



2012 History

Intermediate 2

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

In O3 “How useful” questions use the following indications in the text of the answer.

| | |
|----|------------------|
| O | origin |
| 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.

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 the importance of monasteries in the twelfth century.

(8)
O1 & O2

The candidate explains the importance of monasteries in the twelfth century by referring to evidence such as:

- monasteries were a place of worship/monks prayed for the souls of those who had died
- monasteries had infirmaries, used to look after the sick
- monastic gardens were used to grow herbs for medicine
- monasteries were used as a place to stay by pilgrims
- monasteries were centres of learning/had vast libraries and chronicles
- monasteries were a place of education, used to prepare boys for a career in the Church
- monastic land was used to rear sheep and was an important part of the wool industry
- monasteries were part of the feudal system, providing land in return for service.

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 the Scots won the Battle of Stirling Bridge.

(8)
O1 & O2

The candidate explains why the Scots won the Battle of Stirling Bridge by referring to evidence such as:

- the English were over-confident and were not careful about what they did
- the English were led by the Earl of Surrey who had relinquished command to Cressingham who was not an experienced military commander
- the English did not have their best men who were fighting in France
- the English wasted time on the morning of the battle by holding a knighting ceremony
- the English re-called men who had crossed the bridge several times and so gave away their plan
- the English delayed even longer by trying to start negotiations with the Scots
- the English argued about using the bridge or a nearby ford and wasted more time
- Cressingham rejected good advice in his haste to win the battle
- the bridge was narrow and created a bottleneck
- the ground on the Scottish side of the bridge did not suit the English way of fighting
- the Scots (Wallace and Murray) timed their attack perfectly
- the Scots captured the end of the bridge and blocked English attempts at reinforcement and/or retreat
- the Scots drove the English into wet ground where they could be massacred
- the English archers could not fire arrows in case they killed their own men.

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 Queen Elizabeth kept Mary, Queen of Scots, in prison for so long.

(8)
O1 & O2

The candidate explains why Queen Elizabeth kept Mary, Queen of Scots, in prison for so long by referring to evidence such as:

- Elizabeth did not want to set Mary free in case she returned to Scotland where she could cause trouble for Elizabeth by making it a base for French and Roman Catholic activities
- Elizabeth was supporting the Protestants who were ruling Scotland
- Mary was Elizabeth's heir and she did not trust her
- Elizabeth knew that there were plots to kill her and to make Mary Queen of England
- Mary was a Roman Catholic and Elizabeth wanted England to remain Protestant
- Mary had strong French connections and Elizabeth was an enemy of France
- Elizabeth was worried about executing Mary because it could cause trouble internationally
- Elizabeth did not want to execute a queen in case it gave the idea that queens could be killed
- Elizabeth did not want to execute her closest relation.

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 James VI and I faced serious problems over religion.

(8)
O1 & O2

The candidate explains why James VI and I faced serious problems over religion by referring to evidence such as:

- demands of moderate Puritans for changes to the Church
- the Millenary petition 1603 was presented to James requesting changes to practices in the Church, most were rejected
- demands of Presbyterians for removal of Bishops
- Archbishop Bancroft's Canons stated that the clergy had to subscribe to 39 articles and the Prayer Book. James licensed the Canons which provoked the clergy
- Roman Catholic demands for more lenient treatment
- activities of Catholic extremists – the Gunpowder Plot
- reaction to the 'Spanish Match' – negotiations for a marriage between Charles, James's son and the Spanish Infanta, Maria, went on for almost a decade and led to distrust amongst English Protestants
- Direction of Preachers issued by James in 1622 gave Bishops more control which worried Puritans
- many in Parliament were offended at James's belief in the Divine Right of Kings.

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 support for the Jacobites grew between 1707 and 1715.

(8)
O1 & O2

The candidate explains why support for the Jacobites grew between 1707 and 1715 by referring to evidence such as:

- Queen Anne (d.1714) was to be followed by the Hanoverians
- Hanoverians were seen as “foreign” compared to the “Scottish” Stuarts
- the Hanoverian succession alarmed Roman Catholics
- James Stuart (James VIII, the Old Pretender) was old enough to rule/lead a campaign
- many Scots regretted the loss of their Parliament in 1707
- the Union had not brought the expected benefits
- the Equivalent had not been paid promptly nor in cash
- new taxes in Scotland were resented
- Scottish measures, currency etc had been replaced with English ones.

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 so many Scots emigrated between 1830 and 1900.

(8)
O1 & O2

The candidate explains why so many Scots emigrated between 1830 and 1900 by referring to evidence such as:

- the Highland Clearances
- potato famine in the 1840s
- the decline of herring, kelp and whisky industries
- further clearances due to deer estates and sporting activities
- changes in lowland farming such as mechanisation
- rising cost of farmland in Scotland/cheap land overseas
- industrial revolution led to less demand for skilled labour
- activities of emigration societies/assisted passages
- use of agents/posters to encourage emigration
- letters from relatives
- higher wages overseas eg servants.

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 Labour Government reforms of 1945-1951 were important in creating a welfare state.

(8)
O1 & O2

The candidate explains why the Labour Government reforms of 1945-1951 were important in creating a welfare state by referring to evidence such as:

- welfare state involved care from the “cradle to the grave” which was encouraged by Beveridge and followed by Labour
- National Insurance Act offered comprehensive coverage
- National Assistance Act would cover those left out
- National Health Service was offered free to everyone
- National Health Service offered many services eg hospitals, dentistry, opticians, prescriptions
- attempts to build more houses eg 200,000 a year between 1945 and 1951
- new towns led to a healthier environment
- secondary education for all was offered, leaving age raised to 15, massive school building programme started
- Labour extended on previous Liberal and wartime reforms
- significant progress was made in dealing with the problems identified in the Beveridge Report.

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 Scots had improved access to leisure opportunities by 1939.

(8)
O1 & O2

The candidate explains why Scots had improved access to leisure opportunities by 1939 by referring to evidence such as:

- hours of work were restricted by law/most workers had at least half day holidays/people had more time for leisure
- people had more money to spend as wages improved/economy recovered
- purpose built cinemas attracted huge audiences so more were built/104 in Glasgow alone/cinema entry very cheap for children/use of jam jars
- hire purchase schemes enabled most households to buy a radio
- cheaper/increased availability of transport enabled people to take day trips to the countryside or travel to support a team/go hostelling, camping, etc
- new large football stadiums allowed thousands to attend matches/support their teams
- town councils built libraries and museums/sports facilities such as ice rinks and golf courses which were cheap to use
- Scottish comics for children such as the Beano and Dandy became available/more women's magazines produced/cheap paperbacks became available
- many dance halls/ice cream parlours/café's opened as meeting places, especially for young people.

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 a civil war broke out in Ireland in 1922.

(8)
O1 & O2

The candidate explains why a civil war broke out in Ireland in 1922 by referring to evidence such as:

- legacy/impact of pre-war Home Rule Bill – many Irish people expected Home Rule Bill to be implemented when war ended
- the terms of the Anglo-Irish Treaty split the Nationalists
- the pro-Treaty group eg Collins and Griffith accepted partition
- the anti-Treaty group eg De Valera wanted Ireland to be completely independent
- the anti-Treaty group took over the Four Courts and other buildings in Dublin
- they refused to obey the provisional government
- they did not accept the election results which showed support for the Treaty
- the pro-Treaty group demanded the Four Courts be returned
- when the Four Courts was not returned, the pro-Treaty group opened fire.

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 Duke William won the Battle of Hastings in 1066.

(8)
O1 & O2

The candidate explains why Duke William won the Battle of Hastings in 1066 by referring to evidence such as:

- Normans had a larger army which included many horsemen and archers
- Saxon army fought only on foot with axes and swords
- Saxons had already had to fight a long and bloody battle at Stamford Bridge
- Harold had lost many of his best men
- Harold had little time to prepare for the battle having marched straight from the north
- Saxon army tired from marching long distance
- morale was poor in Harold's army and some of his soldiers deserted before the battle began
- Saxons believed that the Normans were retreating and broke ranks to pursue them
- William lifted his helmet to dispel the rumour that he had been killed
- Norman knights turned to attack the disorganised Saxons
- Harold was killed in the fighting.

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 the People's Crusade failed to capture Jerusalem.

(8)
O1 & O2

The candidate explains the reasons why the People's Crusade failed to capture Jerusalem by referring to evidence such as:

- the peasant Crusaders were not trained soldiers/their army included women and children
- the Crusaders had limited supplies and very few weapons
- Peter the Hermit was not a good military leader/lacked experience
- their poor reputation across Europe meant people were unwilling to help them
- the Crusaders fought the Byzantine army at Nis and many Crusaders were killed
- the Crusaders lost their supplies and money
- the Crusaders ignored Emperor Alexius' advice to wait for the knights
- the Crusaders argued amongst one another and split into different groups
- the Crusaders were defeated by the Turks.

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 Joan of Arc was burnt at the stake in 1431.

(8)
O1 & O2

The candidate explains why Joan of Arc was burnt at the stake in 1431 by referring to evidence such as:

- she had contributed to the revival of French spirits in the Hundred Years War
- she had shown open defiance towards the English eg sent messages telling them to leave France or be defeated
- she claimed that God had called her to drive the English out of France
- she played a major role in bringing about the coronation of the Dauphin at Reims
- she had contributed to the war effort eg she raised the siege of Orleans
- she was captured at Compiègne and handed over to Bishop Cauchon
- Charles VII refused to ransom Joan or save her
- she was put on trial by a religious court
- she was accused of wearing men's clothes
- she was accused of inventing visions
- she refused to deny that she had been an instrument of God
- she was condemned as a heretic.

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 European monarchs encouraged voyages of exploration.

(8)
O1 & O2

The candidate explains the reasons why European monarchs encouraged voyages of exploration by referring to evidence such as:

- their personal prestige would be enhanced by successful voyages
- they would achieve lasting fame beyond their deaths
- they and their countries would become more wealthy
- they would increase their territory and influence
- they would have new sources of natural resources and mineral wealth/slaves and workers
- they would have new trade opportunities
- they would be able to spread Christianity/save souls
- they would add to the world's knowledge
- they would keep up with European rivals, eg Portugal v Spain, France v England
- personal interest/curiosity of monarchs such as Henry of Portugal, Isabella of Spain, Francis I of France.

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 many colonists were unhappy with British rule by 1775.

(8)
O1 & O2

The candidate explains the reasons why many colonists were unhappy with British rule by 1775 by referring to evidence such as:

- the colonists were unhappy with the imposition of laws and taxes which were seen as unjust
- the passing of the Stamp Act and the Townshend Act 1760s had been very unpopular measures
- details of specific points of these acts explaining unhappiness
- they resented being taxed without representation
- events such as the Boston Massacre and the Boston Tea Party led to an increase in anti-British feeling among colonists/unhappiness at high handed actions of British government
- the colonists were angered by the passing of the Intolerable Acts
- the colonists were unhappy with the continuing presence of British soldiers in the colonies
- the colonists were further angered by the passing of the Quartering Act
- some colonists were frustrated that the British were stopping them from moving further west
- some colonists felt that the policies of the British government were damaging trade.

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 so many people in Britain continued to defend the slave trade.

(8)
O1 & O2

The candidate explains the reasons why so many people in Britain continued to defend the slave trade by referring to evidence such as:

- the slave trade brought wealth to Britain
- the slave trade brought employment to Britain in areas such as shipbuilding, ports, mills
- cities such as Bristol, Liverpool and Glasgow relied on the slave trade
- the products of the slave trade – cotton, tobacco, sugar – were in great demand
- involvement in the slave trade helped Britain to remain a world power
- the slave trade was seen as a valuable training ground for the Royal Navy
- some MPs were slave owners and could influence other MPs
- many MPs were being bribed to ensure that they continued to give their support for the continuation of the slave trade
- the slave trade still enjoyed the support of the King.

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 Louis XVI was sentenced to death in 1792.

(8)
O1 & O2

The candidate explains the reasons why Louis XVI was sentenced to death in 1792 by referring to evidence such as:

- unpopularity of the monarchy due to the flight from Varennes
- Louis was against the constitution and would not co-operate with the new government
- Louis was accused of wanting France to lose the war
- Brunswick Manifesto worked against the French monarchy
- Louis was found guilty of supporting France's enemies and of "spilling French blood"
- victories at Valmy and Verdun weakened Louis' position
- Jacobins, supported by the mob, demanded the death of the King
- allowing the King to live might encourage French royalists or Prussia and Austria
- the Convention voted for the death by a large majority.

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 Italian nationalism grew between 1815 and 1848.

(8)
O1 & O2

The candidate explains the reasons why Italian nationalism grew between 1815 and 1848 by referring to evidence such as:

- the impact of the ideas of the French Revolution on Italian intellectuals ie the idea of being a citizen of a united country with its own flag, language, etc
- the impact of Napoleon Bonaparte's rule on Italy eg abolition of internal customs barriers and the cultivation of national language and literature
- reaction against the Vienna settlement of 1815 and the increased influence of Austria over Italy
- Austrian domination in Italian military, legal and cultural aspects united many Italians against Austria
- activities of the secret societies such as the Carbonari and Adelfi
- the impact of the Romantic movement to stir nationalist feeling eg poets, composers and writers such as Leopardi, Verdi and Pellico
- activities of Young Italy led by Mazzini
- ideas of philosophers such as Gioberti and Balbo who came up with moderate ideas for a united Italy
- the ambitions of the business classes who demanded unity through a customs league similar to the German Zollverein.

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 Prussia was successful in the wars of unification.

(8)
O1 & O2

The candidate explains the reasons why Prussia was successful in the wars of unification by referring to evidence such as:

- Prussian army reforms of 1863 helped strengthen the army
- resources for war were strengthened due to industrial and economic growth aided by the Zollverein
- development of a modern railway network in Prussia allowed for ease of troop movements
- Bismarck ensured the neutrality of Russia when Prussia went to war with Austria
- French neutrality in the Austrian war was ensured when Bismarck promised Napoleon III territorial gains
- Italy was promised land in Venetia in return for assisting Prussia in the war with Austria
- the leniency towards Austria in the Treaty of Vienna ensured Austria would not seek revenge and ally with France
- Prussian army was strengthened with the acquisition of the armies of the North German Confederation after 1867
- Prussia was able to use troops, railways and resources of the southern German states when France attacked Prussia
- Prussian army weapons, tactics and leadership (eg von Moltke, Von Roon) were superior
- weaknesses of opponents.

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 Russian people were so discontented by February 1917.

(8)
O1 & O2

The candidate explains the reasons why the Russian people were so discontented by February 1917 by referring to evidence such as:

- the war was going badly; millions had died/soldiers were reluctant to fight
- peasants became angry about the conscription/loss of so many young men
- shortages of workers on the land meant food was in short supply, especially in the cities
- poor organisation of transport stopped fuel and materials getting to the towns
- inflation was very high; 300% increase in cost of living
- many people were working long hours for the war effort BUT many people were out of work as factories ran out of materials
- the winter was very cold and people were freezing because of lack of food and fuel
- middle classes wanted more say in running the government
- the Tsar and Tsarina were blamed for the failure to win, people had no faith in their rulers
- suspicion over Tsarina's German nationality
- concern at the influence of Rasputin on Tsarina.

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 Ku Klux Klan was so powerful in the South in the 1920s.

(8)
O1 & O2

The candidate explains why the Ku Klux Klan was so powerful in the South in the 1920s by referring to evidence such as:

- huge organisation – estimated to have 3 million members in 1924
- it was surrounded in secrecy which made it difficult to oppose
- it had effective methods of intimidation – eg fiery cross
- it was a terrorist organisation which supported the use of violence to achieve its aims
- they kidnapped, whipped, mutilated people if they did not do what the Klan wanted
- the Klan lynched many Black Americans to show their supremacy
- important members of the community such as police, judges and politicians were members of the Klan
- the Klan held great marches in cities such as Washington to show their strength
- the Klan was deeply rooted in the South, eg origins went back to the Civil War
- the Klan was supported by many Americans in the South who shared its views.

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 Hitler wanted to break the Treaty of Versailles in the 1930s.

(8)
O1 & O2

The candidate explains the reasons why Hitler wanted to break the Treaty of Versailles in the 1930s by referring to evidence such as:

- the Germans hated the Treaty
- Hitler wanted to show that he was a strong leader
- he wanted revenge for the humiliation of the Treaty
- he wanted Germany to be treated fairly/equal to other countries
- he wanted to build up the German armed forces
- he wanted to take back the land that Germany had lost, eg Poland/Polish Corridor
- he wanted to remilitarize the Rhineland
- he wanted Germany to join with Austria
- he had promised to destroy the Treaty in "Mein Kampf".

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 Cold War had broken out between 1945 and 1950.

(8)
O1 & O2

The candidate explains the reasons why the Cold War had broken out between 1945 and 1950 by referring to evidence such as:

- there were deep ideological differences between the USA (capitalist) and the Soviet Union (communist)
- American President Truman and the Soviet leader Stalin did not trust each other
- the distrust between the USA and the Soviet Union intensified when the Americans developed the atomic bomb without informing the Soviets
- after the Second World War the Americans and Soviets were no longer united by a common enemy
- the Soviet takeover of Eastern Europe had angered America and its allies
- Churchill's 'Iron Curtain' speech had angered the Soviets
- the Marshall Plan contributed to the divisions in Europe
- there were arguments between East and West over the fate of Germany/Berlin in the years after the Second World War
- Berlin Blockade, 1948-1949, deepened the divisions between East and West
- the establishment of NATO by America and its allies in 1949 caused further division.

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

Why did Henry II have problems when he became king in 1154?.

**(5)
02**

The candidate explains why Henry II had problems when he became king in 1154 by referring to evidence such as:

from the source:

- barons had increased their wealth and power
- barons had private armies/were stealing land and valuables
- barons had refused to pay taxes
- barons rebelled against the king.

from recall:

- barons had built illegal castles
- sheriffs were corrupt and had been keeping fines which belonged to the king
- there was no common law within the empire
- there was no common language within the empire
- the Church had increased its authority/Church courts had become powerful.

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

Question 2

Describe the duties of a medieval baron.

**(5)
01**

The candidate describes the duties of a medieval baron by referring to evidence such as:

- barons took an oath of fealty/promised to be loyal and serve the king
- barons provided knights for the king's army
- barons paid higher taxes during times of war
- barons were an important part of the feudal system and provided land for knights/peasants
- barons protected those who lived on their land
- barons were members of the king's council and offered advice on how to govern the country
- barons enforced the king's law at local level
- trusted barons became sheriffs and collected fines and taxes for the king.

For 5 marks, 5 supported points must be given.

Question 3

How far do **Sources B** and **C** agree about the murder of Archbishop Becket?

(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">the knights dragged Becket away and told him he was under arrestBecket knelt down and said he was ready to die for Godthe knights drew their swords and in the scuffle injured Edward Grim. | <ul style="list-style-type: none">the knights told Becket he was the king's prisoner and forced him from the altarBecket said he was willing to be a martyr and began to prayEdward Grim tried to protect Becket but he was attacked and his arm was badly cut. |

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

SCOTTISH AND BRITISH

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

Question 1

How far do **Sources A** and **B** disagree about who should be the next King of Scots?

(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">Balliol claimed he was descended from the eldest line of the family of David, Earl of Huntingdonit did not matter that he was a generation younger than Brucefeudal law of primogeniture always supported the eldest line of a family. | <ul style="list-style-type: none">it did not matter that Balliol was descended from the eldest of Earl David's daughtersBruce was one generation closer to royalty than Balliolthe feudal law of primogeniture did not apply to kingdoms. |

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

Question 2

Why was Balliol a failure as King of Scots?

(5)
02

The candidate explains why Balliol was a failure as King of Scots by referring to evidence such as:

from the source:

- King Edward had stripped him of his title publicly
- the Bruces had never supported him
- the Scottish nobles felt the need to appoint twelve men to help Balliol
- Balliol was unable to stop Edward interfering in the government of Scotland.

from recall:

- King Edward was determined to act as overlord of Scotland/Balliol had already accepted Edward as his overlord
- King Edward heard legal appeals from Scotland
- Balliol had been defeated at the Battle of Dunbar
- King Edward took Balliol away as a prisoner.

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

Question 3

Describe how Robert Bruce made all the Scots accept him as king.

(5)
01

The candidate describes how Robert Bruce made all the Scots accept him as king by referring to evidence such as:

- he murdered Comyn
- he ruined the Comyns by destroying their lands
- he destroyed the power of the Comyns' friends/allies/connections eg the MacDougalls
- he captured the castles of his rivals
- he captured the castles of the English so rivals found themselves without English support
- he defeated Edward II at Bannockburn removing any hope of further English support
- he forced nobles to accept him formally as king eg in the Declaration of Arbroath
- he forced nobles to become either Scottish or English (Treaty of Edinburgh/Northampton).

For 5 marks, 5 supported points must be given.

SCOTTISH AND BRITISH

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

Question 1

Why did King Henry VIII interfere in Scotland after 1542?

(5)
02

The candidate explains why King Henry VIII interfered in Scotland after 1542 by referring to evidence such as:

from the source:

- Henry VIII wanted Mary to marry his son, Edward
- Henry VIII wanted to reduce French influence in Scotland
- Scotland and England had often been at war
- Henry VIII wanted to spread Protestantism.

from recall:

- Mary had become queen in 1542 and she would need a husband
- the Scots had broken their agreement to this marriage (Treaty of Greenwich)
- Henry VIII tried to enforce the Treaty of Greenwich by invading Scotland
- Scottish Protestants wanted/needed the support of England.

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

Question 2

Describe the problems Mary, Queen of Scots faced when she arrived in Scotland in 1561.

(5)
01

The candidate describes the problems Mary, Queen of Scots faced when she arrived in Scotland in 1561 by referring to evidence such as:

- she was a woman and many Scots (eg Knox) did not think a female could rule
- she was young and lacked experience
- she was Roman Catholic and Scotland had only recently become a Protestant country
- Protestants worried that she would restore Catholicism/Roman Catholics hoped she would restore Catholicism
- she had been brought up in France and many feared a return of French influence (Huntley's rebellion)
- nobles had been running the country and they might not want to take orders
- nobles feared they would lose their jobs to rivals or Frenchmen
- there would be problems finding a husband for her – could arouse rivalries
- Elizabeth of England was wary because Mary was her closest living relative and claimed to be Queen of England.

For 5 marks, 5 supported points must be given.

Question 3

How far do **Sources B** and **C** agree about what happened in Scotland after Mary, Queen of Scots, fled to England?

(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">• Mary's supporters fought for several years• death of Moray and Lennox• capture of Edinburgh Castle 1573. | <ul style="list-style-type: none">• Mary's supporters did not give up until 1573• two regents were killed• Edinburgh Castle forced to surrender 1573. |

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

SCOTTISH AND BRITISH

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

Question 1

Why were there difficulties between James VI and I and the English Parliament between 1603 and 1625?

(5)
02

The candidate explains why there were difficulties between James VI and I and the English Parliament between 1603 and 1625 by referring to evidence such as:

from the source:

- James viewed Parliament as argumentative and unco-operative
- Parliament regarded James to be stubborn and thought he spent too much money
- James angered the 1610 Parliament by dismissing them
- James again dismissed Parliament in 1614 and angered the nobility by bringing in favourites to find ways of raising money.

from recall:

- Parliament was suspicious of James' perceived Catholic sympathies
- James' belief in the Divine Right of Kings offended the House of Commons
- James ruled without Parliament from 1614 to 1621
- James was criticised for neglecting the business of government in favour of leisure pursuits.

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

Question 2

Describe the reaction in Scotland to the introduction of the new Prayer Book in 1637.

(5)
01

The candidate describes the reaction in Scotland to the introduction of the new Prayer Book in 1637 by referring to evidence such as:

- riot in St Giles Cathedral: men and women assaulted the Dean of St Giles whilst he was reading from the new Prayer Book
- violence provoked elsewhere eg Bishop of Brechin threatened his congregation with two loaded pistols while he read the new service
- emergency body known as 'The Tables' was formed to organise opposition, chosen from the Scottish Parliament
- petitions sent to Charles 1637-1638
- National Covenant for the Defence of True Religion was drawn up in 1638 and circulated for signature
- General Assembly of the Kirk abolished Scotland's bishops completely in November 1638
- General Assembly of the Kirk banned the Prayer Book, November 1638
- Charles' decision to use force in 1638 was met with opposition and resulted in the First Bishops War.

For 5 marks, 5 supported points must be given.

Question 3

How far do **Sources B** and **C** agree about the activities of the Long Parliament between 1640 and 1641?

(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">• Strafford accused of High Treason, impeached and later executed• Triennial Act meant new Parliaments every three years, whether the King liked it or not• Parliament made Ship Money illegal. | <ul style="list-style-type: none">• Parliament accused Strafford of High Treason and pressured Charles to sign his death warrant• an Act ensured regular Parliaments without the King's consent• Charles was compelled to agree to the Ship Money Act. |

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

SCOTTISH AND BRITISH

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

Question 1

Why did the Scots invest in the Darien Scheme?

(5)
02

The candidate explains why the Scots invested in the Darien scheme by referring to evidence such as:

from the source:

- prosperity depended on farming which suffered from bad weather and poor soil
- Scottish overseas trade was limited
- Scots thought that England’s prosperity came from its overseas trade based on colonies
- Paterson promised them a colony where “trade will increase and money will make money”.

from recall:

- the George III years made Scotland poorer
- Scots had seen huge profits made by the East India Company
- Scotland did not have any colonies
- they were told Darien was in a key location on the Isthmus of Panama between two oceans.

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

Question 2

How far do **Sources B** and **C** agree about why some Scots suggested a Union?

(4)
03

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

| Source B | Source C |
|--|---|
| The sources agree | |
| <ul style="list-style-type: none">• some Scots believed trading with England’s colonies would make Scotland a richer country• Scotland’s trade (with France) was badly affected by England’s frequent wars• The Act of Security offered a shared monarch in return for access to England’s colonies. | <ul style="list-style-type: none">• angry that they could not make money by trading with England’s colonies• they wanted to reduce the bad effects of England’s war on Scotland’s trade (Wine Act)• they demanded access to England’s colonies in return for sharing a monarch. |

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

Question 3

Describe how Queen Anne's government won support for the Act of Union.

(5)
01

The candidate describes how Queen Anne's government won support for the Act of Union by referring to evidence such as:

- it promised "the Equivalent"
- it paid arrears of wages etc only to those who supported the Union
- it insisted that government officers etc supported the Union
- it sent Argyll and then Queensberry to organise support for the Union
- it offered titles to nobles who supported the Union
- it paid bribes to others to secure their support
- it offered government jobs (civil service/army) only to those who supported the Union
- it sent spies and agents (eg Defoe) to work for the Union
- it made it clear that it had military forces in northern England and Ireland ready to take action.

For 5 marks, 5 supported points must be given.

SCOTTISH AND BRITISH

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

Question 1

Describe the “pull” factors which attracted Irish immigrants to Scotland.

(5)
01

The candidate describes the “pull” factors which attracted Irish immigrants to Scotland by referring to evidence such as:

- work was available on farms especially at harvest time
- there was work to be found in cotton/textile factories
- there was work in building canals and railways
- there was work for the whole family
- there was work in the coal and iron ore mines
- wages were higher in Scotland
- housing was available in growing towns and cities
- many Irish had already settled in Scotland which encouraged more to come/ letters home from Ireland
- Scotland was close and fares were cheap.

For 5 marks, 5 supported points must be given.

Question 2

Why was the Catholic Church important to many Irish immigrants in the nineteenth century?

(5)
02

The candidate explains why the Catholic Church was important to many Irish immigrants in the nineteenth century by referring to evidence such as:

from the source:

- the church gave them a place to worship/sense of security
- they could be baptised, married and buried
- priests would listen to problems
- church was the centre of social life/chance to meet fellow countrymen.

from recall:

- priests could write letters and read letters from home
- priests could help with jobs and housing
- Catholic church could provide charity for the poorest immigrants
- provided social events – dances, lectures, football clubs
- built schools to provide education.

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

Question 3

How far do **Sources B** and **C** disagree about the experiences of Scottish emigrants?

(4)
03

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

| Source B | Source C |
|---|---|
| The sources completely disagree | |
| <ul style="list-style-type: none">• land is of poor quality and always will be• area is remote/he is lonely• wants to return to Scotland. | <ul style="list-style-type: none">• has prepared good land and preparing more• community is doing well/fellow immigrants have already built a church and a school-house• this is the best place in the world. |

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

SCOTTISH AND BRITISH

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

Question 1

Describe the problems facing the poor between 1890-1905.

(5)
01

The candidate describes the problems facing the poor between 1890-1905 by referring to evidence such as:

- low wages and irregular work/earnings
- unable to afford medical attention
- poverty led to poor housing and overcrowding
- poor diet/children often malnourished
- relied on charities to provide help
- elderly and the destitute were forced into the workhouse/poorhouse
- education suffered as children were needed to work and earn money for the family
- attitude towards the poor was that they had to help themselves/they got no help from the government.

For 5 marks, 5 supported points must be given.

Question 2

How far do **Sources A** and **B** agree about the limitations of the Liberal welfare reforms of 1906-1914?

(4)
03

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

| Source A | Source B |
|---|--|
| The sources agree fully | |
| <ul style="list-style-type: none">• medical care was provided for the workers, not wives and children• pensions only covered people over 70• benefits only lasted a short time and the amounts paid were small. | <ul style="list-style-type: none">• health insurance benefits did not extend to the worker's family• pensions were only available to those over 70• benefits were often not enough to live on. |

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

Question 3

Why was the Beveridge Report popular with so many people?

(5)
02

The candidate explains why the Beveridge Report was popular with so many people by referring to evidence such as:

from the source:

- the system was open to everyone regardless of their wealth
- there would be no return to the hated Means Test
- the government would ensure that everyone had a reasonable standard of living
- the National Health Service would be free to everyone meaning that poor people could receive good medical attention.

from recall:

- proposed a fair insurance scheme where everyone would pay the same contribution to receive the same benefits
- proposed to simplify insurance benefits
- took away the stigma of receiving state help
- promised every family an allowance for every child.

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

SCOTTISH AND BRITISH

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

Question 1

Describe the peaceful activities of women campaigning for the vote.

(5)
01

The candidate describes the peaceful activities of women campaigning for the vote by referring to evidence such as:

- held public meetings
- door to door canvassing
- organised letters/petitions to MPs and Parliament
- arranged meetings with MPs and Cabinet ministers
- organised fund raising events eg bazaars
- recruited women at the workplace/spoke at trade union meetings
- published newspapers and pamphlets
- took part in peaceful demonstrations eg Coronation March, Women's Pilgrimage.

For 5 marks, 5 supported points must be given.

Question 2

How far do **Sources A** and **B** agree about reasons for the failure of traditional industries after the First World War?

(4)
03

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

| Source A | Source B |
|---|---|
| The sources agree fully | |
| <ul style="list-style-type: none">• decline of shipbuilding had a knock on effect on the iron and steel industries• Scotland's manufacturers failed to invest in new technology• overseas markets were lost during the war. | <ul style="list-style-type: none">• disastrous effect on shipbuilding hurt coal, iron and steel industries• better technology made foreign goods cheaper• customers overseas had been lost. |

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

Question 3

Why were there more employment opportunities for women after the Second World War?

(5)
02

The candidate explains why there were more employment opportunities for women after the Second World War by referring to evidence such as:

from the source:

- women seemed suited to work in the developing light industries, such as making cash registers and typewriters
- non-unionised women workers popular as not expected to cause trouble over wages or hours
- government created jobs in the new NHS and welfare agencies which were attractive to women
- expanding service industries also created further jobs open to women.

from recall:

- no requirement to pay women equally so cheaper to employ
- more part-time jobs which attracted women
- changing social attitudes enabled more married women to go out to work
- better educational opportunities enabled women to enter a wider range of jobs.

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

SCOTTISH AND BRITISH

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

Question 1

How far do **Sources A** and **B** agree about the Curragh Mutiny?

(4)
03

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

| Source A | Source B |
|--|---|
| The sources agree fully | |
| <ul style="list-style-type: none">• fifty eight officers threatened to resign if sent to fight• the soldiers could not be punished as they had the support and sympathy of the army• the government was forced to accept defeat. | <ul style="list-style-type: none">• officers based in Dublin said they would rather leave the army than serve in Ulster• the Mutiny was very popular and as a result the officers could not be disciplined• The government had no choice but to give in to the soldiers' demands. |

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

Question 2

Describe the events of the 1916 Easter Rising.

(5)
01

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

- rebels captured a number of buildings in the centre of Dublin
- Tricolour flag flown from the GPO building
- extra soldiers/artillery brought in to help the British
- rising lasted for a week
- majority of Dubliners did not support the rebels
- rebels cut off/surrounded by British
- British brought in 12,000 extra soldiers to fight
- British used gunboat to shell the rebels' position
- soldiers on both sides were injured or killed
- rebels surrendered
- leaders executed.

For 5 marks, 5 supported points must be given.

Question 3

Why did the Anglo-Irish War begin in 1919?

(5)
02

The candidate explains why the Anglo-Irish War began in 1919 by referring to evidence such as:

from the source:

- Sinn Fein declared independence/established the Dáil
- Sinn Fein refused to acknowledge British laws and officials/set up their own administrative system
- Sinn Fein too dangerous to ignore
- the Dáil was recognised as the official government and its influence grew.

from recall:

- Sinn Fein organised, trained and armed Irish Volunteers
- 28 Unionist MPs refused to go to Dáil/wanted Irish assembly closed
- British used armed force to try to stop the Irish
- Irish Volunteers killed two members of the Royal Irish Constabulary, sparking violence.

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

PART 3 HISTORICAL STUDY

EUROPEAN AND WORLD

Context 1: The Norman Conquest, 1060-1153

Question 1

How useful is **Source A** as evidence of Duke William's claim to the English throne?

**(4)
03**

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

- primary source written during the time of the Norman conquest
- written by a Norman priest who is clearly biased in favour of Duke William
- written to show that William was Edward's chosen successor
- says that Edward promised that William would become the next king.

Maximum 1 mark for commenting on content omission such as:

- Harold was the choice of the English nobles
- Harold claimed that Edward had appointed him as successor in 1066.

Question 2

Why was King David deeply influenced by Norman England?

**(5)
02**

The candidate explains why King David was deeply influenced by Norman England by referring to evidence such as:

from the source:

- King David was brought up in the court of William Rufus
- William prepared David to become a Norman knight
- he became friends with wealthy Normans
- he became one of the largest landowners in England.

from recall:

- he was brother-in-law to King Henry
- he became Earl of Huntingdon
- he became a close friend of King Henry
- he acted as a royal judge for King Henry.

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

Question 3

In what ways did King David support the Church in Scotland?

(5)
01

The candidate describes the ways in which King David supported the Church in Scotland by referring to evidence such as:

- he poured wealth derived from trade into the building of abbeys and monasteries
- he gave charters providing land for the church
- he encouraged his nobles to grant land and money to the church
- he brought craftsmen from Europe to help build abbeys and monasteries
- he encouraged new monastic orders to come to Scotland
- he Normanised the Celtic church eg appointed Normans to Celtic bishoprics of St Andrews, Dunkeld and Moray
- he set up or revived bishoprics of Glasgow, Galloway and Dunblane
- he founded great monasteries and abbeys in Scotland such as Melrose, Newbattle and Kinloss
- he appointed churchmen to important positions in his government.

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

Why did the First Crusade find Antioch difficult to capture?

(5)
02

The candidate explains why the First Crusade found Antioch difficult to capture by referring to evidence such as:

from the source:

- Antioch had twenty five miles of wall/nearly four hundred towers
- siege machines would be of no use
- the wall around the city had been reinforced
- each tower was well defended by Muslim guards.

from recall:

- Antioch was surrounded by mountains and a river
- Antioch could not be completely blockaded/Muslims could not be starved into surrendering
- the Muslim governor had expelled all Christians from the city in case of treachery
- the Crusaders were low in spirit/many wanted to return home.

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

Question 2

How useful is **Source B** as evidence of Peter Bartholomew's discovery of the Holy Lance?

(4)
03

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

- primary source written during the First Crusade
- author was an eyewitness/actually saw the events at Antioch
- written to show his happiness at the discovery of the lance/to show that God helped the Crusaders
- says Peter Bartholomew found the Holy Lance/says there was joy and celebration in Antioch.

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

- many Crusaders did not believe the Holy Lance was genuine
- Peter Bartholomew was forced to walk over hot coals to prove his innocence.

Question 3

Describe the problems faced by the Crusaders after they captured Jerusalem in 1099.

(5)
01

The candidate describes the problems faced by the Crusaders after they captured Jerusalem in 1099 by referring to evidence such as:

- many Crusaders had returned home/there were not enough Crusaders to defend the Crusader states/Latin states
- the Crusader states were far apart and not easy to defend
- the land was infertile/there was a lack of settlers
- the Crusaders lacked supplies eg timber, cotton
- there were no peasants left to farm the land
- the Crusaders were surrounded and outnumbered by Muslims
- the Crusaders needed boats to help them capture the coastline
- the Crusaders often fought among themselves
- the Crusaders needed the help of Italian merchants.

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 did war break out between England and France in 1337?

(5)
02

The candidate explains why war broke out between England and France in 1337 by referring to evidence such as:

from the source:

- Philip declared that Edward was a disobedient vassal
- Philip took Aquitaine from Edward
- Edward challenged Philip's legitimacy
- Edward decided to press his claim using force.

from recall:

- Edward claimed that he was the rightful king of France
- Philip claimed overlordship of English lands in France
- French attacks had taken place on English merchant shipping in the channel
- Philip invaded Gascony.

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

Question 2

Describe the events leading up to the Peasants' Revolt in 1381.

(5)
01

The candidate describes the events leading up to the Peasants' Revolt in 1381 by referring to evidence such as:

- in the 1360s-1370s English armies suffered humiliating defeats in France
- 1366 – popular preacher John Ball was excommunicated
- 1377 – peasants presented a petition to parliament demanding an end to serfdom
- 1377 – the strong and popular King Edward III was replaced by Richard II who was only 10 years old
- 1377 – imposition of the first Poll Tax to be paid by everyone over 14
- 1380 – new Poll Tax 3 times higher than 1377 tax
- 1381 – Richard Waldegrave made a speech criticising the monarchy
- 1381 – peasants in south east refuse to pay Poll Tax and attack tax collectors
- riots took place in Essex and Kent.

For 5 marks, 5 supported points must be given.

Question 3

How useful is **Source B** as evidence about the actions of Henry V following the Battle of Agincourt?

(4)
03

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

- primary source written by someone who is writing about contemporary events
- written by a French chronicler who shows signs of bias against Henry
- written to describe the cruelty of Henry V after the battle
- says that French survivors of the battle were killed on Henry's orders.

Maximum 1 mark for indicating content omission such as:

- wounded French nobles who survived the battle were taken prisoner rather than being killed.

EUROPEAN AND WORLD

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

Question 1

How useful is **Source A** as evidence of Vasco da Gama's attitude to native people?

(4)
03

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

- secondary source written in 1984, a long time after da Gama's voyage
- author a historian so would have researched the issue/unlikely to be biased
- to demonstrate da Gama's cruelty to native people
- burned pilgrims for lack of respect/mutilated innocent fishermen to frighten the king.

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

- da Gama traded successfully with native people – value of spice cargo
- other explorers also cruel/exploited native people eg Columbus taking slaves.

Question 2

In what ways were the native people of the Americas unable to resist the Conquistadors?

(5)
01

The candidate describes the ways the native people of the Americas were unable to resist the Conquistadors by referring to evidence such as:

- they had no guns or gunpowder
- they had no iron weapons or armour
- they had no horses so only infantry
- they had no wheeled transport
- they had fatalistic religions which emphasised death
- they were divided in the face of a common enemy (other Mexican tribes disliked Aztecs/Incas in succession dispute)
- their kings did not inspire personal loyalty/tradition of passive obedience to authority
- their rulers were naïve in trusting the promises of Cortes/Pizarro.

For 5 marks, 5 supported points must be given.

Question 3

Why was Jacques Cartier a successful explorer?

(5)
02

The candidate explains why Jacques Cartier was a successful explorer by referring to evidence such as:

from the source:

- he made three voyages to unknown waters without losing a ship
- land he found became the basis for the French colony of Canada
- he formed friendships with the native people
- he was trusted to take Donnacona's sons to meet the French king in Paris.

from recall:

- explored the Gulf of St Lawrence and sailed up the St Lawrence River
- kept a detailed record of the people, animals and places he saw
- journeyed far inland from the Atlantic
- survived dreadful winter conditions and illness among his crew.

Maximum of 3 out of 5 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

Question 1

How useful is **Source A** as evidence of why the Boston Massacre took place?

(4)
03

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

- primary source from the trial conducted shortly after the Boston Massacre had taken place
- evidence from an officer/leader of the British forces who was actually involved in the confrontation with the colonists/possible bias
- to explain that he was not responsible for the British soldiers firing on colonists/to explain how the British were acting in self defence
- states there was a general attack on his men/lives were in imminent danger/ he gave no order to fire.

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

- the colonists in Boston were furious about the system of taxation imposed upon them by the British and this had caused great tension.

Question 2

Why did some colonists remain loyal to Britain during the War of Independence?

(5)
02

The candidate explains why some colonists remained loyal to Britain during the War of Independence by referring to evidence such as:

from the source:

- most colonists were of British descent
- many colonists were becoming wealthy through trade with Britain
- some loyalists felt that the conflict was the colonists' fault
- some colonists had a great loyalty to the King.

from recall:

- some colonists feared law and order would break down if British rule were overthrown
- some colonists feared the spread of revolutionary ideas
- some colonists sought to win favour with the British government
- individuals like Flora McDonald encouraged Scots colonists to remain loyal to Britain.

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

Question 3

Describe the ways in which foreign countries helped the colonists in the war against the British.

(5)
01

The candidate describes the ways in which foreign countries helped the colonists in the war against the British by referring to evidence such as:

- France provided the colonies with finance
- France provided the colonies with military assistance – soldiers, gunpowder etc
- the French attacked British colonies in the Caribbean and elsewhere
- the French harassed British shipping in the Atlantic
- foreign intervention caused Britain to lose its control of the seas
- foreign intervention made it more difficult for Britain to reinforce and supply its forces in America
- Spain distracted Britain by attacking Gibraltar
- a Franco-Spanish force threatened Britain with invasion in 1779.

For 5 marks, 5 supported points must be given.

EUROPEAN AND WORLD

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

Question 1

Describe the way slave factories operated on the West African coast.

(5)
01

The candidate describes the way slave factories operated on the West African coast by referring to evidence such as:

- slaves were captured by African chiefs to be traded for manufactured goods
- slaves were held in factories/prisons, often for weeks at a time
- factories were often heavily fortified to protect them from attack
- hundreds, sometimes thousands of slaves were imprisoned together
- slaves were held in chains, they were often beaten and whipped by their captors
- slaves were examined by surgeons and placed in different categories
- slave ships sailed to factories to barter/buy slaves
- preparation for sale to ships' captains
- slaves were often branded
- slaves would eventually be transferred onto slave ships for transportation across the Atlantic to America/West Indies.

For 5 marks, 5 supported points must be given.

Question 2

How useful is **Source A** as evidence of how slaves were treated on the middle passage?

(4)
03

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

- secondary source written many years after the end of the slave trade
- author a historian who is likely to have expertise on the subject/has carried out research
- to show the cruel treatment of the slaves on the middle passage
- slaves were chained/whipped/desperate slaves tried to jump overboard.

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

- female slaves were often subject to sexual abuse
- diseased slaves thrown overboard.

Question 3

Why was William Wilberforce an important figure in the campaign for the abolition of the slave trade?

(5)
02

The candidate explains why William Wilberforce was an important figure in the campaign for the abolition of the slave trade by referring to evidence such as:

from the source:

- Wilberforce became leader of the Society for the Abolition of the Slave Trade
- Wilberforce used evidence gathered by abolitionists to try to persuade Parliament to end the slave trade
- Wilberforce regularly introduced anti-slavery bills in Parliament
- after his failure to win majority support he published even more horrific accounts of the slave trade.

from recall:

- Wilberforce was able to use his influence with Prime Minister Pitt to win support
- Wilberforce's speeches brought great publicity to the cause of the abolition of the slave trade
- Wilberforce helped to convince fellow Christians of the evils of the slave trade
- Wilberforce succeeded in persuading Parliament to end the slave trade in 1807.

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

EUROPEAN AND WORLD

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

Question 1

Describe the problems faced by Louis XVI in 1789.

(5)
01

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

- the French government was bankrupt and inefficient
- the taxation system was seen as corrupt and wasteful
- supporting the American War of Independence had been very expensive
- the peasants blamed the King for having to pay most of the taxes
- the workers in the cities blamed the King for poor wages and high food prices
- people were suspicious of Marie Antoinette's nationality
- Marie Antoinette was blamed for spending too much money on luxuries
- the peasants and middle class wanted more power for the Estates General
- there was a spread of new ideas questioning the power of the monarchy.

For 5 marks, 5 supported points must be given.

Question 2

Why was the Declaration of the Rights of Man important to the French people?

(5)
02

The candidate explains why the Declaration of the Rights of Man was important to the French people by referring to evidence such as:

from the source:

- the Declaration stated that all men were free and equal
- everyone had the right to own property
- people were to do only what the law told them to do
- all people had to obey the law no matter what their status.

from recall:

- governments must be chosen by the people
- only the people had the right to make the laws
- there was to be freedom of speech, press, religion etc
- no one could be arrested unless they had broken a law.

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

Question 3

How useful is **Source B** as evidence about the execution of Danton?

(4)
03

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

- secondary source written long after the events of the Reign of Terror
- written by a British historian who would have conducted research
- to show that Danton was a brave man/to show that the Terror killed good people
- says that Danton held his head high/he will live in the memory of men.

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

- a large number of people were killed in the Terror
- Danton had turned against the Terror.

EUROPEAN AND WORLD

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

Question 1

Describe the events of the 1848-1849 revolutions in Italy.

(5)
01

The candidate describes the events of the 1848-1849 revolutions in Italy by referring to evidence such as:

- January 1848 the first serious disturbances took place in Palermo and other Sicilian towns
- March 1848 smoking riots broke out in Milan after the news of the fall of Metternich
- March 1848 revolution in Venice led to the surrender of the Austrian authorities there
- March 1848 Charles Albert of Piedmont declares war on Austria to rid them from northern Italy
- April 1848 Pope Pius condemns the war against Austria and in May, King Ferdinand recalled his troops sent to help Charles Albert
- July 1848 Austrian army defeats the Piedmontese and their allies at the Battle of Custoza
- November 1848 crowds march on the Pope's palace, Pius leaves Rome in secret
- Roman Republic declared in February 1849
- March 1849 Charles Albert renews his war with Austria, is defeated and abdicates
- July 1849 fall of the Roman Republic at the hands of the French
- August 1849 fall of the Venetian Republic at the hands of the Austrians.

For 5 marks, 5 supported points must be given.

Question 2

Why did Piedmont become the dominant state in Italy after 1850?

(5)
02

The candidate explains why Piedmont became the dominant state in Italy after 1850 by referring to evidence such as:

from the source:

- the economy of Piedmont had been modernised and its trade trebled within ten years
- roads and railways were built, meaning raw materials and machinery could be brought in to develop industry
- the port of Genoa had been modernised to help improve trade
- Piedmont became the centre of Italian nationalist thought in the 1850s because of its liberal constitution.

from recall:

- the strength of its army was highly regarded and developed due to industry
- the Siccardi Laws of 1850 controlled the power of the Church and asserted the dominance of the state over the Church
- Cavour helped forge trade treaties with Britain and France
- The Connubio (1851-1852) forged a parliamentary agreement between Cavour and Ratazzi which strengthened Parliament in relation to the crown.

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

Question 3

How useful is **Source B** as evidence of Garibaldi's contribution to Italian unification?

(4)
03

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

- primary source from an eyewitness who knew Garibaldi well
- author was Garibaldi's secretary possible bias
- to show the importance of Garibaldi's leadership/show his contribution to unification
- Garibaldi's strong leadership united Italy.

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

- he was a successful military leader who inspired the Red Shirts to victories
- conquest of Sicily and the Southern Campaign.

EUROPEAN AND WORLD

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

Question 1

How useful is **Source A** as evidence of the growth of nationalist feeling in Germany between 1815 and 1850?

(4)
03

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

- primary source written at the time when nationalist feeling more widespread
- written by a German living in the Rhineland
- to show feelings of belonging to the German nation
- sees Germany as a whole, speaking the same language/united in hatred towards the French.

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

- growth of economic nationalism eg Zollverein and trade
- growth of political ideas of liberalism.

Question 2

Why did the Frankfurt Parliament fail?

(5)
02

The candidate explains why the Frankfurt Parliament failed by referring to evidence such as:

from the source:

- suffered from a lack of agreed objectives which made decision making difficult
- took nearly a year to decide on a constitution
- took nine months to decide on the rights of the German people
- King Frederick refused to accept Parliament's offer of the crown.

from recall:

- Parliament had no armed forces of its own to enforce decisions
- Princes refused to accept the resolutions of the Parliament
- Parliamentarians would not lead a popular revolt against the Princes
- by 1849 the German princes had regained control.

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

Question 3

Describe the events of the Franco-Prussian War of 1870-1871.

(5)
01

The candidate describes the events of the Franco-Prussian war of 1870-1871 by referring to evidence such as:

- Bismarck provoked France into war eg the Ems telegram
- war was declared by France on the North German Confederation in July 1870
- German armies mobilised quickly and were gathered on the French frontier in eighteen days
- German army invaded France whilst the French were still mobilising
- French defeated at Worth and Spichern and forced to retreat
- by September a French army was trapped at Metz
- the French army at Sedan, including Napoleon III, were forced to surrender, Napoleon's government was overthrown and the new government decided to fight on
- 27 October 1870, the French army at Metz were forced to surrender
- January 1871, the siege of Paris finished with the French surrender
- peace treaty signed at Frankfurt 10 May 1871.

For 5 marks, 5 supported points must be given.

EUROPEAN AND WORLD

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

Question 1

How useful is **Source A** as evidence about Nicholas II?

(4)
03

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

- secondary source written some years after the revolution **OR** primary source by a prominent revolutionary who lived under Tsar's regime
- written by an important Bolshevik who did not know the Tsar personally/likely to be biased against the Tsar
- to criticise the Tsar/to justify his removal
- Tsar was unreliable/Tsar was stupid.

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

- Tsar had been brought up to be an autocrat
- Tsar was dedicated to his family.

Question 2

Describe the events of Bloody Sunday in January 1905.

(5)
01

The candidate describes the events of Bloody Sunday in January 1905 by referring to evidence such as:

- striking factory workers in St Petersburg marched to the Winter Palace
- the march was led by Father Gapon, a police spy
- the police had asked the marchers to go home/not to march
- the workers wanted to petition the Tsar about their working conditions/long hours and low pay
- the crowd was large (200,000) but peaceful and included women and children
- marchers wore their Sunday clothes, sang hymns and carried icons and pictures of the Tsar
- the Tsar was not there but the palace and the streets round it were guarded by troops
- mounted Cossacks at the front charged the marchers
- soldiers panicked and opened fire, killing and injuring many (between 100 and 1000 depending on source).

For 5 marks, 5 supported points must be given.

Question 3

Why were the Bolsheviks able to stay in power in Russia in 1917-1918?

(5)
02

The candidate explains why the Bolsheviks were able to stay in power in Russia in 1917-1918 by referring to evidence such as:

from the source:

- the Congress of Soviets pleased the peasants by declaring that landlords' rights to property were abolished so that the land could be redistributed
- Sovnarkom was set up and given authority to pass new laws
- the Bolsheviks allowed the long-awaited elections to the Constitutional Assembly to be held
- they created a new secret police, the Cheka, to wipe out any counter-revolutionary activity.

from recall:

- signed an armistice with Germany and negotiated an end to the war
- closed down the Constituent Assembly after one meeting as Social Revolutionaries won the majority
- censored or banned all non-Bolshevik newspapers
- banned other political parties
- may also refer to organising Red Army and fighting the civil war.

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

EUROPEAN AND WORLD

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

Question 1

In what ways did the Civil Rights Movement improve the lives of black Americans?

(5)
01

The candidate describes the ways the Civil Rights Movement improved the lives of black Americans by referring to evidence such as:

- campaign over Brown v Board of Education, Topeka led the Supreme Court to state that 'Separate but Equal' in education was unconstitutional
- the Montgomery Bus Boycott led to the end of segregation on city buses
- the movement helped bring about the Civil Rights Act 1957 which gave some legal support to black Americans seeking to register to vote
- sit-ins led to the end of segregation at lunch counters
- freedom rides contributed to the end of segregation on inter-state buses
- the movement helped bring about the Civil Rights Act 1964 banned segregation in public areas/education/employment
- Voting Rights Act 1965 banned obstacles to voter registration
- Civil Rights Act 1968 provided protection for civil rights workers helping black people in the South.

For 5 marks, 5 supported points must be given.

Question 2

How useful is **Source A** as evidence of the effects of the Civil Rights protest in Birmingham?

(4)
03

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

- a primary source said in 1963 during the Birmingham Civil Rights campaign
- said by John F Kennedy who was leader of the USA
- the President gives his view that something has to be done
- he says that the protest damaged the reputation of Birmingham and the USA/ highlights the need for equal treatment for all citizens.

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

- does not mention public sympathy for Civil Rights movement brought about by the events in Birmingham
- does not mention the mistreatment of black protesters
- television coverage became available.

Question 3

Why did Stokely Carmichael oppose non-violent protest?

(5)
02

The candidate explains why Stokely Carmichael opposed non-violent protest by referring to evidence such as:

from the source:

- non-violent movement could not relate to young blacks in the ghettos
- non-violence did nothing about the black people who had been killed or mistreated
- non-violence meant that black people had to accept being beaten again
- non-violence said that black people would get power by accepting mistreatment.

from recall:

- Carmichael wanted black people to stand up for/take pride in themselves
- he felt that black people had the right to defend themselves
- he felt non-violent protest was not bringing about change quickly enough
- he had been involved in the non-violent campaign but got fed up of being arrested and mistreated
- he felt that the non-violent protest had benefited the South but had little impact on the plight of poor black Americans in the North.

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

EUROPEAN AND WORLD

Context 12: The Road to War, 1933-1939

Question 1

How useful is **Source A** as evidence of Nazi ideas on race?

(4)
03

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

- primary source from the period when the Nazis were in power
- from a school book intended to influence/school book introduced by the Nazis – likely to be biased
- to show that the Aryan race was superior/show that other races were inferior
- German blood defended Europe/spread German culture.

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

- Jews were also the target of Nazi racial policy
- others also targeted.

Question 2

Why were Britain and France worried about Germany's actions by 1936?

(5)
02

The candidate explains why Britain and France were worried about Germany's actions by 1936 by referring to evidence such as:

from the source:

- Germany withdrew from the Disarmament Conference
- Germany withdrew from the League of Nations
- German treaty with Poland meant that France lost an ally
- Germany announced the creation of an air force and navy.

from recall:

- Hitler announced the introduction of conscription
- Army to rise to 500,000 men
- Hitler tried to take over Austria in 1934
- Germany remilitarized the Rhineland in 1936.

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

Question 3

Describe the events that led to the takeover of Czechoslovakia.

(5)
01

The candidate describes the events that led to the takeover of Czechoslovakia by referring to evidence such as:

- Hitler ordered an attack on Czechoslovakia in May 1938 (Operation Green)
- Britain and France nearly declared war on Germany – the ‘May Crisis’
- Nazi agitation in Sudetenland organised by Henlein
- the Runciman mission was sent to persuade Czechoslovakia to surrender the Sudetenland to Germany, but failed
- Hitler made a very anti-Czech speech in September
- first meeting: Hitler and Chamberlain met after a further threat to attack Czechoslovakia
- second meeting: agreement for Germany to gain Sudetenland was reached, but war became likely after further demands – ‘Black Wednesday’
- third meeting: UK, France, Germany and Italy at Munich and Munich Settlement was reached
- in March 1939 Germany broke the settlement terms by invading the Czech areas
- Slovakia split away to form a separate ‘puppet state’
- parts taken by Hungary and Romania.

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

Why was there a crisis in Berlin in 1961?

(5)
02

The candidate explains why there was a crisis in Berlin in 1961 by referring to evidence such as:

from the source:

- a new labour law preventing strikes had caused unrest in the factories
- there were shortages of food and higher prices
- there had been a massive increase of refugees fleeing to the West
- in the six months up to June 1961, 103,000 East Germans had fled through Berlin.

from recall:

- many people living in East Berlin saw that West Berlin was wealthier and had a more democratic society
- many East Germans were unhappy at being separated from friends and family in the West
- it was felt that Berlin was a centre for western spies
- the East German government took the decision to close the border between East and West Berlin and build a wall.

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

Question 2

In what ways did people show their opposition to the war in Vietnam?

(5)
01

The candidate describes the ways people showed their opposition to the war in Vietnam by referring to evidence such as:

- many of those conscripted avoided enlisting by draft dodging
- many protestors burned their draft cards to demonstrate their opposition to the war
- students protested against President Johnson – slogans such as “Hey! Hey! LBJ. How many kids did you kill today?”
- large demonstrations against the war – often leading to violent clashes
- students held protests in many universities across the USA eg Kent State – often students occupied universities
- prominent figures such as Mohammed Ali, Martin Luther King spoke out against the war
- many musicians of the time wrote and performed anti-Vietnam songs
- Vietnam veterans spoke out against the war
- the media presented evidence of cruelty by American soldiers, war crimes such as the My Lai massacre, tactics of defoliation.

For 5 marks, 5 supported points must be given.

Question 3

How useful is **Source B** as evidence of the Soviet attitude towards détente?

(4)
03

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

- primary source from 1976, at a time when the Soviet Union and the USA were involved in the process of détente
- from a speech by Brezhnev, who was responsible for Soviet foreign policy/relations with the USA at this time/likely to be biased
- to show the Soviet Union was in favour of peace/was peace loving
- states that we want peaceful co-existence/want to bring about lasting peace.

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

- the policy of détente came about as a response to economic problems in the Soviet Union
- Brezhnev's private stance was not consistent with public statements.

[END OF MARKING INSTRUCTIONS]