the executions/warn of potential unrest
- executing leaders has increased support and sympathy for rebels/people are angry at British reaction.

Maximum 1 mark for indicating content omission such as:

- support grew for Sinn Fein as a result of the executions
- Unionists supported action taken by the British government.

Question 2

Describe the terms of the Anglo-Irish Treaty of 1922.

(5)
01

The candidate describes the terms of the Anglo-Irish Treaty of 1922 by referring to evidence such as:

- Ireland given same legal status within the Commonwealth as other countries such as Australia, Canada and New Zealand.
- Ireland to be known as the Irish Free State
- the British King was to be represented in Ireland by a Governor-General
- all members of the Dail were to swear an oath of allegiance to the British King
- Britain would still use Irish ports for the Royal Navy/to help with the defence of Britain and Ireland
- Britain to look after Ireland's coast for the next five years
- a Boundary Commission was to be set up to decide the exact boundary between Northern Ireland and the Irish Free State
- a Council of Ireland was to be set up if and when Northern Ireland decided to join the Irish Free State.

For 5 marks, 5 supported points must be given.

Question 3

Why did the Free State Army win the Irish Civil War in 1923?

(5)
O2

The candidate explains why the Free State Army won the Irish Civil War in 1923 by referring to evidence such as:

from the source:

- used artillery supplied by the British to attack Republicans
- won back Four Courts/other important buildings
- Republican leaders captured and executed
- support of the Catholic Church/public.

from recall:

- amnesty announced by Irish government, some Republicans surrendered
- Republicans outnumbered
- Republican leader Liam Lynch killed
- De Valera surrendered and accepted partition.

A maximum of 3 out of 5 for answers which refer only to recall or only to the sources.

PART 3 HISTORICAL STUDY

EUROPEAN AND WORLD

Context 1: The Norman Conquest, 1060-1153

Question 1

Why did William become a successful leader of Normandy?

**(5)
02**

The candidate explains why William became a successful leader of Normandy by referring to evidence such as:

from the source:

- William was a capable soldier from an early age
- he was prepared to use ruthless methods when necessary
- he recognised his need for allies
- he married the daughter of the powerful Count of Flanders.

from recall:

- William defeated an attempted French invasion in 1054
- he was a skilled tactician eg outmanoeuvred King Henry at Mortemer
- he increased the size of Normandy by taking over Maine
- he arranged for his sister to marry the Count of Ponthieu.

A maximum of 3 out of 5 for answers which refer only to recall or only to the source.

Question 2

How far do **Sources B** and **C** agree about the way in which David I ruled Scotland?

**(4)
03**

The candidate compares the sources by referring to evidence such as:

| Source B | Source C |
|---|---|
| The sources fully agree | |
| <ul style="list-style-type: none">• David was responsible for founding many abbeys• David established a series of royal burghs• he put down a revolt against him in Moray – Anglo-Norman knights helped strengthen his rule | <ul style="list-style-type: none">• he encouraged the work of Cistercian monks at Melrose and Kinloss• David established many of Scotland’s most important towns• he put down rebellions against his rule |

2 marks for each accurate point of comparison taken from each source.

Question 3

Describe the features of Norman government which were introduced to Scotland after 1124.

(5)
01

The candidate describes the features of Norman government which were introduced to Scotland after 1124 by referring to evidence such as:

- knight service eg members of the jury in law courts
- sheriffs appointed to deal with administration, finance, military affairs and hold courts
- government by royal council
- creation of burghs to encourage trade through markets and fairs
- royal officials appointed eg chancellor to look after royal records and keep Great Seal
- law officers appointed who also introduced the Jury of Inquest
- constable appointed as the King's military officer
- encouraged Normans to settle in Scotland.

For 5 marks, 5 supported points must be given.

EUROPEAN AND WORLD

Context 2: The Cross and the Crescent: The First Crusade, 1096-1125

Question 1

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

(4)
03

The candidate compares the sources by referring to evidence such as:

| Source A | Source B |
|---|--|
| The sources agree completely | |
| <ul style="list-style-type: none">• stole food and possessions from Jews• forced Jews to change religion and become Christian• slaughtered Jews | <ul style="list-style-type: none">• homes robbed and valuables stolen• Jews forced to give up faith and become Christian• attacked and killed Jewish men, women and children |

2 marks for each accurate point of comparison taken from each source.

Question 2

Why did Emperor Alexius and the Crusaders have a poor relationship?

(5)
02

The candidate explains why Emperor Alexius and the Crusaders had a poor relationship by referring to evidence such as:

from the source:

- Emperor Alexius freed the Muslims inside Nicaea
- Emperor Alexius insulted the Crusaders/did not let them plunder the city and take a share of the treasure
- Crusaders no longer willing to keep oath of loyalty
- Crusaders agree to keep any land captured for themselves.

from recall:

- Crusaders blamed the Emperor for failure of the People's Crusade
- Crusaders unhappy at their treatment at Constantinople eg Crusaders only allowed into city in small groups/forced to take oaths/supplies withheld
- Baldwin kept Edessa and did not return it to Emperor Alexius
- Bohemond kept Antioch and did not return it to the Emperor
- Emperor Alexius did not help the Crusaders at Antioch.

A maximum of 3 out of 5 for answers which refer only to recall or only to the source.

Question 3

Describe the capture of Jerusalem in 1099.

(5)
01

The candidate describes the capture of Jerusalem in 1099 by referring to evidence such as:

- Crusaders entered Jerusalem after nine days of fasting and praying
- Crusaders used battering rams to weaken the city's defences
- Crusaders used siege towers to climb the city's walls
- Godfrey's men were the first inside the city
- a Crusader called Letold killed the guards and let the other Crusaders in
- the Crusaders killed everyone inside the city: men, women and children
- the Jewish inhabitants of the city were burned in the synagogue
- houses and temples were robbed
- the bodies of the dead were searched for valuables and burned.

For 5 marks, 5 supported points must be given.

EUROPEAN AND WORLD

Context 3: War, Death and Revolt in Medieval Europe, 1328-1436

Question 1

Why were the French defeated at Crecy?

(5)
02

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

from the source:

- the French army was forced to fight uphill
- French crossbows took time to reload
- French cavalry were forced back by a hail of arrows
- French foot-soldiers were trampled by their own men.

from recall:

- the English longbow was superior to the French crossbow
- speed and accuracy of longbow men
- effective leadership of Edward III
- bravery of the Black Prince during the battle

A maximum of 3 out of 5 for answers which refer only to recall or only to the source.

Question 2

Describe the Jacquerie risings in France in 1358.

(5)
01

The candidate describes the Jacquerie risings in France 1358 by referring to evidence such as:

- uprisings began near Beauvais in May 1358
- uprisings spread through north eastern France (Valois, Amiens)
- peasants sacked and burned castles
- French nobles were killed
- the rising was put down by Charles of Navarre
- the peasant army was defeated near Meaux in June 1358
- savage reprisals were taken against the peasants
- caused nobles to accept the authority of the French King in order to support and maintain their position.

For 5 marks, 5 supported points must be given.

Question 3

How far do **Sources B** and **C** disagree about the effect of the Hundred Years' War on France?

(4)
O3

The candidate compares the sources by referring to evidence such as:

| Source B | Source C |
|---|--|
| The sources mainly disagree | |
| <ul style="list-style-type: none">• chateaux and churches across north-west France were sacked• Charles VII worried about a new English attack• English still controlled Calais | <ul style="list-style-type: none">• recovery of French lands had not been destructive• Charles was worried at first but built strong defences and encouraged attacks in the channel• English had to pour resources into defending Calais |

2 marks for each accurate point of comparison taken from each source.

EUROPEAN AND WORLD

Context 4: New Worlds: Europe in the Age of Expansion, 1480s-1530s

Question 1

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

(5)
01

The candidate describes the improvements in technology which made the voyages of discovery possible by referring to evidence such as:

- development of new ship types eg nao, caravel
- new sail arrangements – lateen sails
- the new mast arrangements – mizzen
- improvements to compass
- development of navigation equipment – astrolabe, quadrant, cross staff, log line
- improved cartography
- portolano charts
- more detailed rutters.

For 5 marks, 5 supported points must be given.

Question 2

Why was Vasco da Gama's voyage important for European trade?

(5)
02

The candidate explains why Vasco da Gama's voyage was important for European trade by referring to evidence such as:

from the source:

- crossed the Indian Ocean to Calicut
- brought back a cargo of spices
- increased profits – 60 times cost of voyage
- enabled trade to many lands – Ethiopia, Arabia, Persia, India.

from recall:

- broke Arab-Venetian monopoly of the spice trade
- costs were brought down – middlemen cut out
- discovered new coast, ports
- enabled Portuguese to set up a base in Goa for trade further east.

A maximum of 3 out of 5 for answers which refer only to recall or only to the source.

Question 3

How far do **Sources B** and **C** agree about the impact of Europeans on the native people of the New World?

(4)
O3

The candidate compares the sources by referring to evidence such as:

| Source B | Source C |
|--|--|
| The sources agree completely | |
| <ul style="list-style-type: none">• their culture, their religion and their civilisations were destroyed by the Conquistadors• Kings who had gold and wealth were held captive and their people forced to pay ransoms in gold• Europeans brought them new diseases which wiped them out in hundreds of thousands | <ul style="list-style-type: none">• their existing religions were harshly dealt with/discouraged• Europeans took gold and riches from New World peoples by any means, fair or unfair• smallpox and measles spread rapidly and whole populations had no resistance and died |

2 marks for each accurate point of comparison taken from each source.

EUROPEAN AND WORLD

Context 5: “Tea and Freedom”: The American Revolution, 1763-1783

Question 1

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

(5)
01

The candidate describes what happened during the *Gaspée* incident in 1772 by referring to evidence such as:

- the British had been patrolling the seas to prevent smuggling/impose customs
- the British vessel *Gaspée* ran aground off the coast of Rhode Island
- the vessel was attacked by a crowd of local men
- the commander of the *Gaspée* was wounded by a musket shot
- the British government launched an investigation into the incident
- the inhabitants of Rhode Island refused to cooperate with the British investigation.

For 5 marks, 5 supported points must be given.

Question 2

Why had many colonists turned against British rule by 1776?

(5)
02

The candidate explains why many colonists had turned against British rule by 1776 by referring to evidence such as:

from the source:

- people were persuaded by Paine that the British government were abusing the rights of the American people
- Paine’s ideas were very popular/150,000 pamphlets were sold
- the King had rejected the Olive Branch Petition
- the British were using mercenary soldiers to help them run the colonies.

from recall:

- anger at unfair taxation – Sugar Tax, Stamp Act etc
- colonists felt that actions of the British government were damaging trade
- anger among the colonists about the growing number of British soldiers in the colonies
- acts of violence by the British eg Boston Massacre
- lack of representation in the British parliament.

A maximum of 3 out of 5 for answers which refer only to recall or only to the source.

Question 3

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

(4)
O3

The candidate compares the sources by referring to evidence such as:

| Source B | Source C |
|---|---|
| The sources agree to a considerable degree | |
| <ul style="list-style-type: none">• Cornwallis' position at Yorktown was deteriorating fast• American forces prevented Cornwallis' forces from moving inland• the French defeated the British fleet in Chesapeake Bay | <ul style="list-style-type: none">• Yorktown ended up being in a poor position• American troops moved in quickly to contain Cornwallis• the French defeated the British fleet in a naval battle near Yorktown |

2 marks for each accurate point of comparison taken from each source.

EUROPEAN AND WORLD

Context 6: “This Accursed Trade”: The British Slave Trade and its Abolition, 1770–1807

Question 1

Why was resistance difficult for slaves on the plantations?

**(5)
02**

The candidate explains why resistance was difficult for slaves on the plantations by referring to evidence such as:

from the source:

- slaves were controlled by strict laws or codes
- slaves who escaped were hunted down
- slave risings lacked effective leadership
- slave resistance was crushed by the better armed and organised whites.

from recall:

- plantation owners often used black overseers to help them maintain authority
- punishments for escaping were very severe and acted as a deterrent
- slaves lived in fear of being sold off/separated from their families if they broke the rules
- slaves had little or no education and could be brainwashed into accepting plantation life
- many islands were small and it was difficult for slaves to evade capture.

A maximum of 3 out of 5 for answers which refer only to recall or only to the source.

Question 2

How far do **Sources B** and **C** agree about the reasons the slave trade continued in Britain throughout the eighteenth century?

**(4)
03**

The candidate compares the sources by referring to evidence such as:

| Source B | Source C |
|--|--|
| There is agreement between the sources | |
| <ul style="list-style-type: none"> • the slave trade had many powerful supporters • British ports relied on the trade • many people believed that the trade had helped to make Britain wealthy and prosperous | <ul style="list-style-type: none"> • plantation owners had the support of important groups who promoted slavery • dozens of British ports, and surrounding areas relied on the slave trade • slave trade seemed vital to the continuing prosperity of Britain and the Caribbean Islands |

2 marks for each accurate point of comparison taken from each source.

Question 3

In what ways did the Abolitionists try to win support for their cause?

(5)
01

The candidate describes the ways the Abolitionists tried to win support for their cause by referring to evidence such as:

- Abolitionists formed the Society for the Abolition of the Slave Trade in 1878
- published pamphlets/posters in support of their cause
- mounted press campaigns
- Josiah Wedgwood designed a range of goods to promote the cause
- published accounts of former slaves, such as Equiano
- lobbied Parliament and persuaded MPs (led by Wilberforce) to support legislation to end the slave trade
- encouraged people to sign petitions
- held public meetings
- Clarkson – collected evidence of the barbarities of the trade
- tried to persuade Christians that the slave trade was against the teachings of the Bible.

For 5 marks, 5 supported points must be given.

EUROPEAN AND WORLD

Context 7: Citizens! The French Revolution, 1789-1794

Question 1

Describe the complaints of the French peasants in 1789.

(5)
01

The candidate describes the complaints of the French peasants in 1789 by referring to evidence such as:

- lack of support to overcome bad harvests and food shortages in the 1790s/ famine in 1789
- prices of goods rose very rapidly
- peasants had to pay taxes such as the taille, vingtieme, gabelle
- the landowners/nobles did not pay taxes
- peasants had to pay money to the Church
- peasants were subject to feudal services eg the corvee forced them to work on road building/repairs without pay
- peasants were forced into long periods of military service
- no political power – peasants made up a large percentage of the population.

For 5 marks, 5 supported points must be given.

Question 2

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

(4)
03

The candidate compares the sources by referring to evidence such as:

| Source A | Source B |
|---|---|
| The sources disagree | |
| <ul style="list-style-type: none">• honest reward for work• lived only for wife and children• quiet and humble/wished only to live in peace | <ul style="list-style-type: none">• wanted to get as much as they could for as little effort as possible• cared only about themselves• violent and arrogant |

2 marks for each accurate point of comparison taken from each source.

Question 3

Why were many French people unhappy with the treatment of the Catholic Church during the French Revolution?

(5)
02

The candidate explains why many French people were unhappy with the treatment of the Catholic Church during the French Revolution by referring to evidence such as:

from the source:

- the Catholic Church was to be brought under state control
- Church lands were sold but the government kept the money
- priests became state servants rather than Church servants
- Protestants would be allowed to vote for Catholic Bishops/Bishops to be elected

from recall:

- Catholic religion was no longer the official religion
- the Pope's authority was being undermined
- Catholic clergy were made to swear an oath of loyalty to the Assembly
- Robespierre introduced a new official state religion.

A maximum of 3 out of 5 for answers which refer only to recall or only to the sources.

EUROPEAN AND WORLD

Context 8: Cavour, Garibaldi and the Making of Italy, 1815-1870

Question 1

Why did Napoleon Bonaparte have an important influence on Italian unification?

(5)
02

The candidate describes why Napoleon Bonaparte had an important influence on Italian unification by referring to evidence such as:

from the source:

- he created a kingdom in Italy in the North
- he abolished internal customs barriers
- he built roads across the Alps which brought Italians together
- he encouraged the Italian language and literature

from recall:

- he created a national army
- he appointed people of talent rather than social standing to high office which changed the way Italy was governed
- trade became quicker and easier between the regions under his system of single weights, measures and currency
- some were united in their opposition to his demands for tax, recruits for war and robbery of art treasures.

A maximum of 3 out of 5 for answers which refer only to recall or only to the source.

Question 2

Describe the events between 1850 and 1871 which led to the unification of Italy.

(5)
01

The candidate describes the events between 1850 and 1871 which led to the unification of Italy by referring to evidence such as:

- involvement of Piedmont in Crimea War on side of Britain and France won support
- Pact of Plombieres
- War of Italian Independence – April-July 1859 defeated Austria
- Battles of Magenta and Solferino and conquest of Lombardy
- Peace of Villafranca
- annexation of central Italian states
- Garibaldi and thousand – expedition to Kingdom of the Two Sicilies
- Garibaldi's handing over of conquests to Victor Emmanuel
- alliance with Prussia and gift of Venetia, 1866
- Franco-Prussian War 1870-71 and entry into Rome
- money was raised through subscriptions and donations to help Garibaldi's Sicilian expedition.

For 5 marks, 5 supported points must be given.

Question 3

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

(4)
03

The candidate compares the sources by referring to evidence such as:

| Source B | Source C |
|---|---|
| The sources disagree | |
| <ul style="list-style-type: none">• Cavour was not always a supporter of a united Italy• Cavour took advantage of opportunities rather than plan them• Cavour acted to stop Garibaldi | <ul style="list-style-type: none">• Cavour's ambition was always to unite Italy• Cavour was a great diplomat and brilliant planner• Cavour allowed Garibaldi to win the South |

2 marks for each accurate point of comparison taken from each source.

EUROPEAN AND WORLD

Context 9: Iron and Blood? Bismarck and The Creation of the German Empire, 1815-1871

Question 1

In what ways did German national feeling grow before 1848?

(5)
01

The candidate describes the ways German national feeling grew before 1848 by referring to evidence such as:

- the German Confederation encouraged the growth of national feeling
- students held meetings to promote the ideas of nationalism and unity eg Karl von Hase
- Carlsbad decrees united students to the cause of nationalism
- the popularity of German artists, musicians and writers helped create a common identity/cultural nationalism eg Grimm Brothers, Beethoven
- the Zollverein brought economic co-operation between the states
- the Zollverein allowed good roads and railways to be built linking the states together and allowing ideas of common identity to spread through travel between the states
- economic growth in Germany strengthened the political position of the German states
- Prussia's dominance over the Zollverein/Austria's exclusion from the Zollverein strengthened Prussia's influence over the German states.

For 5 marks, 5 supported points must be given.

Question 2

Why had Austria lost her leading position in Germany by 1860?

(5)
02

The candidate describes why Austria had lost her leading position in Germany by 1860 by referring to evidence such as:

from the source:

- Austria unable to replace skilful Metternich
- Austria lost an important ally in Russia
- defeat by France destroyed Austria's strong military reputation
- industrialisation in Prussia had increased her economic growth and strengthened her position

from recall:

- Austria's attempt to replace the Zollverein failed
- Austria was behind Prussia in industrial output/Prussia produced more than any country except Britain
- the railway network improved Prussia's military efficiency
- Prussia's economic strength increased as head of the Zollverein (Custom's Union)

A maximum of 3 out of 5 for answers which refer only to recall or only to the source.

Question 3

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

(4)
O3

The candidate compares the sources by referring to evidence such as:

| Source B | Source C |
|---|--|
| The sources agree | |
| <ul style="list-style-type: none">• his first task was going to be the re-organisation of the army to strengthen Prussia's position in Germany• Bismarck wanted to seize an excuse to create war against Austria• Bismarck wanted to control the smaller states and unite Germany under Prussian leadership | <ul style="list-style-type: none">• it was Bismarck's decision to reform the army which made Prussia dominant in Germany• Bismarck planned to force Austria to go to war with Prussia• Bismarck aimed to extend Prussian power over the other German states to unite them with Prussia at the head |

2 marks for each accurate point of comparison taken from each source.

EUROPEAN AND WORLD

Context 10: The Red Flag: Lenin and the Russian Revolution, 1894-1921

Question 1

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

(5)
01

The candidate describes the hardships faced by industrial workers in Russia before 1914 by referring to evidence such as:

- wages were low and working conditions were poor
- working hours were very long/12 hour shifts
- high number of deaths from accidents and work related health problems/poor diet
- poor living conditions/shared rooms in tenement blocks/barrack style buildings next to factories
- no privacy or private space/shared beds occupied in shifts/curtains in place of walls
- under surveillance by Okhrana/police spies infiltrated the unions
- did not have full voting rights
- strikes/protests often put down by police or government troops eg Bloody Sunday, Lena Goldfields
- food shortages.

For 5 marks, 5 supported points must be given.

Question 2

Why had the Russian Royal Family become increasingly unpopular by 1917?

(5)
02

The candidate describes why the Russian Royal Family had become increasingly unpopular by 1917 by referring to evidence such as:

from the source:

- Nicholas and Alexandra were unwilling to give up autocratic rule
- Tsar did not let Duma run the country/largely ignored it
- Tsar left Alexandra in charge of the government which was disastrous
- Alexandra was influenced by Rasputin to sack ministers.

from recall:

- Tsar took personal charge at the Front so was personally blamed for the heavy losses/general impact of war
- Alexandra was German and was thought by some to be a spy
- Rasputin was thought to be Alexandra's lover and this brought Royal Family into disrepute
- Alexandra ignored the growing problems faced by the workers.

A maximum of 3 out of 5 for answers which refer only to recall or only to the source.

Question 3

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

(4)
O3

The candidate compares the sources by referring to evidence such as:

| Source B | Source C |
|---|--|
| The sources disagree | |
| <ul style="list-style-type: none">• he made rousing speeches and raised morale/ensured the Red Army was well fed and properly armed• he was an inspirational leader and was dedicated to the cause• over 5 million men joined the Red Army of their own free will | <ul style="list-style-type: none">• he ordered the execution of one in every ten men in the regiment, as a warning to the rest• he was a ruthless leader who used strict discipline• he forced people to join the Red Army to raise the number of troops |

2 marks for each accurate point of comparison taken from each source.

EUROPEAN AND WORLD

Context 11: Free at Last? Race Relations in the USA, 1918-1968

Question 1

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

(5)
O1

The candidate describes the activities of the Ku Klux Klan in the 1920s and 1930s by referring to evidence such as:

- campaigned against immigration in the 1920s especially Jews and Roman Catholics
- acted anonymously eg wore robes and hoods/activities took place at night
- used violence against opponents eg whippings/beatings/tar and featherings
- used intimidation of black Americans eg fiery crosses/house burnings
- lynching of black Americans ie murder of black Americans accused of committing crimes
- infiltrated government eg 16 senators gained election in 1920s with KKK help
- infiltrated state officials and police – especially in the Deep South and Oklahoma, Indiana and Texas
- large peaceful demonstrations eg 1928 March down Pennsylvania Avenue, Washington DC
- KKK was less active after 1925 as membership fell following allegations of corruption amongst Klan leadership
- attempted to disrupt trade unions which admitted black members eg CIO.

For 5 marks, 5 supported points must be given.

Question 2

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

(4)
O3

The candidate compares the sources by referring to evidence such as:

| Source A | Source B |
|---|--|
| The sources agree | |
| <ul style="list-style-type: none">• King's first step towards becoming the leading figure in the Civil Rights Movement• Courts decided that segregation on Montgomery's buses was illegal• Montgomery remained a segregated town – white-only theatres, pool rooms, restaurants | <ul style="list-style-type: none">• King became a leader of the Civil Rights Movement• US Supreme Court announced Alabama's bus segregation laws were illegal• most other services in Montgomery remained segregated |

2 marks for each accurate point of comparison taken from each source.

Question 3

Why did Malcolm X oppose non-violent protest?

(5)
02

The candidate describes why Malcolm X was opposed to non-violent protest by referring to evidence such as:

from the source:

- Malcolm's mistreatment in his youth gave him different attitudes towards Whites from Martin Luther King
- he became influenced by the ideas of Elijah Mohammed who preached hatred of White people
- he believed that support of non-violence was a sign that Black people were still living in mental slavery
- he believed violent language and threats would frighten the authorities into action.

from recall:

- Malcolm X claimed that even Whites who appeared friendly were 'wolves in sheep's clothing'
- he believed that non-violence deprived Black people of their right to self-defence
- he claimed that peaceful protest gained little for most Black people
- he didn't think non-violent campaigns tackled the problems for Blacks in northern cities.

A maximum of 3 out of 5 for answers which refer only to recall or only to the sources.

EUROPEAN AND WORLD

Context 12: The Road to War, 1933-1939

Question 1

Why did Hitler want to rearm Germany in the 1930s?

(5)
O2

The candidate explains why Hitler wanted to rearm Germany in the 1930s by referring to evidence such as:

from the source:

- Germany was defenceless
- surrounded by hostile countries
- strong Germany would restore balance of power
- to defend Europe from the threat from the east.

from recall:

- France had built the Maginot Line
- Communism/Russia was a threat to Germany/Europe
- an army would be to unite all Germans/create Greater Germany/gain Lebensraum
- an army would be necessary to regain territory lost at Versailles
- gain popularity and economic growth for Germany.

A maximum of 3 out of 5 for answers which refer only to recall or only to the source.

Question 2

How far do **Sources B** and **C** disagree about the Germans living in Czechoslovakia?

(4)
O3

The candidate compares the sources by referring to evidence such as:

| Source B | Source C |
|---|---|
| The sources disagree | |
| <ul style="list-style-type: none">• Sudeten Germans should return to Germany• Sudeten Germans resented being part of Czechoslovakia since 1919• persecuted as ethnic minority | <ul style="list-style-type: none">• Sudetenland had never been part of Germany• Sudeten German unrest originated in early 1930s• treated with respect |

2 marks for each accurate point of comparison taken from each source.

Question 3

Describe events in 1939 that led to the outbreak of war between Britain and Germany.

(5)
02

The candidate describes events in 1939 that led to the outbreak of war between Britain and Germany by referring to evidence such as:

- Germany invaded Czechoslovakia in March 1939 breaking the Munich Agreement
- Great Britain sped up her rearmaments programme/led to conscription
- Hitler demanded the return of Danzig from Poland
- Germany demanded permission to build a road and railway line through Poland
- Britain promised to defend Poland if she were attacked
- August 1939 Germany and Russia signed the Nazi-Soviet Non-Aggression Pact which left Hitler free to attack Poland
- September Germany invaded Poland
- Britain declared war on Germany.

For 5 marks, 5 supported points must be given

EUROPEAN AND WORLD

Context 13: In the Shadow of the Bomb: The Cold War, 1945-1985

Question 1

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

(5)
01

The candidate describes the events which led to the formation of the Warsaw Pact in 1955 by referring to evidence such as:

- the Soviet take-over of Eastern European countries had increased tension between East and West
- Soviet Union felt threatened by the West's actions – Churchill's Iron Curtain speech/offer of Marshall aid to all European countries
- Berlin airlift had increased tension between East and West
- Allies merged their zones to form West Germany, formalising the division of Germany, increasing tension
- NATO was formed in 1949
- NATO expanded in 1951 to include Greece and Turkey
- USA forms SEATO in 1954
- USA forms CENTO in 1955
- West Germany joined NATO in 1955
- Soviet Union felt increasingly surrounded
- Soviet Union saw the Warsaw Pact as a means of exerting its control over Eastern Europe.

For 5 marks, 5 supported points must be given

Question 2

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

(4)
03

The candidate compares the sources by referring to evidence such as:

| Source A | Source B |
|--|---|
| The sources disagree | |
| <ul style="list-style-type: none">• the Soviet Union had the idea of installing a small number of nuclear missiles on Cuba• Khrushchev did not want to start a war• purpose of missiles was just to defend Cuba from American attack | <ul style="list-style-type: none">• Americans believed that the Soviets planned to place a large number of their missiles in Cuba• Americans regarded Soviet action as a warlike act• missiles had an offensive purpose – pointed directly at major American cities |

2 marks for each accurate point of comparison taken from each source.

Question 3

Why did America become involved in a full scale war in Vietnam by 1964?

(5)
02

The candidate explains why American became involved in a full scale war in Vietnam by 1964 by referring to evidence such as:

from the source:

- France asked America for assistance in Vietnam
- America feared that Vietnam would become communist
- they believed that they could establish a friendly government in South Vietnam, under the leadership of President Diem
- America feared that a civil war was developing in South Vietnam.

from recall:

- America was increasingly concerned about the influence of China in south-east Asia
- there was a widespread belief in the Domino Theory
- there was a fear that other countries eg Thailand, Laos, Burma, Cambodia even New Zealand and Australia could fall to communism
- there was a general concern that America was falling behind in the Cold War at this time and needed to make a stand against communism
- American 'advisors' had been in Vietnam to support the government of Diem since the early 1960s
- Gulf of Tonkin incident led America to become involved in a full scale war in Vietnam.

Maximum of 3 out of 5 marks for answers which refer only to recall or only to the source.

[END OF MARKING INSTRUCTIONS]